



**FREEDOM ENGLISH ACADEMY**  
**COACHING FOR PROFESSIONAL JOBS**

# STM 2 - Book 3, Part 1

## Duration: 2 Days

v30.10.19

### **Objectives:**

1. To train the participants on the first 20 lessons (93 to 112)
2. To train the participants to conduct MOOC 1
3. To brush upon their facilitation skills and reiterate the importance of peer learning

### **Material required:**

1. FHB & SWB 3
2. Stationery
3. AV lessons and MOOC 1 instructional video

# STM 2 - Book 3, Part 1

## Day 1

Timing	Objective	Activity / Tool	Trainer's/Trainees' Action
9:00-9:05 AM	<ul style="list-style-type: none"> <li>Trainer to send attendance to the Managers</li> </ul>		<ul style="list-style-type: none"> <li>If someone's name is not on the list, send them to the Training Manager.</li> </ul>
9:05-10:00 AM	<ul style="list-style-type: none"> <li>Icebreaker (Appendix 1)</li> <li>Objectives of Book 3</li> <li>Essential agreements for presentation</li> <li>Certification criteria</li> <li>Appointing cops (Grammar, pronunciation, discussion detective, time management, etc.)</li> </ul>	PPT/ Whiteboard	<ul style="list-style-type: none"> <li>Trainer to give an overview of Book 3 curriculum</li> <li>Trainer to share expectations of an effective presentation (lesson plan/mind map, introduction to the lesson, relevancy of questions asked, board usage, workbook usage)</li> <li>Trainer to share that presentations will be given in pairs and out of two, anybody would be asked to do any step</li> <li>Trainer to share rating (3-5) criteria (minimum 3 to certify)</li> <li>Trainer to appoint cops and write their names on the board.</li> </ul>
10:00-11:00 AM	<ul style="list-style-type: none"> <li>Introduction to MOOC (Massive Open Online Courses)</li> <li>MOOC Guidelines</li> </ul>	MOOC instructional video (Optional)	<ul style="list-style-type: none"> <li>Trainees to understand and practice MOOC 1 for an hour</li> <li>MOOC Plan- Appendix 6 (SWB)</li> </ul>
11:00-11:15 AM	<b>Tea Break</b>		
11:15-12:00 PM	<ul style="list-style-type: none"> <li>Lesson allocation &amp; planning; two lessons per trainee</li> <li><b>Meanwhile, trainer to make LMS Batch and mark attendance on LMS</b></li> </ul>	Chart paper, colours, and other stationery	<ul style="list-style-type: none"> <li>Trainer to allot the lessons in pairs keeping the experience and strength of the trainees in mind</li> <li>Trainees to read the reference in FHB and watch A/V related to the lesson along with the lesson planning</li> <li>Trainer to assist and guide trainees in case of any confusion</li> </ul>

12:00-1:00 PM	<ul style="list-style-type: none"> <li>• Presentations - Lesson 93</li> <li>• Presentation- 30 min/pair, including briefing of the lesson. Feedback – 5 min. Q&amp;A – 15 min.</li> <li>• Discussion- Lesson- 94</li> </ul>		<ul style="list-style-type: none"> <li>• Trainees are to talk about each step of the lesson briefly before presenting. If a trainee is underprepared, the trainer can ask him/her to present later.</li> <li>• Trainer and trainees to observe and note down the feedback for the presenter, mentioning areas of strength and improvement. (Appendix 2 for</li> <li>• Trainees to share ideas along with the feedback to make lessons more effective, if required.</li> <li>• Trainer to give feedback and guide as per the requirement of the trainee</li> </ul>
1:00-1:45 PM	<b>Lunch Break</b>		
1:45-2:00 PM	<b>Energizer</b>		
2:00-4:00 PM	<ul style="list-style-type: none"> <li>• Presentations- Lesson 95 &amp; 96</li> <li>• Discussion- Lesson 97</li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to sing along with the trainees and then discuss how the lesson can be conducted more effectively if required</li> <li>• Trainer to help trainees understand the following exercises: Lesson 97- exercise D on BD</li> </ul>
4:00-4:15 PM	<b>Tea Break</b>		
4:15-5:55 PM	<ul style="list-style-type: none"> <li>• Discussion- 98</li> <li>• Presentation- lesson 99 &amp; 100</li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to help trainees understand the following exercises: Lesson 98- exercise B (Move in to fit in)</li> <li>• Lesson 100: Trainer to ask for examples for exercise B and C</li> </ul>
5:55-6:00 PM	<ul style="list-style-type: none"> <li>• Wrap up the session</li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to collect feedback from the trainees</li> </ul>

# STM 2 - Book 3, Part 1

## Day 2

Timing	Objective	Activity / Tool	Trainer's/Trainees' Action
9:00-11:00 AM	<ul style="list-style-type: none"> <li>• Presentation- Lesson 103 &amp; 104</li> <li>• Discussion- lesson 101 &amp; 102 to be discussed in last 20 minutes in pairs</li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to discuss basic rules of Articles</li> <li>• Trainer to demonstrate 'Fishbowl strategy.'</li> <li>• Trainer to emphasize on using GD protocol in regular class too, and not during GD only</li> </ul>
11:00-11:15 AM	<b>Tea Break</b>		
11:15-01:00 PM	<ul style="list-style-type: none"> <li>• Presentations- Lesson 106 &amp; 108</li> <li><i>Note: lesson 105 &amp; 107 to be discussed later</i></li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to discuss the following exercise: Lesson 108: exercise B (Goal setting)</li> </ul>
01:00-01:45 PM	<b>Lunch Break</b>		
01:45-02:00 PM	<b>Energizers</b>		
02:00-04:00 PM	<ul style="list-style-type: none"> <li>• Presentations- Lesson 109 &amp; 111</li> <li>• Discussion- Lesson 110</li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to ask the struggling facilitators to present, if required</li> </ul>
04:00-04:15 PM	<b>Tea Break</b>		
04:15-05:00 PM	<ul style="list-style-type: none"> <li>• Presentation- Lesson 112</li> </ul>		<ul style="list-style-type: none"> <li>• Trainer to ask any struggling trainee to present</li> </ul>

05:00-06:00 PM	<ul style="list-style-type: none"><li>• Preparing Report; meanwhile, trainees are to discuss the remaining two lessons (105 &amp; 106)</li><li>• Sharing result</li><li>• Closure</li></ul>		<ul style="list-style-type: none"><li>• Trainer to ask probing questions to check for understanding of the trainees related to lesson 105 &amp; 106</li><li>• Trainer to share the result of the training by holding one on one conversation with trainees</li><li>• Meanwhile, trainees to share learning from the training as an exit pass.</li></ul> <p style="text-align: center;">Or</p> <p>Trainees to write learning from the training on the slips and paste them on the wall.</p>
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# Appendix 1 (Icebreakers)

## Name Backwards Introduction

Ask each person to say their name backward when they introduce themselves. The audience is going to guess the complete name of the person.

### Paper Airplane

- a) Everyone makes an airplane and writes two things about themselves
- b) Everyone makes a paper airplane and writes their name and two questions to ask someone else.
- c) Everyone throws their airplane around the room, picks up others' airplanes, and keeps throwing them.
- d) The leader says, "stop" after one or two minutes.
- e) Everyone must have one paper airplane.
- f) One by one, they read the information given in the airplane and guess the person the airplane belongs to

### Name Game

- a) Everyone sits in a circle
- b) One person starts by using an adjective starting with the same letter as their first name, followed by their first name, for example, sweet Silvia, handsome Hank.
- c) The next person repeats the adjective and first name of the first person, and then adds their own.
- d) Continue around the circle, with the last person having to repeat all the names in order and adding their own

## **Two Truths and a Lie**

Have participants say three things about themselves. Two should be true, and one should be a lie. Have participants guess which response a lie was and give their reasoning.

## **My Slogan**

After you explain that many companies have slogans or mottoes which reflect their values, ask each person to write (or borrow) a slogan to describe him or herself and share that with the group.

## **Birthplace**

Everyone to tell their names and one interesting thing about their birthplace

## **Sentence Starters**

- a) write sentence starters on slips of paper.
- b) Have each person pull a slip from a bowl and write their name, read the sentence starter, and then complete it.
- c) They should also provide several additional sentences of information that coincides with their sentence starter.
- d) The following is the list of sentence starters
  - Although most people don't find...
  - I have never...
  - I love it when...
  - I love to...
  - I think I have the best...
  - I would never...
  - My idea of beauty is...
  - The funniest thing that ever happened to me was...
  - The most important decision I ever made was...
  - The thing that makes me laugh is...
  - The most unbelievable thing I find is...

# Appendix 2

## **MOOC 1 instructional videos:**

For Students

[https://drive.google.com/open?id=1EtSi\\_8QWNuJjwp0g-hg2hdgbl0VB0CcC](https://drive.google.com/open?id=1EtSi_8QWNuJjwp0g-hg2hdgbl0VB0CcC)

For Facilitators

<https://drive.google.com/open?id=1y4xrR3AU7kbdtoeTAb-6CnWvyopo8nQK>