**PEER TUTOR REPORT**

Partner: UGANDA NATIONAL ASSOCIATION OF THE DEAF

Training centre: UGANDA SCHOOL FOR THE DEAF

Peer tutor: P03 Date: 1st October to 31st October

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| PART 1 | | | | | |
| Weekly teaching hours : 2 hours Total students: 10  Weekly lab hours: ……. hours | | | | | |
|  | WEEK 1 | WEEK 2 | WEEK 3 | WEEK 4 | Total attendance |
| Class attendance | 10 | 10 | 10 | 10 | 10 |
| Comments on attendance | **Attendance was regular with our p2p learners attending regularly although one student did not attend school full term for reason unclear to us. And I carried out lessons at 8am in the morning of every Thursday because some of our Girls would be called to participate in the girl up initiative program at 2pm.** | | | | |
| Comments | **Lesson time is changed depending on the attendance of learners. In case day scholars come late to class, I would teach after lunch when everyone is available thus all get to learn.** | | | | |

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|  | **PART 2**  **SUMMARY OF TOPICS** | | | |
| RLE topics | Pictures (small size) | Lessons put on SLEND | Grammar put on SLEND | Comments |
| WEEK 1  **CREATING CHILDREN’S OWN STORIES** | E:\Childrens PFs\October 2019\Jeremy.Story1.2019.JPG  E:\Childrens PFs\October 2019\Tifa.Story1.2019.JPG | NONE | NONE | Learners compiled stories of their choice by drawing on sheets of paper then later used the storybooks to draw the same.  I explained what they should do draw or write on each page. So here, it shows where each story narration took place. After drawing, they shaded. |
| WEEK 2  **CREATING CHILDREN’S OWN STORIES** | E:\Childrens PFs\October 2019\Children data\Aki3.10.2019.JPG  E:\Childrens PFs\October 2019\Children data\Angel3.10.2019.JPG | NONE | NONE | Here they followed the instruction and drew the characters for the story and tried some writing with guidance from tutor. They like to draw and some would draw almost every character. |
| WEEK 3  **CREATING CHILDREN’S OWN STORIES** | E:\Childrens PFs\October 2019\Children data\Elena4.10.2019.JPG  E:\Childrens PFs\October 2019\Children data\Vassa4.10.2019.JPG | NONE | NONE | Learners continue to enrich their stories page by page with guidance from tutor however they could hardly maintain the story flow. They would draw whatever came to mind and what they liked (Imagination). |
| WEEK 4  **CREATING CHILDREN’S OWN STORIES** | E:\Childrens PFs\October 2019\Children data\Vassa6.10.2019.JPG  E:\Childrens PFs\October 2019\Jeremy.Story5.2019.JPG | NONE | NONE | With this part, they mostly drew something they felt it is interesting and wrote a few sentences.  They drew mood faces according to their story. |

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| **PART 3**  **SAMPLES of what students learned, for the PORTFOLIOS** | | | |
| SAMPLE 1 | | | |
| **Topic: CREATING CHILDREN’S OWN STORIES- FINNISH METHOD**  To create this sample, It took us a whole month and one week since it included different steps and activities.  Firstly, as explained earlier, children created their own stories either imaginative or real by expressing in sign language after tutor had given them an example on storytelling noting the concepts in a story, the main characters, what happens in the story and how does the story feel. An example of the story was chosen titled as Cinderella and then I added another story of childhood in my early years to help learners grasp what storytelling is all about. By explaining these two stories one from a story book and another from Real life experience, a few of the quick learners were able to distinguish the difference whereas weaker learners preferred narrating a story from their real life. Grammar varied from learner to learner because they all had different stories to draw. Verbs, Nouns, pronouns, adjectives and others were included. | | | |
| **Learner Output**:  Learners narrated stories of their choice. Most would add creativity to the real stories. They are proud of their work, this is seen in P14’s drawing how he tried to describe the scene of going shopping during a rainy season and one boy slid and fell due to the slippery paths. This is a description that some can maintain the flow of the story according to the guidelines. Only writing was challenging because they could hardly express self in writing a story (they are not used to storytelling in writing). After their work was done, their books were collected for the portfolios however due to holidays, the books were not finished. | | | |
|  | Pictures of outputs | Files names from portfolio data | Comments about this sample |
| INDIVIDUAL WORK | E:\Childrens PFs\October 2019\Jeremy.Story1.2019.JPG  E:\Childrens PFs\October 2019\Tifa.Story3.2019.JPG  E:\Childrens PFs\October 2019\Children data\Isa2.10.2019.JPG | J.Story1.2019  T.Story3.2019  I.10.2019 | Learners are full of creative expressions. Some have good artistic skills. All of them like to draw imaginary scenes not related to the ones they narrated in their original stories.  They can quite follow the story flow with guidance from the tutor. |

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| **PART 4 Self-assessment of peer tutors** | |
| What was positive for you? | Making use of known stories to narrate to the learners and narrating it to their comprehension motivated me since it was the second time to do story telling activity with the children. And this one was different from the previous one. This required encouraging children to create their own stories. |
| What was difficult for you? | How to tell the learners to tell us a story was challenging since story telling in class was new to them.  Explaining what we are required to do with each page. In this, some pages were too complex to clearly explain it to the children. Additionally, materials to use in the books were not available due to having limited time to create them plus the school concluding for the term by giving mid and End of term exams as well as skills to making creative and fun materials were lacking. |
| How did you work with others in the research team? | RA visited and assisted with explaining some parts in the story books where i had difficulty explaining.  Julia from UK provided feedback and guidance on how to use the story books with the children. |
| **Part 5 Feedback from students** | |
| What did students enjoy? | Expressing self by drawing various scenes.  Shading of the drawn scenes. |
| Questions about learners’ progress | . |
| How did students feel about progress with English? | Since this story activity is new to them,3/10 tried to make a few sentences after tutors guidance. The rest were told in sign expression and then guided on what to write.  All learners produced simple short sentences such is **This is my father, this is my mother** etc because they know some family relations in written form.  When it came to the page about weather, i asked them what their weather in the story is like; they answered correctly then were able to write **It is a rainy weather, sunny, cloudy** among others. They are good at shorter sentences and vocabularies. |
| How did students feel about progress with sign language? | Their sign language is clear and expressional. They usually add creativity to their stories which sometimes diverts from the story flow but are encouraged to freely express themselves. They would sign to the tutor what they wanted to write then tutor guided into writing. |

**PICTURES**

Paste pictures here in large size:















