



EFL Teacher Training

Stop banging your head against the wall

A.R.R.O.W. Worksheet

This worksheet is connected to an article about simple changes to make your classes more interesting. It is the first in a series of articles on this topic. You can find it here:

<http://www.eflteachertraining.com/blog/better-teacher-interesting-classes-part-01>

* There is also a video-version and a downloadable MP3-version of the article.

I recommend printing this document so you use it as a *worksheet!*



Step 1: Make a list of the kinds of things your students are likely to be (or that you know they are) interested in as a product of their age.

Now make some notes saying *why* you think these topics or themes or angles are of interest to these age-groups? What is it that's *really* appealing?

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The [A.R.R.O.W. Worksheet](#) concept is the brainchild of Leslie Burns. Credit is appreciated.



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Now, look through your coursebook. How many units relate – even marginally – to the topics or themes you identified? How could you integrate these topics/themes into lessons? Which angle would most interest your students? Why?

Are there particular angles that you can use with these units based on your **context** (just like I discussed in the article)? Look at some other, random units. Make notes about how you can leverage aspects of your context to make the material more engaging and interesting to your learners.

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Step 2: Select two ideas from your notes, above – one based on **age** and the other based on **context**.

Choose two activities to use these ideas with over the next week.

Make notes about how you plan to integrate those ideas into those materials...

(Note: It's okay if what you decide to do is basically the same because the classes and material won't be! Plus, you'll see how strangely flexible this is for something so simple.)

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Step 4: Regardless of whether this approach was successful or not, leave it for a few days and go back to your usual routine for those kinds of activities. Then come back and answer the following question:

Have you noticed any difference in the level of engagement when doing similar activities (in the regular way) to the “test” activity? Also, what was the “tone” like for the remainder of the class following the “test” activity (assuming you didn't do it right at the end)? Was it different to usual?

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Step 5: Write down three things you can do to make this approach even better.

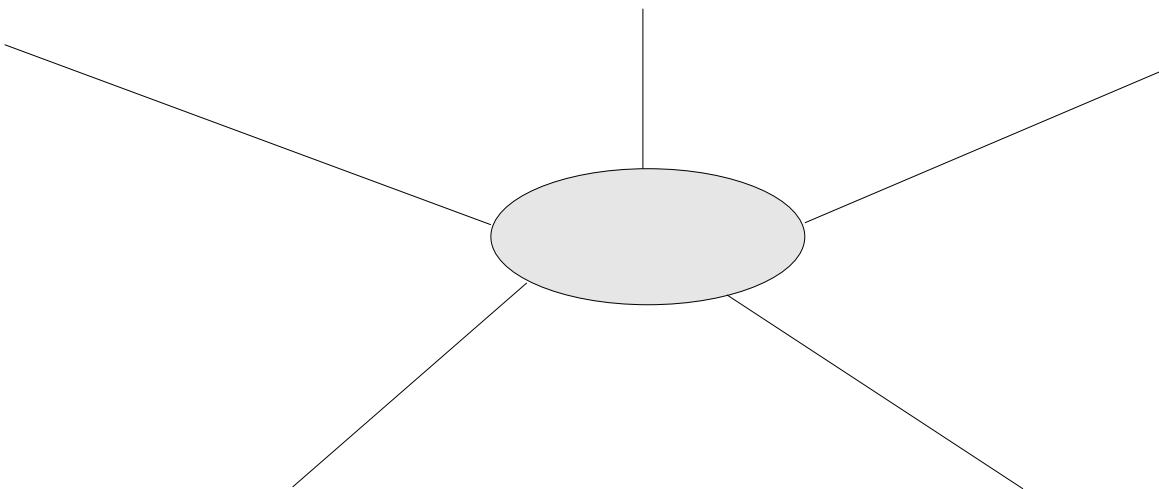
Don't try to write more than that. Three is fine for now...

(1) _____

(2) _____

(3) _____

Step 6: Continue to integrate this approach into your lessons over the next couple of months. When looking at materials to plan a lesson, look over the notes you've made on this worksheet for inspiration. Start building a mind-map showing “lessons learned” and “great ideas”. Add to it over time:



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