



FREEDOM ENGLISH ACADEMY
COACHING FOR PROFESSIONAL JOBS

STM 17 - Advanced Facilitation Skills

Duration: 2 Days

v2.5.19

Objectives:

- Participants will learn the importance and difference between open ended, close ended and leading questions.
- Participants will learn and understand the importance of giving simple instructions with new techniques.
- Participants will understand the importance of assessing students and sharing feedback accordingly.
- Participants will learn and explore new techniques of managing the class.
- Participants will practice and explore new ways of conducting MBL lessons.

Material Required:

- Sticky notes
- Chart papers

Ideal for:

- Facilitators who have attended Exploring Facilitation Skills workshop 3 months.
- 16 - 20 participants

STM 17 -Advanced Facilitation Skills

Day 1

Time	Objectives	Activities
9:00am-11:00am	Introduction	Ice breaker: Give participants the 'Dip Check Form' (Appendix 1) to reflect on their learning from Exploring Facilitation Skills workshop. Communicate the objective of the workshop.
11:00am – 11:15am	Tea	
11:15am – 1:00pm	Questioning Skills	<p>Ask: How do you start a session? Steer the conversation towards Asking Questions. Why do we ask questions in a class? (To gather information, to show interest in topic, To lead a discussion)</p> <p>Has it ever happened with you when you have asked a question to your students and nobody was able to answer the question? Why do you think that happened? (Students didn't know the answer, Students were shy to give answer, because students didn't understand the questions or the language)</p> <p>Steer the discussion to asking simple questions.</p> <p>Introduce the WH Family words and write them on the board.</p> <p>Activity: Make two teams of 10 people each. One team will play the role of interviewers and the other will be the interviewees. Ask the interviewers to sit in a straight horizontal line facing the white board and the interviewees will sit facing the interviewer.</p> <p>Write a name of one topic on the board like: Safety, mindset, hygiene Etc.</p> <p>Instruct:</p>

Interviewers will ask 5 questions to interviewee with one WH word provided by the trainer. The interviewees will guess the topic written on the board.

Rules:

- Interviewers can ask only one question at a time and wait for the interviewees to answer. Then move to the next question whenever the trainer instructs.
- Interviewers cannot use the word written on the board in their questions.

Conduct the activity and ask:

What information did you get with particular question words like what, where, when?

Debrief: Importance of using correct question words.

Steer the discussion to Open ended questions, Probing questions and Close ended questions.

Explain open ended, probing and close ended questions.

Introduce the Funneling Process of asking question.

Funneling Process:

Start with an open ended questions

Ask Probing Questions/Leading questions to take more information

Close ended questions to conclude the discussion.

Ask participants to ask open/leading/close questions to one another.

Conclude: Knowledge of the content helps you to ask the correct question & it is importance to read the lesson properly and understand the objective of the lesson.

Teach Back:

Ask an incorrect Embedded question to the class and ask them to correct it.

Ask:

Why did you correct my question?

Is it important to form the questions correctly?

Why do we need to ask embedded questions?

Why do people in the world ask embedded questions?

Preparation:

Divide the class into group of 4-5 participants.

		<p>Ask them that they will be teaching the class about embedded questions with their team members.</p> <p>Ask them to search: What are embedded questions? Why do we need to use them? How can we use them correctly?</p> <p>Give everyone 40 minutes to prepare And 5 minutes to present.</p> <p>Focus more on how and why while sharing the feedback.</p> <p>Debrief: we should always ask the why of anything.</p> <p>Note: Do tell the participants to only use the embedded questions with Book 3, 4 & 5 students as it is very difficult for Book 1 & 2 students to understand.</p>
1:00pm - 1:45pm	Lunch	
1:45pm - 4:00pm	Giving instructions effectively	<p>Energizer: Of your choice.</p> <p><i>Note: Give them confusing instructions, let them get confuse and ask questions.</i></p> <p>Ask: How was the game? How much would you rate the energizer out of 5? How much would you rate the instructor & why?</p> <p>Take the responses from the participants and ask any participant to instruct the class for the same activity.</p> <p>Ask the class to compare both the instructions.</p> <p>Steer the discussion to steps of giving instructions:</p> <p>Ways of giving instruction:</p> <ul style="list-style-type: none"> • Grab the attention. • Set time limit for the activity • Don't handout anything before giving instructions. • Use simple and clear words. • Write instructions on the board. • Use body language. • Use ICQs (Instructions Clarifying Questions) • Use the confident student to give demo. <p>Show them the video of classroom instructions.</p> <p>BBC, The Teachers Room</p>

		<p>(Click on the link to play the video)</p> <p>For practice make group of 4 people and give them slips with situations/scenarios written. Example: Transition of classroom, MOOC instructions, AVs instructions, Activities, introducing jeopardy to new students, Pre-enrollment lesson)</p> <p>Give them 5 minutes to prepare and ask any member to come and give instructions from each team.</p> <p>Let the audience rate the instructions.</p> <p>Conclude by discussing the importance and consequences of giving simple/ confusing instructions in the class.</p>
<p>4 – 4:15 pm</p>	<p>Tea</p>	
<p>4:15 – 6 pm</p>	<p>Formative Assessment</p>	<p>Ask: How do you get to know that the students have understood your instructions? Why is it important to check students’ understanding? Where else can you check their understanding?</p> <p>Steer the conversation to Assessment and ask when should a facilitator assess his/her students?</p> <p>Take the responses of the participants and explain that it is important to assess the understanding or learning of their students throughout the lesson.</p> <p>Talk about the Assessment Strategies:</p> <ul style="list-style-type: none"> • Teach Assess continue (Individual) • 1-3-5 Assessment (Whole class) • Exit Ticket (Whole Class) <p>Conclude: Assessment of the students gives a reflection to the facilitator on your skills and how well did you conduct that day’s lesson.</p> <p>Power Hour: Hand out article “Why assessment of students is important in a classroom.” (Appendix 1)</p> <p>Give each participant a sticky note and ask them to write the learning of the day and stick it on the board. (This will assess the understanding or learning of the participants.)</p>

Day 2		
9 -11 am	Feedback, Coaching & Support	<p>Story telling: Appendix 2</p> <p>Narrate the Father-Son story.</p> <p>Ask: What would you have done if you were the father in the story? How did the father assess the learning of his son?</p> <p>Steer the conversation 'importance of sharing feedback or coaching the students after the assessment.'</p> <p>Is giving feedback important to make the students learn better? When is the best time to give feedback? How shall we give feedback?</p> <p>Points to remember while giving feedback:</p> <ul style="list-style-type: none"> • Be Positive • Focus on the behavior not the person • Be specific • Be timely • Make it a two way conversation • Follow up • Three required qualities: Authority, Credibility, And Trust. <p>Activity: Make group of 5 participants and provide them scenarios of where giving feedback to the students is important. (A monitor not doing his/her job properly, less participative student of the class, group of student who is not behaving well in the class)</p> <p>Ask one person of the group to give feedback.</p>
11 -11:15 am	Tea	
11:15 am – 1 pm	Class management (addressing students' behavior) & Peer Learning techniques	<p>Ask: How behavior of one student can affect the whole class? What kind of behavioral issues you face in your class? Can only giving feedback help us improve our class management? What are the other ways to handle student's behavior in a classroom?</p> <p>Shares a few other ways to handle students' behavior:</p> <ul style="list-style-type: none"> • Take a deep breath and try to remain calm

		<ul style="list-style-type: none"> • Model ideal behavior • Let students help establish guidelines • Document rules • Avoiding punishing the class • Encourage initiative • Build excitement for content <p>Refer to the link for more information: https://www.prodigygame.com/blog/classroom-management-strategies/</p>
1 – 1:45 pm	Lunch	
1:45 – 4 pm	Conducting Music Activity effectively	<p>Make 3-4 groups and provide them an FHB and SWB of Book 3, 4 or 5 and assign each group with an MBL lesson.</p> <p>Ask them to prepare the lesson well (Not the whole lesson)</p> <p>Explain that only one person will present the lesson and the rest of the class will act as students.</p> <p>Participant will be assessed on these particular skills: Engagement of the class in the lesson, Understanding of lyrics by the students, delivering the objective of the lesson).</p>
4 -4:15 pm	Tea	
4:15 – 6 pm	Closure	<p>Reflection</p> <p>Discussion of SMART action plan</p> <p>Individual Action Plan (Appendix 3)</p>



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Appendix 1

Article 1

Though students don't always like them, assessments are important to ensure students learn everything they should in a manner that is appropriate. The importance of assessments in schools emerges primarily from the assessment's role in helping teachers and administrators determine the type and manner in which material is covered in classes.

Student Progress

According to Barbara Wolvoord and Trudy Banta, assessments designed to evaluate student progress throughout a course are called formative assessments. Formative assessments allow both students and teachers to identify subjects and materials which students are learning successfully, and those with which they still struggle. Carefully administered formative assessments enable teachers to modify their lessons to provide enrichment to those students who are excelling with certain material, while also providing remediation to those students who are struggling with certain material.

Student Goals

Wolvoord and Banta state that assessments designed to evaluate student accomplishment in a course are called summative assessment. Summative assessments provide raw data on how much of a certain subject or material students learned successfully over the course of a quarter, trimester, semester, school year, or school career. Carefully administered summative assessment enables teachers and school administrators to determine which students should advance to the next level of education, and what some students need to repeat materials again.

Teacher Effectiveness

In some areas -- most notably at the secondary level -- students' achievement on state-issued standardized assessments have been linked with teacher effectiveness. According to Robert Marzano et. al, these assessments give lawmakers outside of the field of education a mechanism for rating teachers as effective or ineffective, thereby empowering those same lawmakers to pass widespread educational "reforms" and ouster so-called "ineffective" teachers.

Appropriate Material

When comparing two different versions of the same class in the same school, or even the same grade level at two different schools, assessments can provide valuable information on the appropriateness of the material covered and the time allowed for that coverage. Wolvoord and Banta suggest that some formative assessments can reveal student understanding of some material and their lack of understanding with other material. By using such assessments, school administrators and teachers can make adjustments to curriculum and coverage time to ensure that students in different sections of the same school district, or even district schools altogether, cover material at a similarly appropriate pace.

Article 2

There goes a common saying, "Practice makes a man perfect." The pearls of wisdom coming from our ancestors indeed hold a significant relevance in every field, particularly in the area of academics. Without practice, it is indeed not possible to achieve perfection in any field that you pursue. Assessment gives you the opportunity to develop your skills in your field of interest. By exploring your strengths and weaknesses, you get an idea of what works best for you and hence can strive towards perfecting your skills in the necessary field.

What Is Assessment For Learning?

There is a growing trend for searching online assessment help by the academicians. Both the teachers and the students understand the need for assessment help in the present day. Assessment help helps the students in focusing on their ability to evaluate themselves, to make judgments and assess their performance and take measures or steps to improve upon it. It makes use of authentic assessment methods. A lot of opportunities are offered to the students to develop their skills in the best way possible through both summative assessment and formative assessment. The importance and benefits of assessment for learning are enormous. Therefore it is often searched online by the teachers and the students both. Buyonlineclass.com is your one-stop destination for this purpose since we offer the best online assessment help that you can get.

The Importance of Assessment in Teaching Learning Process

By now, you must have realized the importance that assessment help has in your life. There is a sense of anticipation and an anxiety working in the students, right before taking their exams. Exams and essays are in reality a form of assessment. It is a critical step in the process of learning. Whatever goals or learning objectives have been set for the course, assessment helps in realizing whether those have been established and achieved or not. Assessment is similar to a learning objective, and students should be aware of conducting it after completion of every lesson. It affects education in many spheres like grades, placements, curriculum, and school funding and instructional requirements as well. It is impossible to escape the clutches of assignment if at all you want to do that. A student undertaking study in any field has to go through an assessment in one way or the other. Even the teaching staff goes through assessments now and then. Assessment is required by every one of us because it becomes a significant determinant of what, when and how we learn things. Hence getting the right assessment is required by both the students as well as the teachers.

The Effects of Assessment

There is an importance of assessment in teaching learning process. Assessment has an impact on every sphere of academics. There are specific effects of it which are explained below:

- **Student Learning** – Assessment is a significant component of learning because it helps the students learn and explore the very best of their abilities. If students can analyze their performance in the class, understand their strengths and weaknesses, then they can quickly determine whether or not they can understand the course material. It positively motivates them inspiring them to achieve the goals that they have set for themselves and achieve perfection in their field. Knowing their performance in the courses leads to a form of self-evaluation which might then enable them to work even harder thereby considerably improving the quality and the level of their performance.
- **Teaching** – Just as [assessment help](#) the students, it helps the teachers as well. Frequently assessing their performance as a teacher helps them determine whether their teaching has been effective in creating an impact on the students or not. Assessment also allows the

teachers to understand the performance of their students. It helps them in ensuring that the students are learning that which they are supposed to. Assessment enables the teacher in helping the students to reach the course's objectives.

Assessment and Feedback

The importance and benefits of assessment for learning have been established in the previous sections. You are undoubtedly aware of its significance in our academic lives now. However, in order to achieve the required goal of assessment, it should be ascertained that assessment is being done at frequent intervals on a regular basis. In other words, it should be an ongoing process. Classes or courses which hold one or two exams per year are not exploiting the potential of assessment to the extreme. For students to have a more precise perspective and understanding of their flaws and strengths and take steps to improve it, frequent assessment is exceptionally crucial.

However, it should also be kept in mind that merely assessing the performance is not enough. Assessment should also be accompanied by feedback. The response of the teacher to the work of the student defines feedback. Assessment is made more efficient through the help of feedback. It is vital for the students to understand the reason behind their flaws or inability to acquire the desired grades and results. They should understand why their essay failed to meet the requirements. Assessment without feedback is like gaining knowledge and not implementing it. There is no use of such an experience which is not implemented for the further development of an individual.

The Benefits of Involving Students in Assessment

while assessing the students is a good thing, it might be a great idea to involve them in the process of assessment. The importance and benefits of assessment for learning are enormous. The following benefits are reaped if this is done:

- If the students are actively involved in the process of assessment, they actively participate in selecting evidence like their work samples which demonstrates their intended learning outcomes in the best way.
- Through the process of assessment, the student can develop an understanding of the required and desired outcomes as well as of the success criteria.
- Sometimes, making judgments can be the best way to develop the skills of one's self as well as assessing the capabilities of the peers.
- Assessment can lead to shared learning as well as an understanding of the teacher-student relationship.
- There is a higher transparency provided for the students in the assessment process if they are actively involved in it.
- Students learn to respect their teacher's judgments since they are fully aware of the reasons behind them. They develop more confidence in their teacher's assessment of their performances.

To Sum Up

While nobody in this world is perfect, assessment makes sure to deliver the students to the closest point near perfection. Exact accuracy cannot be achieved easily, and assessment is a way to reach that. The repeated analysis will lead the student to develop his skills continuously, leading to a polished understanding and skills for the course that he pursues. Hence, to tweak the golden saying a little, it can be said that "Assessment makes a man perfect."



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Appendix 2

The Father and Son

Once there was a father and son living alone near a jungle, they were happy and healthy.

Father used to go in the forest to hunt animals to feed himself and his son. The son was pretty young, he was only 16. One day the father decided to teach his son how to hunt animals. The Father took the son with him to the forest. He started to teach him the technique of hunting animals. He told his son "We should never make any noise while hunting" his son listened to him carefully and got excited to hunt. The father helped his son to hunt his first animal. The son was very happy and they both went back to their home. The same continued for a few days.

One day the father decided to send his son alone for the hunt. Son was excited and he went for the hunt.

The father decided to follow him quietly to see what he does alone. Father sees his son following all the techniques but when the son sees an animal he swiftly takes three big steps towards the animal. The deer hears the footsteps and runs away. The boy tries it again and makes the same mistake and gets disappointed.

Whereas the father of the boy who is looking at the whole scenario gets very angry and goes back home.

After a while the son also goes back home.

Father looks at the son asks "what have you hunted?"

Son replies "Nothing father, I was unable to hunt anything."

Father shouts "Go and sleep hungry then."

Next day the father asks the son again "Go and hunt something" and follows him again.

Son makes the same mistake and comes back home empty handed.

This keeps on repeating.

What would you do now if you are the father?



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Appendix 3

Learning Reflection

Name of the Workshop and Date:

Name:

TM:

What did you learn in the workshop?

3 things you want to implement in your classroom

Your Action Plan: