



FREEDOM ENGLISH ACADEMY
COACHING FOR PROFESSIONAL JOBS

STM 21 - Master of Facilitation Skills

Duration: 2 Days

v30.10.19

Objectives:

- Participants will learn the techniques to skill the students to lead activities, group discussions, and feedback.
- Participants will learn techniques to teach the students to hold quality discussions.
- Participants will learn some quick energizers to use in their classrooms whenever it is required.
- Participants will learn some new ways to plan a lesson.
- Participants will learn the usage of concept checking questions to assess students' understanding of the content.

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Day 1

Timing	Objectives	Activities
9:00AM- 11:00AM	Introduction and reflection	<p>Icebreaker: Introduce each participant one by one to the whole class by their qualities. Ask them to tell you some of your qualities. (This helps the participants to feel more connected to the trainer)</p> <p>Tell the participants today we will start the workshop with some videos.</p> <p>Show these videos to them:</p> <ol style="list-style-type: none"> 1. Bruce lee playing table tennis with Nunchaku https://www.youtube.com/watch?v=SncapPrTusA 2. Best drummer in the world: https://www.youtube.com/watch?v=FqJdzYY_Fas 3. Beat-box brilliance: https://www.youtube.com/watch?v=GNZBSZD16cY <p>Ask:</p> <ul style="list-style-type: none"> • Who are these people? • If you were to describe them in a word, what word would you use? • Why are they masters in their field? • What are the qualities they have that we are calling them masters? • Can you call yourself a master? • Yes/No Why? • What skills does a master facilitator have? <p>Write the answers on the board.</p> <p>Ask:</p>

		<ul style="list-style-type: none"> • How does a master facilitator’s classroom look like? • How does a master facilitator’s student look like? <p>Write the answers on the board.</p> <p>Expected answers: Students will be – participative, take charge of their learning, will correct one another, help the facilitator run activities, ask questions, take initiative, etc.</p> <p>Then explain the agenda of the workshop. They will learn about some strategies to make students more skillful, so the classroom can be a student centered classroom.</p>
11:00AM - 11:15AM	Tea break	
11:15AM - 1:00PM	How to ensure that students take ownership of their learning	<p>Ask:</p> <ul style="list-style-type: none"> • How to ensure that students take care of their own learning? • What is our role in making students take ownership? • What are the opportunities available for us to help our students take ownership? <p>Make teams of 4-5 people each and provide them with any one scenario from below:</p> <ul style="list-style-type: none"> • You need to choose a student who can conduct jeopardy game, what skills you will look in a student. • You need to choose a student who can conduct Music based activity, what skills you will look in a student. • You need to choose a student who can lead a group discussion, what skill you will look in a student. • You need to choose a laptop monitor for your class who can take this responsibility. • You need to choose a student who can conduct QOD. <p>Provide them chart papers and let them brainstorm the ideas on the chart & present their ideas in the class. Tell participants that we will start with Group Discussions.</p>

		<p>Ask:</p> <ul style="list-style-type: none"> • Are your students able to hold a quality discussion together? • Where do they lack? <p>Expected Answers: They cannot build a discussion, share their own ideas, struggle to use facts, opinion or generalization in their discussions, get emotional while holding a discussion, they don't participate, etc.</p> <p>Write the answers on the board.</p> <p>Ask:</p> <ul style="list-style-type: none"> • How can you help them overcome these challenges? <p>Introduce building discussion steps:</p> <ol style="list-style-type: none"> 1. Know the objectives of the discussion: Write a few topic from Book 3,4 & 5 and ask: <ul style="list-style-type: none"> • Why this topic? • What are your students going to learn from this topic? 2. Make a mind map: Think of the starting point and the conclusion of the discussion and create some questions around. 3. Move around and ask these questions to your students so they can answer the questions and think from different perspectives. <p>Give 2 topics from Book 3, 4 or 5 and ask the participants to make a mind map for these topics.</p>
1:00PM - 1:45PM	Lunch Break	
2:00PM – 4:00PM	Peer Feedback skills	<p>Ask:</p> <ul style="list-style-type: none"> • What shall our students do after a good group discussion? • How can they help one another to be better at holding discussions? <p>Steer the conversation to Peer Feedback.</p>

		<p>Ask:</p> <ul style="list-style-type: none"> • What points do your students share at the time of feedback? (Expected answers: Body language was good, it was good discussion, intonation, eye contact, etc.) • What kind of feedback do you want your students to share? • How can we help our students share quality feedback with one another? <p>Introduce Feedback Rubric: Feedback Rubric is a set of questions which helps your students to think about a specific part of the discussion and helps them see the expectations of a facilitator from them.</p> <p>Example:</p> <ul style="list-style-type: none"> • Did your peers share any fact while holding the discussion? • Did you agree to any idea discussed? • Did you disagree to any idea discussed? • Did you invite any of your peers to speak? <p>Ask:</p> <ul style="list-style-type: none"> • How can this help your students? • Can there be some more questions added? <p>Give the participants a topic from book 3, 4 or 5 and ask them to think of feedback based questions and share with the class.</p> <p>Ask:</p> <ul style="list-style-type: none"> • What will happen if your students run the discussions and feedback on their own? • Can this skill help your students in future? How?
4:00PM - 4:15PM	Tea Break	
4:15PM – 5:00PM	Reflect on their good habits	<p>Play video- Mary Poppins’s Magical Bag. https://www.youtube.com/watch?v=AivZSC9J3Rs</p> <p>Ask:</p>

		<ul style="list-style-type: none">• Do you know of some professions where they keep their work related material in a bag?• How can it help them?• Can we also have a bag like this?• What would you like to put in your bag as a master facilitator? Why?• How will it be helpful? <p>Show your bag and the material available in your bag to the participants. Take out the printouts of "Effective peer review" Article- (Appendix 1)</p> <p>Ask them to read the article and discuss it within their team.</p>
5:00PM– 6:00PM	Power Hour	

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Day 2

Timing	Objectives	Activities
9:00AM – 11:00AM	Reflection on bad teaching habits	<p>Start with the question of the day:</p> <p>Ask a few participants to conduct the question of the day and stop, each time a participants echoes the answer given by a student. Tell the participants that we should not echo our students' answers.</p> <p>Ask:</p> <ul style="list-style-type: none"> • What will happen if you echo a students' answer? • What habit are you building in your students? • Do people echo in normal conversations? <p>Explain how we all have some bad habits as facilitators/trainers. Take all the answers and play the video.</p> <p>Bad Teaching Habits 1: https://www.youtube.com/watch?v=4FQH8vOyC-8&pbjreload=10 & Bad teaching habits 2: https://www.youtube.com/watch?v=fWCC6ITd2mQ</p> <p>Ask:</p> <ul style="list-style-type: none"> • Do you also have any of these habits? <p>Take all the answers and write them on the board. Discuss a few bad habits.</p> <ul style="list-style-type: none"> • Why echoing is a bad habit and how can it impact a student led classroom? • Why completing a students' answers is a bad habit especially when students struggle to speak.

		<p>Conclude:</p> <p>If we echo an answer of a student, we are taking all the focus/attention from an individual student, which hampers the idea of student led classroom directly. This applies to completing a students' answers as well. If we do not let our students struggle for words or phrases, then their brain will not work hard enough to learn the language.</p> <p>Provide a half A4 size page to all the participants and ask them to write some other bad teaching habits that they have.</p>
11:00AM - 11:15AM	Tea Break	
11:15AM - 1:00PM	More effective ways to plan lessons	<p>Ask:</p> <ul style="list-style-type: none"> • Do bad habits always hurt? • Can bad habits help us as well? <p>Ask:</p> <ul style="list-style-type: none"> • Why did I ask you these questions? • What information will I get if I ask you these questions? <p>Introduce Concept Checking questions:</p> <p>Divide the class in group of 5 people each and give them printouts of "Lesson Diversity". Ask the participants to find the opportunities to use CCQs in the lesson and write the questions that they can ask.</p> <p>Ask each team to come and share the opportunities to ask the CCQs and share their CCQs.</p> <p>Revise 'Instruction Checking Questions' as well.</p>
1:00PM - 1:45PM	Lunch break	
1:45PM - 2:00PM	Energizer	

2:00PM – 4:00PM	Short energizers to keep the class enthusiastic	<p>Ask the participants to recall all the short energizers that we have played in these two days.</p> <p>Ask:</p> <ul style="list-style-type: none"> • How can these help in your class? • Can you play these energizers anytime? • When is the right time to play a short energizer? <p>Form groups of 5 each. Instruct them to come up with 3 short energizers as a team.</p> <ul style="list-style-type: none"> • They will conduct one of their best short energizers. • They will discuss the other two in their groups. <p>Give 30 minutes to all the teams to search for short energizers.</p> <p>Presentation:</p> <p>Let each group present their best energizer and discuss the other two with the larger group.</p>
4:00PM - 4:15PM	Tea Break	
4:15PM - 6:00PM	Action Plan	<p>Discuss:</p> <ul style="list-style-type: none"> • What is a SMART action plan? • Why do we make SMART action plans at the end of the workshops? <p>Provide Participants with Workshop reflection sheet and help them to make an action plan.</p>

Appendix 1

Advice for effective peer review

Here are some concrete steps you can take to make peer review effective in your classroom:

1. Use a Feedback Rubric

The biggest challenge for teachers when using peer feedback is to get students to make specific suggestions instead of just saying, "Great work!"

Writing useful feedback is hard. The biggest challenge for teachers when using peer feedback is to get students to make specific suggestions instead of just saying, "Great work!" And the best way to help students do this is to scaffold the process with a feedback rubric. The difference between grading rubrics and feedback rubrics is that the latter focuses more on supporting students as they construct their own useful, formative feedback.

You can also co-create feedback rubrics with your students. If they help formulate the criteria, they will develop a much deeper understanding of what good work looks like. And they'll buy into the peer review process even more.

I have co-authored a guide for teachers that contains detailed suggestions as well as sample rubrics.

2. Make the feedback process anonymous

In the beginning, most students may be reluctant to share their work with peers and write feedback to each other. A recent study found that students actually write better feedback when they are allowed to remain anonymous in the process. Based on my own students' input, I developed "Peer grade" to allow both submissions and reviews to be anonymous.

3. Moderate and review feedback from students

Students often feel uncertain about the peer review process. Their most common fear is that they will receive "unfair" feedback from peers. To help alleviate this problem, I recommend that teachers moderate the process. Read at least some of the exchanges between students and add your own perspectives when specific student feedback is lacking. Some digital tools for peer review makes this easy by allowing students to flag feedback for teacher moderation.

Good feedback should be constructive, specific, kind, justified and relevant.

4. Ask students to react to the feedback they receive

One of the best ways to learn is to get feedback on your work. This is of course also the case when it comes to giving feedback. Ask your students to “give feedback on the feedback” that they receive. This way will students know how their comments are perceived, and allow them to improve their feedback-giving skills. Good feedback should be constructive, specific, kind, justified and relevant.

5. Start small and in class

When peer review is new to teachers and students, it’s unlikely that the first attempt will be perfect. I always recommend that teachers start small. Ask students to review something short and simple, such as the introduction to an essay. If possible, make the peer review session a classroom activity—instead of homework—so you can assist students if they have questions and concerns.

Source: <https://www.edsurge.com/news/2018-02-12-five-ways-to-make-peer-feedback-effective-in-your-classroom>