



MICRO-TEACHING



ORIGIN



A teacher training approach first introduced and refined at Stanford University in 1963.

WHAT IT IS



A short, focused teaching practice designed to help trainee teachers master one specific skill at a time.

HOW IT WORKS



The trainee teaches a mini-lesson to a small group of students (usually 5–10 learners).

DURATION



Each session is very brief, lasting only 5–10 minutes.

PURPOSE



Build confidence, refine teaching skills, and become a more effective educator step by step.



**SMALL STEPS TODAY,
EXCEPTIONAL TEACHING TOMORROW!**





MICRO-TEACHING SKILLS

Adda247



To develop strong teaching habits, trainees practice **individual skills** before using them in **complete lessons**.

1

INTRODUCTION (SET INDUCTION)



Begin the lesson by **grabbing attention** and **connecting** the new topic with what students already know.

2

QUESTIONING SKILL



Ask clear and meaningful questions that make students **think**, **explore** ideas, and **take part** actively.

3

EXPLANATION SKILL



Explain ideas in a **simple**, **logical** manner using smooth language so students **understand easily**.

4

STIMULUS VARIATION



Keep students interested by changing your **voice**, **expressions**, **gestures** and ways of **interacting**.

5

REINFORCEMENT SKILL



Appreciate and **encourage** students through kind words or gestures to boost their **confidence**.

6

ILLUSTRATION WITH EXAMPLES



Use examples, pictures, charts or models from **real life** to make difficult ideas **easier to grasp**.

7

BLACKBOARD WRITING SKILL



Write **neatly** and in an **organized** way on the board to help students see and **remember better**.

8

ACHIEVING CLOSURE SKILL



End the lesson by **reviewing** the main points and **highlighting** what students have **learned**.



MASTER EACH SKILL → IMPROVE EVERY LESSON →
★ **INSPIRE EVERY LEARNER!** ★



