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Facilitation Methodology 2

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

24. Noun _____

25. Color _____

26. Noun _____

27. Color _____

28. Plural Animal _____

29. Number _____

Facilitation Methodology 2

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 _____Animal_____. 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 jump _____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 NOUN 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 P-ANIMAL and the

INDIVIDUALS to _____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 _____Noun_____ ??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 _____Plural noun_____ run _____Adverb_____through the streets wearing only _____Article of clothing ending in s_____ and yell _____Color_____Noun_____ _____Color_____Noun_____, _____Color_____Plural animal_____as loud as they can in the cafeteria for _____Number_____minutes.

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