

Meeting-in-a-Box Facilitator Instructions

Health and Well-Being for All



What's in My Meeting-in-a-Box?

- ✓ **Large Visual** – One per box
- ✓ **Three Learning Modules** – Gang Violence, Asthma and Obesity, each containing the following:
 - **"Draw pile" Card Deck** – A set of small numbered cards participants will select and read aloud
 - **Facilitator Card Deck** – A set of larger facilitator cards for you to distribute throughout the session
 - **Dialogue Guide** – One for the facilitator; participant copies can be downloaded from the website

Participants will be referring to the **large visual** during the session. It offers context for the information they will be discussing and provides a visual metaphor that helps get everyone on the same page.

Data and information in the form of **card exercises** support and interact with the visual, supplying additional details and discussion points. This information can be in the form of text, graphs, charts and bullet points.

Using the **Dialogue Guide** as a script, you as the facilitator will usher the group through the learning process. At designated times, the **Dialogue Guide** will direct you to focus on a certain area of the visual, introduce different card exercises or have group discussion.



Before You Start

The meeting materials are designed to lead a group of six to eight people through a discussion of strategies for attaining Health and Well-Being for All, with a focus on a systematic approach to community engagement.

For each of the modules, the group will discuss topics such as:

- The impact of personal, social, economic and environmental factors on various health outcomes
- Definitions and descriptions of social determinants of health (SDOH)
- How participants can play a role in improving health by addressing social determinants with a population-based approach

Your Role as the Facilitator

- Optimize the learning environment by ensuring that all participants are facing each other and can talk comfortably, such as at a round or rectangular table.
- Be sure you have all the materials you need within reach.
- Encourage learning and sharing by welcoming ideas and helping every participant feel a part of the process.
- Encourage the group to come up with answers.
- Do not answer questions or give your own opinions. Think of yourself as a "Guide on the Side" and not a "Sage on the Stage."
- Keep the process moving

Adapting the Box Materials

Examples of how others have used the Meeting-in-a-Box and additional tips for adjusting it to fit your needs can be found on the website.

Prepare for Your Session

- Review the materials in advance so you are familiar with the visual, the Dialogue Guide and the card decks.
- Get a feel for the metaphorical journey the group will be taking by understanding the key questions and learning points along the way:
 1. **Seeing the Bigger Picture:** Do SDOH affect the whole community? Are they preventable?
 2. **Focus on What's Important:** Where do you find data to support your case? (*see the website for ideas you can share*)
 3. **Finding Others Who Care:** Who are possible stakeholders? Are they supportive? Reluctant?
 4. **Walking a Mile in Someone Else's Shoes:** The purpose of this step is for participants to consider perspectives of other stakeholders. Each module does this a bit differently:
 - Gang violence: full role play with motivation, "friends/foes," hidden agendas
 - Asthma: discussion of how a group might come together (forming, storming, norming)
 - Obesity: discussion of strengths, points of agreement, sources of conflict, obstacles

Deep discussion: Consider asking the group: Are the characters stereotypes or caricatures? Would changing their race, ethnicity or agenda change your impression of how to address the issues?
 5. **Acting on What's Important:** Make sure the group has points of agreement from prior step, so they can choose an action to pursue together.
 6. **Communicating Your Vision and Mission:** Why is it important to tailor your message based on the audience?



Time to Facilitate



Start the Session

1. **Provide a Brief Overview** – Briefly review why the learners are participating in this exercise and provide context. You don't need to go into detail about what the group will discuss during the session because this is covered in the introduction they will read on the first page. Also, explain that your role as the facilitator is to keep the process moving and help foster discussion – not to provide answers.
2. **Ask for a Volunteer to Read Aloud** – Ask for a volunteer to read the Introduction found within the Dialogue Guide. Continue the session by encouraging the group to share in the reading of the guide so everyone has a chance to speak. When you see a ●, stop to discuss.
3. **Be Time-wise** – Each module in the Health and Well-Being for All series has a suggested run-time (generally, 2 hours for asthma and obesity and 3 hours for gang violence), but you can tailor them to your needs.



During the Session

1. **Engage the Full Group** – Don't let one or two participants dominate the discussion. You can change the group dynamics easily: Avoid eye contact with more vocal members and engage less active participants by asking non-threatening questions like, "What do you think about that?"
2. **Stay Focused on the Question Asked** – Maintain gentle control of the learning process. If group members wander off the topic, ask the reader to repeat the question to get them back on course.
3. **Explore Open-Ended Statements** – Some participants may be reluctant to share their ideas. But there are no "correct" answers, just different ideas. Encourage them to continue by asking questions such as, "Can you tell us what you mean by that?" or "What leads you to that conclusion?"
4. **At Times, Be a Silent Observer** – The more a facilitator talks, the less each group member can participate. Your role in this process is to encourage members to express their views and to guide the discussions. Group members may be slow to speak at first, but trust the process.
5. **Don't Provide Answers** – If a technical question comes up, you'll be tempted to answer it. But don't. This process is not meant to be a test of your knowledge. Instead, give the group the opportunity to provide the answer. Remember, your role is to guide the group to develop their ideas and solutions.
Hints: If they look to you for the "right" answer, bring another member into the discussion with: "Okay, what do you think?" If the question isn't answered, offer: "Why don't we have someone look into that?" or "Let's talk about that at the end of our session."

People learn best when engaged in a process of discovery, versus passively listening to a presentation. This meeting is designed to engage your group in a process that allows them to come to their own conclusions through discussion. Remember – and remind the group often – that this is an exploration and there really are no "right" answers.



After the Session

1. **Answer Questions** – Spend a few minutes discussing how and where to investigate any unresolved questions raised during the discussion.
2. Thank the group members for taking part and sharing their ideas.

"Health and Well-Being for All" originated with materials created for The CDC Experience Applied Epidemiology Fellowship for medical students, funded by Pfizer External Medical Affairs, Inc. through a grant to The CDC Foundation. The Meeting-in-a-Box was developed by ContXt Corp.