

Cupcakes of Doom

PROGRAM DEVELOPER		PROGRAM LENGTH		DATE IMPLEMENTED	
Joe Mastrocola		Estimated: 10 minutes	Actual 10 minutes	9/21/14	
CURRICULUM AREAS		PROGRAM SUMMARY			
	Lifelong Learner	<p>The purpose of this program is to teach students about the inherent risks in the decisions they make and that random chance can sometimes lead to positive or negative consequences.</p>			
	Identity				
	Ethical decision Making				
	Goal Setting and Planning				
	Time Management				
	Study Skills/Test Taking Strategies				
	Personal Wellness				
x	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.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 use decision making skills to determine risk.					
MATERIALS			PREPARATION / MANAGEMENT		
Attach copies of materials designed/selected for student/instructional use					
Cupcakes, various supplies to put in cupcakes			Make the cupcakes		
INSTRUCTIONAL PROCEDURES					
INTRODUCTION (hook, focus, key question, motivation)					
	<p>Explain to the wing that you have made cupcakes and each resident gets one. Once the residents are excited, explain that there is a twist. Some of the cupcakes have awesome things in them like marshmallows or gummy worms, but others have bad things like Cayenne pepper or lime juice.</p>				
BODY OF PROGRAM (Active, student engagement, learning, developing)					

	Once students understand the program, hand each student a cupcake.
CLOSURE (summary, wrap-up)	
	Wrap up the program by asking students what they got and see if given the opportunity again, would they still grab a cupcake. Then relate the program to real life and ask students for examples where they took a risk that didn't pay off and if that experience impacted their approach to taking risks.
EXTENSIONS AND/OR RELATED ACTIVITIES List and describe	
NA	
SOURCES USED IN PREPARATION OF THIS LESSON PLAN List and describe	
I stole this program from Kurt Schliep	
REFLECTION ON STUDENT LEARNING, ASSESSMENT & LESSON IMPLEMENTATION (What worked, didn't work, will do differently and next steps)	
Students were upset that the batch of 24 cupcakes was ruined by putting things into the cupcakes that weren't always positive. Overall it went well though and despite student hesitation towards the program, they understood the meaning behind it even if they didn't like that they got a bad cupcake.	