

TEACHING PRESENTATION LESSON PLAN – FIRST LESSON

Lesson Topic: Reflecting Skills – Reflective Listening

Learning Outcomes: List at least 2-3 learning outcomes for the lesson.

- Students will learn how to expand their emotional vocabulary to create a strong therapeutic alliance with their clients.
- Students will learn how culture, age, and gender impact emotional expression and identification.
- Students will learn how to correctly identify client emotions in session.

Class Knowledge: What will you build on? How will you link this to prior lessons or concepts?

I am looking to build on the student's basic listening skills by helping them identify emotions better. This is also an informative class on self-awareness since students will be challenged to understand their different levels of emotional expression, identification, and regulation.

Timeline, Strategies, Resources, and Rational Chart

Time allotted	Teaching Activity	Resources Needed	Rationale
10 minutes	Devotional and Prayer	Scripture references	The privilege and benefit of teaching at a Christian university is having the freedom to pour into our student's walk with Christ through a devotional and a prayer. It is a time to connect with them at the level in which we have seen Christ work in our own lives. This is also a way of modeling for them what Christian integration can look like because we want to bring Christ into everything we do.
10 minutes	Checking in with students on how practicing their skills went with their groups this past week.	Explored paraphrasing	This provides me with insight as to what concerns they encountered when they practiced with their groups.
5 minutes	Short personal story that	Professor	Sharing stories with

	relates to today's class content.	Engagement	the students allows for the learning process to be more relational and removes some of the seriousness about what the students are learning. Personal stories also allow there to be connection between teacher and student which establishes trust and rapport.
5 minutes	Student engagement on how they currently identify their client's emotions	Student engagement	This was to help me understand what their current understanding of identifying emotions looks like.
20 minutes	Learning how to develop emotional language	Teaching and student engagement	This section focuses on providing psychoeducation on how we experience emotions and expanding on how to address emotions in a counseling session
10 minutes	Break	No resources	This short break gives students some time to process the information from the first half of class, and it also allows them to not feel overwhelmed trying to capture all the key pieces of information.
10-15 minutes	<p>Exercise: How are you REALLY feeling?</p> <p>I want you all to list the different words for the following emotions (anger, happiness, fear, sadness) and then I want you to rank them from 1-10. We will see the</p>	Students writing down their emotions	This exercise helps students understand how to accurately reflect a person's feelings by first understanding their own emotional range.

	difference in how each of you rank the least impactful to the most impactful emotion.		
20 minutes	Students role-playing the counselor and client and Dr. Tyre and I will be supervising and guiding their process as they practice these skills in their groups.	Practice and role-play	Students have an opportunity to practice what was taught in class. Dr. Tyre and Professor Landa would check in on the groups to answer any questions students may have.
10 minutes	Answering student questions on what they found challenging and beneficial about this week's skills	QnA	This is a time to address any pressing concerns before students move in to practicing these skills with their groups in the upcoming week.
10 minutes	Closing and summary of the class	Professor engagement	Review