

TASK 2: INSTRUCTION COMMENTARY

Respond to the prompts below (no more than 6 single-spaced pages, including prompts) by typing your responses within the brackets following each prompt. Do not delete or alter the prompts. Commentary pages exceeding the maximum will not be scored. You may insert no more than 2 additional pages of supporting documentation at the end of this file. These pages may include graphics, texts, or images that are not clearly visible in the video or a transcript for occasionally inaudible portions. These pages do not count toward your page total.

1. Which lesson or lessons are shown in the video clip(s)? Identify the lesson(s) by lesson plan number.

[The first video clip is from the first lesson, labeled video clip 1. This video clip picks up 10 minutes into the lesson where the students will be demonstrating the skill of dribbling a basketball during their first activity. Video clip 2 is from lesson 2. This clip as well shows the students participating in a new skill of passing, demonstrating both the chest and bounce pass. Students are first shown demonstrations before practicing the skill and engaging in the activity.]

2. **Promoting a Positive Learning Environment**

Refer to scenes in the video clip(s) where you provided a safe, respectful, and organized learning environment.

- a. Describe how you provided a positive, low-risk emotionally and physically safe environment.

[For each period, the gym floor was cleared of any obstructions and free from debris. When the students entered the classroom, they are always greeted with an energetic and warm welcome to make sure they feel comfortable and they are acknowledged. After and before each activity done in class, the students are asked how they felt performing the skills. This simple question opened up opportunities for student and/or class discussion. This allowed for students to feel that their voice is heard. This is seen in video clip 2 (6:40-7:00), where I asked if students had any questions before beginning our next activity. There are a few students heard saying "no" which prompted me to assume that they are ready for the activity. In video 1 (4:30 – 5:10) and video 2 (1:35-2:15) I tell the students to hold and walk the basketballs back to the rack to ensure no student is hurt when walking from their floor spot and back. This reduces any chance of a student being struck or hit with a basketball during transitions and activities.

For the grouping method in the activities, the teams were organized randomly based on numbers between 1-4. In video 1 (6:00 – 7:00) and video 2 (3:35 – 4:40) the groups are assembled quickly and smoothly, while praising appropriate student behavior to reinforce to the rest of the class of what behavior is expected and ensure student safety. The activities in the lesson 2 were organized with attention paid to the space between students to ensure safety when passing in video clip 2 (7:05 – 12:00), by organizing the activities with this foundation, the risk of injury will decrease. Also, in video clip 2 (1:20 – 1:25) and (6:55 – 12:00), it is seen that I am consistently reminding the students to have their hands ready for the pass and to create space or decrease space for receiving a pass. By using the prompt "triple threat" in both video clip 1 and 2, this prompt let students know that if they were holding a basketball, to stop what they were doing with the basketball and get into an offensive position holding the basketball. Those students without a basketball will get into the stance. Before beginning the activities, the students would have to wait for my whistle before beginning. With the use of the whistle and verbal cue of "triple-threat" students could develop and improve their reaction time.

To help students feel comfortable in the classroom and motivated, praise was given to the class before any corrective feedback was given. This is seen in video clip 1 (1:30 – 2:20) where a handful of students are seen dribbling the basketball looking down. I tell the

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Richard Bailey



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