

# Teacher Activity Group

Booklet



Developed by teachers participated in SWITLO project

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# Introduction

This booklet is a collection of 50 professional development sessions created by teachers participating in the *Skills and Well-being in Teacher Learning Opportunities (SWITLO)* project. The materials were designed by teachers for teachers and reflect the real needs, experiences, and challenges of educators working in Ukraine today.

The sessions included here were originally created for *Teacher Activity Group (TAG)* meetings and can be used to support professional discussion, reflection, collaboration, and learning within teacher communities. We hope this collection will inspire teachers to continue sharing ideas, supporting one another, and developing together.

All permissions to make these materials publicly available have been received. The British Council in Ukraine is pleased to support and share the creative work of teachers through the [SWITLO webpage](#).

The SWITLO project grew out of the success of the Teaching and Learning in Difficult Times project. Building on this experience, the British Council introduced a new approach aimed at bringing teachers together and supporting them on a larger scale. This approach allowed more teachers across the country to benefit from professional content, training opportunities, and sustainable continuing professional development (CPD).

The aim of SWITLO was to support teachers in building and sustaining communities of practice and to strengthen their capacity to design CPD programmes based on their own professional needs and interests. The project methodology is based on the British Council *Teacher Activity Groups (TAGs)* approach, where teachers learn with and from each other. In the current challenging context of Ukraine, such collaboration and peer support are especially important.

The SWITLO project ran from August 2023 to August 2026. During this time, more than 500 TAGs were established and continue to operate successfully across all regions of Ukraine. These groups created spaces where teachers could share experiences, learn together, and discuss solutions to everyday professional challenges. They also became communities of care and support, offering encouragement, understanding, and motivation to move forward. Regular meetings helped many teachers maintain a sense of connection and stability during uncertain times.

At the start of the project, teachers were provided with ten sessions to help launch their TAG work. Later, during session design training, TAG facilitators developed many additional materials tailored to the needs of their own groups. This booklet is one of the outputs of that collaborative work.

Beyond providing practical materials for future TAG sessions, this collection also stands as evidence of teachers' resilience, creativity, professionalism, and commitment to supporting each other despite the many challenges the country continues to face.

For more than 30 years, since 1993, the British Council has been creating opportunities for continuing professional development for teachers in Ukraine through a wide range of educational projects and initiatives.

August 2026

**Zhanna Sevastianova**, MBE  
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**SWITLO provides professional growth opportunities for teachers to build and strengthen their communities of practice in challenging times.**

# 1 Testing: Changing Teachers' Perspective

## Learning outcomes

- Evaluate current classroom attitudes and approaches to testing and identify the sources of students' anxiety
- Select effective ways to reduce the level of students' anxiety

## Preparation for participants

- Read the article about test anxiety: **Test Anxiety (for Teens) | Nemours KidsHealth\***

## Overview

| Activity/stage                                            | Timing (approx.) | Materials/preparation                                                                                                                                                                                    |
|-----------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                 | 5                | <ul style="list-style-type: none"> <li>● TAG meeting slides</li> <li>● Handout x2</li> </ul>                                                                                                             |
| 2. Share: What did you do?                                | 10               | <ul style="list-style-type: none"> <li>● Article about test anxiety <b>Test Anxiety (for Teens)   Nemours KidsHealth</b></li> <li>● Video (1 min 55 sec) <b>How do you feel about exams**</b></li> </ul> |
| 3. Discuss: Test-taking psychology                        | 15               | <b>Online:</b> Set up and share the meeting link.                                                                                                                                                        |
| 4. Apply: Ways of preventing students' anxiety at testing | 20               | Create a Padlet canvas or any other appropriate online platform.<br><br>Make sure you know how to: <ul style="list-style-type: none"> <li>● share your screen and sound</li> </ul>                       |
| 5. Reflection and what to do next                         | 10               | <ul style="list-style-type: none"> <li>● create breakout rooms.</li> </ul>                                                                                                                               |

\* <https://kidshealth.org/en/teens/test-anxiety.html>

\*\* [https://youtu.be/\\_kGAh3DNJOU?si=4cl270EozmPNivVo](https://youtu.be/_kGAh3DNJOU?si=4cl270EozmPNivVo)

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learner

Show slide 2 and ask participants to follow the instructions:

- *Recollect the previous meeting, choose the most memorable activity for you and write down a post-it note. Fold it and put it into the jar/box.*
- *Randomly, select one post-it note and comment on it.*

**Alternative:** Ask participants to form small groups, decide on the most memorable activity, and put 1 post-it note in the jar from the group.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** Use Mentimeter for participants to individually post their ideas. Encourage comments in plenary as well as in the chatbox.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Test-taking psychology (15 minutes)

**Aim:** To evaluate current classroom attitudes and approaches to testing and identify the sources of students' anxiety

Show slide 5. In pairs/groups, participants reflect on their classroom practice and answer the questions:

- How often do you test your students' knowledge?
- In what ways do you do it?

Play the video **How do you feel about exams?**. In groups, participants compare the students’ feelings about testing to their own students’ attitudes. Take feedback in plenary. Show slide 7. In groups, participants discuss the factors and rate them in order of their probability to cause students’ anxiety.

*How much do you think the following can cause anxiety?*

(Rate the factors in the order of probability: 1 - the most stressful, 9- the least stressful).

- the word “test”
- teacher’s attitude
- teacher’s intonation when announcing tests
- test as a punishment
- teachers’ feedback
- time limit
- peer competition
- air raid alarms
- technical problems

Encourage the teachers to think of other factors that can cause students’ anxiety while test-taking.

**Online version:** Individually, participants use annotation tools for rating by marking the top three factors that cause anxiety.

Keep the initial discussion short and do not conduct feedback until after the video.

**4. Apply: How can teachers prevent or at least decrease students’ anxiety at testing? (20 minutes)**

**Aim:** To select effective ways for reducing the level of students’ anxiety

Show slide 8. In groups, participants discuss possible ways to prevent or reduce students’ anxiety caused by the factors they discussed (slide 7). Participants make a list of their suggestions on posters.

Groups swap posters, read other groups’ suggestions and:

- tick (✓) the points they agree with
- mark with a cross (x) what they think is ineffective
- put a question mark (?) next to what they would like to learn more about.

Groups return to their original posters and analyse the other group’s comments. In plenary, groups comment on the question marks and make any necessary clarifications. Ask what suggestions they find the most useful for their classroom.

**Online version:** Participants work in breakout rooms and post their suggestions on Padlet or any other appropriate online platform. Make sure to prepare a Padlet canvas or any other board beforehand and have the link ready.

**Optional (if time allows):** Distribute Handout 2: Test Anxiety: Recommendations for Teachers. Ask participants to evaluate the strategies recommended for coping with test anxiety. How applicable are the strategies in their teaching context?

**Online version:** Do this in breakout rooms. You could share the Handout in the meeting chat or share the link to a Google Document.

**5. Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9 and ask participants to reflect on the meeting and answer the questions.

Take feedback in plenary

Show slide 10. Ask participants to think about what they are going to do as a result of this meeting. Suggest that participants share 1 or 2 action points, write them on a sticky note and put the notes on the poster.

Tell the participants that in the next meeting, there will be an opportunity for them to share with the group anything they tried out.

**Online version:** Ask participants to write their ideas either in the chat or on a Padlet canvas. Remember to give participants thinking time.

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- What went differently from what you expected? Why so?
- What are your learning points from this TAG meeting?
- What will you change preparing or/and delivering the next TAG meeting?



**Useful links**

Article: **TEST ANXIETY: RECOMMENDATIONS FOR TEACHERS\***

Article: **How Teachers Can Help Students Cope with Test Anxiety | Edmentum\*\***

\* <https://www.edmentum.com/articles/how-teachers-can-help-students-cope-with-test-anxiety/>

\*\* <https://www.edmentum.com/articles/how-teachers-can-help-students-cope-with-test-anxiety/>

# Testing: Changing Teachers' Perspective

## Handout 1

### Testing and Assessment

#### Why testing doesn't work

There are many arguments against using tests as a form of assessment:

- Some students become so nervous that they can't perform and don't give a true account of their knowledge or ability
- Other students can do well with last-minute cramming despite not having worked throughout the course
- Once the test has finished, students can just forget all that they had learned
- Students become focused on passing tests rather than learning to improve their language skills.

#### Making testing more productive

Despite all of these strong arguments for testing, it is very important to bear in mind the negative aspects we looked at first and to try and minimise the effects.

- Try to make the test a less intimidating experience by explaining to the students the purpose of the test and stress the positive effects it will have. Many may have very negative feelings left over from previous bad experiences.
- Give the students plenty of notice and teach some revision classes beforehand.
- Tell the students that you will take into account their work on the course as well as the test result.
- Be sensitive when you hand out the results. Go through the answers fairly quickly, highlight any specific areas of difficulty and give the students their results on slips of paper.
- Emphasise that an individual should compare their results with their own previous scores, not with others in the class.

#### Learning from tests

Finally, it is very important to remember that tests also give teachers valuable information on how to improve the process of evaluation. Questions such as: *"Were the instructions clear?"*, *"Are the test results consistent with the work that the students have done on the*

*course. Why/why not?"*, *"Did I manage to create a non-threatening atmosphere?"* will help the teacher to improve the evaluative process for next time.

#### Alternatives to testing

Using only tests as a basis for assessment has obvious drawbacks. They are 'one-off' events that do not necessarily give an entirely fair account of a student's proficiency. As mentioned above, some people are more suited to them than others. There are other alternatives that can be used instead of or alongside tests.

- **Continuous assessment** Teachers give grades for a number of assignments over a period of time. A final grade is decided on a combination of assignments.
- **Portfolio** A student collects a number of assignments and projects and presents them in a file. The file is then used as a basis for evaluation.
- **Self-assessment** The students evaluate themselves. The criteria must be carefully decided upon beforehand.
- **Teacher's assessment** The teacher gives an assessment of the learner for work done throughout the course including classroom contributions.

#### Dealing with test anxiety

Test anxiety is the nervous feeling students may get when they are about to take a test. It's normal to feel some pressure before an exam, and a little stress can help you focus and do better. But for some people, the worries are so strong that they can't concentrate and don't do as well as they'd like. The more they focus on the negative things that could happen, the stronger the feeling of anxiety becomes. This makes them feel worse and can make them more likely to do poorly on the test.

#### How to overcome test anxiety?

There are lots of ways to stress less over tests.

- Start studying the day the teacher first says there will be an exam. That way you won't be cramming at the last minute.
- Schedule study time. Put it in the calendar or set an alarm on the phone.
- Focus on smaller chunks of material during study sessions so they're easier to handle.
- Ask students in the class if they can study together to keep each other on track.
- Try breathing exercises to relax.
- Remind students that they don't have to get a perfect score on every test, and emphasise real progress every student makes. Everyone slips up, so keep mistakes in perspective. Think of them as chances to learn for the next time.
- Remind students that cramming at the last minute does not help.

#### What if students need help with test anxiety?

If students' test anxiety is too hard to handle alone, they can talk with a parent, teacher, or school psychologist. They can help them learn ways to beat it. They may suggest that a student visit a therapist, who can also help.

Test anxiety won't go away overnight. But dealing with it can help students handle stress better, even when they are not taking exams.

## Handout 2

### TEST ANXIETY: RECOMMENDATIONS FOR TEACHERS

Although some test anxiety can act as a positive motivator for effective achievement, excessive amounts can disrupt a student's ability to perform well and can cause high levels of stress, low self-esteem, poor grades, and negative views of school. Teachers should consider the following recommendations for addressing student test anxiety.

#### To Help Prevent Test Anxiety:

1. **Teach or review effective study and organizational skills** (what to study and how to study).
2. **Note-taking skills** (Outlining, graphic organizers (e.g. mapping))
3. **Time management skills** (Students manage and self-monitor their study time)
4. **Consider requiring students to complete study logs.** These logs should be used to document time spent studying for an upcoming test and be brought in daily for teacher review.
5. **Meet with the student's parents** to request that they monitor the student's study skills at home.
6. **Teach students successful test-taking strategies:**
  - Read or listen to all directions and questions carefully
  - Understanding test time limits and the importance of pacing
  - Do not spend too much time on any one question
  - Skip difficult questions until all other questions have been answered
  - Different test formats (multiple choice, essay, fill in the blank)
7. **Encourage students to seek clarification or additional help, when needed, from the instructor or others.**
8. **Give students practice tests** under simulated conditions and discuss the experience afterwards, along with any concerns they have.

#### H1 Adapted from:

Testing and assessment by Richard Frost, British Council, Turkey

<https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/testing-and-assessment>

TeensHealth

<https://kidshealth.org/en/teens/test-anxiety.html>

**9. Be proactive and notice test anxiety before it becomes a problem.** Look for warning signs in students during testing sessions, such as carelessly hurrying through tests, excessive time spent on a few difficult questions, frequent complaints of physical problems before a test, poor performance on incomplete tests, etc.

**10. Model low levels of anxiety in front of your students.** Research shows a correlation between degrees of tension and uneasiness displayed by teachers and levels of anxiety experienced by students in the classroom.

**11. Examine the results of tests beyond recording grades.** Use tests as tools to focus on areas in which weaker students are less confident, and focus on these areas with the students. Increased confidence is the key to lessened anxiety

12. Teach older students relaxation techniques. Students may be encouraged to listen **to relaxation audio tapes during study sessions**, etc. Teachers may also consider allowing students to listen to approved relaxation tapes with headphones during testing sessions.

#### H2 Adapted from:

Sarah Blake, Cassie Shutt: Practical Recommendations and Interventions: Test Anxiety

<https://www.education.udel.edu/wp-content/uploads/2013/01/TestAnxiety.pdf>

# Developed by Teacher Activity Group Facilitators

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# Mindfulness and Wellness for Stress Reduction and Enhancing Students’ Performance

## Learning outcomes

- Create a calming and supportive classroom environment that promotes mindful learning
- Identify strategies to enhance your students’ mindfulness during lessons

## Preparation for participants

- Read the article **Why Do It - Mindfulness in Schools Project\***

## Overview

| Activity/stage                                                 | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                      | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Video (2 min 22 sec)</li><li>● <b>How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg**</b></li><li>● Article <b>Why Do It - Mindfulness in Schools Project***</b></li><li>● Handout x1</li></ul> |
| 2. Share: What did you do?                                     | 10               |                                                                                                                                                                                                                                                                                          |
| 3. Discuss: The impact of mindfulness on teaching and learning | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                                                                                       |
| 4. Apply: Promoting mindful learning                           | 15               |                                                                                                                                                                                                                                                                                          |
| 5. Reflection and what to do next                              | 10               |                                                                                                                                                                                                                                                                                          |

\* <https://mindfulnessinschools.org/mindfulness-in-education/why-do-it/>  
\*\* <https://www.youtube.com/watch?v=vzKryaN44ss>  
\*\*\* <https://mindfulnessinschools.org/mindfulness-in-education/why-do-it/>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. Show slide 2 and ask participants to continue the statements.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Alternative:** Ask participants to form small groups, decide on the most memorable activity, and put 1 post-it note in the jar from the group.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Slide 3.

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: The impact of mindfulness on teaching and learning (15 minutes)

**Aim:** to identify what mindfulness for teachers is; to find specific ways to use mindfulness techniques for stress reduction and enhancing academic performance.

Slide 4. Introduce learning outcomes.

Show slide 5 and discuss what mindfulness for participants is.

Slide 6. Tell participants they're going to watch a video (2 min 22 sec) **How Mindfulness Empowers Us: An Animation Narrated by Sharon Salzberg\***.

Show Slide 7. Split participants into three groups and assign each group one question to discuss:

*Group 1: What are some specific, everyday ways you think students might 'feed' either the positive or negative wolf in their lives?*

*Group 2: How does practicing mindfulness contribute to stress reduction among students?*

*Group 3: What impact does reduced stress have on their overall wellness and academic performance?*

**Online option:** Use Mentimeter (word cloud) for participants to submit one word they associate with mindfulness at the very beginning of the discussion stage.

Keep an eye on the time but remember to follow the lead of the group. If there's a lot of interest, give them the option of continuing the discussion or moving on to the next activity.

### 4. Apply: Promoting mindful learning

**Aim:** To create a calming and supportive classroom environment that promotes mindful learning

Show slide 9. Split participants into five pairs/groups. Each group gets a Handout with one part of the article. Ask participants to:

- Read their part of the article, and discuss its relevance to their classroom application.
- Suggest at least three strategies/activities to enhance their students' mindfulness during lessons.

**Alternative:** The number of groups is flexible, depending on attendance. Assign two parts per group if necessary.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- share their feelings about the session
- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting. Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

\* <https://www.youtube.com/watch?v=vzKryaN44ss>

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

### Reflection task for participants

Think about the questions and take notes soon after the meeting.

- What did you notice about your thoughts and feelings during the session?
- What aspects of mindfulness would you like to explore further?
- What challenges do you anticipate in maintaining a regular mindfulness practice?
- What support do you need to continue practicing mindfulness?

### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links (optional)

Article **10 tips for mindful teaching**

Article **Mindfulness in Education – A Journey Through Self-awareness & Calm for Young Learners**

\* <https://facultyfocus.aeducation.org/2021-02/ten-tips-for-mindful-teaching.html>

\*\* <https://www.ryangroup.org/blog/mindfulness-in-education-a-journey->

# Mindfulness and Wellness for Stress Reduction and Enhancing Students' Performance

## 5 steps to mental wellbeing

Evidence suggests there are 5 steps you can take to improve your mental health and wellbeing. Trying these things could help you and your students feel more positive and able to get the most out of life.

### 1. Connect with other people

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

### 2. Be physically active

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

### 3. Learn new skills

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
- helping you to build a sense of purpose
- helping you to connect with others

Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4. Give to others

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

Some examples of the things you could try include:

- saying thank you to someone for something they have done for you
- asking friends, family or colleagues how they are and really listening to their answer
- spending time with friends or relatives who need support or company
- offering to help someone you know with DIY or a work project
- volunteering in your community, such as helping at a school, hospital or care home

5. Pay attention to the present moment (mindfulness)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness “mindfulness”. Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.

Source: 5 steps to mental wellbeing - NHS (<https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/>)

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3

Formative Assessment

Learning outcomes

- Explain the key differences between formative and summative assessment.
- Develop a bank of at least three formative assessment activities tailored to different language skills (reading, writing, listening, speaking).

Preparation for participants

Read the articles:

- **Formative assessment | TeachingEnglish | British Council\***
- **Assessment for Learning | TeachingEnglish | British Council\*\***

Overview

| Activity/stage                                 | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                          |
|------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                      | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x1</li></ul>                                                                                                                                                                                                      |
| 2. Share: What did you do?                     | 10               | <ul style="list-style-type: none"><li>● Article <b>Assessment for Learning activities   TeachingEnglish   British Council***</b></li><li>● Video (2 min 56 sec) – <b>Formative vs. Summative vs. Diagnostic Assessment****</b></li><li>● green, yellow and red markers/ pencils/pens</li></ul> |
| 3. Discuss: Types of Assessment we use         | 15               | <b>Online:</b> Set up and share the meeting link.                                                                                                                                                                                                                                              |
| 4. Apply: How to organise Formative Assessment | 20               | Create create breakout rooms.<br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li></ul>                                                                                                                                                      |
| 5. Reflection and what to do next              | 10               | <ul style="list-style-type: none"><li>● share a document that everyone can edit</li><li>● create breakout rooms.</li></ul>                                                                                                                                                                     |

\* <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/d-h/formative-assessment>  
\*\* <https://www.teachingenglish.org.uk/professional-development/teachers/assessing-learning/articles/assessment-learning>  
\*\*\* <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>  
\*\*\*\* <https://www.youtube.com/watch?v=Jl-YgK-l4Sg>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

Online option: If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Types of Assessment we use (15 minutes)

**Aim:** to identify differences between formative and summative assessment

Show slide 4 and introduce the learning outcomes.

Show slide 5 and tell participants they are going to watch a video about types of assessment.

Play the video **Formative vs. Summative vs. Diagnostic Assessment**.

Slides 6. Ask participants to work in groups and discuss what they have learned from the video. Questions for this stage.

- *Why should you implement each assessment?*
- *When should you implement each assessment?*

- *What are some examples of each assessment?*
- *How do you determine the most effective assessment for your students?*

**Online option:** You can do this as a group or split participants into breakout rooms.

#### 4. Apply: How to organise Formative Assessment (20 minutes)

**Aim:** to select activities for formative assessment to try in a class and create a bank of ideas

Show slide 7 and ask participants to work in small groups. Assign one skill to each group (Reading, Writing, Listening, and Speaking).

Share the Handout: *Activities for Formative Assessment*. Give participants time to select appropriate activities according to their assigned skills: Reading, Writing, Listening, and Speaking. Encourage them to create a poster “Bank of Ideas” with the advantages and disadvantages of the top 3 activities they choose.

Continue with poster rotation. Ask participants to tick the activity they would like to try out in their classrooms.

**Online option:** Do this in breakout rooms. You could share the Handout in the meeting chat or share the link to a Google Document. Create a shared document.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

Show slide 8 and ask participants to reflect on the appropriacy of activities to be used in *their class* by colour coding the activities in the list with:

**- green** - ready to use with my students

**- yellow** - need some more time to think about

**- red** - not ready to implement in my teaching context right now.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand

- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give the participants thinking time.

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

Toolkit: **Assessment for Learning Toolkit | Teaching Resources\***

Webinar (63 min): **Formative assessment: from theory to practice – Webinar\*\***

\* <https://www.tes.com/teaching-resource/assessment-for-learning-toolkit-6337093>

\*\* <https://www.youtube.com/watch?v=fV9Y46nVOyl>

# Formative Assessment

## Handout

### Collecting information

#### Draw a face

At the end of an activity or lesson, ask learners to draw a face to show how confident they are about the topic. Smiley face = ready to move on, neutral face = fairly confident, sad face = not confident, need to review.

#### Summary sentence

Ask learners to write one sentence to summarise what they know about the topic at the start or end of a lesson. You could focus this by telling them to include, e.g. what, why or how, etc.

#### Pair share

At the end of a lesson, learners share with their partner:

- Three new things they have learnt
- What they have found easy
- What they have found difficult
- Something they would like to learn in the future.

#### Traffic lights

Give learners red, yellow and green cards (or they can make these themselves at home). At different points during the lesson, ask them to choose a card and put it on their desk to show how much they understand (red = don't understand, yellow = partly understand, green = totally understand).

#### Post-its

Use post-it notes to evaluate learning. Give to groups, pairs or individuals and ask them to answer questions. For example: What have I learnt? What have I found easy? What have I found difficult? What do I want to know now?

#### Draw a square

When a learner has finished a worksheet or exercise, ask them to draw a square on the page. If they do not understand well, they colour it red, if they partly understand, yellow and if everything is OK, green.

#### Not clear

At the end of an activity or lesson or unit, ask learners to write one or two points that are not clear to them. The teacher and class discuss these points and work together to make them clear.

#### Thumbs up!

Check the class's understanding of what you are teaching by asking them to show their thumbs. Thumbs up = I understand; thumbs halfway = I understand some; thumbs down = I don't understand.

#### KWL

At the beginning of a topic, learners create a grid with three columns – what they know; what they want to know; what they have learned. They start by brainstorming and filling in the first two columns and then return to the third at the end of the unit.

#### Most ..... thing

Ask learners what was the most, e.g. useful, interesting, surprising, etc. thing they learned today or in this unit.

#### A, B, C, D cards

Give learners four cards: A, B, C, D (or they can make these themselves at home). Ask questions with four answers, and ask them to show you their answers. You could do this in teams, too.

#### Mini-whiteboards

Ask learners to write their answers on mini-whiteboards or pieces of paper and show them to you (or their peers).

#### Observing

Observe a few learners every lesson and make notes.

#### Feedback sandwich

Use a feedback sandwich to give comments. An example of a feedback sandwich is:

- Positive comment, e.g. 'I like ... because ...'
- Constructive feedback with an explanation of how to improve, e.g. 'This is not quite correct – check the information with .....'
- Positive comment, e.g. 'You have written a very clear and .....'

#### Time in class to make corrections

Give learners time in class to make corrections or improvements. This gives learners time to focus on the feedback that you or their peers have given them, and make corrections. It also tells learners that feedback is valuable and worth spending time on. And, it gives them the opportunity to improve in a supportive environment.

#### Don't erase corrections

Tell learners you want to see how they have corrected and improved their written work before they hand it to you. Don't let them use erasers; instead, tell them to make corrections using a different colour so you can see them and what they have done to make improvements.

#### Learning wall

Make a 'learning wall' where learners can post positive feedback about others.

Peer check.

Three things

At the end of the lesson, ask your learners to make a list of two things they learned, and one thing they still need to learn.

I have a question

At the end of the lesson, ask your learners to write a question on what they are not clear about.

Journals

Ask your learners to keep a learning journal to record their thoughts and attitudes to what they have learned.

Portfolios

Ask learners to keep a file containing samples of their work. This may include work done in class, homework, test results, self-assessment and comments from peers and the teacher.

Reflection time

At the end of the lesson, give learners time to reflect and decide what to focus on in the next lesson.

Source:

Assessment for Learning activities | TeachingEnglish | British Council (<https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/assessment-learning-activities-0>)

Assessment for Learning Toolkit | Teaching Resources ([www.tes.com/teaching-resource/assessment-for-learning-toolkit-6337093](https://www.tes.com/teaching-resource/assessment-for-learning-toolkit-6337093))

Developed by Teacher Activity Group Facilitators

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4

# Motivating Students

## Learning outcomes

- Define different types of motivation in the learning environment.
- Identify and prioritize motivational strategies in your teaching environment.

## Preparation for participants

Read the articles:

- **Read the article\***
- **Watch the video (3 min 32 sec): Teacher talk - Motivating students | TeachingEnglish | British Council\*\***

## Overview

| Activity/stage                                                                           | Timing (approx.) | Materials/preparation                                                                                                                                                                                                              |
|------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                                | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Video(3 min 32 sec): <b>Teacher talk - Motivating students   TeachingEnglish   British Council***</b> link ready to play or share with participants</li></ul> |
| 2. Share: What did you do?                                                               | 10               |                                                                                                                                                                                                                                    |
| 3. Discuss: Why are different types of motivation in the learning environment important? | 15               | <b>Online:</b> Online: Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                         |
| 4. Apply:Motivational strategies                                                         | 20               |                                                                                                                                                                                                                                    |
| 5. Reflection and what to do next                                                        | 10               |                                                                                                                                                                                                                                    |

\* [https://ijbssnet.com/journals/Vol\\_3\\_No\\_24\\_Special\\_Issue\\_December\\_2012/24.pdf](https://ijbssnet.com/journals/Vol_3_No_24_Special_Issue_December_2012/24.pdf)

\*\* <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/video-tips/teacher-talk-motivating-students>

\*\*\* <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/video-tips/teacher-talk-motivating-students>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 1 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms. Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

### 3. Discuss: Why are different types of motivation in the learning environment important? (20 minutes)

**Aim:** To define the role of different types of motivation and their importance in the learning environment.

\* <https://www.youtube.com/watch?v=Jl-YgK-l4Sg>

Show slide 4. Introduce learning outcomes.

Slides 5-6. Ask participants to complete the grid with the given types of motivation and compare their choices in small groups.

Show slide 7 and ask participants to discuss the questions. Refer them to the article they have read as a part of the pre-reading task.

- What is the difference between these types of motivation?
- How do these types of motivation benefit the learning process?
- How can learning difficulties affect motivation?
- Why is it important to balance between these types of motivation?

**Online option:** Use breakout rooms and ask someone in each group to make brief notes of the discussion.

Preparing for the TAG meeting, you might consider the following questions:

- How does motivation differ between various age groups or learning styles?
- What are some practical strategies teachers can use to motivate learners in the classroom?
- What role does feedback play in motivating learners, and how can it be delivered effectively?
- How can teachers incorporate student choice and autonomy to increase motivation?

4. Apply: Motivational strategies (20 minutes)

**Aim:** To identify and prioritize motivational strategies in your teaching environment

Show slide 8. Ask participants to watch the video and share their impressions and discoveries of the video.

Show slide 9 and lead a short discussion:

- What motivational strategies do you already use with your learners?
- What strategies have led to unanticipated consequences? Explain why.
- What strategies would you like to implement in your classroom?

Ask participants to summarise their discussion and make up a list of effective strategies that might work in different learning environments.

**Online option:** You can do this as a group or split participants into breakout rooms.

5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 10. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group but give participants thinking time.

**Alternative:** Show slide 11 and encourage participants to answer the questions.

Reflection task for participants

- Think about the questions and make notes soon after the meeting.
- What do you still need or what support do you require?
- What surprised you or was unexpected during the meeting?
- What excites you about what you learned, or what do you look forward to trying?
- What will you do or try after the meeting?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links (optional)

Article **10 tips for mindful teaching\***

Article **Mindfulness in Education – A Journey Through Self-awareness & Calm for Young Learners\*\***

\* <https://ticonestoga.ca/motivating-your-students-to-learn-what-works-what-doesnt/>

\*\* <https://exeedcollege.com/blog/strategies-to-engage-and-motivate-students-in-classroom/>

# Developed by Teacher Activity Group Facilitators

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# How to Overcome Burnout

## Learning outcomes

- Identify common triggers which cause teachers’ burnout
- Distinguish between points which consume your energy and points which recharge you

## Preparation for participants

- Read the article **Teacher Burnout Statistics: Why Teachers Quit in 2025 | Devlin Peck\***

## Overview

| Activity/stage                                      | Timing (approx.) | Materials/preparation                                                                                                                                                                             |
|-----------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                           | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● A4 paper</li><li>● Video (in this TAG’s folder)</li></ul>                                                                    |
| 2. Share: What did you do?                          | 10               |                                                                                                                                                                                                   |
| 3. Discuss: Unpacking Burnout                       | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms</li></ul> |
| 4. Apply: Identifying Energy Drainers and Recharges | 15               |                                                                                                                                                                                                   |
| 5. Reflection and what to do next                   | 10               |                                                                                                                                                                                                   |

\* <https://www.devlinpeck.com/content/teacher-burnout-statistics>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

Alternative: Show slide 3 and ask participants to:

- Draw a battery and mark the level of your inner charge on a post-it note.
- Share what usually "consumes" your energy.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Slide 4.

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

Online option: You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Unpacking burnout (20 minutes)

**Aim:** to identify what burnout is and its common signs.

Slide 5. Introduce learning outcomes.

Slide 6. Tell participants they're going to watch a video and note down the key points about burnout.

Show Slide 7 and ask participants to answer the questions individually.

Set up the 'Onion rings' ( Divide participants into As and Bs. Participants A make an inner circle, participants B make an outer circle, and stand face to face).

Tell participants they are going to discuss the questions, one at a time, changing partners (the outer circle makes a step to the right, the inner circle stands still) after the signal of your choice.

In plenary, ask participants to share any similarities/differences they heard during the discussions.

Show Slide 8 with the statements and wrap up the discussion referring to them.

**Online option:** Ask participants to discuss the questions in breakout rooms

### 4. Apply: Identifying Energy Drainers and Recharges (15 minutes)

**Aim:** to evaluate what drains your energy and identify what recharges you.

Show Slide 9, share A4 paper and ask participants to:

- draw and fill in the emotional tank(example is on the slide): on the green side is "What helps you to renovate?", on the purple side is "What consumes your energy?"
- work in small groups
- share their emotional tanks with their group
- discuss the questions.

Encourage participants to provide a summary of their discussions.

**Online option:** Ask participants to discuss the questions in breakout rooms, draw their emotional tanks and describe them to their group.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 10. Ask participants to take notes of their reflection on the meeting.

Ask participants to share what they have learned, found interesting and what questions they have. Keep a record to refer to in the next meeting.

Alternative: Show slide 11. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing who will share any notes that were created in today's meeting, when and how they will share them

- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- What do you still need or what support do you require?
- What surprised you or was unexpected during the meeting?
- What excites you about what you learned, or what do you look forward to trying?
- What will you do or try after the meeting?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

**Useful links**



Article: **Teacher burnout and how to avoid it - Education Support\***  
Journal: **Teacher Burnout and Student Learning in Secondary Education in Kalundborg, Denmark**

\* <https://www.educationsupport.org.uk/resources/for-individuals/articles/teacher-burnout-and-how-to-avoid-it/>  
\*\* <https://www.stratfordjournals.com/journals/index.php/journal-of-education/article/download/1867/2382/5838>

# Developed by Teacher Activity Group Facilitators

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## 6

# Artificial Intelligence in English Language Teaching

## Learning outcomes

- Identify the ways to enhance language learning and student engagement by using AI in the classroom
- Evaluate AI-assisted activities to develop learners' speaking skills

## Preparation for participants

- Read Handout 1: **How Teachers Use AI in ELT(Infographics), pp.30-3\***
- Watch the video (3 min 53 sec) **Using AI in the Classroom: Tips and Tricks From Two Teachers.\*\***

## Overview

| Activity/stage                                                        | Timing (approx.) | Materials/preparation                                                                                                                                                                                 |
|-----------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                             | 5                | <ul style="list-style-type: none"> <li>● TAG meeting slides</li> <li>● Handout x2</li> <li>● Video (3 min 53 sec) <b>Using AI in the Classroom: Tips and Tricks From Two Teachers**</b></li> </ul>    |
| 2. Share: What did you do?                                            | 10               |                                                                                                                                                                                                       |
| 3. Discuss: How can using AI contribute to teaching and learning?     | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"> <li>● share your screen and sound</li> <li>● create breakout rooms.</li> </ul> |
| 4. Apply: AI-assisted activities to develop learners' speaking skills | 20               |                                                                                                                                                                                                       |
| 5. Reflection and what to do next                                     | 10               |                                                                                                                                                                                                       |

\* [https://www.teachingenglish.org.uk/sites/teacheng/files/2024-08/AI\\_and\\_ELT\\_Jul\\_2024.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2024-08/AI_and_ELT_Jul_2024.pdf)

\*\* <https://youtu.be/Z0e4eYVb6Cc?si=swQ6dW-OPR-ohqP2>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners  
If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: How can using AI contribute to teaching and learning? (15 minutes)

**Aim:** To identify the ways to use AI in the classroom

Show slide 4 (Learning outcomes).

Split participants into two groups and show slide 5.

In groups, participants brainstorm ideas (group 1 - question 1, group 2 - question 2).

1. *Why do some teachers choose not to use AI in their classroom?*
2. *Why do a lot of teachers choose to use AI in their classrooms?*

\* <https://www.youtube.com/watch?v=Jl-YgK-l4Sg>

Invite participants to share their findings.

Show slide 6 and ask them to discuss the question in the same groups:

*How might the usage of AI be beneficial for both teachers and learners?*

Ask the participants to make a summary about the contribution of AI to teaching and learning based on their group’s discussions.

**Online option (Slide 6):** Do a quick poll or hands up to see who’s watched the video.

**4. AI-assisted activities to develop learners’ speaking skills (20 minutes)**

**Aim:** To evaluate and select AI-assisted activities to develop learners’ speaking skills

Show slide 7 and share handout 2. Ask participants to read it and follow the instructions on the slide.

The handout focuses on three activities to develop speaking skills. Encourage the participants to discuss the ideas from the preparation resources as well if they want.

Participants might want to spend more time discussing ideas from the handout before they select one to try. Be flexible – they can always select the activity they want to try after the meeting.

**Alternative:** Split the participants into three groups, and assign one activity for each group.

**Online option:** Do this in breakout rooms. Participants can share their action points in the chat box afterwards.

**5. Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- 1. How beneficial might AI be in teaching and learning?
- 2. What AI-assisted activities would you like to try in the future?
- 3. Do you agree or disagree with the statement: *“AI can personalize learning experiences, making it more effective and engaging for each student”*.

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?



**Useful links**

**Publication\***

Webinar **How can AI enhance personalised English learning? \*\***

Video(2.35-10.00 min) **3 amazing AI tools for language teachers \*\*\***

\* [https://www.teachingenglish.org.uk/sites/teacheng/files/2024-08/AI\\_and\\_ELT\\_Jul\\_2024.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2024-08/AI_and_ELT_Jul_2024.pdf)

\*\*<https://www.youtube.com/watch?v=aWGXFrvXlcM>

\*\*\* <https://www.youtube.com/watch?v=nTfEPLSy9ZU>

# Artificial Intelligence in English Language Teaching

## Handout 1

### How teachers are using AI in ELT

The 1,348 respondents provided data on what AI tools they use and how they use them. A simple definition of AI headed this section of the survey: ‘AI (artificial intelligence) refers to technologies that mimic human behaviour to conduct tasks normally done by people’. Respondents were then asked to

select from two separate lists: 1) the AI-powered tools they used and 2) the specific tasks they used AI tools for (see Appendix A).

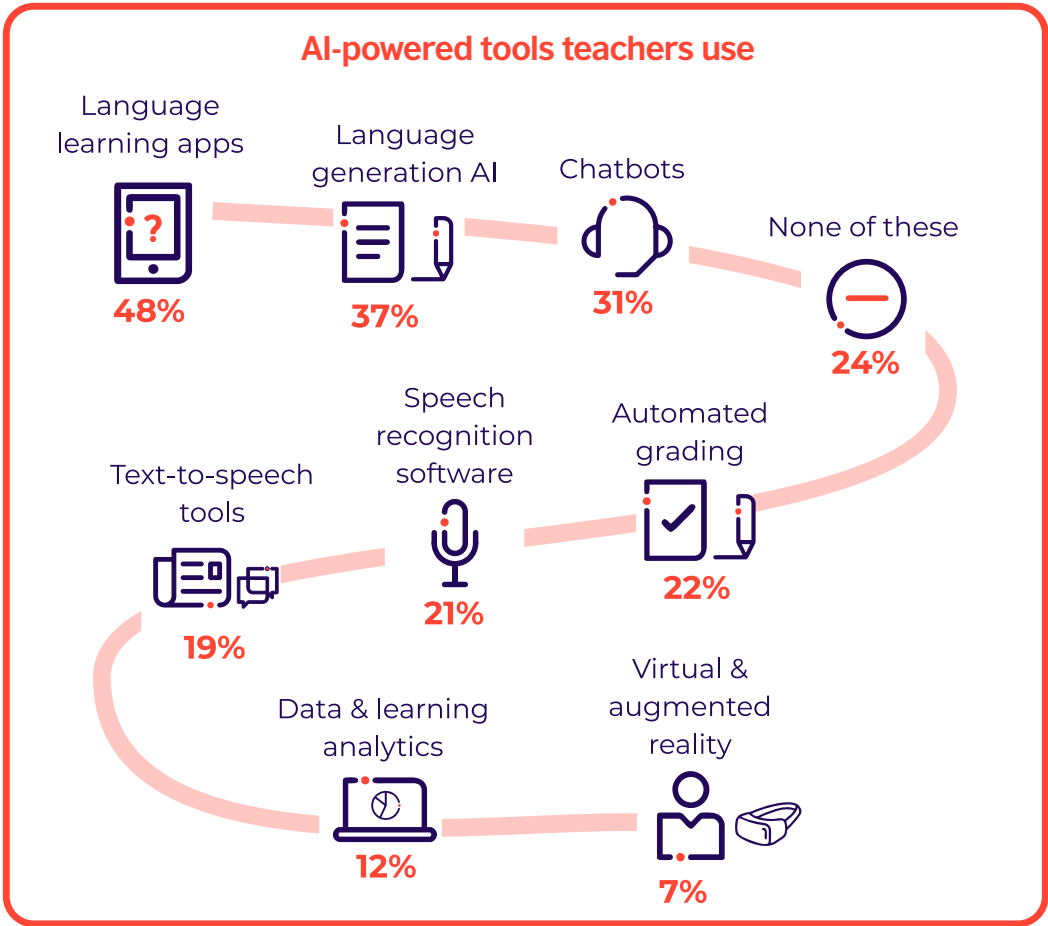


Figure 2A Teacher survey results: Which AI-powered tools teachers use

The most popular AI-powered tools that respondents used were language learning apps (48 per cent). Language generation AI (37 per cent) and chatbots (31 per cent) were the next most widely employed. Automated grading (22 per cent), speech recognition software (21 per cent) and text-to-

speech tools (19 per cent) had fewer reported users. Data and learning analytics tools (12 per cent) and virtual and augmented reality tools (7 per cent) were the least used tools. A significant percentage of respondents (24 per cent) reported that they did not use any of the types of AI tools listed.

Source: [https://www.teachingenglish.org.uk/sites/teacheng/files/2024-08/AI\\_and\\_ELT\\_Jul\\_2024.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2024-08/AI_and_ELT_Jul_2024.pdf)

## Handout 2

### 6. Acting as a practice partner

Learners can interact with AI to practise using English in real time. Below are some examples of how you can encourage this both in and outside of class.

Examples of AI tools useful for this section

For communicating in real time:  
Gemini, ChatGPT, Copilot, Perplexity, Poe

| Acting as a role play partner                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Professional practice: Planning lessons and courses                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Description</b></p> <p>Prompting AI to become a role play partner for learners.</p> <p>You can specify the roles that the AI and learner play, the situation or context, and the level of language and formality.</p> <p><b>What to do</b></p> <ol style="list-style-type: none"><li>1. Think of a role play your learners have done together recently.</li><li>2. Tell AI the situation and aim of the role play, and which of the two roles it will play.</li><li>3. Instruct AI to take turns with you.</li><li>4. Enter the prompt and work through the role play.</li><li>5. Look at what you both said and see what interesting language emerged.</li><li>6. Think about how you could use the roleplay prompt and resulting script with your learners.</li></ol> | <p><b>Benefits</b></p> <p>This kind of practice helps to develop both fluency and accuracy.</p> <p>Practising with a bot is less stressful than with a real person or in real life.</p> <p>An AI bot will keep practising with them for as long as they want it to.</p> <p><b>Challenges</b></p> <p>The AI may produce both parts of the role play if it's not told to wait for the learner to respond before proceeding with the dialogue.</p> <p>The language level of the interaction may start to become too challenging for the learner.</p> |

Imitating people

Professional practice: Using inclusive practices

Description

Prompting AI to act as a famous or fictional person that learners can then interview.

The learners can work in groups to do this in class or individually at home.

What to do

1. Create a fictional persona of someone from a different culture or background to your learners.

2. Include their name, where they're from and some information about their personality and background.

3. Ask AI to answer questions as that person, using the first person 'I'.

4. Interview the AI and decide if this would be a suitable activity for your learners.

Benefits

This can be a motivating way to practise language skills and build knowledge about historical figures or people from other cultures and backgrounds.

Learners may be motivated to communicate with what appears to be a famous person.

Challenges

Learners can get overexcited due to the novelty of this type of interaction. This can affect their focus and the quality of the questions they ask.

Asking AI to imitate real people raises some ethical issues regarding identity and the people's right to control how their identity is used.

Debating partner

Professional practice: Using digital technologies

Description

Prompting AI to be a debating partner for learners.

Once they have debated, the teacher can use the interactions as the basis for language-based tasks and help the learners extract useful expressions from the interaction.

What to do

1. Think of a debate topic that your learners might be interested in.

2. Tell AI to take the opposite view to your own. Instruct it to engage with your arguments and try to prove them wrong.

3. Have a debate with the AI and see how well it argues its case.

4. Think about whether you need to edit and improve your prompt or whether it's ready to use with learners.

Benefits

This gives learners the opportunity to express their views without feeling self consciousness.

They also have the chance to learn from a knowledgeable other (the AI bot), which may help them to expand their ideas and improve their critical thinking.

Challenges

In class, it can be difficult for the teacher to monitor and be aware of the interactions each learner's having with the AI.

The learners may lack the ideas to engage fully with the AI, especially if the AI's arguments are strong.

Source: Peachey, N. (2024:27-29). AI activities and resources for English language teachers. British Council. [https://www.teachingenglish.org.uk/sites/teacheng/files/2025-01/Peachey\\_2024\\_%20AI\\_activities\\_resources\\_English\\_language\\_teachers%20Final%20270125.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2025-01/Peachey_2024_%20AI_activities_resources_English_language_teachers%20Final%20270125.pdf)

# Developed by Teacher Activity Group Facilitators

Alla Hrechuk  
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# 7 Development of Soft Skills in the Classroom Environment

## Learning outcomes

- Identify the benefits of soft skills development in the classroom.
- Suggest practical solutions to foster learners' critical thinking and problem-solving abilities in real-life situations

## Preparation for participants

- Read the article **Skills for the 21st-century workplace** | **LearnEnglish Teens\***

## Overview

| Activity/stage                                                                                    | Timing (approx.) | Materials/preparation                                                                                                                                                                                |
|---------------------------------------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                                         | 5                | <ul style="list-style-type: none"> <li>● TAG meeting slides</li> <li>● Video (2 min 18 sec) <b>What Are Soft Skills?**</b></li> <li>● Handout</li> </ul>                                             |
| 2. Share: What did you do?                                                                        | 10               |                                                                                                                                                                                                      |
| 3. Discuss: Why is it important to develop soft skills in the classroom?                          | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"> <li>● share your screen and sound</li> <li>● create breakout rooms</li> </ul> |
| 4. Apply: <b>Activities that foster learners' critical thinking and problem-solving abilities</b> | 15               |                                                                                                                                                                                                      |
| 5. Reflection and what to do next                                                                 | 10               |                                                                                                                                                                                                      |

\* <https://learnenglishteens.britishcouncil.org/skills/reading/b1-reading/skills-21st-century-workplace>

\*\* <https://youtu.be/Tiy2LONr050?si=thK-84pxjFup7RQZ>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Why is it important to develop soft skills in the classroom? (15 minutes)

**Aim:** To evaluate the importance of SOFT skills and the value of critical thinking and problem-solving activities in class

Show slide 4 and introduce the learning outcomes.

Show slide 5 and tell participants they're going to watch **a video (2 min 18 sec) What Are Soft Skills?**. Ask them to make two lists, soft skills and hard skills, while watching.

Split participants into small groups, and ask them to compare their lists in groups.

Take feedback in plenary.

Show Slide 6. Ask participants to compare their lists against the slide and choose the top 3 most important soft skills from their perspective.

Show slide 7 and ask participants to discuss the questions in the same groups.

Take feedback in plenary.

**Online option:** Split participants into breakout rooms for discussions.

**4. Apply: Activities that foster learners’ critical thinking and problem-solving abilities (20 minutes)**

**Aim:** To suggest practical solutions to foster learners’ critical thinking and problem-solving abilities in real-life situations

Show slide 8 and share the handout: Problem-solving situations. Tell participants they’re going to read some situations, and discuss them using the questions from the slide.

Set a time limit and ask them to be ready to share their solutions with the group.

Online option:

- Share the link before opening breakout rooms and ask each group to record key points from their discussion.
- Ask a volunteer to record key points from a whole group discussion.
- Ask a volunteer to record key points when groups report back after breakout rooms.

**5. Apply: Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Take a moment to think about these questions soon after the meeting and make notes in the learning journal.

- What specific soft skills do you find most crucial in your daily interactions with students? Why?
- How would your learners benefit from real-life, problem-solving activities?
- What was your biggest learning point from today’s meeting?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links**

Article **5 strategies to integrate soft skills in your English classroom \***

Video **Flipping education with soft skills | Adah Zhang | TEDxABQED \*\***

\* <https://www.cambridge.org/elt/blog/2015/10/13/strategies-integrate-soft-skills-class/>  
\*\* <https://www.youtube.com/watch?v=FGilcTUt5k4>

# Development of Soft Skills in the Classroom Environment

## Problem-solving cards

Read a situation and discuss the questions:

- What’s the problem?
- What could be the best possible solution?
- What other soft skills would be involved?

Problem-solving situations:

1. Your friend borrows your favourite book and returns it damaged. What will you do?
2. You and a classmate both want to use the same computer during free time. What can you do to solve this conflict?
3. You have 2 tests on the same day and not enough time to study for both. How do you manage your time?
4. You are working on a group project, and one member is not contributing. They miss meetings and don’t complete their assigned tasks.
5. You feel overwhelmed by the amount of homework assigned each week, impacting your ability to participate in extracurricular activities.
6. During class, many students are distracted by their phones and social media, affecting their focus and learning.
7. You struggle with test anxiety, and a big exam is coming up. What strategies can you use to manage your anxiety?
8. You want to sit with your friends at lunch, but there’s no space at their table. What will you do?
9. You have been put into pairs for science with someone you don’t get on with.
10. You accidentally spill water on your homework before turning it in. How big is this problem and what can you do about it?
11. A group of classmates are all going to the park after school, but they haven’t invited you.
12. Another student interrupts you while you are speaking during a group project. How will you respond?

# Developed by Teacher Activity Group Facilitators

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## 8

# Creating an Engaging Learning Atmosphere in the Classroom

## Learning outcomes

- Identify and discuss creative ways to engage students in class
- Design and exchange creative activities that foster student engagement

## Preparation for participants

- Read the article: **Making Learning last: repetition, variation and rehearsal\***

## Overview

| Activity/stage                                               | Timing (approx.) | Materials/preparation                                                                                                                                                                                 |
|--------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                    | 5                | <ul style="list-style-type: none"> <li>● TAG meeting 11 slides</li> <li>● Video (5 min): <b>Silent Film - The Man And The Thief**</b></li> </ul>                                                      |
| 2. Share: What did you do?                                   | 10               |                                                                                                                                                                                                       |
| 3. Discuss: Ways of engaging learners in a classroom context | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"> <li>● share your screen and sound</li> <li>● create breakout rooms.</li> </ul> |
| 4. Apply: Predict, create, engage                            | 15               |                                                                                                                                                                                                       |
| 5. Reflection and what to do next                            | 10               |                                                                                                                                                                                                       |

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite him/her to do their warmer activity now. Remind him/her to keep it short.

If not, lead a short warmer. Ask Ps to describe their birthday present without naming it. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Ways of engaging learners in a classroom context (15 minutes)

**Aim:** To brainstorm and discuss creative ways to engage students in class

Show slide 4 and introduce the learning outcomes.

Show slide 5, tell participants they are going to work in 2 or 4 groups (depending on the number of participants) and brainstorm ways of engaging students in class. Take feedback in plenary.

Show slide 6 and ask participants to work in the same pairs or groups and discuss the questions:

- What makes creative tasks important in the classroom?

\* <https://infocus.eltnl.com/2018/01/19/repetition-variation-rehearsal/>  
 \*\* [https://www.youtube.com/watch?v=P5MLKUnnT\\_A](https://www.youtube.com/watch?v=P5MLKUnnT_A)

- What are some ways to keep students engaged using the activities from the article you read before the session?
- What are the most effective ways to make traditional lessons more engaging? Why?

Ask participants to share the highlights of their discussions with the rest of the group.

**Note:** Before the discussion starts, ask participants whether they have read the article. If necessary, make changes in the grouping to make sure that in each group, there is someone who has read the article.

**Online option:** Do this in breakout rooms. Participants can share their ideas in the chatbox afterwards.

#### 4. Apply: Predict, create, engage (20 minutes)

**Aim:** To design and exchange creative activities that foster student engagement

Split participants into 3 groups. Show slide 7 and tell participants they're going to watch the video (0.42-3.53) **Silent Film - The Man And The Thief**, and predict the ending. Each group presents the possible ending in their assigned way: storytelling, miming, or drawing.

In case participants feel it is necessary, show slide 8 to show the ending (3.54-5.00).

Take feedback in plenary.

Show slide 8 and ask them to create at least two engaging activities based on the video. Encourage participants to share their activities with the group. Proceed with discussing the questions:

- How can I use activities to create an engaging learning atmosphere for students?
- How will I know that my students liked the activities?

**Online option:** You can split participants into breakout rooms and encourage speakers to share the highlights of the discussion either by voicing or taking notes in a Google document or an Interactive board.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

Ask participants to stand in a circle and encourage volunteers to answer the question of what engaging activity they would like to present to their colleagues, and provide reasons for their choice.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting

- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What was your biggest learning point from today's meeting?
- What were your feelings like while practising?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

Book: **Creativity in the English language classroom** | TeachingEnglish | British Council\*

\* <https://www.teachingenglish.org.uk/publications/resource-books/creativity-english-language-classroom>

# Developed by Teacher Activity Group Facilitators

Alla Shevchuk  
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Vira Zaiats

# The Power of Effective Feedback: Nurturing Growth and Engagement in the Classroom

## Learning outcomes

- Identify the correlation between feedback and learners’ performance.
- Choose feedback techniques to practise in your classroom.

## Preparation for participants

- Read the article: **The importance of feedback\*** (Kerr, P. (2020). Giving feedback to language learners. Part of the Cambridge papers in ELT series), pp.1-5

## Overview

| Activity/stage                                                           | Timing (approx.) | Materials/preparation                                                                                                                                                                             |
|--------------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x2</li><li>● <b>Video (3 min 23 sec)**</b></li></ul>                                                                 |
| 2. Share: What did you do?                                               | 10               |                                                                                                                                                                                                   |
| 3. Discuss: The importance of feedback in the classroom                  | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms</li></ul> |
| 4. Apply: Select a feedback activity or strategy to try in the classroom | 15               |                                                                                                                                                                                                   |
| 5. Reflection and what to do next                                        | 10               |                                                                                                                                                                                                   |

\* [https://www.cambridge.org/us/files/4415/8594/0876/Giving\\_Feedback\\_minipaper\\_ONLINE.pdf](https://www.cambridge.org/us/files/4415/8594/0876/Giving_Feedback_minipaper_ONLINE.pdf)

\*\* <https://www.youtube.com/watch?v=LjCzbSLylwI&t=67s>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

Alternative: Show slide 3 and ask participants to:

Draw a battery and mark the level of your inner charge on a post-it note.

Share what usually "consumes" your energy.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

- Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:
- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage the participants to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: The importance of feedback in the classroom (20 minutes)

**Aim:** To evaluate the importance of feedback in the classroom.

Show slide 4 (Learning outcomes).

Slide 5. Tell participants they are going to watch an animation about effective feedback.

Play the **YouTube video** (3 min 23 sec).

### Optional (before watching the video):

Find out who has read the handout: *The importance of feedback* (Kerr, P. (2020). *Giving feedback to language learners. Part of the Cambridge papers in ELT series*).

Create mixed groups where at least some participants have read the article.

Ask them to share their findings on the characteristics of effective feedback.

### 4. Apply: Select a feedback activity or strategy to try in the classroom (15 minutes)

**Aim:** To select a feedback activity or strategy to try in the classroom

Show slide 6 and lead a brief discussion on question 1.

Share handout 1: *Tips for effective feedback*. Give time for participants to read the ideas and decide which of these things you already do, what you want to do, or what you are not sure about. If there's time, ask volunteers to share in pairs/groups.

Show slide 7 and share handout 2: *Feedback techniques/strategies/frames*. Ask participants to follow with instructions. If there's time, ask participants to share their ideas and get feedback and suggestions from others in the group. If not, don't worry; they can try out their idea before the next meeting and report back on how it went.

If participants have questions, encourage them to explore answers together or suggest places where they could find out more (see Useful links).

**Online option:** You could share the handout in the meeting chat or share the link to a Google Doc.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Conduct a reflection (optional) or give these questions to participants to reflect on after the meeting

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand

- confirming the date and time of your next meeting.
- Online option:** Do this as a group but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- How has this meeting changed your understanding of effective feedback?
- How can your feedback help students enhance their performance?
- Prioritise feedback strategies to try and note them down in your Learning Journal. You can return to your notes later.

**Facilitator reflection**

Take a moment to think about these questions soon after the TAG meeting. You could also discuss them with a colleague or another facilitator.

- Were the participants actively engaged in discussions? How do you know?
- Did the participants identify any feedback strategies they are willing to try in their classroom?
- How confident did participants seem about implementing new feedback strategies?
- What was your biggest learning point from the meeting?

**Useful links**

Article: **All feedback is good feedback. Or is it? Turns out feedback does not always help us thrive. Here’s an alternative approach you can try next time | by Chiara | Medium \***

Video (5 min 40 sec): **Teaching speaking - Unit 8: Feedback | TeachingEnglish | British Council \*\***

Article: **Conducting Feedback on Exercises and Tasks | TeachingEnglish | British Council \*\*\***

Article: **Feedback practices and strategies \*\*\*\***



\* <https://medium.com/@chiarakc/all-feedback-is-good-feedback-or-is-it-a0c51d6fed8f>  
\*\* <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/teaching-speaking/teaching-speaking-unit-8>  
\*\*\* <https://www.teachingenglish.org.uk/professional-development/teachers/managing-lesson/articles/conducting-feedback-exercises-and-tasks>  
\*\*\*\* <https://bit.ly/3Erj2w2>

# The Power of Effective Feedback: Nurturing Growth and Engagement in the Classroom

## Handout 1

### Tips for effective feedback

Read the ideas, decide which of these things you already do, what you want to do, or what you are not sure about.

| Tips                                                                                         | Already do | Want to do | Not sure |
|----------------------------------------------------------------------------------------------|------------|------------|----------|
| 1. Give more constructive and less corrective feedback                                       |            |            |          |
| 2. Use sandwich feedback                                                                     |            |            |          |
| 3. Discuss with learners in advance what the focus of feedback will be                       |            |            |          |
| 4. Experiment with different balances of direct and indirect, delayed and immediate feedback |            |            |          |
| 5. Make feedback specific to different learning tasks                                        |            |            |          |
| 6. Take individual learner differences into account and personalize feedback                 |            |            |          |
| 7. Encourage self-evaluation and peer feedback                                               |            |            |          |
| 8. Use feedback to build motivation and confidence                                           |            |            |          |
| 9. Experiment with different channels for feedback (digital, audio)                          |            |            |          |

| Tips                                                           | Already do | Want to do | Not sure |
|----------------------------------------------------------------|------------|------------|----------|
| 10. Make feedback an integral part of your teaching            |            |            |          |
| 11. Cultivate the culture of a growth mindset in the classroom |            |            |          |
| 12. Mind the language of feedback                              |            |            |          |

# Handout 2

## Feedback techniques/strategies/frames

Choose the technique/strategy/frame you would like to use with your students. Explain why.

Sandwich Feedback:

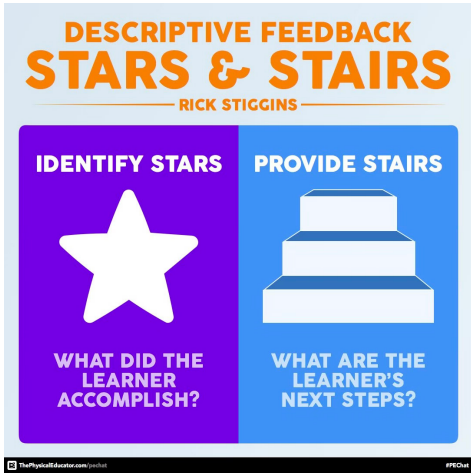
- positive comment
- constructive criticism with explanation of how to improve
- positive comment or contextual comment: X was good ... because .... now/next time ...

Feedback structure:

1. Find 2 successes against the success criteria: what students have achieved in relation to the learning intention/success criteria.
2. Find the part of the work that has the most scope for an immediate ‘jump’ (not simply the worst part).
3. Write a short prompt telling the student exactly what to do for this part of their work.
4. Provide time for them to read, process and respond to your prompt.

### Stars and stairs

The ‘Stars and stairs’ frame could be used with younger students. The teacher can draw a ‘star’ or ‘stairs’ (a jagged line) on the student’s work, with the star indicating what the student is doing well and the stairs indicating steps needed to improve.



For older students, label one section with ‘That’s Good’ for success and ‘Now This’ for improvement feedback. To monitor the actions students take, add a section where students note what they did with the feedback and identify

one or more aspects that they think have really improved. This could be submitted with their improved work.

### Self-assessors

When using a success criteria rubric, older students can complete a frame themselves before receiving feedback to help them become competent self-assessors.

### Students’ feedback sheet

Students record ‘What I did well’ and ‘What I need to do to improve’.

Students record comments in a Learning Log. They can then refer to these comments before they complete similar exercises.

- What Went Well
- Even Better If
- How to Improve
- My Next Steps

Peer feedback form

|                                                                                                                                                                                                                                                                                                   |                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Your name:                                                                                                                                                                                                                                                                                        | Timing (approx.) |
| Peer reviewer's name:                                                                                                                                                                                                                                                                             |                  |
| Title of project:                                                                                                                                                                                                                                                                                 |                  |
| Two compliments about the work are:                                                                                                                                                                                                                                                               | 1.               |
|                                                                                                                                                                                                                                                                                                   | 2.               |
| Two suggestions about the work are:<br><br>(Note: have the peer reviewer use 'I' statements for this step: <ul style="list-style-type: none"><li>● I would like to know more about...</li><li>● I am not sure what this means...</li><li>● I would like to know more details about...</li></ul> ) | 1.               |
|                                                                                                                                                                                                                                                                                                   | 2.               |
| Any other ideas or comments:<br><br>(Note: keep this form to refer to as you revise the work.)                                                                                                                                                                                                    |                  |

Traffic light feedback

Show feedback with a 'traffic light' motif - green (good), amber (okay) or red (incorrect). To do this, create a table with 5 columns and a row for each success criterion. Title the columns: Success criteria, Date, Feedback (this is where you include the traffic light), Action taken (to be completed by student) and Completed.

| Success criteria | Date | Feedback                                                                            | Action taken | Completed |
|------------------|------|-------------------------------------------------------------------------------------|--------------|-----------|
|                  |      |  |              |           |
|                  |      |                                                                                     |              |           |
|                  |      |                                                                                     |              |           |

# Developed by Teacher Activity Group Facilitators

Tetiana Dekshna  
Myroslava Loboiko  
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# Fighting Against the AI or Making It Your Assistant?

## Learning outcomes

- Analyse benefits and drawbacks of using AI tools in a language classroom.
- Select AI tools to increase the quality of the language learning process.

## Preparation for participants

- Read the article **AI in Education: 2025 Statistics Reveal the Future of Learning\***

## Overview

| Activity/stage                                                 | Timing (approx.) | Materials/preparation                                                                                                                                                                             |
|----------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                      | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Video (5 min 22 sec) <b>Is ChatGPT Good or Bad for Public Education?*</b></li><li>● <b>Wordwal***</b></li></ul>              |
| 2. Share: What did you do?                                     | 10               |                                                                                                                                                                                                   |
| 3. Discuss: Pros and Cons of AI Tools in the Classroom         | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms</li></ul> |
| 4. Apply: Smart Selection: AI Tools for the Language Classroom | 15               |                                                                                                                                                                                                   |
| 5. Reflection and what to do next                              | 10               |                                                                                                                                                                                                   |

\*<https://artsmart.ai/blog/ai-in-education-statistics-2025>  
\*\* <https://www.youtube.com/watch?v=zWvIkVVKv14>  
\*\* <https://wordwall.net/resource/86946778/english/would-you-rather>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

**Alternative:** Show Slide 2 and tell participants they're going to read the question on the screen (<https://wordwall.net/resource/86946778>) and make their choice. Ask participants to move to the assigned part of the class according to their choice. Give them some time to discuss reasons for their choice. Repeat the procedure.

Encourage participants to share the highlights of their discussion.

**Online option:** Ask participants to type 1 or 2 in the chat box depending on their choice. Encourage volunteers to share reasons for their choice.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Pros and cons of AI tools in the classroom (20 minutes)

**Aim:** To analyse benefits and drawbacks of using AI tools in a language classroom.

Ask participants to describe the ways they and their students use AI for language learning purposes.

Show Slide 5 and tell participants they're going to watch a video Is ChatGPT Good or Bad for Public Education? about ChatGPT. Play the video (from 0.07 to 5.00).

Show Slide 6 and lead the discussion.

- What are the benefits and drawbacks of using AI?
- What conclusions can you draw from the ways of AI usage in the video?
- How would you assess the results of using different AI tools in your classroom?
- How would you evaluate the influence of AI on the academic performance of your students?

**Online option:** Share the screen and watch the video together, send the link to the article in the chat box.

### 4. Apply: Smart Selection: AI Tools for the Language Classroom (15 minutes)

**Aim:** To select AI tools to increase the quality of the language learning process.

Show Slide 7 and share the handout with recommendations for AI usage.

Ask participants to individually choose the tools they consider suitable for their classroom implementation.

Encourage them to work in small groups, share the tools they have selected and discuss the ways of incorporating them into the language learning process.

Ask groups to nominate speakers to present a 1-minute summary of their discussion.

**Online option:** Use breakout rooms to involve everyone in discussions.

### 5. Apply: Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show Slide 8. Ask participants to think about the reflection questions, and encourage volunteers to share their thoughts on any of them.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting

- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- How can you evaluate the influence of AI tools on your students’ performance?
- How do you feel about implementing AI tools in your teaching process?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links**

Article: **AI in Schools: Pros and Cons | Illinois \***  
Article: **The Role of AI in Modern Education \*\***

\* <https://education.illinois.edu/about/news-events/news/article/2024/10/24/ai-in-schools--pros-and-cons>

\*\* <https://onlineprograms.education.uiowa.edu/blog/role-of-ai-in-modern-education>

# Fighting Against the AI or Making It Your Assistant?

## Handout

### Our recommendations for AI use to develop students’ skills

#### 1. Speaking Skills:

- **Speechling.**  
Justification: Speechling offers personalized speaking practice with native speakers. Learners can record their speech, receive feedback, and improve their pronunciation and fluency. The real-time corrections help students build confidence.
- **Google Assistant / Siri / Alexa**  
Justification: These virtual assistants can be used to practice conversational English in everyday scenarios. They help students engage in real conversations, improving pronunciation, vocabulary, and comprehension.
- **Elsa Speak**  
Justification: Elsa Speak focuses on improving pronunciation using AI-driven speech recognition. It gives feedback on the accuracy of speech, helping learners improve articulation and fluency.
- **Speechgen.io**  
Justification: Speechgen.io is a text-to-speech AI tool that can be used to generate natural-sounding speech. Students can practice listening to AI-generated conversations and try to repeat or respond to them to improve their speaking fluency. It also aids in recognizing how words should be pronounced in various contexts.

#### 2. Writing Skills:

- **Grammarly**  
Justification: Grammarly offers real-time writing feedback, correcting grammar, punctuation, and style. It helps learners understand their mistakes and improve their writing clarity and accuracy.
- **Quillbot**  
Justification: Quillbot uses AI to paraphrase and rewrite sentences. This can help students understand sentence structure, improve vocabulary, and expand their range of expression.
- **Hemingway Editor**  
Justification: This tool simplifies complex sentences and improves readability. It encourages students to write concisely, enhancing their clarity and effectiveness in written communication.

- Twee  
Justification: Twee is an AI tool that helps learners practice and improve their writing in English through structured writing prompts. It can generate ideas, offer suggestions, and help students organize their thoughts, making it easier to write effectively and coherently.

3. Listening Skills:

- Loom  
Justification: Loom is a video messaging tool that allows teachers to send spoken English lessons, tutorials, or explanations. This helps students practice listening to various accents, speaking speeds, and contexts.
- YouTube (AI-generated subtitles)  
Justification: YouTube provides access to numerous English lessons with subtitles. Students can adjust the speed of the video and use AI-generated captions for better comprehension and practice of listening skills.
- Podcasts with AI Transcripts  
Justification: Many educational podcasts offer transcripts powered by AI. These allow students to listen and read along simultaneously, helping with vocabulary acquisition and comprehension.

4. Reading Skills:

- Rewordify  
Justification: This tool simplifies complex texts and allows students to read easier versions of articles or stories. It’s great for vocabulary building, as it helps learners understand difficult words by offering simple definitions.
- Readlang  
Justification: Readlang helps learners read texts in a foreign language (including English) by offering instant translations of unknown words. It allows students to practice reading while learning new vocabulary.
- ScribeSense  
Justification: ScribeSense uses AI to help students read and understand various texts, especially for learners with dyslexia or visual impairments. The AI adapts the text format for easier comprehension and interaction.

Developed by Teacher Activity  
Group Facilitators

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# 11 Dealing with Teacher Stress

## Learning outcomes

- Identify possible sources and causes of teacher stress.
- Identify practical strategies for reducing workplace stress and enhancing overall well-being.

## Preparation for participants

- There is a video in this TAG meeting (3 min 42 sec) on how to avoid stress: **How to avoid burnout - an English for Life lesson\***. You could share the video for participants to watch before the meeting.

## Overview

| Activity/stage                                               | Timing (approx.) | Materials/preparation                                                                                                                                                                                 |
|--------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                    | 5                | <ul style="list-style-type: none"> <li>● TAG meeting 10 slides</li> <li>● Handout</li> </ul>                                                                                                          |
| 2. Share: What did you do?                                   | 10               | <ul style="list-style-type: none"> <li>● Video (3 min 42 sec): <b>How to avoid burnout - an English for Life lesson*</b></li> </ul>                                                                   |
| 3. Discuss: Ways of engaging learners in a classroom context | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"> <li>● share your screen and sound</li> <li>● create breakout rooms.</li> </ul> |
| 4. Apply: Predict, create, engage                            | 15               |                                                                                                                                                                                                       |
| 5. Reflection and what to do next                            | 10               |                                                                                                                                                                                                       |

\* <https://www.youtube.com/watch?v=zi2vvA9tK9U>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Ways of engaging learners in a classroom context (15 minutes)

**Aim:** To identify the main indicators of teacher stress and the beginning of burnout

Show slide 4(learning outcomes).

Show slide 5 and lead the discussion.

Share the handout: "Teacher stress, well-being and stress management". Give time for participants to read it and identify the main indicators of teacher stress and burnout. Encourage some discussion afterwards, either in pairs or as a group.

If participants have questions, encourage them to explore answers together or suggest places where they could find out more (Useful links).

Set the time limit and ask them to be ready to share their ideas with the group.

Encourage participants to share examples of their personal stress-management techniques.

**Alternative 1:** Instead of using the handout to start the discussion, participants may create their list of tips using the template given (slide 6 of the presentation). Set the time limit and ask them to be ready to share their ideas with the group.

Ask them what they would prefer to do.

**Alternative 2:** You can use **Onion rings | British Council\*** for discussion and sharing.

4. Apply: Strategies to manage stress (15 minutes)

**Aim:** To identify practical methods for reducing workplace stress and enhancing overall well-being

Show slide 7. Find out who watched the video for preparation. If some people didn't (or if they can't remember anything about it), you could use the video (3 min 42 sec) **How to avoid burnout - an English for Life lesson** to start the discussion.

Encourage participants to work in groups and discuss the questions:

- What suggestions in the video are suitable for you? Share your ideas.
- Can any of these strategies be helpful for ALL teachers, not just those under stress? Why? Why not?

**Online option:** Ensure that you share your audio while playing the video and/or share the link with participants. If you experience connection or bandwidth problems, please share the video link with participants to watch after the meeting. You can also summarise the video or skip this section and move straight to the discussion. You could also create a shared Google Doc. After watching the video, you can divide the participants into groups. After discussing the questions in small groups, you can bring groups back for a whole-group discussion.

5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal

\* <https://africa.teachingenglish.org.uk/classroom/activities/onion-rings>

- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and take notes soon after the meeting.

- To maintain your energy as a teacher, how do you incorporate self-care practices into your daily routine?
- How ready are you to face any challenges that may arise in your classes (situations that may trigger your emotions while delivering the class) after this TAG meeting?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links

Video (3 min 12 sec): **Jared Scherz - Teacher Stress\***

Article: **Four ways teachers can manage workload and stress | British Council \*\***

Article: **Effective Techniques for Teacher Stress Management & Wellbeing\*\*\***

\* <https://www.youtube.com/watch?v=KLe4Pk-tw7M>

\*\* [https://www.britishcouncil.org/voices-magazine/teachers-manage-workload-stress?utm\\_source=chatgpt.com](https://www.britishcouncil.org/voices-magazine/teachers-manage-workload-stress?utm_source=chatgpt.com)

\*\*\* [https://www.notion4teachers.com/blog/stress-management-techniques-for-teachers?utm\\_source=chatgpt.com](https://www.notion4teachers.com/blog/stress-management-techniques-for-teachers?utm_source=chatgpt.com)

# Dealing with Teacher Stress

## Handout

*'Our teacher is always stressed. All he does is shout, shout, shout. He needs to calm down, stop taking it out on us.'*

### Teachers' feelings are important

Take a moment and think about all the feelings you had yesterday, from the time you got up in the morning to the time you went to bed. What do you notice? Probably a roller-coaster of powerful, overwhelming feelings which can change dramatically in a second. You can be in the depths of despair one minute and then elated the next. Why is this? You were probably dealing with students all day who were experiencing wildly fluctuating emotions and trying to help everyone. Teaching is about managing relationships in an intense, public arena all day. Some emotions will be overwhelming and difficult to manage. They will not be helpful for teaching and learning.

What are the triggers for the unhelpful feelings? What were the triggers for those feelings which impeded teaching and learning? Some of the common causes are:

We try to be perfect. Teachers tell their students that mistakes are good, and we learn from them. And yet, I meet many teachers who strive for perfection in their own work and their own life. They get frustrated when a lesson plan does not work perfectly, when pupils do not understand enough. It is good for us to have high standards, but we must remember that the pursuit of perfection is dangerous. It does not model what we know about learning, that learning takes place when we make mistakes.

We always want to try harder. Teachers are often very hard workers, always trying to do things better. If our students do not understand, we spend longer planning our lessons. If we cannot finish our to-do list, we stay up longer to get through it. Sometimes we spend a lot of time trying harder in the wrong direction. We find things which blatantly do not work, such as staying up late into the night to plan a lesson, which we are then too tired to teach properly, and then we do more of what does not work.

We always want to stay strong. Teachers hate to let people down, which often means we go into work when we are sick, we don't admit we are struggling with a class, and we push our personal and family problems to the back of our minds. Again, this can be useful; we need to be reliable. However, when we insist on always being strong, we ignore our needs, and the pressures build up inside us. That is why so many teachers get sick during the holidays. We need to know when to stop.

So, how about if

- Instead of trying to be perfect, we acknowledge that mistakes can be good.
- Instead of trying harder, we try something different.
- Instead of trying to be strong, we decide to be human.

**Adapted from:** <https://www.teachingenglish.org.uk/professional-development/teachers/understanding-my-professional-identity/articles/teacher-stress>

# Developed by Teacher Activity Group Facilitators

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12

Teaching Effectively  
Across Generations: from  
X to Beta

Learning outcomes

- Identify possible sources and causes of teacher stress.
- Identify practical strategies for reducing workplace stress and enhancing overall well-being.

Preparation for participants

- None

Overview

| Activity/stage                                                    | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                |
|-------------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                         | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x2</li><li>● Warmer: <b>Текстова вишивка (онлайн)*</b></li><li>● Video (from 0:43 sec to 5 min 12 sec) <b>Every Birth Generation Explained in 5 Minutes**</b></li></ul> |
| 2. Share: What did you do?                                        | 10               |                                                                                                                                                                                                                                                      |
| 3. Discuss: Key characteristics of different generations (        | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                                                   |
| 4. Apply: Practical Strategies and Activities for Gen Z and Alpha | 15               |                                                                                                                                                                                                                                                      |
| 5. Reflection and what to do next                                 | 10               |                                                                                                                                                                                                                                                      |

\* <https://vyshyvka.ukrzen.in.ua/>

\*\* [https://youtu.be/Wl1Q8SPK\\_nl?si=Y7xyTyQZqa5WBWua](https://youtu.be/Wl1Q8SPK_nl?si=Y7xyTyQZqa5WBWua)

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

Option 1: Embroidery Invitation

Show slide 2 and invite participants to the embroidery app. Ask them to enter any word they want, and the app will create embroidery for it. They will discover modern ways of embroidering, compare the traditional Ukrainian textiles and rituals, as they were in the past, and their place in the present.

Option 2: Get in order

Ask participants to stand in a line in order of their birthdays (from January 1 to December 31).

Repeat with the following or your own ideas: Stand in order of the length of your journey to school. Stand in order of how many years you’ve been teaching – this time you aren’t allowed to speak.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

### 3. Discuss: Key characteristics of different generations (15 minutes)

**Aim:** To identify general characteristics and learning preferences of every generation.

Show slide 4 and introduce the learning outcomes.

Show slide 5, share Handout 1 and tell participants they're going to watch a video (from 0:43 sec to 5 min 12 sec) Every Birth Generation Explained in 5 Minutes about different generations and take notes on what generation they belong to and which generations they teach.

Show slide 6 and ask participants to discuss the questions and take notes in the table.

Take feedback in plenary.

### 4. Apply: Practical Strategies and Activities for Gen Z and Alpha (20 minutes)

**Aim:** To suggest appropriate activities to use with Generations Z and Alpha.

Show slide 7 and ask participants to:

- work in two groups
- read the article on Handout 2: Understanding Generation Z vs. Generation Alpha
- discuss the article and create a list of tips for teachers on how to work with Generation Z students (group 1) and Generation Alpha students (group 2).

Encourage participants to share their lists and spot similarities and differences in approaches.

Show slide 8 and ask participants to work in the same groups, and suggest at least one activity for their assigned generation.

Groups share their activities and discuss how they can be adapted to a different generation.

**Online option:** Split participants into breakout rooms.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9 and tell participants they're going to reflect on the session, continuing the sentences in the Reflection Wheel. Spin the wheel and invite participants to share their ideas.

<https://wordwall.net/resource/86926355/reflection-wheel>

Alternative: Participants scan the QR code and reflect in groups.

Online option: Participants reflect together as a group or scan the QR code and reflect in breakout rooms.

Show slide 10. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting. Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- How do you feel about using Generation Theory in your classroom?
- What was your biggest learning point from today's meeting?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

Article: **Generational learning \***

Article: **Teaching Across Generations - Governors State University \*\***

\* <https://www.myamericannurse.com/wp-content/uploads/2021/12/an12-Generational-learning-1201.pdf>

\*\* [https://www.govst.edu/ctl/teaching-pedagogical-resources/teaching\\_across\\_generations/](https://www.govst.edu/ctl/teaching-pedagogical-resources/teaching_across_generations/)

# Teaching Effectively Across Generations: from X to Beta

## Handout

Watch the video about different generations and take notes on what generation you belong to and which generations you teach. Complete the first 3 columns while watching the video.

|               | Generation | Strong points | Weak points | How to take advantage of them? | How to apply them in learning English? |
|---------------|------------|---------------|-------------|--------------------------------|----------------------------------------|
| You           |            |               |             |                                |                                        |
| Your students |            |               |             |                                |                                        |
| Your students |            |               |             |                                |                                        |

# Handout 2: Understanding Generation Z vs. Generation Alpha

## Characteristics of Generation Z

Born between 1997 and 2010, Generation Z is known for their problem-solving abilities and multitasking skills. They grew up with the internet, social media, and smartphones, they are highly proficient in navigating digital spaces. However, they tend to have shorter attention spans and often see school as just one of many interests competing for their time.

- Problem-Solving and Critical Thinking: Generation Z excels in critical thinking and prefers experiential learning that allows them to solve real-world problems. Teachers can engage them through project-based learning, where students collaborate on hands-on projects.
- Game-Based Learning Strategies: Familiar with gaming, many Gen Z students respond well to game-based learning strategies. Gamifying lessons with point systems or competitive elements can boost participation and focus.

## Characteristics of Generation Alpha

Generation Alpha, born after 2010, is the first to grow up fully immersed in technology. They are even more connected than Generation Z and have never known a world without smart devices and social media. Alpha students are spontaneous, curious, and highly driven by visual stimuli.

- Visual Learning and Engagement: Generation Alpha thrives on visual and interactive content. Platforms like YouTube, interactive e-books, and AR/VR tools offer immersive learning experiences that resonate with their preferences.
- Curiosity and Personalization: Valuing individuality, Generation Alpha benefits from personalized learning experiences. Adaptive learning technologies that adjust content based on a student’s progress are highly effective for this generation.

## Comparing Generations Z and Alpha

Both generations are digital natives, but Generation Alpha is even more connected and dependent on technology than Generation Z. While both groups require tech-friendly learning environments, Generation Alpha demands a more flexible and personalized approach to education.

### Key Takeaways for Educators

- Utilize multimedia and interactive tools to capture and maintain their attention.
- Develop personalized learning pathways that align with their technological fluency and individual interests.

# Developed by Teacher Activity Group Facilitators

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# How to Bridge Learning Gaps in the Classroom?

## Learning outcomes

- Identify learning gaps and their types.
- Suggest practical strategies on how to deal with learning gaps in the classroom.

## Preparation for participants

- Read the article **Learning Gaps: Types, Examples, and Tips To Solve Them | Sphero\***

## Overview

| Activity/stage                                         | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                      |
|--------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                              | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x2</li></ul>                                                                                                                                                                  |
| 2. Share: What did you do?                             | 10               |                                                                                                                                                                                                                                                            |
| 3. Discuss: Types of learning gaps                     | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms</li><li>● create a shared Google doc or a Padlet canvas.</li></ul> |
| 4. Apply: Practical strategies to bridge learning gaps | 15               |                                                                                                                                                                                                                                                            |
| 5. Reflection and what to do next                      | 10               |                                                                                                                                                                                                                                                            |

\* <https://sphero.com/blogs/news/learning-gaps>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3(see the Facilitator Booklet) or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Types of learning gaps (15 minutes)

**Aim:** To identify learning gaps and their types

Show slide 4 and introduce the learning outcomes.

Show slide 5 and ask participants to recall the time when they faced a significant learning gap at school or university. Lead the discussion in a Think-Pair-Share mode.

Tell participants to work in small groups and define the notion of learning gaps. Invite them to share the definitions.

Show slide 6, share handout 1 and ask participants to read the cases and discuss them using the questions on the slide.

Show Slide 7 and invite participants to compare their findings with the types of learning gaps on the slide.

**Online option:** You could create a shared Google Doc Cases and Questions for discussion (set it so that anyone with the link can read it), or share a link to the Padlet canvas with Cases and Questions for discussion. Split participants into breakout rooms.

### 4. Apply: Practical strategies to bridge learning gaps (20 minutes)

**Aim:** To suggest practical strategies on how to deal with learning gaps in the classroom

Ask participants to work in the same groups.

Show slide 8 and ask participants to follow the instructions.

Share handout 2. Ask participants to read the strategies, tick the ones they think are the most useful and add them to their list.

Alternative: Instead of a list of strategies, participants could create a Mind Map

**Online option:** You could create a shared Google Doc *Questions for discussion* (set it so that anyone with the link can read it) or share a link to the Padlet canvas with the *Questions for discussion*. Ask participants to join their initial Breakout rooms.

### 5. Apply: Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What’s the most important thing you learned today? Why do you think so?
- What surprised you today, and why?
- What do you want to learn more about, and why?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links

Article: **Six Strategies To Address Learning Loss\***

\* <https://varthana.com/school/learning-loss-6-strategies-to-address-it/>

# How to Bridge Learning Gaps in the Classroom?

## Handout 1

### Case Study

**Case 1:** Maria, a 9th-grade student, understands English grammar well but struggles to express her thoughts in spoken English. She hesitates to participate in discussions and often switches to her native language when trying to explain something. Her lack of confidence in speaking prevents her from fully engaging in group activities, presentations, and oral assessments.

**Case 2:** John, a 7th-grade student, can read and understand English texts but struggles with writing. His sentences lack structure, punctuation is inconsistent, and he often repeats ideas instead of developing them. He finds it difficult to write essays, complete assignments, and express himself clearly in written form.

**Case 3:** Ahmed, an 8th-grade student, missed several months of school and never fully learned past tense verbs. He often mixes past and present tenses when speaking and writing. His errors make his communication confusing, and he struggles with past-tense storytelling and narrative writing.

**Case 4:** Sofia, a 10th-grade student, has strong English skills but refuses to participate in class activities. She completes assignments with minimal effort and shows no enthusiasm for learning. Her disengagement affects her academic progress and sets a negative example for peers.

**Case 5:** Leo, a 6th-grade student, comes from a home where English is rarely spoken. He has limited exposure to English outside the classroom and struggles with vocabulary retention. He finds it hard to keep up with reading assignments and class.

# Handout 2

## Strategies

Here are some strategies to help you catch students up to this year's curriculum without risking your "fun teacher" status:

### Chat with their previous teacher

As effective as it is obvious, your class's previous teacher has had a whole year to understand your students — what they've achieved, what might need reinforcing, who's excelling and who might need more support.

Understanding what's tried and true, as well as what approaches need a fresh take, will save time and start the process of getting to know your students.

It also gives you the opportunity to use a great line — 'I've learned so much from (previous teacher) about you!' Showing them you've made an effort to get to know them can pay dividends.

### Review previous summative assessments

Again, obvious, but again, effective. While summative assessments might not give you the most accurate picture (some students might have had an off day, some topics might not have been covered in-depth), it can give you a rough idea of where your students are in their learning journeys.

When checking through assessments, it's good to keep track of their results in the most relevant areas of learning — what they need to know to be successful this year and when they'll need to know it.

### The non-assessment assessment

Diagnosing learning gaps doesn't have to be a boring test. Look for quick, easy, and — most importantly — fun ways to see where your students are up to. Here are a few ideas:

- Have your students draw what they understand about a topic or concept
- Play ice-breaking games that test students' knowledge
- Use a writing game for a quick snapshot of students' writing, spelling, handwriting and language conventions
- Use interactive quizzes to spark memories of past learning and keep an eye out for gaps in knowledge or confidence
- Play 'fictionary' to check students' vocabulary skills and dictionary knowledge
- Have students create videos with 10 facts every student should know about

### Group or one-on-one student interviews

Interviews can be a great and personal way to check students' learning gaps. They don't have to be question and answer — provide materials (paper, pencils, counters, block, etc) and let the student show you what they know. There are four styles of interviews you can perform:

- Structured — using a pre-set list of questions or tasks
- Unstructured — asking any questions and setting tasks you think are relevant at any time

- Semi-structured — having some questions/tasks prepared and following up with unprepared questions
- In-depth — going into detail on a specific topic with specific questions and tasks.

### 5 questions a day

You don't need to use a long, comprehensive formal test. Asking your students just 5 questions about a topic per day can, over a single week, build a comprehensive view of what your students might be missing.

### Base your questions on:

- What's important — what is going to help students succeed this year?
- What's imminent — what is going to help your students soon?
- What's fundamental — what are the core areas of knowledge that should be covered?

Adapted from <https://www.3plearning.com/blog/strategies-bridge-learning-gaps/>

# Developed by Teacher Activity Group Facilitators

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# If Something Goes Wrong

## Learning outcomes

- Evaluate different improvisation strategies and their impact on lesson effectiveness and student engagement.
- Develop practical strategies for teachers to handle unexpected classroom challenges.

## Preparation for participants

- Reflect on a time when a lesson or classroom activity did not go as planned. Think about what strategies you used or what you could have done differently. Be prepared to share an example of an improvised teaching solution with the group.
- Watch the video (7 min 42 sec) before the TAG meeting: **TED Talk – Improvisation in the Classroom.** \*

## Overview

| Activity/stage                                             | Timing (approx.) | Materials/preparation                                                                                                                                                                                  |
|------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                  | 5                | <ul style="list-style-type: none"><li>● TAG Meeting 13 slides</li><li>● Handout: “Real-life Classroom Scenarios”</li><li>● Video (7 min 42 sec): <b>TED Talk*</b></li></ul>                            |
| 2. Share: What did you do?                                 | 10               |                                                                                                                                                                                                        |
| 3. Discuss: The role of improvisation in language teaching | 20               | <b>Online:</b> Set up and share the meeting link. <ul style="list-style-type: none"><li>● Make sure you know how to:</li><li>● share your screen and sound</li><li>● create breakout rooms..</li></ul> |
| 4. Apply: Strategies for teacher improvisation             | 15               |                                                                                                                                                                                                        |
| 5. Reflection and what to do next                          | 10               |                                                                                                                                                                                                        |

\* <https://youtu.be/B20c9-sMVS4?t=305>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To engage participants with a short activity that highlights the need for adaptability.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Suggested Warmer:** “Unexpected Changes”

Start by encouraging participants to work in pairs and describe your last lesson in 30 seconds. Halfway through, interrupt them with a sudden change (e.g., “Now explain it using only three words” or “Switch to a dramatic storytelling style”).

The goal is to challenge them to adjust quickly and think on their feet.

Show slide 3 and ask participants:

- how they felt during the sudden change
- if they have ever faced a similar moment in their teaching where they had to adapt unexpectedly
- how they could use a similar activity with their students.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To consolidate learning from previous experiences and encourage reflection.

- Invite participants to briefly share an instance when they had to change their lesson plan on the spot.
- Encourage discussion around what worked well and what could have been improved.

**Online:** Use breakout rooms for small group discussions before sharing key takeaways with the larger group.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: The Role of improvisation in language teaching (20 minutes)

**Aim:** To evaluate different improvisation strategies and their impact on lesson effectiveness and student engagement

Show slide 5 and introduce the learning outcomes.

Show slide 6 and tell participants they are going to watch part of the **video\*** (3.07-7.42) showcasing real-life examples of teachers adapting on the spot, e.g. modifying lesson plans while responding to student needs, and using creativity when faced with challenges.

Show slide 7. Ask participants to work in small groups or pairs and discuss the questions:

- What is improvisation in the classroom?
- How does improvisation impact student engagement and learning?
- How can teachers prepare for unexpected situations?

**Online Option:** Share your screen with sound while playing the video, and provide the video link in the chat for participants to watch individually if needed. Use a shared Google Doc or any interactive board for participants to write key takeaways.

Show slide 8 with key strategies for improvisation in teaching and ask participants to share which strategies they've used and which they'd like to try out.

### 4. Apply: Strategies for Teacher Improvisation (15 minutes)

**Aim:** To develop practical strategies for teachers to handle unexpected classroom challenges

Show slide 9. Ask participants to form small groups. Distribute the handout: “Real-Life Classroom Scenarios” and encourage participants to discuss or role-play how they would handle the situation. Invite groups to present their key points. You could ask a volunteer to take notes on a poster. If time allows, encourage participants to come up with their example of a real-life scenario.

Show slide 10 and lead a discussion.

Show slide 11 while summing up.

**Online option:** Assign scenarios in breakout rooms, then discuss solutions as a group.

### 5. Apply: Reflection and what to do next (10 minutes)

**Aim:** To wrap up and encourage practical application of improvisation techniques

Show slide 12 and ask participants to reflect on the TAG meeting:

- What is one improvisation technique you will try? Why?
- How can you better prepare a “Plan B” for your lessons?

Agree on who will document and share key takeaways from the session.

Decide if the group wants to continue exploring this topic in future TAG meetings. Confirm the date and topic of the next meeting.

\* <https://youtu.be/B20c9-sMVS4?t=305>

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitator.

- Were participants engaged in the activities and discussions?
- Did they share useful insights or strategies?
- What adjustments could be made for future sessions?



Useful links

Article: “How to Stay Flexible in the Classroom”\*

Webinar (25 min 40 sec): “Creative Solutions for Unexpected Classroom Challenges”\*\*

\* <https://www.edutopia.org/article/learning-be-flexible/>

\*\* [https://www.youtube.com/watch?v=K31AoRS\\_9nE](https://www.youtube.com/watch?v=K31AoRS_9nE)

# If Something Goes Wrong

## Handout Real-Life Classroom Scenarios

| Examples of situations                                                                                                                                                                | Controlled/<br>uncont-<br>rolled | Your action:                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| <b>Technology Failure</b><br><br><b>Scenario:</b> Your lesson plan involves using a PowerPoint presentation, but the projector is not functioning.                                    |                                  | <i>How will you modify the lesson?<br/>Can you use other resources (whiteboard, handouts, discussion)?</i>                |
| Your example:                                                                                                                                                                         |                                  |                                                                                                                           |
| <b>Lack of Student Engagement</b><br><br><b>Scenario:</b> The students are not actively engaged in the activity or discussion.                                                        |                                  | <i>How can you motivate them? Can you change the approach (e.g. a game, a competition, or a different format)?</i>        |
| Your example:                                                                                                                                                                         |                                  |                                                                                                                           |
| <b>Unexpected Interruption</b><br><br><b>Scenario:</b> Someone enters the classroom unexpectedly (e.g. a principal, another teacher) or there is an announcement over the intercom. : |                                  | <i>How do you regain students’ attention after the interruption? Can you use the situation as a learning opportunity?</i> |

|                                                                                                                                       |  |                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------|--|---------------------------------------------------------------------------------------------------------------------|
| Your example:                                                                                                                         |  |                                                                                                                     |
| <b>Students Don't Understand the Task</b><br><br><b>Scenario:</b> Despite your explanation, the students still look lost at the task. |  | <i>How will you quickly clarify without losing the lesson's momentum? Can you use examples or gestures to help?</i> |

**Online option:**

Create a shared document. You could do one of the following:

- Share the link before opening breakout rooms and ask each group to record key points from their discussion.
- Ask a volunteer to record key points from a whole group discussion.

# Developed by Teacher Activity Group Facilitators

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15

Teaching English through Art

Learning outcomes

- Identify various art forms, their benefits, possible challenges and solutions
- Select creative activities that include art forms to try in class.

Preparation for participants

- Read the article: **Art in the classroom | TeachingEnglish | British Council\***
- Watch the video (5 min 43 sec): **Arts Integration: Deepening Understanding of Core Content\*\***

Overview

| Activity/stage                                                  | Timing (approx.) | Materials/preparation                                                                                                                                                                              |
|-----------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                       | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x1</li></ul>                                                                                                          |
| 2. Share: What did you do?                                      | 10               |                                                                                                                                                                                                    |
| 3. Discuss: Exploring Art Forms and Their Educational Potential | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Selecting creative activities                         | 15               |                                                                                                                                                                                                    |
| 5. Reflection and what to do next                               | 10               |                                                                                                                                                                                                    |

\* <https://www.teachingenglish.org.uk/professional-development/teachers/inclusive-practices/articles/art-classroom>

\*\* [https://www.youtube.com/watch?v=IUsWCdu9Q\\_Q&ab\\_channel=Edutopia](https://www.youtube.com/watch?v=IUsWCdu9Q_Q&ab_channel=Edutopia)

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage participants to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Exploring Art Forms and Their Educational Potential (15 minutes)

**Aim:** To identify various art forms, their benefits, possible challenges and solutions. Find out who has read the article **Art in the classroom | TeachingEnglish | British Council**.

Create mixed groups where at least some participants have read the article. Ask them to share what they learned from the article.

If no one has read it, you can either give time for them to read it now or move on. It’s not essential reading for today – participants can always read it afterwards as a review. Show slide 5 and ask participants to discuss the questions.

**Online option:** Do a quick poll or hands up to see who’s read the article. Create breakout rooms and use ‘clever’ assigning to the breakout rooms.

#### 4. Apply: Selecting creative activities (20 minutes)

**Aim:** To select creative activities that include art forms to try in class.

Show Slide 6 and tell participants they're going to read the list of activities from Handout 2. Ask them to tick the ones they like.

Lead a short discussion.

Ask participants to select an activity they would like to try with their learners. Encourage them to think about how you could use or adapt this idea or activity.

In groups, participants share their ideas.

**Online option:** Do this in breakout rooms. Participants can share their action points in the chat afterwards.

Show Slide 7 and tell participants they're going to create art together through making a poster. Ask them to draw their perception of the SWITLO project.

Invite participants to show their posters to other groups and briefly present them.

Ask participants if they prefer to work individually or in pairs as they select their idea. Participants might want to spend more time discussing ideas from the handout before they select one to try. Be flexible – they can always select the activity they want to try after the meeting.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- How do you feel about using Art in your classroom? Why?
- What was your biggest learning point from today's meeting? Why?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

Video (4 min 35 sec) **Art as Text: Bridging Literacy and the Arts\***

Podcast (32 min 06 sec) **How can we use the creative arts to teach English?\*\***

\* [https://www.youtube.com/watch?v=esUawrdkxEo&ab\\_channel=EduTopia](https://www.youtube.com/watch?v=esUawrdkxEo&ab_channel=EduTopia)

\*\* <https://m.youtube.com/watch?v=afyW7MZwQm4>

# Teaching English through Art

## Handout

### Art activities

#### Unfinished picture

Take an incomplete shape/doodle a random, abstract shape or use «Finish the drawing templates» (for younger students). Ask students to use their creative thinking skills, and come up with something off-the-wall to create from the unfinished picture – then go ahead and draw it. They can use the same shape multiple times and draw different creatures or objects every time. [Link 1 for image.](#)

#### Words to Live By Collage

##### Adapted from file

Asking teens what words they live by can be a revealing exercise. Offer a personal example of what words you personally live by. Go around the art table and ask each member what motto they live by. If they do not know what their personal motto is - that is ok. Have a wide variety of quotes available printed on paper and cut into strips. Ask each member of the group to create a collage that represents their “words to live by” quote.

Because it is important for teens to define themselves, often their quotes might reflect a negative or subversive worldview. All views can be discussed in the group. [Link 2 for image.](#)

#### Crumpled Paper Painting

##### Adapted from file 2

Providing activities that cannot be predicted invokes excitement and mystery. Pre-paint sheets of paper with dark blue or black paint and crinkle them up into a ball.

Have the balls of paper set up in each place. Ask teens to create a spontaneous painting using the lines on the crumpled paper. This project can be painted in 3D or 2D formats.

[Link for image 3](#) / [Link for image 4](#)

**Link 1** - <https://i.pinimg.com/474x/91/97/62/9197628ad11695c07df5b4f9c8e45b9a.jpg> <https://worksheets.clipart-library.com/images/cd2cb0c433a6e9e34b893037c3f021f3.jpg>

**File** <https://www.abbotsleaschool.co.uk/wp-content/uploads/2020/04/Words-to-Live-By-Collage.pdf>

**Link 2** <https://i.pinimg.com/736x/9f/cd/e2/9fcde2cbb78bf8756535610a9de054ec.jpg>

**File 2** <https://www.himama.com/learning/child-activities/activity/art-crumpled-paper-painting>

**Image 3** <https://images.freeimages.com/images/large-previews/fa7/wrinkled-crumpled-paper-1196284.jpg?h=350>

**Image 4** [https://static.wixstatic.com/media/4b60e6\\_254f34d38fa1440c801bb85a4633a10a~mv2.jpg/v1/fill/w\\_1000,h\\_796,al\\_c,q\\_85,usm\\_0.66\\_1.00\\_0.01/4b60e6\\_254f34d38fa1440c801bb85a4633a10a~mv2.jpg](https://static.wixstatic.com/media/4b60e6_254f34d38fa1440c801bb85a4633a10a~mv2.jpg/v1/fill/w_1000,h_796,al_c,q_85,usm_0.66_1.00_0.01/4b60e6_254f34d38fa1440c801bb85a4633a10a~mv2.jpg)

# Developed by Teacher Activity Group Facilitators

Anastasia Hedzyk  
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16

Boosting Confidence in Speaking

Learning outcomes

- Identify learners’ speaking challenges
- Suggest effective strategies and activities to maintain learners’ confidence in speaking

Preparation for participants

- Watch a video (1 min 34 sec) about **Challenges for learners with speaking\***
- Watch a part of the webinar (from 14.21 min to 35.21 min) about **How can we create confident speakers?\***

Overview

| Activity/stage                                                                    | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                         | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x1</li></ul>                                                                                                                                                                                  |
| 2. Share: What did you do?                                                        | 10               |                                                                                                                                                                                                                                                                            |
| 3. Discuss: Speaking skills: challenges, traits, and the teacher’s role           | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Create a shared Google document or any interactive board canvas.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Evaluating speaking strategies and activities for classroom application | 15               |                                                                                                                                                                                                                                                                            |
| 5. Reflection and what to do next                                                 | 10               |                                                                                                                                                                                                                                                                            |

\* <https://www.futurelearn.com/info/courses/explore-elt/0/steps/15713>

\*\* [https://www.youtube.com/watch?v=9Ad\\_VNWBGqs](https://www.youtube.com/watch?v=9Ad_VNWBGqs)

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Speaking skills: challenges, traits, and the teacher’s role (15 minutes)

**Aim:** To encourage participants to reflect on current practice and share experience

Show slide 4 (learning outcomes).

Invite participants to split into three groups. Show slide 5 and encourage participants to discuss one question according to their group number (e.g. group 1 - question 1, etc.). Set the time limit (5 minutes).

Regroup participants, making sure that a new group includes 1 representative from each of the groups. Ask participants to share summaries of their groups’ discussions.

Take feedback in plenary.

#### 4. Apply: Evaluating speaking strategies and activities for classroom application (20 minutes)

**Aim:** To encourage participants to evaluate new ideas and suggest their own ones

Show slide 6 and share the handout: “Strategies and activities to boost confidence in learners’ speaking”. Invite participants to individually complete the task in step 1.

Take feedback in plenary.

Ask participants to work in pairs/groups and add two more strategies or activities to boost confidence in speaking.

Encourage participants to share their strategies or activities and think of their classroom application.

**Online option:** Create a shared Google document with the handout and provide participants with the link.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- talk about their learning points from today’s meeting
- note the action plan in their Learning Journal and share it with others.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What are your learning points from today’s meeting?
- What would you like to implement in your classrooms to make your learners confident speakers?
- Which issues of today’s meeting would you like to learn more about?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything *not* go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

The Article: **How to be a confident speaker** | LearnEnglish\*

The Article: **Fluency activities for higher levels** | TeachingEnglish | British Council\*\*

\* <https://learnenglish.britishcouncil.org/english-levels/improve-your-english-level/how-be-confident-speaker>

\*\* <https://www.teachingenglish.org.uk/teaching-resources/teaching-secondary/activities/upper-intermediate-b2/fluency-activities-higher>

# Strategies and Activities to Boost Confidence in Learners’ Speaking

## Handout

### Task:

**Step 1:** Read and mark the following with:

✓ - already do      + - would like to try      ? - need more information

**Step 2:** Add two more strategies or activities to boost confidence in speaking

1. Provide relevant topics for learners to speak up

☐
2. Prepare well

☐
3. Change the way you think about failure

☐
4. Encourage your students to practise positive self-talk

☐
5. Don’t compare your learners

☐
6. Create a friendly environment

☐
7. Give lots of praise

☐
8. Teach basic speaking skills

☐
9. Use technology to help

☐
10. Set clear goals

☐
11. Encourage a Can-Do attitude

☐
12. Encourage peer feedback

☐
13. Talk about nervousness and ways to overcome it

☐
14. “Activity example ‘Just a minute’ Each contestant is given a topic and must talk for one minute about it without hesitating, repeating information or deviating from the topic.”

☐
15. “Activity example ‘Things in common’ Each team is given four pictures (or words) of people, objects or places. One of the four items is the odd one out, and they must decide what three of them have in common.”

☐

Adapted from: Fluency activities for higher levels | TeachingEnglish | British Council, How to be a confident speaker | LearnEnglish

# Developed by Teacher Activity Group Facilitators

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Larysa Pavliuk  
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17

Drama as an Effective  
Method of Teaching English

Learning outcomes

- Identify ways to use the drama method in the language classroom
- Evaluate methods for incorporating drama in the language classroom

Preparation for participants

- Watch the video **The RIGHT Way to Use Theatre in ESL Classes - YouTube\***
- Read the article **10 Methods to Incorporate Drama in the ESL Classroom\*\***

Overview

| Activity/stage                                                      | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                 |
|---------------------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                           | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● <a href="https://wordwall.net/resource/86664547">https://wordwall.net/resource/86664547</a> (online option)</li><li>● Handout x3</li></ul>                       |
| 2. Share: What did you do?                                          | 10               |                                                                                                                                                                                                                                       |
| 3. Discuss: How can drama be used in the language classroom?        | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create a shared document</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Methods for incorporating drama in the language classroom | 15               |                                                                                                                                                                                                                                       |
| 5. Reflection and what to do next                                   | 10               |                                                                                                                                                                                                                                       |

\*<https://www.youtube.com/watch?v=t6qOR0lc9hs>  
\*\* <https://m.busyteacher.org/6048-10-methods-to-incorporate-drama-in-the-esl.html>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

Show slide 2.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss (20 minutes)

**Aim:** To identify how drama can be used in the language classroom effectively

Show slide 3 and introduce learning outcomes.

Find out who has watched the video and if they want to watch it again together. Find out the participants’ impressions of the video.

Remember to check the sound settings while demonstrating a video.

Ask them to fill in the gaps (Handout 1 or **Wordwall\***, depending on the format of the delivery) based on the video they watched before the meeting.

#### Suggested Answers:

1. skills and creativity
2. understanding of storytelling
3. effective communication and teamwork
4. personally and artistically
5. future performances
6. role-playing and improvisation
7. script reading and rehearsals
8. managing time and making creative choices

**Online option:** Share the **link\*** to the Wordwall game. The participants do the activity in breakout rooms.

Slides 5-8. Set up the Moving Lines and invite participants to discuss the questions.

**Online option:** Participants do the activity in breakout rooms.

Moving Lines set up: Divide participants into two groups of equal numbers. (If you have an odd number of participants, participate in the activity yourself.) They form two lines facing one another. Participants exchange information. Then *one* line shifts position so that each participant has a new partner. (The person at the end of the moving line moves to the beginning of the line.) Repeat the procedure.

#### 4. Apply (15 minutes)

**Aim:** To evaluate methods for incorporating drama in the language classroom

Show slide 9. Ask participants to work in groups(2-4 groups). Share the printed copies of handouts 2 and 3. Ask the participants to pick a situation (Handout 2) and suggest the methods (Handout 3) appropriate for dramatizing it in a language classroom. Ask them to justify their choice.

**Online option:** Do this in breakout rooms. Give all the instructions and links to the shared documents with handouts before opening breakout rooms. After closing the breakout rooms, lead the whole-group discussion.

Be flexible with time and procedure.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

If time allows, show slide 10 and encourage participants to reflect on the meeting. If not, click through the slide and ask them to think about the questions and make notes in the learning journal soon after the meeting:

- *In what way do drama activities in the language classroom help motivate students?*
- *What are the benefits of using drama techniques for introducing and reinforcing new vocabulary and grammar?*
- *What challenges might teachers face when using drama in the classroom?*

Show slide 11. Ask participants to choose their action point from today and note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or a facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

Article **Drama Therapy Pie, Methods and Modalities | Imagination Revealed\***

Video (12 min 2 sec) **Creating Drama in the ESL Classroom\*\***

\* <https://www.imaginationrevealed.com/drama-therapy-methods-and-modalities/>

\*\* [https://www.youtube.com/watch?v=\\_LzE2nTNMs0](https://www.youtube.com/watch?v=_LzE2nTNMs0)

# Drama as an Effective Method of Teaching English

## Handout 1

### Task: fill in the gaps

The video discusses the importance of drama classes in developing students' \_\_\_\_\_(1).

In these classes, students participate in various activities, including \_\_\_\_\_(2).

They learn to express themselves and collaborate with others, which enhances their \_\_\_\_\_(3).

The process involves \_\_\_\_\_(4), allowing students to explore different characters.

The text emphasizes the need for \_\_\_\_\_(5) during performances.

It also highlights the challenges students face, such as \_\_\_\_\_(6).

Overall, drama education helps students grow \_\_\_\_\_(7) while preparing them for \_\_\_\_\_(8).

## Handout 2

### Situations

#1

Goal: Decide which restaurant to eat at tonight.

Roles: Three different characters want to eat at different places: at a traditional restaurant, somewhere healthy, and fast food.

#2

Goal: Decide on a weekend group activity.

Roles: The thrill-seeker who wants to go skydiving, the homebody who prefers a cosy movie night, the fitness enthusiast who insists on a long hike.

#3

Goal: Decide how to deal with a ghost haunting your house.

Roles: The sceptic who doesn't believe in ghosts, the ghost hunter who wants to make contact, the terrified roommate who wants to move out immediately, the ghost who just wants to be left alone.

#4

Goal: Choose a new ruler for a kingdom of talking animals.

Roles: The wise old turtle who values tradition, the rebellious young fox who wants radical change, the lazy lion who just wants to keep his title without doing any work, the mischievous monkey who wants power for fun.

# Handout 3

## Methods for Incorporating Drama in the ESL Class

### 1 Act out the Dialogue

One of the easiest ways to incorporate drama in the classroom is to have students act out the dialogue from their textbooks. Simply pair them up, have them choose roles, then work together to act out the dialogue, figuring out for themselves the “blocking,” or stage movements. This is effective for a beginning activity of incorporating drama in the classroom.

### 2 Perform Reader’s Theater

Another good beginning exercise is to do Reader’s Theater. Hand out copies of a short or one-act play, have students choose roles, and then read the play from their seats without acting it out. However, do encourage them to read dramatically, modeling as necessary.

### 3 Act out the Story

If students are reading a short story such as “The Chaser,” about the man who buys a “love potion” for his unrequited love, have students act out the story or part of the story, working in groups and assigning roles and determining the blocking. This is particularly effective with “short-shorts”: brief, one-scene stories with limited characters.

### 4 Write the Dialogue for a Scene

Watch a brief clip of a movie without the sound on. Have students write the dialogue for it and act it out.

## More Advanced Activities

Once students have had some experience with the basics of character, dialogue, and stage movement, they can move on to some more advanced dramatics, involving more of students’ own creativity and critical thinking skills.

### 1 Act out and Put Words to an Emotion

Give students an emotion, such as “anger” or “fear”. Have students, either singly or in groups, first act out that emotion then put words to the emotion.

### 2 Give “Voice” to an Inanimate Object

What would a stapler say if it could talk? Or an apple? Have students write monologues with inanimate objects as the character. A monologue is a short scene with just one character talking, either addressing the audience, God, or himself or herself. Hamlet’s “To Be or Not to Be” soliloquy might also be termed a monologue, for example.

After writing them, students can read the monologues aloud.

### 3 Create a Character

Have students develop a character, writing a one-page profile on the character’s background, appearance, personality, etc. Have them introduce the character to the class, explaining what interests them about their character.

### 4 Write a Monologue

Using the character they’ve already developed, have students write a monologue for that character and then perform it.

### 5 Mime and Dubbing

Have students act out short scenes without dialogue. The rest of the class then supplies the dialogue, developing the “script.”

### 6 Improvise

Put students in groups of two or three, and assign the characters and the situation to the groups, perhaps using 3x5 index cards. Give a time limit of two to three minutes per scene. Students go from there, extemporaneously creating the dialogue and movement themselves.

Drama is an effective tool that can be used to promote interaction and language skills in the ESL classroom as well as create a class bonding experience.

With careful planning, use of drama can enhance your English classroom curriculum.

**Source:** 10 Methods to Incorporate Drama in the ESL Classroom

# Developed by Teacher Activity Group Facilitators

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# Internet Usage and Mental Health

## Learning outcomes

- Evaluate teachers’ and students’ Internet user habits.
- Develop strategies to achieve healthy Internet wellbeing.

## Preparation for participants

- None

## Overview

| Activity/stage                           | Timing (approx.) | Materials/preparation                                                                                                                                                                             |
|------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Video(3 min 39 sec): <b>Digital Wellbeing   Explained in 3 Minutes*</b></li><li>● Handout</li><li>● A4 paper</li></ul>       |
| 2. Share: What did you do?               | 10               |                                                                                                                                                                                                   |
| 3. Discuss: Digital Wellbeing            | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms</li></ul> |
| 4. Apply: Improving Internet user habits | 15               |                                                                                                                                                                                                   |
| 5. Reflection and what to do next        | 10               |                                                                                                                                                                                                   |

\* <https://m.youtube.com/watch?v=RHUbOjm07nw>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

**Alternative:** Show slide 2 and encourage participants to share their feelings.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Digital Wellbeing (20 minutes)

**Aim:** To discuss personal and students' internet habits and analyze the impact of digital habits on mental health

Show slide 4 and introduce learning outcomes.

Show slide 5 and ask participants to:

- split into small groups
- share their user habits on the internet and discuss whether those habits are helpful or harmful

- analyse your students' online habits, highlighting pros and cons.

Show slide 6 and tell participants they're going to watch a video(3 min 38 sec)Digital Wellbeing | Explained in 3 Minutes about Digital Wellbeing. Ask them to take notes of the key ideas.

Show Slide 7 and ask them to discuss the questions based on the video (in the same groups).

Ask participants to share the highlights of their discussions with the rest of the group.

**Alternative:** If time allows, show Slide 8 and ask participants to comment on the quote. If not, skip the Slide.

### 4. Apply: Improving Internet user habits (15 minutes)

**Aim:** to develop ways to improve personal internet habits and implement Internet well-being strategies in real life

Show slide 9 and tell participants they are going to work in 2 or 4 groups(depending on the number of participants) and create:

- a list of tips to maintain mental health and Internet wellbeing (Groups 1 and 2)
- a list of tips to deal with Internet addictions (Groups 3 and 4).

Take feedback in plenary.

Show slide 10 and distribute A4 paper (1 sheet per participant) to all participants. Ask participants to think of one harmful user habit they would like to improve and one strategy they could employ, and write them down.

Participants mingle, comment and add suggestions.

Encourage participants to share their impressions in plenary.

**Online option:** Do this in breakout rooms. Participants can share their action points in the chat afterwards.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

Show Slide 11 and ask participants to pick one question per group and reflect on it.

Show Slide 12 and ask participants to choose their action point from today, and create a commitment card in the Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting

- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

**Useful links**



Watch the video: **How Can Research Empower Teachers to Support Teens’ Digital Wellbeing? | Common Sense Explains\***

Listen to the podcast: **A digital detox podcast | LearnEnglish\*\***

\* <https://www.youtube.com/watch?v=9qsuG-cZ65A>

\*\* <https://learnenglish.britishcouncil.org/skills/listening/b2-listening/digital-detox-podcast>

# Developed by Teacher Activity Group Facilitators

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19

Gamification in Language Teaching

Learning outcomes

- Identify and analyse possible benefits and drawbacks of gamification in English lessons.
- Select and adapt effective games for developing language skills.

Preparation for participants

- Watch the video (2 min 36 sec): **Gamification\***
- Read the articles and choose the activities that you would like to try out:

17 Fun Games to Get World Language Learners Talking | Edutopia\*\*

11 Best Language Learning Games To Make You Fluent\*\*\*

Overview

| Activity/stage                                            | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                         |
|-----------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                 | 5                | <ul style="list-style-type: none"><li>● TAG meeting 10 slides</li><li>● Handout with a Dice Game</li><li>● A set of dice or a link to <b>Random Dice!****</b></li><li>● Video (2 min 36 sec): <b>Gamification*</b></li></ul>                  |
| 2. Share: What did you do?                                | 10               |                                                                                                                                                                                                                                               |
| 3. Discuss: Pros and cons of gamification                 | 20               | <b>Online:</b> Set up and share the meeting link. Create a Padlet canvas/Miro with the game.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Collaborative activity selection and adaptation | 15               |                                                                                                                                                                                                                                               |
| 5. Reflection and what to do next                         | 10               |                                                                                                                                                                                                                                               |

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Suggested warmer:** Show slide 2 and ask participants to identify what kind of teacher/ tutor they are. Encourage two or three participants to share their choices and justify them.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Pros and cons of gamification (15 minutes)

**Aim:** To analyse the pros and cons of incorporating gamification into language learning

Show slide 4 and introduce the learning outcomes.

Show slide 5 and ask participants to form small groups. Share the handout with the board game. Encourage participants to play 1 round of the game or less (set the time limit: 3 min).

Show slide 5 and ask participants to discuss the questions in plenary:

- What was the main purpose of this activity?

\* <https://youtu.be/FbzT4oX6swc?si=ODKOeal4ehd6BCmo>

\*\* <https://www.edutopia.org/article/17-fun-games-to-get-world-language-learners-talking/>

\*\*\* <https://blog.fluent-forever.com/language-learning-games/>

\*\*\*\* <https://www.online-stopwatch.com/chance-games/roll-a-dice/>

- What kind of impact could this activity have on learning?
- How can the activity be adapted to help students improve their language skills?

Show slide 6 and ask participants if they watched the video (2 min 36 sec) **Gamification** about gamification in language teaching.

Ask participants to work in the same groups and discuss the benefits and drawbacks of using gamification in the classroom. Make sure there is a participant who watched the video in each group.

Encourage participants to share the highlights of their discussions with the rest of the group.

**Online option:** Instead of a physical dice and handout, use online boards (Miro, Padlet, etc.) and online **dice**. Share your sound when playing the video or/and share the link with participants. You could use Zoom BORs and Padlet Sandbox/ Miro for group work and presentations.

**Additional information** for facilitators:  
The suggested game can be substituted.

**4. Apply: Collaborative activity selection and adaptation (20 minutes)**

**Aim:** To select and adapt effective activities to try in class

Ask participants to split into 4 groups according to the language skills: reading, writing, listening, and speaking.

Show slide 7 and ask participants to:

- work in groups
- decide on at least 2 games they can use for language learning according to their assigned skill.

Invite groups to present their activities and how they can be used for the particular language skill development. Encourage groups to choose one activity they would like to adopt for their classroom and think of its adaptations.

**Online option:** You could use Zoom BORs and Padlet Sandbox/ Miro for group work and presentations.

**Note:** If the participants feel a lack of experience, they can use the links given in the Useful Links Section.

**5. Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and take notes soon after the meeting.

- What was your biggest takeaway from the meeting?
- How do you think games could help your students learn better?
- What are your main concerns about gamification?
- What's one thing you'll try in your classroom after this?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links**

12 Exciting ESL Classroom Games with Almost Zero Prep (for All Ages) | 2025 Reveals - AhaSlides\*

32 Best Language Learning Games for All Levels - Travel With TMC\*\*

Six great language learning games to try in your classroom\*\*\*

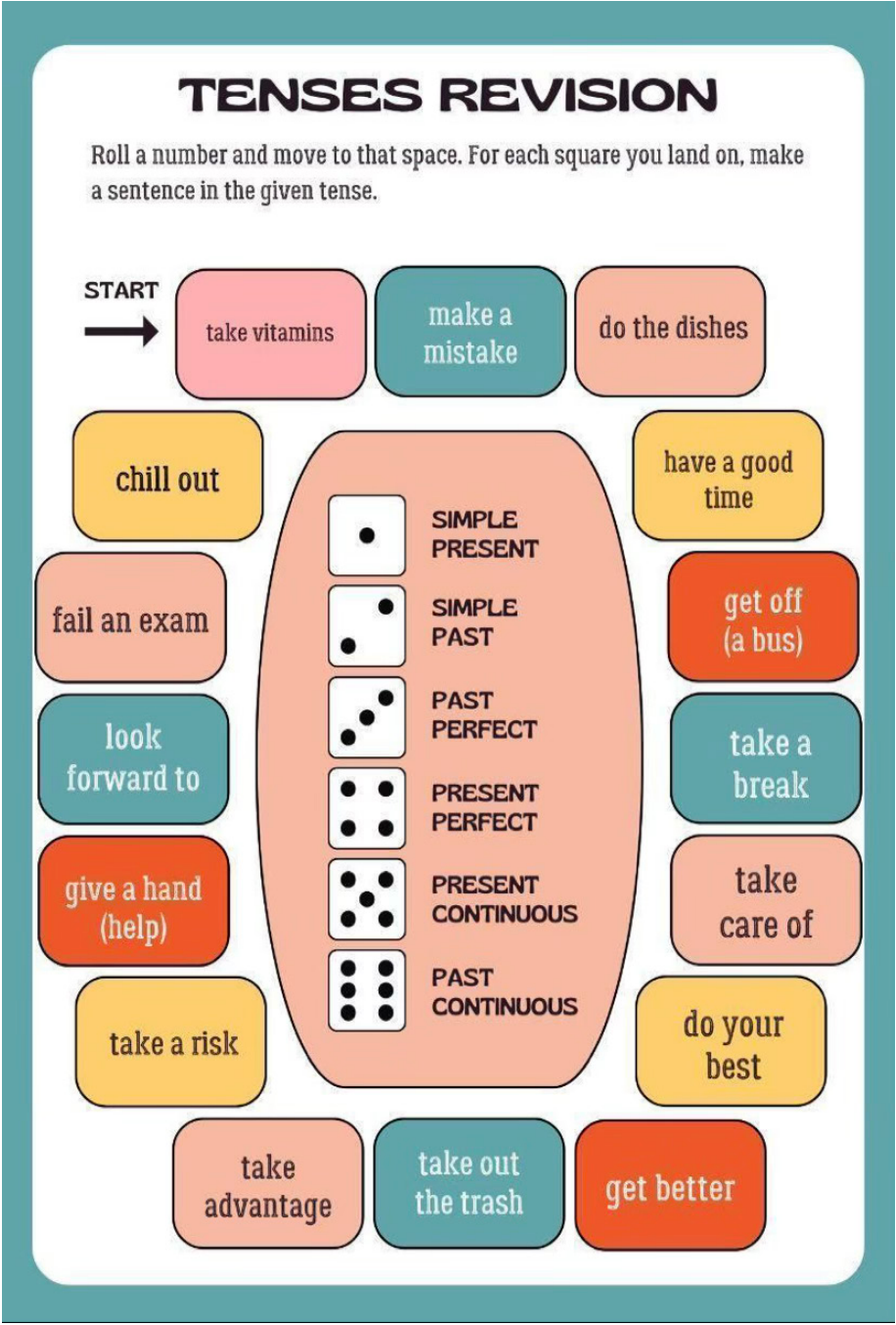
Webinar (56 min 09 sec): **How gamification can be used in ELT\*\*\*\***

\* <https://ahaslides.com/blog/12-exciting-esl-classroom-games-for-all-ages/>  
\*\* <https://www.travelwithtmc.com/best-language-learning-games/>

\*\*\* <https://sanako.com/six-great-language-learning-games-to-try-in-your-classroom>  
\*\*\*\* <https://youtu.be/9QjKSEfYA64>

# Gamification in Language Teaching

Handout: Board game



Source: <https://i.pinimg.com/736x/09/7d/cc/097dcc633afc0abad9965e1d2de5ed66.jpg>

# Developed by Teacher Activity Group Facilitators

Nataliia Chesta  
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# Optimise Your Study Routine: Balance, Focus, and Exam Success

## Learning outcomes

- Identify and prioritise effective strategies and techniques for comprehensive exam preparation.
- Equip teachers with strategies to help students optimise their study routines

## Preparation for participants

- Watch the video (5 min 48 sec): **My study tips\***

## Overview

| Activity/stage                                             | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                |
|------------------------------------------------------------|------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                  | 5                | <ul style="list-style-type: none"><li>● TAG Meeting 10 slides</li><li>● Handouts x1</li><li>● 4 A3 flipchart papers with questions</li></ul>                                                                                                         |
| 2. Share: What did you do?                                 | 10               |                                                                                                                                                                                                                                                      |
| 3. Discuss: Strategies and techniques for exam preparation | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● share a document that everyone can edit</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: How can we support our learners?                 | 15               |                                                                                                                                                                                                                                                      |
| 5. Reflection and what to do next                          | 10               |                                                                                                                                                                                                                                                      |

\* <https://www.youtube.com/watch?v=awU7muK1IkQ>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity

Ask participants to line up facing the word STRESS, with each letter on a separate sheet on the floor, and listen to a statement. If they agree with a statement and consistently follow it, they take one step forward, advancing to the next letter. If they do not agree, they remain where they are. The goal is to be the first to reach the final letter, S, showing that they have the tools to manage stress.

Statements:

1. Organise your notes into different sections and look through them regularly, not just the day before the exam.
2. Develop memory constantly, not just before the exam.
3. Before exams, you follow the timetable in which there are periods for your preparation and times when you take a 15-minute break.
4. You maintain a healthy diet and drink enough water.
5. Before the exam, you should sleep for at least 8 hours
6. You've prepared well for the exam, so the night before the exam shouldn't be too stressful.

**Online option:** Participants are offered a table with the word STRESS listed vertically down the left side. I will read a statement. They listen to the statements and put a mark at the level of the next letter in a column.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last TAG meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened during a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

### 3. Discuss: Strategies and techniques for exam preparation (15 minutes)

**Aim:** To collaboratively identify effective strategies and techniques for comprehensive exam preparation

Show slide 4 and introduce the learning outcomes.

Option 1: Show slide 5, invite participants to work in groups, and encourage them to discuss the questions:

- What techniques do you use to help students
  - improve their memory retention before exams?
  - organize and prioritise their study material in the days leading up to an exam?
- What strategies do you recommend to help students
  - prepare mentally and physically the night before an exam?
  - stay calm and focused on the day of the exam?

Encourage groups to choose a speaker or speakers to present their findings. If time allows, decide on the top 5 most effective strategies and techniques.

You might want to ask someone to collate a list of ideas from the group to share afterwards.

Option 2: Show slide 6 and set up a 'Gallery Walk' Activity (**Gallery Walk - Teach Britannica\***): Invite participants to work in 4 groups. Set the time limit for the first question (3 minutes). Groups rotate to add ideas to the other groups' questions. Every time they are given 2 minutes. When the initial group comes back to their question, they sum up all the ideas.

Questions for discussion (to be written on A3 flipchart papers, 1 question per paper):

- What techniques do you use to help students improve their memory retention before exams?
- How do you help students organise and prioritise their study material in the days leading up to an exam?
- What advice do you give students about preparing mentally and physically the night before an exam?
- What strategies do you recommend to help students stay calm and focused on the day of the exam?

**Online Option:** Use screen sharing to present slides with questions for discussion and 4 breakout rooms. You need to prepare a shared document: either a Google document or any interactive board.

#### 4. Apply: How can we support our learners? (20 minutes)

**Aim:** To empower teachers with strategies to help students optimise their study routines

Show slide 7 and tell participants they are going to watch a part of the video (0:44-3:55) about My study tips. Encourage them to take notes of study tips while watching. Invite them to share the tip they find most useful and come up with the tips that might be missing.

Show slide 8 and set up 3 groups. Share the handout: "Stress before exam: challenging situations". Ask participants to:

- read the challenges the student has.
- suggest their tips and strategies as a teacher.

Participants are encouraged to use both ideas from the video and from their own experience. Set the time limit (5 min).

Encourage participants to share their tips. While one group offers advice, others listen and add any other tips that might be helpful.

**Online option:** Do this in breakout rooms. Participants can share their action points in the chatbox afterwards.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when, and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- Do you think all participants in the TAG feel safe in expressing their feelings? Why/why not?
- As a facilitator, how can you create an environment where everyone feels safe?
- Did any possible topics for future TAG meetings arise in today's meeting? If so, note them down.

\* <https://teachbritannica.com/instructional-strategy/gallery-walk/>

# Optimise Your Study Routine: Balance, Focus, and Exam Success

**Handout:** Stress before exam: challenging situations

**Situation 1:**

My attempt to establish a daily study routine was not successful. I make an effort to finish tasks daily. My usual focus is on just one or two subjects. During the three days before an exam, I lose track of everything and focus solely on studying. Jogging is something I like to do every day, but I often forget to drink enough water, so I'll work on improving my water intake.

**Situation 2:**

I have a hard time staying motivated for exams. Whenever I attempt to study, I am often distracted by social media and other things, which causes me to feel behind despite my efforts to catch up. It's difficult to feel productive while juggling study and personal time. I need to improve my time management and focus.

**Situation 3:**

Exam pressure can cause me to feel quite anxious, which can sometimes lead to burnout. It's a challenge to maintain my concentration during long hours of studying. I'm realising that by the time I get to the truly important material, my focus is gone. I need to come up with a better method for dividing my study sessions and scheduling regular breaks.

Source: self-created

# Developed by Teacher Activity Group Facilitators

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21

Planning a CLIL Lesson:  
Steps, Strategies, and  
Challenges

Learning outcomes

- Identify features, benefits, and common challenges in CLIL lessons.
- Suggest ways to incorporate CLIL into language learning.

Preparation for participants

- Watch the video (2 min 45 sec): **Introduction to CLIL: the 4 C’s\***

Overview

| Activity/stage                      | Timing (approx.) | Materials/preparation                                                                                                                                                                                                      |
|-------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                           | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x2</li><li>● <b>Wordwall**</b></li><li>● Video (3 min 34 sec): <b>Teaching demonstration of a hands-on CLIL lesson in action***</b></li></ul> |
| 2. Share: What did you do?          | 10               |                                                                                                                                                                                                                            |
| 3. Discuss: Characteristics of CLIL | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                         |
| 4. Apply: CLIL in action            | 15               |                                                                                                                                                                                                                            |
| 5. Reflection and what to do next   | 10               |                                                                                                                                                                                                                            |

\* <https://www.youtube.com/watch?v=7QOPHRHJvPc>  
\*\* <https://wordwall.net/resource/87163373>  
\*\*\* [https://youtu.be/m7T2Tn76jGE?si=r9p\\_N0NHuhzCDBTI](https://youtu.be/m7T2Tn76jGE?si=r9p_N0NHuhzCDBTI)

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners  
If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.  
You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Characteristics of CLIL (20 minutes)

**Aim:** To identify features, benefits, and common challenges in CLIL

Show slide 4 and introduce the learning outcomes.

Slide 5. Split participants into four groups and share handout 1. Each group is assigned a specific section of the reading. Ask participants to:

- read their assigned section and discuss the main ideas and key points
- summarize key ideas and create a brief summary highlighting the most important points from their section
- prepare to explain their findings to others in a simple and clear way.

Ask participants to form new groups with at least one representative from each of the original groups. Tell participants they're going to share their group's findings, so everyone gains a full understanding of CLIL(Jigsaw Phase).

Show Slide 6. In plenary, participants discuss the questions.

- *How can CLIL be beneficial in the classroom?*
- *What challenges might CLIL cause? What are the possible solutions?*

**Online option:** Set up the jigsaw activity in breakout rooms.

**4. Apply: CLIL in action (15 minutes)**

**Aim:** To suggest ways to incorporate CLIL into language learning

Split participants into groups, share handout 2: CLIL Lesson Planning and ask them to match the stages of the CLIL lesson with their aims.

**Online option:** You might use **Wordwall** instead of Handout 2.

Show slide 7 and tell participants they're going to watch a video (3 min 33 sec) **Teaching demonstration of a hands-on CLIL lesson in action** and, on tick the observed stages on Handout 2.

Participants name the stages and discuss the questions:

- *What aspects of the CLIL approach in the video stood out to you, and why?*
- *How did the teacher integrate both content and language learning in the lesson? What techniques were particularly effective?*

**5.Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- After today's discussion, what change or strategy would you like to try in your next lesson to incorporate CLIL more effectively? Why?
- What was your biggest learning point from today's meeting, and how might it influence your teaching practice?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links**

Video (2 min 45 sec): **Intro to CLIL: the 4 C's\***

Article: **CLIL: A lesson framework | TeachingEnglish | British Council\*\***

\* <https://youtu.be/7QOPHRHJvPc?si=d3U6A3EYMcZfLg>

\*\* <https://www.teachingenglish.org.uk/professional-development/teachers/knowning-subject/articles/clil-lesson-framework>

# Planning a CLIL Lesson: Steps, Strategies, and Challenges

## Handout 1

### Group 1: Why is CLIL important?

**Stage 1:** Read and Discuss. Read your assigned section. Discuss the main ideas and key points with your group. Use the guiding questions provided to help structure your discussion:

- What are the key reasons for using CLIL in education?
- How does CLIL support both content and language learning?
- What impact does CLIL have on students' motivation and learning outcomes?

**Stage 2:** Summarize Key Ideas

- Create a brief summary highlighting the most important points from your section.
- Prepare to explain your findings to others in a simple and clear way.

#### Why is CLIL important?

With the expansion of the European Union, diversity of language and the need for communication are seen as central issues.

- Even with English as the main language, other languages are unlikely to disappear. Some countries have strong views regarding the use of other languages within their borders.
- With increased contact between countries, there will be an increase in the need for communicative skills in a second or third language.
- Languages will play a key role in curricula across Europe. Attention needs to be given to the training of teachers and the development of frameworks and methods which will improve the quality of language education.
- The European Commission has been looking into the state of bilingualism and language education since the 1990s, and has a clear vision of a multilingual Europe in which people can function in two or three languages.

### Group 2: How does CLIL work?

**Stage 1:** Read and Discuss. Read your assigned section. Discuss the main ideas and key points with your group. Use the guiding questions provided to help structure your discussion:

- What are the main principles and features of CLIL?
- How do teachers balance subject knowledge and language development?
- What strategies and techniques are commonly used in CLIL classrooms?

**Stage 2:** Summarize Key Ideas

- Create a brief summary highlighting the most important points from your section.
- Prepare to explain your findings to others in a simple and clear way.

#### How does CLIL work?

The basis of CLIL is that content subjects are taught and learnt in a language which is not the mother tongue of the learners.

- Knowledge of the language becomes the means of learning content
- Language is integrated into the broad curriculum.
- Learning is improved through increased motivation and the study of natural language seen in context. When learners are interested in a topic, they are motivated to acquire language to communicate
- CLIL is based on language acquisition rather than enforced learning.
- Language is seen in real-life situations in which students can acquire the language. This is natural language development, which builds on other forms of learning.
- CLIL is long-term learning. Students become academically proficient in English after 5-7 years in a good bilingual programme.
- Fluency is more important than accuracy, and errors are a natural part of language learning. Learners develop fluency in English by using English to communicate for a variety of purposes.
- Reading is an essential skill.

### Group 3: The advantages of CLIL

**Stage 1:** Read and Discuss. Read your assigned section. Discuss the main ideas and key points with your group. Use the guiding questions provided to help structure your discussion:

- What are the main benefits of CLIL for students and teachers?
- How does CLIL enhance critical thinking, problem-solving, and communication skills?
- What are some practical examples of how CLIL can be implemented in different subjects?

**Stage 2:** Summarize Key Ideas

- Create a brief summary highlighting the most important points from your section.
- Prepare to explain your findings to others in a simple and clear way.

#### The advantages of CLIL

CLIL helps to:

- introduce the wider cultural context
- prepare for internationalisation
- access International Certification and enhance the school profile
- improve overall and specific language competence
- prepare for future studies and/or working life
- develop multilingual interests and attitudes

- diversify methods and forms of classroom teaching and learning
- increase learner motivation.

Group 4: The Future of CLIL

**Stage 1:** Read and Discuss. Read your assigned section. Discuss the main ideas and key points with your group. Use the guiding questions provided to help structure your discussion:

- How is CLIL evolving in education today?
- What challenges might teachers face in implementing CLIL in the future?
- What role does technology play in the future development of CLIL?

**Stage 2:** Summarize Key Ideas

- Create a brief summary highlighting the most important points from your section.
- Prepare to explain your findings to others in a simple and clear way.

The future of CLIL

There is no doubt that learning a language and learning through a language are concurrent processes, but implementing CLIL requires a rethink of the traditional concepts of the language classroom and the language teacher. The immediate obstacles seem to be:

- Opposition to language teaching by subject teachers may come from language teachers themselves. Subject teachers may be unwilling to take on the responsibility.
- Most current CLIL programmes are experimental. There are few sound research-based empirical studies, while CLIL-type bilingual programmes are mainly seen to be marketable products in the private sector.
- CLIL is based on language acquisition, but in monolingual situations, a good deal of conscious learning is involved, demanding skills from the subject teacher.
- The lack of CLIL teacher-training programmes suggests that the majority of teachers working on bilingual programmes may be ill-equipped to do the job adequately.
- There is little evidence to suggest that understanding of content is not reduced by lack of language competence. Current opinion seems to be that language ability can only be increased by content-based learning after a certain stage.
- Some aspects of CLIL are unnatural, such as the appreciation of the literature and culture of the learner’s own country through a second language.

Until CLIL training for teachers and materials issues are resolved, the immediate future remains with parallel rather than integrated content and language learning. However, the need for language teaching reform in the face of Europeanisation may make CLIL a common feature of many European education systems in the future.

Source: **Content and Language Integrated Learning (CLIL) | TeachingEnglish | British Council**  
<https://www.teachingenglish.org.uk/professional-development/teachers/educational-policies-practices/articles/content-and-language>

Handout 2: CLIL Lesson Planning

- Match Lesson Planning Steps with Descriptions
- Discuss Your Choices

| Step                                            | Purpose                                                                                                                                                                                                    |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Define Content and Language Objectives       | Identify the subject content (e.g., history, science) and the language objectives (skills, vocabulary) for the lesson.                                                                                     |
| 2. Assess Prior Knowledge                       | Determine what students already know about the topic and language. Use activities like brainstorming, quizzes, or discussions.                                                                             |
| 3. Select and Organize Content                  | Choose and adapt appropriate materials (texts, videos, etc.) that support both content and language objectives. Ensure they are suitable for students’ language levels.                                    |
| 4. Plan Activities                              | Design interactive tasks (e.g., group work, peer discussions, role plays) that encourage students to engage with both content and language. Incorporate Bloom’s Taxonomy to promote higher-order thinking. |
| 5. Create Scaffolding for Learning              | Provide scaffolding tools such as sentence starters, glossaries, visual aids, and chunking content to help students grasp both language and content.                                                       |
| 6. Plan Assessment                              | Design formative assessments (e.g., quizzes, peer reviews) to check understanding throughout the lesson, and plan summative assessments to evaluate both language and content knowledge at the end.        |
| 7. Provide Input (Reading, Listening, Watching) | Offer input through different materials (texts, videos, etc.) to help students process content and language. Assign tasks based on Bloom’s Taxonomy to deepen their understanding.                         |
| 8. Promote Cooperative and Peer Learning        | Encourage collaboration through group tasks, peer feedback, and discussions. This helps reinforce learning and allows for peer-to-peer support.                                                            |
| 9. Present and Consolidate Learning             | Have students present their findings to the class, reinforcing content and language skills. Facilitate class-wide reflection and discussion.                                                               |
| 10. Review and Reflect                          | Review whether students have met the learning objectives through self-assessments or class polls. Reflect on the lesson to adapt future teaching strategies.                                               |

# Developed by Teacher Activity Group Facilitators

Liuba Katsaraba  
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# Implementing Voice and Choice Strategies in the Classroom

## Learning outcomes

- Identify key voice and choice strategies and their benefits and challenges.
- Suggest ways of implementing voice and choice strategies in the classroom.

## Preparation for participants

- None

## Overview

| Activity/stage                                           | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Warm-up materials(a jar and pom-poms)</li><li>● Post-it notes</li><li>● Reflection-posters “Rose-Thorn-Bud”</li><li>● Video (1 min 1 sec): <b>60-Second Strategy: Pom-Pom Jar*</b></li><li>● Video (2 min 17 sec): <b>Voice &amp; Choice: Setting the Stage**</b></li></ul> |
| 2. Share: What did you do?                               | 10               |                                                                                                                                                                                                                                                                                                                                                  |
| 3. Discuss: Why is Student Voice important in education? | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                                                                                                                                               |
| 4. Apply:Collaborative planning.                         | 15               |                                                                                                                                                                                                                                                                                                                                                  |
| 5. Reflection and what to do next                        | 10               |                                                                                                                                                                                                                                                                                                                                                  |

\* <https://www.youtube.com/watch?v=B8MAAd3P8Hw&t=7s>  
\*\* <https://www.youtube.com/watch?v=WXg7JI2Ef34&t=127s>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners  
If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

**Alternative:** Show slide 2 and tell participants they're going to watch the video

(1 min 1 sec) **60-Second Strategy: Pom-Pom Jar** and encourage participants to follow the instructions on the slide.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Why is Student Voice important in education? (15 minutes)

**Aim:** To evaluate the significance of the voice and choice strategies and classroom implementation

Show Slide 4 and introduce the learning outcomes.

Slide 5. Tell participants they're going to watch a video (2 min 17 sec) to discover the main idea of the *Voice and Choice strategy* **Voice & Choice: Setting the Stage.**

Slide 6. Put participants into groups and ask them to discuss the questions with a focus on their classroom experience.

Take feedback in plenary.

**Online Option:** Use a discussion board or a shared document for participants to post their ideas. Encourage them to reply to at least one post with their opinion.

### 4. Apply: Collaborative Planning (20 minutes)

**Aim:** To select and adapt strategies to try in class

Show slide 7 and distribute handout 1: *Voice and Choice Strategies*. Ask participants to:

- work in small groups (reading, listening, speaking, writing)
- suggest the ways of implementing at least 2 voice and choice strategies they can use in the classroom according to the language skills (reading, listening, speaking, writing).

Encourage participants to share their ideas in plenary.

**Alternative:** In smaller groups, assign two language skills per group (reading+listening, speaking+writing).

**Online option:** use breakout rooms and ask someone in each group to type the ways of implementing strategies (you can use the chat box or shared GoogleDoc)

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8 and ask participants to reflect on the meeting. Invite them to share their thoughts and choose their action point from today.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Alternative: Ask them to make notes soon after the meeting.

Show slide 9. Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

Useful links



Article: **Students’ Voice and Choice: A Teacher’s Reflection and Strategies | Writers Who Care\***

Resources: **Student Voice and Choice - Common Practices\*\***

Article: **7 Ways to Give Voice and Choice to Students in Classroom Activities\*\*\***

# Implementing Voice and Choice Strategies in the Classroom

## Handout

### Voice and Choice Strategies

Voice Strategies (Encouraging Student Expression)

- Personalized Responses – Let students summarize, react, or give opinions instead of just answering set questions.
- Creative Retelling – Students rewrite or present content in different formats (e.g., skits, comics, diary entries).
- Student-Led Discussions – Allow students to generate their own discussion questions and lead conversations.
- Role-Playing & Debate – Encourage students to take different perspectives in discussions.
- Authentic Audiences – Have students write blog posts, letters, or record videos for real or imagined audiences.
- Think-Pair-Share – Give students time to think independently, discuss with a partner, and then share with the class.

Choice Strategies (Giving Students Decision-Making Power)

- Choice in Content – Offer students options in reading/listening materials or writing topics.
- Choice in Process – Let students choose between independent, pair, or group work.
- Choice in Output Format – Allow students to demonstrate understanding through writing, speaking, visuals, or videos.
- Flexible Listening – Let students adjust the speed of recordings, pause when needed, or choose listening clips.
- Multiple Assessment Formats – Give options like presentations, essays, or creative projects.
- Self-Assessment & Reflection – Let students set goals, track progress, and evaluate their own learning.

\* <https://writerswhocare.wordpress.com/2023/11/13/students-voice-and-choice-a-teachers-reflection-and-strategies/>

\*\* <https://practices.learningaccelerator.org/strategies/student-voice-and-choice-common-practices>

\*\*\* <https://varthana.com/school/7-ways-to-voice-and-choice-to-classrooms-for-students>

# Developed by Teacher Activity Group Facilitators

Daria Bryzhak  
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# Networking & Professional Growth for English Teachers

## Learning outcomes

- Identify different perspectives of professional networking for career growth and collaboration.
- Plan joint projects and knowledge-sharing initiatives.

## Preparation for participants

- Watch the video: **British Council: building connections\***
- Think about professional learning networks they are already members of.

## Overview

| Activity/stage                                                                          | Timing (approx.) | Materials/preparation                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                               | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout x2</li></ul>                                                                                                          |
| 2. Share: What did you do?                                                              | 10               |                                                                                                                                                                                                    |
| 3. Discuss: What are the benefits of PLN for the professional development of a teacher? | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Finding your PLN                                                              | 15               |                                                                                                                                                                                                    |
| 5. Reflection and what to do next                                                       | 10               |                                                                                                                                                                                                    |

\* <https://www.youtube.com/watch?v=PkBitGMEIGw>

# Facilitator Notes

## 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea. After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

## 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone. Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

## 3. Discuss: What are the benefits of PLN for the professional development of a teacher? (20 minutes)

**Aim:** To identify different perspectives of professional networking for career growth and collaboration

Show slide 4 (Learning outcomes).

Show slide 5 and ask participants to discuss the questions.

Show slide 6 and share handout 1: Building Your Professional Learning Network, and ask participants to read about the types of PLNs. Ask which networks they find relevant to their professional needs and why.

**Online option:** Split participants into breakout rooms. Share the article’s link or send a handout as a separate PDF file.

## 4. Apply: Finding your PLN (15 minutes)

**Aim:** To select a PLN for potential involvement

Show slide 7 and share handout 2: Types of PLNs. Ask participants to look through the handout and follow the instructions on the slide.

Ask participants if they prefer to work individually or in pairs as they select their idea.

Participants might want to spend more time discussing ideas from the handout before they select one to try. Be flexible – they can always select the activity they want to try after the meeting.

**Online option:** Do this in breakout rooms. Participants can share their action points in the chat afterwards.

## 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

Show slide 8. If participants identified a strategy or idea during the previous activity, they should be ready to note it down as an action point in their Learning Journal.

Ask participants what they’ve chosen to do and remind them to come to the next TAG meeting ready to share what they did and what they learned.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time.

**Online option:** Do this as a group, but give thinking time.

## Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- Do you think all participants in the TAG feel safe in expressing their feelings? Why/why not?
- As a facilitator, how can you create the environment where everyone feels safe?
- Did any possible topics for future TAG meetings arise in today’s meeting? If so, note them down.



## Useful links

Article: **World Teachers’ Day: 5 benefits of networking in education\***

Article: **Creating a professional development plan\*\***

\* <https://www.cambridge.org/elt/blog/2022/10/04/world-teachers-day-teacher-networking/>

\*\* <https://assets.cambridgeenglish.org/eazines/teaching-challenges/creating-professional-development-plan-w5e1-2-preparing-your-cpd-plan.pdf>

# Networking & Professional Growth for English Teachers

## Handout 1

### Building Your Professional Learning Network

- National and international educator organizations. There are many organizations focused on content areas or more that are globally focused. Explore the offering in your community and state, or even look at the national or international level. One that has made a tremendous impact on my work is the International Society for Technology in Education (ISTE). There are discussion forums, webinars, chats, learning events, and an annual conference for educators to attend.
- State education organizations. There are state-level educator organizations that are focused on content or grade levels that offer a variety of opportunities for educators. Whether there are networking events like local meet-ups, conferences and online learning programs such as webinars, or options through social networks, these are ways to build and connect with a PLN. I am a member of PAECT, the Pennsylvania ISTE affiliate, and there are regional events held in person and virtually. Many other states also have ISTE-affiliate organizations that would be great to explore.
- Social media networks. Choose one of the social media networks to build your online presence. Whether it is through a Facebook, LinkedIn, or a Twitter account, there are educators connecting and sharing ideas in these spaces. Participate in a Twitter chat, or join one of the Facebook or LinkedIn educator communities.
- Using Discord as a space to collaborate and exchange ideas has been a new and fun addition to my PLN. There are many groups that you can participate in, and I stay the most active in the EduMatch group, where there are topics for conversation, fun icebreakers, and a new space to connect and learn together.
- Edtech programs. Whether becoming certified in a specific area of focus, such as Microsoft Educator or Google Certified Educator or Innovator, or becoming an ambassador for one of the many edtech companies, you'll find many opportunities to be part of a community. They all offer ways to engage in PD during a time that meets our schedule, and they offer events throughout the year to share new ideas and connect educators.
- Local PLNs. Schools are a great option for forming a PLN through committee involvement or PLCs. These groups can be created to explore a specific focus, explore different methods of learning, or collaborate in a book study or other self-directed initiatives that teachers select to explore more personalized professional development.

Source: <https://www.edutopia.org/article/professional-learning-networks-teachers>

## Handout 2

### Types of PLNs

| National and international educator organizations | State education organizations |
|---------------------------------------------------|-------------------------------|
|                                                   |                               |
| Social media networks                             | Edtech programs               |
|                                                   |                               |
| Online networking                                 | Local PLNs                    |
|                                                   |                               |

# Developed by Teacher Activity Group Facilitators

Anna Kynal  
Olena Kukharets  
Yuliia Lysiuk  
Lesia Yavorska

# Learning English Through Reading

## Learning outcomes

- Explore and evaluate digital reading tools.
- Trial effective tools for encouraging students to read.

## Preparation for participants

- Register at **Nearpod\*** and **Actively Learn: ELA, Science, and Social Studies Platform | McGraw Hill\*\***

## Overview

| Activity/stage                               | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                      |
|----------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                    | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Handouts x1</li></ul>                                                                                                                                                                              |
| 2. Share: What did you do?                   | 10               |                                                                                                                                                                                                                                                                            |
| 3. Discuss: Digital reading tools evaluation | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Create a shared Google document or any interactive board canvas.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Tool application and analysis      | 15               |                                                                                                                                                                                                                                                                            |
| 5. Reflection and what to do next            | 10               |                                                                                                                                                                                                                                                                            |

\* <https://nearpod.com/>

\*\* <https://www.mheducation.com/prek-12/program/microsites/actively-learn.html?redirected=true>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

**Optional warmer:** Invite participants to make a circle and say their name along with an adjective describing their reading habit (preferably, starting with the same letter), e.g. Scientific Svetlana.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Digital reading tools evaluation (20 minutes)

**Aim:** To practically explore and evaluate digital reading tools

Show slide 5 and encourage participants to share their experience in plenary.

Show slide 6, share the handout: *"Interactive Resources List"*, and invite participants to complete the task in a Think-Pair-Share mode **(16 Variations on Think-Pair-Share to Keep Students Engaged)\***:

\* <https://www.edutopia.org/article/think-pair-share-variations-16-ways-up-your-game/>

- Individually, look through the handout and:
  - identify the tools you have already used
  - select 3 tools you are interested in exploring
- In pairs, share and decide on two tools, explore them together and discuss how they can benefit your learners.
- In plenary, present insights from your discussion.

**Online option:** Put the participants into Zoom breakout rooms to discuss, and use any online board or a shared document for them to present.

### 4. Apply: Tool application and analysis (15 minutes)

**Aim:** To trial effective tools for encouraging students to read

Slides 7 and 8. Ask participants to split into two groups. Invite participants to:

- follow the corresponding link and experiment with the platform
- make a list of advantages and disadvantages of using them for encouraging students to read using a corresponding platform
- consider how these platforms could be used to create a specific classroom activity that promotes active reading and critical thinking.

Take feedback in plenary.

**Online option:** Ask participants to share their ideas on a shared Google document or any interactive board you choose.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and take notes soon after the meeting.

- What surprised you most of all?
- Were there any challenges? How did you deal with them?
- What new ideas do you have? What would you like to try?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

**Useful links**



**Reading Comprehension Strategies Reference Chart\***

Article: **Motivating Students to Read | Edutopia\*\***

Article: **4 Interactive Tools To Help Learners Build Reading Skills | ISTE\*\*\***

\* <https://www.scholastic.com/content/dam/teachers/lesson-plans/migrated-files-in-body/9SixComprehension.pdf>

\*\*<https://www.edutopia.org/blog/motivating-students-read-donna-wilson-marcus-conyers>

\*\*\* <https://iste.org/blog/4-interactive-tools-to-help-learners-build-reading-skills>

# Learning English Through Reading

## Handout

Here are some interactive resources for teaching reading that make learning engaging and effective:

**1. Digital Storytelling Tools**

*Engage students by letting them create and interact with stories.*

- **Storybird** – Students can create illustrated stories based on different themes.
- **Book Creator** – Allows students to make interactive books with text, images, and audio.

**2. Gamified Reading Platforms**

*Turn reading into a fun challenge!*

- **ReadTheory** – Personalized reading comprehension exercises with quizzes.
- **Newsela** – Real-world news articles adapted to different reading levels.
- **Epic!** – A huge library of digital books with quizzes and videos.

**3. Interactive Comprehension Games**

*Help students practice comprehension in a fun way.*

- **Kahoot!** – Create quiz games to test comprehension.
- **Quizizz** – Allows students to answer questions at their own pace.
- **Baamboozle** – Play team-based reading comprehension games.

**4. Virtual Escape Rooms**

*Solve reading puzzles to escape!*

- **Google Forms Escape Rooms** – Create a reading-based escape room with comprehension questions.
- **Breakout EDU** – Ready-made literacy escape rooms for students.

**5. Interactive Story-Based Websites**

*Students read and make choices that change the story.*

- **Twine** – Create and explore interactive fiction stories.
- **Choose Your Own Adventure Books** – Classic interactive reading experience.

**6. Augmented Reality (AR) Reading Apps**

*Bring reading to life!*

- **Quiver** – Turns illustrations into interactive 3D models.
- **Narrator AR** – Encourages early readers through animated text.

**7. Actively Learn** – A digital reading platform offers a catalogue of articles and texts suitable for elementary and secondary students.

**8. Nearpod** – Interactive presentation tool that allows teachers to incorporate reading, questioning, viewing, polls, drawing and even virtual reality.

**Source:** compiled by the session authors

# Developed by Teacher Activity Group Facilitators

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Iryna Shcherba  
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Liliia Tkachuk

# Project-Based Learning

## Learning outcomes

- Explore teachers’ experiences with project-based learning and their perspectives on its classroom application.
- Identify appropriate activities for project-based learning and plan how to implement them in a classroom context.

## Preparation for participants

- Read the article, take notes and bring them to the meeting: **Pursuing Project-Based Learning: Tips and Tricks for Implementation | Inspired Ideas\***
- Watch the full video (5:55), take notes and bring them to the meeting: **Project-Based Learning: Raising Student Achievement for All Learners\*\***

## Overview

| Activity/stage                                                           | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                | 5                | <ul style="list-style-type: none"><li>● TAG meeting 12 slides</li><li>● Article: <b>Pursuing Project-Based Learning: Tips and Tricks for Implementation   Inspired Ideas</b></li><li>● Video (up to 1.32): <b>Project-Based Learning: Raising Student Achievement for All Learners</b></li></ul> |
| 2. Share: What did you do?                                               | 10               |                                                                                                                                                                                                                                                                                                  |
| 3. Discuss: PBL: teachers’ experiences and views                         | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                                                                                               |
| 4. Apply: PBL activities and their implementation in a classroom context | 20               |                                                                                                                                                                                                                                                                                                  |
| 5. Reflection and what to do next                                        | 10               |                                                                                                                                                                                                                                                                                                  |

\* <https://medium.com/inspired-ideas-prek-12/pursuing-project-based-learning-tips-and-tricks-for-implementation-94593be74aed>

\*\* <https://www.youtube.com/watch?v=eGWqBZSFgxE>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. PBL: teachers' experiences and views (15 minutes)

**Aim:** To explore teachers' experiences with project-based learning and their perspectives on its classroom application

Show slide 4 and introduce the learning outcomes.

Find out who watched the video for preparation. If some people didn't (or if they can't remember anything about it), show slide 5 and use the video: **Project-Based Learning: Raising Student Achievement for All Learners** (up to 1:32).

Show slide 6 and ask participants to discuss the following questions in small groups:

- How does PBL assist learners in achieving their goals?

- In your opinion, should PBL be included in the lesson or should it be done after class? Why?
- Think about the most successful PBL lessons and share your experiences with us.

Encourage groups to choose a speaker to present their findings. Ask for a volunteer to take notes or keep a record of the ideas shared. There could be a lot of useful output from this TAG meeting.

Breakout rooms can be used for group work, and the 'Screenshare feature' can be enabled for all participants in a Zoom meeting to share their screens while discussing. Share the link to Google Docs and ask participants to note down the key points from their discussion. They should also read other group ideas and highlight the ones that relate to them.

### 4. Apply: PBL activities and their implementation in a classroom context (20 minutes)

**Aim:** To identify suitable project-based learning activities and plan their implementation in a classroom context

Show slide 7. Invite participants to work in pairs and:

- brainstorm PBL activities they would like to try out with their students, and write them on separate post-it notes
- decide whether they would be suitable for in-class or after-class activities
- present, attach the post-it notes to the poster, and explain their choice to the group.

In groups, participants choose at least 2 PBL ideas from the poster and:

- discuss the key points of the corresponding project setup (age group, strategies, interaction, etc.) and how it could be adapted for their classroom setting
- make a list of common activities to accomplish any project (e.g. do the research, collect the materials, etc.)
- nominate a speaker to present their group's ideas.

**Note:** Encourage participants to use their notes.

**Online option:** Use breakout rooms for group work and activate the "Screenshare feature for all the participants" in Zoom so that they can share their screens while discussing.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points

Show slides 9 and 10. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Show slide 11. Ask participants what they've chosen to do. Keep a record to refer to in the next meeting. Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and take notes soon after the meeting.

- What can we as teachers do to foster better teamwork and cooperation among students?
- How do we assess student progress and performance throughout the PBL activity?
- How do students reflect on their learning and contributions to the project?\

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators..

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links**

Video (4 min 19 sec): **What is Project Based Learning, Really?\***

Article: **Project-Based Learning: what is, benefits and examples\*\***

\* <https://www.youtube.com/watch?v=luKDdchE0Cw>

\*\* <https://www.britishschoolbarcelona.com/blog/project-based-learning-benefits-and-examples/>

# Developed by Teacher Activity Group Facilitators

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Marina Chaika

26

# Gamification for Learning

Learning outcomes

- Analyze the impact of gamification on student learning.
- Explore the strategies of gamification in the learning process to enhance student motivation and engagement.

Preparation for participants

There’s a video to watch in this TAG meeting (5 minutes) - it’s a part of a webinar on gamification. You could share the video (7:00-12:00) for participants to watch before the meeting **The Value of Gamification for Language Learning\*** :

- if participants want to view it before the meeting
- if your meetings are online, and bandwidth is an issue.

Overview

| Activity/stage                                                                                            | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                                                 | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Video (7:00-12:00): <b>The Value of Gamification for Language Learning</b></li><li>● Post-it notes</li><li>● Flipchart paper</li></ul>                                         |
| 2. Share: What did you do?                                                                                | 10               |                                                                                                                                                                                                                                                     |
| 3. Discuss: The Impact of gamification on student learning                                                | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create Mentimeter (open-ended answers)</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Strategies of gamification in the learning process to enhance student motivation and engagement | 15               |                                                                                                                                                                                                                                                     |
| 5. Reflection and what to do next                                                                         | 10               |                                                                                                                                                                                                                                                     |

\* <https://www.youtube.com/watch?v=6jUwPDIYRXo>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners  
If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

Optional warmer: “Would You Rather?”

Ask your participants a fun “Would you rather...?” question. (Example: Would you rather be able to fly or be invisible?)

Give them a few seconds to think. Have them show their choice by moving to one side of the room (e.g., left for option A, right for option B) or raising their hands.

Ask a few participants to explain their choice in one or two sentences.

Repeat with a new question if time allows.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: The Impact of gamification on student learning (15 minutes)

**Aim:** To analyze the impact of gamification on student learning.

Show slide 4 and introduce the learning outcomes.

Show slide 5 and tell participants they're going to watch the video: ***The Value of Gamification for Language Learning (7:00-12:00)***.

Discuss the following question in plenary:

- What are the benefits of gamification according to the video? Ask your participants to add their own ideas.

Put participants in groups and invite them to discuss the following questions:

- What other benefits of gamification have you noticed in your classroom?
- How can gamification affect learning?

Encourage groups to choose a speaker to present their findings.

#### Online option:

- If your participants haven't watched the video before the meeting, do it together and discuss the first question.
- Split participants into breakout rooms to discuss the next two questions.
- Invite participants to present the results of their discussions in plenary.

#### 4. Apply: Strategies of Gamification in the Learning Process to Enhance Student Motivation and Engagement (20 minutes)

**Aim:** To explore the strategies of gamification in the learning process to enhance student motivation and engagement.

Show slide 7. Ask participants to work in the same groups, and brainstorm what factors are important for choosing a game for the lesson.

Invite groups to present their key points. You could ask a volunteer to take notes on a poster.

Show slide 8 and ask participants to:

- work in the same groups
- think of a particular topic that their students feel reluctant to study
- write their ideas on post-it notes and exchange them.

Encourage participants to think about how they could use gamification strategies to increase their students' interest in studying the topic and share with the group.

**Online option:** You could share the link to the handout in the meeting chat or share the link to a Google Doc. You could use breakout rooms for group work.

#### Keeping records

You could ask a volunteer to take notes during the discussion and share with everyone afterwards, if it's useful to participants. They could use the slide template or a shared Google document.

#### 5.Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- choose their action point from today: Ask your participants to write a gamification strategy they are going to use in their classroom on a post-it note.

**Online option:** Use Mentimeter to collect their ideas.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What challenges are associated with implementing gamification?
- What do you still want to learn more about?
- What gamification strategies would you like to apply in your teaching?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links

Webinar handout: **From Game Playing to Game Thinking: Unravelling the Impact of Gamification for Language Learning\***

Video (3 min 11 sec): **Gamification and the Future of Education\*\***

\* [https://www.teachingenglish.org.uk/sites/teacheng/files/2023-07/Handout\\_Sirin\\_Soyoz-Game\\_Playing-Game\\_Thinking.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/2023-07/Handout_Sirin_Soyoz-Game_Playing-Game_Thinking.pdf)

\*\* <https://www.youtube.com/watch?v=SWPDYhtX96Y>

# Developed by Teacher Activity Group Facilitators

Inna Aksamytna  
Oksana Kosharna  
Maksym Yakymchuk  
Svitlana Kozlovska

# STEAM Education in English Language Teaching

## Learning outcomes

- Identify core principles of STEAM Education, its benefits and challenges.
- Integrate the ways and strategies of STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts into English language teaching.

## Preparation for participants

- Watch a short video (1 min 41 sec) **STEAM Education, 21st Century Skills & Makerspaces\***
- Think about key aspects of STEAM education and its benefits for children

## Overview

| Activity/stage                                     | Timing (approx.) | Materials/preparation                                                                                                                                                                               |
|----------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                          | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Handout</li><li>● Video (2 min 29 sec): <b>Storm Surge Activity - Protect Houses From Waves   STEM Lesson Plan**</b></li></ul> |
| 2. Share: What did you do?                         | 10               |                                                                                                                                                                                                     |
| 3. Discuss: Why is STEAM education important?      | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>  |
| 4. Apply: How to integrate STEAM into the lessons? | 20               |                                                                                                                                                                                                     |
| 5. Reflection and what to do next                  | 10               |                                                                                                                                                                                                     |

\* <https://www.youtube.com/watch?v=B2W4C-BIY8E>  
\*\* <https://www.youtube.com/watch?v=pFSAMkEDBQA>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Why is STEAM education important? (15 minutes)

**Aim:** Identify core principles of STEAM Education, its benefits and challenges

Show slide 5. Ask participants to:

- work in two groups where at least some participants have watched the video STEAM Education, 21st Century Skills & Makerspaces from the preparation stage)
- read the assigned part of the article (handout) and discuss it
- create a summary.

Ask volunteers from groups to sum up.

**Online option:** Create breakout rooms and share the handout, make sure you share your sound when playing the video and/or share the link with participants.

### 4. Apply: How to integrate STEAM into the lessons? (20 minutes)

**Aim:** To integrate the ways and strategies of STEAM (Science, Technology, Engineering, Arts, and Mathematics) concepts into English language teaching.

Show slide 6 and ask participants to work in small groups. Tell participants they're going to watch a video (2 min 30 sec) about using STEAM in the classroom **Storm Surge Activity - Protect Houses From Waves | STEM Lesson Plan**.

Ask them to identify what subjects are integrated, and what steps of creating a STEAM lesson they can define. Ask them to suggest their own idea for a project.

Take feedback in plenary.

**Online option:** Watch the video together and then put participants into breakout rooms.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What is one key takeaway from this session that you plan to implement in your teaching?

- What is one area where you feel you need more support or resources to integrate STEAM effectively?
- How do you see STEAM education impacting your students' language learning and overall development?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

**Useful links** (optional)



**What is STEAM Education? The Definitive Guide for K-12 Schools\***

Video (5 min 28 sec): **STEAM Education Program Overview\*\***

Video (5 min 53 sec): **STEAM + Project-Based Learning: Real Solutions From Driving Questions\*\*\***

Video (2 min 08 sec): **Earthquake! Activity Overview\*\*\*\***

\* <https://artsintegration.com/what-is-steam-education-in-k-12-schools/>

\*\* <https://youtu.be/0tkAvWWkF4?feature=shared>

\*\*\* [https://www.youtube.com/watch?v=H7LHsL0iB\\_w](https://www.youtube.com/watch?v=H7LHsL0iB_w)

\*\*\*\* <https://www.youtube.com/watch?v=kN51UWsjYtk>

# STEAM Education in English Language Teaching

## Handout

### Part 1

STEAM Education is an approach to learning that uses Science, Technology, Engineering, the Arts and Mathematics as access points for guiding student inquiry, dialogue, and critical thinking.

Using STEAM education results in students who take thoughtful risks, engage in experiential learning, persist in problem-solving, embrace collaboration, and work through the creative process. These are the innovators, educators, leaders, and learners of the 21st century!

**The STEAM Model**

The pathway to STEAM is exciting, but can also be dangerous without an understanding of what STEAM truly means in both its intention and its implementation. Like its STEM predecessor, STEAM can stop short of its best manifestation without several core components:

- STEAM is an integrated approach to learning which requires an intentional connection between standards, assessments and lesson design/implementation
- True STEAM experiences involve two or more standards from Science, Technology, Engineering, Math and the Arts to be taught AND assessed in and through each other
- Inquiry, collaboration, and an emphasis on process-based learning are at the heart of the STEAM approach
- Utilizing and leveraging the integrity of the arts themselves is essential to an authentic STEAM initiative

In order to accomplish these goals, schools must consider a variety of factors, including:

- Collaborative planning, including a cross-section of teachers on each team.
- Adjusting scheduling to accommodate a new way of teaching and learning.
- Professional development for all staff in STEAM practices and principles.
- STEAM schema-mapping for the curriculum and assessment design process.
- Alignment and unpacking of standards and assessments.
- Seamless lesson implementation processes and strategies.

## Part 2: How to Use STEAM: Process and Product

There are 6 steps to creating a STEAM-Centered classroom, no matter what area you teach. In each step, you’re working through both the content and the arts standards to address a central problem or essential question.

What’s great about this process is that you can as easily use it to help plan for a lesson as you can to facilitate the actual learning process in your STEAM classroom. Let’s take a look at each step.

### 1. Focus

In this step, we’re selecting an essential question to answer or a problem to solve. It’s important to have a clear focus on both how this question or problem relates to the STEM and the Arts content areas you’ve chosen.

### 2. Detail

During the detail phase, you’re looking for the elements that are contributing to the problem or question. When you’re observing the correlations to other areas or why the problem exists, you begin to unearth a lot of key background information, skills or processes that students already have to address the question.

### 3. Discovery

Discovery is all about active research and intentional teaching. In this step, students are researching current solutions, as well as what ISN’T working based on the solutions that already exist. As a teacher, you can use this stage to both analyze the gaps your students may have in a skill or process and to teach those skills or processes explicitly.

### 4. Application

This is where the fun happens! After students have dived deep into a problem or question and have analyzed current solutions as well as what still needs to be addressed, they can begin to create their solution or composition to the problem. This is where they use the skills, processes and knowledge that were taught in the discovery stage and put them to work.

### 5. Presentation

Once students have created their solution or composition, it’s time to share it. The work must be presented for feedback and as a way for expression based on a student’s perspective surrounding the question or problem at hand. This is also an important opportunity to facilitate feedback and help students learn how to give and receive input.

### 6. Link

This step is what closes the loop. Students have a chance to reflect on the feedback that was shared and on their own process and skills. Based on that reflection, students can revise their work as needed and to produce an even better solution.

# Developed by Teacher Activity Group Facilitators

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28

Conflict Resolution  
in Classrooms

Learning outcomes

- Identify typical classroom conflicts and factors causing them.
- Evaluate appropriate strategies and activities for classroom conflict resolution.

Preparation for participants

- None

Overview

| Activity/stage                                                        | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                             | 5                | <ul style="list-style-type: none"><li>● TAG meeting 9 slides</li><li>● Handout x1</li><li>● A4 paper</li><li>● Flipchart paper/Mentimeter</li></ul>                                                                                                                               |
| 2. Share: What did you do?                                            | 10               |                                                                                                                                                                                                                                                                                   |
| 3. Discuss: Causes of typical classroom conflicts                     | 20               | <p><b>Online:</b> Set up and share the meeting link.</p> <p>Create a shared Google document or any interactive board canvas.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Practical strategies and activities for conflict resolution | 15               |                                                                                                                                                                                                                                                                                   |
| 5. Reflection and what to do next                                     | 10               |                                                                                                                                                                                                                                                                                   |

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

**Optional warmer:** Brainstorm your associations with the word CONFLICT and share them using Mentimetre or flipchart paper.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Share slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

3. Discuss: Causes of typical classroom conflicts (15 minutes)

**Aim:** To discuss typical classroom conflicts and factors causing them

Show slide 4 and introduce the learning outcomes.

Show slide 5 and invite participants to individually answer the questions and take notes. Set up the Moving Lines discussion:

- participants form two lines facing each other
- for 1 minute, the two participants facing each other discuss the first question on the screen
- after 1 minute, one line shifts one position to the left, while the other line stays in place
- discuss the same question with your new partner for 1 minute

- repeat until all three questions have been discussed, making sure each question is discussed twice.

Encourage participants to share the insights from their discussion.

**Online format:** Participants discuss the questions in breakout rooms and post summaries of their discussion on a shared Google document or any interactive board of your choice.

#### 4. Apply: Practical strategies and activities for conflict resolution (20 minutes)

**Aim:** To evaluate appropriate strategies and activities for classroom conflict resolution

Show slide 6 and split participants into new groups. Ask them to create a real classroom conflict situation not mentioned yet and write it on an A4 paper. Invite participants to:

- swap the situations with the other group/groups
- ask participants to choose at least 2 strategies to deal with the issue from the handout “How to solve conflicts”
- add at least one more solution produced during the group discussion.

**Online option:** Split participants into breakout rooms. Invite them to share their ideas on any interactive board of your choice (Padlet, Miro, Google document, etc.).

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7 and tell participants they’re going to reflect on the session, continuing any of the sentences.

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they created and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and take notes soon after the meeting.

- How do you feel about using conflict resolution techniques in your classroom?
- What was your biggest learning point from today’s meeting?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links:

Article: **Classroom Conflict Resolution Techniques - Waterford.org\***  
Video (12 min 01 sec): **14 Effective Conflict Resolution Techniques\*\***

\* <https://www.waterford.org/blog/classroom-conflict-resolution-techniques/>

\*\* <https://www.youtube.com/watch?v=v4sby5j4dTY>

# Conflict Resolution in Classroom

## Handout: How to solve conflicts

Question: How can teachers help solve conflicts?

Answer: By being aware, listening, and developing skills of negotiation

Here are some tips/ideas on how we can become better at solving conflicts:

- Understand what conflicts are and that they are a natural part of human society – as humans, we all come from different walks of life, we hold different values, etc. Hence, it is almost impossible for our actions and decisions not to rub off negatively on others sometimes.
- Recognise that conflicts will happen wherever there is communication, e.g. in language classes, in Teacher Associations, so we need to be prepared and able to help.
- Try to identify the root cause and implement strategies to lessen the negative impacts.
- Improve and develop your skills in negotiation, mediation, diplomacy, and reconciliation.
- Use a skilful mediator who can facilitate communication between both sides, reframe points in a positive way, give each side the opportunity to express their views and interests so they feel listened to and understood and keep you all focused on finding a solution.
- Use role plays in class to give learners practice, under no pressure, at airing grievances, listening, cooperating and seeing things from the point of view of others.
- You might find you need to use professional services, if available, e.g. peer mediation or counselling, to help solve complex conflicts.
- Get trained in skills such as active listening, empathy, effective communication

Source: How to solve conflicts | British Council, <https://africa.teachingenglish.org.uk/skills/tips/conflict-resolution>

# Developed by Teacher Activity Group Facilitators

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29

Creating Balance: Time Management Skills for Teachers

Learning outcomes

- Identify factors that cause imbalance in teachers’ routine.
- Select tips to manage teachers’ workday more effectively, leading to work-life balance.

Preparation for participants

- Watch the video (1 min 57 sec): **Rocks, Pebbles and Sand: Prioritizing Your Life\***

Overview

| Activity/stage                                                              | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                   | 5                | <ul style="list-style-type: none"><li>● TAG meeting slides</li><li>● Video (3 min 48 sec):<b>10 Time Management Tips to Boost Your Productivity</b></li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                                  | 10               |                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Discuss: Time-consuming activities and their impact on work-life balance | 20               |                                                                                                                                                                                                                                                                                                                                                                         |
| 4. Apply: Ways to boost your productivity                                   | 15               |                                                                                                                                                                                                                                                                                                                                                                         |
| 5. Reflection and what to do next                                           | 10               |                                                                                                                                                                                                                                                                                                                                                                         |

\* [https://www.youtube.com/watch?v=cPgMeKfQf8&ab\\_channel=MindfulPractices](https://www.youtube.com/watch?v=cPgMeKfQf8&ab_channel=MindfulPractices)

\*\* <https://www.youtube.com/watch?v=xgp6eELYY1M>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

**Alternative:** Show slide 2 and ask participants to follow the instructions of the ‘Two Truths and One Lie’ warmer.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Time-consuming activities and their impact on work-life balance (20 minutes)

**Aim:** To identify factors that cause imbalance in teachers’ routine

Show slide 4 and introduce the learning outcomes.

Show slide 5 and invite participants to discuss the question in groups.

Show slide 6 and ask participants to:

- think about their common daily activities and make a list of 6 activities they do on a regular basis

- rank the activities from 1 to 6, where 1 is the most time-consuming and 6 is the least
- share their number 6 and number 1 in a group.

Take feedback in plenary.

**Online option:** Split participants into breakout rooms to share their lists and discuss the questions.

#### 4. Apply: Ways to boost your productivity (15 minutes)

**Aim:** To select tips to manage teachers' workday more effectively, leading to work-life balance

Show slide 7 and tell participants they're going to watch the video about time management tips **10 Time Management Tips to Boost Your Productivity** (3 min 48 sec).

Ask them to take notes of the techniques they already use and those they could use to deal with their top 3 most time-consuming daily activities.

Ask participants to work in small groups and share their findings.

Encourage participants to create a list of the top 5 tips to improve their work-life balance. Invite them to share in plenary.

**Online option:** Split participants into breakout rooms. You can create a shared Google document for visual support.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Slide 7-8. Ask participants to:

- reflect on the meeting using the questions on slide 7
- note their action point in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

- What are your learning points from today's session?
- What did you learn from your colleagues today about successful strategies for time management?
- What techniques from today's session would you like to implement?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or another facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links:

Article: **Next Gen Time Management Techniques** | by Karishma Gaur\*

\* <https://karishmagaur.medium.com/next-gen-time-management-techniques-0d095d593ece>

# Developed by Teacher Activity Group Facilitators

Vira Bezushko  
Vira Luchynets  
Yuliia Ozhha  
Yuliia Fertsovyh

# Reflective teacher = Effective teacher

## Learning outcomes

- Evaluate the role of reflective practice and identify participants’ strengths and areas for improvement.
- Select 1–2 reflective tools participants can apply in their own teaching practice to increase lesson effectiveness.

## Preparation for participants

Think about a lesson you’ve taught recently that went well.

- What was good about it?
- How did you feel about it during and after the lesson?
- Why did it go well?
- What do you do during your lessons that helps them go well?

Now think about something that you feel didn’t go well in a recent lesson.

- Why didn’t it go well? How do you know?
- What could you have done differently?
- How would that have helped?

## Overview

| Activity/stage                                              | Timing (approx.) | Materials/preparation                                                                                                                                                                                     |
|-------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                   | 5                | <ul style="list-style-type: none"><li>● TAG meeting 14 slides</li><li>● Video(2 min 32 sec) <b>Reflective Teaching (Explained for Beginners in 3 Minutes)*</b></li><li>● Handouts x2 (optional)</li></ul> |
| 2. Share: What did you do?                                  | 10               |                                                                                                                                                                                                           |
| 3. Discuss: Why reflect?                                    | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>        |
| 4. Apply: Reflective tools to increase lesson effectiveness | 20               |                                                                                                                                                                                                           |
| 5. Reflection and what to do next                           | 10               |                                                                                                                                                                                                           |

\*[https://youtu.be/f\\_wprGcziso?si=Yvm7rB-oQCbaeZOE](https://youtu.be/f_wprGcziso?si=Yvm7rB-oQCbaeZOE)

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

Show slide 2. If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today's topic.

### 3. Discuss: Why reflect? (15 minutes)

**Aim:** To evaluate the role of reflective practice.

Show slide 4 and introduce the learning outcomes.

Show slide 5. Set up small groups or pairs to discuss the questions:

- What is the main message of this quote?
- How relevant is this quote to you?

Show slide 6. Play a 3-minute Reflective Teaching (Explained for Beginners in 3 Minutes).

Show slide 7 and invite participants to discuss the questions in pairs or groups:

- What does reflective practice mean to you?
- How can we reflect effectively?

**Online option:** You can either have a group discussion or split participants into breakout rooms.

### Facilitator Tips

Teachers often might think they reflect, but their reflection may stop at "The lesson went well / didn't go well". Remind them that true reflective practice is: noticing → analysing → understanding causes → considering alternatives. Highlight the role of feelings: emotions influence the teacher's interpretation of classroom events.

### Misconceptions to address:

- "Reflection is only for bad lessons." Correct this: good lessons also show what works and why.
- "Reflecting takes too long." Remind participants that reflection becomes faster with practice.

### Here is some more information that might be helpful:

- Why should you reflect?

As a reflective teacher, you'll be better able to identify and improve your teaching practice, which can be motivating for you and your learners. Although many reflective activities involve other people, reflective practice may give you a greater sense of purpose and control over your professional development, making it something you 'do' rather than something that is done to you.

- What does reflection involve? How can you do it?

Being a reflective teacher means looking at what you do in the classroom, thinking about why you do it and thinking about if it works – a process of self-observation and self-evaluation. By collecting information about what goes on in your classroom, and by analysing and evaluating this information, you identify and explore your own practices and underlying beliefs.\*

### 4. Apply: Reflective tools to increase lesson effectiveness (15 minutes)

**Aim:** To select 1–2 reflective tools that participants will apply in their own teaching practice.

Show slide 8. Put participants into pairs or small groups and share the cut-ups of Handout 1: Reflective tools with them. Invite participants to match the reflective tools with their descriptions.

Show slides 9-10 with the correct answers. Ask participants to check their answers and discuss which choices were the most challenging.

Optional: Show slide 8 and invite participants to scan the QR code for the task.

\* (Source: British Council/Teaching English Online Course: Focus on Professional Development)

Online option: Share the link with participants to do this task online (or/and show slide 8 with the QR code).

Show slide 11 and ask participants to think about the following issues and share ideas with their partners:

- Which tools have you used?
- Identify one development area in your teaching and choose 1-2 reflective tools that will help you to improve it.

Invite the participants to share their ideas with the rest of the TAG members

You can also share Handout 2: Lesson reflection template with the participants at the end of the meeting.

**5. Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points.

Show slide 10. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- What did you discover about your teaching through this meeting?
- Which reflective tools seem most helpful for your context?
- What insight did you gain from others? Facilitator reflection

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links:**

Article: **Reflective teaching: Exploring our own classroom practice\***

**Practical step-by-step book for language teachers by Thomas S. C. Farrell, a leading expert on reflective practice\*\***

Video(3 min 54 sec): **10 fun ways to reflect on your teaching\*\*\***

\*<https://www.teachingenglish.org.uk/professional-development/teachers/understanding-my-professional-identity/articles/reflective>  
\*\* <https://www.teachingenglish.org.uk/publications/resource-books/reflective-practice-language-teachers>  
\*\*\* <https://youtu.be/Az3cStWRD5k?si=K2sgm7x4p0zcN9Fv>

# Reflective teacher = Effective teacher

## Handout 1: Reflective tools

|                            |                                                                                                                                                                                                                                                         |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Action research            | Teachers explore questions about classroom experiences, issues or challenges, examine aspects of teaching and learning and try out ideas to change and improve.                                                                                         |
| Buddy support              | Teachers share experiences, ideas, and problems with a colleague, and offer advice, support and suggestions.                                                                                                                                            |
| Learner feedback           | Teachers ask learners for their ideas on the lesson and ask for suggestions on what they think could be included, improved or changed.                                                                                                                  |
| Peer observation           | Colleagues visit each other’s classes to learn about and give each other helpful feedback on aspects of teaching.                                                                                                                                       |
| Reading and research       | Reading and referring to resources like ELT publications, periodicals, and websites.                                                                                                                                                                    |
| Recorded lessons           | Teachers make audio or video recordings of lessons to provide a ‘record’ of what happened in class, to use as a basis for reflection.                                                                                                                   |
| Reflective journaling      | A place where teachers write down what happens in their classes, reflect, plan what to do and evaluate the action they took.                                                                                                                            |
| Reflective lesson plan     | Teachers build points for reflection into the lesson plan. Notes are made on the points during the lesson and reflected on following the lesson.                                                                                                        |
| Self-evaluation checklist  | A list of best-practice classroom techniques, approaches, methods, learner groupings, etc., which the teacher ticks to see which ones were used in the lesson. The teacher then reflects on how helpful they were or reasons why others weren’t chosen. |
| Team-teaching and planning | Colleagues teach classes in pairs so that they can explore and reflect on issues together.                                                                                                                                                              |

Source: British Council/Teaching English Online Course: Focus on Professional Development

# Handout 2: Lesson reflection template

Class: \_\_\_\_\_ Lesson: \_\_\_\_\_ Date: \_\_\_\_\_

|                    |                                                                                                                                                                                                         |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Description</b> | Describe the task, activity, stage of a lesson or materials, etc. How did the learners react or behave?                                                                                                 |
| <b>Feelings</b>    | What were your thoughts and feelings during the task or activity? Were you anxious, pleased, confident, or frustrated? How did you feel after the lesson? Did your feelings change?                     |
| <b>Evaluation</b>  | What parts of the lesson worked? What didn’t work? How do you know? What was helpful for your learners? What was unhelpful for your learners?                                                           |
| <b>Analysis</b>    | What were the results or outcomes of the lesson or part of the lesson? What were the reasons for things going well or badly?                                                                            |
| <b>Conclusion</b>  | What alternative approach could you have used? How could you have organised or managed the class differently?                                                                                           |
| <b>Action plan</b> | Select reflective tools to help you to explore the issue, solve the problem and decide what you want to change and how you’re going to change. State your (SMART) goals and the steps you need to take. |

Source: British Council/Teaching English Online Course: Focus on Professional Development

# Developed by Teacher Activity Group Facilitators

Yuliia Ostrovska  
Svitlana Kuzkina

# EdTech and AI tools in Action

## Learning outcomes

- Identify the most teacher-friendly AI tools and their potential benefits.
- Provide examples of specific tools and activities using AI that can be integrated into learning.

## Preparation for participants.

- Read the article: **32 Ai Tools to Support Your Teaching and Their Learning - ICTEvangelist**

## Overview

| Activity/stage                    | Timing (approx.) | Materials/preparation                                                                                                                                                                              |
|-----------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                         | 5                | ● TAG meeting 10 slides<br>● Article <b>32 Ai Tools to Support Your Teaching and Their Learning - ICTEvangelist*</b>                                                                               |
| 2. Share: What did you do?        | 10               |                                                                                                                                                                                                    |
| 3. Discuss: The AI tools exchange | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: How to use AI tools     | 20               |                                                                                                                                                                                                    |
| 5. Reflection and what to do next | 10               |                                                                                                                                                                                                    |

\* <https://ictevangelist.com/32-ai-tools-to-support-your-teaching-and-their-learning/>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners  
If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional:** Show Slide 2 and invite participants to share their feelings.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today’s topic.

### 3. Discuss: The AI tools exchange (15 minutes)

**Aim:** To critically evaluate AI strategies to collaboratively develop actionable classroom solutions.

Show slide 4 (Learning outcomes).

Show slide 5 and lead the discussion. Refer participants to the article they have read as a part of the pre-meeting task.

- What AI tools do you know?
- What AI tools do you use?

**Online option:** Use breakout rooms and ask someone in each group to make brief notes of the discussion.

Show slide 6. Encourage participants to work in groups and make a list of the top 5 AI tools they use. Invite groups to share their lists and justify their choices. Invite other groups to tick matching tools on their own lists.

**Encourage participants to think about:**

- Which AI tools do you find the most teacher-friendly for English lessons? Why?
- Where should a teacher who has never used AI begin? Name the first three actionable steps.

### 4. Apply:How to use AI tools (20 minutes)

**Aim:** To apply article insights to create a practical, lesson-ready outcome.

Show slide 7. Ask participants to work in the same groups and identify relevant AI tools for 3 language skills (Listening, Reading, Writing). One group works on one skill. Ask them to produce a “How to use AI tools” memo for their assigned skill.

Invite groups to choose a speaker to share their findings.

### 5 Apply:How to use AI tools (20 minutes)

To wrap up the meeting and agree on action points

Show slide 8. Ask participants to reflect on the meeting.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

### Reflection task for participants

Think about the questions and take notes soon after the meeting.

- 3 ideas that were the most useful.
- 2 tools or techniques I want to try.
- 1 question that remains unanswered.

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

**Online option:** Do this as a group, but give participants thinking time.

# Developed by Teacher Activity Group Facilitators

Antonina Herasymenko  
Svitlana Antonenko  
Zhanna Kalashnyk  
Tetiana Kolesnyk

32

Mixed-ability Class

Learning outcomes

- Identify the different learning needs of a mixed-ability class.
- Design engaging tasks and create a motivating, positive climate.

Preparation for participants

- None

Overview

| Activity/stage                                                                              | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                                   | 5                | <ul style="list-style-type: none"><li>● TAG meeting 13 slides</li><li>● Handout 1..docx</li><li>● Handout 2</li><li>● Coloured stickers for notes</li><li>● 4 posters</li><li>● flipchart markers</li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                                                  | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. Discuss: What issues might a teacher struggle with while teaching a mixed-ability class? | 15               |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4. Apply: How to motivate and to involve your student in the lesson?                        | 20               |                                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5. Reflection and what to do next                                                           | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                       |

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To create a safe, open atmosphere and prepare teachers for active participation

Show slides 2 and 3. Invite participants to listen to the statements and adopt a pose that expresses their attitude.

Notes:

1. Strong students tend to take over your attention.

They respond quickly, ask challenging questions, and easily steer the lesson toward themselves, making it hard for you to keep the class balanced.

2. Struggling students feel anxious about speaking.

They hesitate to participate because they fear being judged or compared to stronger classmates.

3. You see mixed reactions to game-based activities.

Competitive tasks excite stronger students, while weaker students worry about losing and feeling embarrassed.

4. Fair assessment becomes a challenge for you.

Some students complete tasks effortlessly, while others struggle with the basics, which complicates feedback and expectations.

5. Differentiation is required in every lesson.

You must prepare multiple levels of activities, which demands significant time and effort.

6. Emotional burnout becomes more likely.

You often feel as if you are constantly “walking a tightrope,” trying to meet the needs of everyone at once.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Show slide 4. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

3. Discuss: What issues might a teacher struggle with while teaching a mixed-ability class? (15 minutes)

**Aim:** To develop awareness of different learner types and the obstacles that hinder effective learning in a mixed-ability classroom.

Divide participants into groups of four and count off by 1,2,3,4 within the groups. The number of participants should correspond to the number of complaints.

Distribute complaints or share the link to Handout 1. Show slide 5 with clickable instructions.

Slides 7-9 demonstrate complaints. Encourage participants to share their findings with the group. Show slide 5 and invite participants to discuss the question in groups.

#### 4. Apply: How to motivate and to involve your student in the lesson? (20 minutes)

**Aim:** To implement collaborative strategies to improve engagement and performance across all ability levels.

Show slide 10. Ask participants to work in the same groups. Each group is assigned one learner profile (Group 1– 4) representing a common challenge in a mixed-ability class. Invite participants to discuss and generate particular strategies a teacher could use to motivate, involve, and effectively manage the assigned student type during a lesson and create a poster (7 minutes). Encourage teachers to focus on differentiation, pace, level of challenge, student engagement, and classroom interaction.

When groups finish, introduce a ‘Gallery Walk’ mode: groups move to another poster, read their colleagues’ ideas, and add further suggestions or improvements based on their own experience. As soon as the group returns to the initial poster, they get ready to voice out the summary to the whole group.

Encourage participants to briefly reflect on which strategies could work across different learner types and why.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To reflect on session emotions and evaluate the effectiveness of differentiated strategies for diverse learner profiles.

Show slide 11 and invite participants to reflect individually on the session and move to the corner that best represents their feelings, experiences, and current teaching challenges to form small discussion groups. You can print out the names of the corners to energise the participants (Handout 2)

In groups, participants discuss reflection prompts and share classroom experiences and effective strategies related to that specific learner type.

Invite groups to summarise key insights and practical takeaways from their discussion. Representatives from each corner briefly share one or two main ideas with the whole group to support collective professional learning.

Show slide 12. Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in the participants’ Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting

- checking the ‘Preparation’ for the new topic if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links:

Article: **Why Students Get Bored & How to Engage Bored Students in the Class\***

Article: **7 Things to Make Students Life Easier - JECRC University \*\***

\* <https://vietnamteachingjobs.com/blog/bored-students/>

\*\* <https://jecrcuniversity.edu.in/7-things-to-make-students-life-easier/>

# Mixed-ability Class

## Handout 1: Students' complaints

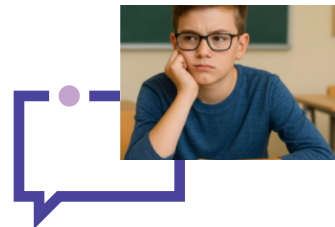
### Complaint 1

I consider myself a strong student in English, and I usually understand new material very quickly. However, during most of our lessons, the teacher spends a lot of time explaining very basic things again and again for weaker students. I understand that everyone has the right to learn, but it often means that the pace of the lesson becomes extremely slow.

Because of this, I feel bored and unchallenged.

Instead of learning new vocabulary, complex grammar, or having discussions, I am forced to wait while others catch up. Sometimes I finish all tasks in a few minutes and then just sit doing nothing. This makes me lose motivation and interest in the subject, even though I actually like English.

I would really appreciate if the teacher could sometimes divide the class into groups by level or give additional, more challenging tasks to stronger students. I want to feel that my abilities are being developed, not ignored.

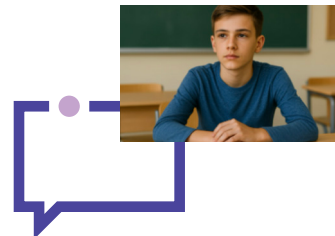


### Complaint 2

I am highly motivated to learn English and I enjoy studying independently. I already watch movies in English, read articles, and use online platforms to improve my skills. However, I feel that our English lessons do not always support this kind of autonomous learning.

Most of the time we follow the textbook very strictly, and the tasks are often repetitive and not challenging enough for me. I would like to have more freedom to choose topics, work on personal projects, or explore areas that interest me, such as academic English, literature, or debate. Instead, I often feel limited by the fixed program and the same pace for everyone.

It would be very helpful if the teacher encouraged self-directed learning more actively, for example by offering optional individual tasks, presentations, or research projects. I want to progress as much as possible, but at the moment I feel that my potential is not fully used.



### Complaint 3

Honestly, I find English lessons very boring and useless. I don't understand most of the material, and when the teacher explains something, it often sounds confusing and too fast for me. Because I don't understand, I lose interest, and then I stop trying at all. It feels like a vicious circle.

We mostly do grammar exercises from the textbook, and I don't see how this connects to real life. I don't like memorizing rules or doing endless written tasks. I get bad marks, the teacher corrects me all the time, and this makes me feel even worse about the subject.

After that, I simply don't want to make any effort.

I think English could be more interesting if there were more games, videos, or practical activities. But right now, I just feel tired and bored during the lessons and I don't see any motivation to study.



### Complaint 4

I am not very good at English, but I really want to improve and not feel lost in class. The main problem for me is that the material is often too difficult, and I don't always understand the explanations given in the lesson. The teacher usually moves on very quickly, and I don't have time to fully understand the topic.

Because of this, I often feel stressed and afraid to make mistakes.

Sometimes I would like to ask questions, but I feel embarrassed because others seem to understand everything. When tasks are too hard, I lose confidence and start thinking that English is just not for me.

I believe that if I were given a bit more time, extra explanation, or simpler tasks at first, I could make real progress. I am motivated, but I need more support to feel successful and not discouraged.



# Handout 2: Four Corners

## Corner 1 – “The High-Achiever Who Wants More”

### Reflection prompts

- What strategies do you currently use to extend tasks for high-achievers?
- How do you ensure their motivation without disrupting the lesson pace?
- What differentiation tools work best for this type of learner?

## Corner 2 – “The Fast but Easily Bored Student”

### Reflection prompts

- How do you keep early finishers engaged and purposeful?
- What kinds of fast-finisher tasks have worked well in your practice?
- How can you encourage peer support without making this student feel like an assistant?

## Corner 3 – “The Lost and Disengaged Learner”

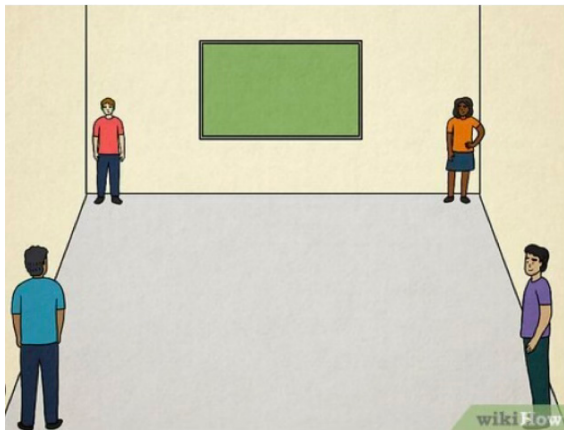
### Reflection prompts

- What usually causes disengagement in your lessons?
- Which scaffolding techniques could help this type of learner access the content?
- How can you re-engage such a student without slowing down the whole group?

## Corner 4 – “The Willing but Struggling Student”

### Reflection prompts

- What supports (visuals, modelling, guided practice) do you use for gradual progress?
- How can you structure tasks so this learner can succeed without oversimplifying everything?
- How can you give this student confidence while maintaining lesson flow?



Source: Source: AI-generated based on the teachers' prompts

# Developed by Teacher Activity Group Facilitators

Yuliia Zatvornytska  
Kateryna Hrabchak  
Yuliia Hryshko



33

Micro-learning: Small Wins  
in Times of Learning Loss

Learning outcomes

- Explore micro-learning strategies to bridge language gaps caused by learning disruptions.
- Create one micro-learning activity tailored to a specific learning gap in English.

Preparation for participants

- None

Overview

| Activity/stage                                                                       | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                            | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Video (2 min 32 sec) <b>What is Microlearning? [2-Minute Explainer]*</b></li><li>● Handout x1</li><li>● A4 paper or flipchart paper(optional)</li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                                           | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3. Discuss: Importance of Microlearning                                              | 20               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4. Apply: Creating effective micro-learning activities for various teaching contexts | 15               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5. Reflection and what to do next                                                    | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                                           |

\* <https://youtu.be/KlbsuPAibfY>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional warmer:** Finding common ground

Participants arrange themselves into groups of 3 and then talk together to find what they have in common. After a period of 5 minutes, they must give 3 words to represent their group.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Importance of Microlearning (20 minutes)

**Aim:** To explore micro-learning strategies to help students steadily achieve recovery and growth in language skills lost due to missed or disrupted lessons.

Show slide 5 and play the video What is Microlearning? [2-Minute Explainer] (2 min 32 sec). Invite participants to find the answers to the questions individually. Lead a short discussion.

Show Slide 6 and encourage participants to discuss the questions in pairs/groups. Ask groups to briefly share their ideas.

Show slide 7 and invite them to share their ideas about strategies.

**Online option:** Create breakout rooms, discuss in groups and present.

#### 4. Apply: Creating effective micro-learning activities for various teaching contexts (15 min)

**Aim:** To help teachers create effective micro-learning activities for their own teaching contexts

Show slide 8. Divide participants into 4 groups. Distribute Handout 1 and invite participants to design one activity per group. Invite participants to present their activities.

Optional: Invite participants to create a poster with their activity.

**Online option:** Create breakout rooms. Prepare Handout 1 in Google Docs. HANDOUT # 1

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- Which microlearning idea/step are you ready to implement in the immediate future?

- What support do you need for your successful microlearning?
- Which insight from today will have the biggest impact on your students?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

# Micro-learning: Small Wins in Times of Learning Loss

## Handout (Optional)

|         | Skill | Objective | Activity | Practice | Feedback/<br>self check |
|---------|-------|-----------|----------|----------|-------------------------|
| Group 1 |       |           |          |          |                         |
| Group 2 |       |           |          |          |                         |
| Group 3 |       |           |          |          |                         |
| Group 4 |       |           |          |          |                         |

# Developed by Teacher Activity Group Facilitators

Tetiana Andriichuk  
Alina Martsinyuk  
Oksana Kocherhan  
Maryna Zyhor

34

Creating Effective Self-Assessment Methods and Tools in Education

Learning outcomes

- Identify and analyse self-assessment principles and their role in fostering learner autonomy and mediation.
- Select and adapt at least practical self-assessment tools for classroom use.

Preparation for participants

- Read the articles: **Self assessments with students | TeachingEnglish | British Council\***, **What Is Self Assessment In Teaching? - Childhood Education Zone\*\***

Overview

| Activity/stage                            | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                 | 5                | <ul style="list-style-type: none"><li>● TAG meeting 10 slides</li><li>● Article: <b>Self-assessments with students</b></li><li>● Video (3 min 20 sec): <b>Some Examples Of Self-assessment***</b></li><li>● Padlet Board/ or GoogleDoc</li><li>● Wordwall (<b>Reflection</b>)****</li><li>● <b>Online:</b> Set up and share the meeting link.</li></ul> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Discuss: Principles of self-assessment | 15               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4. Apply: Integrating Tools into Practice | 20               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 5. Reflection and what to do next         | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

\* <https://www.teachingenglish.org.uk/self-assessments-students>  
\*\* [https://www.youtube.com/watch?v=-9-z1\\_AMliQ](https://www.youtube.com/watch?v=-9-z1_AMliQ)  
\*\*\* <https://www.youtube.com/watch?v=3Gf8EjvnS58>  
\*\*\*\* <https://wordwall.net/resource/103837242/self-reflection-questions>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners  
If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional:** Show slide 2 and ask participants to share their mood.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Importance of Microlearning (20 minutes)

**Aim:** To identify and analyse self-assessment principles and their role in fostering learner autonomy and mediation.

Show slide 4 (Learning outcomes).

Show slide 5. Ask participants why it is important for learners to engage in self-assessment. Tell participants you are going to watch the video (3 min 20 sec) **What Are Some Examples Of Self-assessment? - Learn As An Adult**and encourage them to note down at least 4 self-assessment tools.

Show slide 7 and invite participants to discuss the questions in pairs or groups.

Encourage participants to share the highlights of their discussion.

#### 4. Apply: Make It Your Own: Tools in Practice (20 minutes)

**Aim:** To select and adapt at least practical self-assessment tools for classroom use.

Show slide 8, split participants into groups, and ask them to choose one activity they would like to try with their learners (Padlet Board). Encourage them to think about how they could use or adapt this idea or activity to their own class in terms of level, instructions, etc., and write their ideas in comments.

Invite groups to present their ideas and explain what changes they made to the activities.

**Note:** Create your own Padlet board as in the example, or you can use posters instead.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- reflect on the meeting, choosing one of the reflection questions **Self Reflection questions - Open the box\***
- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- **Self Reflection questions - Open the box\***

\* <https://wordwall.net/resource/103837242/self-reflection-questions>

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links (optional)

**What is Self-Assessment? | Twinkl Teaching Wiki\***

**Assessment for Learning Activities \*\***

\* <https://www.twinkl.com/teaching-wiki/self-assessment>

\*\* [https://www.britishcouncil.org.ua/sites/default/files/assessment\\_for\\_learning\\_activities.pdf](https://www.britishcouncil.org.ua/sites/default/files/assessment_for_learning_activities.pdf)

# Developed by Teacher Activity Group Facilitators

Yuliia Klymovych  
Yulia Koruma  
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# Incorporating Storytelling Techniques to Build Speaking and Writing Skills

## Learning outcomes

- Identify and integrate storytelling techniques into the teaching practice to enhance students’ speaking and writing skills.

## Preparation for participants.

- Watch the video (4 min. 24 sec.): **Six storytelling techniques to bring stories alive in Early Years\***

## Overview

| Activity/stage                                        | Timing (approx.) | Materials/preparation                                                                                                                                                                                   |
|-------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                             | 5                | <ul style="list-style-type: none"><li>● TAG meeting 8 slides</li><li>● Handouts x1</li><li>● Video (4 min. 24 sec.) <b>Six storytelling techniques to bring stories alive in Early Years*</b></li></ul> |
| 2. Share: What did you do?                            | 10               |                                                                                                                                                                                                         |
| 3. Discuss: The importance of storytelling techniques | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>      |
| 4. Apply: Storytelling techniques and activities      | 20               |                                                                                                                                                                                                         |
| 5. Reflection and what to do next                     | 10               |                                                                                                                                                                                                         |

\* <https://www.youtube.com/watch?v=7jLhn5BG0Vk>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea. Show slide 2.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screen share.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today's topic.

### 3. Discuss: The importance of storytelling techniques (15 min)

**Aim:** To discuss the importance of using storytelling techniques in the lesson.

Show slide 4 and introduce the Learning outcomes.

Share the Handout: *Six Storytelling Techniques for Engaging Young Learners*, and play the video if necessary. Think about how to transfer techniques into real classroom activities.

Show slide 5. Invite participants to discuss the questions in pairs or small groups. Set a time limit and ask them to be ready to share their ideas.

**Online option:** Split participants into breakout rooms to share their lists and discuss the questions.

### 4. Apply: Storytelling Techniques and Activities (20 minutes)

**Aim:** To choose and adapt the most suitable activity to be used in your classroom.

Show slide 6. Divide the participants into groups. Ask the participants to choose one of the techniques from the video, adapt it to their learners' needs and practise it in groups. Set a time limit and ask the participants to be ready to present their stories.

**Online option:** You can give the participants the option of creating their stories in the breakout rooms.

### 5 Apply:How to use AI tools (20 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What are your learning points from today's session?
- What did you learn from your colleagues today about incorporating storytelling techniques?
- What techniques from today's session would you like to implement?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

Useful links

Game: **Story Dice - a creative storytelling tool from Dave Birss\***

Visual Storytelling: **story telling | Baamboozle\*\***

Lesson in pdf: **Choose 10 Emojis - English speaking activity topic\*\*\***

Role-play: **Scribd\*\*\*\***

Article: **The Power of Storytelling: Using Narrative to Enhance Teaching and Learning - The K. Patricia Cross Academy\*\*\*\*\***



\* <https://davebirss.com/storydice/9dice.html>

\*\* <https://www.baamboozle.com/game/117893>

\*\*\* <https://enghub.pro/choose-10-emojis-speaking-activity>

\*\*\*\* <https://www.scribd.com/document/373529634/Role-Plays-Script>

\*\*\*\*\* <https://kpcrossacademy.ua.edu/the-power-of-storytelling-using-narrative-to-enhance-teaching-and-learning/>

# Incorporating Storytelling Techniques to Build Speaking and Writing Skills

## Handout: Six Storytelling Techniques for Engaging Young Learners

### 1. Use Repetition Stories

Choose stories that include repeated phrases, patterns, or actions.

**Why it works:**

- Builds anticipation and familiarity
- Encourages participation and confidence
- Helps children predict and join in

**Tip:** Pause before a repeated phrase and let children complete it.

**Example:** We're Going on a Bear Hunt

### 2. Use Characters with Familiar Names

Personalise stories by using names children recognise from their own world.

**Why it works:**

- Creates instant connection
- Makes stories feel relevant and inclusive
- Increases emotional engagement

**Tip:** Don't be afraid to change character names to match your group.

### 3. Use Your Whole Self

Tell stories using expressive voices, facial expressions, and body movements.

**Why it works:**

- Supports multisensory learning
- Activates multiple areas of the brain

- Makes stories more memorable

**Ideas:**

- Act out animal movements
- Become the character (dragon, butterfly, giant)
- Ask children how a character might move.

## 4. Use Voice Modulation

Think of your voice as a paintbrush that creates emotion and mood.

**Why it works:**

- Adds depth and drama
- Helps children visualise scenes
- Draws listeners deeper into the story

**Examples:**

- Deep and slow for mystery
- High-pitched and fast for excitement

## 5. Control Pace and Build Suspense

Storytelling is a dance between slow and fast.

**Why it works:**

- Keeps attention focused
- Builds excitement and curiosity
- Creates emotional payoff

**Tip:** Slow down during important moments and pause before big reveals.

## 6. Use Visual Aids (When Appropriate)

Visuals can enhance storytelling, but are not always necessary.

**Why it works:**

- Adds layers and real-world connections
- Supports understanding for visual learners

**Remember:**

- Sometimes, imagination is the best visual
- Ask open-ended questions to spark mental images

**Adapted script:** Six storytelling techniques to bring stories alive in Early Years

# Developed by Teacher Activity Group Facilitators

Alina Buzhdyhan  
Anna Ivanyshyn  
Nataliia Futerko  
Lidia Moskalyk

36

Teacher Motivation  
in Ukraine

Learning outcomes

- Identify key factors that influence teacher motivation in their daily work.
- Explore practical strategies to boost motivation within their team or school environment..

Preparation for participants

- There is an article in this TAG meeting on **Types of Teacher Motivation and Why They Matter | GCU Blog\***. You could share the link for participants to read it before the meeting.

Overview

| Activity/stage                                           | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                | 5                | <ul style="list-style-type: none"><li>● TAG meeting 10 slides</li><li>● Handout x2</li><li>● Article <b>Types of Teacher Motivation and Why They Matter   GCU Blog*</b></li><li>● A4 paper</li></ul> <p>Online: Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                               | 10               |                                                                                                                                                                                                                                                                                                                                                                                                         |
| 3. Discuss: Types of Teacher Motivation: Why They Matter | 20               |                                                                                                                                                                                                                                                                                                                                                                                                         |
| 4. Apply: Practical strategies to boost motivation       | 15               |                                                                                                                                                                                                                                                                                                                                                                                                         |
| 5. Reflection and what to do next                        | 10               |                                                                                                                                                                                                                                                                                                                                                                                                         |

\* <https://www.gcu.edu/blog/teaching-school-administration/types-teacher-motivation-why-they-matter>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

Show slide 2. If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

Optional warmer

**Aim:** To define the emotional state of participants.

Ask participants to stand in a line in order of their motivation level( from 1 to 10 - from very low to very high) without naming it.

**Online option:** On a scale from 1 to 10, “How motivated are you today?» ask teachers to write/tell their number or raise the corresponding number of fingers.

Ask 2–3 people who named the highest and lowest numbers to explain briefly what influenced their rating

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Optional: Moment of Success (10 minutes)

Show slide 3 and ask participants to think:

- What’s the most exciting thing that happened to you since the last meeting?
- Could you share what worked well? Why?

Encourage participants to draw their associations on the A4 paper. Set the time limit (2 minutes). Invite participants to mingle and share their experience.

**Online option:** Participants paint and share their experiences

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

### 3. Discuss: Types of Teacher Motivation: Why They Matter (20 minutes)

**Aim:** To identify types of motivation and key factors that influence teacher motivation in their daily work.

Show slide 4 and introduce the learning outcomes.

Show slide 5 and lead the discussion. Split participants into 3 groups.

Show slide 6 and share *Handout 1: "Article: Types of Teacher Motivation: Why They Matter"*. Each group works with a specific type of motivation. Give time for participants to read it and identify types of motivation and examples. Encourage a discussion afterwards, either in pairs or as a group.

If participants have questions, encourage them to explore answers together or suggest places where they could find out more.

Set the time limit and ask them to be ready to share their ideas with the groups.

Encourage participants to share examples of their personal experiences that helped them to overcome the challenges of the past year.

**Online option:** Put participants in 3 breakout rooms. Each group focuses on one category of motivation and prepares a short report based on the specified questions.

If participants have questions, encourage them to explore answers together.

### 4. Apply: Practical strategies to boost motivation (15 minutes)

**Aim:** Explore practical strategies to boost motivation within their team or school environment.

Share Handout 2: Motivating Teachers. Ask participants to read the practices individually and mark what they already do and what they would like to try.

Group participants. Show slide 7. Invite participants to discuss the question in groups.

Set the time limit and ask them to be ready to share their ideas with the group, paying special attention to the working conditions( air alerts, power cuts).

Encourage participants to share examples of their personal ways.

**Online option:** Participants work in the breakout rooms according to the same instructions. They may share their ideas on Padlet.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Ask participants to:

- formulate, either aloud or silently, specific actions from the 'Apply' stage that they will take before the next meeting
- briefly reiterate that motivation is a resource that needs to be consciously replenished
- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- To preserve and replenish your motivation as a teacher, what are you going to implement into your daily routine?
- How ready are you to face any challenges that may arise after this TAG meeting?

### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

# Teacher Motivation in Ukraine

## Handout 1 (Group 1)

1. What is altruistic motivation focused on?
2. How does altruism (the desire to benefit students) help you cope with the feeling of helplessness during the war?

### “Types of Teacher Motivation: Why They Matter”

The field of education continues to navigate a perpetual concern with teacher turnover and attrition. The number of teachers leaving the profession due to burnout, dissatisfaction and undesirable conditions is alarming. As teachers leave the field, their students and the school communities continually suffer from disengagement, lack of community, disruptions in classroom learning and more.

Teaching is challenging, and it requires commitment, stamina and growth. What keeps teachers committed to their work is their motivation. What is teacher motivation fueled by? What motivates teachers to enter the field, and more importantly, to stay?

While there are many types of motivation for students, we are going to examine altruistic motivation, extrinsic motivation and intrinsic motivation. Thus, understanding teacher motivation at the foundation can assist with improving it and addressing it.

### Altruistic Motivation

Altruistic motivation relies on the intentional and voluntary behaviour that is performed without expectation of rewards and is focused on benefits for another person(s). The altruistic desire to leave a lasting impact and to positively influence the lives of students is a driving motivational factor that brings educators to the field and gives them reason to remain in the field. The reward of making a difference in students' lives and building relationships may be enough to satisfy the needs of educators. Altruistic motivation is important because it is a leading factor in both getting teachers into the field and helping them stay there.

Ways to emphasise altruistic motivation :

- Ask teachers to share why they entered the field
- Allow teachers to share their meaningful work stories with others
- Highlight teacher stories of meaningful work in school newsletters
- Recognize the difference teachers make with their students
- Encourage and recognise the relationships built in the school community
- Share success stories

## Handout 1 (Group 2)

1. Which forms of extrinsic motivation (rewards, recognition) are the most/least effective in your school environment?
2. How can you turn extrinsic motivation (e.g., a professional development certificate) into a source of internal strength?

### “Types of Teacher Motivation: Why They Matter”

The field of education continues to navigate a perpetual concern with teacher turnover and attrition.<sup>1</sup> The number of teachers leaving the profession due to burnout, dissatisfaction and undesirable conditions is alarming. As teachers leave the field, their students and the school communities continually suffer from disengagement, lack of community, disruptions in classroom learning and more.

Teaching is challenging, and it requires commitment, stamina and growth. What keeps teachers committed to their work is their motivation. What is teacher motivation fueled by? What motivates teachers to enter the field, and more importantly, to stay?

While there are many types of motivation for students, we are going to examine altruistic motivation, extrinsic motivation and intrinsic motivation. Thus, understanding teacher motivation at the foundation can assist with improving it and addressing it.

### Extrinsic Motivation

Extrinsic motivations can come from positive or negative external reinforcement. Such motivations may include salary, material benefits, vacations and rewards. A teacher might be motivated based on their perception of how well they are compensated for their work. For example, teachers often get professional development hours or further their education because they are motivated to move up on a pay scale.

Autonomy, feedback, job security and evaluative scores are other extrinsic factors that can motivate teachers to stay or possibly to leave

In education, extrinsic motivators can also negatively affect teachers. For example, the measurement of teacher competence through student achievement scores can negatively affect teacher motivation if they feel they have no control over students' test scores. Teacher evaluations are also associated with negative extrinsic motivation if teachers feel they are measured by impossible expectations rather than by the work they do every day.

Teachers are often faced with unrealistic expectations, which is one of the top reasons they leave the field. Teachers have to manage lesson planning, student behaviour, grading, parent communication, relationships, politics, committees, virtual learning, and actual lesson teaching, to name a few. When teachers are then measured by unrealistic expectations, they lose self-efficacy and motivation.

Ways to emphasize extrinsic motivation:

- Provide professional development opportunities based on interest
- Provide positive feedback and reinforcement
- Write a personal note to a teacher or peer
- Provide resources to support teachers and students
- Build a community with motivation for teachers and students
- Provide autonomy for teachers when able
- Highlighting teacher efforts in a school newsletter
- Allow teachers to peer-observe and learn from one another
- Focus evaluations on effort and growth

# Handout 1 (Group 3)

1. How does intrinsic motivation manifest in your daily work?
2. Provide an example from your experience where intrinsic motivation (the joy of the process, a sense of mission) helped you overcome the challenges of the past year.

## “Types of Teacher Motivation: Why They Matter”

The field of education continues to navigate a perpetual concern with teacher turnover and attrition.<sup>1</sup> The number of teachers leaving the profession due to burnout, dissatisfaction and undesirable conditions is alarming. As teachers leave the field, their students and the school communities continually suffer from disengagement, lack of community, disruptions in classroom learning and more.

Teaching is challenging, and it requires commitment, stamina and growth. What keeps teachers committed to their work is their motivation. What is teacher motivation fueled by? What motivates teachers to enter the field, and more importantly, to stay?

While there are many types of motivation for students, we are going to examine altruistic motivation, extrinsic motivation and intrinsic motivation. Thus, understanding teacher motivation at the foundation can assist with improving it and addressing it.

## Intrinsic Motivation

Intrinsic motivation is typically based on a genuine interest and enjoyment from what internally drives an individual to do something. It involves feelings, desires and incentives, all of which stem from an individual's behaviour and what matters to oneself. This might be considered the “internal interest.” With teachers, intrinsic motivation is about teaching and learning because they love to do it while also enhancing personal development and successes in teaching.

Intrinsic motivation for teachers can greatly influence their satisfaction, commitment and levels of student motivation. Teachers tend to remain in education longer when they intrinsically believe teaching is fulfilling for them.

Ways to emphasize intrinsic motivation:

- Cultivate an environment of respect
- Generate a sense of belonging through relationship-building exercises
- Build self-efficacy through support, resources and professional development
- Offer recognition and praise for efforts
- Provide opportunities for passion projects
- Encourage goodness
- Model and support positivity
- Allow autonomy
- Build competence through recognition
- Share decision-making responsibilities and leadership initiatives
- Create conditions conducive to success for all (differentiate support for teachers, too)
- Encourage and empower teachers and students

# Handout 2: Motivating Teachers

Motivation in education is a necessity for educators and students. More so than ever, teacher motivation is pivotal for the field, as attrition is a constant concern.

For teachers looking to bolster their own motivation, there are also several individual practices.

- Take time to reflect on the influence you've made with students and journal the success stories. This may allow space in your life for recognition and self-awareness, all linked to that altruistic fire inside.
- Take time for self-care. By recognising the good you are doing and rewarding yourself with something that makes you happy, you can build your confidence and capacity.
- Engage in professional learning that you enjoy. By building your competence and connecting to what drives you, you may be more intrinsically motivated to enhance your practice.
- Connect with colleagues at lunch, on prep periods or whenever you can. Sharing stories and practices not only creates belonging and commitment but also develops skills and knowledge.
- Build stronger relationships with students, families, or caretakers by asking questions to learn about each other. Create a sense of belonging for others and build intrinsic and altruistic motivation.
- Reward yourself and your peers for hard work. Even a note of appreciation to yourself or others can make a big difference in someone's day.
- Remember why you entered the field, and let that be the drive to why you stay
- Self-Care. «The 10-Minute Rule». Allocate 10 minutes of deliberate rest or hobby time per day, strictly separate from work.
- Peer-to-Peer Positive Feedback. Establish a practice of regularly exchanging positive feedback with a colleague.
- Routine Automation. Automate routine tasks (e.g., using AI to draft tests or activity ideas).

# Developed by Teacher Activity Group Facilitators

Iryna Burkovska  
Oksana Fedorkiv  
Inna Tsapiuk  
Lidia Mandrusiak

# Cultivating a Safe and Supportive Environment for Teachers

## Learning outcomes

- Identify key traits of psychological safety and its value for teacher collaboration.
- Select techniques to keep a safe and supportive environment for teachers.

## Preparation for participants.

- None

## Overview

| Activity/stage                                                              | Timing (approx.) | Materials/preparation                                                                                                                                                                              |
|-----------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                   | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Handouts x2</li><li>● Video(1:30 - 4:40) <b>Helping Teachers Manage Their Stress*</b></li></ul>                            |
| 2. Share: What did you do?                                                  | 10               |                                                                                                                                                                                                    |
| 3. Discuss: The importance of cultivating a safe and supportive environment | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Strategies and activities for building teacher safety and support | 20               |                                                                                                                                                                                                    |
| 5. Reflection and what to do next                                           | 10               |                                                                                                                                                                                                    |

\* [https://www.youtube.com/watch?v=t3YbU\\_ssORs](https://www.youtube.com/watch?v=t3YbU_ssORs)

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional:** Show slide 2 and invite participants to answer the questions.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today's topic.

### 3. Discuss: The importance of cultivating a safe and supportive environment (15 minutes)

**Aim:** To evaluate the importance of a safe and supportive environment and help teachers reflect on the value of psychological safety.

Show slide 4(learning outcomes).

Show slide 5 and collect ideas from teachers.

Show slide 6 and tell participants to watch the video and note down the techniques that help teachers relieve stress before, during, and after the working day. Play the video **Helping Teachers Manage Their Stress** (1:30-4:40).

Show slide 7, split participants into small groups and encourage them to discuss the questions:

- What does psychological safety look like under stress or danger?
- How does teacher support affect collaboration and crisis response?
- What habits help build trust and emotional support at school?

### 4. Apply: Strategies and activities for building teacher safety and support(20 minutes)

**Aim:** To suggest real solutions teachers can use in everyday work.

Show slide 8, set up 3 groups and share Handout 1: Stress-Reducing Techniques for Teachers' Work and Handout 2: Supportive Actions a Teacher Can Take. Groups read one assigned situation from Handout 2 and tick relevant techniques from Handout 1.

Each group adds two original strategies to their situation. Invite one representative from each group to present a summary. Encourage other groups to contribute their ideas for each situation.

**Online option:** Create a shared document where participants can tick the techniques for each situation. Put participants into breakout rooms for the discussion

### 5 Apply:How to use AI tools (20 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 9. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Show slide 10. Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What colleague behaviours make you feel safe, supported, and able to speak openly?
- Which small change in your own communication could help strengthen psychological safety in your team?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitator.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

Useful links (optional)



Article: **Psychological health of teachers of the New Ukrainian School as the basis of their psychological readiness for creative professional activity\***

Video (1min 57 sec): **Teacher Well-being\*\***

Article: **5 Effective Techniques for Reducing Stress in the Teaching Environment - Its Science\*\*\***

\*[https://ekhsuir.kspu.edu/items/519b3320-1573-4a85-9ed2-22c92a7a089c?utm\\_source=chatgpt.com](https://ekhsuir.kspu.edu/items/519b3320-1573-4a85-9ed2-22c92a7a089c?utm_source=chatgpt.com)

\*\* [https://www.teacherstrategies.org/teacher-well-being-and-burnout-prevention/?utm\\_source=chatgpt.com](https://www.teacherstrategies.org/teacher-well-being-and-burnout-prevention/?utm_source=chatgpt.com)

\*\*\* [https://its-science.com/reducing-stress-in-the-teaching-environment/?utm\\_source=chatgpt.com](https://its-science.com/reducing-stress-in-the-teaching-environment/?utm_source=chatgpt.com)

# Cultivating a Safe and Supportive Environment for Teachers

## Handout 1

### Stress-Reducing Techniques for Teachers’ Work

#### Personal Wellbeing Habits

- Mindful transitions: Start or end lessons with a calming ritual (e.g., breathing, gratitude, music).
- Digital boundaries: Set clear limits for checking messages or grading outside work hours.

#### Supportive Team Practices

- Weekly check-in circles: Short, structured time to share feelings, wins, or challenges.
- Peer mentoring pairs: Match teachers for regular support, feedback, and idea exchange.
- “No judgment” zones: Create safe spaces (physical or virtual) for venting or brainstorming

#### Collaborative Workflows

- Use shared planning tools to make lesson planning easier and faster.
- After a conflict, talk about what happened, how you felt, and what you need next time.
- Have an emergency buddy who can help you during stressful moments.

# Handout 2: Supportive Actions a Teacher Can Take

## Situation A: Teacher Overwhelm During Air Alarms

A teacher reacts emotionally during frequent air alarms and feels guilty for not staying “strong” for students.

**Task:**

- What can colleagues say or do to support this teacher?
- How can the school help maintain a sense of safety and stability for children in this situation?

## Situation B: Conflict in the Staffroom

Two teachers strongly disagree on how to handle behavioural issues caused by children’s stress.

**Task:**

- How can psychological safety help them discuss this productively?
- What communication strategies can prevent escalation?

## Situation C: Teacher Burnout and Silence

A normally active teacher stops participating in planning, avoids discussions, and seems exhausted.

**Task:**

- What might be behind this withdrawal?
- What gentle, supportive steps can colleagues or admin take?

# Developed by Teacher Activity Group Facilitators

Zhanna Tyshchenko  
Kateryna Netreba  
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38

Teaching Strategies for Students with Special Needs

Learning outcomes

- Identify what the concept of inclusion is.
- Evaluate and adapt specific strategies that foster a safe, inclusive environment for students with diverse learning needs.

Preparation for participants

- Read the article **Teaching Strategies for Students With Special Needs\***
- Watch the video (2 min 19 sec) **Inclusion\*\***

Overview

| Activity/stage                    | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                         | 5                | <ul style="list-style-type: none"><li>● TAG meeting 10 slides</li><li>● Video (2 min 19 sec): <b>Inclusion</b></li><li>● Handout x1</li></ul> <p>Online: Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?        | 10               |                                                                                                                                                                                                                                                                                                                                                  |
| 3. Discuss: Unpacking inclusion   | 20               |                                                                                                                                                                                                                                                                                                                                                  |
| 4. Apply: Strategies in action    | 15               |                                                                                                                                                                                                                                                                                                                                                  |
| 5. Reflection and what to do next | 10               |                                                                                                                                                                                                                                                                                                                                                  |

\* <https://www.positiveaction.net/blog/teaching-special-education-strategies>

\*\* <https://www.youtube.com/watch?v=6SnXBKEfr2s>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Unpacking inclusion (15 minutes)

**Aim:** To identify what the concept of inclusion is.

Show slide 5. If you shared the video before the TAG meeting, find out who has watched it and if they want to watch it again together. Set up mixed groups and ask them to share their impressions of the video. Encourage participants to use the questions on slide 6 as the guide.

**Online option:** Share the video and create break-out rooms for group discussion.

4. Apply: Strategies in action (20 minutes)

**Aim:** To evaluate and adapt specific strategies for diverse learners.

Show slide 7 and find out who has read the article **Teaching Strategies for Students With Special Needs**. Share the handout: How to Adapt Your Teaching Strategies for Students With Special Needs, and ask participants to follow the instructions on the slide. Encourage some discussion afterwards, either in pairs or in groups.

**Online option:** Do this in breakout rooms. Participants can share their action points in the chatbox afterwards.

5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slides 8 and 9. Ask participants to:

- reflect on the meeting
- choose their action point from today
- note it in their Learning Journal.

Ask participants what they’ve chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today’s meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today’s topic in the next meeting
- checking the ‘Preparation’ for the new topic, if you’re moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What are your learning points from today’s session?
- What did you learn from your colleagues today about successful strategies for meeting different learners’ needs?
- What approaches from today’s session would you like to implement?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links (optional)

Article: **Practical and Effective 18 Teaching Strategies for Special Needs Students\***

Webinar: **Creating inclusive classrooms for special educational needs\*\***

\* <https://www.21kschool.com/ua/blog/teaching-strategies-for-special-needs-students/>

\*\* <https://americas.britishcouncil.org/creating-inclusive-classrooms-special-educational-needs>

# Teaching Strategies for Students with Special Needs

## Handout

### How to Adapt Your Teaching Strategies for Students With Special Needs

**Ready Students for Upcoming Lessons:** Discuss and establish learning expectations. Let students know what they'll learn during the lesson and how much time they'll need for each activity. Provide the schedule in advance. Summarise your lesson plan so everyone is on the same page. Be very clear on the materials needed for the lesson. Let students prepare beforehand, so they feel ready and confident in engaging with the lesson.

**Conducting Effective Lessons:** Use effective instruction to ensure that students engage with the lessons with willingness and interest.

**Review the Previous Lesson:** Emphasise key points by using worksheets to highlight keywords in the instructions for students with special needs to focus on.

**Help the Student Participate During the Lesson:** Don't rush your students with special needs. Try to ask them probing questions only after they've had enough time to solve an equation.

**Help Students Focus:** As the lesson proceeds, share gentle reminders with students to keep working on their assigned tasks. Also, keep an eye out for difficulty in reading comprehension or daydreaming. Provide these students with extra explanations, or request a classmate to serve as a peer tutor for the lesson.

**Check Student Performance:** Question individual students with special needs to gauge their mastery of the lesson's content. Avoid high-pressure and timed tests when it comes to students with special needs. These situations don't allow them to demonstrate the full scope of their knowledge due to their potential time blindness. More time to complete quizzes means minimal test anxiety.

**Provide Follow-Up Directions:** After instructing the entire class, provide additional oral directions for a student with special needs.

**Concluding Lessons:** Let students know when the lesson is about to end, preferably 5 or 10 minutes beforehand. Go over assignments with students, let students know what to expect in the next lesson.

# Developed by Teacher Activity Group Facilitators

Oksana Kyrkevych  
Iryna Kurupka  
Iryna Zamkovska

39

Building Collaborative Learning: Teamwork Techniques

Learning outcomes

- Evaluate the role of teamwork among the students in the English lessons.
- Identify one team-based classroom activity and adapt it to a specific English lesson.

Preparation for participants

- Read the article **Working in pairs and groups - Activities\***

Overview

| Activity/stage                                                         | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                              | 5                | <ul style="list-style-type: none"><li>● TAG meeting 10 slides</li><li>● Article: <b>Working in pairs and groups - Activities*</b></li><li>● Handout x1</li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                             | 10               |                                                                                                                                                                                                                                                                                                                                                                            |
| 3. Discuss: Why is teamwork important for learners in English lessons? | 15               |                                                                                                                                                                                                                                                                                                                                                                            |
| 4. Apply: Teamwork activities: action planning                         | 20               |                                                                                                                                                                                                                                                                                                                                                                            |
| 5. Reflection and what to do next                                      | 10               |                                                                                                                                                                                                                                                                                                                                                                            |

\* <https://www.teachingenglish.org.uk/teaching-resources/teaching-primary/activities/level-1/working-pairs-and-groups>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

Online option: If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Why is teamwork important for learners in English lessons? (15 minutes)

**Aim:** Evaluate the role of teamwork among the students in the English lessons.

Show slide 4 (Learning outcomes).

Ask participants if they have read the article “Working in pairs and groups”. Show slide 5 and lead a short general discussion, “Why is teamwork important for learners?” based on the article. Split participants into small groups.

Show slide 6 and ask participants to discuss the questions in small groups. Set a time limit and ask them to be ready to share their conclusions with the group.

4. Apply: Teamwork activities: action planning (20 minutes)

**Aim:** To choose a teamwork activity to try in class.

Show slide 7 and share the copies of the Handout: Team-based classroom activities. Ask participants to read the handout and follow the instructions on the slide.

Participants think about the questions and make notes individually. Then, they share with a partner.

5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and make notes soon after the meeting.

- How has today's discussion shifted or confirmed your views on teamwork in English lessons?
- What is one specific action you will take to improve group work management in the coming week?
- Which group-based activity will you try or adapt for your own lesson next week? What adjustments will you make to fit your students?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links (optional)

Article: **Group Work in the Classroom: Types of Small Groups** | Centre for Teaching Excellence | University of Waterloo\*

\* <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/group-work-classroom-types-small-groups>

# Building Collaborative Learning: Teamwork Techniques

## Handout: Team-based classroom activities

1) Read the titles of the activities, and tick the appropriate column.

|                              | I've already used | I'd like to try | Not sure |
|------------------------------|-------------------|-----------------|----------|
| Jigsaw                       |                   |                 |          |
| Snowball groups/<br>Pyramids |                   |                 |          |
| Rotating trios               |                   |                 |          |
| Think-pair-share             |                   |                 |          |

### 2)Team-based classroom activities

#### Jigsaw

- Class size: 10-50
- Time frame: 20 or more minutes
- Setting: moveable seating required, a lot of space preferable
- Purpose: learn concepts in-depth, develop teamwork, and have students teach students

**Description:** This strategy involves students becoming “experts” on one aspect of a topic, then sharing their expertise with others. Divide a topic into a few constitutive parts (“puzzle pieces”). Form subgroups of 3-5 and assign each subgroup a different “piece” of the topic (or, if the class is large, assign two or more subgroups to each subtopic). Each group’s task is to develop expertise on its particular subtopic by brainstorming, developing ideas, and if time permits, researching. Once students have become experts on a particular subtopic, shuffle the groups so that the members of each new group have a different

area of expertise. Students then take turns sharing their expertise with the other group members, thereby creating a completed “puzzle” of knowledge about the main topic.

#### Snowball groups/pyramids

1. Class size: 12-50
2. Time frame: 15-20 minutes, depending on how many times the groups “snowball”
3. Setting: moveable seating required
4. Purpose: generate well-vetted ideas, narrow a topic, and develop decision-making skills

**Description:** This method involves progressive doubling: students first work alone, then in pairs, then in fours, and so on. In most cases, after working in fours, students come together for a plenary session in which their conclusions or solutions are pooled. Provide a sequence of increasingly complex tasks so that students do not become bored with repeated discussion at multiple stages. For example, have students record a few questions that relate to the class topic. In pairs, students try to answer one another’s questions. Pairs join together to make fours and identify, depending on the topic, either unanswered questions or areas of controversy or relevant principles based on their previous discussions. Back in the large class group, one representative from each group reports the group’s conclusions

#### Rotating trios

- Class size: 15-30
- Time frame: 10 or more minutes
- Setting: a fair bit of space, moveable seating helpful (they could stand)
- Purpose: introduce students to many of their peers, and generate ideas

**Description:** This strategy involves students discussing issues with many of their classmates in turn. Beforehand, prepare discussion questions. In class, students form trios, with the groups arranged in a large circle or square formation. Give the students a question and suggest that each person take a turn answering. After a suitable time period, ask the trios to assign a 0, 1, or 2 to each of its members. Then direct the #1s to rotate one trio clockwise, the #2s to rotate two trios clockwise, and the #0s to remain in the same place; the result will be completely new trios. Now introduce a new, slightly more difficult question. Rotate trios and introduce new questions as many times as you would like.

#### Think-pair-share

- Class size: any
- Time frame: 5-10 minutes
- Setting: no limitations
- Setting: a fair bit of space, moveable seating helpful (they could stand)
- Purpose: generate ideas, increase students’ confidence in their answers, and encourage broad participation in the plenary session

**Description:** This gy has three steps. First, students think individually about a particular question or scenario. Then they pair up to discuss and compare their ideas. Finally, they are given the chance to share their ideas in a large class discussion.

Fishbowl

- Class size: 10-50
- Time frame: 15 or more minutes
- Setting: movable seating and a lot of space, preferably; if necessary, have the inner group stand/sit at the front of the lecture hall and the outer group sit in regular lecture hall seats
- Purpose: observe group interaction, provide real illustrations for concepts, and provide an opportunity for analysis

**Description:** This method involves one group observing another group. The first group forms a circle, and either discusses an issue or topic, does a role play, or performs a brief drama. The second group forms a circle around the inner group. Depending on the inner group’s task and the context of your course, the outer group can look for themes, patterns, soundness of argument, etc., in the inner group’s discussion, analyse the inner group’s functioning as a group, or simply watch and comment on the role play. Debrief with both groups at the end in a plenary to capture their experiences.

Compiled from Group Work in the Classroom: Types of Small Groups | Centre for Teaching Excellence | University of Waterloo

# Developed by Teacher Activity Group Facilitators

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40

Flipped-Classroom Model

Learning outcomes

- Define the «Flipped-Classroom Model» and identify its benefits for the modern English classroom.
- Develop practical tips for implementing the Flipped-Classroom Model in the current Ukrainian reality.

Preparation for participants

- Read the article: **Empower students with flipped, cooperative learning | TeachingEnglish | British Council\***

Overview

| Activity/stage                                             | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                              |
|------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                  | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Video (2 min 57 sec): <b>Decoding the Flipped Classroom Model in 3 Minutes   Flipped Classroom technique**</b></li><li>● Article: <b>Empower students with flipped, cooperative learning   TeachingEnglish   British Council</b></li></ul> |
| 2. Share: What did you do?                                 | 10               |                                                                                                                                                                                                                                                                                                                    |
| 3. Discuss: Definition and benefits of Flipped Classroom   | 20               |                                                                                                                                                                                                                                                                                                                    |
| 4. Apply: Finding input resources for high school students | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                                                                                                                 |
| 5. Reflection and what to do next                          | 10               |                                                                                                                                                                                                                                                                                                                    |

\* <https://www.teachingenglish.org.uk/professional-development/teachers/using-digital-technologies/empower-students-flipped-cooperative>

\*\* <https://youtu.be/KHntP94-dv4?si=-tEIBqPLOBa3cMzP>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

Show slide 2. If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Optional:** Look at the pictures and choose the image that represents your mood. Explain why.

**Online option:** Ask participants to type the number of the chosen picture in the chat and explain why.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Definition and benefits of a Flipped Classroom (20 minutes)

**Aim:** To define the Flipped Classroom and outline its benefits for the modern English learner.

Show slide 4 (Learning outcomes).

Show slide 5 and tell participants they are going to watch the (2 min 57 sec): **Decoding the Flipped Classroom Model in 3 Minutes | Flipped Classroom technique.**

Show slide 6 and encourage participants to discuss the questions in pairs or groups.

Show slide 7 and find out who has read the article **Empower students with flipped, cooperative learning | TeachingEnglish | British Council**. Create mixed groups where at least some participants have read the article.

Ask them to share what they learned from the article and discuss the question on the slide.

**Online option:** Do a quick poll or hands up to see who's read the article.

#### 4. Apply: Finding input resources for high school students (15 minutes)

**Aim:** To develop practical tips for implementing the Flipped-Classroom Model in the current Ukrainian reality.

Show slide 8. Set up four groups and encourage participants to discuss one question per group

1. What type of materials can be used as a pre-task for students? Why?
2. How can you structure classwork for the Flipped-Classroom Model?
3. What types of tasks can you suggest for learners of different levels?
4. What kind of assessment will you choose to evaluate learners' results?

Encourage participants to share the highlights of their discussion.

**Online option:** Do this in breakout rooms.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Take a moment to think and make notes soon after the meeting.

- Create your own plan for the Flipped- Classroom Model implementation

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything *not* go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links (optional)

Article: **How to flip the classroom using game-based learning | British Council\***

Video (7 min 42 sec): **What a 'flipped' classroom looks like\*\***

Webinar (58 min 25 sec): **TEA webinar | Flipped learning: benefit and effects in an EFL Classroom | Sandrine Epole Nkumbe\*\*\***

\* <https://www.britishcouncil.org/voices-magazine/how-flip-classroom-using-game-based-learning>

\*\* [https://youtu.be/G\\_p63W\\_2F\\_4?si=mNTucQXrIbEGU054](https://youtu.be/G_p63W_2F_4?si=mNTucQXrIbEGU054)

\*\*\* <https://youtu.be/J6k0KRuBvkM?si=J8VjlfGZGoYUObJo>

# Developed by Teacher Activity Group Facilitators

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# Building a Culture of Teacher Encouragement

## Learning outcomes

- Identify and evaluate the strategies for building a culture of teacher encouragement.
- Adapt and personalise a template for your school context.

## Preparation for participants.

- None

## Overview

| Activity/stage                                    | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                         | 5                | <ul style="list-style-type: none"><li>● TAG meeting 12 slides</li><li>● Video (3 min 06 sec): <b>How To Encourage A Culture Of Appreciation In Schools? - Aspiring Teacher Guide*</b></li><li>● Video (1 min) <b>60-Second Strategy: Shout-Outs**</b></li><li>● Post-it note, flipchart paper</li></ul> |
| 2. Share: What did you do?                        | 10               |                                                                                                                                                                                                                                                                                                         |
| 3. Discuss: What is encouragement for you?        | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul>                                                                                                      |
| 4. Apply: Creating shout-outs for your colleagues | 15               |                                                                                                                                                                                                                                                                                                         |
| 5. Reflection and what to do next                 | 10               |                                                                                                                                                                                                                                                                                                         |

\* <https://www.youtube.com/watch?v=o40jomiWrNw>

\*\* [https://www.youtube.com/watch?v=Cr\\_s3kzjX-g](https://www.youtube.com/watch?v=Cr_s3kzjX-g)

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional warmer:** Emotional Tunnels

Organise the participants into two lines, face-to-face, so that they can build an imaginary tunnel. Ask two volunteers to leave the room for a few minutes. Set the task to make a negative comment on the first volunteer while going through the tunnel and to compliment the other one going through the tunnel. Ask them to do it in turns.

Each time, ask a person about the feelings they experienced.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to think about something pleasant that has recently happened to you.

- What was it?
- What effect did it have upon you?
- How valued did you feel?
- Do you think it added to your well-being and motivated you to keep going? Why?

Encourage them to share their thoughts and what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today's topic.

### 3. Discuss: What is encouragement for you? (20 minutes)

**Aim:** To identify and evaluate the strategies presented in the video.

Show slide 4 (Learning outcomes).

Show slide 5 and lead a short discussion.

**Optional:** Create a Mentimeter link for participants to type their answers to the question of what encouragement is for them.

Ask a follow-up question and lead a short general discussion about the factors that add to the feeling of appreciation and value.

Show slide 6 and tell participants they are going to watch the video (3 min 06 sec): **How To Encourage A Culture Of Appreciation In Schools?** - Aspiring Teacher Guide. Encourage them to take notes.

Show slide 7, set up pairs or small groups and invite participants to discuss the questions:

- Which strategies are the most appealing to you? Why?
- Which strategies of your own would you like to add? Why?

**Online option:** Do the same in breakout rooms.

### 4. Apply: Creating shout-outs for your colleagues (15 minutes)

**Aim:** To adapt and personalise a template for your school context.

Show slide 8 and play the video (1 min) **60-Second Strategy: Shout-Outs**. Ask participants to share their thoughts about the strategy shown.

Show slide 9. Encourage participants to follow the instructions on the slide.

**Online option:** Do the same on the Padlet board or any other board of your choice.

### 5 Apply:How to use AI tools (20 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 10. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What are the ideas I will definitely use?
- What do I need to think about?
- What are the things I need more information about?

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links (optional)

Video (3 min 56 sec): **Edutopia - YouTube\***

Article: **Back to school tips for teachers – advice for teachers for a brand new school year\*\***

Article: **Encouragement vs Praise for Teachers - Positive Discipline\*\*\***

\* <https://www.youtube.com/@edutopia>

\*\* <https://share.google/gEs8Zru2ZI5Cewcy0>

\*\*\* <https://www.positivediscipline.com/articles/encouragement-vs-praise-teachers/>

# Developed by Teacher Activity Group Facilitators

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42

Task-Based and Active Learning Approaches for Motivating Emotionally

Learning outcomes

- Identify key factors that influence student motivation and emotional engagement.
- Create TBL activities for disengaged learners.

Preparation for participants

- None

Overview

| Activity/stage                                                                            | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                                 | 5                | <ul style="list-style-type: none"><li>● TAG meeting 13 slides</li><li>● Handout x1</li><li>● Video (1 min 45 sec) <b>How can teachers help motivate their students?*</b></li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                                                | 10               |                                                                                                                                                                                                                                                                                                                                                                                              |
| 3. Discuss: How can teachers help motivate their students?                                | 15               |                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Apply: TBL activities that support under-motivated and emotionally distracted students | 20               |                                                                                                                                                                                                                                                                                                                                                                                              |
| 5. Reflection and what to do next                                                         | 10               |                                                                                                                                                                                                                                                                                                                                                                                              |

\* <https://www.youtube.com/watch?v=C6PqG5tObSY>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To build emotional connection and ground the group for discussion.

Show slide 2 and ask participants to complete the sentences about their own emotions. Encourage participants to share their thoughts.

**Online option:** Use Mentimeter or any other App.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today's topic.

3. Discuss: How can teachers help motivate their students? (15 minutes)

**Aim:** To identify key factors that influence student motivation and emotional engagement from the video.

Show slide 4(learning outcomes).

Show slide 5. Tell participants you are going to ask them questions related to concentration, motivation, or emotional distractions. Invite participants to respond with: 👍 = yes, 🙅 = no, 🤔 = not sure. Lead a short discussion by asking the follow-up questions, which are in brackets.

- Do you sometimes struggle to concentrate because of emotions or stress? (In which cases? (e.g. family-related and health issues, unpredictable circumstances)
- Do students lose motivation when tasks feel purposeless? (What factors may cause it?)
- Do you feel more engaged when activities are interactive? (Give an example of your favourite one.

Show slide 6 and tell participants they're going to watch a video (1 min 45 sec) How can teachers help motivate their students?. Set up groups and show slide 7. Encourage participants to discuss the questions in groups.

Take feedback in plenary.

**Online option:** Watch the video and split the participants into breakout rooms.

- Examples of factors to trigger thinking: autonomy, emotional climate, positive relationships, relevance of tasks, teacher enthusiasm, and variety of activities.
- Examples of signs: loss of focus, passive behaviour, anxiety, reluctance to participate, and frustration.
- Examples of strategies: active learning, student choice, meaningful tasks, positive feedback, and collaboration.

#### 4. Apply: TBL activities that support under-motivated and emotionally distracted students (20 minutes)

**Aim:** To create TBL activities for disengaged learners.

Show slide 8 and share the handout. Ask participants to read the case studies and, in groups, discuss the cases and create a mini TBL task that directly addresses the motivation factors. Invite participants to present their activities.

Note: Show slides 9-10 with case studies while groups present.

Take feedback in plenary.

**Online option:** Split the participants into breakout rooms, give the link to the online platform (e.g. Canva, Miro, PPT) for their collaboration.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 12. Ask participants to complete three short statements:

- I realised that motivation increases when ...
- One thing I've learnt about emotionally distracted learners is ...
- One activity I would like to try is ...

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- What emotional or motivational challenges have you noticed in your classroom?
- What active learning strategies would you like to try out with your students?
- How can a TBL task reduce stress and increase engagement of your students?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links (optional)

Video (2 min 13 sec): **THREE ideas to keep your learners motivated\***

\* <https://www.youtube.com/watch?v=0YI9X5LLRMQ>

# Task-Based and Active Learning Approaches for Motivating Emotionally

## Handout: The Case Studies

### Case 1: The Silent Student

Maria sits silently in class, avoiding eye contact and rarely participating. She used to be active, but recently her engagement has dropped. She looks tired and overwhelmed.

### Case 2: The Overactive Student

Oleh interrupts others, moves constantly, and cannot stay focused on tasks. When given worksheets, he becomes frustrated or bored.

### Case 3: The Anxious Achiever

Sofiia works hard but becomes anxious during group tasks. She fears making mistakes and prefers to work alone.

# Developed by Teacher Activity Group Facilitators

Hanna Perkolaba  
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43

Developing Mediation Skills for Effective Teaching and Learning

Learning outcomes

- Identify key mediation strategies and their role in supporting mutual understanding and communication.
- Adapt a classroom activity that applies mediation techniques.

Preparation for participants

- Watch the video (5 min 41 sec) and take notes: **How to teach and assess progress in mediation\***
- Read Handout 1 (Mediation strategies), tick or highlight the strategies you’ve already used

Overview

| Activity/stage                                     | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                          | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Handouts x2</li><li>● Video (5 min 41 sec): <b>How to teach and assess progress in mediation</b></li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                         | 10               |                                                                                                                                                                                                                                                                                                                                                                                              |
| 3. Discuss: Mediation in the Classroom Environment | 20               |                                                                                                                                                                                                                                                                                                                                                                                              |
| 4. Apply: Mediating a text                         | 20               |                                                                                                                                                                                                                                                                                                                                                                                              |
| 5. Reflection and what to do next                  | 10               |                                                                                                                                                                                                                                                                                                                                                                                              |

\* <https://www.youtube.com/watch?v=tr87T2GNd6U>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

Show slide 1 and welcome participants.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic.

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Mediation in the Classroom Environment (20 minutes)

**Aim:** To explore the practical value of mediation skills for learners.

Show slide 5. Ask participants to join Mentimeter or another application of your choice and answer the question, “What is Mediation?”. Summarise participants’ ideas.

Show slide 6. Play the video How to teach and assess progress in mediation again if needed. Invite participants to discuss the three questions on the slide in pairs. Encourage them to agree on one or two key ideas for each question.

**Optional:** Participants work in groups, and each group is assigned one question to discuss.

Show slide 7 and invite teachers to reflect on the statement.

**Online option:** Ask participants to share notes in the chat privately or in a notebook.

#### 4. Apply: Mediating a text (20 minutes)

**Aim:** To practise key mediation strategies by transforming a text for a specific audience and purpose.

Show slide 8 and invite participants to share their thoughts.

Distribute *Handout 2*. Ask participants to work in groups, read the text on *Handout 2*, focused on a specific mediation strategy. Transform the text using the assigned strategy (Amplifying a dense text/Streamlining a text/Adapting language).

Groups move around from table to table, taking 2-3 minutes to give feedback on the strategies used. Each group reads the shared comments and adds one short insight about how they worked on the task.

Show slide 9. Refer participants to *Handout 1*. Encourage them to share the mediation strategy you already use in your classroom. Invite teachers to choose a new strategy they would like to try with their learners, specify a possible topic or context, and discuss relevant adaptations.

Wrap up by asking the participants the question: How would this help learners in the classroom?

**Online option:** Work individually or in your assigned breakout rooms. Invite participants to read the New Year text, or any text of your choice, provided on the screen or in the chat. Identify the target reader and any potential difficulties in the text, and rewrite the text using only your assigned mediation strategy. Prepare to explain which strategy you used and how it improved the message's clarity.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand

- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

- What mediation strategies did I learn today?
- Which mediation strategy did I find the most effective today, and why?
- How could your students practise mediation strategies in a real lesson?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

# Developing Mediation Skills for Effective Teaching and Learning

## Handout 1: Mediation strategies

Linking to previous knowledge is an important part of the learning process. The mediator may ask simple questions and give examples to activate previous knowledge.

Adapting language is a strategy where the learners can reach successful communication through the usage of synonyms, paraphrasing, and explanation of technical terminology.

Breaking down complicated information is a useful strategy when learners deal with a complex text. The learners can break the process into a series of steps, present ideas in the form of a list and separately in a chain of argument.

Amplifying a dense text is concerned with the expansion of the text by giving more details, examples, and background information to the original variant.

Streamlining a text is concerned with simplifying the text by highlighting only the key information, eliminating repetitions and excluding irrelevant information.

## Handout 2: Mediation strategies

**Task: Streamline the text for a short classroom presentation.**

New Year's Eve, which is celebrated on the thirty-first of December in many parts of the world, is often considered a significant cultural event due to the fact that it marks the official end of the calendar year. During this time, people may engage in a wide variety of activities, such as attending social gatherings, watching televised countdown programmes, reflecting on past experiences, setting personal goals, or simply spending quiet time with family members.

**Task: Adapt the language for younger learners (A2–B1)**

The transition into the New Year is frequently perceived as an opportunity for personal reassessment, during which individuals formulate resolutions intended to enhance various aspects of their lives, including professional development, health, and interpersonal relationships.

**Task: Amplify the text for teenage learners (B1).**

In many cultures, New Year's celebrations are associated with renewal, symbolic rituals and collective reflection. Public gatherings, countdowns and fireworks function as social markers that reinforce a shared sense of transition from one temporal cycle to another.

# Developed by Teacher Activity Group Facilitators

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# Teacher Work–Life Balance: How Not to Work 24/7

## Learning outcomes

- Evaluate personal ‘drainers’ and ‘supporters’ to improve professional well-being
- Create individual tips for teachers’ work-life balance.

## Preparation for participants.

- None

## Overview

| Activity/stage                         | Timing (approx.) | Materials/preparation                                                                                                                                                                              |
|----------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                              | 5                | <ul style="list-style-type: none"><li>● TAG meeting 12 slides</li><li>● Post-it notes</li><li>● A4 paper</li></ul>                                                                                 |
| 2. Share: What did you do?             | 10               |                                                                                                                                                                                                    |
| 3. Discuss: Drains and gains           | 20               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: Small Shifts for Big Changes | 15               |                                                                                                                                                                                                    |
| 5. Reflection and what to do next      | 10               |                                                                                                                                                                                                    |

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short. If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional warmer:** 'How Full Is Your Cup?'

Ask participants to imagine their energy as a 'cup'. Encourage them to write one word describing how full their cup feels today on a post-it note and stick it to the board.

Briefly comment on common themes (stress, tiredness, balance, motivation).

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today's topic.

### 3. Discuss: Drains and Gains (20 minutes)

**Aim:** To analyse video input to identify speaking-support techniques that build student confidence.

Show slide 4 (Learning outcomes).

Show slide 5 and ask them whether they agree or disagree with the statement:

- You are never going to find a perfect balance.

Group participants by opinion and invite them to share theirs. Take short feedback.

Show slide 6 and tell participants they are going to watch the video (0:20-2:00) **Ways to improve your work-life balance as a teacher\***. Encourage them to make notes.

Show slide 7, ask participants to discuss their assigned question and make a list of the top 3 "drainers" and the top 3 "supporters", be ready to justify.

Encourage groups to share their ideas.

### 4. Apply: Small Shifts for Big Changes (15 minutes)

**Aim:** To create individual tips for teachers' work-life balance.

Show slide 8, encourage participants to draw their 'Life Balance Pie' and divide it into 5 pieces: *family, work, hobby, rest, others*. Invite participants to share their 'pie' in pairs or small groups and discuss whether they are satisfied or want to change something in it.

Show slide 9 and ask participants to work in groups of 4 and make a list of at least 5 tips on improving life-work balance.

Lead a short discussion.

**Online option:** You could share the link to a Google Doc or any interactive board of your choice.

### 5 Apply:How to use AI tools (20 minutes)

**Aim:** To wrap up the meeting and agree on action points

Show slide 10. Participants reflect individually and make notes:

- One habit that currently harms their work-life balance.
- Three strategies to reduce workload or establish clear work-life separation.
- One specific promise they make to themselves for the next month.

Encourage some sharing afterwards.

**Online option:** Spin a digital question wheel while sharing your screen. Invite teachers to respond verbally or via chat. Collect action points in the chat or via a quick poll.

Show slide 11. Ask participants to choose their action point from today. Wrap up the meeting by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next TAG meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

\* <https://youtu.be/U1ds1T5Sv3w?si=fA2sWlOThmj-HwfE>

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links (optional)

Article: **How to Maintain a Work-Life Balance as a Teacher - Twinkl\***

\* <https://www.twinkl.com.pr/blog/how-to-maintain-a-work-life-balance-as-a-teacher>

# Developed by Teacher Activity Group Facilitators

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45

# Adapting the Learning Process to the Individual Needs of Students Through Innovative Methods

Learning outcomes

- Identify innovative teaching strategies that address diverse student needs.
- Select a specific student or lesson to design a tailored adaptation.

Preparation for participants

- Read the article **10 Innovative Teaching Strategies for Diverse Learners\*** and take notes of the ideas you find useful.
- Watch the video **Universal Design for Learning (Explained in 3 Minutes)\*\***

Overview

| Activity/stage                                                        | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                             | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Read the article <b>10 Innovative Teaching Strategies for Diverse Learners*</b></li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                            | 10               |                                                                                                                                                                                                                                                                                                                                                                             |
| 3. Discuss: Teaching strategies for diverse learners                  | 15               |                                                                                                                                                                                                                                                                                                                                                                             |
| 4. Apply: Tailoring the learning process to individual student needs. | 20               |                                                                                                                                                                                                                                                                                                                                                                             |
| 5. Reflection and what to do next                                     | 10               |                                                                                                                                                                                                                                                                                                                                                                             |

\*<https://realitypathing.com/10-innovative-teaching-strategies-for-diverse-learners/>

\*\* <https://www.youtube.com/watch?v=bHUGdrvqVuo>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners.

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional:** Show slide 2 and ask participants to follow the instructions.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3 and invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Teaching strategies for diverse learners (15 minutes)

**Aim:** To collaborate to share strategies for inclusive, differentiated teaching.

**Option 1:** Show slide 5 and ask participants to recall a recent lesson in which students had different needs. Set up small groups, refer participants to the article, and invite them to discuss the questions. If necessary, share the link to the article **10 Innovative Teaching Strategies for Diverse Learners**. Encourage groups to share the highlights of their discussion.

**Option 2:** Set up 3 groups and encourage participants to walk from station to station (Handout 2: Interactive Stations & Cards, to be printed on separate A4 sheets of paper), discuss the questions and take notes of the key ideas.

Encourage groups to share the highlights of their discussion.

**Online option:** Use breakout rooms for group work and a collaborative tool (Padlet, Miro, Google Slides) to record shared strategies.

You may scaffold the discussion using the categories: **content, process, product, and learning environment.**

Encourage teachers to give specific examples from their lessons. Keep an eye on timing: if the discussion is highly productive, it is OK to let it run longer and shorten other parts of the agenda.

#### 4. Discuss: Tailoring the learning process to individual student needs (20 minutes)

**Aim:** To help participants apply the session's content to their classrooms and identify steps for supporting individual student needs.

Show slide 6 and ask participants to think about a student they would support with adaptive techniques. Encourage them to take notes of their ideas:

- What are the student's specific needs?
- Which adaptations can support these needs? (content, process, product, environment)
- What will they do differently in their next lesson?

Participants work individually for a few minutes, then are encouraged to share in pairs or small groups.

As a whole group, collect 3–5 practical ideas everyone can try before the next meeting.

**Online option:** Use breakout rooms for pair/group sharing. Participants can note their ideas on a shared Jamboard, Padlet, or Google Doc.

Encourage participants to focus on *small, realistic adaptations* rather than big changes. You may prepare example scenarios (e.g., a student with low motivation, a student with high ability, a SEN learner). If the discussion is productive, let it run — this part can take most or all of the meeting if it's useful.

#### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 7. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

- What new insights or tools for adaptation will you take away?
- What small, realistic changes can you make?
- What is one simple thing you will actually do before our next meeting?

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

# Adapting the Learning Process to the Individual Needs of Students Through Innovative Methods

## Handout: 10 Innovative Teaching Strategies for Diverse Learners

### 1. Universal Design for Learning (UDL)

Universal Design for Learning (UDL) is a research-based framework aimed at optimising teaching for all individuals by providing multiple means of engagement, representation, and action/expression. This approach encourages educators to:

**Provide options:** Allow students to choose how they learn best—whether through visual aids, auditory materials, or hands-on experiences.

**Foster engagement:** Integrate interests and real-world applications into lessons to motivate students from different backgrounds.

**Encourage flexibility:** Offer a variety of assessment methods, such as projects, presentations, and traditional tests, so students can demonstrate their understanding in ways that suit their strengths.

By implementing UDL principles, teachers can create a more inclusive learning environment that accommodates each student's unique needs.

### 2. Culturally Relevant Pedagogy

Culturally relevant pedagogy emphasises the importance of including students' cultural references in learning experiences. This strategy encourages teachers to:

**Incorporate diverse perspectives:** Use literature, examples, and historical figures from a variety of cultures in lesson plans.

**Value students' backgrounds:** Create opportunities for students to share their cultural experiences and knowledge with classmates.

**Build relationships:** Foster a classroom community where every student feels valued and respected.

By recognising and validating the cultural backgrounds of all learners, educators can enhance engagement and improve academic outcomes.

### 3. Differentiated Instruction

Differentiated instruction involves tailoring teaching methods to meet the diverse needs of students. This strategy includes:

**Flexible grouping:** Organise students into varied groups based on their readiness levels, interests, or learning profiles.

**Variety of resources:** Provide different materials and tools that cater to varying abilities—such as levelled texts or manipulatives.

**Ongoing assessment:** Continuously monitor student progress and adjust instruction accordingly to ensure that all learners are appropriately challenged.

Differentiated instruction allows educators to personalise learning experiences while promoting student autonomy and engagement.

### 4. Blended Learning

Blended learning combines traditional face-to-face instruction with online resources, providing a flexible learning platform. This approach benefits diverse learners by:

**Personalising pace:** Students can progress through content at their own speed, revisiting challenging topics or accelerating through areas of strength.

**Facilitating access:** Online resources enable students to access materials anytime and anywhere, catering to various schedules and responsibilities.

**Encouraging collaboration:** Online platforms often support collaborative projects where students can work together across different locations.

Blended learning offers opportunities for differentiated instruction while incorporating technology in meaningful ways.

### 5. Project-Based Learning (PBL)

Project-Based Learning (PBL) fosters deeper understanding through hands-on projects that address real-world problems. Key elements include:

**Student voice and choice:** Allowing learners to select projects that resonate with their interests creates intrinsic motivation.

**Collaboration:** Students often work in groups, promoting teamwork and communication skills while respecting diverse perspectives.

**Integration of skills:** PBL typically incorporates multiple subjects, allowing students to apply knowledge in various contexts.

This engaging approach not only promotes critical thinking but also nurtures 21st-century skills essential for success in an interconnected world.

### 6. Social Emotional Learning (SEL)

Integrating Social Emotional Learning (SEL) into the curriculum helps address the emotional needs of diverse learners. Educators can implement SEL strategies by:

**Creating a safe environment:** Establishing classroom norms that promote trust and respect allows students to express themselves without fear of judgment.

Teaching emotional intelligence: Incorporate lessons on self-awareness, empathy, and emotional regulation to help students navigate their feelings and relationships effectively.

**Fostering connections:** Facilitate activities that encourage peer interaction to help build strong support networks among classmates.

By prioritising SEL, educators can enhance student resilience, academic performance, and overall well-being.

## 7. Game-Based Learning

Game-Based Learning introduces elements of competition and fun into the educational process. With this approach:

**Increased motivation:** Engaging game mechanics can boost student motivation and make difficult concepts more approachable.

**Immediate feedback:** Many educational games provide instant feedback on performance, helping learners quickly identify areas for improvement.

**Varied learning styles:** Games often appeal to different learning styles—kinesthetic learners benefit from interactive play, while visual or auditory learners engage with narrative elements.

Through carefully selected games aligned with curriculum goals, educators can create dynamic learning experiences that resonate with diverse student populations.

## 8. Scaffolding Techniques

Scaffolding involves breaking down complex tasks into manageable steps to support student learning. Effective scaffolding strategies include:

**Modelling:** Demonstrate processes or problem-solving methods before asking students to attempt them independently.

**Guided practice:** Provide structured opportunities for students to practice skills with teacher support before moving on to independent work.

**Gradual release of responsibility:** As students develop confidence and competence, gradually reduce support until they can tackle tasks autonomously.

Scaffolding ensures that all learners receive the support they need throughout their educational journey while promoting independence over time.

## 9. Technology Integration

Incorporating technology effectively into lessons can enhance engagement among diverse learners. Strategies include:

**Interactive tools:** Use platforms such as Kahoot!, Padlet, or Google Classroom to create lessons that encourage participation from all learners.

**Assistive technology:** Provide tools such as text-to-speech software or graphic organisers that cater specifically to the needs of struggling learners or those with disabilities.

**Flipped classrooms:** Assign instructional videos for homework so that class time is devoted to discussion and application activities tailored to address individual learner needs.

Technology integration not only supports differentiated instruction but also prepares students for a technology-driven world.

Inquiry-Based Learning empowers students to take charge of their education by exploring questions they find intriguing or relevant. This method encourages:

**Critical thinking:** Students engage in research activities that develop analytical skills as they seek answers and solutions.

**Ownership of learning:** By pursuing topics of interest, students are more likely to remain engaged and motivated throughout the learning process.

## 10. Inquiry-Based Learning

Inquiry-Based Learning empowers students to take charge of their education by exploring questions they find intriguing or relevant. This method encourages:

**Critical thinking:** Students engage in research activities that develop analytical skills as they seek answers and solutions.

**Ownership of learning:** By pursuing topics of interest, students are more likely to remain engaged and motivated throughout the learning process.

**Collaborative exploration:** Group projects foster collaboration as learners share insights and perspectives to pursue common goals.

# Handout : Interactive Stations & Cards

## STATION 1. STUDENT NEEDS SNAPSHOT

Think of ONE student from a recent lesson.

- ☐ Learning need (language/pace/motivation/support)
- ☐ What helps this student learn best?
- ☐ One barrier to learning you noticed.

**Discuss:** How well did the lesson meet this student’s needs?

## STATION 2. CLASSROOM CHALLENGES WALL

Choose 2 challenges you often face:

- ☐ Mixed ability
- ☐ Fast finishers
- ☐ Low confidence
- ☐ Limited time
- ☐ Behaviour/engagement
- ☐ Language gaps

**Discuss:** Which challenge affects learning most in your class and why?

## STATION 3. STRATEGY CARDS

Pick 2 strategies you already use:

- ☐ Tiered tasks
- ☐ Flexible grouping
- ☐ Visual support
- ☐ Scaffolding
- ☐ Peer support
- ☐ Choice of task/output

Share a concrete classroom example.

# Developed by Teacher Activity Group Facilitators

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Gamification with the Help of AI Tools Methods

Learning outcomes

- Share the experience of using AI tools for gamification.
- Generate one original gamified song using Suno to support a specific classroom activity.

Preparation for participants

- Sign up for <https://suno.com/home>

Overview

| Activity/stage                             | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                  | 5                | <ul style="list-style-type: none"><li>● TAG meeting 14 slides</li><li>● Video (1 min): <b>Top Gamification Tips for Teachers*</b></li><li>● <a href="https://suno.com/">https://suno.com/</a></li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                 | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3. Discuss: Gamification tips for teachers | 15               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 4. Apply: Create a song using an AI tool   | 20               |                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 5. Reflection and what to do next          | 10               |                                                                                                                                                                                                                                                                                                                                                                                                                   |

\*<https://www.youtube.com/shorts/YLsdBDUqPBo>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional warmer:** Show slide 2 and ask participants if their current mood/the mood today week was a game, which one it would be, and why.

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3.Discuss: Gamification tips for teachers (20 minutes)

**Aim:** To share the experience of using AI tools for gamification.

Show slide 4 (Learning outcomes).

Show slide 5 and ask participants to discuss the questions in pairs or small groups. Take brief feedback.

Show slide 6 and tell participants that they are going to watch the video (1 min) **Top Gamification Tips for Teachers**. Ask them to take notes of the tips mentioned.

Show slide 7 and invite participants to agree or disagree with the statements by raising their thumbs up and down. Take brief feedback or comments on the most interesting tips. Show slide 8, set up pairs and invite participants to discuss the questions. Encourage them to share the highlights from their discussion afterwards.

4. Apply: Create a song using an AI tool (15 minutes)

**Aim:** To generate one original gamified song using Suno to support a specific classroom activity.

Ask participants if they are familiar with the AI tool SUNO for gamification. Show slide 9 and briefly instruct how to use the application.

Show slide 10, set up two groups and ask participants to follow the instructions. Set a time limit (6 minutes). Invite a person from each group to present the songs they have created.

Show slide 11 and encourage participants to discuss the question in their groups.

Take feedback in plenary.

5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slides 12 and 13. Ask participants to:

- reflect on the meeting and choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

Reflection task for participants

Think about the questions and make notes soon after the meeting.

- 3 things you have learned
- 2 interesting ideas you have heard
- 1 question you still have

Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything *not* go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



Useful links (optional)

Character creator for chatting: **Character.AI\***  
Fairy tale creator: **Login Page - Kazka.fun\*\***  
Picture generator: **DreamStudio AI\*\*\***  
Meme generator: **Supermeme.ai\*\*\*\***  
Voice and character generator: **Hedra\*\*\*\*\***

\* <https://character.ai/>  
\*\* <https://kazka.fun/creating/>  
\*\*\* <https://beta.dreamstudio.ai/generate>  
\*\*\*\* <https://supermeme.ai/>  
\*\*\*\*\* <https://www.hedra.com/app/characters>

# Developed by Teacher Activity Group Facilitators

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# Inside the Teenage Brain: Effective Modern Strategies to Motivate Today’s Teens

## Learning outcomes

- Analyse how teenage brain development influences student motivation and classroom behaviour.
- Evaluate real, practical activities that effectively motivate modern teenagers.

## Preparation for participants.

- Watch the video (5 min 26 sec): **How does the Teenage Brain work? Brain development in Adolescence (a video by Sam.K Parenting)\***
- Read the article: **The Teen Brain: 7 Things to Know\*\***

## Overview

| Activity/stage                                                                              | Timing (approx.) | Materials/preparation                                                                                                                                                                              |
|---------------------------------------------------------------------------------------------|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                                                   | 5                | <ul style="list-style-type: none"><li>● TAG meeting 9 slides</li><li>● Handout x1</li><li>● Article: <b>The Teen Brain: 7 Things to Know</b></li></ul>                                             |
| 2. Share: What did you do?                                                                  | 10               |                                                                                                                                                                                                    |
| 3. Discuss: Why is understanding the teenage brain important for their successful learning? | 15               | <b>Online:</b> Set up and share the meeting link.<br><br>Make sure you know how to: <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 4. Apply: How can we help teens stay focused and motivated in learning?                     | 20               |                                                                                                                                                                                                    |
| 5. Reflection and what to do next                                                           | 10               |                                                                                                                                                                                                    |

\* <https://youtu.be/CFgYR204xXE>

\*\* <https://www.nimh.nih.gov/sites/default/files/documents/health/publications/the-teen-brain-7-things-to-know/teen-brain-7-things-to-know.pdf>

## Facilitator Notes

### 1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone's used the same or a similar warmer before
- how it could be adapted.

Online option: If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

Optional warmer: Show slides 2 and 3. Ask participants to decide if the statements about the teenage brain are myths or facts.

### 2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 4. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it's fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the option to spend more time discussing this or to stop the discussion and start with today's topic.

### 3. Why is understanding the teenage brain important for their successful learning? (15 minutes)

**Aim:** To explore how knowledge about the teenage brain helps motivate today's teens.

Show slide 6, set up groups and invite participants to discuss the questions. Take brief feedback.

Ask participants whether they read the article *The Teen Brain: 7 Things to Know*. If necessary, share the link. Encourage participants to identify key ideas, brainstorm real-world classroom examples and select 1–2 practical strategies to share with the class.

**Online option:** Create breakout rooms for group discussion.

### 4. Apply: How can we help teens stay focused and motivated in learning? (20 minutes)

**Aim:** To identify and adapt practical strategies that support teen concentration and motivation.

Show slide 7 and share the handout: *10 Methods to Motivate Teenage Learners*. Invite participants to read the strategies and tick the ones they like or find useful for motivating teens. Take brief feedback.

Ask participants to select one strategy or activity they would like to try with their learners. Encourage participants to work in groups and discuss how they could use or adapt this idea or activity for their context to improve teen focus and motivation. Invite volunteers to share their group's key takeaways.

**Online option:** Share the handout and invite participants to read and select the most interesting strategy before breakouts. In breakouts, share your choice and how to adapt it for your context. Share your group's top idea for boosting focus with the main room.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- Write down *one key idea* from today's session that changed or confirmed your understanding of teen motivation.
- Choose one strategy from the meeting and write how you will apply it in your next lesson.

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything *not* go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?

**Useful links** (optional)

Video (56 min 02 sec): **The Neuroscience of the Teenage Brain - with Sarah-Jayne Blakemore\***

\* <https://youtu.be/yQXhFa8dRCI>

# Inside the Teenage Brain: Effective Modern Strategies to Motivate Today's Teens

## Handout: 10 Methods to Motivate Teenage Learners

Teenagers can be difficult to motivate. Instead of blaming them for their lack of engagement, we should look at the world from their perspective. We were once teenagers, so we can use that experience to understand and inspire our students.

Research shows that if we want students to be engaged, we must show enthusiasm ourselves — positive energy is contagious. Here are some practical ways to motivate teens:

### 1. Individualise

Motivation starts with the student feeling seen. Get to know your students and adapt tasks to their needs. Create student portfolios to track progress. This helps personalise learning even in group settings.

### 2. Student portfolios made by students

Encourage students to make their own digital portfolios or blogs. Writing lesson summaries and reflections helps build learner autonomy and accountability.

### 3. Use lots of group work and projects

Teens are social by nature. Use group work to turn dry grammar into a collaborative mission. Projects work because they have a clear “ending,” which gives students a sense of accomplishment that a continuous, repetitive textbook cycle cannot provide.

### 4. Effective edtech

Don't use tech for the sake of tech; it must be seamless. Limit your “stack” to 4–5 versatile tools to avoid overwhelming yourself or your students:

- Mentimeter: Best for anonymous brainstorming and live word clouds.
- Quizlet: Perfect for competitive vocabulary games and shared flashcards.
- Canva: Transforms boring worksheets into professional-looking designs.
- Padlet: A digital “wall” for sharing photos, voice notes, and collaborative texts.

5. Social media for learning - Edmodo

Since teens already use social media, turn it into a learning tool. Platforms like Edmodo simulate the familiar online environment while focusing on language skills.

6. Gamify as much as you can

Turn lessons into games or creative challenges. Try vlogs, interviews, or competitions using target grammar or vocabulary.

7. Headlining plain activities as clickbait YouTube videos

Marketing matters. Use curiosity to drive engagement. Instead of saying, “Today we study morphology,” say, “The Vocabulary Volcano: How to Erupt Your Word Power.” A catchy, “clickbait” title triggers the “What is this?” reflex in a teenager’s brain.

8. Teach contextually

Use authentic materials before moving to the textbook. Real-life context makes grammar and vocabulary more meaningful.

9. Be spontaneous

If the “vibe” in the room is low, pivot. If they are tired, start a debate or a discussion about their day (setting tasks like using specific tenses). Even using a popular song or a podcast to brighten the atmosphere can still result in a productive learning session.

10. Connections-based learning

Connect your students with peers abroad through online exchanges or collaborative projects. Interacting with other classrooms helps them use English authentically.

Using these strategies not only motivates teenagers but also makes teaching easier and more enjoyable. When students have choice and autonomy, they often find their own reasons to learn.

Developed by Teacher Activity  
Group Facilitators

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48

Teaching Vocabulary  
That Students Actually  
Remember

Learning outcomes

- Identify at least three key reasons for vocabulary loss, specifically focusing on working memory limits.
- Select techniques to help students transfer new vocabulary from working to long-term memory.

Preparation for participants

- Think of one student who always forgets vocabulary easily. Write down three possible reasons why this might happen.
- Bring one real classroom example where the vocabulary “didn’t sink in”.

Overview

| Activity/stage                      | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                           | 5                | <ul style="list-style-type: none"><li>● TAG meeting 10 slides</li><li>● A4 paper</li><li>● Audio (56 sec): <b>Reasons why learners forget vocabulary.mp3*</b></li><li>● Handout 1</li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?          | 10               |                                                                                                                                                                                                                                                                                                                                                                                                       |
| 3. Discuss: Why do students forget? | 15               |                                                                                                                                                                                                                                                                                                                                                                                                       |
| 4. Apply: Techniques that work      | 20               |                                                                                                                                                                                                                                                                                                                                                                                                       |
| 5. Reflection and what to do next   | 10               |                                                                                                                                                                                                                                                                                                                                                                                                       |

\* [drive.google.com/file/d/1p5QljSoDC8ZctIFjdgGVmpj7jSWBJydi/view](https://drive.google.com/file/d/1p5QljSoDC8ZctIFjdgGVmpj7jSWBJydi/view)

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

Show slide 2. If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short. If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**2. Share: What did you do? (10 minutes)**

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

**3. Discuss: Why do students forget? (15 minutes)**

**Aim:** To identify at least three key reasons for vocabulary loss, specifically focusing on working memory limits.

Show slide 4 (Learning outcomes).

Show slide 5 and set up pairs or small groups. Ask participants to discuss the question. Take short feedback.

Show slide 6. Tell participants they are going to listen to the audio (56 sec) ‘Why learners forget vocabulary’. Encourage them to take notes of the reasons mentioned. Invite participants to discuss the reasons they haven’t mentioned and decide which of them are relevant to their students.

**Online option:** Organise breakout rooms and share handout 1 available for the online format.

**4. Apply: Techniques that work (20 minutes)**

**Aim:** To select techniques to help students transfer new vocabulary from working to long-term memory.

Show slide 7 and share the Handout: *Memory-Supporting Techniques for Vocabulary Learning*. Invite participants to follow the instructions. Set the time limit. Ask participants to share the techniques they discussed with the rest of the group. Encourage them to think of ways to adapt techniques where necessary.

**5. Reflection and what to do next (10 minutes)**

**Aim:** To wrap up the meeting and agree on action points.

Show slide 8. Ask participants to:

- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand
- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

**Reflection task for participants**

Think about the questions and make notes soon after the meeting.

- What was your biggest learning point from today's meeting?
- How does understanding vocabulary loss help you in teaching?
- Do you find the suggested memory-supporting techniques useful? Why?/Why not?
- How do you evaluate your overall performance in the meeting?

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links** (optional)

Article: **(PDF) Strategies to Optimise Long-term Memory in Learning Vocabulary\***

Article: **Reasons why learners forget vocabulary\*\***

Article: **Some Obstacles to Vocabulary Development | Colorín Colorado\*\*\***

\* [https://www.researchgate.net/publication/393187552\\_Strategies\\_to\\_Optimise\\_Long-term\\_Memory\\_in\\_Learning\\_Vocabulary](https://www.researchgate.net/publication/393187552_Strategies_to_Optimise_Long-term_Memory_in_Learning_Vocabulary)

\*\* <https://contextenglish.education/reasons-why-learners-forget-vocabulary/>

\*\*\* <https://www.colorincolorado.org/article/some-obstacles-vocabulary-development>

# Teaching Vocabulary That Students Actually Remember

## Handout: Memory-Supporting Techniques for Vocabulary Learning

### 1. Spaced Repetition

A memory technique in which vocabulary is reviewed at increasing intervals — for example: after 1 day – 3 days – 1 week – 2 weeks. This pattern strengthens long-term retention.

### 2. Retrieval Practice

Students remember better when they try to recall the word from memory rather than reread it. The effort of recalling strengthens neural pathways.

### 3. Multimodal Encoding

When students learn a word through multiple channels — visual, auditory, kinesthetic, emotional — the memory becomes stronger.

### 4. Semantic Mapping

A technique for organising words by meaning connections. Helps students see relationships, which improves deep processing.

### 5. Frequency Effect

Words that appear more often in input (reading, listening, speaking) are remembered better.

### 6. Word Families

Groups of related forms of the same root (e.g., create – creator – creative – creativity).

### 7. Collocation Webs

Visual networks showing how a word typically combines with others (e.g., “take” – take a break, take responsibility, take notes).

### 8. Personalised Contexts

Vocabulary is easier to remember when tied to personal experiences, emotions or real-life situations.

### 9. Deep Processing Techniques

The more deeply the learner thinks about a word — meaning, connections, examples — the better they remember it.

Source: AI-generated

# Developed by Teacher Activity Group Facilitators

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Turning Any Exercises into Games

Learning outcomes

- Identify the purpose of different games in the learning process.
- Gamify educational activities.

Preparation for participants

- None

Overview

| Activity/stage                                              | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                   | 5                | <ul style="list-style-type: none"><li>● TAG meeting 12 slides</li><li>● Handouts</li><li>● Flipchart paper, Post-it notes</li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                  | 10               |                                                                                                                                                                                                                                                                                                                                               |
| 3. Discuss: Reasons for using games in the learning process | 20               |                                                                                                                                                                                                                                                                                                                                               |
| 4. Apply: From theory to practice                           | 15               |                                                                                                                                                                                                                                                                                                                                               |
| 5. Reflection and what to do next                           | 10               |                                                                                                                                                                                                                                                                                                                                               |

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun, game-like activity and demonstrate how a simple choice-based task can be turned into a warmer for learners.

Show slides 2 and 3 with pictures of different drinks and free-time activities.

Participants choose:

- their favourite drink
- one activity they enjoy doing most (e.g. sleeping, shopping, walking, laughing).

Participants briefly share their choices with the group. Keep the activity fast-paced and light to model an effective classroom warmer.

Follow-up discussion:

Discuss briefly:

- whether participants have used similar warmers with their learners
- how this activity could be adapted for different age groups, levels, or lesson aims
- how adding visuals and choice helps turn a simple speaking task into a game

**Online option:** Invite participants to respond orally or in the chat. If a participant leads the warmer, pin their video or enable screen sharing so everyone can see clearly.

2. Share: What did you do? (10 minutes)

**Aim:** To share teaching experience since the previous TAG meeting and reflect on classroom practice.

Show slide 4. Invite participants to share one of the following:

- describe or demonstrate something new they tried in their lesson and explain how it worked out;
- share something positive that happened in a lesson;
- discuss an issue or question that arose after the previous TAG meeting.

Encourage participants to briefly reflect on what they learned from this experience and how it influenced their teaching.

**Online option:** This stage can be conducted as a whole-group discussion or in breakout rooms, depending on the number of participants. Participants may share orally or in the chat.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

3. Discuss: Reasons for using games in the learning process (20 minutes)

**Aim:** To identify the purpose of different games in the learning process.

Show slide 5 (Learning outcomes).

Show slide 6 and lead a short discussion on the first two questions. Set up three groups and introduce the third question. Encourage participants to identify at least three reasons why they use games in the teaching process, write them on post-it notes and stick them to the flipchart paper.

**Online option:** Create breakout rooms (BORs) for small-group discussion. Use a Linoit or any other interactive board or a Google document for posting ideas. Afterwards, invite groups to briefly present their ideas to the whole group.

Show slide 7 and share *Handout 1: Main Purposes of Using Games in the Learning Process*. Ask participants to compare their ideas with the ideas in the handout.

Online option: Participants could do it in the breakout rooms. After that, participants in each group choose a volunteer to present their findings.

Show slide 8 and invite participants to discuss the questions:

- How does the game help students understand the topic better compared to a traditional task?
- How does the quality of student communication influence their performance?
- Does the game help your students feel more confident about making mistakes and learning from them? Why? Why not?

Take short feedback.

**Online option:** Volunteer participants share their ideas on the questions.

4. Apply: From theory to practice (15 minutes)

**Aim:** To transform one exercise or activity into a game.

Show slide 9 and set up groups. Share Handout 2 and invite groups to gamify these tasks using the provided materials to design their own original game.

**Online option:** Participants collaborate in breakout rooms. Then present their adapted games.

5. Reflection and what to do next (10 minutes)

**Aim:** To reflect on the meeting, evaluate the appropriateness of the activities discussed, and agree on clear action points for future practice.

Show slide 10 and invite participants to share their reflection:

- Green – ready to use with my students
- Yellow – need more time to think or adapt
- Red – not ready to implement in my teaching context right now

Afterwards, ask participants to:

- choose one action point from today’s meeting
- note it in their Learning Journal

Invite a few participants to briefly share what they have chosen to do.

**Wrap-up:**

Remind participants to come to the next meeting ready to share:

- what they tried
- what they learned
- any materials they created or learner work generated from the activity

**Facilitator reflection**

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



**Useful links** (optional)

Video(1 min 48 sec): **How To Play Hot Seat | Fun Classroom Game\***

Webinar(56 min 22 sec): **How to use gamification in language learning\*\***

\* <https://youtu.be/Ei00tZsB2UQ>

\*\* [https://www.youtube.com/watch?v=f6\\_23KffS7M](https://www.youtube.com/watch?v=f6_23KffS7M)

# Turning Any Exercises into Games

## Handout: Main Purposes of Using Games in the Learning Process

### 1. Increase Engagement and Motivation

Games make learning fun and interactive, which helps students stay focused and interested in the material. They use rewards, levels, and challenges to make learning feel meaningful.

### 2. Promote Active Learning

Instead of passively receiving information, students participate in learning by solving problems, making decisions, and exploring content actively.

### 3. Improve Retention and Understanding

Interactive gameplay encourages repetition and application of concepts, helping students remember information longer and understand it more deeply.

### 4. Develop Critical Thinking & Problem-Solving

Games often require strategy, decision-making, and creative thinking, which build valuable cognitive skills.

### 5. Enhance Collaboration & Social Skills

Many games involve teamwork or communication, helping students practice cooperation, negotiation, and social interaction.

### 6. Support Differentiated Learning

Games can be adaptable to different skill levels and learning styles, offering personalised challenges for each student.

### 7. Reduce Stress & Encourage Confidence

Learning through play can feel safer and less stressful than traditional testing, helping students feel more confident and open to experimentation.

Source: [https://teachersguide.net/the-role-of-educational-games-in-schools/?utm\\_source=chatgpt.com](https://teachersguide.net/the-role-of-educational-games-in-schools/?utm_source=chatgpt.com)

## Handout 2

### Reading in the form of competition

Students are divided into several groups. They're going to do several tasks within the time limit. After the time expires, students should do a self-assessment after each activity.

### What's My Family Like?

#### Vocabulary box

curly pretty picture freckles happy nose brown straight slim loyal



Hello, my name is Joe Green, and I'm eleven years old. This is a 1 \_\_\_\_\_ of my family. My mother, Emily Green, is on the right. She is thirty-five years old, and she is very 2 \_\_\_\_\_. She is tall and thin. She has got big dark eyes, long, 3 \_\_\_\_\_ dark hair, a small nose and a small mouth. My father, John Green, is on the left. He is forty years old. He is tall and 4 \_\_\_\_\_. He has got short 5 \_\_\_\_\_ hair and small dark eyes. He's got a big mouth and a big 6 \_\_\_\_\_. My sister, Judith, is right behind me. She is thirteen years old and she's really nice. She has got long, 7 \_\_\_\_\_ red hair, big brown eyes, a small nose and a small mouth. She's got 8 \_\_\_\_\_, I almost forgot Twinkle, our pet dog. He's very 9 \_\_\_\_\_. We are a 10 \_\_\_\_\_ family.

### Read the text, write true or false (3 minutes). Answer the questions (5 minutes).

1. Joe's mother is short. \_\_\_\_

2. His parents aren't plump. \_\_\_\_

3. His father has got a small nose. \_\_\_\_

4. His hair is brown. \_\_\_\_

5. Joe's sister has got freckles. \_\_\_\_

6. Joe is thirteen years old. \_\_\_\_

7. They are a happy family. \_\_\_\_
1. Has Joe's father got curly hair?

2. What is his sister like?

3. How old is she?

4. Has his mother got brown eyes?

5. Is she tall?

6. What's his father like?

7. Who is Twinkle?

#### Self-assessment table

| No | Activity       | Max.points | Our points |
|----|----------------|------------|------------|
| 1  | Vocabulary box | 10         |            |
| 2  | True/False     | 7          |            |
| 3  | Questions      | 7          |            |
|    | Total:         | 24         |            |

ANSWER KEY

What’s My Family Like?

I. Fill in the gaps (Vocabulary box):

- 1. picture
- 2. pretty
- 3. straight
- 4. slim
- 5. brown
- 6. nose
- 7. curly
- 8. freckles
- 9. loyal
- 10. happy

II. Read the text. Write True (T) or False (F):

- 1. Joe’s mother is short. F
- 2. His parents aren’t plump. T
- 3. His father has got a small nose. F
- 4. His hair is brown. T
- 5. Joe’s sister has got freckles. T
- 6. Joe is thirteen years old. F
- 7. They are a happy family. T

III. Answer the questions:

- 1. Has Joe’s father got curly hair? *No, he hasn’t. He has got short brown hair.*
- 2. What is his sister like? *She is really nice.*
- 3. How old is she? *She is thirteen years old.*
- 4. Has his mother got brown eyes? *No, she hasn’t. She has got dark eyes.*
- 5. Is she tall? *Yes, she is.*
- 6. What’s his father like? *He is tall and slim.*
- 7. Who is Twinkle? *Twinkle is their pet dog.*

Developed by Teacher Activity  
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Understanding Collaboration

Learning outcomes

- Identify key components of effective collaboration.
- Evaluate and select practical strategies to foster collaboration among learners.

Preparation for participants

- Watch the video (2 min 46 sec): **Education- Collaboration\***
- Read the **collaborative learning tips\*\***

Overview

| Activity/stage                                               | Timing (approx.) | Materials/preparation                                                                                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Warmer                                                    | 5                | <ul style="list-style-type: none"><li>● TAG meeting 11 slides</li><li>● Video (2 min 46 sec) <b>Education- Collaboration***</b></li><li>● Handout x2</li></ul> <p><b>Online:</b> Set up and share the meeting link.</p> <p>Make sure you know how to:</p> <ul style="list-style-type: none"><li>● share your screen and sound</li><li>● create breakout rooms.</li></ul> |
| 2. Share: What did you do?                                   | 10               |                                                                                                                                                                                                                                                                                                                                                                          |
| 3. Discuss: What makes collaboration effective?              | 20               |                                                                                                                                                                                                                                                                                                                                                                          |
| 4. Apply: Action planning: selecting and adapting a strategy | 15               |                                                                                                                                                                                                                                                                                                                                                                          |
| 5. Reflection and what to do next                            | 10               |                                                                                                                                                                                                                                                                                                                                                                          |

\* <https://www.youtube.com/watch?v=Po40I4c94R0&t=46s>  
\*\* <https://www.teachthought.com/wp-content/uploads/2018/05/20-collaborative-learning-tips.png.webp>  
\*\*\* <https://www.youtube.com/watch?v=Po40I4c94R0&t=46s>

Facilitator Notes

1. Warmer (5 minutes)

**Aim:** To settle into the meeting with a fun activity; reflect on a warmer to use with learners

Show slide 2. If you have a volunteer, invite them to do their warmer activity now. Remind them to please keep it short.

If not, lead a short warmer. You can choose something from Appendix 3 or use your own idea.

After the warmer, discuss together briefly:

- if anyone’s used the same or a similar warmer before
- how it could be adapted.

**Online option:** If a participant is doing the warmer, pin their video so everyone can see clearly. You might need to enable screenshare.

**Optional warmer:** ‘Build a sentence together’.

Tell participants you are going to build one sentence together. Each person can add only one word. Start with the first word ‘Today...’. Encourage participants to go around the circle (or involve volunteers). Take notes of the sentence on the board.

Take brief feedback:

- What made it easier or harder to build the sentence?
- What does this show about collaboration?

2. Share: What did you do? (10 minutes)

**Aim:** To share and consolidate learning on the previous topic

Show slide 3. Invite participants to share what they have done since the last meeting. Depending on your topic, this could involve:

- describing or demonstrating something new they tried and how it worked out
- sharing something positive that happened in a lesson
- discussing together an issue or question that arose for someone.

Encourage them to share what they learned from the experience.

**Online option:** You can do this as a group or split participants into breakout rooms.

Keep an eye on time and remember, if there is a lot to discuss, it’s fine to let this part of the TAG meeting go on. It could even take up the whole meeting, and that is fine if it works for you all.

You might decide to give participants the choice of whether to spend more time discussing this or stop the discussion and start with today’s topic.

### 3. Discuss: What makes collaboration effective? (20 minutes)

**Aim:** To evaluate learning points about key components of effective collaboration

Show slide 4 (Learning outcomes).

Show slide 5. Find out who has watched the video Education- Collaboration. If necessary, watch the video together.

Show slide 6, set up mixed groups and encourage participants to discuss the questions. Invite a volunteer from each group to present their ideas.

Show slide 7 and share *Handout 1: Collaborative/ Non-Collaborative Skills(cut-up)*. Encourage participants to sort the skills into collaborative/ non-collaborative, and be ready to justify their choice. Invite participants to create a group definition of collaboration.

**Online option:** Share the video, use breakout rooms for pair discussions. Create a shared document that everyone can contribute to.

### 4. Apply: Action planning: selecting and adapting a strategy (15 minutes)

**Aim:** To evaluate and select practical strategies to foster collaboration among learners.

Show Slide 8 and share Handout 2. Invite participants to work individually and mark the strategies according to the instructions on the slide. Encourage them to share one specific strategy they are going to try, and justify their choice.

**Online option:** Create a shared document that everyone can contribute to.

### 5. Reflection and what to do next (10 minutes)

**Aim:** To wrap up the meeting and agree on action points.

Show slides 9 and 10. Ask participants to:

- reflect on their collaboration in the meeting
- choose their action point from today
- note it in their Learning Journal.

Ask participants what they've chosen to do. Keep a record to refer to in the next meeting.

Remind everyone to come to the next TAG meeting ready to share what they did and what they learned. To help them share in the next meeting, they could bring or share any materials they create and/or learner work generated from the activity.

Wrap up by:

- agreeing on who will share any notes that were created in today's meeting, when and how they will share them
- highlighting the reflection task in their Learning Journal
- selecting the next meeting topic or agreeing to continue with today's topic in the next meeting
- checking the 'Preparation' for the new topic if you're moving on, so that you can tell participants about anything they should do beforehand

- confirming the date and time of your next meeting.

**Online option:** Do this as a group, but give participants thinking time.

#### Reflection task for participants

Think about the questions and make notes soon after the meeting.

- How did you support your teammates today?
- What was the biggest challenge of collaboration today?
- How can you improve your collaboration next time?
- What did you learn about yourself as a team member?
- Evaluate your team's strengths and weaknesses in collaboration.

#### Facilitator reflection

Take a moment to think about these questions soon after the meeting. You could also discuss them with a colleague or other facilitators.

- What went well in the TAG meeting? Why?
- How did the input you selected work for the participants?
- Did anything not go as you expected? Why not?
- What have you learned from planning and facilitating this TAG meeting?
- What will you do differently next time?



#### Useful links (optional)

Article: **Collaborative learning approaches** | EEF\*

\* <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches>

# Understanding Collaboration

## Handout 1: Collaborative/ Non-Collaborative Skills

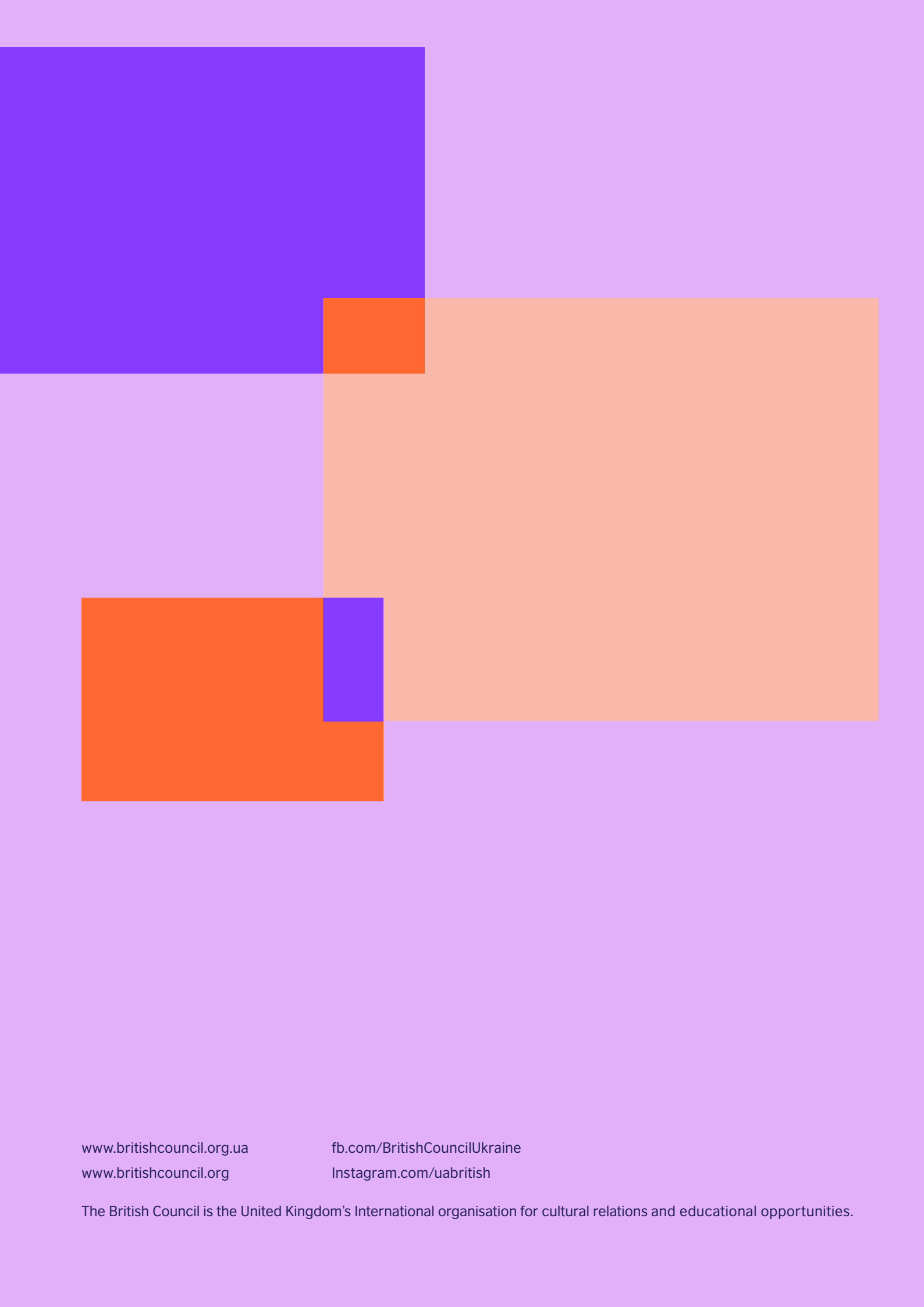
|                          |                     |
|--------------------------|---------------------|
| Collaborative Skills     | Communication       |
| Non-Collaborative Skills | Active listening    |
| Role distribution        | Accountability      |
| Positive interdependence | Conflict resolution |
| Reflection               | Pronunciation       |
| Summarising              | Drawing             |

## Handout 2: Skills

- Listening
- Respecting different opinions
- Sharing ideas clearly
- Compromising
- Time management
- Leadership
- Problem-solving
- Emotional control
- Reliability (following through)
- Creativity

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