

EUPHRASIA TRAINING COLLEGE FOR WOMEN

KATTOOR

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MICRO TEACHING

Name..... JESNA ANTO.....
Year..... 2022-2024..... Reg. No. EUAWTPN006
Optional Subject..... PHYSICAL SCIENCE.....

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CERTIFIED BONAFIDE RECORD

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Faculty



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-PRINCIPAL



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OBSERVATION SCHEDULE

Sl NO	components	Very poor	poor	Below average	Average	Good	Very good	Excellent
1	gestures							✓
2	Teacher movements							✓
3	change in speech pattern						✓	
4	change in interacting style							✓
5	Focussing							✓
6	pausing							✓
7	shifting sensory focus							✓

John

MICRO TEACHING LESSON PLAN - 3

SKILL OF EXPLANATION

Name of teacher trainee : Jesna Anto
Name of the subject : physics
unit : Effects of electric current
Topic : incandescent lamp
class : X
Date : 18/12/2022
Time : 5 min

COMPONENTS OF THE SKILL

- 1) use of opening statement
- 2) use of explaining links
- 3) use of metaphors
- 4) use of concluding



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Teacher's activity	Pupils response	Comments
<p>Good morning.</p> <p>'Life without friends is just like an empty desert'</p> <p>We all have best friends, right?</p> <p>Some one you have just with you, listens you. They are just people you think about when you face any problem which means there is a strong bond between you and your best friend.</p> <p>Just like that atoms also form bond with other atoms.</p> <p>You have studied about atoms, molecules - - - so let me ask you one question</p>	<p>Yes, teacher</p>	<p>motivating the learners</p>

<p>How molecules are formed?</p> <p>yes, very good.</p> <p>Many substances are present in our surroundings - even the pen, pencil you use are made up of molecules which are made up of atoms.</p> <p>Two or more atoms combine to form molecules in order to attain stability.</p> <p>(Showing periodic table) The elements in group 18 of periodic table are noble gases or inert gases.</p> <p>So you know why they call so?</p> <p>ok, now let us see.</p> <p>They are called noble gases because they are called so because they have 8 electrons in their outermost shell.</p>	<p>Two or more atoms combine to form molecules</p> <p>No, teacher</p>	<p>use of previous knowledge</p> <p>Appropriate device</p>
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...and this as 2 oxygen atoms
You have seen that oxygen atom is
not stable thus they attain stability
through chemical bonding.

Here there is an attractive force
between these 2 atoms, not a
repulsive force

Can oxygen atoms exist alone?

No, you have studied that it can
exist only as combination of two
atoms.

They are held together by repulsive
or attractive force?

From this we can define
chemical bonding

Attractive force that hold together

No

Attractive force

Use of previous
knowledge

6

atoms in a molecule is called
chemical bonding.

So, today we have learnt about
noble gases, its specialty and how
other atoms acquire stability from
this we defined chemical bonding

is there any doubt?

So we can discuss different types
of chemical bonding in coming classes.
I hope you understood the class

Thank you.

No, teacher it's clear.




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MICRO TEACHING LESSON PLAN - 1

SKILL OF INTRODUCING A LESSON

Name of teacher trainee :	Jesna Anto
Name of the subject :	chemistry
Unit :	chemical bonding
Topic :	chemical bonding
class :	IX
Date :	7/12/2022
Time :	5:40 min

COMPONENTS OF THE SKILL

1. Motivating the learner
2. Appropriate device
3. Use of previous knowledge




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If liquid is flowing in this direction (→) (showing using hand) frictional force will be acting in opposite direction (← showing direction using hand)

Another reason is that liquid consists of several layers so besides friction due to glass plate, there is frictional force between layers of liquid. It is this frictional force that opposes (change in speech pattern) the flow of liquid.

Now is it clear why water flows faster?

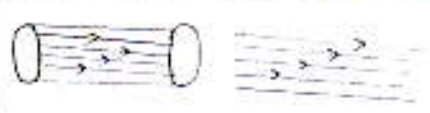
consider water flowing through plane surface and through a pipe (drawing images on board)

yes teacher

gestures

change in speech pattern

Teacher movements



Here in pipe top and bottom layers of water are in contact with surface

So which force will be acting there? This force central layer moves faster.

Thus between layers of liquid in motion there is frictional force parallel to the layers which try to prevent the relative motion between layers. This frictional force is called viscous force.

What is called?

frictional force

viscous force is called

shifting sensory focus (oral to visual)

and viscosity is the characteristic property of



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OBSERVATION SCHEDULE

Sl No	Components	Very poor	Poor	Below average	Average	Good	Very good	Excellent
1	Motivating the learner							✓
2	Appropriate device							✓
3	Use of previous knowledge							✓

Blm

MICRO TEACHER'S LESSON PLAN - 2

SKILL OF STIMULUS VARIATION

Name of teacher trainee : Jesna Anto
 Name of the Subject : physics
 Unit : Forces in fluids
 Topic : Viscous force
 class : IX
 Date : 12/12/2022
 Time : 5:50 min

COMPONENTS OF THE SKILL

1. gestures
2. Teacher movements
3. change in speech pattern
4. change in intonation
5. Focusing
6. pausing
7. Shifting sensory focus



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Now, what is the atomic no of Neon? So its electronic configuration is 2,8 (writing on board)	10	
What about atomic no of Argon?	18	
Thus its electronic configuration is 2,8,8 (writing on board)		
Then Krypton?	36	
Its electronic configuration is 2,8,18,8 and so on...		
Here you can see outermost electron is 8, can't you see?	yes, teacher	
Arrangement of 8 electrons in outermost shell of atoms is called octet electron configuration.		
What it is called?	octet electron configuration	
It is stable arrangement		
But when we consider other elements like Mg, oxygen		

4

What is the atomic no of Magnesium?	12	
Look at the periodic table and say its electronic configuration is 2,8,2		
Atomic no of oxygen is 8 having electronic configuration 2,6		
By analysing electronic configuration it is understood that they are not stable.		
Why they are not stable?	They don't contain 8 electrons in the valence shell.	
Yes, very good		
These atoms acquire stability by attaining 8 electron configuration in valence shell through chemical bonding		
Through...		
Consider a diatomic molecule (showing a model)		



P. Sakie

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Teacher's activity	pupils' response	Comments
<p>Good morning,</p> <p>We all know that bees make honey and we love to have it. In addition to its use as natural sweetener, honey is used as antioxidant, antimicrobial agent etc (penicillin)</p> <p>So now lets do an experiment using water and honey, are you ready?</p> <p>Here you can see a glass plate, honey and water.</p> <p>Now I am placing one drop of water and honey at various point along a straight line at one end of a glass plate</p>	<p>Yes, teacher</p>	<p>pausing</p> <p>shifting sensory focus (oral to visual)</p>

10

<p>You have to notice the speed of flow of each liquid when I slightly tilt the glass plate (tilting the glass plate)</p> <p>Now you have seen different liquids flow at different speed. Which liquid flows faster? (moving towards students)</p> <p>Yes, water flows faster than honey.</p> <p>Do you know what is the reason behind it?</p> <p>Let us see...</p> <p>When liquid flows on a glass plate there is a contact between liquid and surface of glass plate which means there is a junctional force.</p>	<p>Water flows faster</p> <p>No teacher</p>	<p>focussing</p> <p>Teacher movements, change in interaction style</p>
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liquid to oppose the relative motion between its different layers

Thick liquids of greater viscosity are viscous liquids. Those of very low viscosity are mobile liquids.

Now can you say honey has greater viscosity or lower viscosity?

very good

So today you have learnt about viscous force. Through an experiment you understood that different liquids flow at different rates and now I think it is clear to you what is the reason behind it.

greater viscosity

change in interactive style

Yes teacher

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We can see how temperature depends on viscosity in the next class

Thank you




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PEER CRITICISM LESSONS

Name..... JESNA ANTO

Year..... 2022-24 Reg. No. EUAWTPN006

Optional Subject..... PHYSICAL SCIENCE

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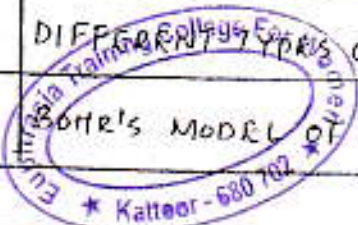
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CRITICISM LESSON PLAN - 1

Name of the Teacher : Jyanna	Std : IX
Name of the Observer : Jesna Anto	Duration : 40 min
Name of the School : St Anne's GHTSS Edathuruthy	Date : 26/06/2023
Subject : physics	Strength : 40
Unit : Forces in fluid	
Topic : Buoyancy	

Theme

: Buoyancy

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- Learning Objective
- To understand about buoyancy through an experiment
 - To analyse the forces of a body in liquid
 - To analyse daily life situations where buoyancy forces are experienced

→ To calculate the buoyancy of different bodies

process

: Activities for understanding what is buoyancy

learning aids

: Materials to conduct experiment

chart - definition

video - Methods to measure buoyancy

Activity card - to calculate buoyancy

learning outcome

: Students are able

→ understand the concept buoyancy through an experiment

→ To analyse the force experienced by a body in liquid

→ To analyse daily life situations where buoyancy forces are experienced.

→ To calculate buoyancy of different bodies

Values and attitudes

: Scientific interest - Generated interest among students while demonstrating experiments

2

Scientific knowledge : enhanced by teaching methods to calculate buoyancy

Scientific attitude : desire to know and understand about science

process skills

: observing
experimenting
communicating
Identifying

Expected product

: completed activity card
completed science diary

pre-requisites

: Students should know about gravity
students should know about density




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process

Assessment

Introductory Activity

demonstration of an experiment

Introducing the concept buoyancy through an experiment placing a closed empty plastic bottle on a beaker containing water and trying to immerse plastic bottle to bottom of the bucket. Followed by explaining the concept buoyancy.

Developmental Activity

Activity - 1

Chart presentation

presentation of the chart containing the definition of buoyancy. one of the student is asked to read out the definition and others to repeat it. After that

Why did the bottle experience an upward force?

4

students are asked to write down the definition in their note book.

BUOYANCY

When a body is immersed completely or partially in a fluid, the fluid exerts an upward force on the body. This force is known as buoyancy.

Consolidation

Students are able to understand the term buoyancy. It also helped the children to learn the definition by reading it and writing down in note book.

Activity - 2

Group discussion

After showing images for examples of buoyancy using PPT. class is divided into groups and students

What is the unit of buoyancy?



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Where buoyancy is experienced in liquids and gases in science diary.

Consolidation

Students got a crystal clear idea about the forces experienced by body in liquid. They were also able to cite examples for buoyancy. Some of the examples they cited were iceberg floating on water, ship floating on ocean, life jacket floats on surface of water.

Activity-3

video presentation

A video is presented to understand methods to measure buoyancy followed by asking students to fill the table given in the text book. Weight in air and water of stone and piece of metal were given. They are asked to find out loss of weight.

Do sinking objects have buoyancy?

6

Consolidation

Students were able to understand various methods to measure buoyancy. They also got an idea to find out loss of weight. They filled the activity table given in the text book.

Object	Weight in air (w_1)	Weight in water (w_2)	Loss of weight ($w_1 - w_2$)
Stone	10 N	6 N	4 N
Piece of metal	20 N	12 N	8 N

Concluding activity

Activity card is provided to students as a part of evaluation. Students are asked to find out the buoyancy and weight where buoyancy is given.



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Object	Weight in air (W_1)	Weight in water (W_2)	Buoyancy
Copper	15 N	10 N	—
Iron block	—	9 N	6 N

consolidation

Students filled the activity card based on the idea they gained while they completed the table given in the last part.

Object	Weight in air (W_1)	Weight in water (W_2)	Buoyancy
Copper	15 N	10 N	<u>5 N</u>
Iron block	<u>15 N</u>	9 N	6 N

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Black board Summary

Std : IX

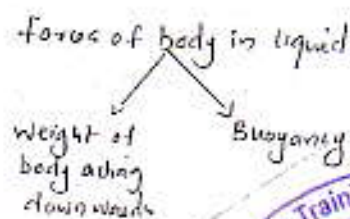
Date : 26/06/23

Strength : 40
present :

PHYSICS

Buoyancy

→ Buoyancy : upward force of liquid on a body



$$\text{Buoyancy} = W_1 - W_2 \quad (\text{Loss of weight})$$

Follow up activity

- Calculate buoyancy experienced by a block of weight 15 N in air and 10 N in water.
- Find the weight of body in water. If weight of body is 15 N in air and it experiences 3 N buoyancy from water.



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CRITICISM REPORT - 1

Aspect	Criteria	Evaluation	Suggestion
Introduction	<ul style="list-style-type: none"> → Building up suitable physical or emotional environment in classroom → Relevant introducing statement → properly connecting with the content 	<p>She was able to build a suitable environment in class room for teaching</p> <p>relevant introducing statement was not used</p> <p>connected properly with content through experiment</p>	<p>Relevant introduction can be used to gain student's attention</p>
Communication	<ul style="list-style-type: none"> → Stimulus variation → Eye contact with students → Rapport with students 	<p>Gestures was not used to denote direction, size</p> <p>eye contact with students was maintained</p> <p>connection with students was present</p>	<p>while explaining gestures can be used to denote direction, shape to capture attention</p>

10

Questioning	<ul style="list-style-type: none"> → Thought-provoking questions → Rehearsing and repeating of students answers → Reinforcement 	<p>Thought provoking questions were not raised</p> <p>Students answers were repeated</p> <p>Reinforcement was used</p>	<p>Thought provoking questions can be raised to enhance students critical thinking</p>
Subject - competency	<ul style="list-style-type: none"> → logical flow of information with continuity → connects students response to be in depth content → Ability to modify learning experiences 	<p>There was no logical flow of information</p> <p>connected student's response to content</p> <p>she was able to modify learning experiences</p>	<p>Continuity of information can be developed</p>
Teaching aids	<ul style="list-style-type: none"> → Relevance of aids → display of aid properly and at right context → importance to teaching aid 	<p>Suitable teaching aid was not selected for measuring buoyancy</p> <p>proper importance was given to teaching aid</p>	<p>Instead of just showing images video can be presented to teach methods to measure buoyancy</p>
Class Management	<ul style="list-style-type: none"> → Recognise attentive and non attentive behaviour → Encourage pupil participation → Managing time and budgeting time 	<p>She recognised attentive and non attentive student</p> <p>pupil participation was encouraged</p> <p>Poor time management</p>	<p>Time management can be improved</p> <p style="text-align: right;"><i>[Signature]</i> Principal</p>



Black board work	<ul style="list-style-type: none"> → proper development of black board summary → highlight important points using colour chalk → neatness 	<ul style="list-style-type: none"> points was not written briefly points were highlighted black board summary was neat 	<ul style="list-style-type: none"> points can be written briefly on board
Closure	<ul style="list-style-type: none"> → Summarize the lesson → Ask review questions → Suitable assignment 	<ul style="list-style-type: none"> Lesson was summarized review questions were not asked Suitable assignments were given 	<ul style="list-style-type: none"> Review questions can be asked
Teacher appearance	<ul style="list-style-type: none"> → Enthusiastic and confident → clean and modest dressing → pleasant and pleasing outlook 	<ul style="list-style-type: none"> she was confident and modest in dressing she was little bit stubborn 	<ul style="list-style-type: none"> can have a pleasant face
Group activity	<ul style="list-style-type: none"> → general guideline for group activity → special instructions regarding topic → continuous supervision → Bringing appropriate learning aid during activity 	<ul style="list-style-type: none"> guidelines were given special instructions were not given observation was there learning aid was not for group activity 	<ul style="list-style-type: none"> while conducting group activity instructions regarding topic can be given

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CRITICISM LESSON PLAN-2

Name of the teacher : Divya Jose	Std : IX
Name of the observee : Jesna Anto	Duration : 40 min
Name of the school : St Ann's GHS Edathuruthy	Date : 26/06/2022
Subject : Chemistry	Strength : 40
Unit : Chemical bonding	
Topic : Ionic and covalent bonding	

Theme : Ionic and covalent bonding

Learning Objective : To understand the topic chemical bonding

→ To analyse the difference between ionic and covalent bonding

→ To learn about octet electron configuration

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PEER DISCUSSION LESSONS

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Name Karibika Anand

Year 2022-2024 Reg. No. EUAWTEC2007

Optional Subject English

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DISCUSSION LESSON PLAN - I

Preliminary Details

Name of the Teacher Trainees : Kambhika, Johnny, Harsha

Name of the Institution : Euphrasia Training college

Standard : VIII

Subject : English

Unit : Flowers and showers

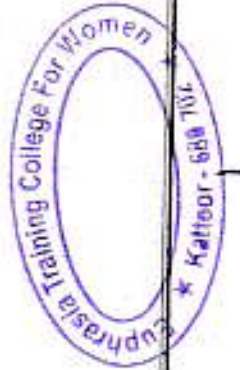
Subunit : Song of the Flower

Duration : 45 minutes

Date : 27/02/2023


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Content Analysis

Theme: Nature, compassion and optimism

Subtheme: Art of living in the present

Additional Content

'Song of the Flower' by Khalil Gibran is a philosophical poem about an innocent flower describing its journey from the beginning to the end.

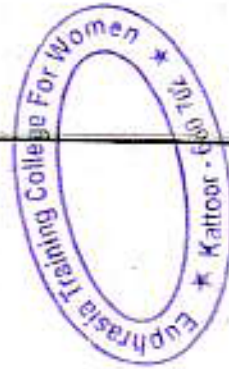
Learning Outcomes

The learner will be able to

- Enhance the vocabulary
- Reading skills
- Appreciate the beauty of the poem
- know moral values
- Achieve humanity



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Linguistic context

Vocabulary items : slumber, hearken, sway, embrace, rear

Grammatical items : Metaphor

Skills

Reading and writing

Pre-requisite

Role of nature in our human life

Importance of protecting nature

Instructional strategy

Group Activity

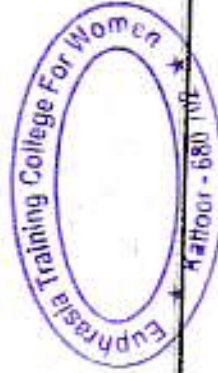
TLM

Video

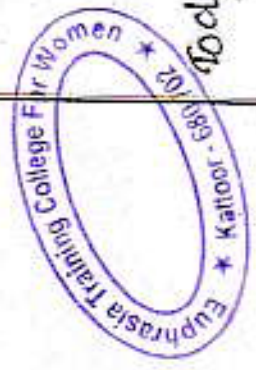
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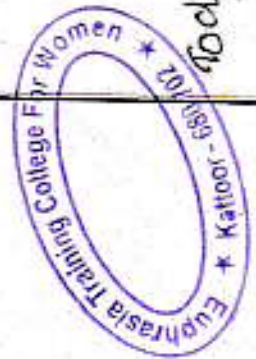
Process / Activity	Assessment
<p><u>Entry activity</u></p> <p>Teacher enters the class and establishes a rapport among students.</p> <p>Teacher shows a video entitled 'Full Journey of a rose from bud to a flower' and asks questions related to the video</p> <ul style="list-style-type: none"> - How many of you have gardens at home? - Who all are interested in gardening? - Don't you pluck the flowers for fun? <p>Today we are going to discuss a new poem entitled 'Song of the flower' written by Khalil Gibran</p> <p>Teacher writes the title and name of the author in blackboard and also shows a chart about</p>	<p>children observe the video interestingly</p> <p>children observe the chart carefully.</p>



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Process / Activity	Assessment
<p><u>Entry activity</u></p> <p>Teacher enters the class and establishes a rapport among students.</p> <p>Teacher shows a video entitled 'Full Journey of a rose from bud to a flower' and asks questions related to the video</p> <ul style="list-style-type: none"> - How many of you have gardens at home? - Who all are interested in gardening? - Don't you pluck the flowers for fun? <p>Today we are going to discuss a new poem entitled 'Song of the flower' written by Khalil Gibran</p> <p>Teacher writes the title and name of the author in blackboard and also shows a chart about</p>	<p>children observe the video interestingly</p> <p>children observe the chart carefully.</p>



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the author

SONG OF THE FLOWER
: KHALIL GIBRAN

Reading

Model Reading: The teacher recites the poem with stress and pronunciation

Silent Reading: The teacher asks the students to read the first stanza of the poem silently. Teacher also asks the students to find the difficult words. Teacher also ensure their learning.

collaborative Reading: The teacher divides the group students into groups and asks them to read the stanza. Then they are asked to put (✓) if they understood, (?) if they



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do not, (i) if they find anything surprising or interesting

Word Study

The teacher introduces the new words and helps the students to classify the meaning of the new words or usages through meaningful situations.

slumber: To sleep lightly


Eg: sleeping heavily slumbered in castle
Embrace: Hold closely in one arms, especially as a sign of affection

Eg: They were locked in an embrace

sway : Move or came to move slowly or rhythmically backwards and forwards

Eg: He staggered slightly on his feet.

children note down meaning of unfamiliar words in their notebook.



Scaffolded Reading

The teacher asks some scaffolding questions to provide an in-depth idea about the chapter

→ who is the speaker in the poem?

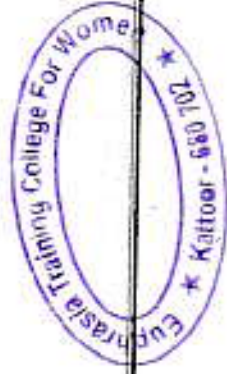
→ who wrote the poem?

[The teacher gives the gist of the story] song of the flower by Khalil Gibran describes what living in the world as a flower involves, from surprises to personal optimism. Man should always see the brighter side of the things instead of looking at the negative aspects. Just like the flower which is a part of both joy and sorrow but always looks up towards the light instead of looking at its shadow.

Flower

Khalil Gibran

John C



discourse regarding various aspects like syntactic editing, linguistic, editing, punctuation and pronunciation

Presentation of Teachers Version

Me: Hi, Honey...!

Sun-flower: Hi, love...!

Me: you seem so fresh today. You look so elegant and your petals are so mesmerizing and waving according to the wind. what a Pleasure sight?

Sun-flower: Thank you. That's so nice of you.

Today, I'm so happy, I could see my darling sun today morning

Me: Oh! That is the reason for your blush, isn't it?



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sunflower: I was eagerly awaiting for his arrival. It was very difficult to spend this long night without his presence. Once I saw him today, I felt so happy. My mind is full of joy.

Me: It is pleasant to hear this from you. How beautifully you are loving each other. You two are wonderful inspiration to the world.

sunflower: [Flower bent down and hugged me]

Me: I have to go back to my mom. Shall I leave now?

sunflower: convey my 'hi' to your mom. Bye. Please tell her to visit me some time

Me: I shall

sunflower: come back soon

Follow up

The teacher asked the students to water their

plants and give ~~flowers~~ flowers to their ~~parents~~ parents every day

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INNOVATIVE ACTIVITIES

Name Meera Ravindran K

Year 2022 - 2024 Reg. No. EUAWTEG009

Optional Subject English

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AIDS DAY

On occasion of the World AIDS Day, a poster making competition was organized by us for St. Anne's CWTSS students. The objective was to show support for AIDS day with creative posters that will help raise awareness and inspire action.

In order to conduct the programme, we took prior approval from the headmistress Sr. Roslet. As per her instruction two students from each class other than tenth standard was asked to join the poster making competition. The selection of students were done with the help of their class teachers.

The programme was conducted between 8:30 a.m. to 9:20 a.m. on 1/12/23 in the school auditorium. Under the supervision of student teachers:- Nomy Mohanan, Lakshmi Menon, Ann Mary and Maria Johny. Students




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were informed to bring all the necessary materials for the poster making. There were 16 students who participated for the programme. Everyone did their best to make the activity as much creative as possible. Though it was hard to select the best work out of it, we took assistance of Brilly teacher, the Arts teacher of the school to select the best two out of it. Myself, Giffy Joshi and Lincy were the judges. Sana Salim of IX-C was given the 1st place and Bala C.B of IX-B took the second position. The prize-distribution was also organized on the same day. Latter, all the posters done by the students were exhibited in the outdoor stage.

It was quite an impactful activity. The students expressed their views and thoughts about HIV/AIDS by making posters. The HM also appreciated us, as we inspired the students to work creatively in order to create awareness about AIDS.




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