

I chose my guerilla teaching topic on sports, because of my activeness and love for games. I also don't know much about what they played myself, other than the famous knight tournaments. I learned interesting facts about the society's life away from work and religion, and knowledge about the time's class structure as well. The information I learned, I thought I relayed fairly well to the class. I feel they left the classroom with an increased knowledge on a relatively little-known subject.

For my one on one teaching half of the project I chose to teach my younger sister, Emily, about medieval games and sports. Choosing her gave me a feeling of superiority because of the two year age difference and wide gap from my phenomenally high intelligence and her average freshman mind. I've also helped her with her studies numerous times throughout our educational careers, so I was comfortable going one on one. She accepted graciously because she admires my vast range of knowledge.

I went about my teaching pretty much the same way as I did to the class, preparing carefully, again, just as I did for my presentation. The difference was of course the size of my audience, which meant I had to go at her pace. If she didn't understand something it was my job to stop and not continue until she was satisfied. If she had previous knowledge of a certain area, I knew I didn't have to spend as much time there as I did with the rest of the material. For example, she was extremely interested in the game of Colf and wondered at the fact it had nothing to do with Golf. I therefore spent approximately 6 minutes explaining the details of the game and (although I wasn't sure), my guess at it's origin. She was also interested in the social class system and how

different games seemed to be restricted within the classes. On the other hand, she told me that she learned that a lot of games were based upon games from medieval Europe and before, so I skimmed that section of thought out lesson plan.

Overall I found an incredible difference between the one on one activity and the class presentation. For one thing it's two different ways of getting the same point across. The goal in both instances is to pass on your information to your audience. However with a whole class you don't know who received the information and who didn't. You don't know who wasn't paying attention or who didn't care. When you're one on one you have much more control over the situation. Also, when you're speaking in front of a crowd you can't help but forget little tidbits of information because of the 60 eyes and ears staring and listening to you. I think I enjoyed the class presentation better than the one on one teaching because it was a different aspect of learning. When I was teaching my sister, I felt like I was tutoring someone, which I get enough of.

Bibliography

- <http://www2.kumc.edu/itc/staff/rknight/Games.htm>
- <http://jducoeur.org/game-hist/>
- information from past history teachers