



# Facilitation 202: More Tools and Techniques

**Overview:** This session provides participants with additional facilitation tools and techniques. Small group work involving participant-generated facilitation situations allows participants to review and select appropriate tools and strategies. It asks participants to present and role-play tools for feedback. This session is a great complement to Facilitation 201, which introduces an approach and tools as well. Also see the Games and Icebreakers addendum to this workshop.

**Category:** Facilitation and Communication; Management; Leadership Skills; Presentation

**Level:** Moderate to Advanced

**Type:** Structured activities suitable for workshop (e.g. retreat or training)

## Focus or Goals of this Guide:

- Provide participants with facilitation tools and strategies
- Provide participants with icebreakers and games
- Provide participants with an understanding of how to use complex tools during facilitation
- Provide participants with the opportunity to try out these techniques for their own purposes and workshops and get feedback

## Materials:

- Flip chart and markers
- Handouts enclosed

## How to Prepare:

Review the trainer guide.

Become comfortable with all of the facilitation techniques and prepare handouts. Review and modify scenarios to fit purpose and activities of participants.

### How to Do/Brief Outline:

This workshop provides a lot of material. Modify the times to fit your context:

- |                              |                           |
|------------------------------|---------------------------|
| 1) Context and definitions   | suggested time 10 minutes |
| 2) Games, Games, Games       | suggested time 20 minutes |
| 3) Tips and Tools Galore     | suggested time 20 minutes |
| 4) Small Group Work Time     | suggested time 20 minutes |
| 5) Small Group Presentations | suggested time 40 minutes |
| 6) Wrap-up                   | suggested time 10 minutes |

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## 1 Context and Definitions

Suggested time 10 minutes

Start with a brief brainstorm, asking the group, “What are some things that a Facilitator does?”

Lead into presenting a **Definition of Facilitation**:

*The process of helping participants to learn from an activity. The literal meaning of facilitator is “one who makes things easy.” Sometimes a facilitator is called a trainer.*

Explain:

A facilitator works to coordinate and organize small groups, and ensure that everyone is participating and staying on task. Facilitators never impose a solution on to the group. They clarify issues, focus discussions, bring out viewpoints, synthesize differences, and look for underlying agreements.

As a facilitator, you are responsible for preparing for and implementing all aspects of the training, from the content of the workshops, the activities, reflection, and evaluation.

In order to maximize the learning experience, it is critical for the facilitator to have the capacity to develop mutual respect within the group. You must be willing to take risks and work hard.

You are there as a guide and to listen. People will view you as an expert in the topic you are facilitating. Make sure you are knowledgeable about the topic and feel comfortable with people questioning your resources of information.

Distribute the **ROLES OF FACILITATORS** handout and review its contents.

Then distribute the **FACILITATION FRAMEWORK** and **EFFECTIVE BEHAVIORS** handouts. Explain that the framework, which was developed by *Interaction Associates*, a group that trains people in a model called facilitative leadership, is helpful to consider as a model. In that model,

a facilitator must balance results, process, and relationships. Provide a real, personal example of doing so, if possible (like in a meeting or training).

Also explain that facilitation involves “BUILDING SMALL AGREEMENTS.” If you keep that in mind, you can consider the tips (from the Effective Behaviors handout) as a guide.

This is all to set context for the training. Transition to the next section, in which you will do some interactive games with the group.

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## 2 Games, Games, Games

Suggested time 20 minutes

**Start this section by leading the group in a few different games, such as these below. Or choose from the *Games and Icebreakers* addendum (not included in this document, but available online at [www.idealistoncampus.org](http://www.idealistoncampus.org)).**

### Human Sculptures

[This icebreaker is best with groups of about 10-20; if there are more than 20 members, split participants into subgroups]

In this non-competitive activity, members serve as the human "clay" to be formed by the member serving as sculptor. The sculptor should be asked to provide an interpretation or depiction of some category of events or other focus topics, to be chosen by the trainers. For example, you might ask for interpretations in "human clay" of any of the following:

- An important event in the life of a typical student/program member
- An anticipated service experience
- An important "public" event
- A movie scene
- An event from a book
- A scene or line from a song

The trainer or another staff member may want to serve as the sculptor first, to demonstrate the process and reduce member inhibitions. Then ask for volunteers. The sculptor should move members around without speaking, until the human sculpture is complete. The sculpture should then explain what they have done to the group while human sculpture maintains its poses.

If public events or anticipated service events are used, it is easy to have two sculptors simultaneously interpret the event and then compare their sculptures. The human sculptures can also be done with several individuals or the whole group serving as a team of sculptors, in which case talking is permitted.

Be sure the room is big and open enough for the groups to move around. You may want to provide some furniture or other items such as chairs, tables, or books to be incorporated into the sculptures. Allow time for 2-3 human sculptures.

\*\*\*If members of the group know each other well and have worked with each other before, then facilitators may ask group members to construct a human sculpture that represents the group dynamics. This is best for smaller, more intimate groups of 5-10. You may either provide every person an opportunity to create a different sculpture of the group dynamics, or you may choose a couple people to do so (or ask for volunteers). Sculptors in this scenario should use every member of the group.

Examples of group dynamics (do not allow participants to use these if you explain them):

- Concentric circles, showing that the people in the center are the leaders of the group, while people in the further out circles are less involved
- A rock band, with the “leaders” as the singers/main guitarists, and the less involved people as backup singers/guitarists, the person who keeps the group on track as the drummer, etc.

Ask the sculptors to explain what they made. If you have multiple people sculpt, ask the group what the different interpretations show.

Question the group:

How are the interpretations similar?

How do they differ?

What does this demonstrate about the group dynamics?

How did people react to the way they were placed in the sculptures? What does this teach them about the way others perceive them?

Are people going to do anything differently because of the way they were sculpted?

### **Boop:**

[This is good for smaller groups, if you have a large group break them into smaller groups. Break the group into teams of 3-4 people.]

Have the small groups join hands to form a circle. Give each group an inflated balloon. Make sure the groups have space in between them so they can safely move around. The object is to keep your balloon up in the air and off the ground. The groups must continue to hold hands throughout the game - if they let go, they are out of the game. Give the groups about a minute to practice keeping the balloon up in the air, before you start the game. As the facilitator, you call out certain body parts the group must use to keep the balloon in the air. For example, start off by calling “hands,” then move onto “elbows” or “knees.” You can then use combinations, ie. “head-elbow” (meaning that a head shot must follow an elbow shot, or the group is out of the game). Have fun with making up your own body combinations. You keep doing this until one group is left. A fun way to end the game is to say “fire in the hole.” This means all the groups must use their body to pop the balloon.

### **Birthday Game:**

Explain that without talking or verbalizations, people must line up according to when their birthday falls in the year. Give them only a few minutes to do so. People can use gestures.

Do some general debrief questions with the group, getting them to think about the different functions of games. For example:

- What kind of tone does each of those games create?
- Which game would be more appropriate for a group of 60?
- Which game would be more appropriate for a diversity workshop?
- Which game would be more appropriate for a reflection workshop?
- What other comments do you have?

End by presenting the following considerations for how to choose games:

**[Flip Chart] A game should be chosen based on:**

- **Purpose:** does it fit with the purpose of the activity (e.g., to motivate, to laugh, to have fun) and the day overall?
- **Tone:** does it set the right tone for your purpose (e.g., you don't want a somber reflection game at the beginning of a day of service)?
- **Size (and Space) of Group:** is the game appropriate for the size of the group and the space the group has to do the game?
- **Length:** will the game take the right amount of time (e.g., will it fit into the time you have)?
- **Complexity:** can the group do the game easily in the given constraints (e.g., it's not great to have a game where written instructions and pencils are required when you're outdoors in a windy parking lot)?
- **How well members of the group know each other**

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### 3 Tips and Tools Galore

Suggested time 20 minutes

Explain that next the workshop is going to allow for folks to learn about and apply a range of facilitation tools.

Distribute the **TIPS AND TOOLS** packet.

You can:

- 1) Introduce it, by reviewing each page, or a few tools
- 2) Give people a few minutes to glance it over and ask if there are general questions.

**Then, give each small group an assignment:**

**Generate [a number you decide upon of] specific examples of challenging issues a facilitator faces in the following areas:**

- Group 1 Challenges related to the environment/context (such as timing, room, etc.)
- Group 2 Challenges related to individual participant's motivation/participation (such as a sleeper)
- Group 3 Challenges related to group dynamics (such as cliques, etc)
- Group 4 Other general challenges

If you have more than 4 groups, double up.

Give each group blank sheets of colored paper (letter size) to record the specific challenge (one per sheet) or a large flip chart pad to record them on.

After a few minutes, have each group share what they came up with.

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## 4 Small Group Work Time

Suggested time 20 minutes

Now, assign each group using the **Tips and Tools Galore** handout, a strategy for addressing 1-2 of the specific challenges. Switch the assignments so that the group has to deal with a challenge another group came up with. For example:

- Group 1 do Group 4 general challenges
- Group 2 do Group 1 Challenges related to the environment/context (such as timing, room, etc.)
- Group 3 do Group 2 Challenges related to individual participant's motivation/participation (such as a sleeper)
- Group 4 do Group 3 Challenges related to group dynamics (such as cliques, etc)

Again, explain that each group should do the following:

- 1) Review the Tips and Tools
- 2) Identify one or more groups to tackle the specific challenge(s) you pick.
- 3) In 20 minutes, your group should be ready to present the strategies they'd use and/or act them out in a role play/skit.

While the groups are working, walk around the room, answering questions. Also, provide time updates. **Finally, encourage the group to select 1-2 of the best strategies for each of the challenges presented, in the debrief.**

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## 5 Small Group Presentations

Suggested time 40 minutes

A. Have each group present their role play/skit/presentation. Engage the whole group in questions, comments, and/or feedback.

B. Also present your summary, so that you can present some additional tools/strategies that weren't mentioned.

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## 6 Wrap Up

Suggested time 10 minutes

Wrap-up by asking for comments and encouraging discussion. Ask what each person learned, and for an evaluation of the experience.

You can also end with the **PLUS/DELTA** tool, presenting that handout.

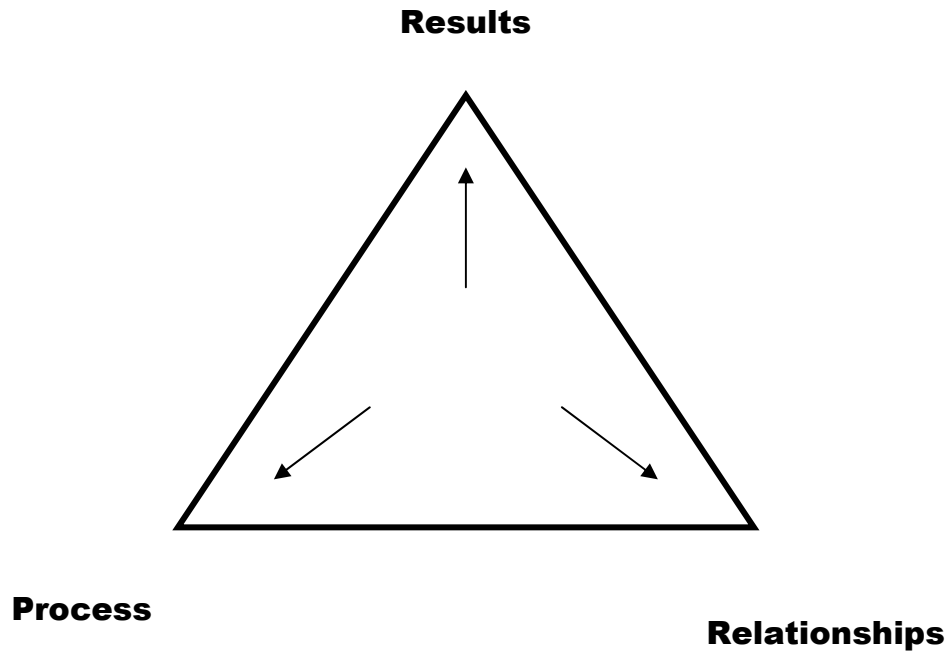
## Roles of Facilitators

- ◇ **Facilitators are the standard- setters for the discussion.** Facilitators must stay focused and alert, interested in the discussion and the learning that is taking place. They create the standards of communication, by looking around the room at all participants, listening closely, and encouraging contributions from all.
- ◇ **Facilitators make the workshop environment a priority.** They are in-charge of deciding everything from how the chairs are set-up, candy given out, quotes on the wall, location of restrooms, and many other logistical items. The facilitator is responsible for gauging the physical environment of the training and how the environment relates to the feeling of the workshop.
- ◇ **Facilitators are mindful of timing issues.** It is easy to over-schedule activities and not incorporate enough down-time for the participants. Avoid planning intensive activities directly before or after a meal. Always allow for activities to take longer than you think they will last. Facilitators need to constantly check-in with the group and gauge participants' energy level.
- ◇ **Facilitators are responsible for articulating the purpose of the discussion and its significance to the group.** It is important to clearly state the goal and function of each activity and section of the training. Also, let the group know the expected time that will be spent on each activity.
- ◇ **Facilitators make use of various techniques/tools to keep the discussion moving when tension arises or discussion comes to a halt.** The facilitator must be prepared with tools to keep participants engaged and learning.
- ◇ **Facilitators are responsible for paying attention to group behaviors.** You should be observant of verbal and non-verbal cues from the group. You should encourage people to explain their behaviors during check-in periods.
- ◇ **Facilitators should be relaxed and have a sense of humor that insures that discussions are enjoyable and educational.** Group discussions can often take a very serious turn and become intense. It is important to remember we do not have to be fired-up or uptight in order to have effective discussions. Laughter and a relaxed environment can be great methods for a good discussion.

## Facilitation Framework

SOURCE: *Interaction Associates*. Facilitative Leadership.

**Effective facilitators balance their focus along three dimensions.**



<b>Results</b>	<ul style="list-style-type: none"><li>• Are the results of high quality?</li><li>• Are the results timely?</li><li>• Do the results meet expectations (stakeholders)?</li></ul>
<b>Process</b>	<ul style="list-style-type: none"><li>• Is the process clear and logical?</li><li>• Is the process efficient?</li><li>• Is the process appropriate to the task?</li></ul>
<b>Relationship</b>	<ul style="list-style-type: none"><li>• Do I feel supported?</li><li>• Do I trust the other group members?</li><li>• Do I feel valued?</li><li>• Am I supportive and trustworthy?</li></ul>

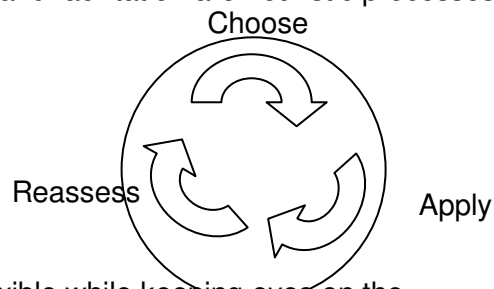
## Effective Behaviors

SOURCE: Some of this is drawn from *Interaction Associates*. Facilitative Leadership.

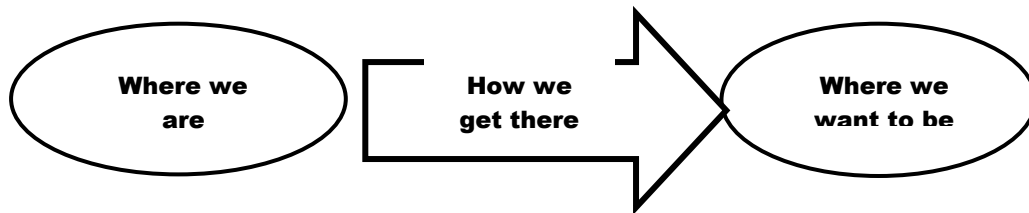
Collaboration begins with working together. Facilitation is a way of helping a group work together better. This can happen in one session or over a period of time.

Penny Wise...Pound Foolish. Be certain to use your preventions (and decrease your need for interventions).

Implementable decisions are made up of a series of small agreements. There is no one right way to facilitate, although there are some generally more effective ways to use certain techniques. Collaboration and facilitation are heuristic processes.



Keep your eyes on the goal. Facilitators are flexible while keeping eyes on the at each strategic moment.



## Cooperative Learning Roles

Cooperative learning has many different roles for team members during group activities. This activity is meant for groups of five. In groups of four, one person should assume both the timekeeper and observer role. In groups of three, another person should assume both the recorder and reporter roles. Make sure to assume a different role each time you work in a cooperative learning group. Group members should take turns, so everyone gets a chance to experience each role.

- **Facilitator** – the person responsible for organizing the work of the group, and making sure that the group stays on task.
- **Recorder** – the person who takes notes, writes on newsprint as the group brainstorms, and/or prepares the newsprint.
- **Reporter** – the person who shares with other teams the work or conclusions of the team.
- **Timekeeper** – the person who makes sure that the team devotes appropriate time to each assigned task and completes all its tasks within the allotted timeframe; this role is especially useful when the team has a tight deadline.
- **Observer** – the person who watches the interaction of the group members and reports on difficulties or successes in group interaction.

## Tips and Tools Galore

### Behaviors for Facilitators to Avoid:

- Downplaying people's ideas
- Pushing personal agendas and opinions as the "right" answer
- Dominating the group
- Saying umm, ahhh
- Reading from a manuscript
- Telling inappropriate or offensive stories
- Making up answers—it's okay to admit that you don't know
- Allowing people to bully others in the group
- Taking a stance with one section of the group
- Telling too much about your personal experiences and life. Keep a healthy balance - you are seen as the leader in the room
- Assuming you know the demographics of each member of your group

### Basic Tips for Facilitators:

- ◆ Know your audience BEFORE the training—their educational background, age, work/service environments, expectations. Survey the participants to see if they need special accommodations for the training (e.g., American Sign Language interpreter, wheelchair ramp access).
- ◆ Be confident—be clear, enthusiastic, breathe!
- ◆ Use humor, stories, and examples that directly relate to the participants' work.
- ◆ Evaluate needs of the group, especially at the end of the day to see what you can change for the next day. Consider using the +/ Δ method (found in the handout section of this workshop).
- ◆ Select an appropriate activity that will meet the needs of your group, and have lots of fun energizers/icebreakers on hand.
- ◆ Have lots of visually appealing handouts and flip charts—they help add the practical material the participants leave your workshop with.
- ◆ Determine needed supplies, room requirements, chair set-up.
- ◆ Think through the exercise and prepare for potential problems and pitfalls, such as not allotting enough time for activities.
- ◆ Clearly explain activity directions and be prepared for questions.
- ◆ Observe individual participation and involvement during exercises.
- ◆ Be aware of individuals that may be experiencing discomfort and/or are not participating.

- ◆ Follow up the exercise with discussion.
- ◆ Be available to talk/debrief with participants during break times and before/after the training.
- ◆ Evaluate the experience and write down notes for future trainings.

### **Programmatic Facilitation Tools:**

There are certain steps you will want to take when you are facilitating a training session. We listed them below. As you become more experienced, you will add your own input and changes to the following items. Observe other facilitators and see how they facilitate training sessions.

**Design the Training with Various Teaching Methods:** People have a variety of ways of learning and retaining information. Therefore you need to demonstrate and teach the methods in the training in a variety of different ways. According to the National Training Laboratory, research shows the following average retention rates for different training methods:

- 5% Lecture
- 10% Reading
- 20% Audio-Visual
- 30% Demonstration
- 50% Discussion Group
- 75% Practice by Doing
- 90% Teaching Others

**Eye Contact:** Face towards the participants when they are speaking to indicate your interest in, and respect for, what they are saying. Make sure you have good eye contact at all time. Look around the room and make eye contact with each person, while you are talking.

**Cooperative Learning Roles:** The roles should be posted on flip chart paper in the room and explained to the group before the training starts. Explain that when they are broken into small groups to perform activities (not an icebreaker), they should use the cooperative roles. Make sure the participants rotate roles. See the handout section for an explanation of the roles.

**Introduce Facilitators:** Welcome everyone to your training by telling them about yourself and other facilitators. Say your name, your role in the training, your experience on the topic, fun information you want to share about yourself, and any mistakes you may have made in the past on the topic that will bring smiles or learning for the group.

**Fist-to-Five Consensus Building:** When a group comes to consensus on a matter, it means that all members of the group can support the decision. They don't all have to think it's the best decision, but they should all agree with it to some extent. To use this technique, the facilitator restates the proposal/idea and asks everyone to show their level of support. Each person responds by showing a fist or a number of fingers that corresponds to their opinion. It is a good idea to post what each finger means so everyone knows exactly what they are representing.

**Fist-** a no vote. A way to block consensus. "I need to talk more about the proposal and require changes for it to pass."

**1 Finger-** "I still need to discuss certain issues and suggest changes that should be made."

**2 Fingers-** "I am more comfortable with the proposal but would like to discuss some minor issues."

**3 Fingers-** “I’m not in total agreement but feel comfortable to let this decision or proposal pass without further discussion.”

**4 Fingers-** “I think it’s a good idea/decision and will work for it.”

**5 Fingers-** “It’s a great idea and I will be one of the leaders in implementing it.”

If anyone shows fewer than three fingers, s/he should be given the opportunity to state her/his objections, and the team should address these concerns. Teams continue the Fist-to-Five process until they have achieved consensus (a minimum of three fingers or higher) or until they determine they must move to the next issue.

**Prioritizing Your Group’s Ideas:** Choose one of the following techniques when you need to have your group make a decision based on several options.

**N/3-** each participant gets as many votes as the total number of proposal items divided by 3. People can not stack their points.

**Assigned Points-** Each participant gets an assigned number of votes and can stack points.

**Working Agreements/ Group Rules:** Developing ground rules or working agreements helps frame the training and helps everyone understand group norms and expectations. You can start out by asking the group “what agreements would we like to have to ensure a positive learning environment?” Have people list ideas on flip chart paper. Ensure everyone is comfortable with the agreements/rules written down. Have everyone sign their name to the paper. The facilitator closes by stating, “This is an organizational agreement. We may need to add agreements as the training progresses.” Keep the agreements/rules in a highly visible place. This is great technique to use if the group is not following one of the agreements. For example, if one of the agreements was to “start on time” and after meals the majority of the group comes 5 minutes late, the facilitator can then remind the group that everyone agreed to start on time and when people are late, they break one of the working agreements. The facilitator can also develop a list of agreements/rules to follow throughout the training. See the handout section for an example.

**Ensuring Access:** Survey the training location and room before the training. Make sure that there is adequate lighting, parking spaces, elevators, wheelchair ramps, etc. Notify the participants ahead of the training if there are things they need to be aware of (as in, handicapped parking spaces are available in the front of the building, other spaces are in the back). Make sure necessities—bathrooms, water fountains, pay phones—are in working order. If you do have participants with wheelchairs, take away some chairs so they have a place at the table.

**Games and Icebreakers:** These games are crucial for setting the tone of the training. Many icebreakers are in the handout section of this workshop.

**Subdividing Groups.** It is inevitable that in some part of the workshop you will need to break a large group into smaller groups. There is a list of ways you can subdivide a group in the handout section. A favorite is to have a bowl with pieces of paper in it that have different animals on each piece of paper. The animals should all have equal representation in the bowl (i.e., if you have 5 cows, you must have 5 pigs). Each participant selects a piece of paper out of the bowl and when the facilitator says “go” everyone should then start miming their animal’s sound (e.g., cow= person saying moo). Tell them to find their fellow animal friends and work with this group for the activity.

**Elicit Expectations of the Group:** Before you get into the content of your workshop, ask the participants why they came to the workshop, what they want to learn, etc. Consider writing what they say on flip chart paper. Then address each statement and whether or not that will be covered in the workshop. Be honest, if it will not be covered clearly explain why not and tell them that they can get more information from you after the session, or direct them to another workshop that may better suit their needs.

**Stacking:** When your group is in a discussion and many people have their hands raised, use the technique of stacking. Write the people's names in the order of that they raised their hands so they do not have to keep their hands up and you do not have to remember who should come next.

**Handsignals:** Create some handsignals that everyone agrees on before the training. For example, if you need the room to quiet down you would DO SOMETHING. If you need the person to close their point you would roll you hands in a circle.

**Stress Relief:** At times the discussion can get heated. When this happens, have the group sing a funny song, tell some jokes, give back rubs in big circle, take a moment to sit in silence and reflect on other's comments, or breathe deeply to get focused.

**Prepare Handouts and Flip Charts:** Before the training, prepare as many flip charts as you need and have all your handouts copied. Use bright colors and images for your flip charts. In the handout section you will find tips to make your flip charts visually appealing.

**Talking Stick:** If you have someone who is dominating the discussion, consider giving them a non-speaking role in an activity. You can also avoid people speaking over one another by having a symbolic "talking stick"—you can use a koosh ball, rain stick, etc.

**Responding to Challenging People:** It is inevitable that you will face people in the group that challenge you or attempt to block others' comments. In general, you need to address the behavior—not the person—when handling a challenge from one or a few individuals. Establish responses that you create and can use to respond when people are being difficult. Never treat someone unjustly, this will affect the whole learning environment, and make the participants feel uncomfortable.

**Possible responses** to challenging people that you can use:

- ☼ Would you see me at the break to discuss this point further?
- ☼ That is an interesting dilemma; perhaps we can discuss this over lunch.
- ☼ You are very knowledgeable about this topic. Thank you for sharing another perspective.
- ☼ Actually, for this presentation I pulled resources from...
- ☼ I hear 3 questions. Let's deal with one question at a time... (then repeat the questions you heard them ask, to check for clarity)
- ☼ Thank you for asking. I must not have been clear before. Let me try to explain the concept in a different way.

**Getting the Groups Attention:** When you are attempting to get the groups attention and get them focused, try one of the following techniques.

*Clapping:* The facilitator says “If you can hear my voice clap once.” If that does not work they continue, “If you can hear my voice clap two times.” If that does not work they go onto three times. The group typically catches on after three claps.

*Lights Out:* Turning off the lights or flicking them on and off is rather reminiscent of grade-school, however it does get the group’s attention.

*Silence:* The facilitator can simply stand in the front or middle of the room in silence until the group realizes what is happening.

*Raising Your Hand:* The facilitator can simply raise their hand and stand in silence until all the participants are silently raising one hand.

**Put up a Parking Garage:** Therefore, in order to listen and keep everyone engaged, place a piece of flip chart paper on the wall that says “Parking Garage.” Write items and questions come up during the training that are not be relevant to the content of the training at that particular moment, but you want to address later. In the beginning of the training, explain what it will mean to “place questions in the parking garage.”

**Gifts/Tokens:** It is fun for trainers to have “stuff” to give to the participants of the workshop. Some facilitators have candy out for participants to take, while others choose to have food and drinks. You may also want to give your participants creative gifts. See the handout section for a list of items you could give to your training participants.

**Ouch Rule:** If at anytime during the training you or a group participant says or does something that is offensive, both you and participants can raise a hand and explain why the remark was so offensive.

**Vibe-watcher:** You can choose a participant to watch the group process along with you. Both you and this person should be aware of the underlying feelings, check body language, stop negative group processes (e.g. put downs, domineering), helps resolve conflicts, suggests different tools when the group gets stuck, and deals with outside distractions.

**Plus/Delta:  
a method of Debrief/closure**

At the end of an activity, as a check-in during the day and at the very end of the day, the facilitator asks the group to discuss the entire training—from the room set-up, atmosphere, content, flow, etc.

The facilitator first asks for the *pluses*, then the *deltas* (Greek word for change). It is critical to explain that this is not “what is good” and “what is bad.” This is a method for highlighting what went well/what worked and what needs to change so learning is taking place.

**An example of plus/delta after a training on children’s literacy:**

+	Δ
The things that worked	Changes for the future
<ul style="list-style-type: none"><li>◆ Scavenger hunt with kids books</li><li>◆ Making book folders</li><li>◆ Learning how to select books for kids at different reading levels</li><li>◆ Facilitator’s humor</li></ul>	<ul style="list-style-type: none"><li>◇ Room is too cold</li><li>◇ More water and drinks</li><li>◇ Provide clearer directions before the activities</li><li>◇ Give more time for small group work</li></ul>