

**Topic taught:** Physical changes during puberty

**Subject/Area of learning:** PSHE

**Part I:** Please use about 200 words in completing the table. Please include the key ideas, and give justifications on the comments you make/ the points you reflect on, please include suggestions for improvement on the areas.

Aspect of Performance	Reflection on Performance: state the point and give Justifications	Suggestions for Improvement
Are the objectives of lesson written appropriately?	When writing the learning objectives, we were referring to the SMART principles. In our opinion, the learning objectives are specific, measurable, attainable, relevant/result-oriented and time-bound.	We did not set differentiated goals. Therefore, we have supposed that all the students have the same level, which is never really the case.  Also, we think that setting more precise goals for certain parts of the lesson is helpful, e.g. "The students are able to write a letter to their future themselves with correct use of grammar and specific vocabulary, in which they describe some of the physical changes that occur during puberty (growth, development of secondary sexual characteristics).
Are the strategies designed for conducting the lesson appropriately?	The strategies are outcome-oriented. Also, the strategies used in the lesson allow the students to stay focused, as there is given a new input/provided a new format after a certain amount of time.	There might have been too many strategies used for this microteaching. We believe that as a teacher one must always find a dynamic balance between different inputs/variation and "letting the students work on one task for a longer time"; with the use of too many strategies the lesson might gets too hectic.
Are the teaching strategies/activities/homework or assessment exercises creative?	We have used a variety of different teaching innovations. We think that the tasks are creative, and also that the students' creativity gets fostered (e.g. when writing the letter to their future themselves or when completing the final task about the typical puberty problems and how to solve them).	Because there is a lot of room for creativity, some students might get lost. For these ones, a clear guidance might be needed, e.g. the teacher or a proficient student sitting next to them.

**Part II (A) Reflection on Micro-Teaching Skills: Are the skills effective? What are the lessons learnt? These are the skills that make the lesson more innovative**

<b>1. Effective use of aids, resources, and IT in teaching</b>	a. Appropriately chosen teaching resources/aids/IT tools	Strongly Agree	We have used a variety of teaching resources, including singing a song (and watching a video), a PPP, printed out material (pictures and words), pictures from the students and different task sheets. Therefore, the students get activated via diverse channels.
	b. Innovative use of the teaching resources/aids/tools involved	Strongly Agree	In our lesson, we used different innovative teaching tools, such as experience learning, cooperative learning, creative and critical thinking and self-regulated learning.
	c. Demonstrate effective management in using the resources/aids/tools involved	Strongly Agree	The methods we chose are objective-oriented. They are used in different parts of the lesson, as it seemed most effective to us.
	d. Can arouse interest/enhance motivation of students by the resources/aids/IT tools	Strongly Agree	The lesson is students-oriented. We used some strategies in order to enhance students' motivation, e.g. transparency within the goal setting and the lesson plan, singing a song, asking the students to bring their own pictures and writing about their own future (so it really has to do with <u>them</u> ), and enhancing on peer sharing/collaborative tasks.
<b>3. Questioning skills</b>	Clarity of the questions being asked	Good	The teacher addressed the questions to the students directly. The main questions that have been asked were visualized.
	Ask questions that stimulates answers	Good	The teacher formulated mainly open questions. If something important was missing in the students' answers, the teacher dig into it by asking more precise questions (e.g. for the beard growing).
	Use questions of different levels	Outstanding	The questions/tasks demanded involved different skills. Students got activated through different channels. From the difficulty, the questions varied a lot; repetition questions at the beginning were very/rather easy and narrow (one right answer), gathering ideas about how to solve a puberty problem in the end was challenging and open (many possible answers, also creative ones). Still, there was always the chance for weak students to be an active part of the lesson.

	Appropriate feedback on student answers	Needs Attention/?	As the microteaching was not conducted in a real class, the students' answers have been "prepared". Thus, we cannot analyze this matter concretely. Nevertheless, we believe that – in order to give appropriate feedback to the students – the teacher <u>must</u> have a certain knowledge about the topic and show a flexible attitude.
	Prompting techniques	Outstanding	Visualizing and giving hints (e.g. by giving a little more information or by using facial expression/gestures) were our most important prompting techniques. We all think that it is of huge importance not to tell the students the answers directly, but to encourage them to think and to discover by themselves.
	Seeking further information techniques/advanced answers	Good	The "checkpoint about puberty" sheet is quite narrow with the answers (one blank, one correct answer). When it comes to the other two tasks (writing the letter and gathering puberty problems and ideas about how to deal with them), the students are advised to think creatively. They might also use the internet or ask other people about possible answers.
	Redirection techniques	Good	In our lesson plan, we have mentioned redirection strategies (e.g. during the introduction, if a child does not behave right during the picture exhibition walk). Our main redirection strategy, though, is to change the input format regularly in order to keep the students challenged and focused.

## Part II (B)

### Strengths:

1. **Activating the students:** Overall, we have used a variety of innovative (and traditional) teaching strategies, including experience learning, cooperative learning, self-regulated learning, and creative and critical thinking. The students have been activated via several channels, e.g. through oral/written or individual/group tasks. The whole lesson is very student-oriented.
2. **Compact structure and clear, connected steps:** The lecture was structured according to Gane's teaching theory (9 steps guiding our lesson plan). The parts are connected and constructive, the transitions are smooth.

### To consider for the future:

1. **Creating a real situation:** By not conducting the lesson in a real class setting, some of our team needed to put ourselves in the position of 6<sup>th</sup> graders. A good exercise! But we might have not thought enough about it or did not take it as seriously as we should have. Thus, the microteaching was a little abstract and not as beneficial as it could have been. This reflection, though, helped a lot.
2. **Visualizing students' answers:** Students' answers were discussed orally, but the teacher has not visualized them (e.g. on the blackboard). For a real teaching it is essential to do so or at least to repeat the students' answers.
3. **Misjudgment of students' knowledge/Differentiation in levels:** The introductory part with the easy/narrow questions might have made a too big part of the double lesson. Naming the body parts should be – for most students – a rather easy task, even though it is not their native language. The zone of proximal development might not have been achieved as quickly as it would have been possible. Speaking about that, also, the goals and the tasks were the same for all students. Even though we were thinking about supporting the students/groups differently (e.g. by sitting next to them), the differentiation could have been more adequate.
4. **Too much interaction and freedom:** For our micro-teaching, we wanted to show as many innovative teaching methods as possible. This might have resulted in an overload of activation for the students. Still, classroom discipline and a learning-attractive atmosphere (e.g. not too much noise) is very important to ensure students' optimal learning. Also, by doing almost excessively many activities/activity changes, one needs to be aware of the time-management.