



EPHE 352 Microteaching – Squash to Mt. Doug Students

Brad Hart Cole Dagg Nathan Stewart Sean
Charbonneau

Table of Contents

<u>TEACHING RATIONALE</u>	<u>3</u>
<u>LESSON PLAN ONE</u>	<u>4</u>
<u>LESSON PLAN TWO</u>	<u>7</u>
<u>LESSON PLAN THREE</u>	<u>10</u>
<u>LESSON PLAN FOUR</u>	<u>13</u>
<u>REFLECTIONS</u>	<u>16</u>
COLE DAGG REFLECTION ONE	16
COLE DAGG REFLECTION TWO	17
BRAD HART REFLECTION ONE	18
BRAD HART REFLECTION TWO	19
NATHAN STEWART REFLECTION ONE	20
NATHAN STEWART REFLECTION TWO	21
SEAN CHARBONNEAU REFLECTION ONE	23
SEAN CHARBONNEAU REFLECTION TWO	24
<u>COMMUNICATION AND ACTIVE TEACHING FEEDBACK</u>	<u>25</u>
STUDENT TEACHER: COLE DAGG LESSON: 1	25
STUDENT TEACHER: COLE DAGG LESSON: 4	27
STUDENT TEACHER: BRAD HART LESSON: 2	29
STUDENT TEACHER: BRAD HART LESSON: 3	31
STUDENT TEACHER: SEAN CHARBONNEAU LESSON: 1	33
STUDENT TEACHER: SEAN CHARBONNEAU LESSON: 3	35
STUDENT TEACHER: NATHAN STEWART LESSON: 2	37
STUDENT TEACHER: NATHAN STEWART LESSON: 4	39

Teaching Rationale

Our lessons were focused to be an introduction to squash. We planned to teach the students the basic rules, how to serve, a forehand, a and a backhand hit. In our first lesson we focused on serving and the basic rules of squash. As these lessons were intended as an introduction we kept the level fairly low. The main focus of the first lesson was serving as it would let students be able to start a game. As well as basic rules and serving we stressed the importance of movement throughout the court.

In the second lesson we worked more towards playing a traditional game. The focus of this lesson was to hit a forehand. By moving beyond just the serve students were able to move into more gameplay. Again we stressed movement in the court, such as returning to the T after making a hit.

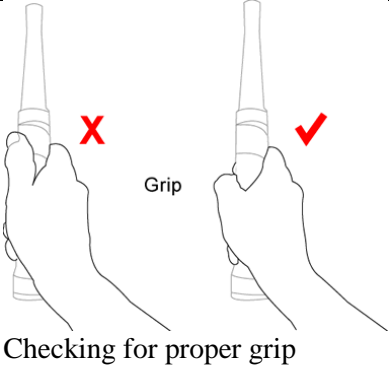
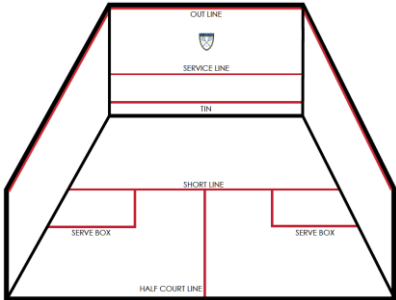
Lesson three worked in the backhand. Backhand is effectively an extension of the forehand, so it allowed students to play a fuller game. As each lesson has built upon itself to this point it was easy to add in previous points and keep building to gameplay. At this point the students were able work into a full game, applying the serve, forehand, backhand, and movement within the court.

The fourth and last lesson was a culminating lesson. We had taught serving, forehand, backhand, and basic rules so we were able to move into gameplay. This lesson worked to enforce the points of the game. We created a mini circuit of games that would allow students to apply the skills we had taught. Cut-throat allowed the students to play a controlled game that would apply game skills. Squash-Bump allowed students to use control to keep a rally going. The serving game had students focus on the serving skill from the first lesson, with the added pressure of time.

Each lesson worked to the goal of setting up the students to be able to play a game of squash. All of the lessons stressed working together in a cooperative rally so students will be able to work with another player.

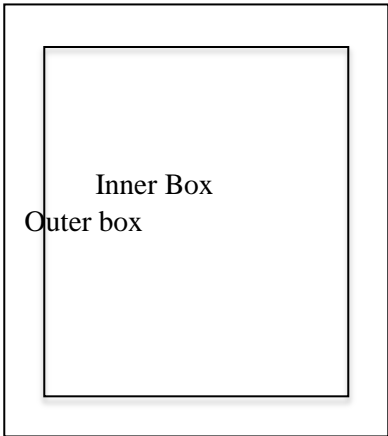
Lesson Plan One

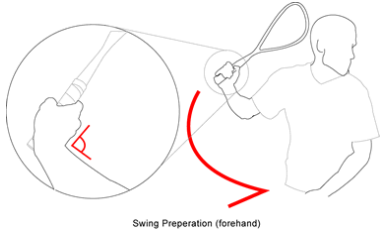
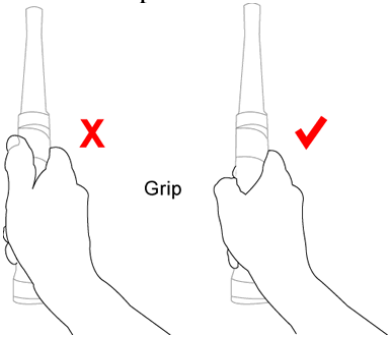
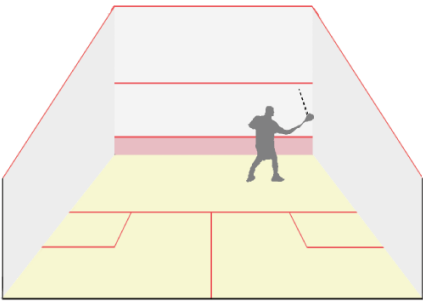
Class: Mount Doug PE Unit: Squash Lesson <u> 1 </u> of <u> 4 </u>	Lesson focus: Serving Equipment: 15 cones, 15 pinnies, 15 racquets, 15 balls, 15 glasses, 10 pinnies Written by: Cole Dagg, Brad Hart, Nathan Stewart, Sean Charbonneau	
Learning outcomes: TSWBAT... P: Serve P: Serve Return C: Understand service rules C: Understand boundaries of court A: Maintain Co-operative Rally A: Work in court with partner/opponent safely		
Introductory Phase (include time) Students will play Gecko tag. Each student has pinnie tucked into pants/shorts. In pre-determined area students will move about the area trying to take away other players pinnies. Once players have their pinnies removed players must stand in the place they lost their pinnie. They now must stand still and lunge to try and get other players pinnies. Time: 10 min	Organizational arrangements All of the students will have to stay within the designated area set by the cones. This will be approximately half the basketball court depending on the number of students. Area will change and get smaller if game ends quickly to make more challenging. Once I am done explaining I will get everyone to grab a pinnie and spread out in the play area. Diagram of area and students: <div><div>O</div><div>i</div><div>i</div><div>i</div><div>i</div><div>i</div><div>i</div><div>i</div><div>O</div></div>	Teaching Points/Cues Must stay within the boundary. When out can only pivot with one foot. Defending your tail is key When tail is gone, focus on lunging (as if with racquet in hand) to grab more tails.
Body Students will be first explained basic rules, grip, and stance. Rules: <ul style="list-style-type: none">Ball must hit the wall, then can hit any wall, and must be returned after it hits the floor.Serving player switches side	 Split Group in half (so each group works in pairs). Sean will take half, Cole will take half. Move players into courts	 Stance: feet shoulder width apart, weight mostly forward, hands up. “Ready stance” Grip: Hammer, “V” is facing slightly towards midline of body Rules: Hit wall first

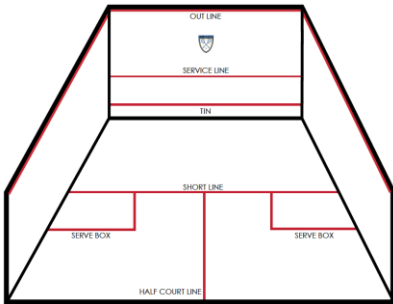
<p>every point</p> <ul style="list-style-type: none"> • Single serve – no fault/second try • Front wall first <p>Grip: Hammer grip</p> <p>Stance: standard “ready position”</p> <p>Students will be shown how to serve and serve return. Students will then be taken into courts in pairs to serve and serve return.</p> <p>Time: 15 min</p>	 <p>Checking for proper grip</p>	<p>One bounce</p> <p>Inbounds on all service lines on the front wall</p> <p>Server returns to T after service</p> <p>Server has to have at least one foot in service box</p> <p>If ball hits line it is considered out</p>
<p>Culminating Phase</p> <p>(testing of student outcomes i.e. application)</p> <p>Place students in partners in a court.</p> <p>Co-operative rally using only forehand for 5, 10, 15, 20 hits. As each mark is reached rally turns competitive.</p>	 <p>Co-operative rally, recalling service rules, and only using forehand.</p>	<p>(provide the cues, these will also be the focus of your feedback)</p> <p>work together!</p> <p>Choose the appropriate ball for skill level.</p>
<p>Closure</p> <p>Review stance, grip, basic rules, and serving/return technique.</p> <p>Look Forward to Forehand in two weeks.</p> <p>Questions:</p> <ul style="list-style-type: none"> • What must the ball hit first on a serve? Front wall • What is the grip called? Hammer 		<p>Check understanding through questions</p>

<ul style="list-style-type: none"> • Where must the serve go off the wall? Into opponents box • Where is the best place to move after hitting the ball? To the “T” <p>Time: 10 min</p>		
--	--	--

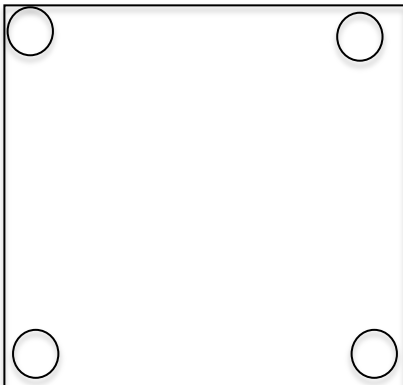
Lesson Plan Two

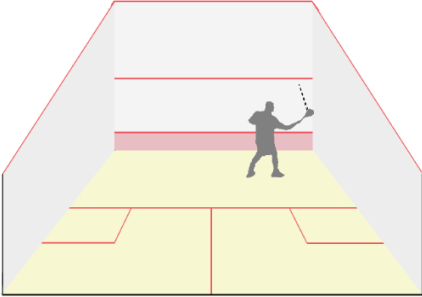

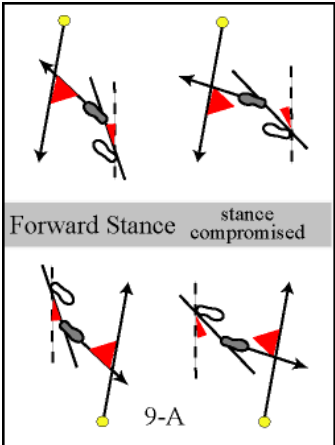
Class: Mount Doug PE Unit: Squash Lesson <u> 2 </u> of <u> 4 </u>	Lesson focus: Forehand Equipment: 15 cones, 15 pinnies, 15 racquets, 15 balls, 15 glasses Written by: Cole Dagg, Brad Hart, Nathan Stewart, Sean Charbonneau	
Learning outcomes: TSWBAT... P: properly perform a forehand stroke P: control forehand at different ball speeds C: select appropriate level of power when hitting ball C: choose when to use forehand A: maintain co-operative rally A: work with partner during reciprocal teaching		
Introductory Phase (include time) Time: 8 min 2 Box tag. One box inside another. Inside box is a game of tag (two foot jump, one foot jump, skip, jog) with one person it. Once tagged students step out of box and do: a) jumping jacks b) burpees c) push ups then return to inside box.	Organizational arrangements Describe how students will be organized e.g. group size, spatially in the gym. (provide a diagram) 	Teaching Points/Cues Focus on movement inside and out. Do movements quickly to get back into game.

<p>Body</p> <p>Review basics of serving and serve return.</p> <p>Focus on Forehand. Include “ready position”</p> <p><i>Guided discovery</i></p> <p><i>Aim: forehand hit in squash</i></p> <p>1) <i>how many ways can you hit a squash ball?</i></p> <p><i>Forehand, backhand, overhead, serve</i></p> <p>2) <i>how would you get to a ball that is out in front of you?</i></p> <p><i>Move feet, lunge</i></p> <p>3) <i>if you have to reach to get a ball, where are you going to want to hit the ball?</i></p> <p><i>Up</i></p> <p>4) <i>why would you want to hit the ball extra high when you have to reach to get it?</i></p> <p><i>Allows for time to get back into position</i></p> <p>5) <i>how can you reach and hit the ball that is out in front of you and hit it up at the same time?</i></p> <p><i>Forehand!</i></p> <p>3 main points of forehand</p> <ol style="list-style-type: none"> 1) Step with non-racquet hand 2) Open upper body 3) Rotate shoulders as hitting the ball 	 <p>Swing Preparation (forehand)</p> <p>Swing preparation. Depending how hard you want to hit the ball will depend on how far your back swing is.</p> <p>Review Grip:</p>  <p>Grip</p>  <p>Work on forehand keeping the ball up.</p>	<p>(provide the cues, these will also be the focus of your feedback)</p> <p>3 points of forehand</p> <p>Swing strength in relation to ball position</p> <p>Work together with partner!</p>
---	---	--

<p>1) Practice hitting ball at various distances off wall.</p> <ol style="list-style-type: none"> 1) begin at 1 pace 2) progress to 2 paces 3) back off to 6 paces and let ball bounce once <p>2) Partner step forehand progression</p> <ol style="list-style-type: none"> 1) arrange students in partners 2) have students stand 2 steps away 3) partner A drops the ball 4) partner B will lunge forward and forehand the ball 5) ***Partners work together to give each other cues*** 		
<p>Culminating Phase</p> <p>(testing of student outcomes i.e. application)</p> <p>Place students in partners in a court.</p> <p>Co-operative rally using only forehand for 5, 10,15, 20 hits. As each mark is reached rally turns competitive.</p>	 <p>Co-operative rally, recalling service rules, and only using forehand.</p>	<p>(provide the cues, these will also be the focus of your feedback)</p> <p>work together!</p> <p>Choose the appropriate ball for skill level.</p>
<p>Closure (next lesson, reinforcement of concepts e.g. questions)</p> <p>Review serving points</p> <p>Review basics of forehand</p> <p>Look forward to backhand next week!</p>		<p>What are three important things with a serve?</p> <p>What foot will you step with when hitting a forehand?</p>

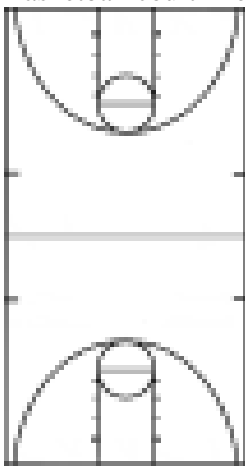
Lesson Plan Three

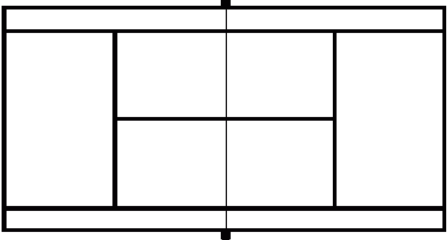
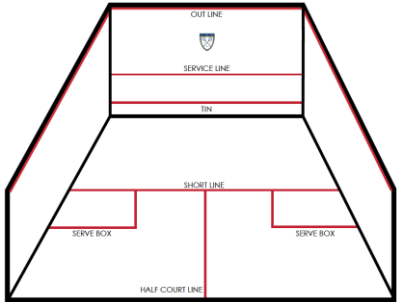
Class: Mt Doug PE class Unit: Squash Lesson <u> 3 </u> of <u> 4 </u>	Lesson focus: Backhand Equipment: 4 hula hoops, 20 bean bags, 15 racquets, 15 balls, 15 glasses Written by: Cole Dagg, Brad Hart, Nathan Stewart, Sean Charbonneau	
Learning outcomes: TSWBAT... P: properly perform a backhand stroke P: control backhand at different ball speeds C: select appropriate level of power when hitting ball C: choose when to use backhand A: maintain co-operative rally while agreeing with who gets a point during game play A: work with partner during reciprocal teaching		
Introductory Phase (include time) Bean Bag Shuffle: Group was split into four teams, each team having their own hula hoop with five bean bags in them. When the start signal is given the students have 1 minute to get as many of the other teams bean bags in their own hula hoop. At the end of the minute the team with the most bean bags wins. For the next round everyone makes sure there are 5 bean bags in each teams hoop. Every round, the movement in which the students need to do to move around changes: Jogging Hopping on two feet Hopping on foot Bear Crawl Etc.	Organizational arrangements Hula hoops are placed on each corner of the service box of the tennis court. 5 bean bags placed in each hoop. 	Teaching Points/Cues Encourage students to stay moving. Make sure students know how to do the specified movements. (eg. Bear Crawl) Make sure they understand the boundaries.

<p>Body</p> <p>Began backhand skills.</p> <p>3 main points of backhand</p> <ol style="list-style-type: none"> 4) Step with racquet hand 5) Open upper body 6) Rotate shoulders as hitting the ball <p>1) Practice hitting ball at various distances off wall.</p> <ol style="list-style-type: none"> 4) begin at 1 pace 5) progress to 2 paces 6) back off to 6 paces and let ball bounce once <p>2) Partner step forehand progression</p> <ol style="list-style-type: none"> 6) arrange students in partners 7) have students stand 2 steps away 8) partner A drops the ball 9) partner B will lunge forward and forehand the ball 10) ***Partners work together to give each other cues*** 	 <p>work on back hand with self against the wall.</p>  <p>Appropriate angles to hold raquet</p>  <p>footwork for hitting backhand</p>	<p>Wide low stance (ready position) Racquet parallel to the wall Racquet side foot forward</p>
<p>Culminating Phase</p> <p>Move into games of Cut-Throat and a line rally.</p> <p>Line-Rally</p> <ul style="list-style-type: none"> • Have students line up on the T • First student hits the ball off the wall • Second student then steps in and keeps rally going • Each player returns to the back of line once they have hit the ball 		<p>Promote fair play in line rally: Work together Move quickly to back of the line</p> <p>Cut-Throat Focus on serving skills Return to the T in gameplay</p>

<p>Cut-Throat</p> <ul style="list-style-type: none"> • Small one v one game • Play to three points • Winner stays on the court • Winner keeps the serve 		
<p>Closure</p> <p>Questions:</p> <p>When would you use a backhand?</p> <ul style="list-style-type: none"> • To reach ball on opposite side of racquet <p>3 main points of backhand:</p> <ul style="list-style-type: none"> • Step with racquet foot • Ready position • Racquet parallel to the wall <p>Where do you want to move to on the court after hitting the ball (forehand/backhand)?</p> <ul style="list-style-type: none"> • The T 		<p>Promote students to get to answer without answering for them</p> <p>Describe actions along with correct answers</p>

Lesson Plan Four

Class: Mount Doug PE Unit: Squash Lesson <u> 4 </u> of <u> 4 </u>	Lesson focus: Gameplay Equipment: 15 racquets, 15 balls, 15 glasses, 5 targets Written by: Cole Dagg, Brad Hart, Nathan Stewart, Sean Charbonneau	
Learning outcomes: TSWBAT... P: Properly perform a forehand, backhand, and serve within gameplay. P: Move throughout court, and back to T. C: Choose which hit to use when ball comes back in gameplay. C: Recall the rules of play. A: Keep co-operative rally going, before changing to competition A: Play fairly within the rules, while refereeing each other.		
Introductory Phase (include time) 3 min for each game. Alligator in the swamp The first group is lying on their stomachs (alligators). The second group are the runners. On the go signal the runners must run across the playing area to the opposite line in order to be safe from the alligators. The alligators leave their circle to chase the runners. If the runners are tagged by the alligators they must sit out until the next game. Repeat this from the other side of the playing area each time. When 3 to 5 people are left, start again. Octopus tag One person is it starting at the middle of the playing area. Students have to get from one side to the other side without getting tagged. If a person is tagged they become seaweed and can tag people running by but they can only pivot one foot at a time to tag others.	Organizational arrangements Alligator tag Use basketball court lines, the “swamp” is the three point line. Octopus tag Use tennis court service box for edge of area. Chain tag Use tennis court service box for edge of area. Basketball court lines for boundaries.  Tennis court lines for boundaries.	Teaching Points/Cues Encourage students to keep moving within each small game. Make space smaller if desired movement is not happening. Promote “safe” tagging

<p>Chain tag Once person starts it and as they tag people they have to link arms becoming connected. Staying within the given boundaries. Once they have tagged and become a group of four they can split into two pairs and continue to tag people.</p>		
<p>Body Give few min to get upstairs to courts.</p> <p>8 minutes of play-time for each rotation giving enough time for explanation and time to rotate.</p> <p>3 court rotation with different style of game in each court.</p> <ol style="list-style-type: none"> 1) Cut-throat Play to 3. Winner stays on, loser swaps out. Full rules. 2) Squash-Bump! Groups of 3. Line up and play A begins by putting ball in play. Player A then runs to the back of the line. Player B Plays the ball (hits it off the wall as if in a game). Player B then runs to the back of the line. Player C then plays the ball in the same fashion. When one player hits the ball out, they are out and the other two players immediately being playing a game. 3) Target Serve. Each student gets 1 minute to serve the ball as many times as possible at the targets to accumulate points. Other students in the court will help get stray balls. 	 <p>Short games, while keeping in mind all the rules and skills learned so far.</p>	<p>Cut-Throat Fair play! Keep games moving</p> <p>Squash bump Safety! Look out of each other Keep rally going as long as possible</p> <p>Target serve Proper serve vs. going fast Everyone help out the player shooting.</p>
<p>Closure Bring students in.</p>	<p>Arrange students in a court so they are</p>	<p>Encourage questions!</p>

<p>Ask questions: How many ways to hit a squash ball? Rules for serving? 3 things that are important in forehand? Backhand? How the games played today relate the skills we have learned.</p>	<p>all looking at teachers. Keep contained in a court to limit distractions.</p>	<p>Help students achieve correct answer.</p>
---	---	---

Reflections

Cole Dagg Reflection One

Date: October 28/ 2013

Lesson: 1

Peer: Brad Hart

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Introduction and Serving

Warm-up

The warm-up over all went pretty well. I think the majority of the students had a good time playing the game. I did mention picking up the pinnies when explaining the game; I maybe should have emphasized it a little more to make it clearer that it is dangerous to have the pinnies on the floor.

It was hard to get some of the students to get moving and get into the game as they didn't seem like they really wanted to be there. Should think of some ways to get people moving in the game for future references. In this case we made the size of the game area smaller, by doing this it made them move around more.

Using a whistle is new to me. Should have spent some time at the beginning explaining what the whistle meant. This will be easier when I have my own class and we can explain the rules at the beginning of year and stick with it.

Body

It was difficult having the pin pong class right there the whole time. When explaining this we tried to have the student's backs to the other group so they could focus more on what we were saying.

We let the students pick whom they were going to work with. This way they got to work with someone they were comfortable with while learning a new sport. As Brad said, could have been a good idea to switch up the partners to give them some better practice and variation.

Should have been more aware for students clothing in the court and get them to put it outside. One guy had headphones hanging from his pockets, I asked him to put them outside on the bench.

It was hard to keep an eye on everyone at once but I tried to move around as much as possible, checking to see if students were staying on task and helping where needed.

When showing the lines on the court. Make sure that everyone can see where I am pointing. Also when showing how to do the proper grip, I quickly glanced to see if everyone understood; maybe I should have walked around to check more carefully.

Closure

At the end of the class got everyone to come in and checked for understanding with questions based on what we learned about the grip, serving, and serve return.

As Brad stated, would have been a good idea to teach the students how the equipment is put away properly and get them to do it. Saves time for the teacher and teaches them how to take care of equipment.

Cole Dagg Reflection Two

Date: November 2/ 2013

Lesson: 4

Peer: Brad Hart

No. Students: 10

Grade: 10

Main Lesson Activity: Squash – culminating day of skills

Warm up

For the first warm-up I asked if someone wanted to volunteer, no one said they would so I got the person who was trying to get other people to volunteer be it. Josh had brought a glass of water into the field house. I asked his to place it over on a table outside and well away from the boundaries.

The basketball court was a lighter colour around the tennis court and was hard to see. So for the first game it may not have been clear. For the explanation of the second warm up I clarified that the boundaries were the darker tennis lines. May have also been good to go over what a safe tag consists of. By this age I would hope they would know; however, always good to reinforce.

For the first game I think the students were a little unclear when to start but we fixed that quickly for the next two games.

When explain the rules for the games and throughout the day I tried to make sure that no one was talking or distracted by other.

Body

As Brad said, it would have been a good idea to give a demo for the squash bump game, as it was a game they had not played yet. More time in the class would have helped with this. I did end up going to the court to make sure they knew what they were doing.

We did not think about that the target practice game would need their own timer. After realizing this I gave them my watch for them to use as a timer, giving one student the responsibility of keeping time during another students trial.

Once again there were students who had sweatshirts in the court. I should have got them to remove them for safety reasons.

By giving one of the groups a bouncier ball, it had the more challenged students more evolved as well as forcing the more advanced students to maintain control of the ball.

Closure

At the end got everyone together, and checked for understanding with questions to what each game had in relation to the skills that we had taught them over the four lessons. Two of the students were talking so I waited for them to stop before I continued talking. Maybe I could have aimed a question at one of them and got them to try and answer.

Brad Hart Reflection One

Date: November 25/ 2013

Lesson: 1

Peer: Cole Dagg

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Forehand

Warm-up

I would say the warm up was alright. It went a little smoother than the first lesson, however, still struggled a bit to get everyone moving. It was a little different for me to adjust to the Mount Doug students compared to working with our class. My explanation of the tag game was a bit vague and could have been better. It was very cold out in the field house; this should have helped force the students to move but seemed to have an opposite effect. Perhaps in the future if planning to work inside stay inside the whole time, as students may not be dressed properly. It was nice to be able to whistle loudly and get everyone's attention easily to stop the game. I really work on having a clear go, and stop. I believe moving forward I will always use a whistle to stop.

Body

It was really fun to be actually working with students on a plan that I came up with. Although not all of it worked quite the way it was intended it was a good experience. Once I began working with the students I found a drastic difference in skill level. Having students split into different courts had some pro's and con's. As Cole pointed out it was a little difficult to move between the different courts evenly, especially working with another teacher it was hard to know who had been in what court. This could have been avoided by planning I would work with court A and B while the other teacher could have court C and D. Further, different groups need more attention than others, it is hard to ensure you give attention in appropriate places. I tried to focus on all students (much easier with 11 than 30) while still ensuring all students were participating. The major benefit of having the students in different court was being able to progress them at varying paces based upon their skill. Tanya and Emma were by far the most skilled students we had, it was nice to be able to progress them quickly to avoid boredom.

Closure

In direct contrast to what I suggested for Cole after his first teaching, I forgot to have students put the equipment away for me. I feel I did an alright job in checking for student understanding, I may have gone to the same student a few too many time for answers (Naman) but am aware of that and will work to ask everyone.

Brad Hart Reflection Two

Date: November 25/ 2013

Lesson: 3

Peer: Cole Dagg

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Backhand

Warm-up

Compared to the warm up the week before this warm up was much better. A good portion can be attributed to a better-suited warm up for our students. However, I may have upped the level too quickly for some students, we went straight from running and hopping to a bear crawl. I forgot to give another option for those who couldn't self-support.

Body

Something I am learning quickly is to go LOOK at the space you have before teaching in it. Going into today I was unaware of the design of the upper courts. This lesson overall went pretty smooth, it was nice to be segregated from the other groups and have the upper area to ourselves. We tried to work in a few different games this time that went fairly well. Cutthroat went much better than I imagined, the students skill level was impressive. They also were able to work together and keep score (affective domain!). The line rally (also affective domain) worked much better once I moved Corey into another group. This was because he was getting a little wound up with Josh, as well as 4 people was a bit too much in one court.

Closure

Overall I was happy with this lesson. During closure I worked to ask more students questions for understanding. I still could have improved student organization so everyone was closer.

Overall reflection on microteaching

Overall this exercise worked well. It was nice to be working with real students with real issues. I now understand how well proximity control, and waiting to speak works. A few notes for myself which I am adding to my teaching skills: look at the space, consistent start/stop, and don't be afraid to change things when its not working!

Nathan Stewart Reflection One

Date: November 25/ 2013

Lesson: 3

Peer: Sean Charbonneau

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Backhand

Overall I thought the first class I taught went pretty well. My warm up seemed to have the students all involved and worked quit well to warm them up for the lesson of the day.

According to my observer I did a good job of moving around the outside of the warm up and adjusted well to when the games were moving to slow. I believe the transition from warm up to lesson plan went well. I made sure the students understood what the lesson plan and in store for them and they seemed to understand. I saw that not all students had the same skill level so I made the sure the kids that were struggling had just a tad more help than the students that seemed to be getting the hang of performing the forehand swing. The progression of the lesson plan seemed to go well keeping all the students all engaged and kept the exercise they were doing challenging giving them motivation to do well.

I thought that I was better at demonstrating drills to the students rather than trying to explain it to the students. I seemed to also make things much easier to understand since sometimes I get talking to fast when I explain the drill. Also it seemed that when I gave feedback to the students it helped with their form and placement of their racket before and after they have hit the ball.

Things that I will have to work on for next time is slow down talking when I explain drills. I cannot always rely on having good demonstrations that all students will understand, sooner or later I will run into troubles while demonstrating something I do not understand fully. Also I would want more time working one on one with students that are struggling but I wouldn't usually get that in a large class.

Nathan Stewart Reflection Two

Date: December 2nd

Lesson: 4

Peer: Sean Charbonneau

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Final Lesson

The second lesson I taught on December 2nd went way more smoothly than the first lesson I taught. I believe this was because the students were more comfortable working with me and they seemed to be more engaged in the warm up and drills I had planned for the day. I really enjoyed how easy it was to teach the students today.

In the warm up Mr. Dagg and I had the students perform three different versions of tag. By the way they jumped right into the warm up I assumed they understood what the task was and the smiles on their faces made it look like they were having fun. As my peer Sean commented on in my observation I moved around the area that the students were playing quite well making sure nothing went astray and everybody was getting involved.

Once we got to the upstairs squash courts had the dilemma of only having three squash courts instead of the usual six we have had in past lessons. Mr. Dagg and I did a good job of adjusting and getting the students to play a different game in each court making sure everybody was involved. The first game was called squash bump which basically has the same concept of basketball bump. The second game was Target Practice, which had the students aiming at different targets on the wall. This made them use the skill of the serve they learned in the first lesson. The third game was a quick game of an actual squash game but the students would only play to three to make sure everybody had a chance to play. All three games went smoothly and the questions the students did have I had no problem answering.

All in all teaching the students twice was a great experience that showed me what I have to work on and what I excel at while I am teaching. The kids told me they enjoyed the lessons we

planned for them which felt kept rewarding and maybe one of the students will start to play squash on thier own time.

Sean Charbonneau Reflection One

Date: October 28th

Lesson: 1

Peer: Nathan Stewart

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Intro/Serve

I felt like the first session went very well. Cole and I were able to set the warm up quickly and got the students moving right away. After the warm up was complete, I felt as though I did a good job making sure the students know what it was they would be doing next. Another thing I felt I did a good job at managing was the grouping of students. Our group had 11 students making it harder to keep everyone involved in a 2 person sport. To compensate for this I had 1 group of 3 boys together that I felt would be able to work together and have all 3 of them involved. An area that I felt I could have improved in was making sure to move equally from group to group, an hour can go by very quickly! For the most part I felt as though the first session was successful but the one thing I will focus on is trying to find a way to motivate Ginger, a female student in the group to try a bit harder!

Sean Charbonneau Reflection Two

Date:

Lesson: 1

Peer: Nathan Stewart

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Forehand

I felt like this session went very well. The focus of this session was the backhand squash stroke. Brad and I did a good job getting the kids going right away. For the warm-up we did the “beanbag shuffle” with various different forms of movement (bear crawl, run, skip). Once we got into the squash courts, which were the upper level courts this session, I made sure the students all got the proper eyewear and each got a racket very quickly. As I outlined at the end of my previous reflection, Ginger was a student in particular who I made sure to motivate and get her to not be afraid to try! At first she was hesitant but after getting involved in the game myself and making sure a few balls came her way at a rate she was able to hit she became a lot more enthusiastic and seemed to really enjoy herself. One area that I could have improved was being more vocal when explaining the drills, I was a bit soft spoken during the explanations. Overall however I felt I did a very good job during the two sessions and gained valuable experience for future teaching.

Communication and Active Teaching Feedback

Student Teacher: Cole Dagg Lesson: 1

Date: October 28/ 2013

Peer: Brad Hart

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Introduction and Serving

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions			X			
Explanations were clear and concise				X		
Both verbal and visual information were provided			X			
Few/no verbal crutches					X	
Gestures (hands, body, face) reinforced explanations				X		
Students' responses were respected and utilized to provide greater understanding				X		
Continual movement around the teaching space.					X	
Kept whole class in view at all times						X
Positive specific feedback was provided				X		
Prompts (guides) were used frequently				X		

Comments (please identify any verbal crutches):

Warm up

Don't forget safety considerations (trip on pinnies)

Somehow get the girls moving

Changed grid size, brilliant! – Worked to get more people involved (Ginger was just standing, but this forced her to move)

Use whistle consistently – get used to a clear go, or stop. The students will learn, you just need to be consistent.

Body

Nailed students' backs to distraction (ping pong group entering)

Perhaps switch partners in gameplay - Anna & Ginger weren't doing a lot of moving, especially compared to Tanya and Emma.

Safety - someone's sweater in corner of court

Great movement between courts – hard to see all students *all* the time, but you did well to move throughout each court and get good 1 on 1 time with all the students.

When showing the floor lines, could all the students see?

When showing grips, actually look around and see if students have it

Closure

Brilliant check for all understanding – probed with questions

Everyone was grouped great – easy to see and contained in one court

Have students put equipment in the bag for you (and goggles into case) – it will make your life easy in the long run if you get students to put away equipment properly every time

Student Teacher: Cole Dagg Lesson: 4

Date: November 2/ 2013

Peer: Brad Hart

No. Students: 10

Grade: 10

Main Lesson Activity: Squash – culminating day of skills

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions				x		
Explanations were clear and concise					x	
Both verbal and visual information were provided					x	
Few/no verbal crutches					x	
Gestures (hands, body, face) reinforced explanations				x		
Students' responses were respected and utilized to provide greater understanding				x		

Continual movement around the teaching space.					x	
Kept whole class in view at all times						x
Positive specific feedback was provided					x	
Prompts (guides) were used frequently				x		

Comments (please identify any verbal crutches):

Warm up

Volunteer for being "it" first - nice way to begin

Josh had water - then asked him to put it down (safety consideration)

Boundaries seemed to be a little ambiguous to the students - the basketball court was what you said; yet it was a little bigger than the tennis court which was much easier to see.

When explaining rules Josh seemed to be in his own world wandering around behind you guys

I didn't hear an explanation of what a "safe" tag would entail - this was the 3rd version of tag we played with the students so it may just need a quick check for understanding on what this should be.

A clear "when I say go" or something along those lines would have helped out.

When explaining the rules for each game you waited for Corey and Ethan to stop talking before continuing. Perfect!

Body

A demonstration of your Squash-Bump game would have been helpful. Instructions were clear, but some students still seemed a little confused. That is until you went into the court and helped out.

The serving drill started off a little sketchy. You became tied up in the court because they needed a timer. Once you handed off the timer things went much smoother. Maybe just a learning point for next time, when doing a task that is time based have logistics planned out.

A few students left hoodies in corners of courts, could be a tripping hazard. Not a big deal, but if you see it just remove it to ensure safety.

Don't be afraid to change out the ball, or equipment to meet a student's skill level. Great work with giving the Squash-Bump group a practice ball when Ginger was in the court. It forced all the students to work together (affective domain much?) as well as adjust their swing and footwork to a new ball.

Closure

As this was the last lesson you did well to bring everyone in and relate all the games to skills we taught.

In the process asked good checking for understanding questions.

Student organization here was good, yet once again Josh strayed off to the outskirts a bit. Just something to be aware of as you will encounter students who act this way again. Maybe directly ask him a question, or strategically place yourself near him.

Student Teacher: Brad Hart Lesson: 2

Date: November 25/ 2013

Peer: Cole Dagg

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Forehand

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions				X		
Explanations were clear and concise				X		
Both verbal and visual information were provided				X		
Few/no verbal crutches					x	
Gestures (hands, body, face) reinforced explanations					X	
Students' responses were respected and utilized to provide greater understanding					X	
Continual movement around the teaching space.				X		
Kept whole class in view at all times						X
Positive specific feedback was provided					X	
Prompts (guides) were used frequently				X		

Comments (please identify any verbal crutches):

Warm-up

- Good progression going from one person being it to two.
- Stopped and made sure that everyone was listening when explaining the game.
- Whistle to stop!
- Good job changing movements in the game.
- Some of the students were standing still quite a bit.

Lesson

- Well done at asking questions for checking of understanding.
- When asking a question a student replied with an answer that wasn't what you were looking for. You said "good that's close, however..." and steered him in the right direction.
- At the beginning seemed like some of them didn't know what was going on. Seemed like they didn't really listen to the instructions. Kind of smashing the ball against the wall with no control.
- Certain groups needed a little more attention than the other groups to make sure they were staying on task. Good job maintaining all the groups.
- When moving onto rallying with there partner it was good to let them choose the type of ball to use. Gives them to choose the level of difficulty they want to play at.
- It worked better when two students were in the court instead of more. Made less room for distractions.
- Maybe try to move around to the other courts a little more even though one group may need more help. Too much repetitive feedback may cause them to get frustrated.
- Well done summing up the lesson checking for understanding with questions. One kid wasn't really listening when you were talking, maybe try and wait for everyone to be listening.

Student Teacher: Brad Hart Lesson: 3

Date: November 25/ 2013

Peer: Cole Dagg

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Backhand

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions					X	
Explanations were clear and concise				X		
Both verbal and visual information were provided					X	
Few/no verbal crutches				X		
Gestures (hands, body, face) reinforced explanations					X	
Students' responses were respected and utilized to provide greater understanding					X	
Continual movement around the teaching space.					X	
Kept whole class in view at all times			X			
Positive specific feedback was provided					X	
Prompts (guides) were used frequently				X		

Comments (please identify any verbal crutches):

Warm up

- Good explaining
- had everyone's attention
- got them warm and moving around a lot.

Lesson

- Good job moving around and giving feedback
- well done explaining which foot to have forward. Good progression after they have gotten warmed up a little.
- Made sure they were listening when explaining.
- Stayed and watched/checked for understanding, giving necessary feedback.
- Very specific so they know what it is going on and what they should be doing exactly.
- Moved student to another group. They were having trouble focusing with four in the court. By moving him, he became way more productive and so did the group that he left.
- Also moved because the continuous rally was more difficult with four.

Good closing at the end. Went over what learned in the class and asked questions once again to check for understanding.

Student Teacher: Sean Charbonneau Lesson: 1

Peer: Nathan Stewart

No. Students: 11

Grade: 10

Main Lesson Activity: Squash – Forehand

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions				X		
Explanations were clear and concise					X	
Both verbal and visual information were provided			X			
Few/no verbal crutches					X	
Gestures (hands, body, face) reinforced explanations				X		
Students' responses were respected and utilized to provide greater understanding					X	
Continual movement around the teaching space.					X	
Kept whole class in view at all times					X	
Positive specific feedback was provided				X		
Prompts (guides) were used frequently				X		

Comments (please identify any verbal crutches):

I believe that Sean's instructions were quite clear and easy to follow. None of the students seemed confused on what to do and everything the students said Sean took and in and used or considered it. There were not many verbal crutches and everything went smoothly.

Sean did a very good job on the first day of teaching our group of students squash. The warm up was very effective and you could see that the students were enjoying themselves. When Sean got into the lesson plan for the day he did a great job at letting the students know what they were going to be doing. He did an excellent job at respecting what the students had to say and was very helpful when the students asked for help. His instructions were clear and easy to follow which made it easy for all students to participate to their highest level. The other aspect that Sean

did very well on was the fact that there were an odd number of students in our group. We had a eleven in our group and he adjusted the drills and activities according. Sean made in mandatory to wear eye protection during the drills and exercises which I believe to be a fantastic idea. Some aspects he could improve on would be he needs to increase monitoring all groups equally and probably could help motivate students that are engaged very much. Overall today went very smoothly and Sean did a great job.

Student Teacher: Sean Charbonneau Lesson: 3

Date: Nov 25/ 2012

Peer: Nathan Stewart

No. Students:11

Grade: 9/10

Main Lesson Activity: Squash - Back Hand Swing

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions				X		
Explanations were clear and concise				X		
Both verbal and visual information were provided					X	
Few/no verbal crutches					X	
Gestures (hands, body, face) reinforced explanations					X	
Students' responses were respected and utilized to provide greater understanding				X		
Continual movement around the teaching space.				X		
Kept whole class in view at all times				X		
Positive specific feedback was provided					X	
Prompts (guides) were used frequently				X		

Comments (please identify any verbal crutches):

I have to say Sean worked really well with kids that were not very motivated switching up the activities to accommodate their skills. Was also very encouraging and showed great patience.

Today went very well for Sean and the students today. Sean moved around the drills and warm ups very well keeping his eyes on all the students to make for maximum participation and being able to eliminate any unsafe activities. Sean worked really well with the students that were either not motivated to do participate or did not have very good skills. He modified the drills to help the less skilled students enjoy they activity and seemed to do an outstanding job at building confidence in the students that were struggling. One skill that I saw that I have not seen yet, was

Sean's ability to let students try and figure out skills for themselves and when they seemed to get frustrated he would step in and bring the students confidence up and work with them for a while until he felt that they understood the drill/ activity better. Sean always seemed organized and never panicked when things went astray. He only had three courts in today's lesson instead on the usual six and he adjusted very well. He made every student wear safety goggles eliminating the chance of an eye injury. If there was one thing that Sean could work on it would be being more vocal when explaining the drill to the larger group but overall he did an excellent job on today's class.

Student Teacher: Nathan Stewart Lesson: 2

Date: November 18, 2013

Peer: Sean Charbonneau

No. Students: 11

Grade: 9/10

Main Lesson Activity: Squash Forehand

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions					x	
Explanations were clear and concise				x		
Both verbal and visual information were provided					x	
Few/no verbal crutches					x	
Gestures (hands, body, face) reinforced explanations					x	
Students' responses were respected and utilized to provide greater understanding					x	
Continual movement around the teaching space.					x	
Kept whole class in view at all times					x	
Positive specific feedback was provided					x	
Prompts (guides) were used frequently					x	

Comments (please identify any verbal crutches):

No verbal crutches were noticed

Over the course of the session Nathan exhibited a very good job maximizing student participation, giving clear and brief instructions, managing the students and ensuring they remained safe. This was done in the following ways:

→ Very good check for student understanding

→ Very good movement around the play area during warm-up, as well as from court to court while in the squash courts at Ian Stewart Complex.

→ Very good encouraging comment to the students such as "focus on your forehand, good job!"

“nice job way to stay in control!”

“there you go, that’s it, keep it going!”

→Very good progression in warm-up.

-progressed from one person “it” to 2 or more people “it”

-progressed from running to skipping to 1 and 2 foot hops

-kept kids moving even when they got tagged and became “out”

→Very good progression during main part of lesson in squash courts.

-progressed from being one pace from wall to two paces to 3 paces. Once they got out to 3 paces they could allow the ball to bounce in the court once before striking the ball off of the wall again.

→Very good personal demonstration of proper form for a forehand squash swing. The students were quiet and attentive during demonstration and really seemed to pick up what he said and put it into action.

→Very good individual feedback, given to various students. This feedback was mainly on form and placement of racket when contacting ball.

→Very good feedback given in group exercise.

- “you guys have to work together in this one, not against one another!”

→Very good control of equipment. Balls were gathered when giving instructions to avoid kids playing around and not paying attention

Student Teacher: Nathan Stewart Lesson: 4

Date: December 2, 2013

Peer: Sean Charbonneau

No. Students: 11

Grade: 9/10

Main Lesson Activity: Final Culminating Lesson

Remarks:

The clear and concise communication of requirements is essential if learners are to quickly engage in the lesson activities

At the conclusion of the lesson, please rate the degree to which the student teacher was successful in accomplishing the tasks below.

Key:

5 = Very successful; 4 = Successful; 3 = Partially successful; 2 = Unsuccessful;
1 = Very unsuccessful; 0 = Does not apply or no opportunity

Rating

	1	2	3	4	5	0
The students' attention was obtained and maintained during instructions					x	
Explanations were clear and concise				x		
Both verbal and visual information were provided					x	
Few/no verbal crutches					x	
Gestures (hands, body, face) reinforced explanations					x	
Students' responses were respected and utilized to provide greater understanding					x	

Continual movement around the teaching space.					x	
Kept whole class in view at all times					x	
Positive specific feedback was provided					x	
Prompts (guides) were used frequently					x	

Comments (please identify any verbal crutches):

No verbal crutches were noticed during the session.

Over the course of the session Nathan exhibited a very good job maximizing student participation, giving clear and brief instructions, managing the students and ensuring they remained safe. This was done in the following ways:

- Very good check for student understanding
- Dressed the part, looked like he belonged in the gym (shorts, t-shirt, whistle).
- Very good movement around the play area during warm-up, as well as from court to court while in the squash courts. This session however was different from the last as we taught in the upper squash courts rather than the lower ones. Viewing lounge seemed to

- be a useful tool as he did not have to interrupt play by entering the court at the door and could give instructions from above.
- Very good encouraging comment to the students such as
 - “that’s a lot better, good job!”
 - “nice job way to stay in control!”
 - “there you go, keep it up guys!”
 - Very good progression in warm-up. They mixed it up and had the students do 3 different warm-ups. When the play area needed to be minimized they did not hesitate to do so. This did however take a bit longer than expected which left less time for the main part of the lesson.
 1. alligator tag
 2. chain tag
 3. octopus tag
 - Very good progression during main part of lesson. Each court was a different station for the students to try.
 1. squash bump
 2. target practice
 3. cut throat
 - Very good communication between Nathan and his peer (Cole).
 - Very good control of equipment. Balls were gathered when giving instructions to avoid kids playing around and not paying attention