

Session title:	Activities that can be used with any Listening Text
Session aim:	Give teachers' a number of engaging and purposeful activities that can be adapted to any listening text
Objectives:	Participants will... • Review the possible stages of a listening lesson. • Review suggested activities and think critically about how successful they are both in terms of engagement and skill building. • Discuss the activities and suggest any adjustments. • Share their own ideas about activities for listening lessons.
Materials	• Stages of a Listening Lesson.docx • Gallery Walk.docx • Bullet Point Explanations.docx • Skills Explanation.docx • Discussion Prompts (fast finishers).docx

Overview

Section title	Aim and measure
	• What will learners have learned by the end of the session? • How will we check the aims were achieved? • Which workshop objective does it support?
welcome and introduction	To introduce participants to workshop objectives and to sign-post stages
Stages of a listening lesson	Participants match the stages with the descriptions then order the stages.

Gallery Walk	Participants walk around and look at the activities. They discuss in pairs.
Discussion	Group discussion in which participants have the opportunity to either ask questions about any of the activities, or suggest adjustments or adaptations to the activities.
Idea Sharing	Participants share their own ideas for listening activities

Detailed Plan

Stage/Section	Details/procedure	Timing (minutes)
welcome & introduction	- Participants are welcomed to the session. - The workshop aim and objectives are shared: the objective is to increase the amount of activities that teachers have at their disposal for listening lessons. The ideal activities are both engaging and activities that build skills - The session outline is signposted and explained.	5
Stages of a listening lesson	- Participants are given cut ups - Participants match the stages with the descriptions then order the stages. - Participants are given an answer key to check their answers. - Participants are given the opportunity to ask Qs.	10

Gallery Walk	• Prior to the workshop, activities are posted around the room, along with brief bullet point explanations for each activity, as well as skills explanations. The latter is covered up with a flap. • In pairs, participants walk around and discuss the activities. • Participants are encouraged to discuss... ○ how engaging they think each activity would be ○ what listening skills the activity is targeting ○ how effective each activity would be in improving listening skills. ○ how they could adapt or improve the activity • There is a handout with the above questions on it to accompany the gallery walk. The handout is meant as a prompt to encourage conversation, and it is not necessary that participants actually write down the answers, although they can use the handout to take any notes that they wish. • Participants are encouraged to check their ideas with the skills explanation for each activity. (This will also be shared with participants after the session). • Participants also have a copy of the listening stages and are encouraged to think about which stage of a listening lesson each activity might be most suited for.	30
Paired Discussion / Idea Sharing <i>(fast finisher task - flexi Stage)</i>	• Past experience indicates that fast finishers can be an issue. One suggested activity is after the gallery walk, groups sit down and consolidate their thoughts in their group. ○ Which activities do you like the most? ○ Are there any activities that you don't like? ○ Which activities require the least/most amount of prep? ○ Which activities are you most likely to try out with your current/future classes? ○ Do you have any questions about any of the activities? ○ Do you have any other ideas for listening activities?	10 (flexi)

Main Discussion / Idea Sharing	This discussion can be participant led, being facilitated by the workshop presenter. It is an opportunity for consolidation, clarification and idea sharing.	15
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