Program Planning Sheet

Building & Floor (or team): **Anthony Diehlmann and Melissa Haslebacher**

Program Type: **Active**

**Program Title**

|  |
| --- |
| **Family Feud: Studying Edition**  |

 **Date/Time/Location of Program**

|  |
| --- |
| **Wednesday, November 29th/7pm – 8pm/Gold Room** |

Which RAs will be present for the program? **Anthony Diehlmann and Melissa Haslebacher**

**Funding Requested /Supplies / Special Guests Needed**

|  |
| --- |
| **Full sized candy bars (12)****Highlighters (at least 12)****Mechanical pencils (at least 18)****Scantrons (18)****Bubble wrap (whole roll – not huge but enough for each winner to have about a page sized piece)****Full packs of gum (6)****Colored Paper Bags (6)** |

Which RAs will be responsible for bringing items to the program? **Anthony Diehlmann and Melissa Haslebacher**

Is there a shopping need? Who will go? **Yes – Melissa Haslebacher**

Who will turn in the attendance sheet & fill out Monthly Report information? **Anthony Diehlmann**

**Program Description**

|  |
| --- |
| **Residents will be playing Family Feud: Studying Edition, created by the RAs. (Examples of questions are: Where is the best place to study? How soon do you start studying for a test? Who can you go to help for with homework?) There will be a Google Form survey/quiz sent out to the residents who attend before the game begins that will determine the amount of points the words will receive. Residents will not be in teams. They will get two chances to guess an answer and then the next resident will go. There will be a winner for each round/question. The resident with the most points for each round will get a prize.**  |

How will you keep residents engaged in this program?

|  |
| --- |
| **Residents will be actively playing a game to earn points towards a gift bag.** |

Which of the 4 learning goals does this program meet? *(character development, community engagement, intellectual engagement, and life skills?*

|  |
| --- |
| **Life Skills – “Residents exhibit learning in this area by recognition of their personal development, participating in self-advocacy, developing their own resiliency, and working towards independence.”****Residents are working towards creating study skills that they can use in all their classes for the rest of their college career.**  |

How does this program address the needs of your residents based on information you have learned from your interactions with them?

|  |
| --- |
| **Finals are coming up. This is the first round of finals for freshmen students and they may be nervous or not know how to tackle studying. This program gives them several tips and tricks on how to study. It also gives them many different suggestions so they can pick the options that will best suit them.** |

 **ADVERTISING:**

**How are you going to market this program**?

|  |
| --- |
| **An email will be sent out to all four towers in the Evansdale Residential Complex. There will also be flyers posted in the towers. In addition, RAs will deliver the program’s information to the residents by email, Remind101, or any professional form of communication.** |

Which RA will be responsible for this? **Anthony Diehlmann and Melissa Haslebacher**

What kinds of print advertisements will you make? Is there a catchy slogan for the program?

|  |
| --- |
| **There will be flyers made. It will be bright and eye catching. The slogan will be Family Feud: Studying Edition.** |

How will you, and how should others, talk about this program with your residents to garner interest?

|  |
| --- |
| **This should be talked about like it’s a game show. Residents should be asked to bring their competitive attitudes.** |

Will there be any incentives for residents to participate in this program?

|  |
| --- |
| **Yes – the winners of each round will receive a goody bag.** |

**ASSESSMENT:**

How will you know if your program succeeded?

|  |
| --- |
| **The program will succeed if we have winners for each round of the game. Winners of the round mean that residents were able to identify all the options for the question, which gives them the information we would like to get across (information varies based on the question.) This is a fun, informal way to tell residents how to study for finals.** |

How will you know if residents learned anything by attending this program?

|  |
| --- |
| **At the end of the game the residents will be asked some summarizing questions (re-asking the questions from each round), and if they can give us two or three different answers as a group then we will know they learned something. Learning can also be witnessed later that week by observing residents following some of the tips while they study for finals.**  |