Session 51: Leading the Room: Facilitation Basics for Peer Leaders

Phase 5 — Giving Back: Service, Leadership & Purpose · Block 2 — Mentoring & Leadership

Date: _____ My craving today (0–10): _____ One word for my week: _____

Handout for this session: the Session 51 handout (Leading the Room: Open, Hold, Close) — in the Handouts Packet.

What we're learning

A peer leader's authority is borrowed and brief: it belongs to the agreements, not to the leader's personality. The craft has three moves. Open: state the purpose in one sentence, name the agreements that matter tonight, start on time. Hold: one voice at a time, cross-talk redirected kindly, quieter voices invited with a door they can decline — 'James, anything from your side of the room?' — and war stories stopped at the first graphic detail, per the agreements. Close: one sentence that names what the room did, and a bridge to what comes next.

- The agreements lead; you enforce A peer leader never rules by opinion. Every intervention points at an agreement the room already made: 'Hold on — one voice at a time; that's our agreement.' The rule carries the weight so the relationship does not have to.
- Invite; never corner Draw out the quiet with doors, not spotlights: a question to the whole side of the room, a written minute before sharing, permission to pass that is actually honored. Cornered people do not open; they comply or they leave.
- End on time, land the plane A segment that runs over steals from everything after it. Watch the clock, summarize in one sentence, and name the next thing. Ending well is a form of respect the room can feel.

Goals for this session

☐ I can open a group segment using the program's pattern: purpose, agreements, check-in

☐ I can keep one voice at a time and draw out a quiet member without putting them on the spot

☐ I can close a segment on time with a one-sentence summary and a bridge

Check-in

Think of the best-led room you have ever sat in, anywhere. What did the person up front actually do — minute by minute?

Discussion — write your answers

Write what you would say out loud — and more, if it comes. There is no right-length answer; there is only an honest one.

1. Which move is your natural strength — opening, holding, or closing — and which will you have to build?

2. A member starts a graphic war story. Give the exact sentence you would use to stop it without shaming them.

3. What do you do with the member who talks every time — and with your own liking for their talking?

4. What is your opening script — purpose sentence, two agreements, first check-in question?

Session 51 — Skill Practice

Facilitation practicum (full room, rotating): volunteers lead a ten-minute mock check-in segment for the group — open with purpose and agreements, run three check-ins, handle one planted disruption (the facilitator plays a cross-talker, then a war-story starter), and close on time with a summary and bridge. The room scores each leader against the three moves; the facilitator debriefs kindly and specifically.

My opening script — purpose sentence, two agreements, first check-in question:

My closing summary sentence, and the bridge to what comes next:

My takeaway

The one thing from this session I most need to remember — in my own words:

Homework — this week's application

☐ Write your opening script in your workbook — purpose sentence, the two agreements you would name, your first check-in question — and your closing summary sentence. Bring both to the next session; you may be called on to use them.

Space to do the homework and note how it went:

An optional Scripture handout for this session is available from your facilitator on request.