Micro Teaching Reflection #2

Katie Horrell

Fontbonne University

Micro Teaching Reflection #2

**Comfort in Teaching**

I have to admit that the second time around wasn’t half as bad as the first. Since Micro Lesson #1 was already over, I didn’t spend the same amount of time sweating it as I had the first time. Before class I tried to have an idea in my head of what to say with the slides and activity that I planned for the class, without over thinking it. I felt comfortable, but with a bit of nervousness lingering. During the lesson, I kept in perspective that everyone else was on the same boat, and that audiences are far less critical on teacher performance than the person teaching! I felt a weight lifted off my shoulder after I began talking. This time around, it took me almost no time at all to feel comfortable once I began the lesson. After the lesson I felt confident that, if nothing else, I had improved upon my comfort level while speaking to the class.

**Knowledge of Subject in Relation to Learners**

In the second micro teaching, I felt the need to cover a subject that all athletes and physically active college students could relate to- the need to snack! Of course, my lesson had an emphasis on making the best choices on convenience foods and how to spot a healthy protein bar from a not-so-healthy one. Prior to the lesson, I felt like an expert in the convenience food department, due to my 8 hour shifts at a health food store over the weekends and being a full-time student. I knew that student athletes could relate to wanting to fuel their fitness, yet have it be as convenient as possible. During the lesson I reviewed correct proportions of carbohydrates, proteins, and fats for snacking. The students appeared vary engaged, and offered many ideas of their own that fit the healthy snacking criteria we discussed as a class. After the lesson, I received my Micro Teaching Observation Form from all the observers, and got multiple positive comments on the snacking guidelines and the protein bar comparison activity.

**How to Improve**

 Ironically, the number one thing I would like to improve on is not something I received feedback on from my peers. I would like to continue to work on my public speaking ability. Specifically, being able to speak at the appropriate level for my classroom to hear, and learning how to use my nervous energy in a productive way. There was a lot of recommendations from my peer observers that I found very useful, as well. A comment I received a handful of times from my peer observers was to focus on snacks that guys would eat. I like to think that foods aren’t gender specific, but unfortunately, there’s a reason behind my peers making this comment. I have a great example of the gender divide in certain foods that came about during National Nutrition Month®. I was part of the snack team in National Nutrition Month®, passing out functional foods as quick snacks options. On the third week, dark chocolate was our functional food. To my team’s surprise, almost no guys participated in the snack tasting that week. Most males that passed by turned down the snack! In other words, in the future, I will pay more attention to the perceived *feminine* foods listed in my suggestions for snack options. Although there are several things that I would like to continuously improve on, I know that practice makes perfect. The more practice I have teaching, the more I can improve and become confident teaching.