

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 _____

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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.