Youtube link: https://www.youtube.com/watch?v=VHKQZC_QFLs

Lesson Theme Description: This lesson focuses on the understanding of how people change. The Trans-theoretical Model for change will be emphasized and highlighted to the students.

Learning Outcomes: Students will identify the stages of the Trans-theoretical model of change. They also will be able to determine ways in which they have observed that other people change based on their own experiences.

Resources: The textbook will be the primary source of material for this lesson. The interactive aspects of polleverywhere.com will also be utilized. The word cloud as well as a competition quiz will be set up prior to the class. Other research articles and databases can be used to ensure the material being taught is correct and up to date.

Class Knowledge: Students will have completed the reading prior to coming to class. They should have a basic understanding of the material. They also must have basic computer, browser, or smart phone capabilities. The interactive portion of the class is based on this technological aptitude.

Strategies: The strategies used are to bring an element of fun to the learning process. By incorporating an anonymous word cloud, students can feel free to share their ideas without fear or judgement or repercussions. Also, the competition will engage the students in learning the stages of change in a fun and interactive way.

Timeline:

Time allotted	Teaching Activity	Resources Needed	Rationale
2 minutes	Welcome and review from the previous class. Ask questions about what was learned or remembered. Review assignments.	Knowledge from previous class.	I want to see if the class remembers or what they took away from last class. This can help me know what needs emphasized more.
3-4 minutes	Use polleverywhere.com to create an anonymous word cloud. Students will submit answers through their phone to answer the question of "What motivates people to change?"	Polleverywhere.com word cloud set up prior to class. Students need a computer, tablet, or smart phone.	I want to know where the students are coming from when it comes to their understanding of change. They also will relate their own experiences

			to the change process as well.
7-10 minutes	Lecture on the trans-theoretical model of change. Walk the students through the 5 stages.	Use the textbook to walk the students through the five stages of change.	Connecting the textbook reading to the learning in the classroom.
2-3 minutes	Ask students to identify obstacles to change. Students will brainstorm areas that disrupt the change process.		Try to break up the lecture process by getting the students to interact with the material being presented.
10 minutes	Lesson review game. This will be a timed competition which can be anonymous as well.	Polleverywhere.com competition game. This will be set up prior to class. Students will need their phones to answer questions on the lesson.	Bring some fun into the learning process. Students will need to identify the stages of change and begin to solidify the material in their minds.
2 minutes	Review assignments for next lesson and check in for any final thoughts.		Allow time for students to get clear expectations of future assignments as well as to be able to get out any additional thoughts.

Teaching Demonstration Assignment Grading Rubric

Presenter: __Brandon Waggoner_____   **Topic:** __How people change_____

Criteria	Exceeds Expectations (Very Good) 100%	Meets Expectations (Satisfactory) 90%	Below Expectations (Fair) 80%	Does Not Meet Expectations (Poor) Below 80%
Knowledge of Subject Matter	Demonstrates above average knowledge of the subject matter.	Demonstrates adequate/ average knowledge of the subject matter.	Demonstrates below average knowledge of the subject matter.	Demonstrates a very poor knowledge of the subject matter.

Poise & Confidence	Demonstrates an above average display of poise and confident demeanor while presenting the lesson.	Demonstrates an average display of poise and confident demeanor while presenting the lesson.	Demonstrates a below average display of poise and confident demeanor while presenting the lesson.	Demonstrates a very poor display of poise and confident demeanor while presenting the lesson.
Creativity	Demonstrates an above average ability to use creative and effective teaching methods during the lesson.	Demonstrates an adequate/average ability to use creative and effective teaching methods during the lesson.	Demonstrates a below average ability to use creative and effective teaching methods during the lesson.	Demonstrates a very poor ability to use creative and effective teaching methods during the lesson.
Voice	Speaks using an above average volume level and with clarity. Also speaks without using repetition of words or phrases.	Speaks using an adequate/average volume level and with adequate clarity. Also speaks without using many repetitious words or phrases.	Speaks using a below average volume level and is difficult to understand. Speaks using many repetitious of words or phrases.	Speaks using a poor volume level and is very difficult to understand. Speaks using many repetitious words or phrases.
Eye Contact with Class	Demonstrates an above average ability to maintain eye contact with the class/ audience throughout the lesson.	Demonstrates an adequate/average ability to maintain eye contact with the class/ audience throughout the lesson.	Demonstrates a below above average ability to maintain eye contact with the class/ audience throughout the lesson.	Demonstrates a very poor ability to maintain eye contact with the class/ audience throughout the lesson.
Evidence of Clear Preparation	Demonstrates an above average ability to organize and execute the lesson.	Demonstrates an adequate/ average ability to organize and execute the lesson.	Demonstrates a below average ability to organize and execute the lesson.	Demonstrates a very poor ability to organize and execute the lesson.
Orderly Sequence	The logical progression of the lesson topics is demonstrated with above average mastery. The lesson easily flows well from topic to topic.	The logical progression of the lesson topics is demonstrated with average/adequate competency. The lesson adequately flows from topic to topic.	The logical progression of the lesson topics is demonstrated with below average competency. The lesson does not adequately flow from topic to topic.	The logical progression of the lesson is demonstrated with poor competency. The lesson does not adequately flow from topic to topic.
PowerPoint or other visuals (Dry Erase Board, handouts, etc.)	Excellent application of visual and organizational principles in material presentation	Adequate application of visual and organizational principles in material presentation	Below average application of visual and organizational principles in material presentation	Poor application of visual and organizational principles in material presentation

Comments on Didactic Aspects				
Setting Up Active Learning Exercise or Demonstration for class	The future professor shows above average ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels natural to the lesson.	The future professor demonstrates average ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels acceptable to the lesson.	The future professor demonstrates below average ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels unnatural to the lesson.	The future professor demonstrates poor ability in introducing and explaining the active learning exercise or demonstration for the class. The flow feels very unnatural to the lesson.
Implementation of Active Learning Activity or Demonstration for class	The future professor has an above average ability to effectively implement the active learning activity or demonstration.	The future professor has an adequate/average ability to effectively implement the active learning activity or demonstration.	The future professor has a below average ability to effectively implement the active learning activity or demonstration.	The future professor has a very poor ability to effectively implement the active learning activity or demonstration.
Processing of Active Learning Exercise or Demonstration with the class	The future professor shows an above average ability to process the active learning exercise or demonstration for the class.	The future professor demonstrates an average ability to process the active learning exercise or demonstration for the class.	The future professor exhibits a below average ability to process the active learning exercise or demonstration for the class.	The future professor reflects a poor ability to process the active learning exercise or demonstration for the class.
Comments on Active Learning Activity or Class Demonstration Aspects	With only 30 minutes, this lesson was limited in its material. There was too much material in the previous lesson. This reduction allowed more interaction through games and technology. **245/250**			