FACILITATOR

Job Description:

- **Make sure group starts quickly and remains focused during the entire activity.**
  - *Good tools/phrases to use:*
  - Assign tasks for collecting and distributing materials as needed.
  - Assign roles like calculator or significant figure checker.
  - "I think we have everything, are we ready to begin?"

- **Takes care of time management.**
  - *Good tools/phrases to use:*
  - Keep an eye on the clock.
  - Keep group moving forward.
  - Communicate with group on discussion deadlines.
  - "I think we need to focus on _____ now in order to complete this section of the activity ***on time***."
  - "We have _____ minutes before we need to be ready to discuss this section. Let's get this done."

- **Make sure all voices in the group are heard.**
  - *Good tools/phrases to use:*
  - Address group members by name.
  - Ensure ***every*** group member contributes.
  - Assign different members to read sections of activity on a rotating basis.
  - "(Name), what do you think about . . . .?"
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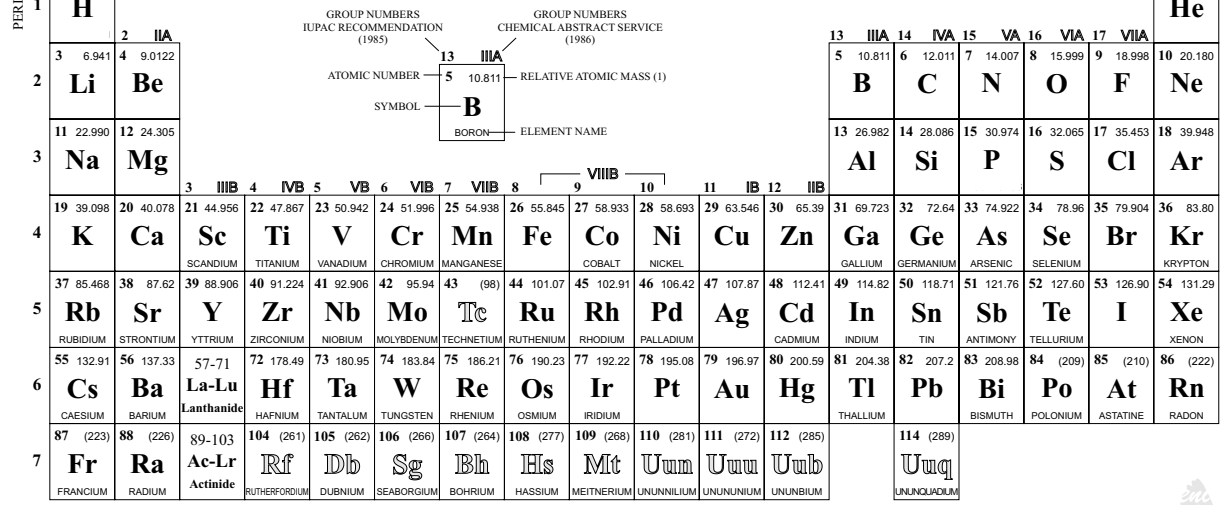
http://www.ktf-split.hr/periodni/en/



LANTHANIDE

57	58	59	60	61	62	63	64	65	66	67	68	69	70	71
138.91	140.12	140.91	144.24	(145)	150.36	151.96	157.25	158.93	162.50	164.93	167.26	168.93	173.04	174.97
La	Ce	Pr	Nd	Pm	Sm	Eu	Gd	Tb	Dy	Ho	Er	Tm	Yb	Lu
LANTHANUM	CERIUM	PRASEODYMIUM	NEODYMIUM	PROMETHIUM	SAMARIUM	EUROPIUM	GADOLINIUM	TERBIUM	DYSPROSIUM	HOLMIUM	ERBIUM	THULIUM	YTTERBIUM	LUTETIUM

ACTINIDE

89	90	91	92	93	94	95	96	97	98	99	100	101	102	103
(227)	232.04	231.04	238.03	(237)	(244)	(243)	(247)	(247)	(251)	(252)	(257)	(258)	(259)	(262)
Ac	Th	Pa	U	Np	Pu	Am	Cm	Bk	Cf	Es	Fm	Md	No	Lr
ACTINIUM	THORIUM	PROTACTINIUM	URANIUM	NEPTUNIUM	PLUTONIUM	AMERICIUM	CURIUM	BERKELIUM	CALIFORNIUM	EINSTEINIUM	FERMIUM	MENDELEVIUM	NOBELIUM	LAWRENCIUM

(1) Pure Appl. Chem., **73**, No. 4, 667-683 (2001)

Relative atomic mass is shown with five significant figures. For elements have no stable nuclides, the value enclosed in brackets indicates the mass number of the longest-lived isotope of the element.

However three such elements (Th, Pa, and U) do have a characteristic terrestrial isotopic composition, and for these an atomic weight is tabulated.

Editor: Aditya Vardhan (adivar@nettlinx.com)

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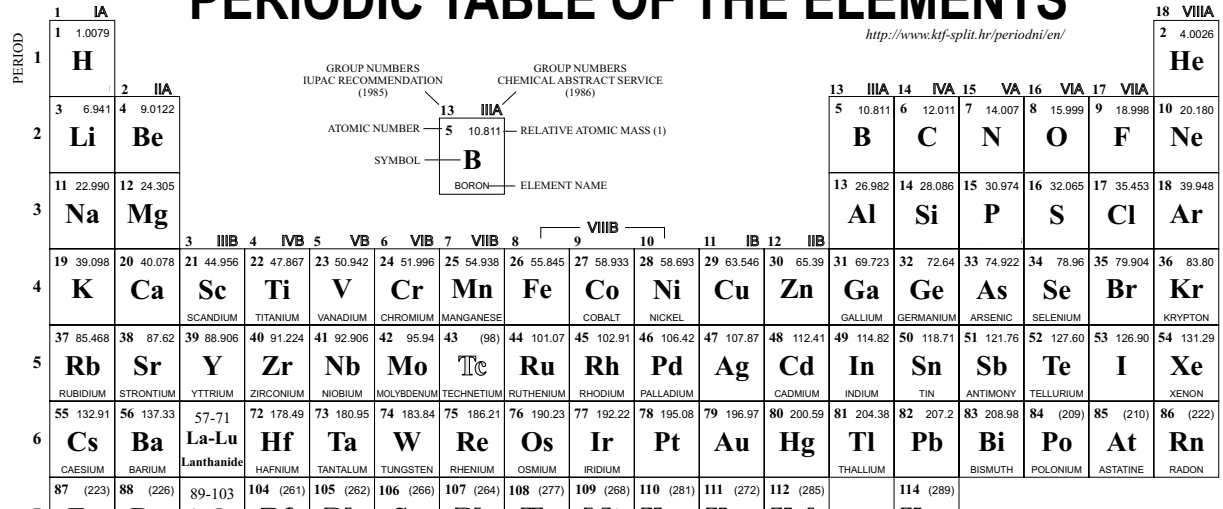
GROUP NUMBERS IUPAC RECOMMENDATION (1985)
GROUP NUMBERS CHEMICAL ABSTRACT SERVICE (1986)
ATOMIC NUMBER
SYMBOL
RELATIVE ATOMIC MASS (1)
ELEMENT NAME



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Job Description:

- **Communicates group questions and clarifications with the teacher or other groups. (This is the only group member designated to do so.)**
  - *Good tools/phrases to use:*
  - "Our group is confused about how _____ relates to _____."
  - "Our group reached consensus that the answer to number _____ was _____."

- **Ensures all group members have had the opportunity to respond to the question before asking outside sources.**
  - *Good tools/phrases to use:*
  - "Does anyone in our group know the answer to _____?"
  - "Before we ask the teacher, could someone in our group clarify the answer to…."

- **Ensures that everyone in the group agrees on what question to ask if an outside source is needed.**
  - *Good tools/phrases to use:*
  - "Does everyone agree we need to find out . . . ?"

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- The group begins promptly.
- The group stays on task, progressing through the activity in a timely fashion.
- All members of the group are participating.

Spokesperson

- Seeks group input before consulting teacher or other groups.
- All group members feel satisfied that their issues have been addressed.
- Articulates questions and responses well.

Quality Control

- Any individual sample collected should accurately demonstrate the groups' understanding.
- Regularly checks that group members' answers are consistent (not necessarily identical).
- Encourages individuals to make sure answers are thorough (i.e. showing work).

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- Analyst reports to group regarding group performance at least one time during the activity as well as at the end.
- Analyst provides insightful and positive feedback on how the group is working.
- Analyst completes the process questions report form if directed.

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- **Verifies that ALL individual responses are: 1) consistent on paper, 2) reflect the group's consensus, and 3) are high quality.**
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- **Ensures that accurate revisions happen after class discussions.**
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- Judging own progress in learning (i.e. Concepts, techniques and skills)
- Accepting peer review

Critical Thinking
- Visualizing
- Building analogies
- Identifying similarities / differences
- Summarizing
- Defining rules
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Communication
- Articulating an idea
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    - Verbally expresses ideas to group members during activity
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- Managing time
- Utilizing resources effectively – both people and materials

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Job Description:

- **Observes group dynamics and behavior with respect to the learning process, using report format.**
  - *Good tools/phrases to use:*
  - Is everyone in the group participating?
  - Are group members listening carefully to each other?
  - Are group members being patient and respectful of each other?
  - Fill out the report form that may be collected for the activity.

- **Reports to the group periodically during the activity on how the group performs.**
  - *Good tools/phrases to use:*
  - "Let's stop for a minute. I have a couple comments on what we are doing well and a suggestion on how we could be more productive."
  - **"**Let's wait for (name) to catch up before we move on."

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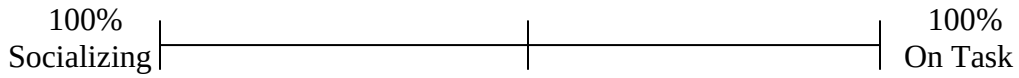

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3. What process skill(s) need improvement? Explain.

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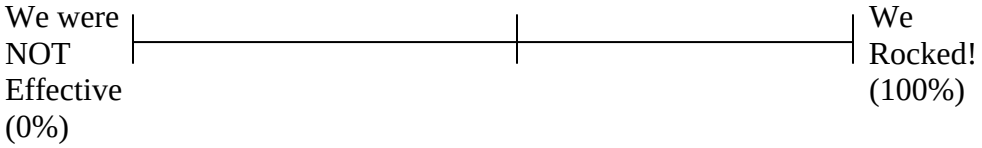
5. Team Effectiveness



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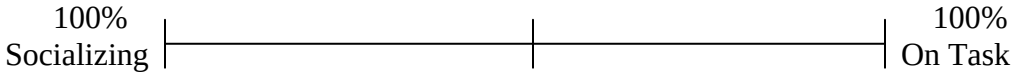

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