**TOT: Week II - Room 3 - Group 2**

**Workshop Training Plan Template**

**Workshop Title: TETE Giving clear instructions**

**Workshop Description:** Do you give clear instructions to your learners? This workshop will present ways of giving instructions with tips. Participants here learn how to explore the challenges , purposes and ways of giving clear instructions using English and engage students to participate in communicative learning tasks.

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| **Gagné’s Nine Events of Instruction** |
| 1. Gain attention

5 min | Present a quote to the participants and have one of them read it aloud: "I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. Teaching might even be the greatest of the arts since the medium is the human mind and spirit." - John SteinbeckAsk participants to think and write 5-7sentences about the quote. |
| 1. Inform learners of objectives

10 | Ask participants to read objectives on the board.After reading participants do T. P.S. what they think needs to happen in to give good instructions. By the end of the module, participants will be able to:-Understand the significance of using English in giving instruction-explore the characteristics of effective instructions.-reflect on how to prepare clear instructions and share sample instructions for the activity |
| 1. Stimulate recall of prior learning

25 | -Lead in “Blind man” activity-Think - Pair- Share. Questions:What Language do you use when giving instructions to the class?Do you think it is important to use English in class as much as possible? Why? Why not? |
| 1. Present the content

15 min | -Watch video 1.<https://youtu.be/MDfTefGYIw0>-Watch video 2<https://youtu.be/MDfTefGYIw0>-For each tip they see in the video , present examples  |
| 1. Guide learning

40 min |  After presenting Video* Distribute Handouts with 4 statements.
1. Sentences in the instructions should be grammatically correct
2. Sentences in the instructions should be clear and short.
3. Teachers are responsible for thinking and planning about how to help students engage better in language tasks.
4. Teacher modeling may help students to understand task easily.
* Read statements and decide either they are True or False.
* Guiding an artist. Activity analyzing instructions:
* Put the participants in small pairs
* Give them some activities with instructions
* Ask participants to analyze the instructions with the following questions on the board.

What is the difference between instructions?Which one did you find clear for you?  |
| 1. Elicit performance (practice)

40 min  | - Engage participants in creating effective instructions for the activity. Give them activities (from Teen’s English)7,8,9, and ask them to make instructions for them in small groups. Each group works with another group to present their instructions for the activities |
| 1. Provide feedback

20 min |  Participants in groups give feedback through PQP.  Distribute slips of paper for participants to write down feedback using PQP. Ask participants to hand in their notes and distribute them to the groups.Give feedback to each group using PQP. |
| 1. Assess performance

15 min |  Before they leave, distribute participants Greatest take away Exit ticket with the following questions:-What was the greatest take away from today's workshop?-What,where,how will you apply information from today’s workshop? |
| 1. Enhance retention and transfer

10 min |  Turn and Talk activity to connect all the information they have learned during the session. Ask participants to write a reflection how they implemented the gained knowledge as a homework assignment. |