

Observation Tool: Group Activity Facilitation

This observation tool is designed to support growth for Teen Pregnancy Prevention (TPP) project facilitators by guiding observers in identifying a facilitator's strengths and opportunities for improvement.

Observers can use the form below, along with the [Program Observation Form for TPP Program Grantees](#) required by the Office of Population Affairs (OPA), when observing any facilitator or activity, but may find it particularly valuable for observing new facilitators. Before observing, review the observation best practices shared below.

Observation Best Practices

Before the observation

- Review the implementation guide for the curriculum, lessons, and/or activity you will observe.
- Meet with the facilitator to get context on the activity you will observe.
- Confirm the date, time, and location for the activity you will observe.
- Ask the facilitator how they would like to receive feedback. For example, right after the activity or at another scheduled time within a week of the session.

During the observation

Minimize your impact.

- Arrive early or at an agreed upon time so you don't disrupt the activity.
- Have the facilitators introduce you and explain why you are in the room.
- Sit somewhere out of the way where you can still observe the activity.
- Limit engagement with facilitators, participants, and others during the activity.

Be objective.

- Focus on how the facilitator acts and what they say; avoid making assumptions about why they take certain actions or say something in a certain way.
- Be honest with yourself about how your biases may affect your perception of the facilitator.

Consider the following questions:

- How is the facilitator holding space?
- Are they welcoming diverse perspectives while ensuring that participants are being respectful?
- Are they using inclusive language?
- How varied is the facilitator's approach to presenting information and engaging participants?
- Are they meeting participants where they're at?
- Are there any space or environmental constraints out of the facilitator's control that may be impacting the group?

Complete the form below during or immediately after your observation.

- This will help to limit recall error (forgetting something that happened or misremembering parts of it, such as when it happened, how long it lasted, or other details).

After the observation

- If needed, ask the facilitator any clarifying questions.
- Finalize your notes/ratings.
- Submit the completed form to the project leader within a week. If possible, offer an opportunity to discuss your observation, including strengths and opportunities for improvement, with the facilitator.

Facilitation Observation Form

TPP Grantee:	Facilitator(s) Name(s):
Location:	Audience:
Observer Name:	Purpose of Group Activity:
Observer Role in Project:	Duration of Activity:
Observation Date:	# Participants:

1. The facilitator states the purpose and goals of the activity.

- Example score of 4: Clear description of purpose, goals, and process. What was to take place, why, how, and desired outcomes. 1 2 3 4 N/A
- Example score of 1: Immediate launch into activity without description of purpose, outcomes, and process.

Notes:

2. The facilitator engages participants responsively in a way that meets activity objectives.

- Example score of 4: Facilitator adjusts their energy and approach based on the needs of the room. Facilitator holds the attention of participants. 1 2 3 4 N/A
- Example score of 1: Facilitator does not read the needs of the room. May appear flat when energy is needed or overpowering when it makes more sense to step back.

Notes:

3. The facilitator helps spark and sustain participant interest/curiosity throughout the activity.

- Example score of 4: Throughout the activity, facilitator asks open-ended questions, poses challenges, and encourages participants to experiment or try something new. 1 2 3 4 N/A
- Example score of 1: Facilitator strictly follows agenda, may present as if reading from a script, does not pivot in response to questions or themes that emerge from participants.

Notes:

4. When providing assistance to participants, the facilitator helps them think through problems or questions themselves rather than offering answers.

- Example score of 4: Facilitator guides participants' thinking by asking open-ended or thought-provoking questions or by suggesting items for consideration to stimulate thinking. 1 2 3 4 N/A
- Example score of 1: Facilitator provides answers to participants rather than helping them figure out answers on their own.

Notes:

5. The facilitator presents information and engages participants in a variety of ways.

- Example score of 4: The facilitator presents information in a variety of ways (e.g., visually and verbally) and provides options for participants to engage in different ways. 1 2 3 4 N/A
- Example score of 1: The facilitator presents information in only one way and options for how to engage are limited or do not exist.

Notes:

6. The facilitator meets the stated goals of the activity.

- Example score of 4: Goals were met and summarized for the group.
- Example score of 1: Goals were not met at all. 1 2 3 4 N/A

Notes:

Based on what you observed, is there anything else that the facilitator did particularly well? Are there any other opportunities for improvement? Please be as specific and concrete as possible.

Notes:

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