**7Modules 9 and 10**

 Facilitating Discussions and Debates

Managing cooperative activities

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1. **Gain attention. Warm up activity. Around the Clock**

**Directions**

1. Write your name and a short note about a favorite take-away from the two-day workshop.

2. Move around the room and ask your colleagues their name and a favourite take-away.

3. Write one colleague’s name and take-away next to each hour on the clock.

IMPORTANT: You cannot repeat a name or a take-away.

4. Move quickly! You only have five minutes to fill your clock.

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1. **Inform learners of objectives**

**Directions:**

There will be a presentation slide and the teacher explains what they expect from today’s lesson.

1. **Activating prior knowledge**

. **Scavenger Hunt**

* **Directions**

1. Look at the vocabulary word in each box.

2. Write a note about the meaning of each vocabulary word that you know.

3. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.

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| **Debate**  | **Cooperative**  | **Engage**  |
| **Discussion**  | **Collaborate**  | **Create**  |
| **Evidence**  | **Scaffolding**  | **Community of practice**  |
| **EFL**  | **TESOL**  | **Principles**  |
| **assess** | **Monitor**  | **Lesson delivery**  |

4. Sit down when you finish or when I give you a signal

1. **Present the content**

First ask the teachers discuss the following questions in pairs :

* *How will you explain the instructions to your students in a comprehensible way?*
* *What activity materials need to be prepared in advance?*
* *How will you monitor student performance?*
* *How will you check for student understanding?*
* *How will you manage transitions during discussions and/or debates in your classroom?*

Teachers will watch a video about discussions and debates by watching video and also a video which introduces them to the steps for developing higher order thinking as. Ask them to make notes

 <https://www.youtube.com/watch?v=Is2Occp53nk>

<https://www.youtube.com/watch?v=FE8wW9jLk3g>

1. Activity for hot discussions (Teachers do this activity as they have watched the content of Higher order questions in the video now they are going to practice one activity )

Directions:

* Let’s talk about food (You can also pick from any topics in your curricula or textbook, as long as you make sure it is a topic that will promote discussion)
* The next step is to form into groups to develop questions on this topic
* For the first part of the activity, everyone in the group will create three discussion questions about the topic being studied.
* Take a moment to write down three questions about food that you think will prompt discussion

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| --- | --- |
| Do you like food? *definitive* | What kinds of food do you like? *definitive* |
| Why do you like x (food)? *Minimally* | *extending* |
| If you had to choose between x (food) or x (food), which would you choose | and why? |
| *Moderately* | *extending* |
| You have been asked to host a dinner event for a group of exchange students | from around the world. What food selections would you make for the event? |
| Justify your rationale for each choice. | *Maximum* |

Which of these questions might stimulate the most discussion? Now, let’s take a look at the last two questions. Would you consider these higher order thinking questions? Why or why not? The last two questions seem to invite the response to become more developed and extensive because more context is given, and the questions elicit a two-part response.

1. Pair work. Elbow partner.

Directions:

* Ask teachers to find their elbow partners and provide them a card with questions about today’s video’s. They will share ideas together

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| 1. Why get debates going in your ESL classes?
2. Which language skills are improved during debates?
3. How can you get debates going into your ESL classroom?
4. How can students be assessed during ESL debates?
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1. Coffee break
2. Participants explore ideas for managing student project work and activities by watching two videos.

Pre-task questions:

* HOW do you usually divide your class into groups?
* How do you usually encourage all the students to participate in group activities?
* Then ask your listeners to watch the video and take notes.
* Then after watching the videos again discuss the same questions with the whole group

<https://www.youtube.com/watch?v=z_EPby75_bQ>

1. Guide learning

Ask participants to work in groups by colours (red, blue, yellow)

Ask them to discuss and find three attention getters and share them with the others. IF they like, they can even show the samples.

e.g. One, two,three eyes on me.

1. Ask participants to watch the second video and discuss together about a Strategies for Successfully Managing Projects and Activities

<https://www.youtube.com/watch?v=vEMA7IBEAy4>



1. Practise **3–2–1 Uzbekistan!**

**Language Objectives**

● Answer questions about a region in Uzbekistan.

● Ask questions about other regions in Uzbekistan.

**Helpful Vocabulary**

● famous = many people know about it

● landmark = a famous place to visit● tourist = a person who travels for fun

**Directions**

1. Write the name of your assigned region of Uzbekistan.

2. Work with your table-group to add the 3–2–1 information in the boxes.

3. Transfer all of the information to poster paper.

4 Prepare to **answer** questions about your region and **ask** questions about

other groups’ regions. You can add drawings if you like.

**Why Do People Travel to Uzbekistan?**



13.Provide feedback

Directions:

* In groups participants demonstrate their plan to teach a project lesson by involving today’s strategies. (for that task they will be given 25 minutes to prepare in groups)
* Pass out slips of paper for participants to write down feedback using Praise-questions-polish
* Give each groups feedback

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| --- | --- | --- |
| **Praise**  | **Question**  | **Polish** |
|  |  |  |

**14. Assess performance**

Before they leave, give participants a piece of paper with the 3-2-1 Exit ticket asks them to write down “ 3 things I learned, 2 things I found interesting, 1 question I still have”

Collect exit tickets to assess participants’ understanding of workshop content.