



FREEDOM ENGLISH ACADEMY
COACHING FOR PROFESSIONAL JOBS

STM 7 - Book 5, Part 2

Duration: 2 Days

v10.10.19

Objectives:

- To train the participants in the last 26 lessons (205 to 230)
- To brush upon their facilitation skills and reiterate the importance of peer learning

Material Required:

- FHB & SWB 5
- Stationery

STM 7 - Book 5, Part 2

Day 1

Timing	Objective	Activity / Tool	Trainer's/Trainees' Action
9:00-9:15 AM	<ul style="list-style-type: none"> To make the trainees comfortable Meanwhile, trainer to send attendance to the managers 	Ice - breaker	<ul style="list-style-type: none"> Trainer's choice (Appendix 1)
9:15-9:30 AM	<ul style="list-style-type: none"> Experience of Book 5 Part 1 		<ul style="list-style-type: none"> Trainer to give an overview of Part 2 lessons
9:30-9:45 AM	<ul style="list-style-type: none"> Essential agreements for presentation Certification criteria Appointing cops (Grammar, pronunciation, discussion detective, time management, etc.) 	Whiteboard	<ul style="list-style-type: none"> Trainer to share expectations of an effective presentation (lesson plan/mind map, introduction to the lesson, the relevance of questions asked, board usage, workbook usage, etc.) Trainer to share rating (3-5) criteria (minimum 3 to certify) Trainer to appoint cops and write their names on the board
9:45-10:30 AM	<ul style="list-style-type: none"> Lesson allocation & planning Meanwhile, trainer to make LMS Batch and mark attendance on LMS 	Chart paper, colours, and other stationery	<ul style="list-style-type: none"> Trainer to allot the lessons in pairs keeping the experience and strengths of the trainees in mind Trainer to share that presentations will be given in pairs and out of two, either of them could be asked to do any step Trainees to read the reference in FHB and watch A/V related to the lesson along with the lesson planning Trainer to assist and guide trainees in case of any confusion
10:30-11:00 AM	<ul style="list-style-type: none"> Presentations- lesson 205. 20 minutes of presentation (10 minutes each trainee), 10 		<ul style="list-style-type: none"> Trainer and trainees to observe and note down the feedback for the presenter, mentioning areas of strength and improvement.

	minutes feedback session, 15 minutes discussion on lesson content and objectives		<ul style="list-style-type: none"> • Trainees to share ideas along with the feedback to make lessons more effective, if required. • Trainer to give feedback and guide as per the requirement of the trainee
11:00-11:15 AM	Tea Break		
11:15-11:30 PM	<ul style="list-style-type: none"> • Continue with lesson 205 		
11:30-01:00 PM	<ul style="list-style-type: none"> • Discussion- lesson 206 & 207 • Presentation- lesson 208 		
01:00-01:45 PM	Lunch		
01:45-02:00 PM	Energizer		
02:00-04:00 PM	<ul style="list-style-type: none"> • Presentation- lesson 209 & 210 • Discussion- lesson 211 		<ul style="list-style-type: none"> • Trainer to ask trainees fill ex. 13 (note for students) • Trainer to demonstrate 'Tag team debate' & 'Inner circle-outer circle debate.'
04:00-04:15 PM	Tea Break		
04:15-05:55 PM	<ul style="list-style-type: none"> • Discussion- lesson 212 & 213 • Presentation- 214 		
05:55-06:00 PM	<ul style="list-style-type: none"> • Assigning lessons for Day 2 if any 		<ul style="list-style-type: none"> • Trainer to assign the remaining lessons in pairs or individually (trainer's choice) keeping the strength and weakness of the trainees in mind.

Day 2

Timing	Objective	Activity / Tool	Trainer's/Trainees' Action
9:00-11:00 AM	<ul style="list-style-type: none"> • Presentation- lesson 216 & 217 • Discussion- lesson 215 		
11:00-11:15 AM	Tea Break		
11:15-01:00 PM	<ul style="list-style-type: none"> • Discussion- 218, 219 & 220 • Presentation- lesson 221 		
01:00-01:45 PM	Lunch Break		
1:45-2:00 PM	Energizers		
2:00-4:00 PM	<ul style="list-style-type: none"> • Presentation- lesson 223 • Discussion- lesson 224 to 227 		<ul style="list-style-type: none"> • Trainer to ask any of the struggling trainees to present individually, if required
4:00-04:15 PM	Tea Break		
4:15-5:00 PM	<ul style="list-style-type: none"> • Presentation- lesson 230 		<ul style="list-style-type: none"> • Trainer to inform that lesson 230 can only be conducted after external evaluation. • Trainer to ask any of the struggling trainees to present individually, if required
5:00-6:00 PM	<ul style="list-style-type: none"> • Preparing Report; meanwhile, trainees to discuss the remaining two lessons (228 & 229) • Sharing result • Closure 		<ul style="list-style-type: none"> • Trainer to ask probing questions to check for understanding of the trainees related to lessons 228 & 229 • Trainer to share the result with the whole class. • Trainees to share learning from the training as an exit pass. Or Trainees to write learning from the training on the slips and paste them on the wall.

Appendix 1 (Icebreakers)

Name Backward Introduction

Ask each person to say their name backward when they introduce themselves. The audience has 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, etc
- 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 is a lie and give their reasoning.

My Slogan

After you explain that many companies have slogans or mottos 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

10 Tips for Giving and Receiving Feedback Effectively

By Kristin Baird, RN, BSN, MHA

Multiple studies have shown, and I'm sure your personal experiences will attest to, the relationship between effective feedback and employee engagement. Receiving regular, pertinent, and specific feedback from their direct supervisors and managers is a key driver of engagement. On the flip side, when that feedback is absent, it creates a great deal of distress for employees because they don't know where they stand or how they're doing. One of the greatest gifts that leaders can give to their direct reports is clear, consistent, and honest feedback. Here's how:

1. Ask yourself: "What useful information do my people need? What information would help them be more successful in their jobs?" Your goal for giving feedback is to encourage future positive behaviours and also to let your staff know how they're doing and the impact they have on others or the organization.
2. Avoid focusing on feedback as either positive or negative. Feedback is feedback—get rid of those descriptors because they can interfere with your ability to get your point across. Your feedback is just as important in giving recognition as it is in correcting behaviour.
3. Assume positive intent. Approach your staff from the standpoint that you recognize their desire to perform effectively in their jobs. Whatever it is that they have done, consider your response from the standpoint that their intent was positive. So, you might start by saying: "Chris, I know that you're committed to providing exceptional customer service." Or, "Pat, I know that efficiency is very important to you."
4. Address specific, observable behaviours instead of making broad judgments. Consider the difference between: "Chris, I just observed you walk past a patient who clearly looked lost," and "Chris, you're insensitive to patients' needs."
5. Act immediately. Feedback should be provided as soon as possible after the behaviour was observed. The closer to the actual situation, the more pertinent and relevant your feedback will be.
6. Attain confirmation that your message was received. As part of your discussion with your employee, you should make sure that they heard, and understood, the message you sent. So, you might say something like: "Just so I know we're on the same page, could you tell me what you understand our next steps to be?"

In addition to giving feedback, there are also times when we will receive feedback. Here are some guidelines for when you're on the other end of the conversation:

1. Suspend any defensive responses that you might naturally feel. Frankly, most of us have had negative experiences with receiving feedback so our initial reaction may be a "fight or flight" response. Work to keep your emotions in check!
2. Say to yourself: "This is information." Remember, we are not going to label feedback as either positive or negative. It is simply feedback—useful information that gives you new insight or understanding about how you or your behaviour is perceived by others. You are always in control of your own response so you get to choose whether you are going to respond emotionally, defending oneself, or whether you will focus on the feedback as useful, potentially character-building information.
3. Seek specifics. Using a non-defensive tone and body language, seek additional information, particularly if the person giving you feedback hasn't provided you with specific details. "I'm sure you know that providing exceptional customer service is very important to me, so I want to make sure I understand more about how I came across in this situation. Could you give me a specific example of what you observed?"
4. State your understanding of the conversation. Just as you want to seek confirmation of your message when you're the sender when you're the receiver you want to confirm that you understood the message right. "What I hear you saying is...Is that correct?" A gracious recipient of feedback will also thank the person giving the feedback, understanding that it is a growth opportunity. Of course, there will be some give and take in your conversations with others, whether you are on the giving or receiving end of the feedback. A technique that can be helpful to ensure that the conversation doesn't escalate or become defensive is through empathetic assertion. Empathetic assertion involves making a statement (assertion) that expresses your understanding (empathy) for the other person's point of view.