The purpose of this phenomenological study was to understand pre-service teachers' perceptions of learning as a teacher following an early low-stakes opportunity to rehearse the teacher role prior to the formal field experience. Archival data was collected from a low-stakes rehearsal teaching assignment in a standalone educational technology course across four past semesters. The written reflections were analyzed using deductive qualitative content analysis with a coding guideline grounded in the technological pedagogical and content knowledge (TPACK) framework.