

# Observation #1

Being thrown into the deep-end for my very first observation, my classmate and I enjoyed the sink or swim situation even after the shock of the initial landing. Though the nervousness could be heard in our voices, we were able to share the load and get to know some of the students via our exchange of introductions. Afterwards, the conversation club really started to get into things as T mentioned some very non-Canadian cultures from around the world, and followed that up by asking the club what traditions they have in their home country. T's infectious laugh brought optimism to the room even among the aforementioned - and often bizarre - cultural traditions. This mélange quickly became a comfortable space for the students to at least circle on the whiteboard what they do in their hometown. There were options available like dancing, buying flowers or smashing things (most of which are foreign traditions to me). As the answers were filled in, T asked the students to talk about when or why they perform their respective traditions, and it seemed like a good technique to lure in the more shy students that were still reluctant to practice speaking. Granted, it's fair to acknowledge that my perception of student shyness may have actually been for many reasons not limited to them having just finished an earlier class back-to-back.

The next exercise was a crossword where students circled the names of holidays on the BBB whiteboard. After the class T taught us that a conversation club should take at least an hour to plan, but ideally not much more than that.

Upon reflection, though this club seemed to have a very low conversation engagement, it's important to acknowledge that the course's objective likely aligns with an appropriately low level within Bloom's taxonomy. I should also look into functional objectives which was a term mentioned in debriefing.