

## Describing the Lesson

The lesson plan describes your “game plan” for the 30 minutes of class time you have to demonstrate teaching your concept. Here are some useful questions to consider:

**Lesson Theme Description:** This lesson builds upon the main basic skills for counselor practice. It specifically deals with reflection of meaning and presents this as an advanced skill with major implications.

**Learning Outcomes:** Students will be able to identify the implementation of reflection of meaning. Students will be able to practice this skill when it presents itself in a counseling session.

**Resources:** Resources needed will be the powerpoint presentation, sound for video, and another professor for role play.

**Class Knowledge:** Students will be at a basic level of understanding for this topic. Many will have counseling experience that can be tapped into. However, the lesson will be presented as new information with students that have not learned this material prior to this time.

**Strategies:** The strategies used include lecture with a powerpoint, video example of reflection of meaning, and live role play of meaning reflection with another professor. The reasons for the above include the need to introduce new material through lecture, as well as to show implementation through the video and role play as to active prior and new experiences with the material learned.

**Timeline:** See below.

Use the chart below to rough in your planned strategies.

<b>Time allotted</b>	<b>Teaching Activity</b>	<b>Resources Needed</b>	<b>Rationale</b>
1-2 mins.	Reflection on personal experience: Lashing out at your closest support	Student experience	I wanted the students to relate the topic to personal experience from the beginning in order to activate their experiential learning.
10-15 mins.	Lecture on reflection of meaning	Powerpoint presentation	Using the material from the previous instructor guides the discussion and keeps an even flow.
2-5 mins.	Ask students for questions on the material	None	Allow time for questions to be asked if they arose during the lecture. Ensuring student engagement and allowing them to not get sidetracked with questions.
5 mins.	Video example	Youtube link and	Show a concrete

		good sound to show the video.	example of reflection of meaning to solidify the lecture material.
3-5 mins	Role play example	Dr. Thomas and myself	Give a real life example of reflection of meaning and what to do in the moment. Again, to solidify the process of reflection of meaning.

**Lesson Plan Rubric**

<b>Lesson Plan</b>	<b>Not Satisfactory</b>	<b>Below Average</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>
<b>Description</b>					X
Comments					
<b>Learning Outcomes</b>					X
Comments: I could do better with fleshing these out. More time with the material would help.					
<b>Resources</b>					X
Comments: The resources were limited, I could do better to be more creative in their use.					
<b>Class Knowledge</b>				X	
Comments: It is hard to know the knowledge the class has, but starting with the idea they have none was the only place I knew to start.					
<b>Strategies Used</b>					X
Comments					
<b>Timeline</b>				X	
Comments: I did not stick to the timeline, however, the extra time was needed for questions as well as to fill the time allotted for the morning. Dr. Thomas stated it flowed well with his teaching.					

## Appendix B

### Self-Reflection: Teaching Presentation

Below is the rubric that will be used to evaluate your teaching video. Please use this rubric as a template for your self-reflection of your teaching experience.

### Self-Reflection: Assessment of Teaching

1. What went well in this lesson? Why?

**The students appeared to be getting the information lectured on and asked good questions that reflected that they were listening. Dr. Thomas also did not interject too much which was a positive for me.**

2. What problems did I experience? Why?

**I was a little unprepared for the role play Dr. Thomas and I illustrated. It was difficult for me to slip back into not asking questions which the students were not allowed to do. Additionally, speaking to such a large class was difficult at times in that I could not get the feedback from them that I wanted.**

3. Was it “student centered”? Should it have been?

**Yes, I believe it was. I tried to relate the content to some experiences that they may have had or that I had that they could relate to. In a lecture, it is also more difficult to be as student centered as a more practical or intimate environment. Allowing time for the students to ask questions was important to keep them engaged.**

4. What could I have done differently?

**I want to work on my voice inflections or tone. I have a very monotone voice, that could be hard to listen to for a long time. I also want to work on my verbal tic of saying “right?” too often. Preparing better and more interacting with the material would also be helpful.**

5. What did I learn from this experience that will help me in the future?

**I learned mostly that I can do this. It was confidence building to get feedback and also be able to answer the student’s questions. I know more than I think I know.**

6. Preparation and research - Was I well prepared? - What could I have done differently?

**I believe that I was prepared, however, I could always work more on this. Only having a week to prepare, I had to rely on my past experiences and knowledge to carry me. I was able to read the textbook the students were required to read which was helpful. Being more aware of current research on these topics would have been helpful as well.**

7. Written plan – Was I organized? Did the written format work? Is there a better form?

**The powerpoint that was prepared before hand was helpful for the flow of the lecture. The written format was somewhat helpful, but with the majority of the time being lecture It is hard to Incorporate a variety of techniques.**

8. Presentation – Were the students involved? Was I clear in my presentation? How was the pacing?

**They appeared to be involved and asked many questions which lengthened the time allotted. I felt the presentation was clear and paced well. I had a desire to incorporate some personal experiences that could tie up the content being presented.**

9. Assessment – Does my method of assessment measure what I want? How did the class do? What should I change for next time?

**I really used Dr. Thomas as my assessment measure since he has taught this class so many times and has much experience. Thus, his positive feedback was great and he had little to say in correction of how it went. He even allowed me to lecture a third time on the 4<sup>th</sup> day.**

**The class was great and very interactive. Dr. Thomas even noted how they were one of the best classes that he has taught in this section.**

**I would change my tone and some preparation, but otherwise, there is not much I would change.**

Comments:

Overall, this was a great experience and I loved working with Dr. Thomas. The afternoon sessions allowed me more in-depth interaction with the students and being with one consultant allowed me to be more consistent which will help with grading as I continue to interact with students throughout the semester.