



Facilitation Agenda

Innovation Barn × CraftED · 9:30 AM–12:00 PM · 20 educators · 0.2 CEUs

PURPOSE OF THE MORNING

Teachers leave able to connect their own curriculum to an authentic Barn-based project — not a themed activity. By noon they have one project seed, a first Monday task, and a reason to book a field trip or capstone.

Morning arc

9:15–9:30

Arrive / set the room

- Jenny is on site before coffee. Post 4 chart titles: Elementary · Middle · High · Cross-curricular.
- Stack handouts + pens at the door. Test a spare marker. Confirm tour route and who is leading it with Barn staff.
- Put a small prize (sticker, leftover pastry) in Jenny's pocket for first bingo.

9:30–10:00

Coffee Talk — Teacher Connections

- Barn hosts. Jenny circulates, does not present. Listen for grade bands and subjects in the room — Jenny will pair unlike teachers later.
- At 9:55, take 60 seconds: welcome, name the goal, hold up the handout. "This card is your job on the tour."

10:00–10:55

Tour + Circular Spark Bingo

- Barn leads the tour. Jenny walks at the back with extras of the handout.
- Launch line: "Mark a square only if you can jot a 5–8 word note. First four-in-a-row finds me. Then keep hunting."
- Do not lecture. If a teacher is only listening, quietly point at one square: "What would your kids do with that?"
- At 10:50, cue: "Star your two strongest sparks before we sit." Herd toward the workshop space.

11:00–12:00

CraftED workshop — framework + mash-up

- Jenny's block. Minute-by-minute is on page 2. Protect the mash-up — that is the product of the morning.
- End at 11:58 so Barn staff can close and teachers can get to cars. Do not add a new activity at 11:50.

What to pack

- 20 two-sided handouts + 4 extras
- 20 pens; 4 clipboards
- Chart paper with 4 headings pre-written
- Stickies + bold markers
- One-sentence bio (skip the resume)
- Sign-in / CEU sheet if Barn is not handling it
- Small bingo prize in Jenny's pocket
- This agenda on a clipboard



Jenny's 60 minutes • 11:00–12:00

Click on the wall. If a segment runs long, cut the framework mini-teach — keep the mash-up and the close.

11:00–11:06

Frame the work • 6 min

JENNY SAYS / DOES

"You just walked a living circular economy. Our job is not a cute recycling project. It is one authentic project your students could actually do with this place." Name the product of the hour: a one-sentence seed + a first Monday task. Hold up page 2 of the handout.

WATCH FOR

If energy is low after the tour, stand them up for the frame. Do not recap the whole Barn — they just saw it.

11:06–11:12

Spark whip • 6 min

JENNY SAYS / DOES

Popcorn, not a go-around. "Read only your strongest spark — five seconds." Jenny jots 4–5 onto a side chart so the room hears the range (fish waste, glass sand, textiles, jobs, landfill tension).

WATCH FOR

Stop at 6 minutes even if some have not spoken. Quiet teachers will write in the mash-up. Do not let a science teacher give a lecture.

11:12–11:28

Project Mash-Up • 16 min

JENNY SAYS / DOES

Run the back of the handout as written: 90 sec silent harvest → 4 min forced combo with an unlike neighbor → 2 min skeptic → write the sentence. Pair elementary with secondary when Jenny can. Call time out loud.

WATCH FOR

The skeptic prompt is the quality control. If a pair writes "students will make a poster," send them back: "Who uses this besides you?"

11:28–11:38

Speed share + chart • 10 min

JENNY SAYS / DOES

Pairs read ONLY the sentence (20–25 sec each). Jenny or a volunteer parks each sticky under Elementary / MS / HS / Cross-curricular. After 6–7 shares, name 2 PBL moves the room just used: authentic partner, public product, real constraint.

WATCH FOR

Do not workshop every idea. Collect them. If time is tight, take 4 shares and move.

11:38–11:50

From seed to Monday • 12 min

JENNY SAYS / DOES

Mini-teach on one planning frame only: Need → Audience → Product → First student task. Use ONE seed from the chart and think-aloud for 3 minutes. Then 6 minutes: each teacher finishes "First Monday task" on the handout. Optional: map the seed onto a Barn offer (Eco-Engineers, Scraps to Sustainability, Repair and Rewear, MS Capstone).

WATCH FOR

Resist adding AI, rubrics, or a full project calendar. One frame. They can go deeper in a follow-up.

11:50–12:00

Close + next step • 10 min

JENNY SAYS / DOES

Three beats: (1) "Take a photo of your sentence." (2) Point to Barn staff for how to book a field trip / capstone. (3) One resource + website. Thank them. CEU / sign-out if needed. End on time.

WATCH FOR

Leave 2 minutes of silence-free goodbye. Do not open Q&A that Jenny cannot close.



If / then • language • after

Keep this page in Jenny's back pocket. She will not need all of it.

If / then

TOUR RUNS LONG (STARTS AFTER 10:10)

Cut the spark whip. Mash-up starts the second they sit. Framework becomes a 4-minute think-aloud.

MOSTLY ELEMENTARY IN THE ROOM

Keep pairing across grades anyway. Capstone language still works as "what older students could make that ours could contribute to."

A PAIR PRODUCES A WORKSHEET PROJECT

Skeptic script: "Name the person outside school who would use this on a Thursday." If they cannot, swap the product, not the topic.

SOMEONE WANTS AI PROMPTS NOW

Park it: "That's a planning-partner conversation. Today's constraint is the Barn and your kids. Email me after and I'll send the prompt set."

ENERGY DIPS AT 11:20

Stand-and-steal: 45 seconds, walk three steps, grab one word from another pair's sentence.

JENNY HAS 8 EXTRA MINUTES

Do not add content. Let 3 pairs stress-test a driving question out loud. Write one strong DQ on the chart as a model.

Language that keeps it authentic

- *"The Barn is a partner, not a field-trip souvenir."*
- *"If the product could happen without this place, it is not yet a Barn project."*
- *"Poster is a draft. Proposal, prototype, audit, pitch, or workshop is a product."*
- *"Your curriculum is the spine. Sustainability is the context — not an add-on week."*
- *"First Monday task means something students do before the permission slip is signed."*

After they leave

- Photograph the four charts before they come down. Those seeds are Jenny's follow-up email and a possible blog/Substack.
- Same day: thank Barn staff; note anything that broke in the tour timing.
- Within 48 hours: short email to attendees — photo of the chart, booking contact for field trips/capstone, link to craftedcurriculum.com, offer of a 20-minute project-seed consult.
- Save 3 strong sentences as anonymized exemplars for the February session (or the next Barn PD).