

Facilitation Survival Plans

Materials:

- Handouts
- Post-its
- Copy of powerpoint
- Gallery walk posters
- Writing utensils/markers
- Good/Bad Teaching poster
- Powerpoint (*DO NOT use “wall to wall” words on the ppt....the same shared gives full directions, but most of the words should be moved to the “notes” part and only key words or graphics used in actual teaching*)

Visuals:

- Title
- Objectives
- Good and Bad Teaching
- One poster of each MI listed in plans

Objectives:

1. Identify the skills and traits of a good facilitator
2. Share different ways to engage learners
3. Discuss different ways to assess what we're learning
4. Determine different strategies for making a workshop fun and engaging!

1) Introduce workshop and review objectives

- a) Throughout workshop, have delegates write down what they notice the facilitators doing that they could use in their workshops. (Slide 1-2)

2) Think-pair-share

- a) Delegates should pair up with someone they don't know (from a different county) and answer the questions on the slide/in their handout. (slide 3-4)
- b) Ask delegates to share their responses with the group. Make a list of responses on a poster.

3) Think and Jot

- a) Delegates read quote (slide 5) and write down what it means to them on a post-it note. Have them stick it on the wall.
- b) Read a select group of responses from the wall.
 - i) What are the benefits and draw backs to this activity?

4) Share (slides 6-9)

- a) What are some ways you can start off your workshop with high energy?
- b) What can you do to keep the energy level up throughout the whole workshop?
- c) Why do you want to practice reading directions beforehand?

5) Gallery Walk (Slides 10-11)

- a) Make a poster with each multiple intelligence on it.
 - i) **Musical**
 - ii) **Logical**
 - iii) **Visual**
 - iv) **Auditory**
 - v) **Intrapersonal (with others)**
 - vi) **Interpersonal (individual)**
 - vii) **Hands-on**
- b) Ask delegates to walk around and write down how they might engage someone in what they're teaching using that multiple intelligence. Feel free to add examples yourself to add to the mix.

- c) (Slide 12) What did delegates notice about the gallery walk?
 - d) What are benefits to this activity? What are some drawbacks?
- 6) Share (slides 13-15)**
- a) Why do you want to keep your directions clear and concise?
 - b) Why do you ask one of your delegates to repeat the directions?
 - c) Without fail, every time you give directions for an activity, the first question is “What are we supposed to do again?” Keep a visual up with directions, ask someone to repeat them, or have a powerpoint slide with directions on it.
- 7) Make a debriefing question (slides 16-18)**
- a) Have delegates create a debriefing question with a new partner.
 - b) Ask delegates to share their new question.
 - c) Why do you think the most learning happens with the harder questions? Why is more challenging to create than to just know?
- 8) Share theme slide 19**
- 9) Have delegates meet with training partners (slide 20)**
- a) Write down 5 things you can take away from this workshop and put into your own workshop
- 10) Share last slide and answer any questions that delegates may have about facilitating their workshops.**

References

Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco: Jossey-Bass.

Marzano, R. J. (2001). *Designing a new taxonomy of educational objectives*. Thousand Oaks, Calif.: Corwin Press.