

Facilitation Methodology

1. Noun _____
2. Verb _____
3. Verb _____
4. Verb _____
5. Noun _____
6. Plural Noun _____
7. Noun _____
8. Verb _____
9. Adverb _____
10. Plural Noun _____
11. Plural Noun _____
12. Animal _____
13. Plural Noun _____
14. Plural Animal _____
15. Plural Noun _____
16. Body Part _____
17. Animal _____
18. Plural Noun _____
19. Plural Noun _____
20. Plural Noun _____
21. Adverb _____
22. Article Of Clothing Ending In S _____
23. Noun _____

24. Noun _____

25. Animal _____

26. Number _____

Facilitation Methodology

We would like to see our students learn is something with a

KEY MEASURABLE OUTCOME that will indicate an improvement in learning performance. One way to

measure that would be if they could create a really large _____ Noun _____. Then we want to

DESIGN AND PREPARE FOR EVERY ACTIVITY that will support that creation, such as learning how to

_____ Verb _____ Verb _____ and _____ Verb _____.

We then DECIDE WHICH STRATEGIES, PROCESSES, AND TOOLS ARE APPROPRIATE FOR EACH

SPECIFIC ACTIVITY, INCLUDING THE ROLES FOR PARTICIPANTS, including having them using

strategies inspired by a _____ Noun _____ processes that remind people of _____ Plural noun _____ and roles that require

people to wear an ADJECTIVE _____ Noun _____ on their head, and _____ Verb _____ Adverb _____

Next, you PRE-ASSESS TO DETERMINE PARTICIPANTS' READINESS, which is easily determined by

whether they have _____ Plural noun _____ in their pants.

Then you SET UP EACH SPECIFIC ACTIVITY using a ladder which has been placed on a pile of

_____ Plural noun _____

You then RELEASE INDIVIDUALS/TEAMS TO PURSUE THE ACTIVITY, asking them to make a sound

like a _____ Animal _____.

You ASSESS TEAM AND INDIVIDUAL PERFORMANCES by comparing the teams to _____ Plural noun _____

and the INDIVIDUALS to crazed _____ Plural animal _____.

Next you PROVIDE CONSTRUCTIVE INTERVENTIONS BASED ON PROCESS, NOT CONTENT, by

chopping whatever they have done into tiny _____ Plural noun _____ adding some olive oil, and smearing it on their

_____ Body part _____

You BRING ALL THE INDIVIDUALS AND/OR TEAMS BACK TOGETHER AT THE CONCLUSION OF THE ACTIVITY, and make them lie down on the gym floor so that their bodies form the shape of a

_____ Animal _____

You PROVIDE CLOSURE WITH THE SHARING OF COLLECTIVE RESULTS, by having them scream 'we are bright red _____ Plural noun _____

Then you USE VARIOUS ASSESSMENTS TO PROVIDE FEEDBACK ON HOW TO IMPROVE

EVERYONE'S PERFORMANCE, such as comparing them to _____ Plural noun _____ and _____ Plural noun _____.

Finally, you PLAN FOR FOLLOW-UP ACTIVITIES, where they will be allowed to sit for hours in a room full of P-Noun, run _____ Adverb _____ through the streets wearing only _____ Article of clothing ending in s _____ and yell 'yellow _____ Noun _____ Blue _____ Noun _____, Pink _____ Animal _____, as loud as they can in the cafeteria for _____ Number _____ minutes.