

Name of Activity/ Description	Purposes/ Focus	Assessment	Time Allotment
<p>1. Opening- (5 mins) Introduction (Trainers) Trainers introduce ourselves using “My Name is Me! Sharing the aims of the workshop: Strategies in Teaching Writing</p> <p>2. Self Introduction: My Name is Me! (10 minutes) Participants introduce themselves using “My Name is Me!”</p> <ul style="list-style-type: none"> ▪ Trainers will give model prior before the activity ▪ Participants will use prior knowledge, vocabulary knowledge, and creative thinking to complete the following activity. <p>Instruction:</p> <ul style="list-style-type: none"> ▪ Individually, write your name vertically down the left-hand side of lined paper, writing each letter separately ▪ Try to think of a self-descriptive word or phrase that matches each letter of your name ▪ Write a descriptive paragraph or story about yourself, using the words or phrases you have selected and any others you can think of as you are writing your paragraphs ▪ Share your writing selections with the class. ▪ Reflection: Trainers discuss about the purposes and focus of the activity <p>For Example: Magnificent Intelligent Gutsy Unselfish Eager Leader</p> <p>My name is Miguel. I am an intelligent young man with a magnificent mind. My friends like me because I am a very unselfish person, who is always willing and eager to help others. I am also an extremely eager and ambitious leader, who can follow as well as lead. I am brave and gutsy. I am not afraid to try new things and go to new and different places</p> <p>Anticipation: If the participants cannot really use English just ask them to use Bahasa Indonesia. Or ask them to draw a picture of themselves using some adjectives</p>	<p>Purpose:</p> <ul style="list-style-type: none"> ▪ To promote the students' awareness and appreciation of who they are ▪ To help students reflect on their self-worth ▪ To enhance students' self-esteem <p>Focus</p> <ul style="list-style-type: none"> - Enhancement of vocabulary skills -Development of thinking skills - Development of writing and reading skills - Encouragement to use synonyms and homonyms 	<ul style="list-style-type: none"> ✓ How did students use their background knowledge? ✓ How did students demonstrate pride and self-esteem? ✓ Did students exhibit an improvement in writing skills? How? ✓ How did this activity help students increase their vocabulary skills? 	

3. Doughnut Circle Activity (5 mins) (Tuning in- Finding Information)

To know the participants' prior knowledge

Description of activity:

Students in group, answer these questions Questions:

- ✓ What is writing?
- ✓ Who do usually write?
- ✓ Why do people write?
- ✓ Where do people write?
- ✓ When do people write?
- ✓ How do people write?

4. Gallery Walk (20mins)

Divide the class into 2 groups. The first group is going to go to “Different types of writing” corner first.

a. Different types of writing

Task: Provide different samples of writing and ask the participants to categorize different types of writing (Narrative, Exposition, Descriptive, Persuasive)

b. Writing Strategies

Task: Provide some suggested strategies to teach writing and ask them to think about strategies that they can teach to their students.

5. Mini Teaching Prep

Task: (20 mins)

Choose one of the strategies of teaching writing

- Content (main idea and supporting ideas)
- Purpose (types of writing used)
- Audience (readers)

6. Closing: Reflection

