Micro Lesson Reflection #1

Katie Horrell

Fontbonne University

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**Comfort in Teaching**

Prior to the Micro Lessons in Methods in Teaching FCS, I have had no real experience preparing rubrics or formally teaching. I have had the experience of teaching friends and family members a thing or two about nutrition, food preparation, and food sanitation (much to my parents’ dismay) on an individual level.

The weekend before my first Micro Lesson, I admit to being quite uncomfortable with the idea of public speaking. There’s something about speaking in front of a group of people that gets me jittery, even when all logic points to the simple fact that everyone else is most likely nervous too. When speaking in front of any group, no one is likely judging you more than you are judging yourself. Once we split into our groups for the Micro Lesson, I felt a little more at ease. Everyone was very encouraging to one another and I could breathe a sigh of relief because I knew my classmates where all extremely supportive people. As I began I felt my nerves kick in and it felt awkward at first, but after I got past the first few sentences, my nervousness faded. After the experience, I was almost disappointed that I didn’t get to go further into my lesson. I felt like once I got past the first few moments of speaking, that I was ready to continue teaching the lesson, and honestly, I was surprised with myself at this!

**Subject Knowledge**

Before creating my lessons, I thought of subjects that would interest athletes of all sorts. Energy requirements is one subject of sports nutrition that came to mind automatically. From my experience, athletes are either very interested in learning how much fuel they need, eat under their needs, or have the mentality that they can eat whatever they want because they’re an athlete. For this reason, I thought calculating energy needs would help athletes who need to maintain, gain, or lose weight. During the lesson, I think it was important for someone with experience calculating energy needs to be instructing the athletes how to calculate their needs, guiding them along step by step. Athletes can easily be given these equations but without instruction and explanation of how to use the equations, athletes may not get the full benefit of using the Harris Benedict Equation. Without full explanation of this equation, human error and lack of interest can occur, therefore the equation might not be helpful at all!

After my first micro teaching, I received some feedback from my audience that I found useful for my next micro teaching. My audience appreciated hearing how to figure their calorie needs based on a scientific approach. They felt a sense of comfort knowing that this approach was a formula based on scientific evidence. The students also felt that it was extremely relevant to college athletes, because athletes are focused on their practice and not always on how to fuel before practice, or refuel, with the proper amount of energy.

**How to Improve**

Since this was my first real teaching experience, I believe I have a lot to work on to improve my teaching skills. Overall, I think three main things I need to work on are: the ability to be comfortable while speaking, making eye contact with students, and explaining instructions clearly.

In order to be comfortable while speaking, it comes down to setting my nerves aside and trusting my ability. One thing I could do before teaching is breathe deeply, do yoga, or lift weights at the gym. These are all things that help me release built up energy, which could be one cause of my overwhelmed state of mind before teaching. Another thing that might help me feel more comfortable with my teaching material is practicing giving my lesson out loud. I did practice this strategy prior to micro lesson number one, but I could have started practicing sooner in advance in order to feel even more confident in my abilities.

Making eye contact with my audience is also important when teaching a class. This keeps students engaged and more likely to participate in the lesson. I do not typically have issues looking people in the eye unless I’m nervous, therefore, the solutions to this issue would be very similar to the ones above. Calming my nerves is extremely important for me to produce a good lesson!

In order to explain instructions clearly, I need to remember to speak loud enough for my audience to hear, and speak at a pace they can easily follow. Something I often deal with when speaking in front of a group is speaking too quietly. A member from my micro teaching said she has never had trouble speaking loud and clear because her job requires her to talk over music to older, sometimes hard of hearing, customers. She suggested I pretend my audience is a little hard of hearing, until I get used to what level I find appropriate to talk at. For me, my version of a loud-voice is probably just right for the back row of the class!

I have several strengths and several weaknesses when it comes to teaching to an audience. Building upon the strengths is a matter of both confidence and practice! I look forward to continuing to build throughout this semester.