

**Primary Education Teacher Technical Group
Pre-Training Study Materials
JOCV/JICA Training Centers**



Materials herein pertain to the following fields:

-Home Economics

-Mathematics

-Music

-Social Studies

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Jackie Newport, Jr.

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各タスクに提出課題がありますが、提出する必要はありません。

**Please use this material for self-study.
There are assignments for each task, but you do not need to submit them.**

Special Note: For future Japan Overseas Cooperation Volunteers (JOCV volunteers) or Japan International Cooperation Agency Volunteers (JICA volunteers), DO NOT COPY this webpage and give the copy to the training center instructors.

Read the “What you need to do...” sections and follow the instructions. Give your work product to the Language Section Staff or to your instructors for them to check and return to you.

Welcome to the Primary Education Teacher Training Program. You are about to take part in an intensive training program the objective of which is to prepare you to become a self-sufficient and fully functional primary school teacher. The Program will prepare you to perform your host country JOCV assignment to your fullest.

The Program is intensive. You will only have about 70 hours of class time to acquire the language and teaching skills to enable you to meet the above objective. To be a competent teacher, you will need to focus on the tasks you will be given and do your best to accomplish each of them.

How much you will learn and how well you will be able to perform will be up to you. Your instructors will guide you, they will give advice and they will help you in any way they can, but you must make the effort to learn and use what you have learned.

You will find tasks that you must do below. Each of them plays an important part in the Program. You do not have to do each of them perfectly, but you are expected to do each of them to the best of your ability.

A schedule for the completion of the tasks is below:

- | | |
|--------|--|
| Task 1 | Complete the questionnaire and send it to the training center by the postal service <u>before</u> you arrive at your training center. |
| Task 2 | Study the vocabulary related to your assignment and fill-in the self-study sheets before you enter the Center. Give the results to the Language Section Staff <u>when you arrive</u> at the Center. |
| Task 3 | Make the lesson plan following the instructions and give the results to the Language Section Staff <u>when you arrive</u> at the Center. Write the plan the same way you would for a lesson you will give in your host country. |
| Task 4 | Read the orientation material <u>before</u> you arrive at the Center. The information in it will be important for you to understand. The information will serve as the basis for your training. |
| Task 5 | Prepare the 3 minute speech <u>before</u> you arrive at the Center. It will be given in your first Program class. Be sure to check the relevant information and practice your speech. |

Detailed information on each of the tasks follows. Good luck and, once again, welcome to the Primary Education Teacher Training Program at the JOCV/JICA Training Centers.

Jackie Newport, Jr.

Task 1- Primary Education Teacher Trainee Questionnaire

Purpose: To give your instructor basic information about your background and expectations you have for your training.

What you need to do: Fill-in the questionnaire and send it to your training center before you arrive.

Primary Education Teacher Trainee Questionnaire

Please give complete and detailed answers in English to the following questions:

- 1) What is your name and what would you like to be called in your classes?
- 2) What was your pre-JOCV job? (If you were a student, what did you study?)
- 3) Have you ever taught before? If yes, please give details such as how long, what level and so on.
- 4) Have you ever been abroad? If yes, please give details such as where, how long, why you went, etc.
- 5) Have you ever spoken to foreigners before you entered JOCV? If yes, please give details.
- 6) What is your JOCV host country and what is your assignment there? Please give details.
- 7) What are any problems you think you will have doing your assignment? Please give details.
- 8) What do you want to learn in your technical class? Please explain your answer.

Task 2- Technical content and specific purpose language related to specific assignments

Purpose: In your host countries it is generally assumed that a primary education teacher knows and can teach many kinds of basic topics. It is also assumed that a teacher with a college degree also has enough knowledge of primary school education to teach it at the basic level. Your assignment may not be clear. It may say you are only going to be a primary school teacher, but you should still make some effort to learn about the basic topics related to the field such as home economics, art, music, social studies, etc.. The material below includes general topics, expression and questions from fields related to primary school education. The information was compiled from various host country syllabi into a general set of knowledge that you should be able to understand and teach at the basic level.

Please review the language and contents related to these topics, especially in your own field of specialization. Remember, you are a primary school teacher so your audience will be children from Standard 1 (Grade 1 in Japan) to Standard 6 (Grade 6 in Japan).

Special Note: Some host countries require students to have religious studies

What you need to do: Complete the following task and give it to the Language Section Staff or to your instructor after you arrive at the Center.

Home Economics

Name five things you can find around a house that can cause accidents or injuries:

- 1)
- 2)
- 3)
- 4)
- 5)

=====
What are two infectious diseases that are caused by drinking dirty water?

- 1)
- 2)

=====
Explain how to wash hands correctly in the space below:

What are some good toilet habits?

- 1)
- 2)
- 3)

=====
What are two different ways you would welcome a visitor to your house?

- 1)
- 2)

Name the typical meals of the day

=====

Draw a line to match the name with the use of the following needlework tools and crafts:

Thimble	A technique for sewing cloth or materials
Needle	Moves thread so that different types of cloth or materials can be joined together
Scissors	It protects the thumb from being pricked by a needle
Stitch	It is used to cut thread, cloth or other materials

=====

Name some dangerous plants and animals found in the surroundings of your host country.

- 1)
- 2)
- 3)
- 4)

=====

Name the different food groups and the functions of each:

Group	Function
-------	----------

- 1)
- 2)
- 3)
- 4)

=====

Describe good eating manners

- 1)
- 2)
- 3)

Identify three different household pests and tell why they are pests:

Name of pest	Why it is a pest
--------------	------------------

1)

2)

3)

=====

Explain how to remove a stain from your clothing:

=====

Explain the rules of feminine hygiene during menstruation

=====

Plan a two-day balanced meal program for one of your host country students

Day One

AM

Day Two

AM

Day One

Day Two

PM

PM

=====
What is the importance of ironing and airing washed clothes?

- 1)
- 2)

Mathematics

Write what you would say when you tell the following to students:

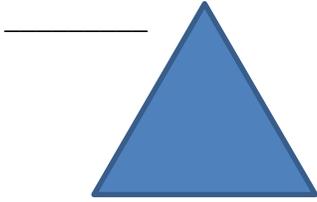
- 1) $7 + 12 = 19$ I will say
- 2) $36 \div 6 = 6$ I will say
- 3) $\frac{1}{4} + \frac{1}{2} = \frac{3}{4}$ I will say

How do you say these numbers?

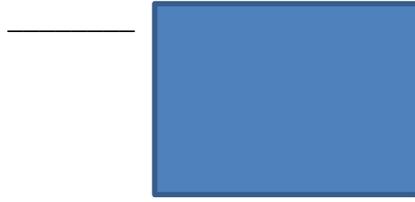
- 1) 24
- 2) 415
- 3) 1,273
- 4) 18, 567
- 5) 904,732

Name the shapes below:

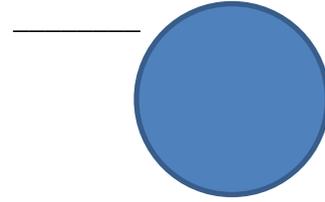
A)



B)



C)



=====

Write an equation for the following:

1) What is the difference between 454 and 351?

2) My school has 2 classrooms. One classroom has 54 students. The other classroom has 67 students. How many students go to my school?

=====

What is a fraction?

=====

We have a circle divided into 6 equal parts. We take one part out of the circle. What do you write for the part we took out?

How do you say the part we took out?

=====

We have a square divided into four equal parts. We take out two parts. What do you write for the part we took out?

How do you say the part we took out?

Answer the questions below about measuring time:

- 1) What is the first day of the week?
- 2) How many days are in a week?
- 3) What is the third day of the week?
- 4) How many days are there in three weeks?
- 5) How many weeks are there in a month?
- 6) How many months are there in a year?
- 7) Name the months in a year:

- 8) What is the 7th month of a year called?
- 9) How many months are there in two years?
- 10) JOCV was established in 1965. How many years ago was that?

=====
Show how you will calculate the answers to the following word problems:

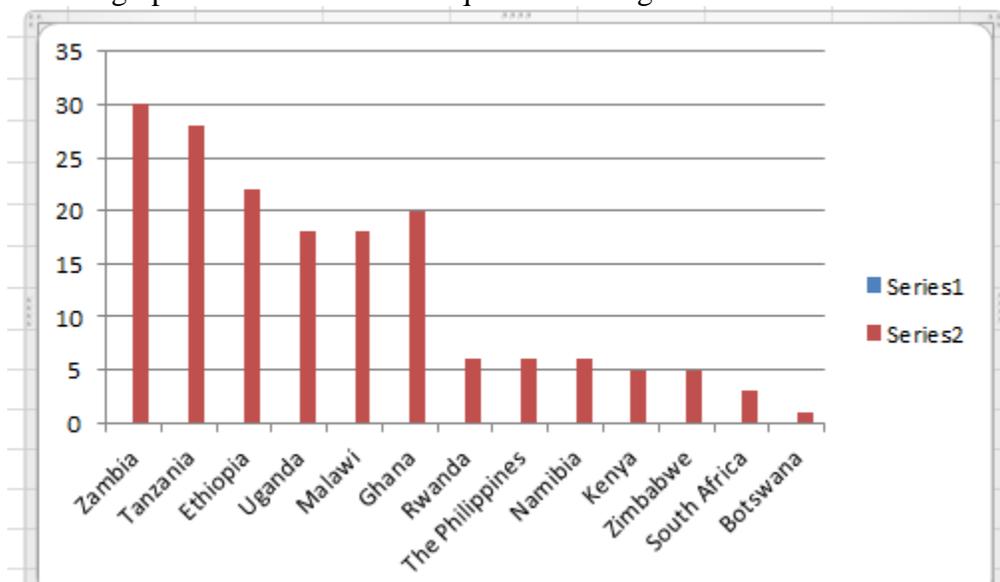
1) Kimbu's farm is 40 meters long and 30 meters wide. What is the total area of Kimbu's farm?

2) Kofi had 5 goats. His father gave him some more goats. Kofi now has 12 goats. How many goats did Kofi's father give him?

3) There are 19 chairs in Classroom A. The next class will have 6 students. Another teacher needs more chairs for her class in Classroom B. How many chairs can the other teacher take out of Classroom A?

4) Norah wants to buy some apples for her mother. Apples cost 50 cedi for one kilogram. One apple weighs 50 grams. Norah has 100 cedi. How many apples can Norah buy for her mother?

Use the graph below to answer the questions using Series 2 data



- 1) How many JOCV volunteers were sent to Zambia and Ghana?
- 2) What is the difference between the number of volunteers sent to Malawi and Kenya?
- 3) What can we say about the number of volunteers sent to Rwanda, Namibia and the Philippines?
- 4) What is the total number of volunteers sent to Kenya and Zimbabwe?
- 5) Which host country has the largest number of JOCV volunteers?
- 6) Which host country has the smallest number of JOCV volunteers?
- 7) What can be said about the number of volunteers in Kenya and Zimbabwe?

Music

It is said that music is made up of four different components. Write them below:

- 1)
- 2)
- 3)
- 4)

What are the lyrics to the national anthem of your host country? (in English) Write them below:

You want your students to learn the name of different human body parts. What is the name of one song that will help them to do it? What are the lyrics to that song? (Hint- “Head, s...”)

Name: _____

Lyrics:

Name the different kinds of musical instruments you can find in a typical symphony or marching band:

Name three different types of music and explain what makes each kind different from other kinds of music.

1)

2)

3)

Your host country school will probably not have enough musical instruments and resources for all of your students to practice playing. How can you use natural resources or human made resources that can easily be found at your school or surrounding area to make musical instruments? How can the instruments you made be used to help your students?

Complete the musical scale below:

Do Re _____ Fa _____ _____ _____ Do

What is a musical staff and what do you use it for?

What is a clef? What do the two types of it represent?

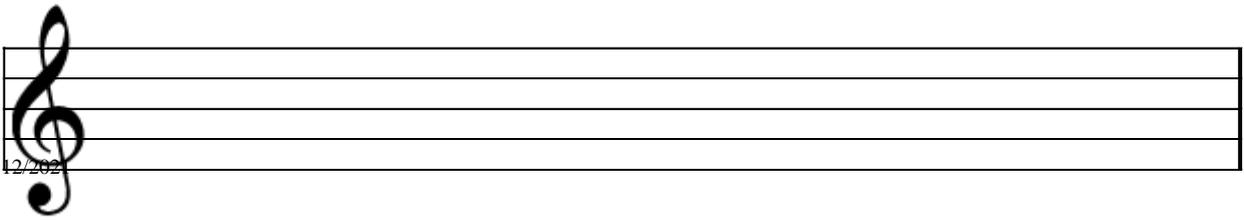
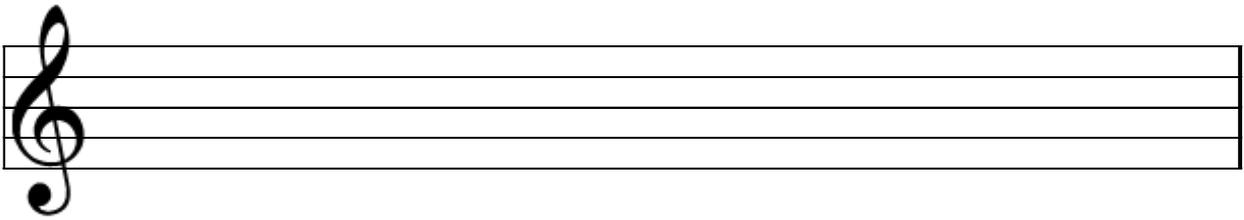
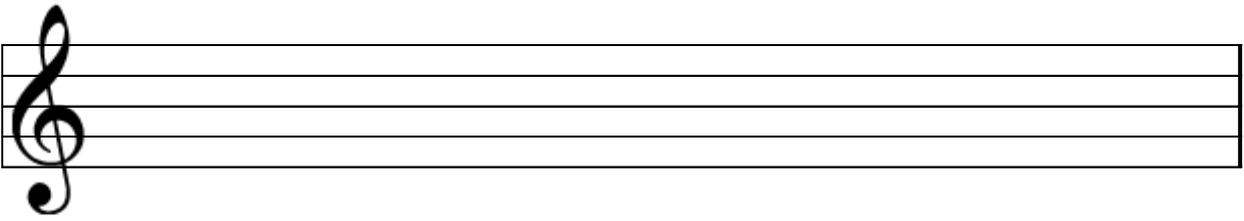
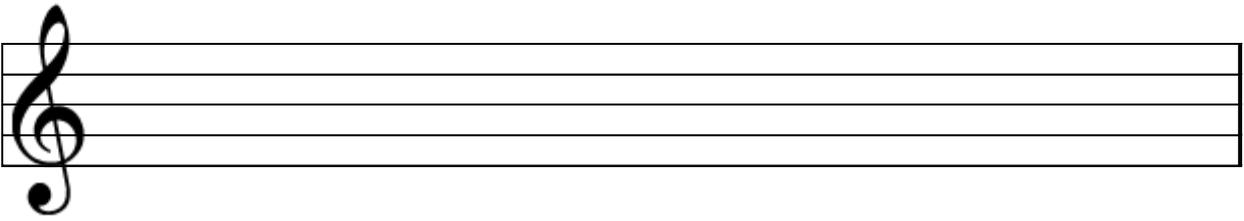
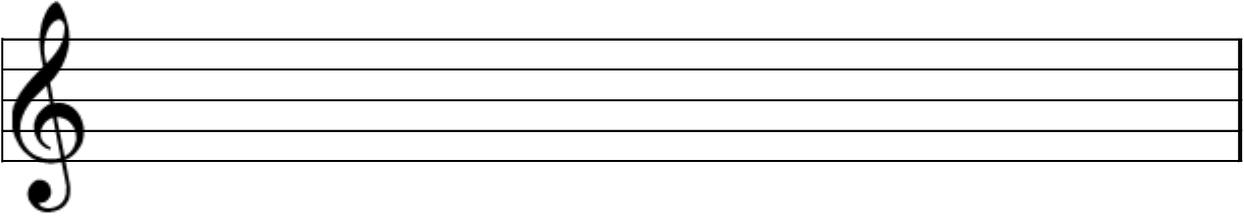
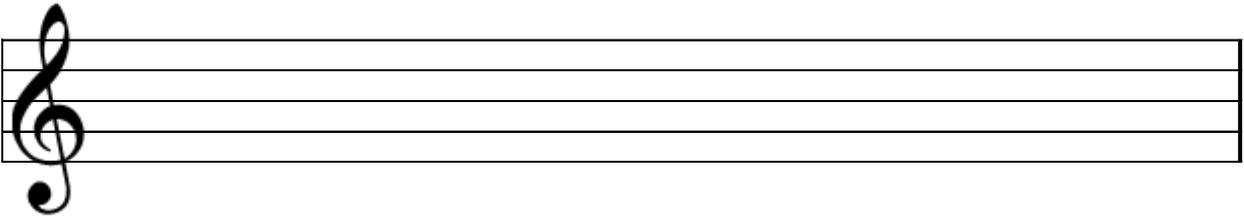
What is a musical note? What does it represent?

What is a musical scale and how is it used in music?

Listen to the audio sample of the Japan Overseas Cooperation song and write the musical staff for it in the musical staff shown on the next page:



JOCV audio.wav



Cooperation

One of the objectives primary school teachers need to meet is how to teach their students social skills. One type of social skill is cooperation with others. Below are some methods for teaching children how to cooperate with each other. Choose one method and explain how you will teach your host country students that method so that they will work together more smoothly:

- 1) Relay race
- 2) Three-legged run
- 3) Pass giant ball over head race
- 4) Walk on the back of others race

Task 3- Make a lesson plan

Purpose: You will have a very limited amount of time to not only improve your English language skills, but also learn and use appropriate teaching vocabulary and skills. Your sample lesson plan will help your technical class instructor prepare appropriate activities to directly help you remedy any mistakes or problems you may have.

What you need to do: Choose one of the words or expressions that you have studied for Task 2 and make a 15 minute lesson plan to teach that word or expression. You can use the lesson plan template that follows to help you to organize your plan. Don't worry if you can't do it well. Just try to do your best! Give the completed plan to the Language Section Staff **after** you arrive at the Center.

You can use the lesson plan template on the next pages to help you to organize your lesson.

Lesson Plan

Presenter Name:
Lesson Target Time:
Lesson Audience Level:

Topic:
Lesson Date:

Lesson Objectives:

- 1.
- 2.
- 3.
- 4.
- 5.

Time Used	Visual Aid/ Whiteboard	Lesson Script

Time
Used

Visual aid/
Whiteboard

Lesson Script

Task 4-Read the orientation materials

Purpose: The orientation materials contain the basic information of what is expected of you as a trainee, what you can expect from your instructors, how you will be judged during your training and advice that will help you to survive and improve. Understanding this information will help to avoid any misunderstandings about your training.

What you need to do: You need to read the information and to understand the contents **before** you arrive at the training center.

To: Primary Education Teacher Trainees
Fr: Your Technical Class Instructors
Re: Information about your technical classes

Congratulations on being selected as a Japan Overseas Cooperation Volunteer (JOCV) trainee and welcome to the Nihonmatsu Training Center (NTC). This orientation will give you some information before your classes start so that you can better understand what you will do here.

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Who you are and what is expected from you

Your technical class is designed for your JOCV host country assignment. All of you will be teachers, but you all have different levels of English and teaching ability. Do not worry! The purpose of this training is to give you as many chances as possible to use the English language ability that you have and to give you some basics on how to teach in an English language environment. We, your technical class teachers, want to make you better!

You will be expected to give around seven formal lessons from 40 to 50 minutes each in addition to a 15 minute sample lesson and a 15 minute practice lesson.

You will be expected to give your instructor a complete written lesson plan at least 24 hours before each performance to check and to give you suggestions for improvement. You should make revisions to your original lesson based on your instructor's notes and suggestions and practice your revised lesson plan as many times as possible so that you will be able to teach it clearly and smoothly.

Making a lesson plan is only the first 50% of making you a good teacher. The other 50% comes from practicing your revised lesson plan. When you make a complete plan and practice it, you will have a 100% chance to perform at your full potential. Only doing one (i.e. writing your plan but not practicing it before your class) will only give you a 50% chance for doing what you really need to do.

=====

What is expected from us

We are your technical class instructors. We will help you to communicate and teach better in English. We will give you feedback and advice on your performance and we will try to help you to improve your communication skills. You will get that feedback and advice every time you perform as well as when you prepare to perform.

Giving classroom lessons as math and science teachers is the main focus you will have, but you will also study all of the necessary basics for teaching such as using teaching vocabulary, making visual aids, using teaching techniques and methods, test making and so on. You may have to study some of these basics in special teaching workshops held outside of the normal class hours because of the limited time we will have for technical classes (only about 70 total hours in the training period).

In summary, we will help you to learn and use general skills and techniques for teaching, but in the end, it is up to you to learn and use them- the same way that it will be up to you in your JOCV host country.

Choosing topics for your training

One of the things you will study here is how to think and plan clearly. The first step is to make a list of topics for your JOCV host country assignment. To do that, you will need to think about what you feel will be most useful for you to study and practice here in your training center. The topics you choose should be connected to your JOCV host country work and they should be challenging or useful for you to practice before you go to your host country.

You will be shown some examples of the methodology that previous primary education teachers used in their host country. After you have seen what has been done, you will need to make your own list of planned topics that you want to practice teaching. For example:

You can use a host country syllabus to find what you must teach in your future assignment and choose your lesson objectives from that syllabus.

You can use a host country textbook that is suitable for your future class level and practice using the lesson objectives written for each part of that book.

If you don't have any teaching experience, the above information may sound too difficult. Don't worry! You will study how to do it in your technical class. The reason for giving you this information now is to help you to understand what you will do in this class.

How you will be judged

Your ability to communicate in English will be judged by the items in the "Can Do List." (See Appendix 1). The List has the skills that you will need to succeed in your JOCV assignment. Your technical class teacher will score you on the List items at the end of the training program. The final List will go to your host country JICA/JOVC coordinator to ensure that your language level will meet your assignment demands.

You will also be scored for each of your lessons by your classmates, each technical class instructor and yourself using the sample evaluation and feedback forms for each lesson. (See Appendix 2). Your classmates and instructor will use the "Peer Evaluation" form and you will use the "Self-Evaluation" form.

The purpose of these different forms is to give ideas and advice for how to improve your speaking and teaching ability in English.

If you have trouble

There may be times when you cannot do what you must do for your technical class. For example, you cannot give your instructor your written lesson plan by the deadline or you did not practice enough for your performance.

Do not hand in your lesson plans late. **Do not** come to class late. **Do not** think you don't have to prepare for your lessons. If your work is late, you come to classes late or if you don't prepare for your math and science classes in your host country, then you will make a bad impression on your host country's people. Those kinds of poor behavior are not acceptable anywhere. They will make you and JICA/JOVC look bad and they will hurt the students of your host country.

The JICA Assessment

Each week, your technical class instructor must submit a Teaching Record to the staff. The Record includes an assessment of your performance in class. You will be judged according to the contents of the Record found in Appendix 3. The report of your performance will be clear and the consequences for poor behavior can be harsh. Be careful!

Helpful Ideas

Here are some ideas that can help you to have a more successful training:

1) Don't be shy!

There are many reasons for being quiet in class, but learning to speak a foreign language well is the same as having any other skill. You have to practice doing it many, many, many times.

Some people have an idea that it is OK to be quiet. Some people don't want to talk because they are afraid of making mistakes. Some people don't like to speak in front of other people.

They are all wrong! If you don't practice speaking as much as you can in English, then you will not be able to express yourself clearly. Then your future life in your host country will be more difficult!

2) Mistakes are good.

You are learning how to communicate your technical knowledge and ability in a foreign language, English. It is natural to make mistakes and to have problems! Don't be afraid of them! Mistakes are good if you learn from them and don't make them again and again in the future.

3) Honestly look at yourself

If you want to be a better communicator in English, then you have to honestly look at your weak points and try to fix them. Your classmates and technical class instructors will use the peer evaluation forms to give our advice for fixing them. What we say may make you feel bad and even angry, but keep in mind that we want to help you.

Do not try to escape from who you are or what you did. Do not think that we are trying to hurt you. Do not get angry!

The best chance you have to improve yourself is to listen to what others have to say and try to make the changes that you think will help you.

4) Don't wait until it is too late

You have a schedule. You know when you must perform. You know that you have to give your fully written lesson plans at least 24 hours before your performance. You cannot say that you did not know. Manage your time so that you will be able to learn and will be able to perform well!

Some people wait too long to start or to do their work product. For example, they stay up the night before the due date and try to write their work product. They, of course, will be tired and they will make many bad mistakes. They will also feel more stress and more problems will happen.

Your First Assignment

Part 1

You are to give a minimum 3 minute speech in your first technical **in English** about your host country, your future school and what you will do there. You will need to gather as much information about it between now and your speech date (your JICA Data Sheet is a starting point).

The purpose of this speech is to get you to think, act and speak more comfortably in English and to help you understand your future role as a primary education teacher. You need to prepare for it as much as possible.

After you have finished making your speech, each of your classmates will ask you one question in connection to what you have said. Those questions will be good English practice for them to ask and for you to answer. You might also guess what questions people will ask you so that you can prepare and practice answering them before your speech.

Part 2

In your second technical class, you must give the lesson you made for Task 3 of this webpage to your technical class. Your instructor and classmates will watch and give you feedback on your performance.

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Summary

You have been chosen to become a primary education teacher. You have a wonderful assignment in that your students will be able to get a good education from you and use that education to get a better life.

Being a teacher is a heavy responsibility, but it can be a life rewarding experience that can also help another person. Let's work together to make this world a better place.

Jackie Newport, Jr.

Appendix 1- Sample of “Can-Do List” in English

Can-do items table for trainee self-evaluation

Trainee’s Name: _____ Job: _____ Date: _____

T. Class Teacher: _____

Can	Tasks
1.	Follow simple orientation instructions in preparation for job-related activities
2.	Make simple questions to get basic facts or more explanations
3.	Show someone the necessary actions for completing a job task using very simple language
4.	Say what is happening, what will happen, or what has happened while demonstrating a skill
5.	Describe how a mechanical, natural, or social system works in simple sequenced statements
6.	Give detailed instructions on how to do a job, or on how to use a principle or formula to solve a problem
7.	Give warnings and explain what will happen and why it will happen if we do or don’t do something
8.	Change the technical language of a theory, equation or concept into more simple language
9.	State professional titles and explain personnel roles in profession or technical field
10.	Name common tools, materials, parts of equipment, etc. in job area and state their uses
11.	Read or listen to and understand books, articles or lectures about the technical subject
12.	Name basic topics, concepts, equations, symbols, etc. in technical subject area
13.	Check audience’s knowledge and skills level and decide what they need to learn
14.	Make the objectives for a lesson, workshop, community projects, etc. to teach knowledge or skills
15.	Choose the necessary information and activities for teaching a lesson
16.	Make the questions or test tasks to check how much my audience have learned
17.	Prepare and give full lessons, workshops or presentations by myself
18.	Make original plan and choose contents for a full technical information and skills course
19.	Write or present a project proposal or report
20.	Make an audience change their attitudes or habits or make them agree to cooperate

Appendix 2- Peer and Self Evaluation Forms

Lesson Evaluation Form

Speaker: _____ Subject: _____ Date: _____

<u>Introduction</u>	Poor	Minimum	Good
Ability to catch the audience’s attention	_____	_____	_____

<u>Lesson Body</u>	P	L	M	G	E
Main points are clear	—	—	—	—	—
Key vocabulary words written	—	—	—	—	—
Explanation of main points	—	—	—	—	—
Check for audience comprehension	—	—	—	—	—
Use of examples	—	—	—	—	—
Audience participation	—	—	—	—	—
Organization of lesson	—	—	—	—	—

<u>Presentation of information</u>	P	L	M	G	E
Use of general vocabulary	—	—	—	—	—
Ability to answer audience questions	—	—	—	—	—
Time management	—	—	—	—	—
Preparation for this lesson	—	—	—	—	—
Eye contact with audience	—	—	—	—	—
Self-confidence of speaker	—	—	—	—	—

<u>Conclusion</u>	Poor	Minimum	Good
Summary or conclusion was made	_____	_____	_____
Check of audience comprehension	_____	_____	_____

P = Poor performance L = Lacking performance M = Minimum performance
G = Good performance E = Excellent performance

Your feelings about today’s lesson (Circle one)

Excellent Good Fair Difficult Poor

Your suggestions to improve the lesson (Write them below)

Self- Evaluation Form

Speaker: _____ **Subject:** _____ **Date:** _____

A) How did you feel about the lesson? (Circle One):

Very good

Good

Fair

Not too bad

Bad

B) What were the good points of the lesson? Please list them below:

C) What were the bad points of the lesson? Please list them below:

D) What changes would you make in the lesson to make it better? Please list them below:

Appendix 3-JICA Rules and Regulations

Teaching Record (T)

Submission Date: May 13, 2013
 Week: 5
 Period: 5/6 ~ 5/11

Language : English
 Instructor: J.E.Newport, Jr.

Date	Teaching Record (Materials)	Correspondence to TP (Functions・Situations・Topics)	Homework Assignments
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Teaching Record(T)

* A=80% or more B =between 80% and 60% C= between 60% and 40% D= less than 40%

Volunteer	Proficiency Level (8, 7, 6, ...)	Language Acquisition		Learning Attitude				
		Comments	*A/B/ C/D	Learning Attitude in Class		Attitude to Review, Preparation, Homework		
				Absence/ Lateness	Comments	*A/B/ C/D	Comments	*A/B/ C/D