**Observation schedule for Research Assistants**

These points are to help you with what to observe while you visit the classes. You may want to sit in a corner of the class, not too far away from the students and peer tutors while observing the lesson. Try, if possible, to take detailed notes while you observe what the students and their tutor are doing. If you cannot do this during the lesson, try to write your notes as soon as possible after the end of the lesson. Collect and keep any materials that were used in the lesson and/or take photographs of them.

**General information about the lesson:**

Date and time:  *12th February, 2019 4pm*

Location: *Senior High Technical School for the Deaf, Mampong-Akuapem*

Who is present and takes part: *Peer Tutor P09 and 5 students*

**Questions to think about when you observe and write about your observations:**

1. **The beginning of the lesson**

-How did the lesson start? What did the tutor say to begin the lesson? What did the students do?

*PT P09 presented an animated menstrual cycle video as RLE. The animated video was projected on overhead projector students to discuss. Students were asked to discuss about the lesson and come out with appropriate topic. After discussion, students proposed the topic as menstrual cycle.*

*Students were asked to note down the period during which menstruation stated and ends and when it is safer to have sex and when it is not. Students became aware that menstruation occurs for only 5-7days, the next 6 days are free period conducive for sex when pregnancy is not needed. From day 12-19 are period a woman can become pregnant if she wants children. The remaining days are all free period when one can have sex without becoming pregnant.*

1. **The place and the setting:**

-What does the classroom look like?

-How are the seats and tables arranged? Where do the students sit? Where does the tutor sit or stand?

-Is there a blackboard or flipchart? Is there any other equipment in the room and is it used during the lesson?

*The classroom seating was adjusted to horseshoe fashion to enable each students see each other and to enable the tutor to move about freely in front of the class.*

*There was an overhead projected which was used to display contents to the students. The seating also help students to see the overhead projector clearly. There was also a whiteboard on which students and tutor writes. Presentation was projected on the projector for students to see.*

1. **What is happening during the lesson**

-Describe any activity or exercise the students do: what materials did they use (written texts, magazines, books, SLEND?)

-What is the topic of the activity?

-What instructions or explanations does the tutor give?

-What do the students have to do? (Read a text? Write something? Talk together about a text? What exercises and tasks are part of the lessons on this topic? Do they work on new words? Are there any grammar exercises?)

*Students were made to watch the animated clip several times and discuss. When they were satisfied, P09 shown a video explaining the menstrual cycle made by one of the student who suggested the topic. After watching the presentation and understanding what the topic is about, students were made to draw a chart on the whiteboard explaining the menstrual cycle. P09 gave audience for students to ask questions and answer their own questions.*

*PT summarise the lesson and explained that the grammar and exercise will be taught in next lesson*

1. **The content of the lesson:**

*These questions are for the RAs who observe classes with* ***young adults****:*

-What is the topic? For example, is it linked to English that students use in everyday life? Is it about topics such as politics or sports or jokes? Or is it about forms and other texts that are needed in everyday life? Do they work with printed texts or with online forms or websites?

-Who suggested the topic? The tutor/the students? Did the students bring in texts they found in the town or at home?

*The topic of the lesson was ‘MENSTRUAL CYCLE’. The topic was agreed to be taught because students have been asking questions about their reproductive health lifestyle when they have learnt but have not get the chance to ask questions and discuss openly.*

*The animated clip about the menstrual cycle shown to students made it easy for them to understand the lesson better. The topic is about student’s everyday life and also part of the management in living topic in the general curriculum. It is also one of the topics for examination and as such students enjoyed learning as they prepare for their final examinations.*

*These questions are for the RAs observing lessons for* ***children****:*

-What is the topic of the lesson?

-What books or other materials are used?

-Do the children mostly learn new signs or do they also learn some English letters, words or sentences?

-Do they do any role playing, drawing or writing?

1. **How is the teaching done**:

-Do the students work in pairs, or in groups or on their own?

-Do they have to discuss and work on tasks together?

-What guidance does the tutor give? Does s/he help them?

-Are all students taking part?

*The lesson was an introductory part of the main topic ‘Menstrual Cycle’ and as such all the students were involved in the discussion, drawing and chart making. The peer tutor served only as a guide and answers few questions posed by the students. However, PT encouraged students to answer their own questions and assist their mate in the discussion, chart drawing and presentations.*

*Since the lesson was part of the general course for students, they enjoyed it very much.*

1. **Learning in the classroom:**

-What parts of the lesson were successful? Please give examples.

-What kinds of skills were practiced in the lesson? How were students combining their learning of reading/writing, fingerspelling, signing, using computers, filming, etc.?

-What were some difficulties that learners had with the lesson? Please give examples.

-What other comments do you have about the learning?

*Students have always be confused as when they can become pregnant especially the female students. They have been asking questions in the regular class with no answers to their questions by their teachers. So for this reason students were excited to learn the lesson*

*The most exciting and successful part of the lesson was when students were made to draw a chart on the board and explain their charts.*

*After the lesson was over, students asked question. RA and PT provided answers as possible as they could to clarify students misunderstanding.*

*There were not many difficulties as students grasp the concept from the RLE video explanation and animated videos on menstrual cycle.*