### Appendix D: The Journal of Exemplary Teacher

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<tr>
<th>Exemplary Teacher: V6</th>
<th>Date: 20-3-2014</th>
<th>Value: Honesty</th>
<th>Skills: Intonation</th>
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<tbody>
<tr>
<td>What did you and your students do during the lesson? We talked about what honesty was and practiced intonation with ‘soft’, ‘loud’, ‘fast’ and ‘slow’ when instructed. [LEARNING OBJECTIVE] I explain and show that honesty means telling the truth about why an assignment was not submitted on time, completing paper without copying [APPLICATION]</td>
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| What are your personal reactions to the lesson? Ask questions that are easily understood and relating to the children. [Engagement] I gave real life scenario to everyone and make them tell me what actions they will take based on the value ‘honesty’. [IMPORTANTANCE] For example, the cause and effect of being dishonest, and what could they have done if given a chance. [APPLICATION] The way of speaking makes the difference, as more fluency and intonation could sound more persuasive, believable and lively. [VOICE & INTONATION] |

| What were the results of the lesson? What did students learn? Why do you believe this is so? They learned more about singing than knowing what honesty is and how they could be honest and etc. More time were spent on thinking how to bring the children to actually think about the value of the day, and how the value could impact them in different situations. [APPLICATION] |

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<tr>
<th>Exemplary Teacher: V6</th>
<th>Date: 23-3-2014</th>
<th>Value: Friendliness</th>
<th>Skills: Eye Contact</th>
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<tr>
<td>What did you and your students do during the lesson? We talked about what friendliness is; how to show that you are friendly,[LEARNING OBJECTIVE] why is it important to have eye contact and smile with others,[IMPORTANTANCE] The children shared their experience being the new students to a new environment. [PRIOR KNOWLEDGE] For activity, they practiced eye contact with a person standing in front, they practiced to smile [CHARMING] and wave hand and say hi energetically to the person in front. [ENERGY] They also had a short role play session to practice their eye contact, smile and voice to be friendly.</td>
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| What are your personal reactions to the lesson? The students were really participative and they followed through what I taught in the drama session into the assessment session. [ATTENTION] |
What do you think you have done well?
I made the children to show friendliness to the Beginner students as we talked about how we can help the new students to feel comfortable. They did well to welcome them. [APPLICATION]

What were the results of the lesson? What did students learn? Why do you believe this is so?
They were able to answer questions like how to be friendly and polite to others. [ENGAGEMENT] They were able to maintain good eye contact, at the same time they were energetic while waving hello. They perform better in a group compared to individual performance. [ENGAGEMENT]

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<tr>
<th>Exemplary Teacher: V6</th>
<th>Date: 24-3-2014</th>
<th>Value: Self-Acceptance</th>
<th>Skills: Linking</th>
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What did you and your students do during the lesson?
We talked about what self-acceptance is; [LEARNING OBJECTIVE] why do we need to accept ourselves- weakness and strengths. [IMPORTANCE] We shared about our strengths and weaknesses, and linked to quite a few values like courageous, caring, helpful, cheerful, and etc. [EXPLANATION] Activity was conducted in a game manner, see who can write as much strength as they can, then tell about how they can help others. [APPLICATION]

What are your personal reactions to the lesson?
The children were all participative. They shared about their weaknesses and some of them were quite embarrassed about their weaknesses [PROACTIVE] but after activity writing down their strengths, they told me that they shouldn’t compare with others because everyone is unique and they have their own strengths. [GROWTH] Ee Hang couldn’t catch up with the others, and there were a few times where he actually lost focus. He was quite ashamed when he found out that he had the least links on his paper. I talked to him and encouraged him that he is improving and that’s a good start. [ENCOURAGEMENT]

What do you think you have done well?
I have learnt that whatever I say means a lot to the students. [PROFESSIONALISM] If I pay enough attention to each of them, they feel proud of themselves. I will be careful about what I say, and must be positive to motivate the children. [PROACTIVE]

What were the results of the lesson? What did students learn? Why do you believe this is so?
They knew that they have a lot of strengths for them to be proud of. They also said that they should not compare themselves with others as they are unique as themselves. After the activity, I summarized how they can help others individually looking at each one’s paper, eg. wao Edward you can cheer others up with your strengths, Ee Hang you are very helpful,
you teach others how to play sports; [FEEDBACK] and all of them looked so proud that they can be contributive. They were all very participative. They understand the class well and could relate the story to themselves. [APPLICATION]

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<tr>
<th>Exemplary Teacher: V6</th>
<th>Date: 25-3-2014</th>
<th>Value: Equality</th>
<th>Skills: Responsiveness</th>
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<td>What did you and your students do during the lesson?</td>
<td>We talked about equality in gender and we should respect each other as both genders are equal. [LEARNING OBJECTIVE] We slightly touch on the need to be responsive. Then we had small games to get them play together, even they are of different genders they can still hold hands. [EXPLANATION] In addition, they had to do some Maths and be fast in their calculations.</td>
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<td>What are your personal reactions to the lesson?</td>
<td>I talked about the roles of parents are actually equal. I explained that even most fathers spend their time working outside to earn money, while mummies spend time taking care of the children, they are both equally important to the family. [EXPLANATION] I appraised students for good acting in drama session, especially Ee Hang for his good acting skill and confidence. [FEEDBACK]</td>
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<td>What do you think you have done well?</td>
<td>I changed the value of the boys and girls as all the way through the girls worth RM1, but boys RM0.50. I debriefed the session to tell them about both genders have their strengths and weaknesses and that why we need to cooperate and help each other; eg. 2 girls cannot get RM1.50 without the help of another boy (RM0.50). [ADVOCATE]</td>
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<td>I also related the “responsiveness” to their performance at school. Since someone has mentioned about losing opportunity. I asked questions like “when teacher at school asks, who want to join xxx competition, how many of you actually immediately raise your hand and grab the opportunity when you want it?” [EXPLANATION] Then, I also discussed with them how they could be more responsive? eg. listening, concentrate, confident and etc. [APPLICATION]</td>
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<td>What were the results of the lesson? What did students learn? Why do you believe this is so?</td>
<td>They find it easier to hold each others’ hands, except for Natalie, after the class. Initially most of them think that males are stronger than females, but later they agreed that both genders are equal and we should respect each other so it would live in harmony. [IMPORTANCE]</td>
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<td>Exemplary Teacher: V6</td>
<td>Date: 26-3-2014</td>
<td>Value: Caring</td>
<td>Skills: Classification</td>
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<td>What did you and your students do during the lesson? We discussed different types of pollution: what they are, what are the causes and effect of them. [LEARNING OBJECTIVE] Then, we had an activity to test their classifying skills to group different causes and effects to each category of pollution, by using action instead of words when giving answers. <strong>We demonstrated different sound of sound pollution together to increase their energy level.</strong> [ENERGY]</td>
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<td>What are your personal reactions to the lesson? I could explain the causes of pollution well and made Xi Jie to understand the topic better. [PROACTIVE] The students <strong>were very energetic and responsive to participate in the activity and making loud noise to show sound pollution.</strong> [ENERGY] I read up on some news regarding pollution and tell them how serious our environment is so that they could be more aware of the importance of saving the earth. [IMPORTANCE]</td>
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<td>What do you think you have done well? I can make them act out the causes of pollution instead of just me acting out alone to show. [BODY ACTION] That is more interactive and interesting for the children, and can lead to better understanding of the words. [ENGAGEMENT]</td>
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<td>What were the results of the lesson? What did students learn? Why do you believe this is so? The students gained more knowledge in this topic. For example, Xi Jie initially did not have much idea about certain words and causes of pollution, but after explaining and drawing it out to show him, he understood and could explain it back to us later. [GROWTH] For Melody she thought that volcanic eruption was completely a positive scenario and fertilizer does not cause water pollution, after discussing about it she could understand better.[GROWTH]</td>
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