



هيئة جودة التعليم والتدريب  
Education & Training Quality Authority

# TEACHERS' ACTIVITY (2) ( FOR TRAINERS )



## Teachers' Activity 2 (for trainers)

### Effective Lessons- Activity

- **Target group:** Teachers.
- **Activity Objective:** Enhance teachers' knowledge of what to focus on or avoid to increase the effectiveness of lessons.
- **The proposed duration of the activity:** 10 minutes.
- **Activity description:** Group activity, in which participants discuss classroom practices, and categorize them into two lists (Do) & (Don'ts), to increase the effectiveness of lessons.
- **Required tools:** Activity sheets for all group members, A3 activity sheet for each Group answer.
- **Implementation mechanism:**
  - The trainer gives two minutes before the start of the activity to determine roles (leader, writer, and exhibitor) for each group.
  - Activity questions are distributed, and group members share questions, to come up with the correct answers after discussion.
  - The agreed answer is written by the group writer, and the group leader organises the group discussion and answers, bearing in mind the time set.
  - Once the specified time is finished, the answers are presented with the possibility of one group to share the (Do) and another one the (Don'ts).
  - After the group presentation, the trainer presents the model answer to the trainees.
  - The trainer answers inquiries and questions, if any.

Below you have a set of classroom practices, categorised them into two lists (Do) & (Don't) when implementing lessons.

#### Classroom Practices:

- 1- Focus on a specific group of students.
- 2- Focus on added value.
- 3- Ensure that learning occurs by using effective assessment methods.



- 4- Focus on actions without effectiveness.
- 5- Moving between lesson parts without effective evaluation.
- 6- Planning according to the depth of the curriculum competencies.
- 7- Randomness in transitioning between activities.
- 8- Focus on quantity without quality and depth.
- 9- Use of assessments results to support students' learning.
- 10- Lowering expectations when presenting and evaluating content.
- 11- Employing effective educational strategies.
- 12- Managing lessons effectively.

| <u>Focus Areas (Do)</u> |  | <u>Avoid (Don't)</u> |
|-------------------------|--|----------------------|
| 2                       |  | 1                    |
| 3                       |  | 4                    |
| 6                       |  | 5                    |
| 9                       |  | 7                    |
| 11                      |  | 8                    |
| 12                      |  | 10                   |