STM 9 - Exploring Facilitation Skills

Duration: 2 Days

v25.5.19

Objectives:

• Participants will learn to communicate the objectives of lessons effectively.

• Participants will learn to plan their lessons better using mind maps.

• Participants will learn to use the tools for learning.

Material Required:

• A bundle of cotton

• A small lump of clay

• Post-it notes and other stationery items

Ideal for:

• Facilitators who have 3-4 months of classroom experience

• 16 - 20 participants

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Day 1

| Time	Objectives	Activities
9:00am-11:00am	To make the participants comfortable with one another. To introduce the objectives of the workshop. Self-reflection.	Welcome the participants. Ask them to identify the most creative person they know and introduce themselves as that person. Ask what qualities do they possess of that person? **Follow up questions:** • Who is the most creative person you know? • Why do you think he/she is creative? • What is creativity? • Is everyone creative? • What are you creative at? Ask and help the trainees make connections between creativity, exploration, and learning. **Trainer to introduce the objective of the workshop:** We are going to reflect on the learnings from the induction and will explore more aspects of facilitation. **Reflections:** • What did you learn about facilitation skills in Induction? • How are you applying the learnings in your classrooms? • What are you doing well? • What needs improvement? Set the objectives of the workshop. Establish the importance of facilitation skills and how these skills can trigger and enhance students' learning in multiple ways.
11:00am - 11:15am	**Tea Break**	

11:15am – 1:00pm	To understand the mindset required for learning. To understand the importance of objectives of a lesson and explore the various ways to communicate it well.	**Discuss**: • What is your favorite TV show? • Why is it your favorite TV show? • What is so special about it? Steer the conversation to advertisements and ask: do you like to watch ads as well? What strategies do advertisement companies apply to make sure that the viewers will watch their ads till the end? How do they talk about their products? What qualities do they mention in their ads? **Mention these points on the board.** **Ask:** • Who is your customer? • What is your product? • What will happen if you advertise your product to your customer? **Activity:** Tell participants that today they are going to become advertisers. Tell that they will be given 1 minute on the screen as advertisements are expensive and they have to talk about their products qualities and how this product can benefit your customers. Give each participant one lesson from Books 1 or 2 and ask them to read and explore the lessons to identify the qualities and usage of that lesson in their students' lives. (10 minutes) **Encourage each participant to present.** **Record each presentation.** **(20 minutes)** **Ask:** What will happen if we tell the qualities and importance of the lessons to our students? When is the correct time to tell the qualities of a lesson to the students and why? How much time will it take to do the same? **Conclude:** Explaining the importance of a lesson will create the right learning environment in the classroom. Students will be positive about the lesson and will actively participate.
13:00pm – 13:45pm		**Lunch Break**

13:45pm – 14:00pm	**Energizer**	
14:00pm – 16:00pm	How to use mind map to better plan lessons. How to use classroom time more effectively.	**Mind Map Demo:** Write down the name of the lesson in a cloud/bubble in the center of the whiteboard. This will be the main idea. Ask the participants to share 3 things they can think of related to the topic. Collect 4 responses and write them in clouds/bubbles around the main idea. These will be supporting ideas. Now ask them to think of the main idea along with one of the supporting ideas and share 3 things that come to their minds. Repeat the previous process for the supporting ideas to create a mind map. Show some mind maps images on the screen. **Practice:** Ask the group to pick a lesson and prepare its mind map individually. Help/guide/support those who are struggling. After preparing, they discuss how their approach is different from their teammates. **Time management:** - Transition to how time can be utilized efficiently using a good mind map. - Discuss how time can be managed efficiently. - Discuss how an appropriate amount of time must be given to each step. - Discuss pros and cons of shuffling steps of the procedure.
16:00pm – 16:15pm	**Tea Break**	
16:15pm – 17:00pm	How to use one's body language and intonation to tell a story effectively.	*Ask: Is an effective mind map the only key to delivering a good lesson?* Take answers from trainee and focus on how intonation and body language also play a vital role in the delivery of a lesson. Transition into the storytelling exercise. Give the trainees the printouts of the 'Oracy Framework'. Discuss the framework and tell the

		participants to come prepared for a storytelling contest the next day. Trainees need to search for a story themselves or they can narrate a story that they know. Share some tips (using props, monologues, dialogues, body gesture, etc.). *Trainer should also prepare a story for himself/herself that he/she will be conducting and demonstrating the next day.*
17:00pm – 18:00pm		**Power Hour**

Day 2 - Exploring Facilitation Skills

9:00am – 11:00am	To practice the oracy framework skills and to know its importance.	Start the day by narrating your story. Make sure you keep the oracy framework in mind. Choose 5-6 participants to narrate stories. Divide the class into groups. Let groups rate each contestant using the framework. Keep score on the whiteboard. Declare the winner. Recap the importance of intonation and body language and how it not only helps storytelling but also in different types of conversation that we have with our students and peers and how it affects our lessons. - What will happen if I don't use proper intonation and body language while conducting my lesson? - Would you like to listen to a person who speaks like a robot? - How would your students feel? **Useful Tip:** Keep track of time. Do not allow more than 5-7 min to any participant. Highlight the areas that were outstanding/below average. Be as specific as possible.
11:00am – 11:15am		**Tea Break**
11:15am – 13:00pm	To understand the effective use of tools for learning.	Divide the class into 4 groups (use some grouping techniques). Provide clay/construction material and ask each group to create a model of one of the tools for learning. Go to each group to see what they are making. Appreciate them for their efforts. **Let them discuss:** What can a student learn from your tool?

		• How can you use your tool effectively? • What can you do with your tool that you were not doing before? After the group discussion, call each group to present. Add points wherever required. Guide them on how to conduct audio/video lessons.
13:00pm – 13:45pm	**Lunch Break**	
13:45pm – 14:00pm	**Energizer**	
14:00pm – 15:00pm	To learn more about effectively using classroom settings. To push students think using the thinking routines.	**Form 4-5 groups in the classroom (using some creative grouping technique).** Each group will be given a topic and half an hour to research. • Various seating arrangements • Creative wall displays • Grouping techniques • Maintaining hygiene of the classroom They have to find out new ways of applying them in their classroom. A representative from each group presents the ideas. Provide the trainees with audio video lessons and ask them to prepare the audio video lessons. Ask a few of the trainees to present. Provide feedback. Coach if necessary.
15:00pm – 16:00pm		**Divide the class into 4 groups.** Groups 1 and 2: Provide them an image and ask them the following questions for discussion within the group: 1. SEE 2. THINK 3. WONDER Groups 3 and 4: Provide them an article from any of the handbooks and ask them the following questions for discussion within the group: 1. READ 2. THINK 3. WONDER Listen to their responses after the discussion and ask them to give a **title** to the image and to pick **a word, a phrase and a sentence**

|		from the article that they found interesting. Debrief the 4 thinking routines used above and ask them where they can use these thinking routines in their classroom. (Note: Don't get into details of thinking routines. They must be able to use these routines practically.)
16:00pm – 16:15pm	**Tea Break**	
16:15pm – 18:00pm	Self-Assessment and Action Plan.	Provide them the self-awareness form (Appendix 1) and help them understand that it will help them monitor their progress as facilitators. (15-20 minutes) Provide the trainees the action plan format (Appendix 2). Revise the concept of SMART & assist/guide/help them prepare an action plan based on their learning from the workshop. Communicate that their action plans will be shared with the operations and the Audit. (45 minutes) Peer feedback on the action plan. (30 minutes) Ask the trainees to take a picture of their action plan and the Self-awareness form. Trainees who complete their action plan before time can help/assist their peers. The trainer needs to meet the operations and audit teams as soon as possible to provide the action plans and share the report.
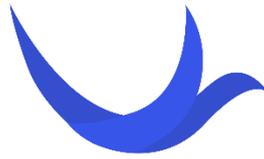
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Self-Awareness

Rate yourself out of 5 as per the criteria mentioned below:

Criteria	Rating	Reason
Planning and Preparation		
Achieving the Objectives		
Using various tools (A/V, Workbooks, Whiteboard, Wall Displays, etc.)		
Creating a Learning Environment		
Time Management		
Class Management		
Providing Specific and Timely Feedback		
Overall Facilitation Skills		
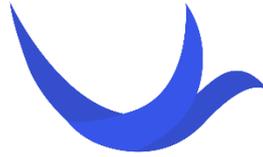
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Reflection of learning

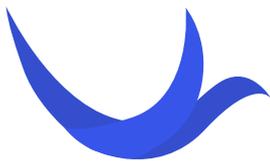**Name of the Workshop and Date:**

Name:

TM:

What did you learn in the workshop?

3 techniques that you want to implement in your classroom:

Your Action Plan:

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ORACY FRAMEWORK

(cut off)	Developing	Confident	Expert
...rting to project my voice ...ne can hear it. ...rting to vary the pitch, rhythm of my voice. ...ginning to use gestures movement to help ...e points I want to make.	- I can develop my presence as a performer, controlling my voice and movement. - I can use several different tones of voice and adapt my voice to the context. - I can use subtle gestures and body language to indicate a range of different emotions.	- I know how to vary my body language and tone of voice, adapting them to the situation and to what I am trying to say. - I have a range of subtle changes in tone, pitch and movement to suit different genres of talk.	- I can control my voice a... and precision. - I can teach others how t... body. - I am always at home in t...
...e a limited vocabulary ...rting to choose my words ...cisely. ...tinguish between ...nd formal settings. ...ntify different types of ...metaphor, tripling.	- I can use a range of descriptive words to suit different situations and use the 5 senses to ground my story. - I can use full sentences with connectives and speak fluently without repetition for several sentences. - I can speak formally, e.g. without using filler words (such as 'like'), and with dictionary words instead of street slang.	- I can construct language effectively for a range of purposes, e.g. to persuade someone. - I can use the subject specific language of different disciplines, e.g. talk like a scientist, historian, mathematician, tour guide. - I deploy excellent grammar when talking, using full sentences. - I can select precise language and idiom to suit different audiences.	- I can deploy language w... nuance. - I can use a wide range o... and expressions to suit an... - I can engage with ideas... express my ideas fluently... - I can develop the linguis...
...ginning to identify what ...good argument. ...e evidence to back up my ...der my talk into a ..., middle and end.	- I can pursue a line of enquiry. - I can spot flaws in other people's arguments. - I can ask a range of questions including probing questions. - I can choose and organise the content of my speech to convey clear meaning.	- I can take on different roles in discussion and can see both sides of an argument. - I can use different thinking skills to engage with challenging material. - I can summarise an argument and identify good and bad arguments. - I can analyse arguments and select evidence to defend or rebut a position.	- I can take into account t... understanding of an audie... language. - I can marshal sophisticat... language and different ge... - I can use and select met... mimicry and other rhetori... and imagination to make... alive.
...d the confidence to ...ront of an audience. ...roof of listening. ...derstand my character and can build on them. ...pport others in a ...	- I can take turns in discussion and listen to others and respond to their points. - I can follow ground rules and make sense of them to others. - I put my energy and whole-hearted commitment into discussions and speech to get the most out of any situation. - I listen attentively to what others are saying and play back to them what they have said.	- I can tell a story with no notes that engages an audience. - I can read an audience and change my language, tone and pitch to connect with it. - I can respond to and build on the feelings and views of others. - I can develop the well-being of others through coaching and other techniques.	- I can take risks in the wa... audience in order to enga... using humour, surprise, et... - I can lead/chair a discus... contexts, making everyon...