

Program Title: Ice Cream Identity Program

Program Developer		Program Length		Date Implemented	
Joe Mastrocola		Actual: 15 minutes	Estimated: 20 minutes	3/30/17	
Curriculum Area		Program Summary			
	Community	The purpose of the program was to give students an opportunity to eat ice cream with sprinkles and also use the sprinkles to show the rest of the wing what they identify with.			
	Diversity				
	Involvement				
x	Identity				
	Real World				
	Wellness				
Program Size					
5-10 Students	x	10-20 Students		20-30 Students	
				30-40 Students	
					40+ Students
Standards of Significant Learning					
C.3 identifying, developing, and/or confirming one's own sense of identity.					
Learning Objectives					
Audience, Behavior with Action Verb, Condition, Degree					
Students will be able to put sprinkles on their ice cream when they identify with something said by the RC.					
Materials					
Attach copies of materials designed for student/instructional use					
Ice cream, different colored sprinkles, spoons, bowls, ice cream scoop					
Preparation/Management					
Buy supplies ahead of time. Create a list of things that students can identify with or as.					
Instructional Procedures					
Introduction					
To start the program, I had everyone grab a bowl, spoon, and take a scoop of ice cream. I also had all the sprinkles available in their tiny jars.					

Body of Program

Once everyone has ice cream, I would read statements like, "Put blue sprinkles on your ice cream if...." Do not choose demographic information like gender identity, race, or orientation. Students are tired of participating in shallow programs where they identify basic demographical info about themselves. Instead, name things such as feelings or actions taken such as feeling stressed about school, feeling judged about something they can't change about themselves, or staying up all night to complete schoolwork.

Closure

To close the program, I encouraged students to look at each other's ice cream bowls to see if members of the wing identified with the same things as themselves.

Extensions and/or Related Activities

List and Describe

NA

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 really enjoyed this program. Beyond getting ice cream, they appreciated the examples chosen to identify with and highlighted they were glad they got to identify with things they've felt or done rather than demographic info.