

# Facilitation Guide

This guide provides an overview of common scenarios and questions that may arise during the implementation of the nudge, along with strategies to support its success.

## MLR Nudge 1

### My Less Messy Idea

#### Recap

This nudge allows students to generate initial ideas in a non-evaluative way. They can collaborate with peers to revise their thoughts and arrive at a more polished solution, working through ideas in a safer space.

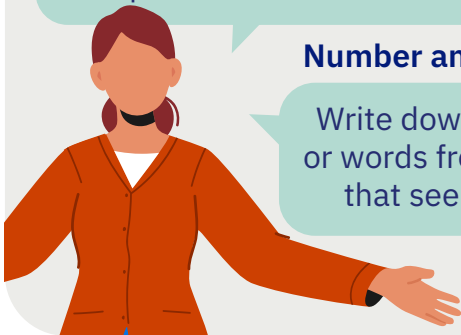


#### Situation: A student says they don't have any ideas—even messy ones!

If you notice they don't have any messy ideas, consider using one or more of the following prompts:

##### Write a "Wonder" Question:

What do you wonder about this problem? Write it down!



##### Number and Word Dump:

Write down any numbers or words from the problem that seem important.

##### Start a Number Sentence (Even if It's Not Right!):

Write down an equation that might help, even if you aren't sure it's correct.



##### Sketch the Situation:

Draw something about the problem. It could be a picture of what is happening.



##### Math Word Connection:

What kind of math do you think this problem is about? Write or draw a math word that comes to mind.

##### It's Not This:

Think about something that you know is NOT the correct approach.



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**Situation: Students are paired up to discuss their messy ideas. You overhear one student say, “I don’t understand your messy ideas!”**

If you notice a student is struggling to explain their messy ideas, consider having the partner use one or more of the following prompts:

## Tell Me More:

Can you tell me more about how you got that idea?



## Break It Down:

What was the first thing you did? What did you do next?



## Teach Me:

Pretend I don’t know anything about this problem. How would you teach it to me?



## Use a Different Representation:

Can you show your messy idea in a different way?



**Situation: Students are paired up to discuss their messy ideas. One student is dominating the conversation.**

If you notice that some students have a tendency to use more air time, consider setting a timer for each student to share their Messy Ideas.

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## Situation: Student struggles to combine the ideas into a Less Messy Idea.

If you notice that a student is having difficulty combining their thoughts into the Less Messy Idea, consider using one of the following prompts:

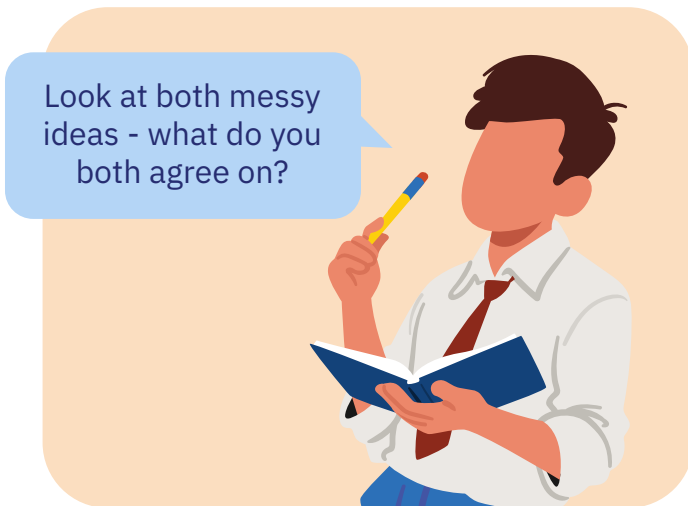
### Compare and Contrast:



### What Stays? What Goes?:



### Find Common Ground:



### Start With What You Know:

