Facilitator practical Handbook

TAPE Line

Transitioning to Agroecology

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Deliverable Factsheet

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How to use this document

This handbook is the operational companion to the TAPELINE Training Syllabus (D1.1). It does not repeat the conceptual framing, learning objectives, or module architecture already described there. Instead, it provides the practical layer that facilitators will use before, during, and after each session: ready-to-use techniques, a reference guide for managing group dynamics, a fillable self-assessment tool, and a curated list of external resources.

1 Session Opening Techniques

The following techniques are directly usable in MAPs implementation or in other workshops in the framework of TAPELINE project. They serve two distinct but complementary functions: icebreakers warm up the group and lower social barriers; check-ins provide the facilitator with a real-time read of the room before starting substantive work.

1.1 Icebreakers

- One Word Introduction
  - Each participant says one word describing how they feel today (e.g. Curious, Tired, Ready). Fast, low-pressure, reveals mood without demanding explanation.

- Show & Tell Object
  - Participants show a nearby object and briefly explain their choice. Humanises the group and sparks informal connection.

- Find Things in Common
  - In pairs or trios: find three things in common. Share one with the full group. Useful to build bridges across different professional backgrounds.

- Unusual Question
  - Ask something unexpected: “If agroecology were a landscape, what would yours look like?” or “What was the last thing you learned from a farmer?”

1.2 Check-ins

- Colour of the Moment
  - Ready and energised – Present but uncertain – Tired or distracted – Low energy. Use at session open and close to track energy shifts.

- Emotional Traffic Light
  - Green = ready to go, Yellow = hesitant, Red = not fully present. Can be done verbally, with coloured cards, or via a quick Mentimeter poll.

- Scale 1–10
  - “How present and energised do you feel right now, from 1 to 10?” Numbers in chat (online) or fingers held up (in person). Quick and anonymous.

- Silent Check-in
  - Online: emoji in chat. In person: thumbs up / flat hand / thumbs down. Especially useful in large or mixed-language groups.

1.3 Understanding Your Participants: The PEMS Model

Before choosing tools or designing a session, the facilitator needs to read the room. The PEMS Model, developed by trainer Daniel Sá Nogueira, building on Carl Jung's work on psychological types, offers a simple but powerful framework for doing exactly that.

PEMS describes four different ways people relate to the world and engage with learning. Every participant has a dominant preference, though most combine two or more:

P – Practical (Doing, Action, Earth) Practical participants learn by doing. They want to act quickly, test ideas, and see tangible results. They dislike long theoretical introductions. Their greatest fear is losing control of the situation. *Help them feel in control of the process.*

E – Emotional (Feeling, Relating, Water) Emotional participants need connection. They are energised by relationships, collaboration, and the feeling of being seen. They may struggle in highly analytical or competitive environments. Their greatest fear is losing empathy. *Help them feel that the group is with them.*

M – Mental (Thinking, Analysis, Air) Mental participants value logic, precision, and evidence. They love debate and want to understand the reasoning behind every choice. They need to feel that decisions are well-grounded. Their greatest fear is being wrong. *Help them feel that they are making sound, well-informed judgements.*

S – Spiritual (Being, Values, Purpose, Fire) Spiritual participants are motivated by meaning and the bigger picture. They engage deeply when they can see why something matters — for themselves, for the group, for the world. Their greatest fear is insignificance. *Help them feel that their contribution matters.* (Euforia, 2019)

2 Facilitation Tools by Function

These tools support the three core facilitation functions present: collecting input from participants, supporting decision-making, and planning and structuring workshop sessions.

2.1 Collecting Ideas and Input

- **Mentimeter** – word clouds, live polls, open-ended questions. Ideal for surfacing individual views before group discussion.
- **Miro** – virtual sticky notes, mind maps, collaborative canvases. Central tool for co-creation in online and hybrid sessions.
- **Kahoot / Slido** – light quizzes and interactive questions. Useful to re-energise the group or test shared understanding.

2.2 Supporting Decision-Making

- Show of hands / thumb vote – quick, visible, inclusive
- Dot voting on flipchart or Miro – prioritisation without debate
- Fist-to-five scale – nuanced consent from strong support (5) to block (0)
- Consensus round – structured turn in which each person states their position before a collective synthesis

2.3 Planning and Structuring Sessions

- **NAOMMIE framework**
  - Needs – Aims – Objectives – Methods – Materials – Invitations – Evaluation.
    It is a process design and planning tool used by facilitators to structure training courses, sessions, or submodules. Its primary purpose is to provide an organizational framework that prevents facilitators from jumping directly to selecting methods without first considering the underlying purpose and participant requirements (Euforia, 2019).
- **SessionLab** – drag-and-drop agenda builder with facilitation method library. Useful for co-designing sessions with co-facilitators.
- **When2meet** – lightweight group scheduling. No account required.

2.4 In-Person Facilitation Setup

Physical environment significantly affects group dynamics. Consider:

Space and posture	Essential materials
• Circle seating to equalise participation • Move within the group rather than standing apart • Avoid positioning behind a lectern or table barrier	• Post-its and markers • Flipcharts • Talking object (to manage speaking turns) • Analogue timer • Sticky dots for voting exercises

3 Managing Difficult Group Dynamics

Multi-actor platforms bring together people with different backgrounds, interests, and levels of power. The situations below are common in MAP facilitation contexts. This section is a quick-reference guide: use it to prepare before sessions and as a memory aid during debriefs.

Situation	Facilitation strategies
Silence	• Use a simple open question: “What strikes you most so far?” • Allow it: silence can signal reflection, not disengagement • Invite pair sharing first, then open to the group

	• Introduce a visual tool (post-its, drawing) to shift mode
Dominating participant	• Acknowledge and redirect: “Thanks — let’s hear from others now” • Introduce a talking object or timed turns • Set participation ground rules at the very start of the session • If persistent: brief private conversation during a break
Open conflict	• Pause: “Let’s take a step back for a moment” • Reframe neutrally: “It sounds like there are two different perspectives here…” • Redirect to shared goals rather than individual positions • Use structured turn-taking or a listening exercise
Hidden tension	• Observe subtle cues: tone, posture, side conversations • Ask indirect questions to surface underlying energy • Use break time to reopen informal communication • Offer anonymous feedback tools (e.g. Mentimeter)
Low energy / disengagement	• Change pace: introduce movement or a brief energiser • Ask directly: “What would make this space work better for you?” • Assign roles: timekeeper, note-taker, process observer • Reconnect with purpose: why are we here, what do we want to produce?

In any situation: the facilitator’s core stance

- Stay calm and regulate your own reaction first
- Name what you observe without judging: make the dynamic visible to the group
- Hold the situation as ‘workable’: your confidence signals safety to the group

Involve the group in choosing how to move forward

4 Facilitator Self-Assessment Grid

This self-assessment grid is part of the TAPELINE training module “Facilitator: Agroecology Broker”. It is designed to support your personal reflection on your strengths, needs, and possible peer support within the facilitator network. It is designed to be completed at the begigging of your journey as a facilitator and revisited after the MAPs implementation.

1. Where do I feel confident as a facilitator? (skills, tasks, or areas)

_____

_____

_____

2. Where do I feel I need to grow or feel insecure?

_____

_____

_____

3. What types of peer support or tools would help me most?

_____

_____

_____

4. Have I already identified someone in the group who complements me? Who and why?

_____

_____

_____

5. Quick SWOT Reflection

Strengths (as a facilitator)	Weaknesses (areas to improve)
Opportunities (tools, peers, networks)	Threats (barriers, fatigue, isolation)

5 Resources

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