

Being Friends Together

Ways of Working > Guidelines for Facilitators

Guidelines for facilitators - notes

General guidance

Download general guidance for facilitators, taken from *The Testimonies Toolkit*, from the *Ways of Working* page.

More detailed guidance for facilitators from *Hearts and Minds Prepared*

Download more detailed, very helpful facilitator guidance taken from the *Hearts and Minds Prepared* handbook from the *Ways of Working* page.

Checklist for preparing a session

Download a simple, handy checklist for preparing a session from the *Ways of Working* page.

Group learning agreements

It is usually helpful to draw up a simple group agreement at the start of your learning journey, agreeing some basic guidelines so that all members of your group feel safe and welcome; this will also help ensure that everyone has a chance to share and that one or two people do not dominate the spoken contributions. Download guidance for different kinds of groups from the *Ways of Working* page.

- adults
- children
- young people or all age from 12 years
- young people or all age from 12 years – a creative approach

Facilitating a tender issue

Our life is love, and peace, and tenderness; and bearing one with another, and forgiving one another, and not laying accusations one against another; but praying one for another, and helping one another up with a tender hand.

Isaac Pennington, [Quaker faith & practice 10.01](#)

During your learning together, there will be opportunities for people to share at a deep level something of their own understanding or experience. As Friends tell their stories, it is important to be aware of the need to be tender with one another and

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ourselves: we may feel vulnerable as individuals, or perhaps as a whole meeting if we feel overloaded or low in energy.

If difficult issues or vulnerabilities arise, or are anticipated, during your learning journey together, do not hesitate to:

- remind Friends of your group learning agreement
- be very clear about the aim and boundaries of the activity – you can even write these on cards for each participant
- ask for support from one or two experienced Friends or elders for that session
- consider working with the question ‘What *can* we do?’ underpinning your learning and development, rather than trying to take on too much and risking feeling overwhelmed or defeated!
- ask for input or a visit from your supporting *Being Friends Together* visitors
- consider arranging a special session to deal with those issues, possibly with external facilitation, or using a discernment tool such as:
 - a meeting for clearness
www.quaker.org.uk/sites/default/files/Clearness-web_0.pdf
 - a threshing meeting
www.quaker.org.uk/sites/default/files/threshing-web.pdf
 - an Experiment with Light workshop
www.experiment-with-light.org.uk

Support from elders

Part of the role of elders is to “encourage opportunities for all in the meeting to broaden and deepen their knowledge and understanding” ([Quaker faith & practice 12.12](#)). Elders will probably have been involved in planning your meeting’s learning journey at the outset. Do not hesitate to come back to them as the journey unfolds, whether it is for specific support or simply to ask them to uphold you and the group as you work together. Elders can also have an important role in supporting people, both personally and financially, to go away on courses at Woodbrooke or other Quaker centres which are linked to your meeting’s learning journey – opportunities like this are flagged up throughout the *Being Friends Together* learning pathways.

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