Week 2

Part 1: Design high-quality lessons for language development’’

**Workshop Description:** How often Do you design activities in your classroom? This interactive workshop will present some tips for designing activities to establish an English learning environment. Designed lessons are important to improve Ss learning styles and establish shared designed materials with your students. Students learn without much difficulty in designed language lessons. Also adapting materials can also develop students’ acquiring knowledge more effectively because they know what to do with confidence. For teachers, it provides a smooth transition from each stage of the lesson to the next.

    Action plan schedule

| **TIME** | **ACTIVITY** |
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| **9:00 -9: 50** | **REVISE PREVIOUS LESSON BY SCAVENGER HUNT (ABOUT LEARNERS AND LANGUAGE CONDITIONS)** |
| **9:50-11:15** | **PRINCIPLE 3 MINI LECTURE WITH PPT AND GROUP WORK** |
| **11:15-11:35** | **BREAK** |
| **11:35-13:00** | **PRINCIPLE 4 MINI LECTURE WITH PPT,VIDEOS, REVIEW:  DISCUSSIONS,PRESENTATIONS AND PQP** |

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| **Principle 3:** Design high-quality lessons for language development |  Participants will be able to design high-quality lessons.PWBAT adapt their teaching when it is necessary; |  Warm-up PPT about P3Mind-mapping about how to create and design high-quality lessons- Thumbs up/down  Think- Pair-Share activity - Anchor charts as teacher support-Mini-lecture about P4.Exit Ticket - 3-2-1 My School! Activity; |  Group demonstrations with posters for P3Adapt an activity from students book 7 and share it by telegram and at least 3 of other participants should comment/feedback for their work  |

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| **Gagné’s Nine Events of Instruction** |
| 1. Gain Attention | * ‘’In learning you will teach and in teaching you will learn’’
* ‘’ A teacher is a compass that activates the magnets of knowledge’’

Stick the quotes on the board and play concentric activity games. Inner side Teachers will discuss the 1st  quote, outer side teachers will do the 2nd one.  |
| 2. Inform Learners with Objectives | * Read through the objective on the PPT slide.

*By the end of the workshop PWBAT create and apply some of the newly designed teaching materials in the classroom* |
| 3. Stimulate recall of prior learning | * After modelling about lesson adaptation ask teachers to discuss the following questions as a whole class:
* Why do you need to design lessons/activities?
* How do your students accept your designed activities?
* Why are they important?
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| 4. Present The Content | * Present some tips by watching 2 videos
* <https://youtu.be/2-CWwdrtKd4>
* <https://youtu.be/CWR5MmJv-xw> for designing materials  to teach English effectively.
* While watching the videos the participants will take notes to mingle after the videos.
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| 5. Guide learning  | * After presenting PPT and videos(p3) and teacher’s talk, before asking  the participants to choose a topic from Students’ Book 7 and design it in a group then present it to the audience, the teacher will show a sample or model a real one.
* Then the other groups should give feedback to the presenters.
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| 6. Elicit Performance (practice) | * For P3, engage participants in designing a high quality lesson.
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| 7. Provide Feedback | * In groups, participants provide PQP about each other’s presentation of  designed activity/lesson students book 7 .
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| 8. Assess Performance | * Before the break, participants create an Exit Ticket to fill out about 3 things I learned; 2 things I found interesting; and 1 question I still have.
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| 9. Enhance Retention And Transfer | * As  homework,  ask them to write a reflection on the P3 and share it on telegram chat then others should give at least 3 comments/feedback about each other’s reflection.
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Part 2: ‘’Adapt lesson delivery as needed’’

**Workshop Description:** How often and why  do you adapt your lesson/activity in your classroom? This interactive workshop will present some tips for adapting student's book materials  to engage students in an English learning classroom. Adapted lessons are needed for shy,quick,clown learners to get their attention in  class. Students learn without much difficulty in doing adapted material activities  and understand language lessons . Also adapting materials can develop students’ acquiring knowledge more effectively because they know what to do with confidence. For teachers, it provides a smooth transition from each stage of the lesson to the next.

                                                        Action plan schedule

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| **Workshop Title (Topic)** | **Objectives** | **Learning/Training Activities** | **Assessment** |
| **Principle 4**: Adapt lesson delivery as needed |  PWBAT adapt their teaching materials according to students level and desire when it is necessary; |  Warm-up with the activity of ‘’Great wind blows for those of you who…’’ -Mini-lecture and videos <https://youtu.be/CWR5MmJv-xw>  about P4.- 3-2-1 My School! Activity;Exit Ticket  |  Individual work to adapt an activity from students book 7 and shares it by telegram for P4 and at least 3 of other participants should comment/feedback for their work  |

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| **Gagné’s Nine Events of Instruction** |
| 1. Gain Attention | * Energising  with an activity of ‘’I Moustache you a Question’’ asking different questions about their own students’ knowledge and behaviour.
* Thumbs up/down activity  everyday school life.
 |
| 2. Inform Learners with Objectives | * Read through the objectives of P4  on the PPT slide.
* *By the end of the workshop PWBAT adapt  teaching materials in the classroom.*
 |
| 3. Stimulate recall of prior learning | * After a modelling a lesson adaptation, ask teachers to work in groups of 3/4 to fill in **5 W’s chart** copied from the boardaccording to the modelled task and share their findings with others
 |
| 4. Present The Content | * Present some tips by watching a video

<https://youtu.be/CWR5MmJv-xw>  for adapting materials  to teach English effectively.* While watching the video the participants will write 4 wh- questions to other groups. After the video they exchange question lists and answer them in their groups then post them on the board. The others walk around and take notes for the best or new ideas of adapting materials. Afterwards, they share their comments about this.
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| 5. Guide learning  | * Teacher will give a little talk about the video (p4) and ask the participants to choose a topic from students book 7 and  write original and adapted activities together in a group. Then stick them on the board. Ask teachers to walk around and read and compare the activities.
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| 6. Elicit Performance (practice) | * Then ask other groups to give feedback/comments/questions  for each other's work.
 |
| 7. Provide Feedback | * In groups, participants provide PQP about each other’s adapted activity/lesson students book 7 .
* Participants fill in the T chart about what they knew and what they learnt from today’s workshop and give it to master teachers.
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| 8. Assess Performance | * Before they leave, give participants some sticky notes  to write about 3 interesting  things about P4
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| 9. Enhance Retention And Transfer | * Before participants leave the workshop, ask them to make a short video with their own students on the P4 and share it on telegram chat then others should give at least 3 comments/feedback about each other’s video.
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