



eLesson Plans
by and for
GRASSHOPPERS



TITLE lesson: NEWSLETTER WRITING

School/College	Malcom Moffat College of Education
Teacher/Lecturer	Mr. Kasimba
Class	P2C
Level	College (Certificate Level)
Date of teaching	15 th February, 2010

Subject	Literacy and Language Education
Publication date of course book	-
Chapter No.	-
Objectives: <ul style="list-style-type: none"> ➤ Knowledge ➤ Skills ➤ Attitude 	<ol style="list-style-type: none"> 1. Demonstrate their writing skills through newsletter writing using Microsoft Word/Publisher. 2. Apply their editing skills given chance to write a story or article of specified words. 3. Analyze and evaluate their lead story/article to form an editorial comment. 4. Convert their final publisher newsletter into PDF.
Prior learning of students	<ol style="list-style-type: none"> 1. ICT skills needed by students <ul style="list-style-type: none"> ▪ Basic Microsoft Word and Publisher ▪ Typing skills ▪ Digital photographing & downloading 2. General prior learning <ul style="list-style-type: none"> ▪ Basic writing ▪ Opening of word
Resources	<ol style="list-style-type: none"> 1. ICT Resources: <ol style="list-style-type: none"> a. Hardware <ul style="list-style-type: none"> ▪ Computers ▪ Printer ▪ Digital camera/camcorder b. Software (Name + version)

	<ul style="list-style-type: none"> ▪ Microsoft Word and Publisher 2007 ▪ Adobe Reader version 7 <p>2. Other resources:</p> <ul style="list-style-type: none"> ▪ Plain papers
<p>Preparations for this lesson</p>	<p>1. Preparations to be done by teacher:</p> <ul style="list-style-type: none"> ▪ Prepare samples of Teach & learn Newsletter ▪ Prepare computer lab ▪ Seeking guidance on use of PDF cute writer from mentor. ▪ Seek guidance on usage of Microsoft Publisher <p>2. Preparations to be done by students:</p> <ul style="list-style-type: none"> ▪ Students familiarising themselves with Microsoft publisher ▪ Assignment 1: Gathering of news stories/articles ▪ Assignment 2: Students Writing of news stories/articles (hard copies)
<p>Plan <i>(also indicate the use of ICT when appropriate)</i></p>	<p>1. <u>Introduction/Motivation</u> Link to previous learning, introduction of new topic, etc.</p> <ul style="list-style-type: none"> ▪ Opening of new word document ▪ Inserting of pictures/photo on a document <p>2. <u>Body</u> Contents, methodology, guided practice, classroom organization, questions, etc. STEPS:</p> <ol style="list-style-type: none"> 1. Students were asked to be in 4 groups of 6 in the lab. 2. Tutor explains that they would be required to type their articles or stories on Publisher. 3. Tutor demonstrates opening of Microsoft publisher

	<p>(start, all programs, Microsoft office, Microsoft office Publisher, publication types, Choose newsletter, Choose template design of one's choice]</p> <ol style="list-style-type: none"> 4. Students Open Publisher newsletter template with tutor guidance 5. Students typing out their work in groups. <p>3. <u>Conclusion</u> Closure, evaluation/checking of understanding, assignments, etc.</p> <ul style="list-style-type: none"> ▪ Students asked to type their own articles on the newsletter template. <p>Note: Teachers should consider and think carefully about the most suitable integration of ICT in each part. ONLY USE ICT IF IT HAS AN ADDED VALUE TO THE LEARNING PROCESS!</p>
<p>Evaluation of lesson by teacher</p>	<ul style="list-style-type: none"> ▪ Four questions were asked during evaluation. Where students able to: <ol style="list-style-type: none"> (a) Demonstrate their writing skills in publisher (b) Apply their editing skills (c) Write an editorial comment (d) Convert work from publisher to PDF ▪ Students were able to write in publisher, apply their editing skills, write an editorial (with a bit of guidance) and convert publisher to PDF. ▪ The typing of articles was interesting though a number of students were very slow in typing. Students were enthusiastic and looked forward to a completed and printed newsletter.
<p>Extensions, Additional information/Homework</p>	<ul style="list-style-type: none"> ▪ Students asked to complete typing their stories or articles on the newsletter template.
<p>Links to other subjects</p>	<ul style="list-style-type: none"> ▪ Students write on various topics and issues that need expertise of their sections for technical advice

References	<ul style="list-style-type: none">▪ VVOB Newsletter Teach and learn▪ http://www.vvobzambia.blogspot.com
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Benefits of using ICT for this lesson
(Indicate in which way the use of ICT improves the learning process of the pupils or other advantages such as time-saving, etc.). <ul style="list-style-type: none">▪ It stimulates and motivates learners▪ Encourages collaboration▪ It encourages graphic design and illustrations

DURATION: CROTCHET AND MINIM RESTS

School	CHARLES LWANGA COLLEGE OF EDUCATION
Teacher	MALAMBO M S
Grade	FIRST YEAR STUDENTS
Level	BEGINNERS
Date of teaching	22/01/10
Subject	MUSIC
Publication date of course book	
Chapter No.	1
Objectives: <ul style="list-style-type: none"> ➢ Knowledge ➢ Skills ➢ Attitude 	<ul style="list-style-type: none"> ➢ State how many beats crotchets and minims have. ➢ Listen, imitate and perform rhythmic patterns that include silences. ➢ Appreciate their work and other students work.
Prior learning of pupils	<p>1. ICT skills needed by pupils</p> <ul style="list-style-type: none"> • Using the mouse and keyboard • The uses of icons on the computer <p>2. General prior learning</p> <ul style="list-style-type: none"> • The concept of duration: the crotchets and minims and their rests • Classification of musical instruments
Resources	<p>1. ICT Resources:</p> <p>a. Hardware</p> <ul style="list-style-type: none"> • Print outs of musical notes • PC's • Headphones <p>b. Software (Name + version)</p> <ul style="list-style-type: none"> • Fruity loops = 2002 - 2005 <p>2. Other resources:</p>
Preparations for this lesson	<p>1. Preparations to be done by teacher:</p> <ul style="list-style-type: none"> • Installation of program on computers

	<ul style="list-style-type: none"> • Connection of electronic media <p>2. Preparations to be done by pupils</p> <ul style="list-style-type: none"> • Reading notes on crotchets and minims • Practice opening and closing a computer
<p>Plan (also indicate the use of ICT when appropriate)</p>	<p>1. Introduction/Motivation Link to previous learning, introduction of new topic, etc.</p> <ul style="list-style-type: none"> • Revision of previous lesson on what a crotchet is and what a minim is • Demonstrate clapping and singing using crotchets and minims <p>2. Body Contents, methodology, guided practice, classroom organization, questions, etc.</p> <p>Step 1: Demonstration on how to use the music program – showing students the musical instruments on the computer. (Art of showing)</p> <p>Step 2: Supervised student practice: students practice on how to create music using crotchet & minim rests</p> <p>Step 3: Independent learning: students compose their own pieces.</p> <p>3. Conclusion Closure, evaluation/checking of understanding, assignments, etc.</p> <p>Students play their pieces loudly to the rest of the class. Lecturer asks questions about the pieces of music</p> <p>Note: Teachers should consider and think carefully about the most suitable integration of ICT in each part. ONLY USE ICT IF IT HAS AN ADDED VALUE TO THE LEARNING PROCESS!</p>
<p>Evaluation of lesson by teacher</p>	<p>The lesson was a success. Students were able to compose their own pieces and they were interesting. The concept of duration</p>

	was taught more practically.
Extensions, Additional information/Homework	The students were asked to improve upon their pieces during their spare time. They did this and were very interested.
Links to other subjects	The songs that are composed can be those used to teach other subjects such as Mathematics, R.E. and Geography etc.
References	Bennett Roy (1995) Music Dictionary Oxford University Press

Benefits of using ICT for this lesson

(Indicate in which way the use of ICT improves the learning process of the pupils or other advantages such as time-saving, etc.)

- It saves time for teaching skills such as playing the guitar which can even take ones life time.
- The student has a variety of musical sounds to experiment with. Even very expensive instruments such as violins are available in the program.
- Motivation has increased. The student becomes the controller of the music making process.
- It increases creativity.
- A large amount of work is covered within a short time. – The lecturer doesn't have to demonstrate various musical instruments.
- It removes the threat of music being a difficult subject and being shunned by learners.

WEATHER INSTRUMENTS	
School	SACRED HEART CONVENT BASIC SCHOOL
Teacher	MR CHANDA MICHAEL
Grade	8A
Level	UPPER BASIC
Date of teaching	16TH MARCH 2010
Subject	GEOGRAPHY
Publication date of course book	2005
Chapter No.	TWO
Objectives:	
<ul style="list-style-type: none"> > Knowledge > Skills > Attitude 	Define what weather is. Draw one weather instrument
Prior learning of pupils	1. ICT skills needed by pupils Operate the computer 2. General prior learning Give examples of elements of weather
Resources	1. ICT Resources: a. Hardware: Laptops, Overhead Projectors b. Software (Name + version): Microsoft PowerPoint 2007 2. Other resources: Grade 8 Geography pupils book (text), plain papers, pencils, rubber, ruler
Preparations for this lesson	1. Preparations to be done by teacher: <ul style="list-style-type: none"> • Prepare a lesson plan • Prepare teaching/Learning materials 2. Preparations to be done by pupils: <ul style="list-style-type: none"> • Bringing in of projects involving weather.(weather instruments).

<p>Plan (also indicate the use of ICT when appropriate)</p>	<p>1. Introduction/Motivation Link to previous learning, introduction of new topic, etc.</p> <ul style="list-style-type: none"> ➤ What is weather? <p>2. Body CONTENTS, METHODOLOGY, GUIDED PRACTICE, CLASSROOM ORGANISATION, QUESTIONS ETC</p> <ul style="list-style-type: none"> ➤ What is the condition of a day at different times and places? ➤ Explain weather instruments using PowerPoint (rain gauge). ➤ Draw and name parts of a rain gauge. <p>3. Conclusion Closure, evaluation/checking of understanding, assignments, etc.</p> <p>In groups of 5 pupils to draw and name one part of a rain gauge</p> <p>Note: Teachers should consider and think carefully about the most suitable integration of ICT in each part. ONLY USE ICT IF IT HAS AN ADDED VALUE TO THE LEARNING PROCESS!</p>
<p>Evaluation of lesson by teacher</p>	<ul style="list-style-type: none"> • The evaluation will be based on <p>Correct drawing of 3 parts of rain gauge and naming them.</p>
<p>Extensions, Additional information/Homework</p>	<ul style="list-style-type: none"> • Pupils will go to the computer lab and listen to a weather talk • Demonstrate how weather rainfall is recorded
<p>Links to other subjects</p>	<ul style="list-style-type: none"> • Science when teaching about the rain cycle • SDS when discussing air/water transport
<p>References</p>	<p>Geography Guide 8, gateway to grade 8 and information from the Metrological Department</p>
<p>Benefits of using ICT for this lesson</p>	

(Indicate in which way the use of ICT improves the learning process of the pupils or other advantages such as time-saving, etc.)

- Time saving since not all pupils can go for a tour
- Mind captivation since there is full participation
- Cost saving since one video shoot can benefit more pupils
- More practical and very encouraging to learners/teachers
- Exposes more learners to the use of ICT

- TAB 1 FROM GRASSROOTS TO GRASSHOPPERS**
- TAB 2 FIND, SEARCH & COLLABORATE**
VVOB Mentor: Leonie Meijerink
- TAB 3 GADGETS AND TOOLS**
Pier Goudappel
- TAB 4 HANDS ON ICT**
VVOB Mentors: Andre Irabishohoje and Lukonga Lindunda
- TAB 5 AUDIO, VISUAL & VIDEO LEARNING**
VVOB Mentor: Bart Cornille
- TAB 6 LANGUAGE & MATHS**
VVOB Mentors: Lieve Leroy and Hans Casier
- TAB 7 35 TOOLS FOR GRASSHOPPERS**
- TAB 8 eLESSON PLANS BY AND FOR GRASSHOPPERS**
- TAB 8 DUPLICABILITY OF THE GRASSROOTS PROJECT**



VVOB?



**Oh, that stands for Very
Very Organised Business**