

CORE TEACHING MANUAL

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INTRODUCTION TO TEACHING

This manual has been designed to help build your confidence and prepare you to be an effective teacher during your placement. Although you may not find you can apply all of it, it should be viewed as a toolbox of techniques and ideas from which to dip into and gain ideas. The manual follows the sessions that you will be covering on training.



YOU AS A TEACHER

Firstly, you need to start to identify with the role of the teacher. You have 13 years of experience in the classroom so think about this as your first reference.

- What do you think makes an inspiring teacher?
- What are your main personality traits?
- What kind of teacher do you want to be?

TEACHER PERSONA

Getting the teacher persona right is tricky. It is normal to want to be liked as being up in front of a class can be very daunting, however, firm control will earn more respect than trying to be liked. You need to establish control in your classroom space. You need to strike a balance between being yourself and acting in the role.

Before you go on placement...

Think back to your time at school

- How large were the classes?
- How familiar were staff with their students?
- How did teachers maintain control in the class?

How do you think the last lesson you taught went?

- How in control were you?
- Can you give good clear instructions?
- Do people understand your instructions?
- Were you well enough prepared?
- Did you succeed in achieving your aim?



Think back to teachers you had at school...

- Who was your most inspiring teacher?
- What made him/her inspiring?
- Why were they effective teachers?
- Were they good at explaining things?
- Did they always keep their cool?
- Did they have a sense of humour?
- Were they good with people?
- Were they fair?
- Did they have common sense?
- Were they knowledgeable?
- Did they let the class do what they wanted?
- Did they set high expectations?
- Were they well organized?
- Did they always shout?
- Did they use interesting resources?
- Were their lessons well prepared?
- Were they approachable?
- Did they manage their time well?

ARRIVAL AT YOUR PROJECT

Arriving at your project and being introduced to the school can be very exciting but also rather daunting. Do not be surprised to be thrown in at the deep end. You may find there is little practical help available when you arrive at your project and you'll need to be resourceful and resilient.

On arrival, don't panic if:

- The staff don't realise how inexperienced you are.
- Schools are less well organised than you are used to.
- No one has been delegated to help you settle in.
- Almost all the staff are new too.
- The project is understaffed.

Coping Procedure Checklist:

- Familiarise yourself with the school, which rooms will you teach in, where is the staff room, gym, library etc?
- Ask for your timetable.
- Ask what subjects you will teach, to whom and where.
- Plan an introductory lesson for each class.
- Familiarise yourself with school policies: Do classes stand when a teacher enters the room? If so, then don't say you don't mind.
- How are the teachers addressed? Sir/Miss/Mr John Miss Amanda etc.

- *Are pupils allowed to leave the class for any reason*
- *Do you expect pupils to raise their hands when you ask a question?*
- *If they need your attention, how will they approach you?*
- *Assess what resources are available – text books, equipment, visual aids etc.*

This is probably your first full time working experience but you'll be treated the same as other staff. It may be comforting to realise that you'd probably feel the same back home in your first job.

If you ask another member of staff for advice or get them to show you how to do something – write it down! You don't want to have to ask the same questions again or to repeat mistakes when you've already been corrected. However, don't be afraid to ask for help! Better to ask and do something right.

AN INTRODUCTORY LESSON

There are lots of things to think about in your first lesson so it will need a bit of planning and thought.

A first lesson should:

1. Make an impact

First impressions count. It is easier to relax your attitude once you have respect so start firm but fair and reasonable.

2. Introduce you

Get them curious but you don't need to tell them everything.

3. Enable you to get to know your class

Collect a class list and if possible, draw a seating plan. Get a student to help you do this. Seating plans and learning names are really helpful for behaviour management!

4. Give you the opportunity to lay down some ground rules

Ideally come up with these expectations and rules with the class. Try to keep them in line with the school policies that already exist. Be firm about these rules and most importantly consistent.

5. Enable you to assess the level your students are at

Perhaps a quiz that assesses their previous knowledge.

How are you going to establish a good classroom environment?

You might like to try some of these ideas for your first lesson.

<http://www.tes.co.uk/ResourceDetail.aspx?storyCode=6049443>

LEARNING STYLES/DIFFERENTIATION

Students do not all learn in the same way. Effective teachers are able to cater to different needs, supporting those who have difficulties while also switching and challenging those who grasp new concepts quickly.

There are a huge variety of learning styles. The most prominent are: **visual**, **auditory** or **kinesthetic**.

Visual Learner Characteristics

- Good visual recall.
- Look upwards when accessing remembered information.
- Use lots of pointing and gesturing.

Ways of encouraging Visual Learners include:

- Providing good written notes for their future reference.
- Use colours to highlight important points.
- Use diagrams, graphs, charts and pictures in your lessons.
- Use minds maps in teaching (with colours and diagrams) to organize information.

Effect of Mind Maps

Look at the following list of ideas about '**The Hydrologic Cycle**' then look at the mind map version of the same ideas. Which version is easier to remember?

The Hydrologic Cycle

- *Evaporation/Evapotranspiration*
- *Condensation*
- *Precipitation*
- *Infiltration*
- *Snowmelt and Runoff/Plant Uptake*

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Auditory Learner Characteristics

- *Respond to listening and discussing.*
- *Use an auditory spelling strategy, involving remembering the patterns sounds made as they spell words.*
- *They tend to prefer to give and receive spoken instructions.*

Ways of encouraging Auditory Learners include:

- *Teacher instruction*
- *Lectures*
- *Interviews*
- *Hearing stories*
- *Language games*
- *Paired and group discussion*
- *Role plays*
- *Active listening roles*
- *Debate*
- *Music: raps, rhymes, chants, verses*
- *Clapping*
- *Video clips*

Kinesthetic Learner Characteristics

- *Learn by **doing** activities.*
- *Benefit from physical activity.*
- *Need regular breaks when learning.*
- *Spell best when able to replicate the physical pattern of the letters of words, either by writing or by tracing in the air as they spell words out.*
- *They will give instructions by demonstration and when giving directions would be more inclined to take you there.*

Encourage your Kinesthetic learners by using

- *Design & make activities*
- *Physical modelling*
- *Freeze frames, acting, role play*
- *Visits, field trips*
- *Mime, learned gestures*
- *Regular breaks*

In your plans write out V.A.K and an activity for each to ensure that you cater for each learning style.

HOW TO PLAN A LESSON

A good teacher is well-prepared and well organised. Most students have no idea how long good teachers spend lesson planning. It is an art form and takes a long time. It will get quicker as the year goes on but it is really worth investing time at the start of the year to plan your lessons. Plan with your partner and share ideas.

Why do we plan?

- Gives you confidence and students confidence in you.
- Makes you a better teacher.
- Gives you structure.
- Allows you to plan your curriculum.
- Cater to different learning styles.
- Allows you to develop professionally.
- You can re-use/share with others.

Planning is key to the success of your lessons.

Think about:

- What do you want the pupils to learn?
- What do they already know? (prior knowledge/level)
- How are they going to learn it?
- How will you know that they've learned it?
- In what ways will they demonstrate their learning?

Lesson/Presentation Plan (10 mins)

Name of Volunteer

.....

Class Lesson Topic

Aim	
Objectives	
Success Criteria	
Resources/preparation needed	
Starter	Timing
Main Teaching	Timing
Development	Timing
Plenary	Timing

It is a good idea to save your plans as a record of what you have taught.

Lesson Planning - Considerations

Aims & Objectives

The **aim** is a statement of what you want your learners to achieve/learn.

The **objective** is what the students will do in order to achieve the aim. How will you get there?

Your objective should have active verbs in it.

Students often need to know why they're learning what they're learning early on - so tell them through explaining the learning objectives.

It might be helpful to everyone if you write up the aim or objective on the board at the beginning.

Success Criteria

Building appropriate success criteria into lesson planning is vital to ensure a focus on learning as opposed to activities.

When planning, ask yourself;

- *What will my students have learned and what will they be able to do at the end of the lesson that they could not do before?*
- *How will they demonstrate that they have met the intentions?*
- *How can I make it clear to students what good quality work will look like (and avoid simply focussing on task completion)?*

Wherever possible, it is a good idea to include differentiated learning outcomes. For example **all, most, some**.

Resources/Preparation Needed

Visual aids, the board, text books, paper – make sure you think about exactly what you will need (and what you have access to) in the lesson.

Starter (the hook)

Relate the subject to previous experience as this makes learning more accessible to the student. It needs to be engaging and interesting to get the students in the frame of mind necessary for learning.

Main Teaching

Make explanations simple! Nothing will be meaningfully learned if it is not understood. Beware of using complex vocabulary.

Vocabulary – explain new words – use a keywords box on the board and have students write definitions in their books.

Development

Activities that allow the learner to develop understanding.

Plenary/Review of Learning

This is a key part of the lesson where you assess whether the aim and objectives have been met, it also informs future planning.

As this will be at the end of a lesson, watch you don't end up skipping it if you are rushed for time. Plan your lessons carefully to make sure you have time for assessment at the end. It is really important for the students to consolidate what they have learnt and for you to assess how good their understanding of the lesson content has been and therefore what might need followed up.

Homework

Homework provides continuity between lessons. It may be used to consolidate classwork, but also for preparation for the next lesson.

Timings

Always write timings on your plan. This will get easier but it is always better to be over-prepared and have additional activities than under-prepared.

BEHAVIOUR MANAGEMENT

Dealing with disruptive behaviour will require you to be patient, mature and quick thinking. It is important to have good classroom management because 'low level disruption' when left to continue can escalate and make teaching impossible!

Before you go on placement...

Consider the following:

- Low level disruption - What does it look like?
- Name 5 things that could be disruptive to your teaching:
eg **A student tapping a pen/ruler**

Nine concepts for dealing with low level disruption:

<http://busyteacher.org/20563-classroom-management-authority-9-concepts.html>

Sweat the small stuff and the big stuff won't happen.

Good classroom management will reduce chances of discipline problems. Students will try to push you initially to see how much they can get away with. If you make sure you do not let students get away with niggly little disruptions you won't find you have many difficulties with bigger issues. If you allow a few small disruptions at the beginning you will find that its more difficult to revert to a better classroom management later on.

The following suggestions from past volunteers and teachers should help to establish good classroom management and avoid low level disruption:

Identify with your role as a teacher

Keep the boundary clear and maintain the level of respect for your students that you want to be treated with.

Establish your expectations of them from the start and communicate these clearly

Always begin the way you mean to continue - FIRM and IN CHARGE. Be consistent the rules you have made. Once you relax your discipline it is extremely difficult to toughen up.

Learn your student's names as quickly as possible

This will allow you to mention them by name to get their attention and it is a sign of your respect for them. The names of the attention seeking trouble-makers will be the easiest to remember at first but don't forget the well motivated, attentive students too.

Seat students in seating plans

This suggests that you are in charge in your classroom.

Never begin a lesson until you have everyone's attention

Don't be afraid to wait until you have that awkward silence before you start speaking.

Be consistent

Treat all pupils equally and do not wait until a particular behaviour irritates you.

Keep students busy

Never be the busiest person in the room.

Avoid confrontations

Refer serious discipline problems to higher authorities.

Do not make threats you cannot carry out

Once you have made a threat carry it out or you will lose credibility.

Do not lose control

The apparent loss of temper very occasionally may be effective, but teachers who regularly lose their tempers quickly become ineffectual. Do not shout. Shouting will get you nowhere.

Avoid getting distracted

by habits or answering a question about something irrelevant.

Engage students through interesting, enthusiastic and varied lessons

They won't have time to mess around in lessons that excite and interest them. An experiment, demonstration or some form of visual aid in every lesson helps students grasp things and keeps them interested. Boredom leads to indiscipline.

Develop techniques to deal with low level disruption

anything that doesn't disrupt the flow of the lesson but gets the attention of the student can be really effective.

Eye contact

Develop a glare, scowl, frown or maintain eye contact.

Proximity

It is hugely powerful to simply move to stand next to the student being disruptive.

Body language

A slight shake of the head, quickly snapping fingers.

Think about rewards, systems that you could use.

Collect stickers and stamps - students of all ages love stickers!



Put A System In Place

Make your classroom rules clear and stick to them. If you're able to you could even make a poster to put up in your class where all your students can see it. Establish rewards for good behaviour and clear consequences for bad behaviour. If you are consistent in this your students will know where they stand and are less likely to try and push their luck. Having a system in place will also make it easier for you to react to both good and bad behaviour without being caught off guard.

Example of a reward and punishment system:

Star & Demerit Chart

Make a table with 2 columns, one with all your students' names in and the other blank to be filled in with stars or demerits, depending on behaviour. Stick it up where everyone can see!

PETER	★ ★ ● ●
REBECCA	★ ★ ● ★
ALEC	● ★ ★ ●
NADIA	● ★ ★ ★
GREGOR	★ ★ ● ★
SUSIE	★ ★ ★ ★

If a student is behaving well, produces an exceptional piece of work, is extremely helpful, kind to others etc. they would receive a yellow star on their chart. If a student is behaving badly, breaking rules, not handing in work, being rude to others etc. they would receive a red circle on their chart.

If you aren't in a position to offer rewards or enforce punishments this system should still have a positive impact as students will be keen to collect stars. It can even get competitive! However, if you are able to offer rewards and punishments it can be even more effective.

If a student manages to collect three stars they should be rewarded with a sticker, praise slip, sweets or whatever you decide on. A line should be drawn after the third star to remind you they have been rewarded and then they can work towards getting another three.

Equally, if a student collects three demerits they would receive a punishment. This could be having to help clean the class, extra homework, having to sit out of a game/fun activity etc. Once the punishment has been carried out draw a line after the third red circle on their chart and they can start fresh.

Stars and demerits do not affect one another. A pupil can have demerits and still collect stars to receive rewards. Action is only taken when three stars or demerits have been added to their chart.

Yellow stars and red circles are easy to do as they only require coloured pens but you could just as easily draw happy and sad faces, use stickers or anything else to mark good and bad behaviour on the chart.

Promoting Positive Behaviour

Promote positive behaviour and positive attention to avoid the disruptions caused by those seeking attention. You will often get further by rewarding/praising good behaviour than by punishing/reprimanding bad behaviour.

This can be achieved by:

Giving tricky students responsibility

ie Collecting books; cleaning the blackboard at the beginning of the lesson etc. Using praise when these activities are done well will give attention for positive behaviour and encourages a break in the cycle.

What's the reason for a pupil's disruptive behaviour?

It may be due to boredom, lack of ability, lack of confidence or many other reasons. Discuss this with other staff, who may well know the student's background. Giving attention when a pupil is not being disruptive, will encourage more positive behaviour.

Using a rewards system

These can be very effective and particularly so with younger children. Something as simple as a smiley face to recognise effort as well as ability as oppose to a sad face for when effort is lacking, is very effective. Other nice ideas could be a student of the week competition, or a table/group of the week in your class. If you teach multiple classes you could even run a class of the week competition!

Using praise

Many difficult students behave badly because they are looking for attention and if negative behaviour elicits attention then they will consistently behave badly. Giving praise for positive behaviour, can often reverse this trend. If you praise those who are behaving well other students will often follow.

Say thank you rather than please

You are in control in your classroom yet you still need to show respect for your students. Stating what you want to see followed by 'thank you' will elicit more respect than pleading with students to be quiet.

eg "Sit down quietly... thank you"/"Ben put down your pen... thank you"

Use of reprimands that encourage a positive environment are essential

Always reprimand:

- *The behaviour, not the individual*
- *Individuals, not the whole class*
- *Close at hand*
- *Calmly and with some thought*
- *At the onset of misbehaviour*

Remember RIP/ PIP – Reprimand In Private, Praise In Public

PERSONAL PRESENTATION

Always be punctual, preferably early. This gains a lot of respect from the pupils as most teachers are late.

Everyone has their individual habits which are not a problem unless they become a distraction. In speech *errs, ems, you know, ok* etc can become very irritating when repeated regularly. Behavioural habits such as pacing, rattling money in pockets, playing with chalk etc can all be very distracting and are often mimicked by students. Be aware of these habits, but do not try to eradicate them altogether as your teaching will become characterless. Once again it is a question of balance.

In most schools students wear uniform, which they will keep remarkably clean and tidy. You should make a similar effort to look presentable and always comply with the expectations of the school. You may well be surprised at how well dressed your fellow teachers are and feel untidy in comparison.

Language Skills

For pupils whose first language is not English

Speak as clearly and slowly as possible, avoid using slang. Try not to talk too quickly.

Practice projecting your voice

Your voice will probably never have been used as much as it will in your first few weeks of teaching. You don't want to lose it!

If you find you are nervous

Hold your head up, keep your shoulders back and rest your hands on your waist or behind your back. This causes you to breathe more deeply and slows down your speech. Revert to a more open body language when you've controlled your breathing.

ASSESSMENT FOR LEARNING

Assessment for learning (AfL) is a teacher's way of creating a mental picture of the level of each learner in the class.

There are many ways to do this, both formal and informal: questioning, marking, observation of students working, exams/tests.

There are also many times when assessment can take place:

- *Taking place at the beginning of lessons to consolidate previous lessons.*
- *During instruction and at the end of lessons to confirm that the subject is understood.*
- *At the end of sections/topics of the syllabus.*
- *At the end of term/academic year.*

Questioning

Questioning is a very useful tool to maintain the interest of pupils, stretching their knowledge and focusing their thinking. You may use questioning to challenge pupils or to help them to understand a concept. Used with some thought, questioning allows pupils to reach answers themselves and promotes independence in their learning.

The three main cognitive levels of questioning test

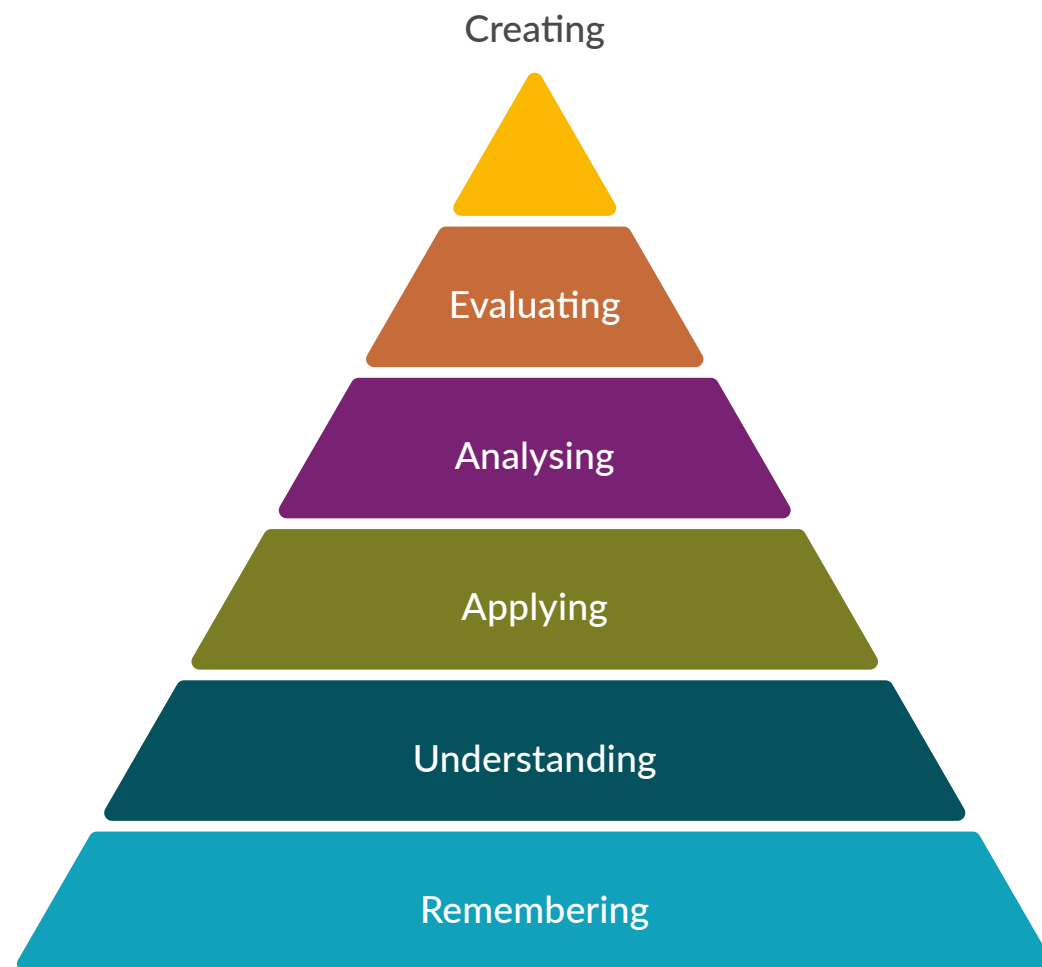
1 The ability to problem solve/analyse/evaluate

This is the highest cognitive level.

2 Understanding/comprehension/application of knowledge.

3 Recall of factual knowledge

This is the lowest cognitive level.



In a mixed ability class, planning set work so pupils can progress through exercises testing recall, then to understanding and on to problem solving is an effective strategy.

Structure questions carefully, even plan them into a lesson. Decide exactly what you are trying to assess, how you will ask the question and even who you will ask.

Questioning Techniques

- **Cold call** - Pose a question then direct it to a student by name
This will ensure that everyone formulates an answer and doesn't encourage passivity. You could also achieve this by using lollipop sticks with student's names on them for a random selection.
- **Pepper** - Quick fire short, closed questions around the room
Having students ask each other questions also checks their understanding.
- **No Opt Out** - Student must say something in response.
If they don't get it, get them to repeat the correct answer when you do elicit one.
- **Thinking time** - Pose a question but give thinking time to formulate a response, then cold call.
Don't be afraid of having an awkward pause – students need this time.
- **Stretch it** - Push students to go further with their explanations.

If a student does not answer a question, it may be because they did not understand it - **rephrase and give them another chance.**

However, try to avoid the following pitfalls...

- Asking too many closed questions (to which the answers are very specific).
- Asking too many short-answer, recall-based questions.
- Asking bogus "guess what I am thinking" questions.

- Asking “Do you understand?”
- Starting all questions the same way.
- Pursuing distracting, off-topic questions.
- Dealing ineffectively with incorrect answers or misconceptions.
- Focusing on a small number of pupils, instead of the whole class.
- Asking questions, when you should be explaining the topic, as it is not always possible to elicit or develop a subject by questioning.

Summative Assessment - Exams and Tests

Assessment should form an integral part of teaching, sometimes it may sound more exciting to students if you call it a quiz instead.

Important for you to establish:

- How much a student has remembered.
- What needs emphasising.
- What points need to be re-taught.

Types of assessment include:

- Multi choice, true/false and single word answers
These are easily marked but don't give you as clear a picture and take more preparation.
- Essays, short written answers
These forms of assessment are easier to set, but can take a long time to mark.
- Make assessments exciting if you can
Add an element of competition or quiz prizes!

Marking

Why it's important:

Marking is a hugely important part of teaching. It allows you to see exactly what your students are learning and how well they're learning it. It's also hugely valuable for the students to receive feedback on the work they've completed.

Have high expectations of the work you set and how its completed. Correct grammar and literacy errors to ensure that you're demonstrating good English practice. Marking can become overwhelming if left too long so try to stay on top of it!

If you do set a test or even just a piece of homework that needs marked make sure you do it quickly. Students will lose interest if they don't get work back for long periods of time. Everyone wants to know how they have scored in a test and won't appreciate being kept waiting!

To minimize the load:

- Peer assessment – Students mark each other's work – easier to do with one word, short answer questions.
- Self assessment- Ensure honesty.
- Mark work while kids are completing an activity, while you're circulating the room.
- Rather than copying out the same feedback over and over again for a number of pupils, draw a shape next to their work. In the next lesson get pupils to copy feedback from the board that accompanies the shape on the board. This will save you lots of time and can be used as a starter activity to get them refocused.



USE OF PRAISE

Use praise often and widely. Praise for effort and attempt as well as the correct answers to avoid de-motivating students.

Try to vary the words you use as praise – have a scale of praise from good to outstanding. However in the TESOL classroom, sticking to a narrower vocabulary will be less confusing for students at the start.

Be careful not to over-praise when you receive lazy answers. Ask a student to extend their response if you feel they are capable of better.

Before you go on placement...

Think up a few ways that you could praise students -
What rewards might you include for good work?

'GOOD'
'WELL DONE!
'NICE ONE'
'FANTASTIC'
'EXCELLENT'
'AMAZING'
'OUTSTANDING'

USE OF THE BLACKBOARD

The blackboard will be your main teaching aid and it is therefore important to master its effective use. If possible practice on a blackboard before going abroad.

- * Writing should be legible from the back of the classroom. Walk to the back and check occasionally.
- * Try and write at eye level, this keeps writing straight.
- * Avoid using red, blue and brown chalk for text as it does not contrast well enough to be easily seen. White and bright yellow are best.
- * Do not write in UPPER CASE, as this does not reinforce written English and is more difficult to read. If your writing is poor - practice!

RESOURCES/FURTHER READING

<http://behaviourguru.blogspot.co.uk/>

Join TES, Teachit, Tom Bennett on TES, Maslow, Bloom's Taxonomy

<http://goo.gl/SJPJfu>

Resources for all subjects:

<https://www.tes.co.uk/>

<http://www.teachingideas.co.uk/>

<http://www.classroomsecrets.co.uk/>

Teaching English:

<http://www.teachingenglish.org.uk/tools-for-teachers>

Learning English Online:

<http://learnenglish.britishcouncil.org/en/>

Make your own flashcards:

<http://www.teachingenglish.org.uk/tools-teachers/flashcard-maker>

Art lesson ideas:

<http://artlessonsforkids.me/>

1000 pictures for the classroom:

https://atiyepistel.files.wordpress.com/2013/05/1000pictures_all.pdf

The following items would be useful to take:

- *Pack of cards*
- *Dice*
- *At least 6 Sharpies*

Don't spend too much! Go to Poundland or equivalent.

Other useful sources for ideas:

<https://www.tes.com/teaching-resources>

<http://www.primaryresources.co.uk/>

<http://www.teachitprimary.co.uk/>

<https://uk.pinterest.com/>

<http://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=2>

<http://www.sparklebox.co.uk>

<http://www.starfall.com/>

<http://nrich.maths.org/frontpage>

<https://www.facebook.com/TeachingIdeas/?fref=nf>

<https://www.tes.com/teaching-resource/challenge-toolkit-6063318>

<https://www.tes.com/teaching-resource/the-differentiation-deviser-6233159>

<https://www.tes.com/teaching-resource/50-ideas-for-meeting-your-new-class-6049443>

<https://www.tes.com/teaching-resource/plenaries-on-a-plate-6126781>

<http://www.coxhoe.durham.sch.uk/home>

<http://artful-kids.com/blog/2011/06/29/the-art-of-mud/>

<http://www.pebbleartpictures.co.uk/>

<http://www.sowealleyprimary.co.uk/documents/DiceGames-plus.pdf>

<http://www.teachingideas.co.uk/subjects/games>

<https://www.tes.com/teaching-resource/african-games-and-footballs-6045088>

<http://www.pegames.org/fitness-circuits/>

<http://www.woodlandtrust.org.uk/naturedetectives/schools-and-groups/>

Appendix 1: Planning Grid

Wk	Topic	Sub-Topic	General Aim	Specific Objective	Content	Attitude	Materials	Skills	Evaluation
1	The structure of flowers in the neighbourhood.	1. Pollination. 2. Parts of the pistil and stamen. 3. Names and functions of the parts.	Name the parts of a complex flower: 1. Male 2. Female	Explain the importance of each part of the flower. Explain about pollination & fertilization.	Insect pollinated flowers & their parts.	Appreciate that plants must be cared for since they beautify and supply food.	Text: science in daily life. Book 1 Chapter 7 p.123 - 5	Collect flowers from the neighbourhood.	Multiple choice questions.
2	Life cycle of animals - Mosquito.	3. Metamorphosis of the mosquito. 4. Spread of diseases.	Mosquitoes spread diseases.	Name & explain the stages in the metamorphosis of a mosquito.	Recognise the mosquito in their lighting, position & colour.	Beware of the spread of disease by mosquitoes.	Text: Science in daily life Bk1 chapter 7 p. 129-133	Draw charts showing stages in the life cycle of a mosquito.	Assignments & oral presentations.
3	Metamorphosis of the butterfly.	1. Life cycle of a butterfly.	Explain the importance of butterflies.	Describe the physical characteristics of the butterfly.	The butterfly as an agent of pollination.	Appreciate that the adult is very useful in pollination.	Text: Science for daily life Bk.1 chapter 7 p. 133 - 136	Make a scrapbook folder on butterflies.	Multiple choice questions.
4	Mixing & separating.	1. Solution.	Solutions can be dissolved in solids, liquids and gases.	Definitions of terms eg solute, solvent, soluble etc.	Preparations & descriptions of solutions.	Read labels & containers of chemicals carefully.	Text: Science for daily life Bk 1 chapter 4 p. 77 - 80	Record observations of prepared solutions.	Structured type questions.

Appendix 2

Points to look for on teaching practice should you decide to invite a fellow volunteer to observe your lessons.

- 1. Are the objectives of the lesson clear, definite, limited and attainable?**
Some sort of plan should be used to achieve a logical, clear presentation. It is usually possible to judge the sort of preparation that has gone into a lesson from the presentation.
- 2. Does the teacher have sufficient knowledge to teach the subject effectively?**
- 3. How well did the teacher manage to gauge the timing of the lesson?**
Was there sufficient time for a summary and clearing up?
- 4. Was the lesson subject matter presented in an interesting and captivating manner?**
People learn best through being interested in a subject. The teacher must therefore stimulate interest and enthusiasm through encouragement and by using a variety of activities. However, simplicity of presentation should not be lost in activity and variety.
- 5. If aids were used, were they necessary, suitable, simple, large enough and interesting?**
- 6. Were questions asked by the teacher?**
Were they relevant? Applicable? Concise? Did the class have a chance to ask questions? Are replies handled well by the teacher?
- 7. Attitude: Is the teacher in control of the class?**
Has he a good rapport with the students? (Eye contact is a good indication of this). Does the teacher elicit class contributions? Does he put over a feeling of interest in his subject and a desire to put it over to the class in as interesting a manner as possible? It is hard to pin down specific characteristics of attitude, although generally confidence and a pleasant manner are an indication.

Individual characteristics, if picked out should be considered as part of the whole. That is, whether the teacher is overbearing, patronising or simply so informal that nothing will ever get done.

Habits - Students are very quick to pick up a teacher's habits.
eg The teacher may well be completely unaware that they play with chalk, adjust stray hairs, say "er-um" etc. These habits should be pointed out, tactfully at first and more strongly if they persist. Habits can be very distracting for a class.

Appendix 3: Lesson Observation Sheet

Volunteer:	Start:
Lesson Topic:	Finish:

Please comment constructively on the following:

Personal Presentation
<i>Presence/Body Language/Voice & Speech/Rapport/Distracting Habits</i>
Structure and Planning of Lesson
<i>Are the aims & Objectives of the lesson obvious?</i>
<i>How appropriate is the content?</i>
<i>Does the lesson flow logically & progressively?</i>
<i>Is the timing effective ?</i>
<i>How organised is the volunteer ?</i>

Teaching Skills

Introduction - effective? grasp attention & interest?

Questioning - appropriate? Did the level vary? Use of open ended or yes/no questions?

Use of the blackboard - writing, organisation, preparation?

Activities & exercises - did they enhance understanding, confuse or distract?

Use of visual aids - did they enhance understanding?

Summary / conclusion - how effective?

Alternative suggestions for:

The introduction

Activities and exercises

Suggestions

Where do we go from here?

How could this topic be developed?

Two Stars and a Wish

Star 1

Star 2

Wish



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