

Program Title: Past Regrets Program

PROGRAM DEVELOPER		PROGRAM LENGTH		DATE IMPLEMENTED
Joe Mastrocola		Estimated 20 minutes	Actual 30 minutes	8/25/14
CURRICULUM AREAS		PROGRAM SUMMARY		
	Lifelong Learner	Essentially, the program has the educator ask upperclassmen to name a rule they broke or behavioral decision they regret from the previous year. Everybody listens to each upperclassman's statement so they can reflect on the past indiscretion. After the program, the educator compiles a list of indiscretions and hangs it in the wing as a reminder of past poor decision making.		
	Identity			
x	Ethical decision Making			
	Goal Setting and Planning			
	Time Management			
	Study Skills/Test Taking Strategies			
	Personal Wellness			
	Positive Risk Taking			
	Relationships			
	Appreciation on Differences			
	Community Membership			
PROGRAM SIZE				
		3-10 students		31-40 students
		11-20 students		41-50 students
	x	21-30 students		50+ students
SSL:				
B. Students living and learning in IMSA's residential environment will make reasoned decisions which reflect ethical standards and act in accordance with those decisions by [SSL-V.B]: B.4 learning and applying decision-making techniques [MCSLS-.3.6; ASCA-3B]				
LEARNING OBJECTIVES (Audience, Behavior with action verb, Condition, Degree) Essential knowledge, concepts, skills, performances...				
Students will be able to reflect on poor decisions on the past, determine they were poor decisions, and provide advice for the rest of their community to avoid their mistakes.				
MATERIALS		PREPARATION / MANAGEMENT		
Attach copies of materials designed/selected for student/instructional use				
Black butcher paper, brown butcher paper, white colored pencil, pen and paper		Have a pen and paper ready		
INSTRUCTIONAL PROCEDURES				
INTRODUCTION (hook, focus, key question, motivation)				
	The educator opens the program by summarizing that we all make mistakes or do things we regret in life. The educator than poses that he wants each upperclassman to think of at least one poor behavioral decision they made in the previous year. It is up to the upperclassman to decide what they are comfortable sharing.			
BODY OF PROGRAM (Active, student engagement, learning, developing)				
	Once students have been given a couple minutes to think about their past indiscretions, the educator than goes around the group and each person states one thing they did the year prior that they regret and will not do again. (Ex. I will not flip the wing furniture). When someone is talking the others should be quiet listening. The educator quickly writes down the indiscretion and moves on to the next person. Once every upperclassmen has spoken, students are able to state more things they have done and regret.			
CLOSURE (summary, wrap-up)				

Once upperclassmen have run out of things to say, everyone in the wing is encouraged to ask for more details about the indiscretion and why the upperclassman regrets it. At this point, the educator is more removed from a leadership role and it naturally becomes more of a conversation between the wing.

Following the wing activity, the educator transfers some of the most interesting indiscretions onto a wing decoration that is hung in the wing as a reminder of the importance of taking control of your own decisions and making ethical decisions.

EXTENSIONS AND/OR RELATED ACTIVITIES List and describe

SOURCES USED IN PREPARATION OF THIS LESSON PLAN List and describe

Our wing theme is the Simpsons so I was actually inspired by the opening intro in the show where Bart Simpson is writing on the chalkboard over and over in detention.

REFLECTION ON STUDENT LEARNING, ASSESSMENT & LESSON IMPLEMENTATION (What worked, didn't work, will do differently and next steps)

At first students were apprehensive about doing a mandatory program but then when they found out they were talking about their past misbehaviors they got very excited to share. I think the fact that they were given an opportunity to take ownership of their past actions made them excited. One of the things that didn't work was that the sophomores were very passive in their participation. They weren't able to contribute much and their primary role was to listen. It might work better as an upperclassmen only program with a shorter follow up program for sophomores.

The next steps are to hang the decoration in the wing and follow up with students in a month or two and see if hanging the decoration in the wing had any impact on them and affected how they approached ethical decision making.