

## ODU Student Observation Form

Lesson Topic: Alcohol  
Grade: 7<sup>th</sup>

Teacher: Mrs. Penn \_\_\_\_\_  
# of students in class: 20

Date: 22 Oct 2019 \_\_\_\_\_

Answer the following questions/descriptions for each section:

### ACTIVITIES:

Provide a brief description of activities in lesson and the approximate time for each activity

**Approximately 10mins spent on attendance.** After attendance was taken students conducted a writing warm-up by writing the learning target and point of understanding for 5mins. Mrs. Penn then started her power point presentation on Alcohol and its negative effects on the body. Students took notes on paper. This slowed down the lesson as she had to wait for each student to write things down. This took 30mins and they ended the class with only doing the power point. Student's also worked on a worksheet for 20mins and then swapped papers and had them graded. They then called out the grades for each student which was very disturbing as each student didn't have a choice whether or not they wanted their grade out in the open.

### STRATEGIES:

Describe the teaching style(s) used

**Direct teaching from power point**

How does the teacher help students internalize essential knowledge? (ask questions, have student re-state information, give examples)

**She asked students questions at the beginning of the power point to try and set the scene for alcohol and what the students knew already. Not surprising, but the students knew a lot already. They openly shared their thoughts on alcohol.**

How does the teacher encourage critical thinking through emphasizing accuracy and clarity? (Link information to prior knowledge)

**She asked questions to try and get thought provoking statements from students and attempted to connect it to everyday life.**

### MANAGEMENT:

Describe how the teacher organized and prepared the classroom prior to class.

**Pencils and papers were grabbed by the students at the beginning of class. She had a worksheet but didn't get to that. The power point was already set up on the computer.**

What stop/start signals are used?

**Just voice direction**

How are transitions between activities organized and implemented?

**No transitions were observed**

**EQUIPMENT:**

How is equipment distributed and collected?

**The students grabbed the pencils and papers before they sat down. They all had to return the pencils to the box after class was over. Worksheets were passed to the first person in the row and then passed backward.**

**STUDENTS' BEHAVIOR:**

How does the teacher help students develop a sense of comfort and order?

**She tried at first to include them in conversation. This class was better organized than the 6<sup>th</sup> graders, but still got off topic.**

To what extent do students demonstrate that they feel positive about themselves, their peers, their instructor, and the tasks they are assigned?

**They feel very comfortable with themselves, but I don't think it is the manner the teacher would like. The openly speak without hesitation, which is not always a good thing.**

What characteristics does the teacher possess that makes the entire lesson an enjoyable, productive experience for the students?

**This lesson wasn't very enjoyable and there was a lot of down time waiting for students to take notes. Also, the open access to student grades was disturbing to me. Each student was put on display and laughed at or ridiculed for their grades. Not in the way you would think either. Some students seemed happy to have lower grades and criticized students with higher grades.**