# Foundations Live Facilitator guide

**Purpose**

The purpose of Foundations Live is to enhance and consolidate learning for club officers in District 71. It is an essential part of the Foundations course that is offered in the first round of club officer training. By the end of this session, participants will be able to:

* Describe the value of creating a club success plan and the importance of the 30th September deadline
* Identify common issues facing people in their role and evaluate potential solutions
* Create at least one personal action that they will take as a result of the training

**Delivery**

The Foundations Live sessions will be delivered as a series of one-hour live Zoom sessions. These will be scheduled at different time of day to maximise availability and accessibility for club officers.

Each Foundations Live session will require the following team:

* A host (facilitator) and backup host
* One or two Zoom masters
* One or two experienced officers for each club officer role

**Learner registration and engagement**

The Foundations Live sessions will be published on the District website and listed in District communications to new club officers. Area Directors should encourage the officers of clubs in their Area to participate.

Participants will need to register in advance and will specify the officer role for which they wish to be trained. This selection will be used to assign the participant to the relevant breakout room.

Learners will be expected to have completed the online portion of the Foundations course prior to attending. Upon completion of the required modules in the online course and successful completion of Foundations Live, the officers club will be awarded credit in the Distinguished Club Program for their role.

Officers are welcome to attend multiple sessions. Officers holding one role (even in multiple clubs) will only need to attend one session of Foundations Live and those that that hold multiple roles will need to attend one session for each role for which they wish to receive training credit.

**Agenda**

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| **Time (minutes from start)** | **Item** | **Who** |
| -15 | Zoom room opens  Arrival of participants  Participants are asked to rename themselves with the | Zoom Master |
| 0 | Open and online etiquette   * Cameras on * How to mute/unmute | Zoom Master |
| 2 | Welcome and session overview   * Host introduces themselves * Explain the format of the session * Highlight that the session is designed to be learner-led and interactive * Explain how participation in this will help them decide actions to add to their Club Success Plan * Highlight the key components of a Club Success Plan and the 30th September deadline * Poll: How much progress have you made on your plan? (Already submitted, we’ve started discussing it, not started yet) | Host |
| 8 | Host explains the breakout rooms and introduces the facilitators (name, club(s) and role they will be facilitating |  |
| 10 | Move to breakout rooms | Zoom Master |
| 12 | Breakout sessions (see session facilitator guide)  Note: it may be necessary to combine some breakout rooms based on facilitator availability and number of participants | Breakout facilitators |
| 50 | Return to main room | Zoom Master |
| 52 | Session recap  Reminder of learning objectives  Post link in chat for the Foundations Live completion survey. Completion of this is appreciated but NOT required for training credit | Host |
| 58 | Session close | Host |

**Role-specific breakout facilitator guide**

The goal of the facilitated breakout room is to prompt the participants to think of their experience, share ideas and decide on one action that they plan to take as a result of the training.

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| **Time** | **Segment & Purpose** | **Participant Prompts (display or read aloud)** | **Easy-to-follow Facilitator Moves** |
| **0-5 min** | **Welcome**  Help officers feel seen and set the “why” | 1. “Type ONE word in chat that captures how you felt when you accepted your officer role.  ”2. “In one sentence, why is a well-run club important to members?” | • Turn on camera, smile, greet by name.  • Ask everyone to type but **wait**; say “Press Enter when I count down 3-2-1.” (a “chat waterfall”).  • Read 4-5 words aloud, then 2-3 sentences, praising contributions. Adults engage more when their input is recognised. Ask a couple of people to read out their comments |
| **5-12 min** | **Shared idea harvest** Surface key insights from the e-learning modules and prior experience | “Think of one ‘a-ha’ from your online modules or prior experience and how you have already applied—or plan to apply—it.   Type it in this format: Insight → Action. Hold… press Enter together.” | • Display timer 90 sec for reflection.  • Count down; all send at once (keeps chat readable).  • While they type, copy notable comments to a slide or whiteboard for visibility—writing ideas where all can see boosts retention. |
| **13-18 min** | **Whole-room challenge poll** Identify common pain-points | “Vote for the two items that are most important to you”  You can do this with Zoom gestures, annotations or comments in the chat.  If a small group, participants can talk out loud | • Compile top 6–8 ideas and challenges from chat onto slide.  • Watch reactions; note the three “winners”.  • Clarify that these are shared across role and clubs, linking to adult-learning need for relevance |
| **18-30 min** | **Live solution creation** Co-create solutions everyone can try | For each top challenge ask: • “Who has a success story or clever idea for doing this?”  • “What makes this realistic for most clubs?”  • “How will we know it’s working?” | • Call on volunteers (use raised-hand list).  • Paraphrase answers, note key actions under headings in a document, whiteboard or PowerPoint that can be shared later  • Remind people of content from the online learning modules or D71 resources page for the role |
| **30-34 min** | **Personal commitment** Move insight to action | “Choose ONE idea you will test in the next 7 days. Start your sentence with ‘I will…’ and hit Enter.” | • Give 60 sec silent thinking.  • Applaud 3-4 commitments; encourage saving chat transcript for accountability—adults learn best when they decide and declare next steps |
| **34-37 min** | **Reflection & close** | 1. “What helped you most today?” (type in chat) | • Highlight patterns (e.g., “several of you thought stories from other officers were useful”).  • Thank everyone and return to main room. Remind people to click the “Return” not “leave meeting” option |

**Quick guide to help with facilitation in an online breakout room**

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| **What to do** | **How to do it in one room** |
| **Keep everyone interacting** | Use chat waterfalls, Zoom reactions and inviting people to speak (after raising their hand). |
| **Capture information visually** | Share a simple PowerPoint or whiteboard and type live. Seeing their own words reinforces ownership and helps people with different learning styles to benefit |
| **Balance voices** | Rotate between chat (good for quieter members) and microphone shares (good for extroverts). Praise each input sincerely to build motivation |
| **Watch the clock** | Display a visible countdown timer; announce “one-minute warning” before shifting segments. |
| **Use the ASK–DISCUSS pattern** | Pose open questions, pause at least 10 seconds, then invite discussion |
| **End with commitments** | Chat-based “I will…” statements create peer accountability the transcript can be saved for future reference |