

Lesson Plan

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Lesson Theme Description:

Counselor educators are responsible for mentoring students into counseling. This presentation will discuss how mentorship impacts black, indigenous and other people of color (BIPOC) students. The presentation will break down skills and strategies to help the mentee and mentor relationship with the BIPOC community. It is important to recognize your own identity as a mentor but also assess the relationship, which will be further discussed in today's presentation.

Learning Outcomes:

- Participants can evaluate the lack of mentorship for BIPOC students in higher education.
- Participants will be able to create a mentorship identity to assure BIPOC students' needs are being met.

Resources:

- CACREP's guidelines on mentoring and culture.
- Cavazos, V. J. (2020). *Teaching and learning in counselor education*. American Counseling Association.
- Cisneros, D., Anandavalli, S., Brown, E. M., Whitman, J. S., & Chaney, M. P. (2023). Anti-racist mentorship: a multicultural and social justice approach to mentoring students identifying as Black, Indigenous, and persons of color in counselor education. *Journal of Counselor Leadership & Advocacy*, 10(1), 63-75. <https://doi.org/10.1080/2326716X.2022.2162462>
- Haddock, L. R. & Whitman, J. S. (2019). *Preparing the educator in counselor education*. Routledge.
- Information about mentoring needs for minority students

- Oller, M. L., Lindo, N., & Li, D. (2021). Faculty of Color's Mentorship Experiences in Counselor Education. *Counselor Education & Supervision*, 60(2), 112-128. <https://doi.org/10.1002/ceas.12193>
- Thacker, N. E., Minton, C. A. B., & Riley, K. B. (2021). Marginalized Counselor Educators' Experiences Negotiating Identity: A Narrative Inquiry. *Counselor Education & Supervision*, 60(2), 94-111. <https://doi.org/10.1002/ceas.12198>
- PowerPoint
- <https://hr.nih.gov/sites/default/files/public/documents/working-nih/mentoring/pdf/mentor-mentee-evaluation.pdf>
- Wheelsofnames.com

Audience Knowledge:

This presentation is geared toward counselor educators, doctoral counseling students, and counselor professionals. The audience are knowledgeable about cultures and have the fundamental knowledge of what a mentor is. The participants know how to identify and define the mentor relationship prior to attending the presentation, therefore, the presentation is more at an intermediate advanced level.

Strategies:

- Case illustrations. We are using case illustrations that showcase real experiences of BIPOC individuals with mentorship.
- Polls. We are using polls to gather the participant's perspectives and prior knowledge concerning mentorship.
- Lecture. We are using lectures to support the participants in learning how to examine and create.
- Pause. We are using pauses to help participants reflect on the information learned and to assess their learning.

- Role play. We are using roleplays to provide participants an opportunity to create their mentorship identity in a fun way.

Timeline:

Lesson Plan

Time allotted	Teaching Activity	Resources Needed	Rationale	Comments/Notes
2 mins	Introduction of topic with learning outcomes	PowerPoint slides 1-3.	To introduce learning objectives and connect to prior knowledge.	Explain that BIPOC means black, indigenous, and other people of color.
3 mins	Poll to see what participants see as mentorship.	https://pollev.com/odalisromero326 Slide 4-5	To assess current knowledge and to activate prior knowledge about mentorship.	Say "Using only one word, what is a role or responsibility of a mentor in the counseling profession?"
2 mins	Case Illustrations	Slide 6	To highlight the lack of mentorship happening so	Tell the stories of 2-3 BIPOC mentees. First, highlight what

			that they may recognize the needs of BIPOC students.	they experienced negatively as mentor roles and responsibilities. Then, highlight elements that were exceptional in their mentorships.
1 min	Pause		To assess their ability to evaluate the quality of mentorship for BIPOC students?	Ask, “do you see the concerns or needs for mentoring BIPOC students?”
8 mins	Lecture: Mentorship for BIPOC students	Slides 7-9	We want the participants to know the competencies and skills of a mentor for a BIPOC mentee so	*Yakima presents the lecture *Ody says “Deep breath in” then covers

			they can examine the lack of mentorship and create their identity.	application (Slide 9).
2 mins 1;26- 1:28	Lecture: Mentoring Strategies	Slide 10	To highlight what mentors do well so they can compare and identify which strategies they would like to improve in. It will prepare them for role play.	Connect each strategy to BIPOC experience
6 mins 1:28- 1:34	Role Play: Online Meet and Greet	Wheelofnames.com	To assess how they would present their	Set the scene: “We are meeting virtually for a meet and greet.

			mentorship identity to a potential BIPOC mentee, so the mentee would feel comfortable and accepted.	We are three students in the doctoral counseling program, and you are the faculty members. Using what we have discussed thus far, consider what your mentorship is. At this meet and greet, it is time for your elevator pitch so you can mentor one of these students,” Say: “We are looking for a mentor. How would you mentor us?”
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3 min	Check-out/Post-Test	Verbal share and/or chat function	<p>We want them to evaluate their mentorship skills and competencies so they can create their mentorship identity.</p>	<p>Ask: With the two learning objectives we covered today, could 2 or 3 of you come off mute and share how you could use the information presented going forward in your work as a counselor educator/mentor working with BIPOC students?</p> <p>~*~*~*~*</p> <p>**Verbal Processing</p>
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2 Mins	Summary and Evaluation	Link to complete evaluation on OneDrive.	To recall what was learned in this presentation and to gather feedback for the presenters.	Summarize what was mentioned about mentoring roles and responsibilities in connection to BIPOC students, how to assess if mentoring is effective for their BIPOC students and ways to develop their mentorship.
10 minutes	Q & A			

Rubric

Criteria	Ratings				Points
Setting Up Active Learning Exercise or Demonstration for class	<p>25 to >22 pts</p> <p>Advanced</p> <p>The future presenter shows above average ability in introducing and explaining the active learning exercise or demonstration for the audience. The flow feels natural to the lesson. This includes:</p> <ul style="list-style-type: none"> - Clear learning objectives - Scaffolding material - Well prepared outline and completed template 	<p>22 to >20 pts</p> <p>Proficient</p> <p>The future presenter demonstrates proficient abilities in introducing and explaining the active learning exercise or demonstration for the class. The flow feels acceptable to the lesson. This includes:</p> <ul style="list-style-type: none"> - Clear learning objectives - Scaffolding material - Prepared outline and completed template 	<p>20 to >0 pts</p> <p>Developing</p> <p>The future professor is developing the abilities in introducing and explaining the active learning exercise or demonstration for the class. The flow feels unnatural to the lesson. This includes a need for growth in:</p> <ul style="list-style-type: none"> - Course learning objectives - Scaffolding material - Well prepared timeline 	<p>0 pts</p> <p>Not Present</p>	25 pts
Implementation of Active Learning Activity or Demonstration for class	<p>25 to >22 pts</p> <p>Advanced</p> <p>The future presenter shows advanced abilities in introducing and explaining the active learning exercise or demonstration for the class. The flow feels natural to the lesson. This includes:</p> <ul style="list-style-type: none"> - Clear learning objectives - Scaffolding material - Well prepared outline and completed template 	<p>22 to >20 pts</p> <p>Proficient</p> <p>The future presenter demonstrates a proficient ability to effectively implement the active learning activity or demonstration. This includes:</p> <ul style="list-style-type: none"> - Facilitating engaging and relevant activity - Clear instructions for activities - Keeping audience engaged throughout demonstration - Keep timing 	<p>20 to >0 pts</p> <p>Developing</p> <p>The future presenter demonstrates a developing ability to effectively implement the active learning activity or demonstration. This includes a need for growth in:</p> <ul style="list-style-type: none"> - Facilitating engaging a relevant activity - Clear instructions for activities - Keeping audience engaged throughout demonstration - Keep timing 	<p>0 pts</p> <p>Not Present</p>	25 pts

Criteria	Ratings				Points
Processing of Active Learning Exercise or Demonstration with the class	<p>25 to >22 pts</p> <p>Advanced</p> <p>The future presenter shows advanced abilities in processing the active learning exercise or demonstration for the audience. This includes:</p> <ul style="list-style-type: none"> - Facilitating active discussion of the activity - Clear link of the activity to the learning objectives 	<p>22 to >20 pts</p> <p>Proficient</p> <p>The future presenter demonstrates a proficient ability in processing the active learning exercise or demonstration for the audience. This includes:</p> <ul style="list-style-type: none"> - Facilitating active discussion of the activity - Clear link of the activity to the learning objectives 	<p>20 to >0 pts</p> <p>Developing</p> <p>The future presenter is developing the ability to process the active learning exercise or demonstration for the audience. This includes a need for growth in:</p> <ul style="list-style-type: none"> - Facilitating active discussion of the activity - Clear link of the activity to the learning objectives 	<p>0 pts</p> <p>Not Present</p>	25 pts
Knowledge of Subject Matter	<p>15 to >13 pts</p> <p>Advanced</p> <p>Demonstrates an advanced knowledge of the subject matter.</p>	<p>13 to >12 pts</p> <p>Proficient</p> <p>Demonstrates adequate/ average knowledge of the subject matter.</p>	<p>12 to >0 pts</p> <p>Developing</p> <p>Demonstrates below average knowledge of the subject matter.</p>	<p>0 pts</p> <p>Not Present</p>	15 pts
Poise & Confidence	<p>5 to >4 pts</p> <p>Advanced</p> <p>Demonstrates an advanced level of poise and confident demeanor while presenting the lesson. The future professor speaks at an appropriate volume level and with clarity; no repetition of words or phrases.</p>	<p>4 to >3 pts</p> <p>Proficient</p> <p>Demonstrates a proficient level of poise and confident demeanor while presenting the lesson. The future professor speaks at an appropriate volume level and with clarity; no repetition of words or phrases.</p>	<p>3 to >0 pts</p> <p>Developing</p> <p>Demonstrates is developing in poise and confidence while presenting the lesson. The future professor is developing in the ability to speak at an appropriate volume level and with clarity; and/or to have no repetition of words or phrases.</p>	<p>0 pts</p> <p>Not Present</p>	5 pts
Creativity	<p>10 to >9 pts</p> <p>Advanced</p> <p>Demonstrates an advanced ability to use creative and effective teaching methods during the lesson.</p>	<p>9 to >7 pts</p> <p>Proficient</p> <p>Demonstrates a proficient ability to use creative and effective teaching methods during the lesson.</p>	<p>7 to >0 pts</p> <p>Developing</p> <p>Demonstrates a developing ability to use creative and effective teaching methods during the lesson.</p>	<p>0 pts</p> <p>Not Present</p>	10 pts

Criteria	Ratings				Points
Eye Contact with Class	5 to >4 pts Advanced Demonstrates an advanced ability to maintain eye contact with the class throughout the lesson.	4 to >3 pts Proficient Demonstrates proficient ability to maintain eye contact with the class throughout the lesson.	3 to >0 pts Developing Demonstrates a developing ability to maintain eye contact with the audience throughout the lesson	0 pts Not Present	5 pts
Evidence of Clear Preparation	10 to >9 pts Advanced Demonstrates an advanced ability to organize and execute the lesson.	9 to >7 pts Proficient Demonstrates a proficient ability to organize and execute the lesson.	7 to >0 pts Developing Demonstrates a developing ability to organize and execute the lesson.	0 pts Not Present	10 pts
Orderly Sequence	10 to >9 pts Advanced The logical progression of the lesson topics is demonstrated with advanced mastery. The lesson easily flows well from topic to topic.	9 to >7 pts Proficient The logical progression of the lesson topics is demonstrated with proficient competency. The lesson adequately flows from topic to topic.	7 to >0 pts Developing The logical progression of the lesson topics is demonstrated with a developing competency. The lesson needs growth in flow from topic to topic	0 pts Not Present	10 pts
PowerPoint or other visuals (Dry Erase Board, handouts, etc.)	10 to >9 pts Advanced Advanced application of visual and organizational principles in material presentation	9 to >7 pts Proficient Proficient application of visual and organizational principles in material presentation	7 to >0 pts Developing A developing application of visual and organizational principles in material presentation	0 pts Not Present	10 pts
Total Points: 140					