**[6 Principles](https://docs.google.com/presentation/d/1eQbg43VM2sYUbASuklak_LsbkfgmzovNq5jrkqIvy20/edit" \l "slide=id.g10bb8ac90bf_0_12563)**

 1. Introduction to the 6 Principles

2. Principle 1: Know your learners

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| **Agenda** | |
| 9:00- 9:35 | Intro with each other and introduction to the aims and objectives of the TOT. Setting Class Rules. |
| 9:35 - 10:20 | Overview of the 6 Principles |
| 10.20-10.25 | Break time |
| 10:25 - 10:45 | Overview of the 6 Principles |
| 10:45 - 12:00 | Principle 1. Know your Learners |
| 12:00 - 12:40 | Principle 1. Know your Learners |
| 12:40- 1:00 | Principle 1. Know your Learners |

Welcome Message

Good morning dear Colleagues,

Our team is pleased to have you with us. On behalf of all the organizers, coordinators, coaches of this project let us say Congratulations and welcome to the team!

Today, together with you we are going to start the next stage of this project, which will create an opportunity to enrich and enlarge your knowledge and skills in teaching English effectively. Together with you we are a great and strong team.

We believe that what a strong group of people can accomplish together is much larger, far greater, and will exceed what an individual can achieve alone.

Workshop Objectives

**By the end of the workshop I can…**

**- understand the general purpose of this workshop.**

**- say the general notion and the concept of the 6Ps.**

**- prepare and deliver lessons effectively concerning the learners interest.**

**- learn how to use activities for creating friendly learning atmosphere**

**Lesson Plan**

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| **MODULE:Introduction to the 6 Principles for**  **Exemplary Teaching of English Learners** | | **Date:**  **Time : 3 hours (180 minutes)** |
| **By the end of the module, participants will be able to:**   * understand the general notion and concept of the 6 Principles for Exemplary Teaching of English Learners; * practice and analyze activities addressing to collect information about their learners to engage them in class * prepare and deliver lessons more effectively basing on the interests of their learners; * identify what makes the learning atmosphere friendly and supportive; * experience activities which make a good learning atmosphere. | | |
| **Language Point:**  ***General Concept and terms of the 6 Principles: Principle 1 and 2*** | | |
| **Skills:** Speaking, Listening , Writing  **Material:** Videos, handouts, flipcharts | | |
| **Session 1. Overview of The 6 Principles for Exemplary Teaching of English Learners**  **Time:** *1 hour (60 minutes)* | | |
| **Stage/timing**  **Interaction** | **Activity type** | **Procedure** |
| **15 min**  **Snowball: Name+Adjective** | **Warm-up** | * Ask participants to make a circle. * Ask them to find an adjective they think describes them best of all or just an adjective which starts with the same letter as their name. * Give your own example. eg. Makhprat – modest.  ***Give them 1 minute to think***. * Check they all found an adjective, then explain the next stage  and start a game. * Show the image of adjectives on the [ppt](https://www.pinterest.com/pin/646477721494530550/)   **Direction:**  -Trainer asks all participants to stand up in a circle.  - Trainer says his/her name and adds an adjective. E.g. Makhprat – modest. Then turns to the next participant.  -  The second participant should repeat the trainer’s name + adjective and add his/her own name + adjective. E.g. Makhprat – modest. Inomiddin – intelligent.  -  The next participant should repeat the trainer’s name + adjective, the name of the previous participant + adjective and add their own name + adjective etc.  ***Note*** ***You can ask participants to repeat in chorus after each person. (e.g.  Makhprat – modest./Inomiddin – inteligent. Izzat – impatient. etc.)***         Ask participants to go back to their seats. Sum up the activity by writing these  questions in the ppt and chorally reading one as a class and choose a few people to share. Next read the next question chorally together.  ***1. How did you feel during the activity?***  ***2. Did you have any difficulties? If so, why?***  ***3. Do you think your pupils will enjoy the activity?***  ***4. What were the objectives of the activity?***  Answers will be varying. Accept all the answers. |
| **7 minutes** | **Class Rules** | **Class Rules**  How to establish ground rules for our class. What rules do you want to be part of this training ?  Such as masks on, speaking one at a time, coming on time, doing all H.W. you can have the class come up with it, but it would be nice to have to do this and all sign it or agree with it somehow. It’s a team building activity.  All can draw an outline of their hand and write their name in the middle with a signature. |
| **10 min *Introduction to the workshop*** | **Preview** | **Introduction to the workshop.**   * Trainer gives brief information about the workshop objectives. * Then distribute colored stickers and ask participants to write 1 thing they have known and 1 expectation from this workshop.          Ask them to stick their paper in the basket. (The basket drawn on a large poster and hang on the wall) |
| ***15  min***  ***Pair work*** | **Activity. Scavenger Hunt** | 1.    Introducing the **Scavenger Hunt** activity. Tell participants the purpose is to introduce new vocabulary related to The 6 Ps.  2.    Direct participants to the **Scavenger Hunt** handout.  3.    Discuss the directions for the activity.  4. When I give you a signal, walk around the room for five minutes. Ask other people the meanings of the vocabulary you do not know.  5. Sit down when you finish or when I give you a signal.  1.    Model the activity by going to one person and asking them, “Do you know what…. means?”  Do a think-aloud as you fill in one box and ask someone about another box:  \* *OK, I know what “EFL” is. It’s English as a foreign language (write definition in its box).*  *\* Hmmm, I’m not sure what “community of practice” means. \_\_\_\_\_, what do you think “community of practice” means?*  2.    Give participants 5 minutes to complete the activity as you monitor and assist.  Have participants check the PPT for suggested meanings and answer any questions they have:  ***PPT: The 6 Principles for Exemplary Teaching of English Learners***  ***Overview. Slides: 5-6.*** |
| ***20  min***  ***Individual/ Pair work*** | **Introduction to the 6 Ps**  **Overview Think-Pair-Share** | * Direct Ps to the Overview of the 6 Ps handout . * Show participants The 6 Ps image. * Ask them, “Why do you think the 6 Ps is designed in a circle with 6 parts? * Give them time to read each Principle and highlight the words and given definitions based on the previous activity. * Introduce The 6 Principles for Exemplary Teaching of English Learners * Explain that the center of The 6 Ps is “Know your learners” (Principle 1) and that “Engage and collaborate within a community of practice” (Principle 6) is what holds The 6 Ps together. * Explain why TESOL International developed The 6 Ps concepts, but it’s possible that teachers may already be using some of these principles in how they teach. * Our goal in this course is to help teachers use them more intentionally and purposely. * Distribute ***Handout # 3 (one for each table)***. Ask participants to watch the video and take a note for answering the questions. Ask them to write their opinion basing on their own understanding, then share ideas with their group. * Invite one participant  from each group to present their group answers for the question. * Elicit their answers. * Have participants read the quote and then discuss how we make this possible when we use The 6 Ps together. * **Quote**:*“Knowledge of more than one language and culture is advantageous for all students.”* * Use   PPT: Overview of the 6 Ps  slides : 9-10; 11-13.***handout (#2 and #3***) ***(We can use PPT slide and The 6 Ps Introductory Video  )*** * ***Link to the 6Ps Introductory video:***  https://youtu.be/Azt9iC6qYsA     Use   PPT: **Overview of the 6 Ps**  slides : 9-10; 11-13.handout (#2) |
| ***10 mins***  ***Individual /pair work*** | **Reflection** | * Ask the participants to reflect on the sample 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?   *Elicit their answers*  *State that this is an example of  activity. Say that effective classrooms …* |
|  |  | ***10 minutes break*** |

**Week 1. Session 2. Principle 1:  Know your Learners**

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| **Principle 1** | | | | |
| Activity: **Stand Up / Sit Down**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Introduce the **Stand Up / Sit Down** activity. Tell participants the purpose is to use a community building activity to get to know some things about each other. Tell them to be thinking about how they could adapt the activity for their own classroom (community building or skill based). 2. Discuss the directions for the activity.   1. Listen to and/or read each statement. If it is true for you, stand up. If it is not true for you, sit down.  2. Look around so you can learn new information about your colleagues.  3. EXTENSION: Ask follow-up questions to people near you.   1. Model the activity with these statements.   1. I live in the United States.  2. I have taught English for more than 25 years.  3. I have a pet.   1. Monitor and assist with the activity. Stand up if you . . .  * like to visit new places. * have a passport. * have traveled by plane. * have visited the United States. * would like to travel to space. * can stand on one foot for 10 seconds (show us!) | PPT 18 |  |
| Activity: **Turn and Talk / Activity Tracker** | 10” | * Re-introduce the **Turn and Talk / Activity Tracker** activity. Model: Do a think-aloud as you answer each of the four questions: \* *What did we do?* *We stood up for sentences that were true. We sat down for sentences that were false. \* How did we do it? We did this in a large group. We listened to and/or read statements and stood up for true statements and sat down for false statements. \* Why did we do it? It was a good community building activity. I learned new things about people in my group. \* How can I adapt this activity to use in my classroom? 1) I could use this as a comprehension check activity after a reading or listening activity. 2) I could* * *use this to check student understanding of facts vs. opinions. 3) etc.* * Emphasize the importance of ongoing community building with activities such as these. * Give participants 5 minutes to complete the activity as you monitor and assist. | * **Activity Tracker** handout | PPT 22 |
| What Teachers Need to Make Effective English Lessons? | 10 | 1. Ask the teachers, what do you think teachers need to have an effective lesson? 2. Tell participants we are going to discuss the top three things teachers need to make effective English lessons. | PPT 27 |  |
| Principle 1: Know Your Learners | 5” | 1. Introduce Principle 1: Know your learners. 2. Discuss how teachers teach best when they know their students well. | * PPT 32 |  |
| Principle 1 – Best Practice 1: Teachers collect information about their students. | 5” | 1. Introduce Best Practice 1: Teachers collect information about their students. 2. Discuss examples of the kinds of information teachers can collect about their students (prior knowledge, talents, interests, life experiences, influences, characteristics of specific age groups). 3. Finish with characteristics of specific age groups as you transition into the next activity. | * PPT 33-34 |  |
| Characteristics of Specific Age Groups  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Briefly show the five age groups we will discuss. Explain that we can only teach children well if we have a deep understanding of their unique characteristics and stages of development: physical, cognitive, and social-emotional. 2. Emphasize that the more we know about students’ physical, cognitive, and social-emotional stages, the better we can choose appropriate activities and materials for the best learning experiences. 3. Remind participants that this is only a general guide. Many factors affect students’ physical, cognitive, and social-emotional growth. | * PPT 35–36 |  |
| Activity: Jigsaw Reading  Trainer(s): \_\_\_\_\_\_\_\_\_ | 20” | 1. Direct participants to the **Jigsaw Reading** handout which corresponds with their **Numbered Heads Together** group (group number is in the top right corner of the handout). 2. Have participants divide into their **Numbered Heads Together** groups. Divide each group into subgroups as necessary to make groups of a manageable size. 3. Remind participants they will become the “experts” for their assigned age group. This will make each of them an important piece in the puzzle. In their groups, they will read, discuss, and clarify meaning for the physical, cognitive, and social-emotional characteristics of their assigned group for 15 minutes. 4. Monitor and assist with the activity. 5. After 15 minutes, tell participants to return to their table groups. 6. Ask groups to report their findings. | * PPT 37 NOTE: PPT 41-56  are only for reference as/if needed * **Jigsaw Reading** handout |  |
| Activity: **Turn and Talk / Activity Tracker: Jigsaw Reading** and **Jigsaw Note Taking**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Re-introduce the **Turn and Talk / Activity Tracker** activity. 2. Give participants 5 minutes to complete the activity as you monitor and assist. 3. Ask participants to share out as time allows. | * PPT 57–58 * **Activity Tracker** handout |  |
| Activity: **Thumbs Up / Thumbs Down**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 5” | 1. Introduce the **Thumbs Up / Thumbs Down** activity. 2. Show and read one statement at a time and ask participants to respond with a thumbs up for “true” statements and a “thumbs down” for false statements..  1. The 6 Principles come from three years of research. (False – They come from many years (decades) of research.)   2. We can learn about characteristics of children at different age groups by looking at their physical, cognitive, and social-emotional stages. (True)  3. A jigsaw activity is a good way for students to help each other build comprehension in a small group. (True)   1. Remind participants that using methods with similar directions (**Response Cards**) can help students feel more comfortable and help with classroom management. | * PPT 99–60 |  |
| Principle 1 – Best Practice 2: Teachers plan lessons to collect and use information about students. | 5” | 1. Introduce Best Practice 2: Teachers plan lessons to collect and use information about students. 2. Discuss examples of the kinds of lessons teachers can plan to collect information about their students (games and warm-up activities, questionnaires, needs assessments, interest and background inventories, observation checklists, one-on-one discussion, picture stories, autobiography projects). 3. Ask participants to share other ideas. | * PPT 61–62 |  |

**Week 2**

**Principle 2: Create conditions for language learning**

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| **Week 2 Agenda** | |
| 8:30 - 9:00 | Principle 2 |
| 9:00 - 9:10 | Principle 2 |
| 9:10 - 9:40 | Principle 2 |
| 10:00 - 10:30 | Principle 2 |
| 10:40 - 12:00 | Principle 3 |
| 12:00 - 12:40 | Principle 3 |
| 12:40- 1:00 | Principle 3 |

**Welcome Message**

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**Workshop Objectives**

**By the end of the workshop I can…**

* **Design high quality lessons with clear objectives**
* **Give clear oral and written English that students can understand.**
* **Organize active classrooms where students can actively practice English**

**Week 2. Session 1. Principle 2: Create conditions for language learning**

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| **Principle 2** | | | | |
| Principle 2: Create Conditions for Language Learning    Trainer(s): \_\_\_\_\_\_\_\_\_ | 5 | 1.    Introduce Principle 2: Create conditions for language learning.  2. Discuss how teachers teach best when they create a classroom culture where students feel safe, challenged, and motivated. | PPT 65 |  |
| Activity: **Personal Inventory**  Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1. Direct participants to the Personal Inventory handout.  2. Tell participants that the purpose of this activity is to give them some time for self-reflection before we move on with Principle 2.  3. Discuss the directions for the activity.  1. Read each statement.  2. Rate yourself with the following criteria:  ● A – always or almost always  ● S – sometimes  ● N – never or almost never  3. Put a star (★) next to the three statements you most want to improve on.  4. Model the activity by doing a think-aloud.  \* I greet students as a group at the beginning of class, and I greet a few of them individually if they arrive early. I’ll write “S” for “sometimes.”  \*  I never use community-building tasks. Actually this is a new idea for me. I’m interested in the idea, but right now, I have to write “N” for “never.” I’m going to put a star next to that one because I definitely want to improve on that.  5. Tell participants they can work with their table group to clarify meaning, but it is not necessary to share their responses with one another.  6. Monitor and assist with the activity.  7. Ask participants to keep the Personal Inventory out and available for quick reference as we explore Principle 2. | PPT 66-68  **Personal Inventory** handout |  |
| Activity: **Think-Pair-Share** | 10 | 1.    Introduce **Think-Pair-Share** as a tool for discussion.  2.    Discuss the directions for the activity.  1. **Think** about the question that you hear and/or read.  2. **Pair** with a partner, and discuss your answers.  3. **Share** in a larger group.  1.    Model a **Think-Pair-Share** response to the question “What are some activities that we have done today that could motivate students in my classroom?”  2.    Ask participants to form **Think-Pair-Share** groups at their tables.  Tell participants that we will use **Think-Pair-Share** as a technique to discuss Principle 2. | **PPT 69-71**  **Think-Pair-Share**  **Handout** |  |
| Principle 2 – Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.    Trainer(s): \_\_\_\_\_\_\_\_\_ | 10 | 1.    Introduce Best Practice 1: Teachers create a positive and organized classroom where students feel happy and comfortable.  2.    Ask participants to use Think-Pair-Share to respond to the question prompt for 3 minutes.  \* What are some ways you can create a positive and organized classroom where students feel happy and comfortable?  3.    Have participants share out as time allows.  Have participants look back at Questions 1–10 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 1. | ● PPT 72–74  ● Personal Inventory handout |  |
| Principle 2 – Best Practice 2: Teachers demonstrate that they have high expectations of all students.    Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1.    Introduce Best Practice 2: Teachers demonstrate that they have high expectations of all students.  2.    Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes.  3.    Have participants share out as time allows.  Have participants look back at Questions 11–15 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 2. | * PPT 75-77 * **Personal Inventory** handout |  |
| Principle 2 – Best Practice 3: Teachers plan lessons that motivate students.    Trainer(s): \_\_\_\_\_\_\_\_\_ | 10” | 1.    Introduce Best Practice 3: Teachers plan lessons that motivate students.  2.    Ask participants to use **Think-Pair-Share** to respond to the question prompt for 3 minutes.  3.    Have participants share out as time allows.  Have participants look back at Questions 16–20 on their **Personal Inventory** to see how their responses correspond with examples of Best Practice 3. | * ●     PPT 78-80 * **Personal Inventory** handout |  |
| **Activity: Turn and Talk / Activity Tracker: Think-Pair-Share**    Trainer(s): \_\_\_\_\_\_\_\_\_ |  | 1.    Re-introduce the **Turn and Talk / Activity Tracker** activity.  2.    Give participants 5 minutes to complete the activity as you monitor and assist.   1. Ask participants to share out as time allows | * PPT 81–82 * **Activity Tracker** handout |  |
| **Wrap-up Reflection Questions** | 5” | Ask participants  What is one thing that you learned today?  • What is one question that you still wonder?  • What is one way someone helped you to learn? | PPT 83-84 |  |