**Module 8: Creating and facilitating visually stimulating tasks**

**Welcome Message**

**Workshop Objectives**

**Lesson Plan**

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| **MODULE 8: CREATING AND FACILITATING VISUALLY STIMULATING TASK** | | **City/Region:**  **Venue:** | | **Trainer:**  **Number of participants:** | **Date:**  **Time : 2 hours (120 minutes)** |
| **By the end of the module, participants will be able to:**   * Explore ideas for creating and facilitating visually stimulating tasks * apply some of the new ideas for using visual tools, such as graphic organizers, for language learning in their classroom. * share some strategies for making learning visually stimulating, such as using charts and word walls. | | | | | |
| **Language Point:** CREATING AND FACILITATING VISUALLY STIMULATING TASK | | | | | |
| **Skills:** Speaking, Listening , Writing  **Material:** Videos, handouts, flipcharts | | | | | |
| **Stage/timing**  **Interaction** | **Activity type** | | **Procedure** | | |
| **5min. Whole group** | **Attention getter** | | Unscramble the words in order to get a Chinese proverb  At, to, one, is, learn,  a language the, which, to, have, look, , window, one, more, from, to. | | |
| **10 min**  **Pair work** | **Preview** | | Participants share their experience about creating and facilitating visually stimulating tasks they.  Tell the participants to discuss the questions with elbow partners:     * Do you have a chalkboard, whiteboard, or poster board in your classroom? * Are you interested in challenging your students to process their language learning even further?   Elicit random answers. | | |
| ***15  min***  ***Pair work*** | **3. Stimulate recall of prior learning** | | Tic Tac Toe game | | |
| ***10  min***  ***Individual work*** | **Reflection** | | * Ask the participants to reflect on the activity they have experienced by answering the following questions:      1. Did you like this activity? Why? 2. How did you feel during the activity? 3. What have you learned from the activity? | | |
| ***25  minutes***  ***Group work*** | **Conceptualize**  **Video discussion** | | The participants will explore the ideas for Visual Tools for Language Learning in English and Strategies for Making Learning Visually Stimulating by watching two videos.  **Video 1. Visual Tools for Language Learning**  Tell the participants that this video will introduce some ideas for Visual tools for language learning.  **Link to YouTube:** **https://www.youtube.com/watch?v=VFmJIBjzJ0A**  **Video  2. Strategies for Making Learning Visually**  This video will introduce strategies of making learning visually  **Link to YouTube:** **https://www.youtube.com/watch?v=VFmJIBjzJ0A** | | |
| ***20 min***  ***Group work*** | **Guide learning** | | **Article 1:** [Collaborative Mind Mapping](https://americanenglish.state.gov/files/ae/resource_files/etf_54_2_pg44-48.pdf) by Melissa Mendelson  [Thousand Word Pictures](https://americanenglish.state.gov/files/ae/resource_files/etf_56_3_pg41-48.pdf) by Tabitha Kidwell | | |
| ***25 min***  ***Pair work*** | . **Elicit performance (practice)** | | Ask the participants following questions:   * Have you successfully used a visually stimulating tool, such as a concept map or another graphic organizer? If so, how was the tool a useful resource for your students for the lesson or activity? If not, then think about a lesson or activity in which your students had difficulty working with the content. * How could using a visual tool, such as a graphic organizer, assist your students with understanding a concept more easily? How could using visuals stimulate learning for your students? * In what ways could using visual tools challenge your students to think more critically about a topic or lesson?   After some discussions ask participants  create a new or adapt an existing activity/lesson to incorporate the use of a graphic organizer or one of the visually stimulating resources from the suggested websites in this module 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. Use the template below when creating their 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: | | |
| ***15  minutes***  ***Individual work*** | **Conceptualize** | | * Invite the teachers to watch the video that introduces some the graphic organizer known as the KWLQ Chart,which can be used as a pre- and/or post-formative assessment of student   learning.   * Link toYouTube :https://www.youtube.com/watch?v=VFmJIBjzJ0A      * After they watch the video ask them to analyze the activities they had in the previous stage.      1. What was the purpose the KWLQ? 2. Do you think that visually stimulating tasks has helped you understand the concept better?   Elicit random answers. | | |
| ***35 min***  ***Group work*** | **Apply** | | * Put the participants in small groups of three. Tell them that this module introduced several different ideas about Creating and facilitating visually stimulating tasks. Based on what you learned, create a new or adapt an existing classroom activities you would like to use regularly in your current teaching context. On the poster briefly describe who your learners are, when would you use this activity, and why you believe it would be effective. (20 minutes) * Share the activity that you have created. You may use the following message as a template while presenting your poster. (3 minutes for each group)   *Example*  *Hello, Colleagues! The (activity/video/routine/ instructions) we want to share is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (activity title). This activity is effective because\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.* | | |
| ***20  min***  ***Pair or group work*** | **Provide feedback** | | PQP  Participants share the activity or strategy they created in the group. After sharing they give feedback using PQP | | |
| ***10 min*** | **.Enhance retention and transfer** | | After they share an activity in the group. Find at least one or two new activities in the group chat that they can use in their next class. Ask them to apply a new activity from this module in their next class. If it is a success, tell their colleague "Thank you!" and why it was effect | | |
| ***5 min***  ***Individual work*** | **Assess performance** | | Exit tickets  Participants complete exit tickets | | |