



# Office of Residence Life RA Program Proposal & Evaluation

Proposal due to the Assistant Director at least **7 days prior** to the program; evaluation due within **2 days after** the program.  
 Green areas should not be completed until after the program.

<b>Program Title:</b> How Inter-Greedy Art Thou?	<b>Program Organizer(s):</b> Yeritza Vega	
<b>Program Type:</b> Educational	<b>Category (Core Value):</b> Integrity	
<b>Program Location:</b> 6104	<b>Program Date:</b> Thursday, March 24, 2011	<b>Time:</b> 9PM
<b>Building:</b> East Campus	<b>Floor:</b> choose an item	
<b>Anticipated Cost:</b> FREE	<b>Source of Funding:</b> None	
<b>IF APPLICABLE:</b>		
<b>Presenter Name:</b>	<b>Contact Info:</b>	<b>Department:</b>

**Description of Program:** Residents will participate in activity to define integrity. Participants must close their eyes and answer the questions by raising their hands. This will remain all answers miscellaneous and confidential. Ask how many know of someone who has cheated on a test. Ask how many feel it is ok to do that. Ask five more questions such as: lying to your parents, giving free food or merchandise to friends while you are at work, etc. A survey, open discussion and integrity wrap up will be held. Please see PDF attached.

**Publicity Plan (Describe & Attach Sample):** Flyers will be posted on every door. Plus word of mouth.

**Items to Purchase:** NA

**Other Items Needed for Program (Projector, Tables, Chairs, Etc):**

What will your residents gain from attending this program? Briefly describe goals/learning outcomes below:	Describe which goals were achieved (and how) and which goals were not achieved (and why).
1. Define integrity.	1. Depth understanding of the core value Integrity.
2. Develop ways on how to be integrous.	2. Critical thinking skills on morals and ethic.
3. Reflect on emotions experienced after certain non-integrous acts.	3. Evaluate one's self image to see how one can apply integrity.

**What did students attending say about the program?** It was really good to sit down and have an open session to reflect on how integrity affects are character and how it plays a significant role in society.

**What would/could you do differently to improve the program?** Have the residents draw a web map of the wrong actions they have observe and encourage them to see how they could react to make a difference by applying integrity.

**Total Attendance:** 8      **From Your Floor:** 8      **Attendance Sheet Submitted:** YES  NO

**Total Cost:** NA      **Receipts Copied:** YES  NO       **Receipts Submitted:** YES  NO

**Effectiveness of Program:** Effective

### For Office Use Only

**Proposal Status:** Approved  
**Proposal Comments:**

**Evaluation Status:** Credit Recieved  
**Evaluation Comments:**

# **INTEGRITY: SMALL GROUP ACTIVITIES AND DISCUSSION**

## **Group Activity (5 Minutes)**

Survey your class on what they think is right and wrong. Make two columns on the board. Label the left side, "Activity." In this column you will write cheating, lying, stealing, etc. Label the right side, "Right or Wrong." As you survey the class, mark each activity with R or W, depending on their answers.

Ask how many know of someone who has cheated on a test. Ask how many feel it is ok to do that. Ask five more questions such as: lying to your parents, giving free food or merchandise to friends while you are at work, etc.

## **SHOW THE VIDEO (17 Minutes)**

### **Small Group Questions (10 Minutes - 5 per group, assign 3 or 4 questions)**

1. How do you define "Integrity?"
2. Are there degrees of honesty, and when is a person considered "dishonest?"
3. How does your honesty and integrity affect the way you feel about yourself?
4. Ernesto says, "You're just cheating yourself." Why do you agree or disagree?
5. Why do people cheat even though they know it's wrong? Why shouldn't you?
6. Is it wrong to give away free food to a friend if you work at a restaurant or to take some for yourself, or to occasionally steal something "small?"
7. What could be the long-term effects of someone stealing or lying, even "just a little?"
8. What can you do to change how you and your friends act, in terms of integrity?
9. Why should you change and try to become totally honest?
10. How can you support a friend who is trying to change and have more integrity?

## **Group Activity (10 Minutes)**

Compare the answers to #2. You're either honest or you're not. Discuss #3. You can't feel good about yourself if you are dishonest and think you are a bad person. Discuss #9. You have to live with yourself, and being honest and doing the right thing is the most important foundation of who you will become in life. Finally, discuss #10. Encourage your friends not to cheat on tests and not to allow others to cheat from them. Support friends who are choosing to make right decisions.

# **INTEGRITY: WRAP-UP**

## **INTEGRITY AFFECTS EVERY AREA OF YOUR LIFE.**

- School, work, friends, family and even your self-image are all affected by integrity.
- People judge your character according to your integrity.

## **INTEGRITY AFFECTS YOUR SELF-IMAGE.**

- You can't feel good about yourself if you are lying, cheating and stealing.
- If you don't respect others for that type of behavior, then you won't respect yourself.
- Doing what is right instead of "going along with the crowd" will give you pride in who you are as a person.

## **ALL DISHONESTY LACKS INTEGRITY.**

- Cheating on just one answer on a test is the same as cheating on the whole test.
- Stealing a candy bar or a car are both wrong.
- Telling a little "white lie" is still lying.

## **HAVING INTEGRITY IS A CHOICE YOU MAKE.**

- Nobody forces you to do the wrong thing. Be a leader and make your own decisions.
- You may lose some friends by trying to be more honest, but you'll attract new friends and help others, by your example, to be more honest.

## **DECIDE TO HAVE INTEGRITY AND BECOME A CHAMPION!**

- Try always telling the truth and being honest for a while—in school, at home, with your friends--everywhere. It may be hard at first, but it's worth it!
- Find friends who are honest and who will encourage you to have integrity.

# **HOMEWORK: INTEGRITY**

## **HOMEWORK Project: Integrity Around You**

Carry a small, pocket-sized note pad or stack of 3 x 5 cards with you for one week. Every time you see a situation of lying, cheating, or stealing, make a note of it afterwards according to the following criteria:

1. What was the event (cheating on schoolwork, lying, stealing, etc.)?
2. Who did the right thing and who didn't? You may use fake names to protect the real people.

**At the end of the week, evaluate your results and include the following:**

1. What surprised you most about your findings?
2. What do you think about what you saw, for better or worse?
3. What were the general attitudes of the wrongdoers and the right-doers?
4. What changes would you like to make in your life to have more integrity?
5. Why will it be hard for you to have more integrity, and what can you do to overcome peer pressure to "go along with the crowd?"

## **HOMEWORK Project: What Is "Integrity?"**

Evaluate who you are and who your friends are. Start by interviewing three people you know, and record their answers with notes, a tape recorder, or video camera. Ask them at least these questions (they will be anonymous) and add your own:

1. What is your definition of "Integrity?"
2. What does a person need to be to have integrity?
3. Do you ever cheat on a test? Is that right or wrong?
4. Do you lie to your friends or your parents, and is that ever OK?
5. What is the basis of your morals and ethics (religion, parents, own ideas, etc.)?

**Now, ask yourself the same questions. Compare your answers with those of your friends, in essay form. What ideas do you have in common, and what ideas are different? How can your friends influence your integrity, for better or worse? Conclude with your summary of how you can have more integrity, and how you can influence and encourage your friends to have more integrity, too.**