

# **TEACHING PRACTICE TEXTBOOK**

**CHAPTER CONTRIBUTION SUBMITTED**

**BY**

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## **UNIT: PREPARING REALISTIC AND GOAL ORIENTED LESSON**

### **PLANS/LESSON NOTE**

#### **Introduction**

For any project, programme or assignment to be fully attended to and be successfully accomplished, there is always the need to make adequate planning and preparations before the assignment is embarked upon. Failure to do so will likely jeopardize all efforts made by the executioner(s). Likewise, proper, qualitative and effective teaching will not be done unless the lesson is well planned and a good lesson note is written to guide the teacher when presenting the lesson.

Student teachers are expected to have gone to their schools where they are posted for the Teaching Practice exercise to collect the scheme of work before going out for the exercise. It is the topics itemized in the scheme of work that will be taken up on daily basis by the student teacher. In handling each of the topics, the student teacher is expected to write lesson plans/notes for each lesson on daily basis. It should be noted that a student teacher that fails to prepare his lesson note is bound to be a failure.

In this unit we shall be looking into how to prepare good lesson plan/notes, what to do before lesson notes are written, the characteristics of a good lesson notes, and the format to follow or use for writing a realistic and goal-oriented lesson notes.

#### **OBJECTIVES**

At the end of this unit, you should be able to:

- i. Explain the need for making lesson plan and the necessity for writing lesson notes before you go for actual teaching.
- ii. Explain how good behavioral objectives are to be written.
- iii. Discuss how unprepared lessons can be recognized.
- iv. Write a good lesson note that will guide you in the presentation of any topic of your choice.

#### **GENERAL THINGS TO NOTE ABOUT LESSON PLANS/LESSON NOTES**

- Lesson plans comes before lesson notes. Lesson plans involves the mental thinking as to the how and what to get ready for the lesson. It is the mental thinking and preparations that metamorphoses into the written plan, which we refer to as the lesson notes. The teacher should prepare mentally, get materials ready think of how to present the lesson before writing the lesson notes.  
Hence, lesson notes are merely the conclusion to lesson plans
- Lesson notes are a guide to the teacher and it will be very difficult for him to present a good lesson without a well-prepared lesson note.
- Unprepared lesson according to Farrant (1975: 223) can be recognized by some of the following features:
  - i. In complete Subject Matter: To recall or remember all that the teacher intends to teach may not be too easy.

- ii. Incorrect Facts: Facts or the contents of the lesson may be wrongly disseminated.
- iii. Lack of Detail and Illustrative Material: An unprepared teacher will only teach at the peripheral level. No in-dept teaching will be done.
- iv. Disorderly Presentation of Information: Topics to be taught may not be logically and sequentially presented.

Lesson notes are of great advantage to student teachers for instance it.

- i. aids the memory of the teacher
- ii. provides the teacher with a programme to follow
- iii. Reminds the teacher of each step to take in the course of lesson presentation.
- Lesson notes are to be logically, sequentially and systematically prepared to attain the desired objectives. Lesson notes are to be written based on the level of mental and physical maturation, and interest of learners.

ACTIVITY 1

- Why should a student teacher prepare a good lesson note?
- How do you recognize an unplanned lesson?

**DIFFERENT SEGMENTS OF A GOOD LESSON NOTE**

As earlier mentioned, the written plans and preparations of a lesson is what is referred to as lesson note. It can be written using either the system approach format; Tabular format or Essay format. No (matter the format that is adopted for writing the lesson note, the following preliminary information should come first. They are:

The name of the student teacher:

Matric number of the student teacher

Subject combination

School of practice:

Subject to be taught:

Topic

Class:

Age of learners:

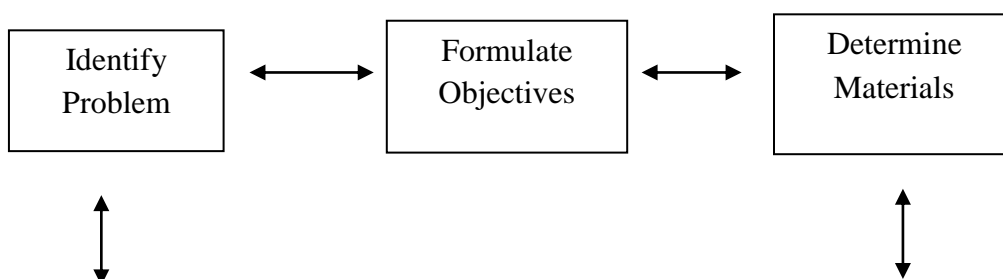
Sex - (single or mixed):

Date:

Time (duration of the lesson):

Examples of each of the format are given below as presented by Ajayi (2001).

**A. System Approach Format**





**B. Tabular Format**

Type of Activities	Time	Teacher's Activities	Student's Activities	Instruction Materials	Remarks
Introduction	5 mints				
Presentation Step 1					
Step 2					
Step 3					
Step 4					
Evaluation					
Assignment					
Post Teaching Evaluation	Is the time used okay?	Did the teacher teach as expected?	Were the students fully involved in the lesson?	Were the instructional materials used relevant to the topic taught? etc	

C. Essay Format: after the preliminary information the body should include the following:

Behavioral Objectives:

Instructional Material:

Methods of Teaching:

Presentation:

Step 1:

Step 2:

Step 3:

Step 4:

Evaluation:

Conclusion:

Assignment:

## **Full Explanation of Essay Format**

As earlier stated, the preliminary information preceding any of the format that is adopted is common to the three formats. Essay format will be fully explained here because it is the one that generally and mostly used by student teachers. One will discover that most of the segments under the formats are common to all. Especially the behavioral objectives, instructional materials, Introduction of the Lesson, Presentation, Evaluation, Conclusion and Assignment. All these different segments and their importance to effective teaching will now be considered.

### **Behavioural Objectives**

These shows what the teacher hopes to do in one lesson. They are the aims of the lesson which should be stated simply and clearly. They are to be specific and achievable within the lesson to be presented. Behavioral objectives should be stated using measurable terminologies. In stating the lesson objectives, student teachers should avoid expressions that are vague such as:

- i. At the end of the lesson, pupils/students should be able to know or understand the meaning of military system of government. Know or understand cannot be easily measured. How do you know that they have known or understood unless if they mention or explain what you have taught them. That is why it is better stated measurably by using concepts such as: List, explain give, state, discuss, enumerate, etc. some examples are given below:

At the end of the lesson pupils/students should be able to:

- Give the names of Nigerian governors.
- Mention the uses of water.
- Discuss the need for maintaining good health.
- Describe the steps that are to be taken when planting maize.
- Explain the reasons why rules are given in schools.
- List the different conditions that are necessary for germination of plants.
- State the ways by which simple addition can be of taught at the primary school level.

Behavioural objectives prevent the teacher from bearing about the bush. They keep the teacher focused. It helps the teacher to select the appropriate teaching aids and points to emphasize when teaching.

**ACTIVITY II**

- How should behavioral objectives be stated?
- Give two examples of vague behavioral objectives.

**Method of Teaching**

Those are the methods that the teacher intends to use for presenting the lesson, there are different teaching methods such as demonstration, storytelling, dramatization, experimentation discussion, role-playing, project method, etc.

Usually, methods adopted for teaching should be based on the topic to be taught by the teacher. Methods chosen should also help each child to understand fully the topic presented.

It is wrong to stick to the use of one method hence, teachers are expected to vary their methods and adopt methods based on the level of maturity of learners and their mental readiness. Rousseau, J. J. a French philosopher stressed the need to give children what is appropriate to their level of maturity. He alerted that "children should be allowed to be children before they are men" and nothing that is remote to their interest should be presented to them.

Teachers should know that it is not enough to be a citadel of knowledge, it is equally important to be versatile in the use of appropriate methods. This will ensure easy and sound comprehension of whatever is being taught. All methods used should therefore arouse the interest and enthusiasm of learners. No method should make learners mere passive receivers of knowledge but active participants in the lesson.

**ACTIVITY III**

- List any 5 methods of teaching.
- Why is it bad to use one method of teaching perpetually.
- What are the factors to consider when selecting methods to use for lesson presentation?

**INSTRUCTIONAL MATERIALS**

These are valuable materials that can make lesson more effective and interesting.

They include real objects, which are mostly preferred, it is only when real objects are not easy to come by that samples may be used, such book. It is generally the item itself, labels or containers. The physical description areas includes the following:

- Playing time which is what is stated on the item
- Type of recording. This is whether recording on the tape or disc is analogue or digital. For a sound track on film, the recording could be optical or magnetic.
- Playing speed. This measured in revolutions per minute for a sound disc. For digital disc measured in metres per second (MPS). For analogue tape, it is inches per second (IPS)
- Number of sound channel: this gives the number of sound channels which could be mono, stereo or quad.
- Dimensions, The dimension of a disc is the diameter and it is stated in inches and for sound , cartridge and sound cassette, it is measured in height and width. The dimension is suited only when it is different. From the standard dimension of  $5\frac{1}{4}$  X  $3\frac{7}{8}$  inches for cartridge and  $3\frac{7}{8}$  X  $2\frac{1}{2}$  inches for cassette. Below is information contained on the label of compact disc, samples include, maps, pictures. charts, chalkboards showing drawing of real objects. There are also electrically operated instructional materials like Filmstrips, Slides, Radio, Television, Tape recorder, etc.

Instructional materials to be used for a particular lesson should be made ready and be indicated in the lesson note. Student teachers are to plan a head of the lesson



for a place where teaching material(s) will be displayed especially where all the pupils will easily see it.

#### Characteristics of Good Instructional Materials

1. It must be very clear (if written or drawn on a cardboard)
2. It must be neat and in good condition.
3. It must be related to the topic at hand
4. Not too detailed.
5. It should be such that can be easily understood by learners.
6. It should be good enough to stimulate learners' senses.
7. It should be used at the appropriate time and be removed immediately after being used.

#### ACTIVITY IV

- State the importance of instruction materials to effective teaching.
- Give three of the major characteristics of a good instructional Material.
- How can a teacher wrongly use instructional materials?

#### **INTRODUCTION**

Every lesson presentation should start with an introduction. Whatever is to be used to introduce the lesson should be related to the topic to be taught. The introduction should also help to motivate learners and arouse their interest and curiosity.

Introduction can be done by making reference to the previous lesson taught. However, this should be done only when the previous lesson is related to the new topic being presented. Teachers should note that introduction has to do with what the child has already known which should be used as stepping stone to the topic that is to be presented. Hence, the need to start from known to unknown. The way the lesson will be introduced should be written in the lesson note. Examples of how lessons should be introduced.

Topic	Introduction
1. Sources of water	what type of water do you use in your house? Bayo
2. Nigerian Leaders:	Who is our governor in Kwara State? Silifat
3. Preservation of crops.	Have you ever been to the farm? Shitu

It is from these responses (background) that the new topic will be introduced. The above shows that teaching should start from Known to unknown. Few questions can be asked on the previous lesson if they are related to the new topic.

**ACTIVITY V**

- Chose a topic and state two ways by which you can introduce the lesson.
- When should we base our introduction on the previous lesson taught?

**LESSON PRESENTATION**

Lesson presentation should always be in steps. The steps are to be written down in the lesson note along with what the teacher intends to do at each step as indicated in the format given previously. Each step should lead to other steps so as to make the presentation sequential and logical. It should graduate from the steps to the conclusion.

The presentation should be a clear statement of all to be taught in the lesson e.g.

Topic: Sources and uses of water

Step 1: The meaning of water is given to learners and be stated in the lesson note.

Step 2: The sources of water are mentioned e.g. ram water, well water, spring water, etc

Step 3: the uses of water are given to learners e.g for bathing, washing etc

Also no step should do jumped to avoid confusion, each should be well explained

**ACTIVITY V**

- Chose a topic and write out now you will present it from one step to the other.
- Give two reasons why lessons should be presented in steps.

## **EVALUATION**

There is always the need to find out if the stated objectives have been achieved. To evaluate the lesson, specific questions should be asked and the responses should be what the teacher intended to achieve at the end of the lesson. Questions to be used for evaluation should be written down in the lesson note.

Evaluation can run concurrently with lesson presentation. Questions can be raised on each step covered as the lesson progresses as at the end of the lesson. Teachers should ensure that answers to questions raised when evaluating are not on the board for pupils to simply read out. Questions raised should be simple and be related to the topic taught. The feedback received from learners (answers to questions asked) will help the teacher to know whether the behavioural objectives set have been attained or not and if there will be the need to repeat what has been taught. It helps the teacher to know what he/she has not done or done wrongly and be able to make amends.

### **ACTIVITY VII**

- Why should lessons be evaluated?
- How should lesson be evaluated?
- What makes an evaluated lesson invalid?
- When should lessons be evaluated?

## **CONCLUSION**

Here the lesson is brought to an end. The teacher can conclude by giving a summary of what has been taught. The way a lesson will be concluded should be written in the lesson note. Lesson should end neatly and orderly. At times if the response of students to questions raised under evaluation is not too satisfactory, while concluding the lesson, the teacher may decide to draw attention to certain salient points already covered. Pupils can be given the opportunity to ask questions on what has been presented or be given class work to do which will be marked by the teacher either then or later.

### **ACTIVITY VIII**

- Explain how a lesson should be concluded

## **ASSIGNMENT**

In the lesson note, teachers are expected to write down the take home assignment for the students. The assignment can be related to the topic taught. Sometimes to prepare learners for the next topic which is completely new, students can be given assignments which will make the understanding of the new topic easy for learners. It is always good to give assignments that can be marked, not merely reading anything, if it is only to read, students may fail to do so.

## **SUMMARY**

Writing a good and realistic lesson note is a must for all student teachers. There is the need to plan well for the lesson before the lesson notes are written. All necessary details are to be written in the lesson note beginning with the preliminary information. Other details include the behavioural objectives which must be measurably stated, methods that will aid good learning and the introduction which must be relevant, inspiring and interesting. Lessons should be presented logically and sequentially with one step leading to the other. \

Procedure for evaluation of lessons should be explicitly stated while each lesson is to conclude in an orderly manner. Assignment are to be given to keep learners busy, aid their level of understanding and prepare them for the next lesson.

Teachers who follow the steps discussed above in writing their lesson note will succeed and learners will benefit greatly from all lessons presented.

### **Self-Assessment Exercises:**

1. Why is it necessary for you as a teacher to prepare a realistic lesson notes before you go in for teaching.
2. List the different types of lesson note formats and use any one of the format to write a good lesson plan.
3. Choose a topic that is related to your course and write out a few behavioural objectives, which you hope to attain at the end of that lesson.
4. Discuss the factors that make evaluation of a lesson realistic

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