

Methods of Teaching
PHYSICAL
& HEALTH
EDUCATION
IN NIGERIAN SECONDARY SCHOOLS

Edited by

Prof. A. A. Adesoye, Prof. O. O. Obiyemi,
Prof. E. A. Ogunsakin & Dr. R. A. Shehu

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TEACHING HEALTH EDUCATION

BY

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POST ANALYSIS OF OBSERVATION AND PREVIOUS PEER TEACHING EXPERIENCES IN HEALTH EDUCATION

Prof. E. A. Ogunsakin & Dr. I. Ologele

Education is one of the many concepts that have been very difficult to define. This is due to the existence of several other concepts which are not "education" but which are somewhat educational in certain respects. These include teaching, instruction, indoctrination and learning. Education means a set of activities, which entail handling down the ideas, values and norms of the society generations (Oladosu, 2004).

Teaching is a social profession and it is central to education. It is a noble profession that facilitates learning. Teaching is an attempt made by teachers to help someone acquire some skills, attitude, knowledge and idea. Samson and Obiora (1992) defined teaching as an attempt to bring about desirable changes in human learning, abilities and behaviour. The aim of teaching, therefore, is to influence learners to make those desirable changes in their behaviour that contribute to better living.

Today's science teacher is a member of a dedicated group of professional educators who have the responsibility of developing and implementing plans and effective teaching in the sciences. The role of science in national development and their influence in the youth cannot be overemphasized especially now that at the beginning of the 21st century. Science and technology are the twin-bedrock of national development and individual personal pleasure, together with Mathematics, English language, Social studies and others, science courses help prepare the youth to be useful members of the society (Olorundare, 2000).

Teacher education programmes are established in Universities to train efficient teachers who will impact the knowledge acquired in their specialized teaching subjects to their prospective pupils or students. One of these programmes is pre-service teacher education programme in Nigerian Universities, the programme consists of three parts, which are: (a) the study in one or two approved teaching subject; (b) professional training in education; and (c) general studies (Yahaya, 2000).

Teaching practice experience especially as it is structured at the University of Ilorin can be broadly categorized into two types, namely

observation and actual practice. The former is an observation process in which students are assigned to watch experienced teachers or their student colleagues at work using the methods they have learnt in lecture rooms. It is usually brief and characterized by a short visit of about two weeks to schools where the student's University is located. The later which is actual teaching practice, involves direct participation of students in the act of teaching. It involves a more prolonged stay of students in schools for about six weeks. The programme is designed to provide opportunity to students to put into practice the knowledge they have acquire in the University (Yahaya,2000).

Sample of Post Observation Analysis for Heath Education Students

Student teachers are expected to submit report of observation to teaching practice committee which must not more than 12 pages. The contents of this report should include the followings:

(1) Cover page (2) Table of contents (3) Introduction (4) Description of the School

(5) Daily activities (6) Strength and weakness (7) Conclusion (8) Recommendations

REPORT OF TEACHING OBSERVATION CONDUCTED AT FIVE STEPS
SECONDARY SCHOOL, GAA-AKANBI ROAD, ILORIN, KWARA STATE
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NIGERIA

DATE: 04/07/2016 - 15/07/2016

Introduction

Classroom observation is the act or process of watching, listening and monitoring the skills carry out by the practicing teacher so as to enable student teacher understand the basic skills required for teaching. The focus of University of Ilorin for sending students to observation programme is to expose or equip them with practical experiences they need for teaching profession.

Observation is one of the programme that must be undertaken by undergraduate students of Faculty of Education, University of Ilorin. The students carry out observation activity in their second year for UTME and first year for direct entry so as to enable them acquire necessary skills that will assist them during peer teaching and teaching practice exercise.

Brief Description of the School

Five steps secondary school is a private school that located at No.20 Gaa-Akanbi road, Ilorin, Kwara State. The school was established in May, 2010 and registered with Kwara State Ministry of Education. The school facilities include; library, computer room, science laboratories, toilets, portable water, playing ground, classrooms and offices for academics and non-academics staff. The school has 30 staff which comprises both academics and non-academics, it opens by 7:00am and closes by 2:00pm every day except on Friday when the school closes by 1:00pm. Lesson starts by 8:10am every day except on Wednesday when the lesson starts by 9:00am after environmental sanitation. The school observed various curricular activities such as academics, religious, social and sports activities.

Daily Activities from Day One to the Last Day

Day One

Ten students posted to Five Steps secondary school for observation reported to principal's office and letter of posting was submitted to the principal through the group leader by 7:30am. The principal, vice principals and school counselor organized brief meeting with us and later, the school counselor introduced us to our respective subject teachers. The cooperating teacher gave me syllabus, school time-table and previous lesson plan for health education, the school closed by 2:00pm.

Day Two

I arrived at the school by 7:00am and lesson commenced by 8:10am. My cooperating teacher had a lesson with SS2 students which I was also in attendance. After the class, the practicing teacher carried out orientation on some of the concepts need to understand by health educators in training before delivering lecture to students. Some of these concepts include; lesson notes preparation, lesson presentation, lesson organization, classroom management, lesson evaluation and outcome.

Day Three

School opened by 7:00am and assembly began by 7:45am which was coordinated by teachers and school prefects. The assembly prefect led the recitation of National Anthem and National Pledge. One Muslim and one Christian student provided prayers respectively. The principal warned students against examination malpractices and penalty put in place by the school for the offenders. The assembly ended by exactly 8:00am and students were directed to carry out environmental sanitation that was lasted for an hour. The lesson commenced by 9:00am and the school closed by 2:00pm.

Day Ten

School opened by 7:00am and assembly began by 7:45am which was coordinated by teachers and school prefects. The assembly prefect led the

recitation of National Anthem and National Pledge. One Muslim and one Christian student provided prayers respectively. The principal informed students that their examination remains few weeks and there is need for them to work hard so as to achieve success and they were also informed that students teachers' on observation will finished their programme today. The assembly ended by 8:05am and team leader of student teachers passed message that we should assemble at principal's office by 12:30pm. The principal and other school administrators praised our group for good conduct. The group leader of student teacher's on observation thanks the school authority and entire staff for the support rendered which resulted to success of the programme. We departed at exactly 1:00pm.

Strength

It refers to activities put in place by the school which enhance learning and motivate students and staff. For example, the Five steps secondary school was owned by Muslim and majority of students are Muslims. The school employed teachers' that educate students on Christianity religion and this was one of the factors that led to increase in number of students' enrolment. Besides this, the school fees paid by students were appropriate when compare with the standard of education provided.

Weakness

It refers to activities operating in the school which affect the students' learning and decrease the learning outcome. For example, the school lacks facilities for field events such as short put, javelin and discus.

Conclusion

The observation programme have many advantages for student teachers and it makes them aware that teaching involves proper planning, good implementation and judicious use of time, provision of relevant instructional materials and appropriate evaluation.

Recommendations

- The school authority should provide sports facilities for field events such as short put, javelin and discus.
- The school authority should complete the fence which will serves as protection for both students and staff in the school environment.

Name of Student Teacher:

Matric Number

Signature, Date and Phone Number

Name of principal:
Signature and Date
Official Stamp and Phone Number

Name of Supervisor:
Signature, Date and Phone Number

Previous Peer Teaching Experiences

Over the past several decades, various activities and strategies have been implemented into teacher education courses in an attempt to increase the effectiveness of the courses, as well as the education programs overall. Incorporating micro-teaching experiences into pre-service teacher education programme is still alive and strong in the 21st century. Micro-teaching is "a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers". It provides teachers with opportunities to practice in an instructional setting in which the normal complexities of the classroom are limited and in which they can receive feedback on their performances. Peer teaching can be defined as a scaled-down teaching in which pre-service teachers demonstrate their ability to perform one of several desirable teacher abilities to a group of 3-5 peers during a short time period (Benton-kupper, 2009).

Peer teaching or Microteaching is an innovation, adaptation or improvement in the training of trainee and practicing teachers. It is a laboratory approach to training pre-service and serving teachers to possess the skills inherent in teaching. It is a controlled teaching procedure in which the complexity of conventional teaching is simplified for trainee and practicing teacher. It is a scaled down laboratory teaching in terms of class size (5 – 10) students, length of teaching (5 – 10mins) and it is also scaled down in terms of task. The peer teaching programme makes student teacher gain competency in writing of objectives, delivery of lesson and feedback they receive ensures improvement in later practice (Yusuf, 2004).

Peer teaching has been widely used in pre-service teacher education programmes to enhance prospective teachers' instructional experiences. The use of peer programme offers valuable opportunities for trainee-teachers in health education to develop effective teaching strategies (Sadiq & Ahmed, 2011). Ashile (2014) opined that, peer teaching is a promising model of health education. An effective strategy to learn something is by teaching it, so the peer health teachers hold the advantage of learning an art or practice extremely well when they are accountable for delivering and modeling it to others. Peer teaching aids in improving communication and decision-making skills, cooperation with others and with self understanding. Peer education focuses on teaching those at the same status or age as the teacher. The

primary focus for peer teaching is to “support the social, personal and cognitive development of the student teachers.”

The peer teachers have a tendency to learn twice when they are required to learn the material and then reiterate it by teaching others. They learn doubly but also in two different contexts which solidifies knowledge retention (Badura, 2004). Ashile (2014) opined that , the peer health educators usually motivated primarily by one or a combination of the following factors; personal experiences, interactions with friends, intrinsic motivations (such as wanting to help others) and extrinsic motivations (such as gaining public speaking experience).

The teaching of classmates in peer teaching programme has the advantage of making the student teacher prepare his/her lesson very well, since he/she will be communicating with an audience of equal status. He/She will also make use of adequate and suitable materials to avoid sharp criticisms from classmates, he/she will master the subject -matter thoroughly before entering the class to teach because some of the class members may know more than he/she does (Samson and Obiora, 1992).

Peer teaching provides teachers with opportunities to practice in an instructional setting in which the normal complexities of the classroom are limited and which they can receive feedback on their performance. The programme is much more comfortable than real classroom situations, because it eliminates pressure resulting from the length of the lecture, the scope and content of lesson to be conveyed, and the need to face large numbers of students where some of them may be inattentive or even hostile (Benton-kupper,2009).

In university of Ilorin, students in Faculty of Education carry out their peer teaching programme in the university campus at 300 level before they go out for the actual teaching practice. Students divided into different groups where each group assigned with two supervisors. Each student will prepare 10 to 15minutes lesson that focus on his/her discipline and then teach the lesson. The supervisors will use teaching practice assessment format to grade the performance of each student by assessing the following: lesson notes preparation, lesson organization, classroom management, lesson evaluation and outcome. The health educator conducted peer teaching exercise under three stages; stage one planning, stage two teaching and stage three feedback. Stage one, **Planning** : This involves the selection of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analyzed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible. Stage two, **Teaching** : This involves the attempts of the teacher trainee to use the components of the skill in suitable

situations coming up in the process of teaching-learning as per his/her planning of activities. If the situation is different and not as visualized (in the planning of the activities, the teacher should modify his/her behaviour as per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively. Stage three, **Feedback** : This term refers to giving information to the teacher trainee about his performance. The information includes the points of strength as well as weakness relating to his/her performance. This helps the teacher trainee to improve upon his/her performance in the desired direction.

Study Questions

- Define classroom observation?
- Mention the contents of post analysis observation?
- What is peer teaching?
- Explain the three stages that must be carrying out by health educators during peer teaching exercise?

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