

2. National Research Coordinator's Comments

- [00:00:28](#) In keeping with normal practice in Australia, the teacher has begun with a review of the lesson before—this time using prepared notes on the blackboard. Teachers also use worksheets, overheads, or textbook materials for this revision—or will spend some time checking homework.
- [00:06:18](#) The teacher has introduced the students to the lesson and moved fairly quickly into the practical session. He has posed the situation that the students will need to record their observations in a way that they are happy with. It's probably more common in Australia to give students a worksheet or a structure written down in their books. Working in groups of this size is normal practice.
- [00:10:58](#) The teacher has used humour, "panic merchants," to remind the students to persist a bit longer with the burning of the magnesium. It's a fairly complex procedure that the students are following, and the teacher has chosen to remind them of the procedure in this way.
- [00:13:49](#) Often, science teachers will demonstrate a more hazardous procedure and bring students to where the experiment is being carried out. In this way the students are exposed to the more complex and hazardous experiments that are significant in the learning process.
- [00:16:48](#) The teacher has neatly brought the low melting point property of sulfur to the students' attention by placing the material in the flame for only a short time. He is constantly asking the students to think about what he is doing, even though the students are not doing the experiment themselves.
- [00:18:28](#) The teacher has linked the material being learned in the lesson to the students' own experiences (with carbonated drinks).
- [00:26:44](#) Although the teacher wants the students to write their own summaries, he leads them through a discussion on the blackboard to prepare them for this. He takes this opportunity to highlight the significant parts of the lesson to guide the students.
- [00:28:57](#) The content of this lesson is quite advanced for a year-eight class in Australia—but it appears that the students are familiar with the language being used, and the teacher has high expectations of the students.
- [00:32:19](#) The lesson concludes with a clear set of instructions, i.e., describe the experiment and how do we tell the difference between metals and non-metals.