

5. Teaching Practice

My Teaching Practice on 25 February 2019. The topic is Positive Thinking.

5.1 Produces of Teaching And 5.2 Time Management and Organizing Activities (2 hours)

A. Lesson Plan 1.1



**Learning Management Plan
Code A Course 1 Guidance Activity
Mattayom 3, 2nd semester, academic year 2019**

- A. Week/Hour : 1/1
- B. Unit, Learning : Knowadjustment
- C. Indicators/Learning Outcomes : The 3/1
- D. Content and activities of active : **Positive Thinking and Positive Life.**
- 1) The teacher leads the conversation by asking students to tell each other what positive things have been done? Let students answer.
 - 2) The teacher tells about positive things.
 - 3) Teachers present PowerPoint media, positive thoughts, positive lives, and discuss issues in the media.
 - 4) Give away the work sheet. Positive thinking, positive life Let all students do
 - 5) Have students choose to read positive thinking in each work situation. 1 situation. Listen to friends by friends and teachers. Discuss and express opinions.
 - 6) Give away positive knowledge about positive life for students to read. Teacher explained more And ask each student how impressed they are in the sentence. Why?
 - 7) Teachers and students together summarize what they have learned from activity

- E. Media : Knowledge Positive Thinking, media power point slide about positive thinking, loud speaker, laptop, LCD projector and video.
- F. Homework : Student activities (doing anything about positive life)
- G. Evaluation (Points) : 20

Teaching Scenario :

Pre – Activity :

| No. | Teacher’s Activities | Student’s Activities | Time Allotment |
|-----------------------------|--|--|-----------------------|
| 1. | Greeting the students. Example : “Good Morning students” “How are you?” “I am fine too” | Responding the teacher’s greeting. Example : “Good morning. miss” “Fine, thank you. And you?” | 1 minute |
| 2 | Checking the students’ attendance. Example : “Is there anyone absent today?” | Responding the teacher’s question. | 2 minute |
| 3 | Telling the purpose of the study about adjectives expression and giving them motivation to learn it. | Listening to the teacher. | 2 minutes |
| Total Time Allotment | | | 5 minutes |

Whilst – Activity

| No. | Teacher's Activities | Student's Activities | Time Allotment |
|----------------------|---|---|---|
| 1. | <p>Engagement</p> <p>1.1 Explaining the meaning of positive thinking</p> <p>Exploration</p> <p>1.2 Asking a few of the students to give some examples of positive thinking</p> <p>Elaboration</p> <p>1.3 Discussion.</p> <p>1.4 Play video about positive thinking</p> <p>1.5 Ask student to write 5 things about positive thinking</p> <p>Confirmation</p> <p>1.7 Asking the students if they have any questions about positive thinking.</p> <p>1.8 Discussing the exercise together and show their answer.</p> | <p>Responding to the teacher's question.</p> <p>Responding the teacher's question and finding other example.</p> <p>Responding the teacher's teaching and attention to look the video.</p> <p>Responding to the teacher's question.</p> <p>Responding to the teacher's question.</p> <p>Responding to the teacher's question.</p> | <p>5 minutes</p> <p>3 minutes</p> <p>10 minutes</p> <p>5 minutes</p> <p>5 minutes</p> <p>2 minutes</p> <p>5 minutes</p> |
| Total Time Allotment | | | 35 minutes |

Post – Activities

| No. | Teacher's Activities | Student's Activities | Time Allotment |
|-----|---|---------------------------------------|----------------|
| 1. | Ask a conclusion, ask the students questions about positive thinking. | Responding to the teacher's question. | 5 minutes |
| 2 | Ask them about they have any questions about what was taught in | Responding to the teacher's question. | 2 minutes |

| | | | |
|----------------------|------------------------------|---|------------|
| | the lesson. | | |
| 3 | Exercises and end the class. | Responding to the teacher and be quite. | 3 minutes |
| Total Time Allotment | | | 10 minutes |

Assessment :

- a. Procedure : The assessment is done during teaching and learning process.
- b. Form of Instrument : Fill in the blanks, write positive things or positive work do
- c. Assessment Task : Answer to the complete sentences.

Assessment Rubric :

Example :

| Criteria | Range of Value | Information |
|------------|----------------|---|
| Knowledge | 1-5 | 5 = Excellent 4 = Good 3 = Average 1-2 = Poor |
| Attitude | 1-10 | 8-10 = Excellent 5-7 = Good 4-6 = Average 1-3 = Poor |
| Process | 1-5 | 5 = Excellent 4 = Good 3 = Average 1-2 = Poor |
| Total (20) | | |

B. Lesson Plan 1.2

IMPLEMENTATION AND CONSTRUCTION SERVICE PLAN

(Lesson Plan Guidance)

CLASSICAL GUIDANCE (Meeting 1)

SEMESTER (1 / 2) ACADEMIC YEAR 2019/2020

| | | | |
|---|---|---|---|
| A | Developmental Task | : | Achieve maturity of images and attitudes about life independently, emotionally, socially, intellectually and economy |
| B | Service Topics / Themes | : | Positive Thinking |
| C | Service Field | : | Personal |
| D | Type of Service | : | Information Services |
| E | Function Services | : | Understanding |
| F | Service Objectives | : | Students can understand the importance of positive thinking Students can understand the benefits of positive thinking and smile Students can build thinking and behaving positive |
| G | Method | : | Lecture, Brainstorming and question and answer |
| H | Meeting Time, Date | : | 1 X 50 Minute Meeting, and 29 January 2019 |
| I | Place | : | Classroom M. 3-1 |
| J | Material | : | The Importance of Positive Thinking The Benefits of Positive Thinking and Smile Going Success: Positive Thinking Positive Way of Thinking |
| K | Steps of Activity | : | |
| | 1. Introduction (time allocation: 5 minutes) | : | a. Counselor / Counselor gives greetings, followed by prayer, presence, checking class situations & conditions. b. Counselor / Counselor delivers information service topics / themes c. Counselor / Counselor teacher motivates with Ice |

| | | |
|--|---|---|
| | | <p>Breaking: so that students are happy, interested, excited, ready to follow information services</p> <p>d. The counselor / counselor explains the purpose of the information service and the developmental tasks to be understood</p> <p>e. The counselor / counselor asks students about the services taught at the previous meeting.</p> |
| | <p>2. Core activities (time allocation: 40 minutes)</p> | <p>:</p> <p>a. Think: The counselor / counselor invites students to think and answer questions about thinking and being positive The counselor invites students to brainstorm about the theme of "thinking and being positive"</p> <p>b. Feeling: The counselor or counselor holds discussions with students regarding the feelings they face in understanding talents independently. Counselors or counselors give students the opportunity to ask questions / comments about things that cannot be understood and give ideas or ideas to be conveyed / felt.</p> <p>c. Being a counselor / counselor asks students what they have taken attitudes towards thinking and being positive The counselor gives the opportunity to other students to respond / respond to other students' questions.</p> <p>d. Acting counselor / counselor asks students what they have taken action on understanding thinking and being positive The counselor / counselor provides motivation to students who have not acted actively, positively in</p> |

| | | |
|---|---|---|
| | | <p>understanding thinking and being positive</p> <p>e. Responsible</p> <p>Counselor / Counselor gives an opportunity for students to ask questions / comments about things that have not been understood and provide ideas or ideas to be conveyed / felt, to take a responsible attitude.</p> <p>The teacher or counselor asks the students what they have taken actions that can be accounted for in understanding positive thinking.</p> |
| | <p>3. Closing (5 minutes time allocation)</p> | <p>: Counselor / Counselor together with students concludes the contents of the theme that has been delivered.</p> <p>Counselor / Counselor encourages students so that they have not played an active role in the activity, so that they play an active role in counseling the counselor to close the meeting by praying together and greeting.</p> |
| L | Assessment Plan | : Using instruments: Laiseg, Laijapen and Laijapang |
| | 1. Process Evaluation | : The Counselor / counselor immediately assesses the process of implementing its classical format information service, namely assessing the counselee's sincerity / enthusiasm / enthusiasm. |
| | 2. Result Evaluation | : The counselor conducts an assessment of the process of implementing the classical format information service, namely: <p>What new understanding does the counselee get? (Understanding)</p> <p>What is the positive feeling of the counselee? (Confort)</p> <p>What plan of action will the counselee take? (Action)</p> |

| | | | |
|---|-----------|--|--|
| | | | |
| M | Follow-Up | | <p>1. One week after service, monitored by giving a short-term assessment (Laijapen).</p> <p>2. One month after service, monitored by providing a long-term assessment (Laijapang).</p> <p>Counselors who experience KES-T & need help, the Counselor or BK teacher immediately provides services according to the type of Guidance and Counseling services.</p> |

Classical Guidance Service Process Evaluation Instrument

OBSERVATION GUIDELINES

| No | Statement | Score | | | |
|----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | Students are actively involved | | | | |
| 2 | Students are enthusiastic in participating in activities | | | | |
| 3 | Creative learners | | | | |
| 4 | Students respect each other | | | | |
| 5 | Students issue opinions | | | | |
| 6 | Students learn to defend their opinions each | | | | |
| 7 | Services are held pleasantly | | | | |
| 8 | Services are carried out according to location time | | | | |
| | Score Total Score | | | | |
| | Final= Earnings Score: Maximum Score x 100 | | | | |

Result categories:

91 - 100= Very Good

76 - 90 = Good

61 - 75 = Enough

51 - 60 = Moderate

<= 50 = Less

Suratthani, February 5, 2019

Knowing,

Head of PSU. WittayanusornSuratthani School

Guidance Teacher

PiyaChanasak

Angkana Kaewlek

EVALUATION BETWEEN CLASSICAL MENTORING SERVICE RESULTS

Student

Name :

Class :

School :

| No | Statement | Score | | | |
|----|--|-------|---|---|---|
| | | 1 | 2 | 3 | 4 |
| 1 | I understand well the expected goals of the material delivered | | | | |
| 2 | I get a lot of knowledge and information from the material presented | | | | |
| 3 | I realize the importance of being in accordance with the material presented | | | | |
| 4 | I believe myself will be better, if he behaves according to material delivered | | | | |
| 5 | I can develop more positive behaviors after getting the material delivered | | | | |
| 6 | I can change behavior so that my life becomes more organized and meaningful | | | | |
| | Score Total Score | | | | |
| | Final= Earnings Score: Maximum score x 100 | | | | |

Category results:

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Knowing,

Head of PSU. WittayanusornSuratthani School

Guidance Teacher

Piya Chanasak

Angkana Kaewlek

Positive Thinking

1. Definition of Thinking

According to Elfiky, 2008 (in Dwitanyanov and Sawitri, 2010) positive thinking is a person's perspective and emotions that are more directed towards positive things, both those of him, others and the environment and the problems at hand.

2. Benefits of Positive Thinking

Based on the results of Herabadi's 2007 study (in Dwitanyanov; Hidayati; Sawitri, 2010) proving that negative thinking habits cause a person's low self-esteem. Positive thinking can make someone survive the things that trigger stress (Kivimaki et al., 2005, p.413 in Dwitanyanov; Hidayati; Sawitri, 2010). According to Fordyce (in Seligman et al., 2005, p.419 in Dwitanyanov; Hidayati; Sawitri, 2010), it is explained that an increase in the ability to solve various tasks or problems of an individual is influenced by positive psychological conditions in the individual. According to Hill and Ritt, 2004 (in Dwitanyanov; Hidayati; Sawitri, 2010) states that someone who thinks positively can give positive suggestions to him to face failure and arouse one's self motivation.

3. Characteristics of Positive Thinking Individuals Positive thinking individuals have certain criteria as follows:

- a. Believe in the power of God Almighty
- b. Avoid various negative behaviors such as arrogant, gossiping, pitting sheep and so on.
- c. Mobilize all the potential they have, someone has a perspective, goals and reasons for wanting something, when and how to get it.
- d. A person who has a positive belief and picture of something.
- e. Someone who can find a way out of the problem at hand.
- f. Learn from existing problems or problems being faced.
- g. Problems or difficulties that exist are resolved properly.
- h. Individuals who have confidence, love change and dare to face various life challenges.
- i. Individuals who have aspirations in their lives and fight for what they aspire to and patience in facing all challenges to achieve things that have been aspired.

- j. Having intelligence in socializing and helping others (Dwitantyanov; Hidayati; Sawitri, 2010)

4. How to always think positively:

a. Grateful

Don't focus on what you don't have. Try to remember the good things that belong to you, remember all the good things that have happened to you. Grateful for life and appreciate what you have is the first rule to always think positive.

b. Choose supportive friends

Sometimes, negative thoughts can also be contagious. For that, don't put yourself in the midst of complainers. Better, choose friends who always provide support, enthusiasm, and positive thinking every day. Sooner or later, you will feel their energy affect your spirit.

c. Eliminate drama

Have friends who are 'toxic' or always make your life full of drama? Leave them immediately. Staying with them can make negative thoughts stick to you constantly.

d. Take responsibility

Remember, you really cannot control what will happen. But you can always control your own thoughts, feelings, and actions. So, when something bad happens, tell yourself: "I am responsible for my feelings and thoughts, and I decide to feel happy and strong."

e. Change 'can't' be 'able'

This may require practice, but it can certainly work if you diligently apply it. Try to change the structure of your sentence, the negative becomes positive. For example: "Why is my job a mess?" to be "The results of my work this time are indeed unsatisfactory. But then I can definitely do better." If it continues to be applied, this can change your perception.

f. Doing good

Doing good to others can have a big impact on you. Remember when helping others to give a sense of happiness and satisfaction? That feeling can make you feel more positive.

g. Look on the bright side

Every situation always has two sides if you can find it. For that, try to look for

the positive in each situation. Focusing on the positive side of something will give you great strength to change things.

h. Rest

Everyone needs to rest and calm down occasionally. Resting can mean slowing down the steps when walking, ponder for a moment about what you have done, and refresh the mind from worrying and worrying.

i. Determine the purpose of

being a captain for yourself and your own desires is a must. Don't want to be swayed by the opinions of others about you. Decide what you want to do. Set your own standard. Following the path you decide yourself will give you high self-confidence.

j. Laughter

Whatever happens, don't forget to take time to laugh. Laugh at humor, funny movies, jokes made by your siblings or children. Laugh at yourself. Laughter can relieve stress and remind yourself not to be too serious when there is a problem.

IMPLEMENTATION OF CIVIL SERVICE AND SETTLEMENT CONSTRUCTION

PLAN

(RPL BK)

INDIVIDUAL (Meeting 2)

SEMESTER (1 / 2) LESSON YEAR 2018/2019

| | | |
|-----|-----------------------|------------------------|
| 1 | Name Conseli Visible | |
| 2 | Class / Semester | |
| 3 | Day, Date | |
| 4th | Meeting | |
| 5th | Time | |
| 6 | Place | |
| 7 | Symptoms / complaints | 1. 2. 3. |

Suratthani, 05 February 2019

Knowing, the

Head of the PSU. Wittayanusorn Suratthani School

Guidance Teacher

Piya Khanasak

Angkana Kaewlek

Description:

This document is confidential

Instrument for the Satisfaction of Counselors for Individual Counseling

Student's Name :

Class :

Name Counselor :

Instructions:

1. Read carefully
2. Give a check mark (V) in the answer column provided.

| No. | Aspects that are considered | Very Satisfying | Satisfying | Less Satisfactory |
|-----|---|-----------------|------------|-------------------|
| 1 | Acceptance of guidance and counseling teachers or counselors for your attendance | | | |
| 2 | Ease BK counselor or counselor to be invited to confide | | | |
| 3 | Your trust in guidance and counseling teachers or counselors in counseling services | | | |
| 4 | Problem solving services achieved through individual counseling | | | |

Suratthani ,

Students,

.....

Description:

This document is confidential



Student Activities

Name : Number:

Class:

| No. | Time and Date | Place | Activities | Score |
|-----|---------------|-------|------------|-------|
| | | | | |
| | | | | |
| | | | | |
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| | | | | |
| | | | | |

Suratthani, 05 February 2019

Knowing,
Guidance Teacher

Kaewlek Angkana

***differences lesson plans A. 1.1 (Thailand) and B. 1.2 (Indonesia)**

In my opinion the difference between lesson plans A (Thailand) and B (Indonesia) is very significant. for example, lesson plan A (Thailand) is easier to make, uncomplicated and easy to understand. besides that the advantages of this lesson plan are all the things listed in the 98% lesson plan are carried out during the learning process. The weakness of this lesson plan is not as complete as lesson plan B, lesson plan B is very complete from starting basic competencies and indicators.

The learning plan B (Indonesian) is very complete but difficult to understand. besides that this lesson plan is not all done according to the lesson plan, only 85% is done during the learning process.

5.3 Problem solving

- 1) **Problem** : I speak English and students sometimes do not understand.

Solving : Before I taught, I need to learn some words in Thailand language and sometimes, my teacher helps me to translates English to Thailand language again for making the students understand more.

- 2) **Problem** : Students are bored, inattentive, or unmotivated.

Solving : Choose a juicy theme to the lesson; one that the students can relate to and one you know they will enjoy. This will automatically give them some motivation and interest. After that, get to know your pupils and identify their interests and needs, then design your course accordingly

- 3) **Problem** : Some students take notes very slowly.

Solving : After teaching sent the Power point about the topic when we finished class for head of class and all of them can take note and study by themself again.

5.4 Classroom management

Offer praise, praise students for jobs well done, as doing so improves academic and behavioral performance, according to a recent research review and study. When it is sincere and references specific examples of effort or accomplishment.

praise can :

- 1) Inspire the class
- 2) Improve a student's self-esteem
- 3) Reinforce rules and values you want to see.

5.5 Others



Teaching Practice



Teaching Practice



Teaching Practice