**Motivational Interviewing In Supervision & Coaching**

**Lesson 4: Leading a Learning Group**

**Topic: Developing a Lesson Plan: A Step-by-Step Process**

For this week’s Send Me activity you and your colleagues from your organization will collaborate in developing a lesson plan for an MI learning group. You will then use these plans to facilitate the group for Week 5. Below is a template to assist in the development process, following the stages from this week’s presentation; Setting the Tone, Review, Overview, Presentation, Exercise, and Summary. Next to each stage is space for you to write your intention for the stage as well as the action you will take in this stage, followed by who will lead this part of the group.

\*\*You will submit ONE template per organization, so decide who will submit the Send Me for this week, ensuring all facilitator names are on the template.

Let’s get started! You can print the template, or type right in the boxes as you move through the stages.

1. Begin by determining together the answers to the following questions:
   1. Who are your learners and in which MI learning stage are they?
   2. What will you teach? (The 1 or 2 concrete MI concepts, skills and/or strategies)
   3. What is your goal? (This is a broad statement of what you intend learners to learn.)
   4. What are your objectives? (This is 1-2 statements that state specifically what learners will be able to do at the end of the session (i.e. Learners will demonstrate 2 reflections that can be used to soften Sustain Talk). The more specific your objective the better able you will be to determine if you have reached it by the end of the group.)
   5. What is your timeframe 1.5 hours, 2 hours?
      1. Remember Teach (10%), Practice (60%), Debrief (30%)
2. Next you will plan for Setting the Tone (this is the invisible structure of the group). Identify what your intention is for this Stage and fill in the box. Also complete the Lead box by identifying all the facilitators in your group. With your co-facilitators, complete the Action box with the concrete steps you will take to implement your intention. Consider the following:
   1. What actions will you take to work towards establishing psychological safety within the group?
   2. How will you each *show* the spirit of MI within the group format? Consider each of the 4 spirit components and behaviors you, as leaders, can use to model each.
   3. What rituals, traditions, or practices will use to develop these (both psychological safety and the Spirit of MI within the group format?
      1. How will you introduce and explain the group to your leaners before the group?
      2. How will you set up the physical (or virtual) space?
      3. How will you start the group? (Opening questions to create cohesion and psychic safety? Welcoming learners?)
      4. How will you engage with sustain talk, discomfort, disengagement, or discord that may arise in the group?
      5. How will you close the group?
3. The Review Stage. The goal for this stage is to: 1. Share the goal of the group, and 2. Assess learner’s needs. Identify what your intention is for this stage along with who will lead this stage and complete the respective boxes. Next, complete the action box taking into consideration the following:
   1. How will you share your goal? Verbal, written, visual? How will you establish that learners both understand and agree with the goal?
   2. What will you do to develop an understanding of individual’s needs and goals? (i.e. Will you include a question in opening introductions? Will there be a brief activity? Will you have asked about needs and levels of learning before the group?)
   3. How will you accomplish these tasks in such a way that supports your Setting the Stage intention?
4. The Overview Stage. The goal of this section is to share with learners the learning objectives and an understanding of the benefits of these in their work. You might also use this time to review requisite knowledge and MI language needed to ensure that your group is on the same page. Identify what your intention is for this stage along with who will lead this stage and complete the respective boxes. Next, complete the action box taking into consideration the following:
   1. What is the overview of the skill/topic for this week?
   2. What are the learning objectives for the group? How will you convey these? What visuals will you need?
   3. What other items might you need to review before you start with the learning material in order to ensure that the group has enough of a shared understanding and language to engage in the learning? And how will you review them?
   4. How will you accomplish these tasks in such a way that supports your Setting the Stage intention?
5. The Presentation Stage. This is where you will determine what needs to be included in your didactic presentation, how you will deliver the learning and the development of what materials you will need to do so. Identify what your intention is for this stage along with who will lead this stage and complete the respective boxes. Next, complete the action box taking into consideration the following:
   1. What are the main concepts/skills to be presented? (These should be aligned with your learning objectives)
   2. What is the application of the concepts? How will you share the WHY of using these concepts or skills?
   3. How will you teach the concepts? Videos? Visual Aids?
   4. How will you show examples? Live demonstration? Written examples?
   5. How will you check for understanding throughout the presentation?
   6. How long will the presentation be? (aiming for 10%) It can be helpful to practice and time yourself.
   7. How will you accomplish these tasks in such a way that supports your Setting the Stage intention?
6. The Exercise Stage. The goal of this stage is to identify: 1. What learners need to experience, and 2. What activity will best give them this experience. Identify what your intention is for this stage along with who will lead this stage and complete the respective boxes. Next, complete the action box taking into consideration the following:
   1. What do your learners need to experience in order to understand the concept or skill being taught as fully as possible?
   2. What activity that will allow the learner to experience the concepts? (if you are using an activity from the MINT manual, you can just reference the name. If you are adapting or creating the activity, please write it out completely).
   3. How will you set up the activity? What are the actual steps learners will need to take to complete the activity? It is best to break these down into small, discrete steps that can be explained one by one.
   4. How will you and your co-facilitators:
      1. Implement
      2. Observe
      3. Provide Feedback in the moment
      4. Support the activity
   5. How and when will you debrief the activity? (It is often helpful to debrief in parts after each ‘round’ of an activity and then have a final debrief as well.)
   6. What debrief questions will be asked (and at which point) to assess the leaner’s understanding? To provide additional opportunities for the learner to reflect on their experience and deepen their understanding? To support the learners to apply the concepts to the everyday work?
   7. How long will your activity take? (aim for 60%) How long will your debrief take?(aim for 30%)
   8. How will you accomplish these tasks in such a way that supports your Setting the Stage intention?
7. The Summarize Stage. The goal of this stage is to revisit the main concepts (6 times in 6 ways!), further assess group understanding, answer lingering questions and encourage transfer of learning to their work life. Identify what your intention is for this stage along with who will lead this stage and complete the respective boxes. Next, complete the action box taking into consideration the following:
   1. Review the learning objectives from the group.
   2. What are the main points you want your learners to take home?
   3. Allow for space for learners to ask questions and clarify understanding.
   4. What will the final questions be used to confirm understanding? And/or to encourage transfer of learning to work?
   5. How will you encourage next steps in the learning process?
   6. How will you close the group?
   7. How will you accomplish these tasks in such a way that supports your Setting the Stage intention?

**MI Learning Group Planning Template**

Group Leaders:

1. Who are your learners and what is their MI stage of learning:
2. What will you teach:
3. What is your goal in teaching this:
4. What are your objectives:
5. What is the total time allotted to this session:

|  |  |  |  |
| --- | --- | --- | --- |
| *Group Stage* | *Intention* | *Actions* | *Lead(s)* |
| Setting the Tone – (The invisible structure) |  |  |  |
| Review |  |  |  |
| Overview |  |  |  |
| Presentation |  |  |  |
| Exercise |  |  |  |
| Summary |  |  |  |