Acknowledgements

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Several talented individuals contributed to this curriculum. Regional English Language Officer Bangkok, Alice Murray, made this project both possible and realizable through her technical support, subject-matter expertise, and unparalleled mentorship. Heather Van Fleet, AUA Trainer and Coach from 2018-2019, shared her very helpful and successful popsicle stick warmup, her tried and true Bloom’s Taxonomy activities, and her adaptations of Six Thinking Hats. Her integration of mindfulness and thoughtful feedback throughout this project enabled its fruition. Jeff Puccini, AUA Trainer and Coach from 2018-2019, brought his skilled teaching habits and questioning routines to the second unit of the curriculum, Classroom Management. His contributions can be found in the micro-teaching and jigsaw activities of Unit 2. Throughout the project, his questioning, feedback, and coaching led to revisions and more polished activities. English Language Fellows Allison Orr (Rajabhat University Roi Et) and Mindy Olson (Burapha University) kindly contributed their role cards (Unit 2) and surveying/polling materials (Unit 3), respectively, to the curriculum. Their generosity in sharing their work adds versatility and variety to the activities contained herein.

To everyone who has worked on this project directly and indirectly, THANK YOU.

And of course, a great debt of gratitude is owed to the diligent and kind teachers of Thailand who participated in our workshops and mobile mentoring.

Thank you.
<table>
<thead>
<tr>
<th>Table of Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to the Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>Barcode/URL to Training Materials</td>
<td>5</td>
</tr>
<tr>
<td>Outline of Unit 1</td>
<td>6</td>
</tr>
<tr>
<td>Unit 1: Communicative Language Teaching (CLT): Practical Strategies</td>
<td>7</td>
</tr>
<tr>
<td>Appendices of Unit 1</td>
<td>20</td>
</tr>
<tr>
<td>Outline of Unit 2</td>
<td>51</td>
</tr>
<tr>
<td>Unit 2: Classroom Management in Communicative Classrooms</td>
<td>52</td>
</tr>
<tr>
<td>Appendices of Unit 2</td>
<td>63</td>
</tr>
<tr>
<td>Outline of Unit 3</td>
<td>71</td>
</tr>
<tr>
<td>Unit 3: Critical Thinking in the EFL Classroom</td>
<td>72</td>
</tr>
<tr>
<td>Appendices of Unit 3</td>
<td>80</td>
</tr>
<tr>
<td>Topics and Recommendations for Mobile Mentoring</td>
<td>95</td>
</tr>
<tr>
<td>Extras: Workshop Descriptions, Flyers, Fun “Brain Break” Activities</td>
<td>104</td>
</tr>
</tbody>
</table>
Context of Curriculum

This curriculum was developed in Thailand in order to address the needs of English teachers seeking to create more communicative classrooms. Based upon a pilot group and needs analysis, the curriculum includes the following primary topics: communicative language teaching, classroom management, and critical thinking. These topics seem applicable to most contexts, and the curriculum provided herein is meant to be easily applicable for teacher trainers. Following is a brief description of each component of the curriculum: Communicative Language Teaching, Classroom Management, Critical Thinking, and Mobile Mentoring.

Communicative Language Teaching

This module focuses on practical activities that teachers can utilize immediately to create more communicative classrooms. The CLT strategies presented include a popsicle sticks conversation, 4 corners, information gaps, bicycle chains, inner circle/outer circle, jigsaw activities, and Activate games.

Classroom Management

This module highlights strategies to manage communicative classrooms. In particular, it outlines four kinds of strategies: management, instructional, interactional, and thinking. It emphasizes the importance of consistency and creating routines that work for teachers and students.
Critical Thinking

This module follows Harvard’s visible thinking strategies\(^1\) in order to help teachers integrate critical thinking into the classroom. It introduces participants to easy three-to-four step activities that get students thinking. Included in the workshop are the following thinking routines: see-think-wonder, think-pair-share, circle of viewpoints, and I used to think...Now I think. The module also includes different technological tools that can help students begin to think more critically.

Mobile Mentoring

In Thailand, RELO often receives requests for trainings, and these trainings tend to occur in isolation without much follow-up with teachers. In order to address this shortcoming, the current curriculum includes a mobile mentoring component. At the end of the workshop, teachers are introduced to the concept of Professional Learning Communities via mobile applications. They are encouraged to join the group (Line or Facebook group in the Thai context) and write an introductory message including a professional goal after the workshop. Then, the trainers follow up with supportive messages and resources related to the topic(s) of the training. This curriculum includes suggested resources and mobile mentoring topics beginning on page 93.

Uses of this Curriculum

Option 1: This curriculum can be delivered as an expansive three-day workshop. The curriculum covers many, if not most, of the topics RELOs receive requests to cover.

Option 2: Each of these modules can be delivered as one-day workshops.

Option 3: The activities, handouts, resources, and slides from this curriculum can be tailored to fit any context or training.

Final Thoughts

Within these modules, you will find numerous activities. Sometimes, we’ve included “options,” erring on the side of too many activities and choices. We encourage all trainers and facilitators to take this curriculum and run with it. It’s expected and intended that individual trainers will bring their own experiences, ideas, and activities to this volume.

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Access to Materials

The PowerPoints and an e-version of this guide can be found by clicking the link or barcode below:
Outline of Unit 1: Communicative Language Teaching: Practical Strategies

<table>
<thead>
<tr>
<th>Day 1: Communicative Language Teaching</th>
<th>Time Slot</th>
<th>Total time</th>
<th>Description</th>
<th>Breakdown</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00 - 10:30</td>
<td>90 mins</td>
<td>Intros + Popsicle Sticks</td>
<td>20 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 corners</td>
<td>20 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intro to CLT with information gap</td>
<td>50 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:30 - 10:45</td>
<td>15 mins</td>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>10:45 - 12:00</td>
<td>75 mins</td>
<td>Bicycle Chain, Inner/Outer Circle &amp; Round Robin</td>
<td>25/25/25 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12:00 - 1:00</td>
<td>60 mins</td>
<td></td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1:00 - 2:15</td>
<td>75 mins</td>
<td>Activate jigsaw</td>
<td>75 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:15 - 2:30</td>
<td>15 mins</td>
<td></td>
<td>Break</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:30 - 4:00</td>
<td>90 mins</td>
<td>PLC/Mobile Mentoring Discussion(^3), CLT review game, Line exit ticket, and/or feelings cards</td>
<td>Mobile Mentoring = 15 mins, Review = 30 mins, Feelings = 15-30 mins, Exit ticket = 15 mins</td>
<td></td>
</tr>
</tbody>
</table>

\(^2\) Note that these times are estimates. A great deal of flexibility is built into the curriculum. Individual facilitators may want to emphasize some ideas/activities more than others given their unique skill sets.

\(^3\) If offered in 2- or 3-day format, the mobile mentoring/PLC discussion can occur on the first day. This way, all participants join a Line/Facebook/WhatsApp group and begin sharing right away. At the end of day one, it is helpful to ask, “What is one CLT activity you plan to use in class and why?” At the end of day two, we ask, “What is a classroom management technique you liked today and why?” For day three, we use a “I used to think...Now I think...” format. Here, participants examine their prior beliefs about critical thinking and how they changed during the workshop.
Unit 1: Communicative Language Teaching (CLT): Practical Strategies

With Contributions from Kelley Calvert and Heather Van Fleet

Background Information

Duration: The workshop as outlined here takes approximately six hours. With breaks and lunch, six hours is a one-day workshop. However, the activities outlined in this module easily could be expanded into a two- or three-day workshop, depending on the learners’ and teachers’ needs. Options are presented throughout the lesson plan in order to assist in such expansion.

Materials: PowerPoint Slides, Whiteboard, poster paper, markers, colored popsicle sticks (or threads or papers), cut-up photos for puzzle groups (Appendix B).

Audience: English teachers in Thailand (or any EFL context in need of more communicative, student-centered pedagogy).

Brief Introductions: (5-10 minutes) [Slides 3-6]

Facilitator(s) introduce themselves using their preferred method. One that I often use is three truths and a lie. By giving participants three biographical facts about yourself and one falsehood, you allow them to get to know you better in a fun and interactive way. I generally include four photos at the end of the activity showing the truths (and the lie).

Warm Up: Popsicle Stick Activity (20 minutes): [Slides 56-64]

In this activity, participants are exposed to a communicative language activity that re-engages them after the break while demonstrating a technique that they can use in their classrooms. At the end of the activity, the teachers reflect on how they could adapt this activity for their lessons.
Step 1: Participants find a partner and introduce themselves.

Step 2: Participants ask the color of their popsicle stick:

- What is the best thing that happened to you last year?
- Where is your dream holiday destination?
- Who is someone you are thankful for?
- What is your favorite thing to do?
- What is a book you are reading or a TV series you are watching right now?
- What is your favorite day of the week?
- What are three adjectives that describe you?

Step 3: After completing the conversation, participants high five and move on to the next partner and ask the color of their popsicle stick.

Step 4: After 5-10 minutes, bring the group back together, but tell them to stay with their current partner. Ask participants how they could adapt the activity for lower-level students and let them talk with their partner for a minute before answering. Then, show slides with ideas for lower-level students.

Step 5: Ask teachers how they might adapt the activity to be grammar focused. Allow them to discuss with their partner for a minute before answering. After discussing, ask them to write three questions in present tense with their current partner. Collect these answers and write them on the whiteboard and poster paper. Emphasize that they’ve now created a communicative activity for practicing the present tense.

**4 Corners Activity (15 min + 5 min reflection) [Slides 12-23]**

In this variation of the 4 corners activity, teachers are asked to go to one of 4 corners based on their years of teaching experience, number of students they teach per class, English speaking country they’d like to visit, and preferred superpower (for fun!). Once in these smaller groups, they are given a discussion question to consider: 1) When you were a student of English, what was the role of the students in the classroom? What did students do in English class? 2) How has the way you were taught English
influenced how you teach it? 3) What do you love about teaching and what is hard about teaching? 4) What do you hope to learn today?

**Step 1:**

Explain the 4 corners activities to the teacher participants. Ask them to go to the corner corresponding to the number of years they’ve been teaching. Once they go to their corners, give them three minutes to introduce themselves to each other and discuss this question (2-3 per group): 1) When you were a student of English, what was the role of the *students* in the classroom? What did students *do* in English class? Then, ask one teacher per corner to report their answers to the class. As they speak, write on whiteboard or poster paper “Role of Students and Role of Teachers” and list their responses.

**How many years have you been a teacher?**

<table>
<thead>
<tr>
<th>Less than two years</th>
<th>2-5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10 years</td>
<td>More than 10 years</td>
</tr>
</tbody>
</table>

**Discussion Question in Corners:** When you were a student of English, what was the role of the *students* in the classroom? What did students *do* in English class? What about the teacher?

**Step 2:**

Ask participants to go to the corner corresponding to the number of students they have in their classes. Once they go to their corners, give them three minutes to introduce themselves to each other and discuss this question (2-3 per group): 2) How has the way you were taught English influenced how you teach it? Ask a teacher from each corner to summarize their discussions. Follow with positive observations about their summaries, mentioning how we are all influenced by the ways we were taught growing up.

**How many students do you have in a class?**

<table>
<thead>
<tr>
<th>20-30</th>
<th>30-40</th>
</tr>
</thead>
<tbody>
<tr>
<td>40-50</td>
<td>50+</td>
</tr>
</tbody>
</table>

**Discussion Question in Corners:** How has the way you were taught English influenced how you teach it?
Step 3:
Ask participants to go to the corner corresponding to the English-speaking country they’d like to visit. Once they go to their corners, give them three minutes to introduce themselves to each other and discuss this question (2-3 per group): 3) What do you love about teaching and what is hard about teaching? After the three-minute discussion, ask the teachers to report back. On the whiteboard or poster, record the teachers’ loves and challenges related to teaching.

If you could visit any English-speaking country, which would you choose?

<table>
<thead>
<tr>
<th>The UK</th>
<th>The USA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>India</td>
</tr>
</tbody>
</table>

Discussion Question in Corners: What do you love about teaching and what is hard about it?

Step 4:
Ask participants to go to the corner corresponding to the superpower they’d like to have. Once they go to their corners, give them three minutes to introduce themselves to each other and discuss this question (2-3 per group): 4) What do you hope to learn today? After the three-minute discussion, ask the teachers to report back. On the whiteboard or poster, record the teachers’ goals for the session. Refer back to them as you progress through the workshop.

If you could choose to have any superpower which power would you choose?

<table>
<thead>
<tr>
<th>Invisibility</th>
<th>Super Strength</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flying</td>
<td>Time Travel</td>
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</table>

Discussion Question in Corners: What do you hope to learn today?
Reflection on Activity: Think-Write-Pair-Share (5 min)

Think: How could you use/adapt this 4 corners activity with your students? (1 minute)

Write: Write down your ideas and notes. (2 minutes)

Pair: Find a partner (1 minute) and discuss your ideas. (1 minute)

Share: A few volunteers share their ideas. (1 minute)

Introduction to Communicative Language Teaching (50 minutes)
[Slides 24-35]

Define communicative language teaching (slide # 24) and explain that CLT follows eight main principles. Explain that instead of lecturing, you will have them learn these principles on their own with a partner using an information gap activity.

Step 1: Pair participants by A/B.

Step 2: Hand out the “8 Principles of CLT” activity (Appendix A).

Step 3: Give participants 10 minutes to complete the activity. Partner A has information that Partner B needs to complete the information and vice versa. Remind them that they cannot look at their partner’s paper, but must complete the activity completely by speaking. At this point, tell them they do NOT need to fill in the key words. In fact, they can fold their papers so that they do not look at this column yet.

Step 4: After they have completed the blanks, have them check their answers.

Step 5: Now, ask participants to do a close reading of the information. This time, they should do a simple annotation: ! = something I find interesting; + = something I agree with; ? = something I have a question about or don’t understand fully.

Step 6: Ask participants to share about their items of interest and agreement before opening up to questions.

Step 7: As a final step, have participants try to summarize key words from each principle using the column on the right (Appendix A).

Step 8: Go over these key words as a group.
Fluency vs Accuracy [Slides 36-37]

At this point in the workshop, we generally try to distinguish between fluency and accuracy before moving on. One of the contributors to this curriculum, Jeff Puccini, tells the story of having a very accurate student who spoke very slowly because he was always thinking too carefully of what to say next “Last…weekend…l…went…to the…mall…” versus a very fluent student whose speech was quick but full of mistakes, “Teacher weekend me go to shopping…” Clearly, we want a balance of the two in order to create proficiency.

**Step 1:** Ask teachers which is more important, fluency or accuracy, and why. Acknowledge their responses and emphasize that there is no right or wrong answer.

**Step 2:** Show the fill-in-the-blank slide and let teachers think about their answers for two minutes.

**Step 3:** Go over responses together.

**Step 4:** Tell participants you’ll now be moving into information gap activities, a CLT technique that requires both participants to talk to complete the task.

10 Minute Break: If you start at 9am, this break will occur at approx. 10:30am.

Information Gap Activity (30 minutes) [Slides 39-40]

In this activity, have participants work in puzzle groups (Appendix B) formed by cutting up themed images into puzzle pieces. Puzzle Groups are a fun way to form groups during workshops.

**Step 1:** Cut the themed images below into random shapes. Mix them up and hand them out to participants.

**Step 2:** Tell participants they are to find their partners by piecing their puzzles together.

**Step 3:** Once they find all of their group members and complete the image, they raise their hands.

**Step 4:** They then work with this group on the information gap activity.
Step 5: Each group has one example information gap activity (Appendix C). With their teammates, they answer these questions: 1) What is the purpose of this activity? 2) How does it get students to talk? 3) How could you use this activity in your class?

Step 6: After ten minutes, participants present/summarize their activities for the whole group. They should choose a team leader to present or you could ask all participants to participate in the presentation, each answering one of the questions, for instance.

CLT Demonstrations: Bike Chain, Inner Circle/Outer Circle, Round Robin (75 mins.) [Slide 42-60]

This segment of the training begins by discussing what we mean by ‘role-play’ and the benefits/drawbacks of traditional role play. When I present this curriculum, I share that role plays can be interactive and communicative; however, I found that students often would memorize their scripts—which isn’t good for fluency building. This is also a good place to bring back the distinction between fluency and accuracy. While the traditional model of writing a script, practicing, and performing can help students’ confidence and build accuracy, it may not be the best kind of activity for fluency. Bike chain and inner/outer circle are techniques that help us build fluency.

Using Role Plays in the Classroom: [Slides 42-45]

In this activity, you will introduce the concept of role plays to the teachers. First, you will discuss a traditional role play as well as its benefits and drawbacks. Point out that the “bicycle chain” and “inner circle/outer circle” avoids many of these limitations. Then, demonstrate two forms of role play that can be integrated into any communicative classroom: the bicycle chain and inner circle/outer circle.
Bicycle Chain (25 mins.) [Slides 46-49]:

**Step 1:** Explain the bicycle chain step-by-step.

**Step 2:** Have the teachers form two lines facing each other.

**Step 3:** Hand out “challenge” cards to participants in line A. Explain to participants in line B that they should give advice to the person in line A using modal verbs like ‘should, could, must, etc.’

**Step 4:** Give teachers two minutes to share their challenges and receive advice from their colleagues.

**Step 5:** After two minutes, have people in group A move one person to the right. The person on the far right moves all the way to the beginning of the line (far left). They now repeat the interaction with a new partner.

**Step 6:** Have people in line A give their challenge card to their partners in line B.

**Step 7:** Tell participants that they should stay in their lines. Show the slide and explain the 3-2-1 variation of the bicycle chain. In this model, students have three minutes in the first interaction, two in the second, and one in the last. The idea is that students build fluency with each turn and can convey their message more quickly.

**Step 8:** Have teachers do the 3-2-1 role play. This time, partner B tells partner A about his/her challenge while partner A gives advice. After three minutes, they move to the right to repeat the interaction in two minutes. After two minutes, they move to the right again and repeat the interaction in one minute.

**Step 9 (Reflection):** After teachers have experienced the bicycle chain and 3-2-1 variation, have them reflect on the activity using a think-pair-share based on these questions: What did you learn? Could you do this activity with your students? How would you adapt it?
Inner Circle/Outer Circle: (25 mins.) [Slides 50-55]⁴

**Step 1:** Ask teachers to think about the favorite activity they did with their students recently OR think about an activity they tried recently that didn’t go as planned.

**Step 2:** Tell them that they are going to share their activities with their colleagues using the inner circle/outer circle technique.

**Step 3:** Have teachers form two circles, an inner circle and an outer circle. They should be facing one another, and their first partner should be someone they haven’t paired with yet.

**Step 4:** Allow teachers to share their activities for two minutes. Then, the outer circle rotates one to the right. Repeat 2-3 more times.

**Option:** Make this a 3-2-1 activity or repeat as a 3-2-1 activity. If option is not chosen, point out to participants that they could do a 3-2-1 activity with an inner circle/outer circle activity.

**Step 5 (Reflection):** Form one big circle and ask teachers to share one interesting idea they heard from a colleague.

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**Round Robin (25 mins.) [Slides 56-60]:**

**Step 1:** Explain round robin format: 1. Teacher poses the question. 2. Students get think time. 3. Each person on the team takes turns verbally giving responses.

**Step 2:** Tell participants to choose roles recorder for their teams: Leader facilitates discussion. Recorder makes notes of the discussion. Speaker will share key ideas. Time keeper keeps 5-minute time.

**Step 3:** The question is: How do we make the most of group work? Or, How can we make sure group work is effective?

**Step 4:** Each person shares their ideas in their groups after a silent think time of 2-3 minutes.

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⁴ We have found that space/time sometimes does not allow us to demo this activity. If this is the case in your training, you can briefly explain that it works in a similar way as bicycle chain.
**Step 5:** The recorder writes down all the responses. The round robin keeps going until the group is out of ideas.

**Step 6:** Debrief as a larger group with the facilitator writing down the ideas of what makes effective group work on a white paper.

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**Activate Jigsaw (75 mins.): [Slides 63-72]**

After lunch, it’s a good idea to review the round robin: what makes groups effective for five minutes or so. Then, let participants know that they will learn another activity for effective group work: jigsaw activities.

In a jigsaw activity, students begin in home groups and learn/discuss everything they can about a given topic. In this workshop, I always use the example of wild animals. So, in home groups, everyone in group 1 might learn/talk about tigers, everyone in group 2 might learn/talk about elephants, everyone in group 3 might learn/talk about lizards, and everyone in group 4 might learn/talk about monkeys. Then, they would move into mixed groups in which they are the “experts” on their topics. They take turns teaching each other about their topics. Finally, everyone returns to their home groups to share/reflect on what they’ve learned.

**Step 1:** Explain the jigsaw discussion process.

**Step 2:** Divide teachers into groups of 4-5.

**Step 3: Start in home groups:** Each group receives one Activate game to play as well as instructions to that game. They have 15 minutes to read the instructions and play the game.

**Step 4: Get into mixed groups:** At the end of the round 1, count the teachers off in mixed teams of 4-5. Each teacher is now responsible for teaching his or her teammates the game, thus allowing them to become familiar with all of the games. Make sure to emphasize that they all need to take a game with them from their home groups to their new groups so they can show their teammates. In mixed groups, they play all 4-5 games. The round lasts 20 minutes.
Step 5 (Reflection): Return to home groups: Which game was your favorite? Why? How could you adapt the games to lower levels? For different needs?

Reviewing the Day by Making Our Own Board Games (30 mins.): [Slides 74-81]

Here, we are trying to get the point across that teachers can adapt/create their own board games depending on their lessons. At the same time, we are getting students to review the topics they’ve learned throughout the day.

Step 1: Ask participants what CLT activities they did today (e.g., Popsicle Sticks, 4 Corners, Bicycle Chain, etc)

Step 2: Explain that teachers and students can create their own board games depending on their purpose (e.g., vocabulary study, grammar practice, pronunciation). Tell participants that they are going to create their own board games using templates (Appendix G) to review.

Step 3: Give them example stems for their board games like “How could you use ______ in class?” “What is ______?” “What are the benefits of ______?” Remind them that they should include some “Lose a Turn” and “Go Back” spaces.

Step 4: Participants create their game boards using the templates and colorful markers (15 minutes).

Step 5: Participants pass their game in a clockwise rotation for another team to play.

Step 6: Teams play for 15 minutes and review.

Step 7: Facilitator “quizzes” the class: e.g., “In this activity, students move around the room to a place corresponding to their answer” (4 Corners).

10-Minute Break
Introduction to Professional Development, Online Learning, and Mobile Mentoring (30 minutes): [Slides 82-90]

In this activity, introduce participants to online learning and mobile mentoring. Reflect back to the challenge cards as well as the activities teachers shared in the inner circle/outer circle activity. Explain that professional learning communities (PLCs) give teachers a chance to share their successes and get support during challenging times.

Small Group Discussion (10 minutes) [Slide 83]:

In groups of 2-3, answer these questions:

1- Have you ever done any kind of online learning (e.g., online course, webinar, YouTube instruction)?
2- What were the benefits and challenges of online learning?
3- If you have not done any online learning, what do you think would be the benefits and challenges?

After teachers discuss questions, have them report back as a large group. Each team member should be responsible for one question. Record their answers in two columns (benefits/challenges) on the white board.

Introduction to Professional Development [Slides 84-90]:

Discuss the promises and pitfalls of professional development as well as the benefits of pushing oneself out of the “comfort zone.” Connect professional development to the benefits of online learning (we can develop ourselves professionally through online PLCs and self-study. Note that the #1 reason online self-study fails is social isolation. Tell teachers that mobile mentoring is a way to avoid social isolation through discussion and advice-giving. It’s a way to interact and grow in a convenient way.

Mobile Mentoring:

Introduce participants to the idea of mobile mentoring (Appendix E).

Step 1: Create a Line group including all of the teachers in this room.

Step 2: Practice your first mobile mentoring task by answering the following question: What is one thing you plan to try from today? I’m going to... Teachers can write their answers, make a video of their answers, or take a photo and write their answers.

Step 3: Go over responses and tell participants to look for their first PD messages in coming days.
End of Day Reflection: Feelings Cards (15-30 minutes depending on format) [Slide 91]:

The feelings cards activity is a fairly open-ended way of finding out how participants are feeling at the end of the training.

**Step 1:** Cut out the feelings cards (Appendix A) and spread them out in a few different places in the room.

**Step 2:** Invite participants to choose a feeling card that matches their current state. Point out that there are blank cards if they’d like to draw their own.

**Step 3:** Participants either share in either one big circle or in smaller groups which card they chose and why.

**Conclusion [Slide 92]**

**Option 1:** If you are offering a 2- or 3-day workshop, a 3-2-1 exit ticket is a good idea to get participant feedback.

3-2-1 Exit Ticket: 3 Things you’ve learned so far, 2 Things you’ve liked, 1 Question.

**Option 2:** If you are doing this as a 1-day workshop, take Q and A, give surveys, give out certificates/raffle prizes, do group photos, and thank everyone for their participation.
APPENDICES UNIT 1: CLT
Appendix A: 8 Principles of CLT Information Gap Activity

There are 8 principles of CLT listed below. Partner A is missing information that Partner B has on her paper, and Partner B is missing information that Partner A has on his paper. Read your information out loud and fill in the missing information. Do NOT look/read each other’s paper. You must complete the task by speaking only.

<table>
<thead>
<tr>
<th>Answer Key for Workshop Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Make real communication</strong> the focus of language learning. Teachers need to help create situations where real information is exchanged and where language is not totally predictable.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>2. Provide opportunities for learners to experiment</strong> and try out what they know. Learners develop their own routes, progress at different levels, and have different needs. A classroom atmosphere that encourages experimentation is important.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>3. Be tolerant</strong> and patient with learners’ errors as they are proof that the learner is building up her or his language and trying to use new material. Learning language takes time, and teachers should allow trial and error.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>4. Link</strong> the different skills such as speaking, listening, reading, and writing together, since they usually so in the <strong>real world</strong>. Also link English to other subjects in the curriculum.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>5. Let students discover</strong> grammar rules. Provide opportunities for both inductive as well as deductive learning of grammar.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>6. The teacher is the facilitator</strong> and creates a classroom environment that is <strong>encouraging</strong> for language learning and she/he also provides opportunities for students to <strong>use</strong> and <strong>practice</strong> the language and to reflect on language use.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>7. Students are active and engaged</strong> in their own learning. The classroom is a community where learners collaborate, share and interact. There is an emphasis on the <strong>social</strong> nature of learning.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
<tr>
<td><strong>8. Authentic materials</strong> that relate to real world activities are key. Use materials and situations that students will encounter outside the classroom. Make use of content that <strong>connects</strong> to students’ lives and <strong>interests</strong>.</td>
</tr>
<tr>
<td>Key Word(s):</td>
</tr>
</tbody>
</table>
### 8 Principles of Communicative Language Teaching (CLT)

There are 8 principles of CLT listed below. Partner A is missing information that Partner B has on her paper, and Paper B is missing information that Partner A has on his paper. Read your information out loud and fill in the missing information. Do NOT look/read each other’s paper. You must complete the task by speaking only.

<table>
<thead>
<tr>
<th>Version A</th>
<th>Key Word(s)</th>
</tr>
</thead>
</table>
| 1. Make _____ _______ the focus of language learning. Teachers need to help create situations where real information is exchanged and where language is not totally ____________.
|                                                                          |             |
| 2. Provide opportunities for learners to _______ and try out what they know. Learners _______ their own routes, progress at different levels, and have different needs. A classroom atmosphere that encourages experimentation is important.
|                                                                          |             |
| Be tolerant and patient with learners’ errors as they are proof that the learner is building up her or his language and trying to use new material. Learning language takes time, and teachers should allow trial and error.
|                                                                          |             |
| ___________ the different skills such as speaking, listening, reading, and writing together, since they usually so in the _____ ______. Also link English to other subjects in the curriculum.
|                                                                          |             |
| Let students discover grammar rules. Provide opportunities for both inductive as well as deductive learning of grammar.
|                                                                          |             |
| The teacher is the _______ and creates a classroom environment that is ____________ for language learning and she/he also provides opportunities for students to _____ and _______ the language and to reflect on language use.
|                                                                          |             |
| Students are active and engaged in their own learning. The classroom is a community where learners collaborate, share and interact. There is an emphasis on the social nature of learning.
|                                                                          |             |
| Authentic materials that relate to real world activities are key. Use materials and situations that students will encounter outside the classroom. Make use of content that connects to students’ lives and interests.
|                                                                          |             |
8 Principles of Communicative Language Teaching (CLT)

There are 8 principles of CLT listed below. Partner A is missing information that Partner B has on her paper, and Paper B is missing information that Partner A has on his paper. Read your information out loud and fill in the missing information. Do NOT look/read each other’s paper. You must complete the task by speaking only.

<table>
<thead>
<tr>
<th>Version B</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Make real communication the focus of language learning. Teachers need to help create situations where real information is exchanged and where language is not totally predictable.</td>
<td></td>
</tr>
<tr>
<td>Provide opportunities for learners to experiment and try out what they know. Learners develop their own routes, progress at different levels, and have different needs. A classroom atmosphere that encourages experimentation is important.</td>
<td></td>
</tr>
<tr>
<td>Be ________ and patient with learners’ ________ as they are proof that the learner is building up her or his language and trying to use new material. Learning language takes _______, and teachers should allow trial and error.</td>
<td></td>
</tr>
<tr>
<td>Link the different skills such as speaking, listening, reading, and writing together, since they usually so in the real world. Also link English to other subjects in the curriculum.</td>
<td></td>
</tr>
<tr>
<td>Let students ________ grammar rules. Provide ________ for both inductive as well as deductive learning of grammar.</td>
<td></td>
</tr>
<tr>
<td>The teacher is the facilitator and creates a classroom environment that is encouraging for language learning and she/he also provides opportunities for students to use and practice the language and to reflect on language use.</td>
<td></td>
</tr>
<tr>
<td>Students are ________ and ________ in their own learning. The classroom is a community where learners ________, share, and interact. There is an emphasis on the ________ nature of learning.</td>
<td></td>
</tr>
<tr>
<td>________ materials that relate to real world activities are key. Use materials and situations that students will encounter outside the classroom. Make use of content that ________ to students’ lives and _________.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Puzzle Groups

Puzzle Groups

Puzzle Groups are a fun way to form groups during workshops. Cut the themed images below into random shapes. Mix them up and hand them out to participants. Tell participants they are to find their partners by piecing their puzzles together. Once they find all of their group members and complete the image, they raise their hands. They then work with this group in the planned activity.

Images for Puzzle Groups courtesy of Creative Commons.
## Appendix C: Information Gaps

### A. Find the missing info. by asking questions!

<table>
<thead>
<tr>
<th></th>
<th>Kate</th>
<th>Pam</th>
<th>Eva</th>
<th>Tom</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats/ Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do/ in the evenings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay/on vacations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### B. Find the missing info. by asking questions!

<table>
<thead>
<tr>
<th></th>
<th>Kate</th>
<th>Pam</th>
<th>Eva</th>
<th>Tom</th>
<th>John</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eats/ Breakfast</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>do/ in the evenings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stay/on vacations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Information gap – team A

Mrs. Irma is a fortune-teller. She predicted the future of Sam, Jenny and Paul.
Ask questions to find out what will happen to them.

Will he/she + V ... ?

<table>
<thead>
<tr>
<th>go to university</th>
<th>get married</th>
<th>win the lottery</th>
<th>have children</th>
<th>be famous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>?</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Jenny</td>
<td>✓</td>
<td>?</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td>Paul</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

Information gap – team B

Mrs. Irma is a fortune-teller. She predicted the future of Sam, Jenny and Paul.
Ask questions to find out what will happen to them.

Will he/she + V ... ?

<table>
<thead>
<tr>
<th>go to university</th>
<th>get married</th>
<th>win the lottery</th>
<th>have children</th>
<th>be famous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sam</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Jenny</td>
<td>✓</td>
<td>?</td>
<td>?</td>
<td></td>
</tr>
<tr>
<td>Paul</td>
<td>?</td>
<td>?</td>
<td>?</td>
<td>?</td>
</tr>
</tbody>
</table>
### Information gap – correction

<table>
<thead>
<tr>
<th></th>
<th>go to university</th>
<th>get married</th>
<th>win the lottery</th>
<th>have children</th>
<th>be famous</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sam</strong></td>
<td>✓</td>
<td>?</td>
<td>✓</td>
<td>✓</td>
<td>?</td>
</tr>
<tr>
<td><strong>Jenny</strong></td>
<td>✓</td>
<td>✓</td>
<td>?</td>
<td>?</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Paul</strong></td>
<td>?</td>
<td>✓</td>
<td>?</td>
<td>✓</td>
<td>?</td>
</tr>
</tbody>
</table>
A: WHAT IS HE/SHE DOING IN PICTURE 1?
B: HE/SHE IS ____________________.

STUDENT A

1  2  3  4  5  6

7  8  9  10  11  12

STUDENT B

A: WHAT IS HE/SHE DOING IN PICTURE A?
B: HE/SHE IS ____________________.

1  2  3  4  5  6

7  8  9  10  11  12
A. Question: *Where is the ...?*
Answer: *The ... is ... the ...*

B. Question: *Where is the ...?*
Answer: *The ... is ... the ...*
**Partner A**

Ask your partner the questions below to fill in the train schedule.

**Questions:**
- What time does the train to ________ depart?
- What time does the train to ________ arrive?
- What is the **train number** for the ________ train?
- What is the **platform number** for the ________ train?

<table>
<thead>
<tr>
<th>Destination</th>
<th>Departing</th>
<th>Arriving</th>
<th>Train Number</th>
<th>Platform Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangkok</td>
<td>12:30pm</td>
<td></td>
<td>207</td>
<td>15</td>
</tr>
<tr>
<td>Hua Hin</td>
<td>1:10pm</td>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Pattaya</td>
<td>11:30am</td>
<td>6:30pm</td>
<td>320</td>
<td></td>
</tr>
<tr>
<td>Chiang Mai</td>
<td>1:50pm</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Chiang Rai</td>
<td>10:35pm</td>
<td></td>
<td>2152</td>
<td>13</td>
</tr>
</tbody>
</table>

**Partner B**

Ask your partner the questions below to fill in the train schedule.

**Questions:**
- What time does the train to ________ depart?
- What time does the train to ________ arrive?
- What is the **train number** for the ________ train?
- What is the **platform number** for the ________ train?

<table>
<thead>
<tr>
<th>Destination</th>
<th>Departing</th>
<th>Arriving</th>
<th>Train Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangkok</td>
<td>10:00am</td>
<td>12:30pm</td>
<td></td>
</tr>
<tr>
<td>Hua Hin</td>
<td></td>
<td>9:45pm</td>
<td>1645</td>
</tr>
<tr>
<td>Pattaya</td>
<td>11:30am</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chiang Mai</td>
<td>7:45am</td>
<td>1:50pm</td>
<td>400</td>
</tr>
<tr>
<td>Chiang Rai</td>
<td></td>
<td>5:15am</td>
<td></td>
</tr>
</tbody>
</table>
### Answer Key:

<table>
<thead>
<tr>
<th>Destination</th>
<th>Departing</th>
<th>Arriving</th>
<th>Train Number</th>
<th>Track Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bangkok</td>
<td>10:00am</td>
<td>12:30pm</td>
<td>207</td>
<td>15</td>
</tr>
<tr>
<td>Hua Hin</td>
<td>1:10pm</td>
<td>9:45pm</td>
<td>1645</td>
<td>7</td>
</tr>
<tr>
<td>Pattaya</td>
<td>11:30am</td>
<td>6:30pm</td>
<td>320</td>
<td>2</td>
</tr>
<tr>
<td>Chiang Mai</td>
<td>7:45am</td>
<td>1:50pm</td>
<td>400</td>
<td>18</td>
</tr>
<tr>
<td>Chiang Rai</td>
<td>10:35pm</td>
<td>5:15am</td>
<td>2152</td>
<td>13</td>
</tr>
</tbody>
</table>
### Appendix D: Challenge Cards

| You are having a hard time motivating students to learn English. They don’t think it is relevant to their lives. | Your classes are very big, and you don’t feel that you can do communicative activities because there is little space, and the students might be loud. |
| You don’t like the textbook you have to use for class. It is outdated, and the students don’t relate to the materials. | You work many hours and don’t feel like you have time to create fun, communicative lesson plans. |
| Most of your students are very shy. They seem too afraid to communicate in English. You are having a difficult time getting them to participate. | You have been trying communicative activities in the class, but some students act out and behave badly during these activities. |
| Your students have very different levels of English. It is difficult to design lessons that everyone can follow. | When you do activities with students, some of the students don’t participate, or they only speak in Thai. |
| Your students only want to learn English to pass the standardized exam. They don’t want to practice speaking. | Your director prefers that you teach only to the test and doesn’t want you to do communicative activities. |
Appendix F: Communicative Language Teaching: 
10 Practical Strategies

By: Kelley Calvert and Heather Van Fleet  
CONTACT: Kelley.Calvert@auathailand.org and Heather.VanFleet@auathailand.org

1: Information Gap: An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. Information gaps can be a great way to practice grammar. For example, to practice parts of speech, you would divide students into pairs. Then, create two versions of a story. Remove different information from each story. For example, one version of the story might be missing character names and locations (proper nouns) while the other version omits adjectives and adverbs. Divide the students into pairs and distribute a different version to each student. Students must work together to complete the story they’ve been given based on the different information each student provides. To do this, students must ask questions to discover the missing information that their teammate has. Ask the students to write in the missing information.

2. Bicycle Chain: Select a conversation for practice. Write sentence stems on the board. Students form two lines facing each other. Students exchange a patterned conversation timed by the teacher. After the time is up (e.g., 1 minute), one line moves to the right, with the person on the end moving to the opposite end. The practice can continue as long as the teacher sees necessary.

3. Inner Circle/Outer Circle: Inner circle/outer circle is similar to bicycle chain, but instead of forming a line, students create an inner circle and an outer circle facing each other. Students exchange a patterned conversation timed by the teacher. After the time is up (e.g., 1 minute), either the inner circle or outer circle moves to the right. The practice can continue indefinitely.

4. 3-2-1: 3-2-1 is a fluency activity. It can be used with either a bicycle chain or an inner circle/outer circle activity. This activity involves three rounds. In the first round, the students have three minutes to practice a patterned exchange. For example, students might work on “small talk.” With their first partner, they have three minutes to practice. With the second partner, they have two minutes. With the third partner, they have one minute. The idea is that the student becomes a little more fluent each time.

5. Round Robin: Round Robin Brainstorming or Rally Robin are simple cooperative learning structures that cover much content, builds team spirit, and incorporates writing. It involves two steps. In the first step, the teacher poses a question that has multiple answers. In step two, students are given “think time” to consider their answers. In step three, the first student in each group writes one response on a paper and passes the paper counterclockwise to the next student. There are several variations to this activity. One option is to have each group discuss choose their favorite answer and then report back to the entire class. Another option is to pass the papers around the room, with each group putting a check mark next to their favorite answer on the paper. Round robins are a great way to build consensus and to involve shy students who need more time to think about their answers.
6. **Reader's Theater**: Reader's theater is a style of theater in which the actors do not memorize their lines. Actors use only vocal expression to help the audience understand the story. In the classroom, teachers can have students create their own scripts for famous stories like Little Red Riding Hood, for example. After creating their scripts, the teacher can check them for accuracy. In the final stage, students “perform” their play. They do not memorize the script, so the emphasis is on reading for emotion, pronunciation, stress, and intonation. Students optionally can bring props or dress up to perform.

7. **Jigsaw**: In a jigsaw, each team member is responsible for learning a specific thing. First, students meet with others who studied the same thing to summarize their ideas. Then, they move to mixed groups where they “teach” their classmates about their topic. After meeting with members of other groups, who are the "expert" on their topic, the "experts" return to their own groups and present their findings. Optional: The teacher then can “quiz” students on what they learned.

8. **4 Corners**: In a 4 corners activity, you use the 4 corners of the room as labels. First, you put up labels on each move to the relevant corners. Provide additional questions for students to discuss in their groups while in the corners. After the designated time, have a group member in each corner summarize the discussion for the class. Some example corners. To gather opinions about a topic, use: Strongly agree, agree, strongly disagree, and disagree. To learn more about students you might use numbers: How many years have you studied English? 1-2, 3-4, 5-6, 7-8. Favorites: Music: hip-hop, pop rock, classical, jazz; seasons: summer, fall, winter, spring; movies: drama, scary, comedy, documentary; emotions: love, like, dislike, hate.

9. **Think-Pair-Share**: Think-Pair-Share is a method that allows students to engage in individual and small-group thinking before they are asked to answer questions in front of the whole class. There are four steps to this method. In the first step, students listen to a question posed by the teacher. Secondly, individual students are given time to think and then write their responses. Thirdly, pairs of students read and discuss their responses together. Finally, a few students are called on by the teacher to share their thoughts and ideas with the whole class.

10. **Activate/Games**: Activate: Games for Learning American English includes 11 board games, including About Me, the game that is introduced as an example to explain the basic procedures and rules for board games. The games can be photocopied so that each one can be used by a small group of students. For a class of 60 students, for example, 12 photocopies of one game will allow 12 groups, each with five students, to play. If 20 copies are made, 20 games can be played simultaneously, each with three students. All games can be downloaded for free and printed from here: [https://americanenglish.state.gov/resources/activate-board-games](https://americanenglish.state.gov/resources/activate-board-games)

Using a blank game template, you can design your own games for students. Better yet, you can have students create their own games for each other!
Appendix G: Game Boards

See Drive for template or find it here:
https://americanenglish.state.gov/files/ae/resource_files/board_game_template_0.pdf
Appendix H: Emotions Cards

SUSPICIOUS  CONFIDENT

HOT  RELIEVED

INTERESTED  CURIOUS
OPTIMISTIC

DETERMINED

BORED

FRUSTRATED
UNDECIDED

DISAPPOINTED

CAUTIOUS

CONFIDENT

JEALOUS

DISBELIEVING
INDIFFERENT

REGRETFUL

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# Outline of Unit 2: Classroom Management

## Day 2: Classroom Management

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Total time</th>
<th>Description</th>
<th>Breakdown</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00 - 10:30</td>
<td>90 mins</td>
<td>Conversation Cards</td>
<td>30 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intro to Classroom Management</td>
<td>60 mins</td>
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<tr>
<td>10:30 - 10:45</td>
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<td>Break</td>
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<td></td>
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<tr>
<td>10:45 - 12:00</td>
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<td>Giving effective instructions (the task cycle)</td>
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<td></td>
</tr>
<tr>
<td>12:00 - 1:00</td>
<td>60 mins</td>
<td>Lunch</td>
<td></td>
<td></td>
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<tr>
<td>1:00 - 2:15</td>
<td>90 mins</td>
<td>Giving effective instructions (the task cycle cont.)</td>
<td>60 mins</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Role Cards-See-Think-Wonder</td>
<td>30 mins</td>
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<tr>
<td>2:15 - 2:30</td>
<td>15 mins</td>
<td>Break</td>
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<tr>
<td>2:30 - 4:00</td>
<td>30 mins</td>
<td>Bingo Game and Reflection</td>
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</table>
Unit 2: Classroom Management

With Contributions from Kelley Calvert, Jeff Puccini, Allison Orr, and Heather Van Fleet

Background Information

Duration: The workshop as outlined here takes approximately six hours. With breaks and lunch, six hours is a one-day workshop. However, the activities outlined in this module easily could be expanded into a two- or three-day workshop, depending on the learners’ and teachers’ needs. Options are presented throughout the lesson plan in order to assist in such expansion.

Materials: PowerPoint Slides (See QR Code/Links at the beginning of manual). Whiteboard, poster paper, markers.

Audience: English teachers in Thailand (or any EFL context in need of more communicative, student-centered pedagogy).

Brief Introductions: (5-10 minutes)

If this workshop is being used alone, facilitators should introduce themselves using their preferred method. These can be quick introductions or more involved, such as the three truths and a lie activity outlined in unit 1.

Warm-Up: Conversation Cards (30 minutes) [Slide 2]

Conversation cards is a fun and easy activity that teachers can transfer easily into their own classrooms. It requires only paper and pencil.

Step 1:

Note: Participating in this activity as a facilitator is a good way to get to know your participants and vice versa.

Ask teachers to take out a scrap piece of paper. They do NOT write their names. On the paper, they write the answer to a biographical question, such as the following:

- What is the last movie you saw?
- What is your favorite movie/book/song/musician?
- If you could visit anywhere in the world, where would you go

Step 2:

Collect participants’ responses and shuffle them. Hand them back out randomly and make sure no participant gets their own answer.
Step 3:
Invite participants to mingle, introduce themselves to others by name, and try to find their partners by asking, e.g., “What is your favorite movie?” Once they have found their partners, invite them to step to the side.

Step 4:
Have participants stand together in a circle. They should introduce their partner and what they learned about him/her, e.g., “This is Nim, and her favorite movie is The Notebook.”

Step 5:
Think-Pair-Share
Ask participants to reflect on this question:
Think: What question(s) might you ask your students to adapt this activity?
Pair: Find a partner and discuss.
Share: Brainstorm and share ideas together and create a joint list on poster paper or white board.

Introduction to Classroom Management in CLT Classrooms (60 minutes) [Slides 2-40]
This introduction provides a starting point for the discussion of classroom management. In particular, it’s important to note that we typically think of CM as being a singular activity when in fact there are several routines and strategies for classroom management. When we give this workshop, we really emphasize that classroom management involves repetition and routine, choosing a few strategies ad using them diligently. Within this discussion, we define classroom management and outline four different kinds of classroom strategies: management, instructional, interactional, and thinking. [Slides 2-11]
Think-Pair-Share (10 minutes) [Slide 10]

**Think (1 minute):** What are some different kinds of classroom management strategies you use?

**Pair (3 minutes):** Grab a partner and discuss your strategies.

**Share (6 minutes):** Brainstorm as a larger group and combine your list of different kinds of classroom management strategies.

Interactive Activity [Slides 13-26]

Teachers identify the activity described/shown in the slideshow as management, instructional, interactional, or thinking by holding up 1, 2, 3, or 4 fingers. **Note:** These activities were all covered in the CLT workshop. If this classroom management workshop is being given without the CLT workshop, the facilitator may need to describe the activity a bit more.

Line-Up to Form Groups [Slide 29]

Participants line up by birthday January 1 – December 31. Put participants into equal groups of 4-5. The idea is to get people working with new peers.

Identify the Strategies in the Video using Graphic Organizer [Slides 30-33]:

In this activity, participants watch a short video from the International Rescue Committee’s Healing Classrooms YouTube series.

- **Step 1:** Participants watch the video for understanding and enjoyment.
- **Step 2:** Ps note down all of the strategies they see (e.g., teacher having students greet each other) on the graphic organizer (Appendix A).
- **Step 3:** Ps work in small groups do decide if each strategy is management, instructional, interactional, or thinking.
- **Step 4:** Group debriefs together with facilitator writing notes on a white paper/white board.
Management Strategies: Routines for Young Learners [Slides 34-41]:

Continuing with having participants identify strategies in teacher videos, show a video of a Japanese teacher working with preschoolers.

**Step 1: Turn and Talk:** Think back to your most recent experience being a student in a foreign language class. What did the teacher do to help you understand his or her speaking? How did he or she communicate to absolute beginners?

**Step 2:** Debrief with teachers about their ideas and take some notes on a white paper/white board.

**Step 3:** Ps watch video and note the strategies the teacher uses to communicate with absolute beginners and how he manages the classroom.

**Step 4:** Group debriefs together with facilitator writing notes on a white paper/white board.

**Step 5:** Conclude with comments on the importance of routine (slides 36-40).

10 Minute Break: If you start at 9am, this break will occur at approx. 10:30am.

**Instructional Strategies: Giving Effective Instructions (60 mins before lunch; 60 minutes after Total 120 minutes)**

In this activity, participants will learn how to give clear and easy-to-understand instructions in the target language.

**Materials:** poster, pre-made poster w/CLT Activities on it from last session. Have Ps do a little review/explaining.

**Step 1: Intro:** CLT activities/student-centered activities can look/seem “easy.” Like the T is not “doing” anything. However, there is a LOT that goes into making them successful—including being able to give clear instructions.

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5 If time does not permit showing this video, the workshop functions without it. However, this video can be particularly helpful for teachers of young learners (primary and below).
**Step 2.** If possible, demo bad instructions in Spanish or any second language (preferably one participants do not know well). In the second language, give bad instructions: “Take out a pen and write the name of 5 people you know and then talk to your partner.” The activity will still work if you simply say these instructions in English.

**Step 3.** Elicit Ps’ ideas about ways you could make instructions clearer (Ex. use gestures, modeling). Record ideas on Poster: Guidelines for Giving Clear Instructions.

**Step 4.** Repeat instructions using these suggestions.

**Step 5.** Give handout of instructions in English (Appendix B) and have Ps identify other key points that may be missing from the poster (E.g., monitoring, asking CCQs)

**Step 6.** Elicit guidelines for giving clear instructions (e.g., Get (all) Ss attention, Sequence materials/instructions, Chunk, Simple language, Be specific, Model/give examples, Check (CCQs), Monitor)

**Step 7.** Discuss CCQs: 3 types of questions: Y/N, either/or, and short answer (not: tell me what you’re going to do).

**Step 8.** **Password Activity.**

- Give half of the participants a step from the “5 People Activity” (Appendix B)
- Give the other half a strategy from the “Giving Good Instructions” (Appendix C)handout
- Allow participants to stand and find their “better half,” the person with the step or strategy matching their own.
- Be sure to model good instruction giving while presenting this activity.
- Ask 2-3 CCQ questions before allowing them to start.
- **Reflect:** Ask teachers what you did to set them up for success before the activity.

One-hour Lunch Break
Step 9. Practice and Application (60 minutes).
In this step, teachers practice giving instructions for a think – pair – share activity through microteaching. First, teachers have 10 minutes to create a plan for their five-minute mini-lesson using a think – pair – share. They will use the graphic organizer (Appendix D) to organize their lesson. After preparation, they will work in groups of three.

Steps:

1. Choose one of the following topics:
   - Best place to visit in Thailand
   - Best day of the week
   - Best food to eat on your birthday
   - Other:

2. Preparation: Teachers write notes for what they will say/do using the graphic organizer (Appendix D). They will have 5 minutes to write notes.

3. Practice: In groups of 3, each person takes a turn being the teacher. Remind teachers: “When you are the teacher, you must really act like the teacher. For example, stand up, use the board, etc. Try to make the role-play as “real” as possible.” Groups should have a timekeeper. Each TPS should be no more than 5 minutes.

4. Coaching/micro-teaching: In their groups of three, teachers give each other some feedback. Meanwhile, the trainers circulate and act as “coaches,” watching from the sidelines and giving feedback.
Interactional and Thinking Routines via Role Cards and See-Think-Wonder (60 mins.) [Slides 58-84]

In this activity, participants are exposed to thinking routines, ways to engage and encourage students’ thinking. Used consistently, these routines become easy for students to employ inside and outside the classroom. Note to participants that thinking routines are generally very simple, no more than three steps. See – Think – Wonder is a perfect example. At the same time, participants will be using an interactional strategy: role cards.

See-Think-Wonder Intro (15 minutes) [Slides 59-61]

**Step 1:** Explain and define thinking routines (Note: this curriculum follows Harvard’s Thinking Routines.) Tell participants they will learn about one today, the See-Think-Wonder.

**Step 2:** Briefly introduce the See-Think-Wonder activity. This routine encourages students to make careful observations and thoughtful interpretations. It helps stimulate curiosity and sets the stage for inquiry. Use this routine when you want students to think carefully about why something looks the way it does or is the way it is. Use the routine at the beginning of a new unit to motivate student interest or try it with an object that connects to a topic during the unit of study. Consider using the routine with an interesting object near the end of a unit to encourage students to further apply their new knowledge and ideas.

**Step 3:** Show participants a photograph and ask them to write down what they see. They simply answer the question “What do you see?” No interpretations or opinions are given during this step. You can have them write their answers on post-its and place them under the word see on a whiteboard or poster paper.

**Step 4:** After 5 minutes, bring the group back together, and now ask them to write down what they think. Here, they answer the question “What do you think about the image?” Remind them that there are no right or wrong answers, that they are expressing an opinion or interpretation. You can have participants again write their responses on post-its and place them on a whiteboard or poster paper.

**Step 5:** After 5 minutes, bring the group back together, and now ask them to write down what they wonder about the picture. Here, they are answering the questions, “What do you wonder about the picture? What questions do you have about the picture?”
Step 6: Bring everyone back together and discuss what they saw, thought, and wondered. Then, have them **turn and talk**. How could this activity be used in an English language classroom? Ask teachers to come up with specific examples. For example, “I could use a picture of wildlife in Kenya to begin a lesson on animal vocabulary.”

10 Minute Break: If you start after lunch at 1pm, this break will occur at approx. 2:30pm.

See-Think-Wonder Two Options:

For this part of the training, we have two options, both of which take approximately one hour. The first involves using role cards and pictures to conduct a See-Think-Wonder activity. The second See-Think-Wonder option uses the Great and Good Friends Education Guide developed in Thailand. Because both were utilized successfully and one may be more appropriate than another in your context, we outline both here. However, in terms of timing, we could only do one of these activities per Classroom Management session.

**Option 1: Using Role Cards during See-Think-Wonder**

(60 mins) [Slides 63-77]

See-Think-Wonder with Role Cards

In this activity, you will introduce the concept of role cards to the teachers. First, explain that you will be doing another think-pair-share, but this time, we will be working in groups where every group member has a role: discussion leader, speaker/reporter, note-taker, English enforcer, and time-keeper.

**Step 1:** Explain the necessity of roles in group work in order to make students accountable and active.

**Step 2:** Define and explain the roles quickly.

**Step 3:** Put teachers into groups by counting them into fives.
**Step 4:** Have teachers decide on their roles. It can be helpful to have the cards physically present for each group, allowing them to take a role card (Appendix D). Ask teachers “Who is the leader?” “Who is the time-keeper?” etc. and wait for someone from each group to raise hand or role card.

**Step 5:** Show teachers a new picture. In their roles, they discuss what they see-think-wonder about the picture, with each person sharing their ideas.

**Step 6:** Participants generate a shared statement of what they see-think-wonder about the picture.

**Step 7:** The reporter shares this statement with the whole group. Meanwhile, the facilitator takes notes under See – Think – Wonder titles on the whiteboard/white paper.

**Step 8 (Reflection):** After teachers have experienced the see – think – wonder and role cards, have them reflect on the activity using a think-pair-share based on this question: What was the difference between the two See-Think-Wonder activities? How would writing answers on post-its benefit students? What skills does this activity work on more? How would working in groups in a see-think-wonder benefit students? What skills does this activity work on more?

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**Option 2: Using Great and Good Friends (GGF) during See-Think-Wonder (60 mins) [Slides 78-93]**

**See-Think-Wonder with GGF**

This option is useful in the context of Thailand for promoting the Education Guide and for showing how pictures can be used in class along with See-Think-Wonder.

**Step 1:** For this option, I open with a GGF image (slide 80) covered in the slideshow, slowly removing pieces to make the image more visible. I keep asking, “What do you see?” “What do you think?”

**Step 2:** To demonstrate how this activity can be done without technology, I use two images from the GGF curriculum (I like the ones of the King with the doctors and nurses at the hospital in Massachusetts and the one with the King and Babe Ruth). I cover the images with post-its numbered 1-6 and let participants pick the one they want removed. At the same time, I ask “What do you see?” “What do you think?”
Step 3: Have participants go through the see-think-wonder steps with two more images from the GGF curriculum. This can be done as a group together or individually. Depending on time, I sometimes have them write down their responses on post-its and then place on white papers labelled “See,” “Think,” “Wonder.”

Step 4: Explain the significance of the images and the GGF Education Guide (Slides 83-89).

Step 5: Think-Pair-Share: How can I use See-Think-Wonder with my students? (Slides 91-93)

**Interactional Strategies: Interview Bingo (30-45 minutes)**

**Interview Bingo Review (30-45 minutes, depending on time): [Slides 94-102]**

**Step 1:** Explain that interview bingo is another fun interactional strategy that teachers can use to get students talking.

**Step 2:** Have students fold paper into a triangle and rectangle:

![Triangle and Rectangle Diagram]

**Step 3:** On the rectangle, they write only their names.

**Step 4:** Collect the rectangles with the answers on it and put them in your “bingo” box.

**Step 5:** Have participants fold the square piece of paper into thirds two times, creating 9 square boxes on the paper or just draw lines (two each direction) to divide the square into 9 boxes.

**Step 6:** Have participants interview their colleagues by asking the chosen question, e.g.,: “What did you learn about classroom management today?” After each partner, they write the person’s name and answer in one box.

**Step 7:** Participants continue mingling until they fill up the Bingo card.

**Step 8:** Participants have a seat. You draw the rectangles out of your Bingo box, calling out the name. E.g., “Bob! Who had Bob? Who can tell us what Bob’s challenge was?” Keep going until someone calls out Bingo!
Mobile Mentoring: [Slides 103-107]

If you are doing this workshop in isolation, you will want to introduce participants to the idea of mobile mentoring (Appendix E). In essence, we create mobile mentoring groups in order to establish professional learning communities of teachers. Through these groups, we can check in with teachers, ask questions, and share opportunities. Meanwhile, they can share their experiences using these activities, get support, and communicate with other teachers.

If this is the second day of workshops, skip to step 2.

**Step 1:** Create a Line/Facebook/Whatsapp group including all of the teachers in this room. Have everyone join. If possible, establish a QR code for joining prior to this session, so teachers can join during a break.

**Step 2:** Practice your mobile mentoring task by answering the following question: What is one new classroom management strategy you will try from this workshop? Introduce yourself + *I’m going to...* Teachers can write their answers, make a video of their answers, or take a photo and write their answers.

**Step 3:** Go over responses and tell participants to look for their Line messages in coming days.

**Conclusion:** If the workshop is continuing, we recommend an exit ticket. If this is the end of the workshop, of course conduct farewells/certificates/raffle/thank-you gifts.
APPENDICES UNIT 2: CLASSROOM MANAGEMENT
# Appendix A: Graphic Organizer for Video Viewing

<table>
<thead>
<tr>
<th>Strategies seen in video</th>
<th>Interactional</th>
<th>Instructional</th>
<th>Management</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students greeting each other</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B: Giving Clear Instructions

Sample instructions for 5 People Activity: below are effective instructions for the Speaking activity.

<p>| | |</p>
<table>
<thead>
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<th></th>
<th></th>
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</thead>
</table>
| 1. | “Please take out a piece of paper and a pen or pencil.”  
Wait |
| 2. | “In this activity we are going to be talking about people we know.  
Please write down the names of five people you know. For example, write the names of friends or family. Just write the first names like this.”  
T boards:  
- Sam  
- John  
- Atcharaporn  
- Josh  
- Nicole |
| 3. | “Now you write. I’ll give you just one minute.”  
(T moves around and checks that everyone is writing correctly) |
| 4. | “Okay. Now we are going to talk about our lists in A/B pairs.”  
Board: A asks B questions --one person.  
“For example, I’m B, you are A. Choose one person on my list.” (T can elicit questions from Ss or give some). “You can ask me questions like this:”  
T boards:  
- Who is Sam?  
- He’s my brother?  
- What does he do?  
- Where does he live?  
- How old is he?  
- ________________?  
Ss then ask the questions and the T answers in a natural conversational way.  
Board: B asks A questions. Say: “Okay, now B asks A about one person. You have 5 minutes. Do you have any questions?” |
| 5. | Ask comprehension check questions: “Can you ask these questions [T points at board]? (Yes)  
Do you need to write your answers? (No)  
Can you ask other questions? (Yes)  
How much time do you have? (5 minutes)” |
| 6. | “Okay. Now you can look at your partner’s paper and ask questions. Please begin.”  
(T looks down and/or moves away from the front of the room and gives Ss time to begin. There may be some silence and some Ss may take a few seconds to start, but that’s OK.) |
| 7. | (T moves around the room and checks that Ss are on task; repairs instructions if necessary; answers Ss if they have questions; notes down interesting information and mistakes; and lets students speak in an uninterrupted way). |
Appendix C: Strategies for Giving Good Instructions!

**Set up the Ss** or room, so that they are ready to do the activity. (But do not give materials like pictures or readings until you want them to start with them. Ss will usually start looking at the materials and stop listening to your instructions!)

**Chunk the instructions**
(=separate the instructions into steps as the Ss need them)

**Use simple language** and avoid idioms or hard words

**Monitor students** during the activity
(=quietly observe and assist when necessary)

**Model and give examples**
(=do the activity as a Ss would do them)

**Check instructions with CCQs**
comprehension checking questions
(=simple questions. Ex. yes/no, this or that questions)

**Be specific** about what Ss should do
Appendix D: Role Cards

Moderator/Discussion Leader

You **lead the group**. You tell the group what to do next. You can ask the teacher for help, if necessary.
Speaker/Reporter

At the end of the activity, **you report to the class** the main ideas your group learned.
Writer/Note taker

You write down the words or ideas that will help the speaker report back to the group.
Time-Keeper

You **watch the time** and let the group know when it is time to move on.
English Enforcer

You make sure that everyone speaks English as much as possible.
# Outline of Unit 3: Critical Thinking

## Day 3: Critical Thinking

<table>
<thead>
<tr>
<th>Time Slot</th>
<th>Total time</th>
<th>Description</th>
<th>Breakdown</th>
<th>Trainer</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-10:30</td>
<td></td>
<td>Circle Map</td>
<td>30 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bloom's Taxonomy</td>
<td>60 mins</td>
<td></td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>15 mins</td>
<td>Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-12:15</td>
<td>90 mins</td>
<td>Who gets the Heart</td>
<td>45 mins</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tree Map/Bubble Map</td>
<td>45 mins</td>
<td></td>
</tr>
<tr>
<td>12:15-1:15</td>
<td>60 mins</td>
<td>Lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-2:15</td>
<td>60 mins</td>
<td>Six Thinking Hats</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Break</td>
<td>15 mins</td>
<td></td>
</tr>
<tr>
<td>2:30-3:30</td>
<td></td>
<td>Using Surveys</td>
<td>60 mins</td>
<td></td>
</tr>
<tr>
<td>3:30-4:15</td>
<td>60 mins</td>
<td>Chalk Talk</td>
<td>45 mins</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Reflection Used to / Now...</td>
<td>15 mins</td>
<td></td>
</tr>
<tr>
<td>4:15-4:30</td>
<td>15 mins</td>
<td>Certificates</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note that these times are estimates. A great deal of flexibility is built into the curriculum. Individual facilitators may want to emphasize some ideas/activities more than others given their unique skillsets.
Unit 3: Critical Thinking

With Contributions from Kelley Calvert, Mindy Olson, and Heather Van Fleet

Background Information

General Information: This workshop relies on Thinking Maps and Visible Thinking Routines to encourage critical thinking. A total of three thinking maps (Circle, Tree, Double Bubble) and two thinking routines (Chalk Talk; I used to think...Now I think...) are used in this training. See-Think-Wonder is introduced in Unit 2 (classroom management), and Think-Pair-Share is used throughout the 3-day training. There are a total of 8 thinking maps and 7+ visible thinking routines that can be used to expand the Unit 3 critical thinking training if desired.

Duration: The workshop as outlined here takes approximately six hours. With breaks and lunch, six hours is a one-day workshop. However, the activities outlined in this module easily could be expanded into a two- or three-day workshop, depending on the learners’ and teachers’ needs. Options are presented throughout the lesson plan in order to assist in such expansion.

Materials: PowerPoint Slides (See QR Code and URL at the beginning of this manual), whiteboard, poster paper, markers.

Audience: English teachers in Thailand (or any EFL context in need of more communicative, student-centered pedagogy).

Brief Introductions: (5 minutes)

If this workshop is being used alone, facilitators should introduce themselves using their preferred method. These can be quick introductions or more involved, such as the three truths and a lie activity outlined in unit 1.

Slides 2-7 introduce the structure of the workshop, including information about the routines to be covered during the day.

Warm-Up: Circle Map – What is Critical Thinking? (25 minutes)

[Slides 8-17]

This warm up Think-Pair-Share uses a circle map to get participants to engage in defining critical thinking. Explain that circle maps are ideal for brainstorming and defining before showing an example and allowing participants to define critical thinking via a circle map.
Think-Pair-Share/Circle Map: What is Critical Thinking?

- Explain how and why circle maps are used. Give the example of a food circle map.
- Pass out circle maps (Appendix A).
- Give participants 2 minutes to brainstorm words and phrases related to critical thinking. This is the “Think” of the “Think-Pair-Share.”
- Have participants “Pair” up and share their ideas about critical thinking.
- Finally, draw your own circle map on the white board and ask for volunteers to share their words and expressions.
- After brainstorming, create a group definition.
- Finally, share some academic definitions and the information provided in PPT.

Introduction to Bloom’s Taxonomy and Relevance to Critical Thinking (60 min) [Slides 20-41]

Define Bloom’s Taxonomy, explaining that it is a model for thinking about levels of thinking and that it groups skills into higher order and lower order thinking skills. Gauge participants’ level of knowledge regarding Bloom’s Taxonomy using a thumbs up, sideways thumb, or thumbs down (slide 20). Following this introduction, participants will learn more about Bloom’s Taxonomy using three challenges.

Challenge 1: Put the skills in order from lowest to highest.

- Put participants into groups of 3 or 4.
- Each group receives an envelope with the skills in Bloom’s taxonomy (Appendix B).
- They put them in order from lowest to highest.
- After they finish, they can go around and see others’ orders.
- Then, show the correct order.

Challenge 2: Match the verbs with the thinking skill.

- In the same groups, participants receive a new envelope.
- This envelope has a set of verbs (Appendix B).
- Participants match the verbs to the skill.
Challenge 3: HOTS or LOTS?

- Using mini-white boards (can be made with a piece of white paper and a transparency), participants write their answers using a marker and hold it up.
- When presented with a teacher question, they have to decide if it’s (HOTS or LOTS) and which skill is being used (e.g., applying, evaluating, etc.)

10 Minute Break: If you start at 9am, this break will occur at approx. 10:30am.

Who gets the heart? (45 mins) [Slides 43-53]

This critical thinking activity exposes participants to the idea of values and multiple perspectives in critical thinking. In it, participants have to reach a consensus regarding which patient will receive a heart.

- As individuals, participants read patient descriptions (Appendix C) and rank them from 1-8 (1=most likely to receive heart; 8=least likely).
- Following their individual ratings, they are put into groups. To put them into groups, do a line up. In which participants line up by height. Put participants into equal groups of 4-5. The idea is to get people working with new peers.
- Now, in their groups, they have to decide on a patient to receive a heart. The decision must be unanimous. Each individual should provide a rationale for their decision to help the group reach a decision.
- Once the group reaches a decision, a team leader should report back who they think should receive the heart as well as their rationale. During this debriefing, the facilitator should point out the groups’ varying approaches to the task as well as the values they applied to it.
- Reflect-Write-Share: Participants write their thoughts on a piece of paper before debriefing as a group.
  - How did you feel during this activity?
  - What I felt during this activity is ... because ...
  - I felt ... because ...
- Conclude by sharing thoughts/feelings. Facilitator can also share other similar activities [Slides 51-52] before asking what level(s) of Bloom’s Taxonomy this activity touches upon.
**Reading Activity + Tree/Double Bubble Thinking Maps (45 mins) [Slides 54-75]**

In this activity, participants read two short texts. Note that there are two versions describing the same historical event of the same text. After reading version 1, participants will create a tree map illustrating what happened in the story.

**Step 1:** Explain to participants that they will read a story in order to complete a tree diagram. Explain that tree diagrams are useful for encouraging pre-speaking or pre-writing thinking.

**Step 2:** Pass stories out (Appendix F).

**Step 3:** Give participants 5 minutes to read quietly to themselves.

**Step 4:** Put participants into groups of four. They complete the tree diagram (Appendix D).

**Step 5:** Participants use the Tree Diagram (Appendix D) to organize their thinking about this topic. They write a topic sentence and three events from the story.

**Step 6: Option if time:** Participants present their tree diagram. The four people in each group will each have a role. Person 1 gives the topic sentence. Person 2 gives event 1. Person 3 gives event 2. Person 4 gives event 3. As a time-saving option, you could ask for a couple of volunteers to describe what happened using the tree diagrams.

**Step 7:** Pass out version 2 of the story (Appendix F) and give participants 5 minutes to read.

**Step 8:** Explain that they will now compare and contrast the two versions using a Double Bubble map (Appendix E).

**Step 9:** Debrief together and ask participants for similarities and differences between the two stories.

**Step 10:** Explain the rationale of this activity: 1- Tree Maps are a great way to organize thinking for pre-writing or pre-speaking activities, and Double Bubble Maps help organize compare and contrast thinking. 2- Different people will have multiple perspectives on the same situation. We also bring our own values and biases to every situation we encounter.

**Step 11:** Tie it all together with some thoughts on the importance of critical thinking in today’s context (Slides 68-75).
Six Thinking Hats (60 minutes) [Slides 77-103]

Introduce Edward De Bono’s Six Thinking Hats as a way to analyze and talk about situations.

**Step 1: Do Now:** Which of these statements sound like you? Rank the statements from 1 to 6 (Appendix G)

**Step 2:** Debrief with teachers about their ideas.

**Step 3:** Introduce the six thinking modes and explain that the model intends to take us out of habitual thinking and encourage us to think from new perspectives.

**Step 4:** Do an example round. For our seminar, we followed an eco theme. The example we gave was plastic straws. Participants brainstorm briefly (1 minute) in pairs and then debrief with the facilitator step by step (Slides 92-101). First, they just give white – facts, data, and available info. Next, they do red – emotions, feelings, and opinions. Then, they do yellow – benefits, good points, and what they like about them. Next, they do black – problems, bad points, and what they don’t like about them. Finally, they do green – creative alternatives.

**Step 5:** Group debriefs together and reflects on this question: What, if anything, should we do about the environmental problem of plastic straws? You can also show the language stems for teachers to use in their classes. Conclude by asking participants which level of Bloom’s Taxonomy the activity reaches (slide 107).
Using Surveys to Encourage Conversation and Promote Critical Thinking
(1 hour)

In this activity, participants will learn how to use surveys to get students talking while promoting critical thinking on a topic.

Materials: pre-made surveys (Appendix H)

**Step 1:** Introduce the rationale for using surveys in the classroom (slides 112-113).

**Step 2:** Group participants into teams of 4, 5, or 6, depending on the number of participants.

**Step 3:** In their groups, participants answer and tally their own responses to the poll in their hands (e.g., water usage).

**Step 4:** Ask participants to add one question of their own to the survey related to their topic.

**Step 5:** Re-group participants into mixed teams by having them count off. Now, in mixed groups, they ask their colleagues all of the survey questions and tally the results.

**Step 6:** Participants return to their original groups and add all of their results together so that they have a comprehensive opinion poll on their topics.

**Step 7:** In original groups, let each person choose a role (20 minutes):

1. Leader: Leads the discussion, can talk to teacher
2. Calculator: Collects the numbers, creates data
3. Writer: Writes what the group decides to say
4. Speaker: Tells the class what the group decided
5. Time-Keeper/Enforcer: Reminds to speak English
   - You have 6 minutes to calculate the results.
   - You have 8 minutes to write the results.
   - Speakers: You have 1-3 minutes to share the results with the class.

**Step 8: Reflection:** How does this activity encourage critical thinking? What level of Bloom’s Taxonomy does it reach?
Chalk Talk Thinking Routine (45 minutes) [Slides 130-134]

Chalk Talk is a thinking routine that allows students to have a written discussion around a theme. To demonstrate this routine, we used an eco-theme.

**Step 1:** Explain how chalk talk works: Students respond to questions on whitepapers, usually around a theme. They write their ideas. They can even draw their ideas. They can respond directly to the question. They also can respond to each other.

**Step 2:** Break group into teams of 3 or 4. Have them begin on the first poster and write their ideas about the question. Ring a bell or other signal every three minutes. Teams rotate to a new poster.

**Step 3:** After they’ve visited each poster, ask participants to return to their original posters. What surprises or interests them?

**Step 4:** Reflect on the activity itself: Why might this activity be useful in a classroom?

Review of Today’s Activities

Before ending the day, review the activities with participants to ensure that they remember and engage.

**Step 1:** Write the names of the activities on a white paper or project them (slide 135).

**Step 2:** Participants work in pairs to do a partner review. Partner A begins by asking partner B questions based on the diagram below. After three rounds, they switch roles:

**Partner Review**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is ______?</td>
<td>• Respond to Questions</td>
</tr>
</tbody>
</table>
| • How could you use 
  ______ in class? | |
| • What are the benefits 
  of ______? | • Switch! |
**Step 3:** Facilitator “quizzes” participants: E.g., This activity involves brainstorming and is best for defining. This one is an activity that uses six perspectives to encourage critical thinking. This activity has students ask each other’s opinions on themes. This one uses posters to encourage a written “silent” discussion.

**I used to think...Now I think (15 minutes)**

This routine helps students to reflect on their thinking about a topic or issue and explore how and why that thinking has changed.

**Step 1:** Explain the purpose of this routine.

**Step 2: Think-Write-Pair-Share:** Encourage participants to think about how their thinking has changed about teaching critical thinking during the workshop. They should write a sentence using this frame: I used to think...Now I think... After writing their sentence, they share with a partner. Finally, the entire group discusses their answers to this question together.

**Step 3:** Ask participants to write their “I used to think...Now I think...” in the mobile mentoring group. Encourage teachers to continue the conversation beyond the workshop!
APPENDICES UNIT 3: CRITICAL THINKING
Appendix A: Circle Map

What is critical thinking?

Critical Thinking

Answer
Appendix B:

Levels of Bloom’s Taxonomy

Remembering
Understanding
Applying
Analyzing
Evaluating
Creating

Verbs for each level:

Remember:

name
tell
list
describe
relate
write
find
Understand:
  predict
  explain
  outline
  discuss
  restate
  translate
  compare

Apply:
  solve
  show
  illustrate
  complete
  examine
  use
  classify
Analyze:
    examine
    compare
    contrast
    investigate
    categorize
    identify
    explain

Evaluate:
    choose
    decide
    recommend
    assess
    justify
    rate
    prioritize
Create:

- create
- invent
- compose
- plan
- construct
- design
- imagine
Appendix C: Patient Descriptions

Patient Waiting List

Dear doctors,

We have an important decision to make. Please rate the patients from 1-8. (1 = person who should definitely receive heart; 8 = least likely to receive the heart). Please make your own INDIVIDUAL judgments.

<table>
<thead>
<tr>
<th>Patient Description</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 year old male; African American, brain surgeon at the height of his career; no children</td>
<td></td>
</tr>
<tr>
<td>12 year old female; Vietnamese; accomplished violinist; blind</td>
<td></td>
</tr>
<tr>
<td>40 year old male; Mexican American, teacher, widower, 4 children</td>
<td></td>
</tr>
<tr>
<td>15 year old female; French, unmarried, 6 months pregnant</td>
<td></td>
</tr>
<tr>
<td>35 year old male; Thai; Buddhist monk</td>
<td></td>
</tr>
<tr>
<td>27 year old female; German; waitress; high school dropout; supports/cares for a brother who is severely disabled</td>
<td></td>
</tr>
<tr>
<td>38 year old male; Hungarian; epidemic researcher close to creating a vaccine for dengue; no children</td>
<td></td>
</tr>
<tr>
<td>6 year old male; Thai; wants to be a doctor when he grows up</td>
<td></td>
</tr>
</tbody>
</table>
Appendix D: Tree Map
Appendix E: Double Bubble Map
Appendix F: 2 Stories

THAT WAS NO WELCOME*

About 8 a.m. we saw a marketplace where there were many small canoes. The men got into them and circled all around us. We stayed still for a long time, but they became bolder and began to throw their wooden spears whenever anyone cried “Mutti” (the word for sticks). We shot our guns a few times, which made them leave. Drums then awakened the whole country, and horns blew deafening blasts. Some canoes boldly followed us.

About 10 a.m. we came to another market. Here, too, warriors were waiting, and again we had to use our weapons. With a lot of noise the little canoes disappeared quickly down the river.

At 2 p.m. we came into a very large stream. There we saw a great fleet of canoes in the middle of the stream. The canoe men, standing up, gave a loud shout when they saw us and blew their horns louder than ever. Looking upstream, we saw a sight that sent the blood tingling through every nerve and fiber of our bodies: a fleet of gigantic canoes bearing down upon us, which were bigger in size and numbers than anything we had seen...

We had enough time to count the number of the war vessels. There were 54 of them! A monster canoe led the way, with two rows of paddlers standing up, 40 men on a side, their bodies bending and swaying like a barbarous chorus driving down toward us.

In the bow were ten young warriors, their heads gay with red feathers; at the stern, eight men with long paddles, whose tops were decorated with ivory balls, guided the monster vessel; and dancing up and down from stem to stern with ten men, who looked like they were chiefs.

The crashing sound of large drums, a hundred blasts from ivory horns and a thrilling chant from 2,000 human throats did not help to calm our nerves. But we had no time to pray...As the first canoe came rushing down, I turned to take a last look at our people.

The monster canoe aimed straight for my boat, as though it would run us down; but when it was fifty yards away, it swerved to the side. When it was nearly opposite us, the warriors, threw their spears and on both sides there was a noise of rushing bodies.

THAT WAS NO BROTHER

When we heard that the man with white skin was traveling down the river, we were open-mouthed with surprise. We stood still. All night long the drums told the strange news—a man with white skin! That man, we said to ourselves, has a white skin. He must have got that from the river kingdom. He is one of our brothers who was drowned in the river. All life comes from the water, and in the water he has found life. Now he is coming back to us. He is coming home.

We will prepare a feast, I ordered...We will go to meet our brother and bring him into the village with rejoicing! We put on our ceremonial dress. We got the great canoes. We listened for the gong which would tell us that our brother had arrived on the river. Now he enters the river! We swept forward, my canoe leading, the others following, with songs of joy and dancing, to meet the first white man our eyes had ever seen and to honor him.

But as we came near his canoe there were loud sounds, bang! bang! and fire-sticks spit bits of iron at us. We were frightened; our mouths hung wide open and we could not shut them. Things such as we had never seen, never heard of, never dreamed of—they were the work of evil spirits! Several of my men plunged into the water...What for? did they fly to safety? No—for others fell down also in the canoes. some screamed terribly, others were silent—they were dead, and blood flowed from little holes in their bodies. "War! that is war!" I yelled. "Go back!" The canoes sped back to our village with all the strength we could give to our arms.

That was no brother! That was the worst enemy our country had ever seen....

Appendix G: 6 Thinking Hats Personality Survey

Which statement sounds most and least like you?

Rank the order of the statements are most like you (1) to least like you (6).

______ Yellow = I tend to be optimistic, seeing the good side of everything.

______ White = I tend to be very rational and objective; I feel most comfortable looking at the facts.

______ Red = I tend to be emotional, and to think about how things make me and other people feel.

______ Black = It is easy for me to see the flaws in things and to know when an idea is wrong. I tend to be very logical.

______ Green = I tend to think about how things could be improved or changed. I like to invent and create things.

______ Blue = I tend to think about how a situation needs to be managed or handled – I like to be in charge.
Appendix H: Eco-Surveys

**WATER**

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you take a shower longer than 3 minutes?</td>
<td></td>
<td></td>
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<tr>
<td>How often do you turn off the tap while you are brushing your teeth?</td>
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</tbody>
</table>

**GARBAGE**

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often do you separate garbage at home for recycling?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often do you pick up garbage from the street or outside your home?</td>
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</tbody>
</table>
### TRANSPORTATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
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</thead>
<tbody>
<tr>
<td>How often do you walk or ride a bicycle to school/work?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you use public transportation (bus, BTS, etc)?</td>
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</table>

### ENERGY

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
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</thead>
<tbody>
<tr>
<td>How often do you use an air-conditioner?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>How often do you unplug appliances (TVs, computers, coffeepots, etc) that are not being used?</td>
<td></td>
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</tbody>
</table>
### AIR QUALITY

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you or your family burn trash?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you check the air quality index (AQI) where you live?</td>
<td></td>
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</tbody>
</table>

### PLASTICS

<table>
<thead>
<tr>
<th>Question</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you buy plastic bottles of water?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you bring your own carry-bag to the market?</td>
<td></td>
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</tbody>
</table>
### Suggested Resources, Links, and Topics for Mobile Mentoring

<table>
<thead>
<tr>
<th>Suggested Mobile Mentoring Topics for CLT</th>
<th>Possible Questions to Ask</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SMART Goals</strong></td>
<td></td>
<td></td>
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<tr>
<td>Example message:</td>
<td></td>
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<tr>
<td>The new term will begin soon.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perhaps your goal will be to address this challenge. For example, you might have noticed that your students did not participate in class much last semester. Your goal this time might be to increase participation and get students to ask more questions in class.</td>
<td>Encourage teachers to use SMART goals, which are specific and achievable. Specific Measurable Actionable Relevant Time bound</td>
<td>How to Set SMART Goals: <a href="https://youtu.be/OXA6gfzFA24">https://youtu.be/OXA6gfzFA24</a></td>
</tr>
</tbody>
</table>

What is one thing you want to accomplish by the end of this term? When thinking of your goal, you might find it useful to think about last term. What did you find challenging last term?
<table>
<thead>
<tr>
<th>Suggested Mobile Mentoring Topics for CLT</th>
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<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's the first week of class! With your mentees, share a communicative activity or icebreaker you like to do with students on the first day of class. It's also important for teachers to share about themselves with students on the first day. Sample message: Teachers starting a new term with new students often feel anxiety on the first day. To get to know my students on the first day, I like to… To help students get to know me, I like to…</td>
<td>What communicative activities will you use to get to know your students on the first day? How do you introduce yourself to students on the first day?</td>
<td>Find Someone Who Find Someone Who Blank Template Baggage Claim Games to Learn Names Two Truths and a Lie</td>
</tr>
<tr>
<td>Suggested Mobile Mentoring Topics for CLT</td>
<td>Possible Questions to Ask</td>
<td>Possible Resources</td>
</tr>
<tr>
<td>----------------------------------------</td>
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</tr>
<tr>
<td><strong>Professional Development</strong></td>
<td>Do you agree or disagree? Why? How might we make our collaboration stronger? Is there anything you’ve particularly enjoyed so far? Is there anything about our group you think could be improved?</td>
<td>How to form a PLC: <a href="https://www.edutopia.org/professional-learning-communities-collaboration-how-to">https://www.edutopia.org/professional-learning-communities-collaboration-how-to</a></td>
</tr>
<tr>
<td>Robert John Meehan once said the following: “The most valuable resource teachers have is each other. Without collaboration our growth is limited to our own perspectives.”</td>
<td>Have a look at this brief article about creating Professional Learning Communities (PLC). What steps does it give for creating a PLC?</td>
<td></td>
</tr>
<tr>
<td><strong>Professional Development Continued</strong></td>
<td>Follow up with mentees to talk about the article. Perhaps share which of these activities you’ve done in your own PD. In the article, Alice talks about these PD activities: <strong>Individual</strong>: keeping a teaching journal and analyzing critical incidents. <strong>Collaborative</strong>: peer mentoring and coaching, sharing teaching journals, forming a teacher support group, joining a professional network, and attending professional conferences.</td>
<td>Empowering Teachers through Professional Development by Alice Murray: <a href="https://americanenglish.state.gov/files/ae/resource_files/10-48-1-b.pdf">https://americanenglish.state.gov/files/ae/resource_files/10-48-1-b.pdf</a></td>
</tr>
<tr>
<td>Suggested Mobile Mentoring Topics for CLT</td>
<td>Possible Questions to Ask</td>
<td>Possible Resources</td>
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<td>----------------------------------------</td>
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</tbody>
</table>
| Please try one of these activities in your class. Take a picture or video of the students doing the activity and share with the group. Please tell us how it went! | Follow-up Questions:  
What went well?  
What was difficult?  
Did you enjoy the activity?  
Did your students enjoy the activity? | This is the link to the 10 go-to CLT Activities we covered in the training. You can refer to it when designing your activity:  
https://drive.google.com/file/d/1PbA6sQ1T-Q4DgrET8DtYxsRDjJpQW1zP/view?usp=sharing  
Additional resources from the training can be found here:  
https://drive.google.com/open?id=1PbA6sQ1T-Q4DgrET8DtYxsRDjJpQW1zP |
| CLT Continued | Which of these activities have you used? Which will you like to try? | https://drive.google.com/file/d/1PbA6sQ1T-Q4DgrET8DtYxsRDjJpQW1zP/view?usp=sharing  
Additional resources from the training can be found here:  
https://drive.google.com/open?id=1PbA6sQ1T-Q4DgrET8DtYxsRDjJpQW1zP |
| Reflection | Based on your recent experiences, what are the benefits and challenges of CLT? | http://perlinguam.journals.ac.za/pub/article/viewFile/242/343 |
| Reflection | Think back to the goal you set at the beginning of this mobile mentoring program. Have you made progress on your goal? What steps can you take in coming weeks to reach your goal?  
Wish the mentees well on their PD journey and encourage them to participate in a future workshop training and mobile mentoring. |  |
# Classroom Management

<table>
<thead>
<tr>
<th>Suggested Mobile Mentoring Topics for Classroom Management</th>
<th>Possible Questions to Ask</th>
<th>Possible Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Have you found ways to address these issues?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(As teachers share their issues, respond with your ideas and encourage the other teachers to share their thoughts also)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Read the article and share which of these issues you’ve faced in your classes.</td>
<td></td>
</tr>
<tr>
<td>Suggested Mobile Mentoring Topics for Classroom Management</td>
<td>Possible Questions to Ask</td>
<td>Possible Resources</td>
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<tr>
<td>------------------------------------------------------------</td>
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</tr>
<tr>
<td>Management Techniques</td>
<td>How do you create rules and expectations for students? Have you ever included students in this process?</td>
<td>Co-Creating Classroom Rules with Students: [<a href="https://www.youtube.com/watch?v=9qPkin2DO_Y">https://www.youtube.com/watch?v=9qPkin2DO_Y</a> &amp;list=PLA93F450F41857EC9&amp;index=4](<a href="https://www.youtube.com/watch?v=9qPkin2DO_Y">https://www.youtube.com/watch?v=9qPkin2DO_Y</a> &amp;list=PLA93F450F41857EC9&amp;index=4)</td>
</tr>
<tr>
<td></td>
<td>How do you get your students’ attention? Do you use any techniques like dimming lights, ringing a bell, etc?</td>
<td>Attention-Getters: <a href="https://www.youtube.com/watch?v=vK6EKSUJ6Wq">https://www.youtube.com/watch?v=vK6EKSUJ6Wq</a></td>
</tr>
<tr>
<td>Interactional Techniques</td>
<td></td>
<td>5 CLT Activities on YouTube: <a href="https://www.youtube.com/watch?v=iGDxCG90Its">https://www.youtube.com/watch?v=iGDxCG90Its</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drawing Info Gap: <a href="https://www.youtube.com/watch?v=8yGhNwDMT-g">https://www.youtube.com/watch?v=8yGhNwDMT-g</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>10 CLT Activities: <a href="https://drive.google.com/file/d/1PbA6sQ1T-Q4DgrET8DtYxsRDjJpQWlzP/view?usp=sharing">https://drive.google.com/file/d/1PbA6sQ1T-Q4DgrET8DtYxsRDjJpQWlzP/view?usp=sharing</a></td>
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<tr>
<td></td>
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<td>Board Race: <a href="https://www.youtube.com/watch?v=wam5PscoSjU&amp;t=143s">https://www.youtube.com/watch?v=wam5PscoSjU&amp;t=143s</a></td>
</tr>
<tr>
<td>Suggested Mobile Mentoring Topics for Classroom Management</td>
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<td>----------------------------------------------------------</td>
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<tr>
<td>Instructional Techniques</td>
<td></td>
<td>Successful Instructional Strategies: <a href="https://education.alberta.ca/media/482311/is.pdf">https://education.alberta.ca/media/482311/is.pdf</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>High-Yield Instructional Strategies: <a href="https://www.youtube.com/watch?v=9IQFbu8h8k4">https://www.youtube.com/watch?v=9IQFbu8h8k4</a></td>
</tr>
<tr>
<td>Thinking Strategies</td>
<td></td>
<td>Descriptions of various thinking routines: <a href="http://www.visiblethinkinggpz.org/VisibleThinking-html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html">http://www.visiblethinkinggpz.org/VisibleThinking-html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>KWL: <a href="https://www.youtube.com/watch?v=PvF0ON4oIoC">https://www.youtube.com/watch?v=PvF0ON4oIoC</a></td>
</tr>
</tbody>
</table>
## Critical Thinking

<table>
<thead>
<tr>
<th>Suggested Mobile Mentoring Topics for Critical Thinking</th>
<th>Possible Questions to Ask</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>
| Defining Critical Thinking                             | - What does critical thinking mean to you?  
| Visible Thinking Routines                             | - How do you know your students are thinking in class?  
- How can we encourage students to think in a structured way?  
- What does critical thinking mean to you? | [http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03a_ThinkingRoutines.html) |
| How to Improve your Critical Thinking                  | - Do you do anything to improve your own critical thinking skills?  
- What are some of your favorite TED talks? | [https://www.ted.com/talks/samantha Agoos_5_tips_to_improve_your_critical_thinking?language=en](https://www.ted.com/talks/samantha_Agoos_5_tips_to_improve_your_critical_thinking?language=en) |
<p>| Critical Thinking in the English Classroom             | - Why is critical thinking important in the EFL classroom? | <a href="https://www.teachingenglish.org.uk/blogs/niamk/critical-thinking-skills">https://www.teachingenglish.org.uk/blogs/niamk/critical-thinking-skills</a> |</p>
<table>
<thead>
<tr>
<th>Suggested Mobile Mentoring Topics for Critical Thinking</th>
<th>Possible Questions to Ask</th>
<th>Possible Resources</th>
</tr>
</thead>
</table>
| Teaching Critical Thinking Using Short Films          | - Have you ever used film and movies in your classes?  
Extra Resources:
Workshop Descriptions, Workshop Flyers, Fun
“Brain Break” Activities
Workshop Descriptions

Communicative Language Teaching Workshop Description

In the Communicative Language Teaching workshop, participants will first uncover what it means to teach and learn language communicatively. Teachers then will engage in hands-on activities demonstrating CLT techniques that can be transferred to their own classrooms. These activities include information gaps, role plays, and group work. The workshop also exposes teachers to several fun communicative techniques like 2 Truths and a Lie, Four Corners, and Bicycle Chains. By the end of the workshop, participants will feel more confident implementing these ideas in the classroom. Following the workshop, participants will form a mobile professional learning community (PLC) group on Line to discuss, reflect, and share ideas.

Classroom Management Workshop Description

In the Classroom Management workshop, teachers will learn practical strategies to take with them to their classrooms. They will learn about instructional, interactional, thinking, and management strategies that will help create a positive and supportive classroom environment. Recognizing that classroom management requires routines and strategies, this workshop will empower teachers to select the techniques that will work in their classrooms. It will also encourage teachers to enact these proactive practices in a coherent and uniform way that allow students to learn effectively in a communicative, learner-centered classroom.

Critical Thinking Workshop Description

Encouraging critical thinking in the classroom can be one of the biggest challenges facing English teachers. As such, we will begin by defining what we mean when we say “critical thinking” before discussing and learning about practical strategies that encourage student thinking. Following Harvard University’s Visible Thinking routines, the workshop will introduce participants to easy three-to-four step activities that get students thinking. Included in the workshop will be the following thinking routines: see-think-wonder, circle of viewpoints, and I used to think...Now I think. We will also discuss how different technological tools can help students begin to think more critically. Participants will leave the workshop confident that they can introduce simple strategies to help their students think more critically in the English classroom and beyond.
Workshop Flyers

FREE Communicative Language Teaching (CLT) Seminar

Saturday, February 23, 2019 from 9:00 am to 5:00 pm
AUA Language Center Library, Chamchuri Square

For: secondary and university teachers of English

RELO Bangkok and AUA are proud to offer a special day of training on Communicative Language Teaching (CLT) for secondary and university teachers of English.

In the CLT Seminar, participants will first uncover what it means to teach and learn language communicatively. Teachers then will engage in hands-on activities demonstrating CLT techniques that can be transferred to their own classrooms. These activities include information gaps, role plays, and group work. The workshop also exposes teachers to several fun communicative techniques like 2 Truths and a Lie, Four Corners, and Bicycle Chains. By the end of the workshop, participants will feel more confident implementing these ideas in the classroom.

Seminar Training Day Plus a Continued Development Opportunity: Mobile PLC!

Following the workshop, participants will form a mobile professional learning community (PLC) group on Line to discuss, reflect, and share ideas.

Trainers:

Kelley Calvert, English Language Specialist, U.S. Department of State

Heather Van Fleet, Teacher Trainer, AUA Language Center

Jeff Puccini, Teacher Trainer, AUA Language Center

Submit an application to attend this training event.

Application Link: https://goo.gl/forms/iAD71stNvP1NLjFp2

Application deadline: Monday, February 18th

Apply ASAP as places are limited for this and applications will be accepted on a first come first serve basis

Price: Training is free for approved applicants. Morning and afternoon coffee breaks are included in the event.

Apply now to secure your place!

Contact: Pookie (Anantaya Thanakanjakul)
Tel: 02-657-6411 Ext. 1271 - 1273
Email: professional.learning@auathailand.org
https://www.auathailand.org/teacher_training/
Classroom Management Seminar
For: secondary and university teachers of English

Saturday, March 23, 2019 from 9:00 am to 5:00 pm
AUA Chamchuri Auditorium, Chamchuri Square

The Regional English Language Office (RELO) Bangkok and AUA are proud to offer special day of training on Classroom Management for secondary and university teachers of English.

In the Classroom Management seminar, teachers will learn practical strategies to take with them to their classrooms. They will learn about instructional, interactional, thinking, and management strategies that will help create a positive and supportive classroom environment. Recognizing that classroom management requires routines and strategies, this workshop will empower teachers to select the techniques that will work in their classrooms. It will also encourage teachers to enact these proactive practices in a coherent and uniform way that allow students to learn effectively in a communicative, learner-centered classroom.

Seminar Training Day Plus a Continued Development Opportunity: Mobile PLC!

Following the workshop, participants will form a mobile professional learning community (PLC) group on Line to discuss, reflect, and share ideas.

Trainers:
Kelley Calvert, English Language Specialist, U.S. Department of State
Heather Van Fleet, Teacher Trainer, AUA Language Center
Jeff Puccini, Teacher Trainer, AUA Language Center

Submit an application to attend this training event.
Application Link: http://tinyurl.com/yyngw9bl
See attached QR Code.

Application deadline: Friday, March 15th 2019

Apply ASAP as places are limited for this and applications will be accepted on a first come first serve basis.

Price: Training is free for approved applicants. Morning and afternoon coffee breaks are included in the event.

Apply now to secure your place!

Contact: Pookie
(Anantaya Thanakanjaku)
Tel: 02-657-6411-7 Ext.1271 - 1273
Email: professionallearning@auathailand.org
https://www.auathailand.org/teacher_training/
Integrating Critical Thinking into the English Classroom

For: secondary and university teachers of English

Saturday, April 27, 2019 from 9:00 am to 3:30 pm at #AUHangout, Chamchuri Square

The Regional English Language Office (RELO) Bangkok and AUA are proud to offer special day of training on critical thinking for secondary and university teachers of English.

Encouraging critical thinking in the classroom can be one of the biggest challenges facing English teachers. As such, we will begin by defining what we mean when we say "critical thinking" before discussing and learning about practical strategies that encourage student thinking. Following Harvard University’s Visible Thinking routines, the workshop will introduce participants to easy three-to-four step activities that get students thinking. Included in the workshop will be the following thinking routines: see-think-wonder, circle of viewpoints, and I used to think...

Now I think. We will also discuss how different technological tools can help students begin to think more critically. Participants will leave the workshop confident that they can introduce simple strategies to help their students think more critically in the English classroom and beyond.

Seminar Training Day Plus a Continued Development Opportunity: Mobile PLC!

Following the workshop, participants will form a mobile professional learning community (PLC) group on Line to discuss, reflect, and share ideas.

Trainers:

- Kelley Calvert,
  English Language Specialist, U.S. Department of State
- Heather Van Fleet,
  Teacher Trainer, AUA Language Center

Submit an application to attend this training event.

Application Link: https://goo.gl/GV7QPA

Application deadline: Monday, April 22nd

Apply ASAP as places are limited for this and applications will be accepted on a first come first serve basis.

Price: Training is free for approved applicants. Morning and afternoon coffee breaks are included in the event.

Apply now to secure your place!

Contact: Pookie (Anuntaya Thanakanjakkul)
Tel: 02-657-6411-7 Ext.1271 - 1273
Email: professional.learning@auathailand.org
https://www.auathailand.org/teacher_training/
Communicative Language Teaching Seminar
Friday, June 21st – Sunday, June 23rd || Hat Yai, Thailand

**Friday:**

9:00 am
Workshop on Communicative Language Teaching (CLT) begins

10:30 am - 10:45 am
Coffee Break

10:15 am - 12:00 pm
CLT Workshop continues

12:00 pm - 1:00 pm
Lunch break

1:00 pm - 2:15 pm
CLT Workshop continues

2:15 pm - 2:30 pm
Coffee Break

2:30 pm - 4:00 pm
Mobile Mentoring Discussion

**Saturday:**

9:00 am
Workshop on Classroom Management (CM) begins

10:30 am - 10:45 am
Coffee Break

10:45 am - 12:00 pm
CM Workshop continues

12:00 pm - 1:00 pm
Lunch break

1:00 pm - 2:15 pm
CM Workshop continues

2:15 pm - 2:30 pm
Coffee Break

2:30 pm - 4:30 pm
CM Discussion/Reflection/Mobile Mentoring

**Sunday:**

9:00 am
Workshop on Critical Thinking begins

10:30 am - 10:45 am
Coffee Break

10:45 am - 12:00 pm
Workshop continues

12:00 pm - 1:00 pm
Lunch break

1:00 pm - 2:15 pm
Workshop continues

2:15 pm - 2:30 pm
Workshop Reflection/Conclusion/Certificates
Brain Break Activities by Makhampom Theater Group

Duck Game (good for big groups):
- Each participant grab one shoe.
- The shoe becomes like a “base.”
- Choose one duck, leaving one shoe empty.
- The duck starts somewhere in the room.
- The participants job is to make sure the duck does not reach an empty shoe.
- Participants can stay at their shoe or move to another, but if the duck reaches the empty shoe s/he wins.
- Participants cannot move just from shoe to shoe (two close together shoes).
- Time each round; each time, participants should get a little better and keep duck away from extra shoe longer.
- Reflect: What do you observe about this activity? What does it show about leadership? How did your strategy change from round one to the last round?

Name Game:
- Stand in a circle. Everyone goes around and says their name.
- Go around again and say your name very quickly.
- Now, go around and say your name + gesture (bow, jumping jack, etc).
- After each person says their name, everyone in the circle repeats the gesture.
- Repeat names and gestures more quickly.

Four Square Drawing:
- Everyone sit in a circle.
- Draw four even squares on a piece of paper and number them 1-4.
- Look around the circle and notice one person who you think has beautiful eyes. Draw their eyes in square 1 and write their name.
- Look around the circle and find someone you think has cute ears. Draw their ears in square 2 and write their name.
- Look around the circle and find someone who you think has magical hands. Draw their hands in square 3 and write their name.
- Look around the circle and find someone who you think has strong feet. Draw their feet in square 4 and write their name.
- Now, think about the person you wrote for box 1. Stand up, walk to that person and ask: Where are you from?
- Now think about the person you wrote for box 2. Stand up, walk to that person and ask: What is your favorite food?
- Now think about the person you wrote for box 3. Stand up, walk to that person and ask: What is your favorite hobby?
- Now think about the person you wrote for box 4. Stand up, walk to that person and ask: What is your favorite TV show?

These activities were conducted by Makhapom Theater Group in Chiang Dao, Thailand during a Leadership Training. For more information about Makhampom, visit: https://www.makhampom.net/en