

Program Title: How Do You Identify?

PROGRAM DEVELOPER		PROGRAM LENGTH		DATE IMPLEMENTED	
Joe Mastrocola		Estimated: 1 week	Actual: 1 week	11/12/15	
CURRICULUM AREAS		PROGRAM SUMMARY			
<input type="checkbox"/>	Lifelong Learner	<p>The purpose of this program is to get students to think about what kind of words they use to identify themselves as well as give them an outlet to anonymously share how they identify with others.</p>			
<input checked="" type="checkbox"/>	Identity				
<input type="checkbox"/>	Ethical decision Making				
<input type="checkbox"/>	Goal Setting and Planning				
<input type="checkbox"/>	Time Management				
<input type="checkbox"/>	Study Skills/Test Taking Strategies				
<input type="checkbox"/>	Personal Wellness				
<input type="checkbox"/>	Positive Risk Taking				
<input type="checkbox"/>	Relationships				
<input type="checkbox"/>	Appreciation on Differences				
<input type="checkbox"/>	Community Membership				
PROGRAM SIZE					
<input type="checkbox"/>	3-10 students	<input type="checkbox"/>	31-40 students	<input type="checkbox"/>	
<input type="checkbox"/>	11-20 students	<input type="checkbox"/>	41-50 students	<input type="checkbox"/>	
<input checked="" type="checkbox"/>	21-30 students	<input type="checkbox"/>	50+ students	<input type="checkbox"/>	
SSL:					
C.3 identifying, developing, and/or confirming one's own sense of identity. [ACUHOI-A11]					
LEARNING OBJECTIVES (Audience, Behavior with action verb, Condition, Degree) Essential knowledge, concepts, skills, performances...					
Students will be able to consider how they identify.					
Students will be able to share how they identify with others.					
MATERIALS			PREPARATION / MANAGEMENT		
Attach copies of materials designed/selected for student/instructional use					
Butcher Paper, Markers, Post-It Notes, Pens			Make an outline of a person on the butcher paper and hang it up in the wing. Leave out post-it notes and pens next to butcher paper.		
INSTRUCTIONAL PROCEDURES					
INTRODUCTION (hook, focus, key question, motivation)					

	Open the activity by stating that there will be a passive activity in your wing this week. Tell the wing you have hung a piece of butcher paper on the wall and have left post-it notes and pens next to the paper. Throughout the week, students are encouraged to write how they identify on post-it notes and stick them on the butcher paper.
BODY OF PROGRAM (Active, student engagement, learning, developing)	
	Leave the supplies for the program out for the next week to let students use them.
CLOSURE (summary, wrap-up)	
	To wrap up the program, thank everyone for participating and hang up the butcher paper permanently as a decoration for the wing.
EXTENSIONS AND/OR RELATED ACTIVITIES List and describe	
NA	
SOURCES USED IN PREPARATION OF THIS LESSON PLAN List and describe	
NA	
REFLECTION ON STUDENT LEARNING, ASSESSMENT & LESSON IMPLEMENTATION (What worked, didn't work, will do differently and next steps)	
This program worked surprisingly well. My major concern was that students wouldn't take it seriously or would write inappropriate things to identify as, but after a few days, it all looked great. I don't think I'd change anything.	