

PLANNING FOR INSTRUCTION

INTRODUCTION

PLANNING

This is an effort to foresee and prepare for all the deliberate actions and as many of the contingencies as possible. For a teacher, planning for instruction entails;

- Selecting and organizing the subject matter to be taught.
- Deciding on the amount of time to be devoted to each aspect of the lesson
- Choosing teaching methods to be used
- Obtaining the necessary teaching aids
- Checking the technology that will be used.
- Outlining the procedures to be followed from start to end of the lesson.

Reasons for planning for instruction

- It helps the teacher clarify his/ her thinking about the contribution of the Subject to the educational goals.
- It ensures that relevant instructional materials and procedures are considered.
- It makes the teacher more resourceful in identifying the learners' needs and interests so as to provide the necessary motivation.
- Reduces trial and error in teaching through a better organization of curriculum materials.
- Ensures use of more appropriate methods
- Ensures greater economy of time.
- Enables the teacher to win respect of learners.
- Presents the teacher with opportunities for continuous professional growth.
- Aids the teacher recapture his enthusiasm.

A) SCHEMES OF WORK

Scheme of Work

This can be defined as a summarized forecast of work which a teacher considers adequate and appropriate for a class to cover within a given period derived from those topics that are already set in the syllabus.

Importance of preparing schemes of work

The scheme of work is an important document, which you should prepare for every subject and class that you teach. It is prepared for the following reasons:

- To guide teaching.
- To guide learning.
- It enables you to have more time for planning and developing the learning activities.
- It makes it possible for the administration to check the quality and quantity of teaching that is taking place.
- It provides continuity in the work and sequence in the learning process and shows the relationship between goals and objectives.

Factors to Consider when Making a Scheme of Work

When preparing a scheme of work for a particular subject, consider the following:

i) Learner's previous experience

This refers to what the learners already know as it determines what they can effectively learn. Therefore, when preparing a scheme of work, you should bear in mind that the knowledge being planned for is related to what the learners already know. You should not leave gaps in the learners' knowledge, or assume that they know what they have not learnt.

ii) Class ability

You need to consider the performance of individuals in a particular class. If you are new to the class, you can check on the progress reports or talk to other teachers who have taught the class before. This information is very necessary as it will help you to break down the topics into appropriate learning units. With a class of slow learners, you will most likely take more time to cover the topic than you would with fast learners.

iii) Course syllabus

Study the course syllabus in order to:

- remind yourself of the goals of teaching the subject
- be familiar with the content that is expected to be covered
- decide on the logical sequence when arranging the topics or concepts
- know the depth of coverage
- know possible teaching and learning resources

iv) Teaching/Learning resources available

These include:

Textbooks

Recommended textbooks should be studied alongside the course syllabus in order to find out:

- How useful the recommended text is
- How much of the syllabus it can cover
- In what order does it cover the syllabus

At this point, it may be useful to look at other recommended sources of information.

v) Teaching/Learning aids

These refer to all types of teaching/learning resources used to enhance the teaching-learning process.

vi) Time

You should always consider the time factor when preparing a scheme of work for a particular class. You need to know the number of periods allocated to the subject per week. You also need to plan for other activities that may interfere with the teaching during the term such as sports days, public holidays etc.

Components of a Scheme of Work

Preliminary/administrative details

Institution: this refers to the name of the institution where the teaching practice is taking place.

Level: there are various ways that are used by institutions to identify different levels or classes.

For example, Year 1, stage 1, Craft Part 2, Form 1, etc.

Class: refers to the specific group/stream being schemed e.g. Form 1W, 07 BEAC 1D, etc

Name: refers to the name of the person preparing the scheme of work

College number: refers to the teacher- trainee's admission number.

Subject: this refers to the subject being schemed for.

Date of preparation: It is important to indicate when the scheme was written so that it is evident from the date whether it is current or not. You should always make a point of completing the schemes before teaching starts.

Date of revision: A scheme may be written once but revised in order to accommodate unforeseen interruptions or unexpected difficulties.

Syllabus topic: this refers to a major division or section of the syllabus, usually large enough to be covered in several weeks.

Sub-topic: this is a sub-division of the topic. It is usually large enough to be taught as a distinct lesson. Lesson titles are derived from the sub-topics.

Major Components of a scheme of work

Week

Since scheming is planning, there must be an indication of when a given topic or subtopic will be covered. The usual way to do this is to indicate the week when each lesson will be covered. The numeral representing the week should be distinctly written centrally in the week column. Weeks should be separated by a line passing across the page when one page contains more than one week.

Period/ lesson number

A subject may have one, two or more periods per week. Some periods may be single, double or triple. The numbering of lessons is done using the *ordinal system*. This refers to the order in which periods for that subject appear on the timetable in the week.

For example; if there are seven periods for a given subject in a week where periods 1 and 2 are double, periods 3, 4 and 5 are single lessons and periods 6 and 7 are double, then the numbering should be as follows:

Week	Period
1	1&2
3	
4	
5	
6&7	
2	
1&2	
3	
4	
5	
6&7	

Lesson title

Lesson titles are derived from sub-topics. A line beginning from the column of the period number should be drawn straight across the page to separate lessons appearing on the same page. When two-spaced lessons are indicated on the timetable on the same day, these should be treated as separate lessons with distinct rows.

Specific objectives

A complete and useful scheme of work should include specific objectives for each lesson title. The objectives should be stated in terms of what the learner will be able to achieve by the end of

the lesson. Specific objectives should be

S -specific

M-measurable

A -achievable

R -realistic

T- time-bound

It is important to note that the specific nature of the lesson title does not permit a broad objective, which might not be achievable by the end of the lesson. Objectives should be stated in a logical order of achievement i.e. starting with the simplest to the most difficult..

Specific objectives should use action verbs such as:

- List
- Identify
- Explain
- Describe
- Compare
- Calculate
- Construct
- Distinguish
- Plan
- Perform
- Demonstrate, etc

Remember: specific objectives should not have more than one action or task at the same time (*See objectives in the samples provided*).

Key points

These can be referred to as sub-titles within the lesson title that are linked to the objectives. They are the central ideas around which the teaching revolves and the main points you use during the lesson in order to achieve the objectives set.

Application/activities

These are the activities or tasks planned for the learners to do during the teaching/learning process within or outside the classroom. By providing the learners with these activities, you expect them to put into practical use the concepts and skills that they will have learnt.

Learning activities ensure that the lesson is **learner-centered** as the learners are actively involved in the process of acquiring knowledge. Such activities include; asking and answering questions, discussions, debates, exercises, assignments, role-playing, demonstrating, dramatizing, constructing, etc. The activities should be designed in order to realize and consolidate concretely the objectives of the lesson.

Learning activities are different from teacher's activities. Teacher's activities should **never** be indicated in the scheme of work.

References and Teaching /Learning aids

References:

These are resource materials which both the teacher and the learners may use in covering the content schemed for. They include books, journals, reports, manuals, worksheets etc.

References should be given for each lesson title and the pages of the reference texts indicated.

You are encouraged to use more than one reference book. Your lesson notes are too obvious as a reference to be mentioned in every lesson.

The preferred style of referencing is the American Psychological Association (APA) style. APA style is an author-date citation style. It was developed mainly for use in psychology but has also been adopted by other disciplines.

Teaching /Learning aids:

As you plan to teach, you should also think of the effective teaching aids to use. These should be indicated in the scheme of work as they form an integral part of an effective lesson. Use a variety of teaching aids.

The writing, labelling and sounds of aids should be clear for the learners to see or hear. The chalkboard, chalk and duster are too obvious as teaching aids to be mentioned during every lesson. You should indicate other Teaching/learning aids that will enhance learning such as charts, tables, flashcards, actual tools, machines, realia, etc

Remarks and date taught

The remarks column should be filled immediately after the lesson is over. You are supposed to indicate whether or not what was planned for the lesson was covered and how it was covered. These may include over-planning, under-planning, success or failure of the lesson and reasons for it.

Remarks made are meant to help you in future planning; therefore remarks such as *excellent, ok, and well taught* are not useful unless a reason for this is given. For example, *the experiment was not successful due to power failure*.

If the lesson was not taught when it was scheduled, you should indicate that and give a brief explanation, then suggest when you will teach it. When you eventually teach it remember to remark appropriately.

NOTE

Although all components of the scheme of work apply to all types of lessons, there are some variations in the scheming of the different types of lessons namely theory, integrated, practical and test. Thus it is necessary to look at sample schemes of work for different types of lessons.

B) LESSON PLANNING

LESSON PLANNING

This is the process of forecasting what you intend to teach. It is based on already prepared schemes of work.

A lesson plan: - is a systematic plan prepared by a teacher to guide on the lesson objectives and how the teaching/learning process is to be conducted.

A lesson: - refers to a single activity or a series of activities designed by the teacher so as to achieve the instructional objectives. It is a period of instruction or contact between the teacher and the learner.

Lesson duration: - The duration of a lesson varies depending on the subject, the nature of the lesson and the level of the learners. It could be 40 minutes, 1 hour, 2 hours or more. Irrespective of the length, all activities that the teacher and the learners undertake constitute a lesson.

Types of lessons: - there are four types of lessons, namely:

- theory
- test practical Lesson.
- integrated Lesson(partly theory and partly practical)

Lesson planning involves the following steps:

- Identification of the objectives to be achieved
- Identification of activities/tasks to be undertaken
- Sequencing of identified activities/tasks
- Determining appropriate instructional aids, methods and references.
- Deciding on the proper organization and/or management of the learning environment, resources and activities
- Allotting time to each step.

Note

Lesson planning is different from lesson note-making. Lesson note-making involves preparing notes relevant to the lesson title; a lesson plan guides the teacher on how the notes will be delivered to the learners. Both activities are crucial for a successful lesson and none should substitute the other.

Importance of lesson planning

- It enables the teacher to think through and visualize how the lesson will be taught.
- It enables the teacher to anticipate learning difficulties and decide on how to overcome them.

- It helps in the organization of teaching /learning aids
- It gives the teacher confidence while teaching
- It provides needed motivation
- It gives proper emphasis where and when needed
- It ensures that all the essential information is included
- It provides instructional resources
- It ensures that questions are asked at the proper time
- It enables teachers to stay on schedule

Elements /parts of a lesson plan

Administrative details

These are the same as for the scheme of work except for;

Date: - Which refers to the day when the lesson will be taught, and

Time: - This refers to the time when the lesson begins and ends

Major Elements

Lesson title: - This is a clear, specific and concise statement which states what the whole lesson is about.

Objective(s): - The objectives stated in the lesson plan must concur with those in the scheme of work, and should be SMART.

Teaching /Learning aids: - Indicate teaching/ learning aids to be used during a lesson as in the scheme of work, these should be varied and of good quality.

References: - Indicate books, journals, reports, manuals and worksheets to be referred to during the teaching/learning process. References should be given for each lesson title using the APA referencing system, just as in the scheme of work. The Page(s) of the reference(s) should be indicated. Use at least two reference books. Avoid referring to your lesson notes as a reference as it is too obvious.

Presentation: - This is divided into five parts:

The introduction:

This is also referred to as set induction. It is the initial instructional move by the teacher in the classroom. An enthusiastic and well-planned introduction helps the learner to develop an interest in the

lesson. Introduction should consider what the learners already know i.e. teach from known to unknown.

Why lesson introduction is important

- It helps to arouse the interest of the learners
- It helps to make the learner think
- It helps to provide an overview of what is to be covered
- It prepares learners for new learning.

How to introduce a lesson: - this can be done by carrying out several activities i.e.

- Calling the register
- Reviewing the previous lesson
- Telling a brief story or incident related to the lesson.
- Writing the lesson title on the chalkboard
- Stating the lesson title and objectives

Characteristics of an introduction

Introduction should:

- be brief and to the point (3 and 5 min) except for a test or practical.
- be captivating/ motivating
- be relevant
- create a linkage to the previous lesson
- highlight lesson title and objectives

Body of the lesson/lesson development:

This is the core of the lesson. It contains interwoven elements. The content of the lesson should be explained for learners to understand. In order to achieve this, the content should be organized in a logical sequence. This is achieved by ensuring that the teaching points or ideas follow the order of the stated objectives. The teaching points should be broken into small learning units or steps. One step leads to the next in a logical sequence. The steps should indicate both the teacher's and the learner's activities. The numbers of steps depend on the length of the lesson and the nature of the content to be covered. Steps should neither be too few to imply that the teacher lacks variety in the teaching

approaches nor too many to make the lesson look clumsy and difficult to complete.

The steps should reveal the following:

- **The exact content to be covered**
- **The order in which the content will be taught**
- **The method to be used to teach**
- **The activities of the learners**
- **The activities of the teacher**
- **When and how teaching and learning aids are used**
- **Time estimate for each step**

Summary and Homework/assignment:

This is the logical round-up of the lesson. Rounding up a lesson helps the learners to perceive clearly what they have achieved. Such awareness is not only motivating but also helps the learners to relate the information gained to earlier or later lessons. The summary also assesses the achievement of the intended learning objectives, thus, it must consist of some questions. The summary must not take much of the lesson time. The aim of the summary is only to recapture the main points of the lesson and to follow up on what has been taught.

This may be in the form of assignments that require the learner to apply the concepts learnt or to read further for a better understanding of the topic or to prepare the learner for the next lesson.

Remarks:

This is the teacher's evaluation of the lesson. Remarks are written immediately after the lesson has been delivered. They should indicate what has been done and how. Remarking should be meaningful to help the teacher at a later date. For example; do not just say; "the lesson was well taught". Qualify why you feel it was well taught or not. This helps in making adjustments or retaining what was good.

C) PRACTICAL LESSONS

PLANNING FOR PRACTICAL LESSONS

Introduction

All practical lessons comprise the following components

- a) Planning
- b) Introduction
- c) Demonstration
- d) Practice/application
- e) Supervision
- f) Summary

A practical lesson involves preparing, presenting a demonstration, organizing and guiding learners as they practice the skills demonstrated.

a) Planning

Planning should be based on any of the following four types of practical lessons:-

- Individualized Single Activity Lesson
- Group Single Activity Lesson
- Individualized Multi- Activity Lesson
- Group multi- Activity Lesson

A teacher should prepare for a practical lesson by scheming and lesson planning.

Scheming for a practical lesson

The format used for the theory scheme of work is the same one used for practical lessons but with few variations on the components.

Preliminary/administrative details

These will be entered just as for a theory lesson but under *Subject* there is a need to specify that it's a practical

Major Components of a scheme of work

Week, Period/ lesson number and Lesson title will be entered just as for the theory.

Specific objectives: indicate objective(s) on the skill(s) to be acquired by the learner by the end of the lesson

Key points: there must be key point(s) on the skill(s) to be acquired by the learner by the end of the lesson.

Application/activities: learners must observe a demonstration and perform the demonstrated skill(s).

References (same as for theory)

Teaching /Learning aids: real materials tools and equipment to be used for the practical should be indicated.

Remarks and date taught: - indicate the date when the lesson was taught, whether the practical was effective or not and qualify the remark.

Lesson planning for a practical lesson

A lesson plan for a practical lesson clarifies how the teacher's contact time will be spent during a lesson. It reflects how well a practical lesson has been planned and whether the plan shows the actual lesson activities to be carried out during the lesson. In addition, the teacher should plan for the resources to be used as well as organize an environment that is conducive for learning.

Introduction

The purpose of an introduction to a practical lesson is to motivate the learners by capturing their attention and arousing their curiosity in the lesson. Effective ways of motivating learners include:-

- Relating a life experience relevant to the lesson
- Promising a reward
- Emphasizing personal gain

Besides the above ways of motivating a learner, the introduction of a practical lesson demands the following:-

- Work instructions to the learners which tell them exactly what they are expected to do. Such instruction may be verbal or written. This should be reflected in the lesson plan. Reference should be made to any instructional sheet to be issued.
- Safety instructions to learners and safety measures or precautions to be taken by the teacher-trainee before and during the practical. This must also be planned for.
- If the class is to be subdivided into groups which will be doing entirely different activities, motivation may be of a general nature rather than being specifically related to any of the activities to be learnt. Any specific motivation may be reserved for the appropriate group during that group's own demonstration time. Learners not involved in the immediate demonstration should be assigned specific meaningful learning tasks requiring less supervision that occupies them until teacher- trainee completes demonstrating to the first group.
- Procedure for procurement of materials, tools, equipment etc.
- Assignment of special responsibilities to individuals or groups of learners.

b) Demonstration

In all practical subjects demonstration is essential in teaching fundamental skills and procedures. Demonstration stands out as the most definite and valuable means of giving instructions for an operation-type of a lesson because the teacher- trainee can explain the steps and at the same time perform the operation or the experiment. The learner in return observes each step and listens to the explanation and then imitates the teacher. In addition, the learners receive the challenge from a demonstration that if the teacher can do it they too can.

In all practical lessons where fundamental skills and practices are imparted on learners, it is absolutely essential that a demonstration be carried out effectively. The teacher- trainee should not only be skillful, but he/she should also be able to employ effective teaching techniques to communicate knowledge and appropriate attitude to the learners.

A demonstration may be to the whole class, or part of the class, or to an individual learner. In all cases, a demonstration should be clear, specific and should not be more than 30minutes. An average period of 10-15 minutes is adequate for the actual demonstration but of course, there are expectations! When too much time is spent on a demonstration, the class is deprived of ample time required for practice. In addition the learners may react by becoming restless, inattentive and unruly. If several operations are taught at the same time, the learners are likely to be confused or forget what they have observed. For that reason the teacher- trainee should plan to demonstrate one operation at a time whenever possible.

As much as possible any new operation should be demonstrated at one time to the entire class or relevant group of learners depending on the type of practical lesson and circumstances. This practice will ensure the best utilization of the instructor's time because a maximum number of learners will receive the same information and instruction at the same time. In addition, more interest and enthusiasm are generated when a demonstration is performed to the whole class or a larger number of learners. However, small group or individual demonstrations may be necessitated by factors like lack of adequate facilities, difference in ability, irregular attendance or multiple activities.

Once a demonstration is properly presented, learners' understanding will be in form of mental images of the operation observed. The learner needs ample time to reproduce what has been observed. With time and practice the learner should be able to develop new skills and acquire desired attitudes. It is very important to ensure that proper manipulation skills, operational safety procedures, etc are practised. The teacher-trainee's assistance in establishing correct habits during practice time cannot be overstressed.

For effective demonstration consider the following:

i. Need for the demonstration

A demonstration may not be necessary in all practical lessons. It must be presented only when a new operation, procedure, skill or principle is to be taught. Sometimes, a well-planned review of a previous demonstration, evaluation of work completed, or related theory may be adequate.

ii. Readiness of tools, materials and equipment

The teacher-trainee should have all the supplies, tools, materials and equipment prepared, to ensure they are functional and ready for use before the demonstration. All items used in the demonstration should belong to the teacher-trainee. The teacher-trainee should never use the learner's work for demonstration for this would deny the learner the chance to operate himself/herself.

iii. Accessibility of demonstration to all members

The teacher-trainee must ensure that learners are comfortable and can see all the details and hear the explanation of the demonstration before the start of the demonstration. Situations which can create distractions should be avoided.

iv. Competence of teacher- trainee in the subject

The fact that the learners learn from what the teacher demonstrates, demands that the performance of the latter displays a high degree of skill and dexterity. A teacher-trainee cannot afford to make any mistakes in exercising safety when using tools or other equipment. Appropriate procedures and practices should be followed.

v. Pace and depth of presentation

The teacher-trainee should guard against demonstrating either too fast or very slowly. Admittedly, it is better to present a longer but complete demonstration than to cover an operation insufficiently. The teacher-trainee should check with the class frequently to ensure that the rate at which he is demonstrating is satisfactory.

Effectiveness of demonstration

Some attempts should be made by the teacher- trainee to check the effectiveness of the demonstration. The teacher-trainee may conduct a procedural review of the operation or experiment involving the whole group. An even better method would be to ask one or more learners to repeat the operation or

process in the presence of others.

- vi. The same tools and materials are used by the learner

The tools and materials to be used by the teacher-trainee for demonstration should be the same as what the learners will use. e.g. in carpentry, the teacher-trainee should not use well-selected and seasoned timber while the learner's material is green with all types of defects. Similarly, he should use the same plane the learners would use to plane the timber. It is the responsibility of the teacher-trainee to ensure that all tools are in good working condition.

c) Practice/application/supervision

- i. Insisting on high standards of workmanship

The teacher-trainee should not only perform with the highest degree of skill but he must also insist on and obtain the highest standards of workmanship from his/her learners. The teacher-trainee must insist on the correct and accurate use of various types of tools, materials and equipment.

- ii. Purposeful contact with individual learners

The teacher-trainee should be constantly aware of the needs and problems of individual learners in the class. He should make a point of going round within the workshop encouraging those who are doing well and guiding those who need help. This purposeful contact must be maintained at all times. The learners should not go to the teacher-trainee when they have a problem. Instead, the teacher-trainee should go to them and assist the learners at their workstations. It is good practice to conduct periodic evaluation of the learner's work in order to establish their progress.

- iii. Use of safe workshop practices

The teacher-trainee should be conversant with all practices that pertain to safety in the workshop. Besides, it is his/her responsibility to ensure that safety practices are observed in all aspects. The teacher should also nurture other important attitudes like cooperation, integrity, reliability, honesty, etc.

- iv. Proper class organization and management

A well-thought-out and carefully planned practical lesson simplifies the role of the teacher-trainee in organizing and managing the class. The teacher-trainee should provide interesting activities and give definite instructions to the learners. He should start a class promptly and exercise authority throughout the session. Well-organized clean-up procedures should be followed and class should be released punctually. It is also necessary to assign specific responsibilities to learners like leadership, collection of tools, issuance of consumables, and supervision of cleaning.

Appropriate environment/ working conditions

Proper setup of an appropriate learning environment must be evident. Some factors to consider in this regard are proper arrangement of working stations, cleanliness, lighting, amount of working space available, condition of tools, etc. The teacher-trainee should strive to improve these conditions.

d) The learners' response

The learners' response to a practical lesson has much to tell about the performance of the teacher-trainee in that lesson.

e) Summary

The summary aims to give the teacher-trainee feedback on the effectiveness of the lesson just presented. Whether it is a single or a multi-activity lesson, this feedback is obtained through the following methods:

- Reviewing operation procedures
- Evaluating samples of learners' projects
- Raising and discussing problems encountered while working and explaining how these problems can be solved.

Ensure that learners are effectively involved in the summary.

To summarize a single activity lesson the teacher-trainee summons the whole class around the demonstration table or one of the learners' workstations and reviews the lesson using one or more of the methods suggested.

Assuming three groups are working on different activities, such a multiple-activity lesson suggests the following organizational setup:-

The teacher-trainee summons group A for summary while groups B and C continue working.

Group A returns to their workstation to start clearing up and teacher-trainee summons Group B for a summary. Group C continues to work.

Group B returns to their workstation to start clearing up, and the teacher trainee summons group C for summary. Groups A and B continue clearing up.

When all the summaries are done, the teacher-trainee orders all learners to stop clearing, and cleaning begins. Tools are returned. Windows and doors are closed.

The teacher-trainee checks that everything is in order, when all is well, the teacher-trainee may give an assignment if there is one or make any general concluding remarks on the safety or general progress of the practical. This is the concluding step of the lesson after which the class is dismissed.

Note:

The concluding phase of the lesson (i.e. learners stop work) should be at least 10 minutes before the scheduled end of the lesson so that there is sufficient time for all the housekeeping activities if necessary.

D) PLANNING FOR A TEST LESSON

TEST LESSON

A test refers to a set of questions or exercises evaluating skill or knowledge learnt. It can also be referred to as a measuring instrument for assessing and documenting student learning.

Characteristics of a test:-

- It is done on a single occasion
- It is timed
- It is administered under standard conditions

A test lesson has to be planned for just like any other lesson. This planning entails outlining the procedure of test preparation and administration, in a manner that is fair, efficient and useful to the learners. It should provide evidence of proper planning, quality specifications and suitability for the purpose by providing supporting data on the test. The test scheme and lesson plan takes the same format as for other lessons but with a few variations on some components and elements respectively. Besides scheming and lesson planning, there is a need to set the test items, prepare a marking scheme and a table of specification (test plan).

Scheming for a Test lesson

Preliminary/administrative details: - same as for theory lesson except for the following:-

- **Syllabus topic:-** is always referred to as course work evaluation
- **Subtopic:-** indicate type of exam or test i.e. continuous assessment test, end of term/year exam ...
- **Lesson title:-** specify type of exam or test i.e. continues assessment test 1 or end of term exam.

Week, Period/lesson number will be entered just as for the theory.

Major Components of a scheme of work for a TEST

Specific objectives:- A good test needs to be constructed and administered so that virtually all learners complete the test. Hence, the objectives should be stated in terms of test completion and projected scores.

Example: By the end of the lesson, the learner should be able to:

- 1) Attempt **all** questions/attempt at **least 90%** of the questions within the time given
- 2) Answer at **least 50%** of the questions correctly.

Key points: this should indicate the area of content coverage from which the exam/test will be set. In case of a wide coverage area indicate only the topics but if not, indicate the topic and sub-topics.

Application/activities:- should indicate the activities to be carried out by the learners before, during and after the lesson

References:- indicate textbooks commonly used during teaching/learning, teacher's lesson notes for the subject, course syllabus, and specific past test/exam papers

Teaching/Learning aids for a test include:- the test items, the marking scheme, the table of specifications, wall/table clock, stapler and pins and any other special requirements for the test/exam i.e. Mathematical tables, calculator etc

Remarks and date taught:- Remarks should include comments:-

- to reflect self-evaluation on test administration
- on any occurrence that is likely to influence the results of the test/exam such as cheating, finishing too early etc.
- After marking, remark on the general performance of the learners in the test/exam.

Test Lesson Plan

Preliminaries

These are the same as in the scheme of work

Objectives: - as on the scheme

References include: - as on the scheme of work.

Teaching/Learning Aids: - as on the scheme of work.

Parts of a test lesson plan

Introduction (Pre-test activities)

A good test lesson introduction should motivate learners to put forth their best effort by indicating the purpose of the test and the specific use of the test results.

Note:

Care should be taken to avoid test anxiety. For example, the teacher-trainee should inform the learners that the test results will be used primarily to help them improve their learning.

The lesson plan should consist of the following necessary pre-test activities:

- Ensuring all materials are available before starting.
- Making arrangements to prevent distractions.
- Ensuring that the location is suitable for testing e.g. adequate work space, lighting and ventilation, satisfactory seating arrangement etc.
- Announcement of starting time.
- Making a written record of starting and stopping times.
- Emphasizing instructions and making any necessary corrections.

Body of the lesson

This should consist of suggested activities to facilitate efficient test administration by the teacher. They include:

- Observing learners carefully during tests.
- recording of any unusual behavior or events that might have influence on test-scores e.g. cheating, interruptions.
- handling learners' questions and any other issues.
- announcing time at specific intervals.
- announcing stopping time and ensuring all learners stop writing.

Summary (Post/after test activities)

The conclusion of a test lesson should consist of:

- Prompt collection of all test papers.
- Counting the test papers and securing them.
- Providing some feedback on the test.
- Making announcements and formal dismissal of learners.

Remarks: - as on the scheme of work.

