

Hannah Bradt

ISM 3A

Mr. Speice

September 1, 2016

### Setting the Stage

#### Weekly Report 8/29-9/2

Throughout the first two weeks of ISM, I have been able to participate in many beneficial experiences and opportunities that have allowed the realization of the workload that will come with being a member of this program. Although taking part in the program does present itself with a number of challenges and obstacles that must be overcome over the course of the year, it will also prove to be rewarding in ways such as in providing participants with a high level of preparation for future careers.

In the past week, the greatest challenge in the class that I have faced was the task of writing, as well as presenting, our introductory speeches. Typically, speaking in front of people does not frighten me; however, having the knowledge that this speech would eventually introduce our topic to multiple people on Final Presentation Night caused me to become very nervous and unsure of myself. In order to present effectively, power poses and deep breathing exercises became necessary to relieve some of the stress. This method proved to be only slightly helpful, although I did end up feeling successful in the delivery of my speech. The opening hook was impactful and strong, which allowed the audience to become engaged, ultimately helping to hold their attention for the remainder of the speech. This section was one of my greatest

accomplishments of the week, in my opinion. On the other hand, I have struggled slightly through the beginning weeks of the school year, and in ISM specifically, as I have found it somewhat challenging to balance the amount of work in this course as well as others. A fair amount of the projects assigned in ISM can be finished in the class time provided, however, assignments such as the weekly reports, speeches, and research assessments do take extra time outside of class. Going forward, I plan to improve my use of time management skills in an effort to successfully rise to the rigor of the requirements and expectations put forth in this course.

Based on some interesting experiences I encountered while working as a nanny over the summer, I strive to strengthen my understand of the ways in which interacting with young children in a classroom setting can be inclusive and enjoyable, while remaining safe. During the first week of my job as a nanny, some events led to a large amount of stress, and the uncertainty of my decision to take part in a career with which I would be required daily to participate in activities involving elementary age students. However these interesting, sometimes terrifying experiences led to an increase in knowledge of ‘what not to do’ with young children. For example, on the first day of my job, I learned rather quickly that it is important to ensure that all doors lock from the inside, rather than the outside. This small bit of knowledge derived from my own experience on the first day of my job, when the five-year-old that I was watching decided to lock his babysitter in his own room, along with his younger brother. Another frequent occurrence in my time with these two young boys was regularly attempting to discern when to let creativity flow versus recognizing when imagination has become a barrier to following directives. This question arose during the weeks that I stayed with this family, as I often reminded the five year old that he was, in fact, a human, and not a dinosaur.

In light of this, I am looking forward to having the opportunity to acquire knowledge from a mentor as the class progresses.