

I have worked many camps and have coached kids from age four all the way to twenty-one years of age. However, whenever I go into a new lesson or a new experience such as teaching this pre-k class, I always get a tiny bit of anxiousness. I guess it is because of the unknown. I expected it to go well because I felt prepared and I worked hard at trying to cover all the details, but you truly never know how the kids will react to you or to your lesson, whether they will be tired, distracted, or just plain bored. For this reason, I always try to 'attack' my lesson with the same energy I would like in return. Even if they do not completely agree with or like the lesson, they will recognize that I have a passion for what I am doing and in my teaching. One aspect in my lesson planning that I was a little worried about was the allotment of time for my different tasks. I feel that until I get into my teaching career and get first-hand experience working with the lessons, it may be difficult to estimate how much time to give to each of the tasks.

Overall, I felt that my teaching experience went very well. I considered my lesson plan to be well thought out and it seemed to be structured long enough to ensure the fifteen minutes was covered with a sufficient amount of tasks. As was pointed out in the class, one can never be too dependent on their typed lesson plan. The lesson plan is structured in an idealistic fashion and should be used as a guideline. For instance, I had planned on eight students per group. One of the groups had five students, and the second group only ended up having four students. For the locomotion tasks I chose for the lesson, I could easily adjust to the lower numbers, but I know that won't always be the case with all activities, especially in working with higher skill-requiring tasks. I felt that I structured my tasks (and overall lesson) with enough flexibility that I was able to speed the different tasks up, or conversely spend more time on them if needed. In general, I

thought it was a very successful lesson. The main reasons I believe this is because a) the kids were moving the entire time, b) I encouraged them to use their imaginations, and c) they were enjoying themselves and exercising at the same time.

So one of the biggest realizations I made from this experience was to be over-prepared as opposed to under-prepared. Putting more work in on the front end will help make the lesson much more smoothly (even if it doesn't follow the typed document letter by letter or minute by minute). Also, it made me think a little deeper into the content of the lesson. Especially with this level of students, lessons must be extremely engaging for the kids to stay interested. It only takes 10 seconds of boredom for their minds to wander, and for their feet to follow. I felt that for the most part, the children were interested in my activities, but I think by the end they were getting a little tired. Although we all used different approaches, the four of us that taught on Friday had somewhat similar concepts of locomotion and pathways. Some of the children even mentioned that 'we have already done some of these games', so it was apparent that the kids catch on pretty quick. This is good, because it will keep us, as teachers, on our toes!

In going forward in my preparation as a teacher, I know there will always be a few areas needing improvement. One of my main objectives between now and the time I teach is to learn as much as possible about task design (organizational strategies and classroom management). I am not understating the importance of learning the actual content for the lessons, but I firmly believe that if I am going to be an effective teacher, I need to master everything 'surrounding' the lesson. I also feel that I need to work on being less verbose, and using more concise, straightforward communication with my students.