

From the beginning of the semester when we started at Doolittle, I believe I made great progress in my abilities as a future PE professional. At the beginning of our experience at Doolittle, I was struggling to find my voice and even being comfortable involving myself in instructing the students. Most of the time I kind of just stood there next to the students, trying to find something to say to them that would help them set or bump better, but I could not come up with anything that would have any real impact. Most of the time I knew what the student was doing incorrectly, and I knew what the end result should look like, but I just did not have the voice to prompt them to adjust something. As the weeks went on, I found myself interacting with more of the students once I started to figure out the teacher student dynamic and I realized the only thing limiting my ability to succeed in this environment was myself, as usually is the case. As I started getting more comfortable in the support role for Mr. Daly, we switched to the teaching role, which I believe overall went better than I expected. At first, like with the support role, I had trouble finding my voice and being confident in front of a group of people, but once again I realized that all the kids were a quarter of my size, and I really had no reason to limit myself. As the teaching went on, I got more comfortable instructing the students on the various skills of golf, but also I got better at creating a connection with the students. I realized that most of the students are coming there to have fun, and unfortunately, us being there kind of limits that. When students see a lot of people they aren't familiar with come in and take over their gym, they will inevitably feel less comfortable being themselves around those people. So, to counter this, I tried talking to the students in my group about basically everything. What sports they like, their shoes, their classes, videogames, food, etc. This got a lot of the students to open up and be more expressive, even the ones that were really introverted and shy. I didn't want any of the students to feel like they were being held back because we were there. I also believe doing this helped the students with actual tasks too. When students realized this was a safe environment to have fun, a

few groups I had actually got really competitive with their peers, especially at the mini golf stations. This way of teaching does not work for all types of students though. For example, one group I had was pretty calm and normal until I got them to open up about their interests. That was not the bad part, though. The problem was that as soon as they relaxed more and realized this was a safe environment to be themselves, they became dead set on doing what they wanted to do, like hitting the golf ball as hard as humanly possible. In the future, I will make sure to establish that we still have a teacher student relationship, and I am not there to be a chaperone as they go off and cause havoc throughout the gym. Overall, I think I vastly improved from where I was at the start of the semester, with trying to find my confidence to get involved and struggling with my voice in front of a group of people, and I ended up with a pretty good experience that taught me a number of lessons on how to best interact with students and promote learning to the highest degree.