

CHE Lesson Plan Template (4 Page Limit)

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Program/Unit Focus of Study (Skill/Content): Isolation and Loneliness

Target Population: Freshmen in College Lesson # 1 of 4 lessons in unit/program

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Lesson Title: A Night in Conquering Loneliness

Central Focus (Rationale/Transfer):

- Target feelings loneliness and perceptions of isolation in freshman populations, before students' progress throughout their education carriers.
- Provide engaging events and opportunities, students may meet others that are in the same situation and make friends.
- Prepare students with activities outside of the parties that engage most college students.
- Engage students that are having difficulties meeting new people, making connections with individuals, and finding friends.
- Alter the environmental factors keeping students from participating in social events.
- Help students get comfortable in social situations and break out of their comfort zones.

National Health Education Standard(s)*:

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

Learning Objectives associated with the standards:

Participants will gain another connection point with peers on campus and demonstrate their ability to use interpersonal skills after the first meeting.

Our goal is to help students engage with one another and assist them in creating new friendships during the meeting time.

Students will be able to identify other social activities, where they may find comfort, outside of normal college party scenes by end of the session.

This program will increase feelings of belongingness at UWL and create a groundwork for students to improve their social interactivity on and off campus before the end of their first two years of college.

Evaluation Criteria:

A survey through Qualtrics will be sent out via QR code after the event to evaluate people's experience.

Additionally, another Qualtrics survey will be sent out at the end of the first academic year to see how the program influenced participant interaction in social situations.

Type of Assessments and what is being assessed:

This program will involve two types of need assessments from the PRECEDE model. These assessments are the social assessments as well as an educational and ecological assessments. The social assessment will be measuring the quality of life of the participants in response to this program.

The educational and ecological assessment assesses the predisposing, reinforcing, and enabling factors that impact the ability of students participating in this program.

Instructional Materials to engage students/participants in learning:

- crafting supplies such as many different types of paper and pictures, markers, glue sticks, etc.
- Music in the background.
- PowerPoint will be projected with a brief overview of the activity and will give everyone another opportunity to read instructions, rather than only hearing the instructions aloud.
- Advertising through fliers in residence halls and social media.
- Space/room reservations.

Instructional Strategies that support diverse needs: CAB always has a person to contact for those with diverse needs that participants can reach out to prior to the event, the students can call (608) 785-8873 or email "cab@uwlax.edu with their specific needs or accommodations. The event will be held in the Student Union, a place that is accessible for all students. If a student is unable to provide their accommodations before the event, the CAB team and our event planners will do everything in our abilities to ensure students' diverse needs are supported.

****Lesson Overview with Timeline:** (Make sure anyone can utilize your overview)

Include introduction, lesson steps, directions, closure, discussion questions.

Introduction:

- Introduce group members and CAB leaders.
- Overview of the event outline.
- Have participants introduce themselves.
- Overview of barriers and benefits in adjusting to college.

Lesson Steps:

- Begin with ice breaker game.

- Discussion about environmental impacts of social situations.
- Discussion on available activities and ways of engaging in social interactions.
- Allow students to make craft/project and interact with one another.

Directions:

-The craft will be something that you can put outside your door that includes your interests or hobbies to find others with similar interests. Participants can decorate this however they choose the materials are provided for them; this activity is focused more on socialization rather than the craft itself.

Closure:

- Closing remarks
- Introduction to the next events
- Give out evaluation questionnaire

Discussion Questions:

- What do students plan on doing outside of this event?
- What are student goals to avoid loneliness?
- What factors have kept you from interacting with others, at UWL, thus far?
- What would it take for you to get more involved, on campus, socially?
- What activities and resources are available to you?
- What activities and resources are you interested in?

Academic Language: By the end of this program participants will be able to build connections with other students on campus as well as branch out and participate in other campus activities to gain connections through that.

Relevant theories and/or research best practices (please note references):

Social Cognitive Theory: suggests that learning occurs relies on the dynamic interaction of the person, environment, and behavior. SCT highly emphasizes social influence via external and internal reinforcement. Experiences of an individual influence reinforcements, expectations, and expectancies, for engaging in a behavior.

Cognitive Behavioral Theory: the cognitive behavioral theory focuses on the perceptions an individual has on effective emotional and behavioral reactions.

Resources:

Beck Institute for Cognitive Behavior Therapy. (n.d.). *Cognitive Model: Theory of Psychopathology: Beck Institute*. [https://beckinstitute.org/cognitive-model/#:~:text=Cognitive%20behavior%20therapy%20is%20based,\(and%20often%20physiological\)%20reactions.](https://beckinstitute.org/cognitive-model/#:~:text=Cognitive%20behavior%20therapy%20is%20based,(and%20often%20physiological)%20reactions.)

Behavioral Change Models. (n.d.). *The Social Cognitive Theory*.

<https://sphweb.bumc.bu.edu/otlt/mph-modules/sb/behavioralchangetheories/behavioralchangetheories5.html>.

Centers for Disease Control and Prevention. (2019, March 27). *National Health Education Standards - SHER*. Centers for Disease Control and Prevention.

<https://www.cdc.gov/healthyschools/sher/standards/index.htm>.