

A11	<b>Samples of Lesson Observation Notes (2002-2004) and Demonstration Notes (2002-2003)</b>
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### **Lesson Observations Notes during 2002-2003**

- After the lesson, some students told me, “She did not know how to teach, so the lesson was boring!” Some could tell me what they had learned; they enjoyed it and were happy to share what they had learned with teachers and classmates.
- This experience told me that no matter how rich the lesson was, if the teacher was not fully prepared, it wasted the students’ time. Then I thought about whether they wanted to design the lesson together or if co-teaching could help. As a course designer, I used my so-called professional sense to design the content; however, when it was ‘promoted’ to the fellow teachers, the following feedback was usually heard:
  - a. ‘Some lessons have too much material to teach, so splitting them into two lessons would be better!’
  - b. ‘Do our students need this kind of knowledge? I wonder if it should be taught in secondary schools [e.g., topics about thinking strategies]’
  - c. ‘Sorry! We are too busy to teach ‘your’ PGE lessons—you know, we have to check the homework every day and complete the corrections. Please be considerate!’

### **Some Informal Feedback from Colleagues during 2002-2004**

1. Miss O, ‘The lesson is very complex, but why? How can I do it?’ Indeed, before every PGE lesson, I have a short preparation meeting with them, but still some staff expressed their anger.
2. P5 class teachers like Mr. L, T, and K taught quite well. They also created a very friendly and open atmosphere with the students and let them enjoy it. However, they sometimes misunderstood the meaning of the lesson plans.
3. Miss H was a drama teacher, so whatever the lesson plans were, she could make them interesting, or even add in stories, role playing, and fun so the students would enjoy her lessons.
4. Miss Km did not know what to do each time. Usually, she was still dealing with the class affairs in the PGE lessons. I tried to remind her about the lessons, so then she took out the teaching kits and read the lesson plans aloud. It was disappointing to find such a situation because she did not prepare the lessons and wanted to avoid the duty by doing something else.
5. Miss F also read the lesson plans aloud. During the co-teaching time, she relied on me and stood aside, giving no help disciplining the class. When there were some naughty boys trying to violate the class rules, she just said to me, ‘That is how he is! I have no way to calm him down.’

### **Lesson Demonstration Notes from 2002-2003 (during the trial stage)**

These are my reflection notes I made after I demonstrated lessons in P3 and P4:

#### **Academic 3.1 Ways for Attention (專心大法)**

**Objectives: Use games to teach students about attention skills.**

- It is very important to state clearly the objectives and rules of the PGE at the beginning of the lessons. Because it is the last lesson of the day, teachers must save time by just reminding the students to write in their handbooks, but not to pack up their school bags during the lessons. Time management is extremely important because teachers were running short.
- Re: the role playing game ‘West Journey’, teachers should stop the violent and magical methods that students may suggest by students or let them discuss the possibility thoroughly. Otherwise, the outcome will be impractical and unrealistic.
- If students are too excited, it is better to stop for a while or use some tricks to get their attention until all of them can calm down. I found that the attention-seeking kids in class could cause a lot of disruption. Teachers should use all opportunities to involve them and give them positive reinforcement if they perform well.
- Re: the attention problem, teachers could use some examples and let students discuss them thoroughly.

#### **Academic 4.1 Why study? (讀書何價)**

**Objectives: Use a story to let students think about and reflect on their school life.**

1. In this lesson, students were quite passive and dared not express themselves. Meanwhile, the monitor mentioned failure and suicide. Follow-up guidance might be necessary.
2. Re: the worksheet, the students did not fully understand the wording used (“the features of life”), so teachers must use more examples to illustrate the concepts.
3. Although the debriefing time was inadequate, it was not advisable to use directed conclusions: teachers should let students think about themselves and follow up another day.
4. Students are still too young to experience failure; the two stories impressed them so much.
5. It is important to let students learn the importance of persistence and goal-setting for learning. If we fail in academic performance, we could try to explore our potentials in other areas.