**TETE Workshop Module 8 Training Plan**

**Workshop Title:** Module 8 Creating and Facilitating Visually Stimulating Tasks

By the end of this module, trainees will be able to:

* understand the importance and positive effects of making learning visually stimulating for language learners
* identify visual tools that work best for your instructional context
* examine how visually stimulating tasks can lead learners through the critical thinking process
* discuss how a creating a visually stimulating task can be used to enhance a language activity (e.g., infographics, images, movie/video clips)
* create or reconstruct a language task to become a visually stimulating task

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| **Gagné’s Nine Events of Instruction** | | **Timing** |
| **Welcome and Table-Group Introductions (Optional)**  **For a gain attention**  **T could just show many visual aids and ask navigating questions.** | Introduce the **Penny for Your Thoughts** activity. Tell participants the purpose is to use a community building activity to get to know some things about each other. Tell them to be thinking about how they could adapt the activity for their own classroom (community building or skill based).  Direct participants to the pennies on their table.  Discuss the directions for the activity.  1. Pick up a penny on your table. 2. Look at the year it was produced.  3.Think of an important event in your life from that year that you feel comfortable sharing with others (if it is a year before you were born, you can exchange your penny with another person). 4. Share the event with your table-group.  Model the activity by doing a think-aloud with two different pennies. \* *My penny is from 2001. That was an important year for me because I graduated from university that year and got my first teaching job.*  \* *1987, well, that was a few years before I was born, but it is still an important year in my life because it’s the year my parents got married.*  Monitor and assist with the activity.  Ask participants to share out interesting events as/if time allows. | 10 |
| **2. Inform learners of objectives** | English language students need visual input and stimulation to make meaning of their learning. Visually stimulating tasks can include both instructional resources and learning resources. As an instructional resource, visual tools can illuminate language through content and cultural connections. Especially when real-life situations may not be possible to create in the classroom, visual tools are the “realia” that can make language visible to students. Engaging students with visually stimulating tasks for learning, such as examining images of a cultural practice, has the potential to elicit meaningful conversations and discussion. In this module, you will explore how language learning can ignite creativity and critical thinking, while also supporting students in their language learning and development of intercultural competence. (The agenda is on the whiteboard) | 5 min |
| **3. Stimulate recall of prior learning** | Teacher asks questions eliciting learners’ prior knowledge and preparing them for the main topic   * Why it is important making learning visually stimulating for language learners? (Students own answers) * What visual tools that work best for your instructional context? (e.g., infographics, images, movie/video clips) * How visually stimulating tasks can lead learners through the critical thinking process? (For example, a mind map is a type of graphic organizer that allows for short ideas to be written and linked to related ideas on a “map.” Imagine the central idea in the middle of the paper with related ideas connected to the central idea as well as to other ideas. When students step back and look at a mind map, they have a clear visual representation of how their ideas are connected. Answering specific questions will help students work on their mind maps; you can write questions on the board. The first one is the big question that starts the thinking process, while the last three relate specifically to what should be listed on the mind map) | 15 |
| **4. Present the content** | Explore ideas for creating and facilitating visually stimulating tasks by watching three videos. **Video 1. Visual Tools for Language Learning** This video will introduce you to some ideas for using visual tools, such as graphic organizers, for language learning in your classroom.  <https://youtu.be/VFmJIBjzJ0A> **Video 2. Strategies for Making Learning Visually Stimulating** This video will introduce you to some strategies for making learning visually stimulating, such as using charts and word walls.  <https://youtu.be/rPmuWZ8QYtw> **Video 3. The KWLQ Chart**This video will introduce you to the graphic organizer known as the KWLQ Chart, which can be used as a pre- and/or post-formative assessment of student learning. https://youtu.be/80fq5PweK2Y | 25 |
| **5. Guide learning** | 1. Have participants work in their table-groups to choose the forms that students need to successfully use the language function in the example “Describe what is happening in a picture of a beach in five or more written sentences.” Answers might include beach vocabulary, weather vocabulary, present progressive/continuous, word order, etc.) 2. Discuss the kinds of tools teachers can use to help students understand. Tools for explaining (maps, charts/graphs, graphic organizers, pictures, real objects, video/audio clips, highlighted text, bilingual glossaries, picture dictionaries) 3. Discuss the different kinds of techniques that teachers can use to ensure active participation throughout all four parts of a lesson: Starting, Building, Applying, Concluding.  For Starting Part, you can apply Roving Charts, K-W-L, Four Corners, Anticipation Guides, Language Experience Approach (PPT Day 2 P3). | 10 |
| **6. Elicit performance (practice)** | Demonstrate that **3-2-1 Uzbekistan!** puts the best practices of Module 8 into action.   * *Best Practice 1: Teachers use oral and visually stimulating task as map of Uzbekistan that students can understand.* * *Best Practice 2: Teachers have active classrooms where students can actively practice English with interesting topics. (Point out that this activity will have participants working in a small group during the preparation and presentation time.*   Direct participants to the **3-2-1 Uzbekistan!**   * Model the activity by choosing a region and then asking participants to name three things a tourist can do there, two traditions or local foods, and one famous landmark. * Give participants 10 minutes to work with their group to create their posters. * Monitor and assist as necessary. Have two or three groups work together to do a mini–Gallery Walk with table-groups taking turns being the presenters and visitors. Each group should spend about five minutes as presenters.   Make copies of the **3-2-1 Uzbekistan!** handout for each participant. | 30 |
| **7. Provide feedback** | Teacher gives anxiety – free corrective feedback to students' errors with positive and clear teacher talks like: good try, but not quite right, nice try, but let’s think again. That was almost right. | 5 |
| **8. Assess performance** | Observation, note taking  3-2-1 Exit ticket to fill out and hand in.  3 things I learned; 2 things I found interesting and 1 question I still have.  KWLQ Chart which can be used as a pre- and/or post-formative assessment of student learning Handout of KWLQ Chart (What do I KNOW, what do I WANT to know, what did I LEART and What QUESTION do I still have? | 5 |
| **9. Enhance retention and transfer** | Teachers write reflections on the topic of debates and discussions and post it in a telegram group.  Or  Create a new or adapt an existing activity/lesson to incorporate the use of a graphic organizer or one of the visually stimulating resources to assist students with their development of ideas, communication skills, and activity/assignment comprehension. This is an opportunity to learn new teaching ideas/strategies for using visually stimulating tasks from each other and enhance their practice. They can use the template below when creating your activity:  Activity/Lesson Name:  Grade level / Unit (if applicable):  Activity Description:   * The purpose of this activity is to... * This activity is effective for this lesson because… * Here are some steps to help you use this activity in your classroom…   Step 1:    Step 2:    Step 3: | homework |