

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.