



## SCENARIO: FACILITATOR GUIDE

**Activity overview:** The purpose of this activity is to generate ideas on how to use invisible supports.

**Directions:** Read the scenario below. How did Ms. Liz use invisible support to increase the participation of all children in the activity? Be prepared to discuss your thoughts.

“We are never doing another cooking project!” said Ms. Liz as she chatted with Mr. Floyd after school. “There was more batter on the floor than in the muffin tin. Also, I’m not sure the children learned anything about measurement or cooperation.” Ms. Liz and Mr. Floyd talked a bit longer about how to increase children’s participation.

That was last month. This month, Ms. Liz’s class made muffins again. The muffins were delicious and all the children participated. They measured the amount of batter needed and took turns filling the cup liners.

**Which invisible supports did Ms. Liz use to increase children’s participation?**



### Possible answers:

- *Sequence turns so that a child who know how to perform a skill has the first turn.*
- *Use an uncommon or interesting utensil to mix or scoop.*
- *Let another child scoop first so that the bowl of batter is not too heavy.*
- *Arrange it so that a child does an easier step in the cooking process, such as adding ingredients.*
- *Let children stand while making muffins.*
- *Let one child stand by another who consistently models appropriate actions.*



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