

Program Title: All Hall Discussion on Social Justice Issues

Program Developer		Program Length		Date Implemented					
Joe Mastrocola		Actual: 2 hours	Estimated: 30 minutes	2/9/17					
Curriculum Area		Program Summary							
x	Community	The purpose of this program was to address the recent incidents that occurred on social media and create an outlet for students to express how they feel and brainstorm ways to create positive change. We discussed issues such as how students identify, what they'd like to see IMSA do, and what we can do moving forward.							
x	Diversity								
x	Involvement								
x	Identity								
	Real World								
x	Wellness								
Program Size									
	5-10 Students	x	10-20 Students		20-30 Students		30-40 Students		40+ Students
Standards of Significant Learning									
<p>A.1 working well with diverse individuals and in diverse situations [MCSLS 4.3]</p> <p>A.2 understanding that group and cultural influences contribute to human development, identity, and behavior [MCSBS-1]</p> <p>A.3 identifying unexamined cultural, historical, and personal assumptions and misconceptions which affect their interactions with others [SSL-II.A]</p> <p>A.4 determining their personal values, beliefs, needs, and interests in order to forge connections with themselves and others and to deepen the meaning of their lives. [SSL-1B; MCSLS-3.2]</p> <p>A.5 developing an appreciation for new ideas, cultural differences, and life-styles. [ACUHOI-A6]</p> <p>A.6 appreciating cultural and esthetic differences. [CASHRL-2.5H]</p> <p>B.1 analyzing, forming and/or clarifying their own values. [CASHRL-2.5D; ACUHOI-A3]</p> <p>B.2 identifying areas of dissonance [lack of harmony] between their personal values and those of the community. [SSL-5B]</p> <p>B.3 developing a sense of respect for self, others and property, and a sense of fairness. [ACUHOI-A5]</p> <p>B.4 learning and applying decision-making techniques [MCSLS-.3.6; ASCA-3B]</p> <p>C.3 identifying, developing, and/or confirming one's own sense of identity. [ACUHOI-A11]</p> <p>C.4 living cooperatively with others [ACUHOI-A1, A2]</p> <p>C.6 displaying effective interpersonal communication skills [MCSLS-4.4, ILAoL-2]</p> <p>D.6 maintaining and promoting self-care [MCSH-7]</p>									
Learning Objectives									
Audience, Behavior with Action Verb, Condition, Degree									
<p>Students will be able to share their feelings after a social media incident revolving around racism and homophobia.</p> <p>Students will converse with each other about identities and how they feel at IMSA.</p> <p>Students will be able to suggest solutions to fix the social justice issues present at IMSA.</p>									
Materials									
Attach copies of materials designed for student/instructional use									
None									
Preparation/Management									

Set up chairs to face the same way so they would all be facing me as the facilitator of the discussion.

Instructional Procedures

Introduction

To initially introduce the program, I wrote on the whiteboard in the hall commons that there would be an All-Hall Meeting from 10:00 – 10:30pm. When 10:00pm hit, check was conducted and then I laid out the expectations of the program. I told students that in light of the recent incidents at IMSA, all the halls were having meetings in their commons to allow people a forum to discuss their feelings at come up with solutions. I told students that in the effort of efficiency, I would like them to take turns speaking and stay silent throughout the discussion so that we don't waste time.

Body of Program

For the body of the program, I asked students what their reactions were to the incidents, how they felt the follow-up was handled, and how they feel now. Students discussed these questions for about 20 minutes and started delving into the territory of what they would like to see happen so I officially asked them for solutions and what we need to do moving forward. At 10:30pm, I allowed students to leave if they wanted to, but continued the program for those that had more to say. At 11:00pm, I let students know the time but we would continue to talk if they wanted to. At 11:30pm, I let sophomores know the time but allowed them to continue the discussion if they had more to say.

Closure

At 11:55pm, I thanked students for discussing these issues with me and asked students if they would like to continue this discussion at a later date. Students loved the idea and we decided that we would have monthly all-hall councils where we continued to discuss social justice issues on IMSA's campus and what we can do to make sure marginalized students feel comfortable at IMSA.

Extensions and/or Related Activities

List and Describe

We will be doing monthly follow-ups to the discussion that occurred.

Sources Used in Preparation of This Lesson

List and Describe

NA

Reflection on Student Learning, Assessment and Lesson Implementation

What worked, didn't work, will do differently, and next steps

Students and I both agreed that this was one of the best conversations they've ever had at IMSA. A number of students spoke openly and honestly about things they've experienced at IMSA and what we can do as a community to improve things. All of the objectives for the program were accomplished. I would not do anything differently in this program other than to have more programs like it in the future because it was so successful.