

Handwritten notes:
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Teaching Reflection

The lesson that I taught on Thursday, March 27th. I felt good about it. I thought the students responded well to me and the lesson that I had presented them with and that they did their best working through it. Overall, I felt that the lesson was well organized and that the tasks that I presented towards my students, that they responded well towards them. The tasks that I presented the students with in the gym with the long jump activities I felt were very challenging for them. In the lesson, the students were to help develop muscular strength and endurance by demonstrating various variations of long rope jumping. Many of the students did fine with the first couple activities, but I noticed that Issac, Isiah and Ben struggled quite a bit on being able to understand and accomplish the concept of long rope jumping. While observing, I noticed that a lot of the students were doing a very good job of continuously being active and moving around as well. As the lesson progressed, the jumping was getting easier and easier, so I decided to change up a little bit to both challenge them and make the lesson more interesting and fun. To do this, I applied a ball into the activity. Where one person would be jumping and the other person had to throw the ball back to their partner while jumping over the rope. The students loved the challenge. As I looked around, students were doing all different kinds of variations as the lesson progressed with using the ball. It looked both challenging and fun at the same time. Many students were at different developmental levels as well, a perfect example would be Ben, Isiah and Issac. They had trouble doing the exercise with the ball, so I had them just jump and do different variations with that. It was perfect because it was challenging and they loved doing it as well.

I feel that my explanation and demonstration during the lesson was very effective. Before, I introduced the lesson for the day to the students in the gym with the jump ropes. I went over each different jump to the students. I helped demonstrate the correct way and form to jump correctly and effectively using the long jump ropes. I also had the fellow teachers demonstrate it as well, which also helped. At the beginning I helped explain to the students what parts of the body, jumping rope would help. I think that my demonstration was effective, because as I was observing the students during the lesson, they all demonstrated to jump rope with the correct form. Based on this fact alone, I feel like I did a good job explaining and demonstrating the different types of jumps.

My feedback was effectively provided back to my students throughout the lesson. If a student was doing the jump with the wrong form of with a chance of getting injured, I made sure to give corrective feedback to the best of my ability to the students. The other teachers helped out well at each station with the students also. The one positive thing about giving feedback, is that the students listened effectively and then demonstrated the correct form from that I, as a teacher gave back as feedback. I also made sure to let the students know that they were doing a good job through out the activities. The more I provided feedback, they more they kept wanting to please me and keep doing better. As a teacher, when one of your students tries to do their best for you, it makes you feel really good about teaching.

If I was to re teach this lesson, I would adapt more of the exercises to the students needs, since it was their first time doing the long rope jumping activities. By doing this, it would also adapt to Ben, Issac and Isiah's needs as well. I would have also provided music throughout the whole lesson, because during the community jump rope, the students seemed to have more energy when the music was playing.

Throughout the lesson every single student comprehended or learned the material I was presenting them differently. All of these students learn differently and at different rates. This principle is known as “individuality”, which helps state that students all develop at different rates. When I described the lesson, you could see that every student was comprehending it different speed. After I explained it, some of the students hopped right on in and started jumping. Many of these students learned better visually, auditory, or kinesthetically. Many of the students learned better when I showed them how to do the jump or how to swing the rope, others learned better when they saw the other teachers demonstrating the jumping.

Motivation in the classroom is huge, especially in physical education classes. However, I never noticed any of these students down through out the lesson. They all seemed to be pretty motivated to perform their best while doing the different variations of the jump rope activities. Their confidence suddenly grew when I told them they were doing an awesome job or when they could do the jump without messing up . I put them in groups to help them use peer motivation. Competition and peer motivation are great tools for the classroom. They bring out the best of everybody.

Many of the students learned at all different speeds. A lot of the exercises we had to adapt for some of the students. The main exercise we had to adapt to their needs was the ball exercises. A lot of the students were able to do it, but many had trouble performing the jumping movements while also trying to catch and throw a ball at the same time. To adapt this, we had the students just work on the jump roping variations on two legs and one leg. A lot of the students required more attention detail then some of the other students. But this all helps explain individuality, uniform sequence and neurological maturation also.