

NDSU Residence Life

First Year Lesson Plan

Title: Community Calendar

Learning Goal and Outcomes:

Creating Connections

- Engage in community activities
- Support peers in the community

Developing Community

- Take action for the benefit of their community

Purpose:

Provide a venue for residents to share events and to take ownership of what is happening in their community and beyond.

Timeframe: August 15 – academic year

Before Presence In Community

1. Pick a visible location in the community where a calendar can be displayed
2. Be creative in how the calendar is displayed
3. Recognize this is a resident led calendar,
 - a. RAs may add community or campus events each month.
4. Hang the calendar by August 15th and include Community Gathering and Welcome Week information for August
5. Hang the instructions next to the calendar. (Instructions available on next page.)

During Presence In Community

1. Put up the new months at least one week prior to the month beginning
 - a. January should be posted prior to when residents move in
2. Encourage residents to add their own events so others can join.
 - a. Examples: birthdays, study tables, hall gov events, National ____ Day, etc.

After Presence In Community

1. The calendar will be up all year but needs to be changed out each month.

Community Calendar

This is our community calendar. Add events for our community to be aware of or celebrate. Please be respectful.

Feel free to include birthdays, special days, test dates, sporting events, study groups, campus activities, organization meetings, community events, and more.

NDSU Residence Life

First Year Lesson Plan

Title: Ways to Make Connections

Learning Goal and Outcomes:

Creating Connections

- Know the names of their neighbors
- Engage in community activities

Purpose:

This board will provide ideas to help students make connections within their floor/hall community and NDSU overall.

Timeframe: August 15 – September 16, 2018

Before Creating the Billboard

1. Identify the needs of your community. What techniques could new to NDSU students utilize to make connections in their community and at NDSU? Use the box below to brainstorm.

2. Identify how you want to display your board. Consider creativity, how can it be interactive? Communicate with other staff members to make sure there is a balance of topics.
3. Consider the timeframe the board will be up. Is your board relevant for the timeframe?
4. Hang the board by August 15th, time will be provided during training to work on the board and to gather supplies.

Creating the Billboard

Board 1: Ways to Make Connections

Board 2: Top 5 Ways to Meet People

While the board is up

1. Take a photo for you Lesson Plan Assessment in OneNote
2. Check your billboard regularly
3. Talk to residents about the information posted on the board.

After the Billboard

1. Take a photo of your board at the end of the month.
2. Remove board September 16th or 17th
3. Respond to the following questions in your Lesson Plan Assessment
 - a. How did residents respond to the information?
 - b. Was there anything that would have made the board more relevant to residents in your community?
 - c. Were there any challenges you needed to address while the board was up? If so, how did you respond?
4. Attach the photos of your board from the beginning and end of the month.

Create Connections – Explore Identity – Developing Communities – Educated Decisions

NDSU Residence Life

First Year Lesson Plan

Title: Move In Day

Learning Goal and Outcomes:

Creating Connections

- Know the name of their neighbors
- Engage in community activities
- Support peers in the community

Purpose:

Provide a time for RAs to connect with residents and begin building relationships.

Timeframe: August 18, 2018

Before Move-In Day

1. Make and hang a welcome banner for your floor. – August 15th
2. Put up all door decs for incoming residents. – August 15th
3. Make sure all of your materials for your community gathering are already together and ready to go.
4. Think about when you first moved in, what were you nervous about? What were you feeling? How did your guardians act that day?
5. GET A GOOD NIGHTS SLEEP!

During Move-In Day

1. 7:30am – 1:30pm – Check-in
 - a. Work with your staff to help welcome residents to their new home
2. 1:30pm – Lunch
3. 2:00pm – 4:30 – Meet your residents
 - a. Spend time knocking on doors and introducing yourself to residents.
 - b. Ask how they are doing with move in and if you can help with anything.
 - c. Introduce yourself to guardians and build relationships with them as well.
 - d. If you've already knocked on everyone's door, hang out on the floor so you can be available to greet residents and answer any questions.
4. 5:00 – 7:30 – Dinner and Community Gatherings
5. 7:30pm – Walk to the Rally – SHAC
6. 8:00 – Rally

After the Passive Program

1. If there were residents you did not see, connect with them before Tuesday, August 21st.

NDSU Residence Life

First Year Lesson Plan

Title: First Community Gathering

Goals and Outcomes:

Creating Connections

- Know the names of their neighbors

Exploring Identity

- Articulate who they are

Making Educated Decisions

- Understand the intent behind policies

Purpose:

As part of being the first official welcome to their community, this gathering is an opportunity to connect with residents and provides a basic understanding of University and Residence Life policies.

Timeframe: August 18, 2018 at 5PM Dinner (Churchill/Dinan, RJ, Seim, Sevrinson)
August 18, 2018 at 6:30PM Dinner (Pavek, Thompson, Weible, Burgum, Stockbridge)

Before the Community Gathering

1. Determine what location you are going to use for your community gathering.
2. Gather supplies if needed for the icebreaker.
3. Gather supplies needed for the Timeline Activity.
 - a. 8.5x11 paper
 - b. Pencils/pens/markers (enough for everyone to have a writing utensil)
 - c. Write your own timeline activity on a piece of paper showing three significant events and three challenges you have overcome. This will be an example during the community gathering.
4. About Me Surveys for each person in your community.
 - a. Bring your sign-up schedule to show when asking people to sign up for a meeting time to do Roommate Success Plans.
5. Go through your calendar handbook and highlight important things to point out to the residents.
6. Set your availability hours so you can share them with the community
7. Identify a time in the afternoon on Monday, August 20th when you could take students on a academic building/classroom tour.

During the Community Gathering

Note, Hall Director/Assistant HD will come around to your meeting. They will be making their rounds of the building, so be flexible when they arrive. Allowing them time to introduce themselves.

RA Introductions (5 minutes)

- a. Introduce yourself to the group (name, major, involvement, room number, and fun fact) and thank them for being there.
 - i. Utilize the space below to write your introduction:

- b. Learning Community Coordinators / Faculty Mentors to introduce themselves
- c. Ask everyone to introduce themselves to the person next to them, saying their name, room, and major.

1. Explain the role of an RA (5 minutes)

- a. RAs are community builders. We live in the hall to support and help the residents.
- b. If you have a question or need support throughout the year, I am here to help you be successful. Whether it is a roommate conflict, a personal issue, or a celebration, I'm here to help!
- c. Explain Availability Hours. Let them know where you will be posting your availability hours for each semester.
- d. Some of my favorite things about our hall include:

- e. There are aspects of the job that include policy enforcement, but ultimately, we will work together as a floor to respect each other so policies are not broken.
- f. Something I am really looking forward to this year while being your RA is... (list two or three things).

2. Icebreaker Activity (5-10 minutes)

Goal: To connect residents with others in their community

Option 1: Animal Noise

- a. Each student will piece of paper with an animal on it that they should not show to anyone. There will be between 8 and 10 residents that will get the same animal.
- b. Tell them to make the noise the animal makes and find others making the same noise.
- c. When everyone finds their group, they need to introduce themselves.
 - i. Name
 - ii. Hometown
 - iii. Major
 - iv. Why NDSU
 - v. Interesting Fact about themselves

Option 2: You choose an activity that will move residents into random groups of 8 10 people

NDSU Residence Life

First Year Lesson Plan

3. Timeline Activity (15-20 minutes)

- a. Hand out pieces of paper and writing utensils
- b. “Throughout your life you have had memorable experiences that really impact who you are. Draw a timeline and map when 3 significant events and 3 challenging events occurred. (Give 5 minutes for people to write their timeline.)
- c. Demonstrate your own timeline by sharing your three significant events and three challenges before they write anything down so they know what you are looking for with the activity.
- d. Students stay in their icebreaker groups and share their timeline

4. Policies and Procedures (10 minutes):

- a. Discuss the following items while walking them through the calendar handbook. Highlight some key points and encourage them to use the handbook for academic planning:
 1. Hall Office: Location, hours, purpose
 2. Lock-outs: What happens when residents get locked out?
 3. Door Card Access: How does this work?
 4. Mail: How/when can they pick up packages? How do they get their mail? Where can they get stamps and send mail?
 5. RA on Duty: What does this mean? Hours? What number do they call?
 6. Laundry: Sign-up sheets, don't overload machines, do it often, ask for help if you don't know how.
 7. Guests: Visitation doesn't start until they do their Roommate Success Plans (We will talk about these more in a few minutes), and residents must talk with their roommate about overnight guests
 8. Escort: Always escort guests, male or female, even parents!
 9. Quiet Hours: Sunday–Thursday: 10pm-10am, Friday–Saturday: 11pm-10am. Courtesy hours are 24/7 and allow residents to address noise within their community and have peers respectfully adjust the level of noise.
 10. Alcohol/Marijuana: Not permitted, even if over 21
 11. What happens if you break policy and how it will affect the community?

5. Hall Specific Information.

- a. Please share about yourself on your door dec if you haven't already

--

- b. Learning Communities may utilize this space for any community specific items that need you need to address.

6. Community and Hall Government

- a. Use the Welcome Week App to make sure you don't miss any events
- b. Monday morning Welcome Leader meetings at 8:30am
- c. Hall Government leadership positions
- d. Hall Government elections will be decided before Labor Day
- e. Open Door Challenge starts tomorrow
 - 1. Share if there is a prize, process for the contest, future challenges

7. About Me Survey (15 minutes):

- a. Give out the individual reflection packet titled About Me Survey.
- b. Give residents time to fill out the About Me Survey alone.
- c. Collect the About Me Surveys at the end of the meeting.
- d. Share with your residents where they can sign up for their room or suite success plan meeting.

8. Wrap Up (5-10 minutes):

- 1. Share your number one tip for planning your time (show off the planner from Residence Life).
- 2. Welcome Week Events: Share which ones you are attending including the event tonight (Green and Yellow Rally).
- 3. Hall Government Social on August 22nd
- 4. Restate how excited and energized you are for the year, and share when the next community gathering is going to be.
- 5. Collect About Me Surveys.

After the Community Gathering

- 1. Place About Me Surveys in folders of residents that have not checked in yet
- 2. Be sure to connect with any people who arrived after the community gathering or who were unable to attend the gathering and share a summary of the meeting.
- 3. Encourage residents to get involved with Hall Government.
- 4. Talk to them about the Hall Government Social on August 22nd
- 5. Count attendance and note in Lesson Plan Assessment in OneNote

NDSU Residence Life First Year Lesson Plan

Title: Open Door Challenge

Goals and Outcomes:

Creating Connections

- Know the names of their neighbors
- Engage in community activities

Purpose:

Support residents in building to make connections with their neighbors. Help to create a culture of openness on the floor.

Timeframe: August 20 – September 14, 2018

Before the Presence In Community event

1. Create a tracking system to show when residents have their doors open.
 - a. When do you plan to check your community? How many times per day?
 - b. How will you track open doors? (Example: paper by doors and stickers) Use the box below to brainstorm:

2. Identify mini-challenges for weeks after welcome week.
 - a. Examples:
 - i. Meet someone in a room two doors away from yours
 - ii. Meet someone on a different floor
 - iii. Meet someone in the lounge
 - b. Develop a way for residents to inform you that they completed the challenge.
 - i. Example: Quarter sheets of paper where they write their name/room & the name/room of the person they met and got a signature from that person.
 - c. Use the space below to write mini-challenges for the following weeks:

- i. Aug 20th – Aug 26th:
- ii. Aug 27th – Sept 2nd:
- iii. Sept 3rd – 9th:
- iv. Sept 10th – 14th:

3. Is this a hall wide competition? Will there be a winning floor or room? If so, identify potential prizes.
 - a. Work with RA team to identify consistent rules for the hall.
 - i. Lock rooms when you are away (Safety is a part of this process.)

- ii. Could someone lose points for having their door propped open when no one is home?
- b. Are mini-challenges worth extra? If yes, how much?
- c. Use this space to identify additional rules

- d. Create a large sign that has the dates, rules, mini-challenges, and that there are prizes and put it up on your floor by August 18th.

During the Presence In Community event

1. Inform residents of the Open Door contest during the First Community Gathering. The challenge can begin right away.
 - a. During the Community Gathering
 - i. Rules
 - ii. Mini-Challenges and what to watch for
 - iii. Prizes
2. Make rounds of your community consistently
 - a. Utilize your tracking system to record when residents have their doors open
 - b. Don't make rounds of your floor at the same time every day. If you are too consistent they may notice and only have their doors open at those times.
3. Pay attention to where connections are being made (this will be useful for sociograms)
4. Notify residents when mini-challenges are happening
 - a. What is the challenge for the week?
 - b. How do residents inform you of completing the challenge?
 - c. What do they get for completing the challenge?

After the Presence In Community event

1. If prizes are awarded, identify the winning room.
 - a. Have residents complete the prize form when receiving their prize.
2. Inform the community/hall of any winners and distribute recognition/prizes
3. Sociograms will start September 10th. Utilize the open door contest as a way to start working toward your sociograms.

**NDSU Residence Life
First Year Lesson Plan**

Open Door Challenge Tracking Sheet

Room _____

Contest ends September 14th

Open Door Challenge Tracking Sheet

Room _____

Contest ends September 14th

Open Door Challenge Tracking Sheet

Room _____

Contest ends September 14th

Open Door Challenge Tracking Sheet

Room _____

Contest ends September 14th

NDSU Residence Life

First Year Lesson Plan

Title: Roommate Success Plans

Learning Goal and Outcomes:

Creating Connections

- Know the name of their neighbors

Exploring Identity

- Place value in themselves

Developing Community

- Learn effective ways to address community concerns
- Respect others

Making Educated Decisions

- Understand the intent behind policies
- Learn how to take care of their personal space

Purpose:

As students begin to live together, each roommate pairing will reflect on what values they hold and how they can bring those values together to share a common living space.

Timeframe: August 27 – September 16, 2018

Before the Intentional Conversation

1. Residents will complete About Me Surveys during community gathering
2. Post your weekly schedule for the first three weeks of classes. Residents will sign up with roommates to meet for an hour time slot. (Blank schedules will be provided.)
3. Prior to your scheduled meeting, review and become familiar with their individual About Me Surveys. Reviewing them before might enable you catch when someone is not fully communicating their preferences or expectations in the meeting.
4. Be familiar with the Roommate Success Plan to you know what questions to expect.

During the Intentional Conversation

Part 1: Get to know your resident (5minutes)

1. Meet with the residents in their room. Be sure to ask them where they are most comfortable having you sit. Get on their level. Start your conversation getting to know each resident as a person. (This conversation happens prior to starting the roommate success plan.)
 - a. Example questions could be:
 - a. Why did you choose NDSU?
 - b. What is something you want to do this year?
 - c. What do you enjoy doing in your free time?
2. The conversation should be natural and engaging. If someone is very quiet out of the pairing, try engaging them directly. If they still are not comfortable sharing, make note of that.
3. Share about your experiences too. Have an interactive conversation. By being open, honest, and vulnerable in this first conversation, you are building the trust in the relationship for the rest of the year with them. Don't make notes on the conversation

at this point because that may shut them down and feel awkward. You can write it down afterwards if you want, but not in front of the residents.

Part 2: Roommate Success Plan (25-30 minutes)

4. Go through the Roommate Success Plan
 - a. Your goal is to facilitate.
 - b. Watch out for statements like “It doesn’t matter to me” or residents constantly agreeing with what their roommate says. Chances are they care about something and just aren’t saying it. You may want to note this somewhere on the form in case roommate problems happen later.

Part 3: Thanks!

5. Thank residents for their time and reiterate your role to them and how they can best contact you. Remind them that they can change or consult their RSP at any time in the year.
 - a. Roommate Success Plans are kept in the hall office.
 - b. A new RSP is needed each time someone moves into the room

After the Intentional Conversation

1. Submit an Intentional Conversation for each Roommate Success Plan in eRezLife. (This is the only set of ICs that you will write that will include multiple people.)
 - a. Overall, how did the conversation go? Do you foresee any potential issues arising later? (3 sentence max)
 - b. Write at least one interesting thing about each resident. (1 sentence per resident)
2. Please Roommate Success Plan in the hall office with About Me Surveys for those residents.

NDSU Residence Life

First Year Lesson Plan

Title: Take To Event

Learning Goal and Outcomes:

Creating Connections

- Know the names of their neighbors
- Engage in community activities

Purpose:

Create and foster community on the floor

Timeframe: August 27 - September 30, 2018

Before the Take To

1. Each RA needs to complete a Take To event for their community.
 - a. RAs may partner, however, it would account for only one event between the two staff members.
2. Identify a variety of events to attend on campus for their individual community.
Examples: Play games in the lounge, watch the game, go to a meal, Day of Honor, Wellness Center, resident-led ideas, opportunity for residents to hang out

3. Discuss ideas for Take To's with Hall Director and during staff meeting prior to determining which event you will utilize for your community.
4. Advertise meeting space in the hall.
5. Make reservations if needed (I.E. tickets for a play).

During the Take To

1. Identify what your community will do this month: _____
2. RA must attend and participate in the event with residents.

After the Take To

1. In a one on one with your Hall Director, discuss the following questions:
 - a. Did this event help to connect the community?
 - b. What can you do in the future to continue to build community on your floor?

NDSU Residence Life

First Year Lesson Plan

Title: Community Agreement

Learning Goal and Outcomes:

Creating Connections

- Know names of neighbors
- Engage in community activities
- Support peers in the community

Developing Community

- Assist in the implementation of the guidelines of the community
- Learn effective ways to address community concerns
- Respect others
- Take action for the benefit of their community

Purpose:

Create an opportunity for residents to set common standards to hold each other accountable by understanding the values of the community and respecting others' opinions.

Timeframe: September 9 – September 13, 2018

Before the Community Gathering

1. The week of September 3rd, send an email to residents and post questions in the community so residents can respond. This is to encourage residents to think about these questions prior to the upcoming community gathering. Questions to send include:
 - a. What do I want my community to look like?
 - b. What do I want to get as a result of living in this community?
 - c. What do I want our community to be known for?
 - d. What is one thing that you want to see happen each week?
 - e. Are there any things happening in the community that I would like to change?
2. Let residents know about the Community Gathering. Final ads should be up no later than a week before the Community Gathering.
3. Prepare materials needed for the Community Gathering. What are these materials? List them below:

4. Create a shopping list. List all things that you will need to purchase below:

5. What does respect mean to you? Write your own definition below:

6. Sign-in sheet for resident attendance.

During the Community Gathering

1. Icebreaker Activity (5-10 minutes)

Goal: Getting residents talking and interacting with each other while having fun

Option 1: Look up game

- If you have a larger group split the group into smaller groups of around 8-10 people each.
- Explain to everyone that we will be standing in circles and looking at the ground.
- You will then count down from 3, when you reach 1 everyone will look at someone else in the circle
- If you meet eyes with someone, you and the other person make a loud noise and leave the circle. Then the group continues.
- Then you will start again and continue for several minutes
- The goal of this activity is to get people laughing and having some fun with each other

Option 2: Your choice

- Work with your Hall Director to make sure it meets the goals of the Icebreaker.

2. Respect in Community (5 minutes)

- a. Have the students work together in groups of 3 or 4 to discuss what respect means to them. Potential questions to have your residents answer:
 - i. What does respect mean to you?
 - ii. Does the definition change when discussing respect in a community?
- b. Ask one representative from each group to summarize their definition for the large group.
 - i. It could be a good idea to have butcher block paper on the wall or use a whiteboard and write down the answers.

3. Community Agreement (10-15 minutes)

- a. While in their small groups, readdress the following questions. Invite each group to share their ideas.
 - i. What do we want our community to look like?
 - ii. What do we want to get as a result of living in this community?
 - iii. What do we want our community to be known for?
 - iv. What is one thing that we want to see happen each week?
 - v. Are there any things happening in the community that we would like to change?
- b. Talk through ideas before making the official agreement

NDSU Residence Life First Year Lesson Plan

- c. Ask students what type of community they would like their community to be. Explain that you will be working together to agree on standards of respect and behavior for the community for the whole year. Some topics to consider are:
 - Values they hold high (friendliness, respect, acceptance, etc.)
 - Bathroom cleanliness
 - Laundry room use
 - Music volume
 - Can people walk into your room if your door is open?
 - Would you like to establish weekly events just for your floor?
(game night, Game of Thrones watch party, weekly dinner, etc.)
- d. Invite one or two residents to write the agreement items on butcher block paper.
 - i. RA NOTE: It may be beneficial to have two sheets of paper, one for brainstorm and one for agreement to be signed by the community.
- e. It is very easy for students who are shy to sit quietly and not say anything, so it might be beneficial to have small sheets of paper around the floor before the community gathering so people can write these things down beforehand and to have some there during the community gathering.

4. Accountability (5-10 minutes)

- a. What happens if you, as a resident, see a community member breaking or ignoring one of the agreements?
- b. How do they hold everyone to the same standards?

5. Community and Involvement Opportunities (5-10 minutes)

- a. Introduce Hall Government members on the floor
- b. Remind of any positions still open and encourage students to run for the position(s)
- c. Remind the community about the Community Calendar. What is going on in their community? They get to take ownership
- d. Update on Open Door Challenge – ends of September 14th.
- e. Note any upcoming learning community events or Take Tos

After the Community Gathering

1. Post the community agreement in a public place.
2. Attach the community agreement to you Lesson Plan Assessment in OneNote
3. Note number who attended in Lesson Plan Assessment in OneNote

NDSU Residence Life

First Year Lesson Plan

Title: Navigating Conflict

Learning Goal and Outcomes:

Exploring Identity

- Exhibit confidence in their actions

Developing Community

- Learn effective ways to address community concerns
- Respect others

Making Educated Decisions

- Be able to identify multiple solutions to a problem.

Purpose:

To be proactive and empower residents to address conflict and develop communication skills. To provide information for to support through the interpersonal communication processes.

Timeframe: September 17 – October 13, 2018

Before Creating the Billboard

1. During a staff meeting discuss techniques and tips for addressing interpersonal conflict. Utilize the following resources as a starting point:
 - a. Creighton University: Tackle conflict in any setting: <http://tinyurl.com/llwrzk6>
 - b. StilumSmart: Don't Let a Fly Escalate into an Elephant: <http://tinyurl.com/m95k6yx>
 - c. 13 Steps for Navigating Conflict Effectively: <http://tinyurl.com/y9zwc9j>
2. In what ways can we as RAs identify when conflict is happening between people? Use the box to brainstorm below.

3. In what ways can we utilize the resources provide above to support residents to resolve interpersonal conflict? Use the box to brainstorm below.

4. While roommate conflicts may be the most common interpersonal conflict RAs address, other relationships can be just as significant. Consider significant others, family members, co-workers, classmates, neighbors. What resources may be beneficial to residents as they navigate conflict within these other types of relationships? Use the box to brainstorm below.

5. Research what you would like your board to cover. Find sources to provide relevant information about communication.
 - a. Provide information about your board to your HD during a one on one the week of September 11-15th. HDs may provide feedback to further develop your board.
6. Identify how you want to display your board. How can it be interactive and creative? Balance topics with other staff members

Creating the Billboard

Option 1: Conflict Resolution

Use resources above and what you have researched to provide information on how to best resolve conflict with roommates, friends, significant others, etc.

- a. Conflicts typically arise mid-semester.
- b. This board provides support for residents to resolve their conflicts on their own before mediation is needed.

Option 2: Professional Communication

Use resources from your research to discuss how best to communicate professionally

- a. How to send professional emails, interact face to face, introductions, etc.
- b. What are culturally acceptable nonverbal forms of communication (strong handshake, eye contact, etc)
- c. This may be valuable information as residents are preparing for career fairs.

Option 3: What Not to Do

Create a humorous board about communication focusing on what not to do. Make it funny.

While the board is up

1. Take a photo for you Lesson Plan Assessment in OneNote
2. Check your billboard regularly
 - a. Address any concerns that may arise (work with your Hall Director to address those concerns.)
3. Talk to residents about the information posted on the board.

After the Billboard

1. Take a photo and remove the board by October 14th or 15th.
2. Respond to the following questions in your Lesson Plan Assessment for this board
 - a. How did residents respond to the information?
 - b. Was there anything that would have made the board more relevant to residents in your community?
1. Were there any challenges you needed to address while the board was up? If so, how did you respond?

NDSU Residence Life

First Year Lesson Plan

Title: Academics and Advising

Learning Goal and Outcomes:

Making Educated Decisions

- Learn how to take care of their personal life?

Purpose:

As residents adjust to campus life, it is our role to check in to see how their academics are going and to help prepare them for the registration process.

Timeframe: September 24 – October 19, 2018

Before the Intentional Conversation

1. You can tailor your conversation to what the residents bring forth during the course of the conversations.
2. Resources
 - a. Advising Resource Center
 - b. Registration and Records website
 - c. Their advisor (see list of advisors by college)
 - d. Course catalog
 - e. Trio and McNair Programs
 - f. Professor's office hours

During the Intentional Conversation

1. Check in with residents about how their classes are going.
 - a. Examples include:
 - i. How do you like your classes? What is your favorite class/least favorite class?
 - ii. How are you feeling about balancing your academics?

Work with your staff to write your own questions below:

2. Once you have spoken about how their classes are going, talk about academic advising.

- a. Have you started thinking about advising yet?

Write questions and tips you have for advising

After the Intentional Conversation

1. Submit an Intentional Conversation in eRezLife (3 sentence summary) for each conversation.
 - a. How does this resident perceive their classes?
 - b. How is this resident preparing for advising?

NDSU Residence Life First Year Lesson Plan

Title: Take To Event

Learning Goal and Outcomes:

Creating Connections

- Know the names of their neighbors
- Engage in community activities

Purpose:

Create and foster community on the floor

Timeframe: October 1 – 31, 2018

Before the Take To

1. Each RA needs to complete a Take To event for their community.
 - a. RAs may partner, however, it would account for only one event between the two staff members.
2. Identify a variety of events to attend on campus for their individual community.
Examples: Play games in the lounge, watch the game, go to a meal, Day of Honor, Wellness Center, resident-led ideas, opportunity for residents to hang out

3. Discuss ideas for Take To's with Hall Director and during staff meeting prior to determining which event you will utilize for your community.
4. Advertise meeting space in the hall.
5. Make reservations if needed (I.E. tickets for a play).

During the Take To

1. Identify what your community will do this month: _____
2. RA must attend and participate in the event with residents.

After the Take To

1. In a one on one with your Hall Director, discuss the following questions:
 - a. Did this event help to connect the community?
 - b. What can you do in the future to continue to build community on your floor?

NDSU Residence Life

First Year Lesson Plan

Title: Identities

Learning Goal and Outcomes:

Exploring Identity

- Articulate who they are
- Explore their individuality

Developing Communities

- Respect others

Purpose:

Provide an introduction for residents to consider what makes up their identity and to learn about different types of identities.

Timeframe: October 15 – November 11, 2018

Before Creating the Billboard

1. During the week of September 24-28th Hall Directors will do a developmental activity in the staff meeting.
 - a. Here is the activity to do with your staff: <http://tinyurl.com/kejxkbb>
2. Pick an identity to research for the billboard.
 - a. Choose from: race, ethnicity, gender, sexuality, ability, religion, class, socioeconomic status, and age.

- b. Research the identity you selected and present information to your Hall Director the week of October 8-12th during your one on one.
 - i. Hall Directors may redirect you and provide feedback to ensure your board is engaging and accurate.
3. Identify how you want to display your board. How can it be interactive and creative? Balance topics with other staff members. Brainstorm some ideas below.

4. Consider the timeframe your board will be up. Is your board topic relevant for the timeframe?
5. Hang the board by October 15th.

Creating the Billboard

Option 1: Sharing about identity

1. Define social and group identities
 - a. Utilize the following websites for additional information
 - i. Social identity theory: <http://tinyurl.com/yapcfnhp>
 - ii. Definition of Group Identity: <http://tinyurl.com/kfgh8mt>

2. Define the identity you chose to research
3. Explain some social movements related to this identity (if any)
4. Highlight campus organizations that work with both majority and minority groups with this social identity
5. Place a guide in the bottom right hand corner to the other identities presented by your staff members and what floor the information is located on if residents wish to learn more about other identities chosen.

Option 2: Identities in My community

1. Focus on the different identities within your community
2. Questions to consider asking
 - a. The part of my identity I am most aware of on a daily basis is _____
 - b. The part of my identity I am least aware of on a daily basis is _____
 - c. The part of my identity most emphasized or important in my family growing up was _____
 - d. The part of my identity I wish I knew more about is _____
 - e. The part of my identity I believe is the most misunderstood by others is _____
 - f. The part of my identity I feel is difficult to discuss with others who identify differently is _____
 - g. The part of my identity I am most proud of is _____

While the board is up

1. Take a photo for you Lesson Plan Assessment in OneNote
2. Check your billboard regularly
 - a. Address any concerns that may arise (Work with your Hall Director to address concerns.)
3. Talk with residents about the information posted.
 - a. Talk about the boards, expressing concerns, reading information, etc.
 - b. Feel free to have conversations with them about their identity and how they think their identity fits within the community.
 - c. If any concerns arise, write an Intentional Conversation in eRezLife and talk with your HD as soon as possible.
 - d. If you are excited because a resident seems particularly enlightened, write an Intentional Conversation and send it to your HD.

After the Billboard

1. Remove the board November 10th or 11th.
2. Respond to the following questions in your Lesson Plan Assessment
 - a. How did residents respond to the information?
 - b. Was there anything that would have made the board more relevant to residents in your community?

NDSU Residence Life

First Year Lesson Plan

Title: Community Involvement

Learning Goal and Outcomes:

Creating Connections

- Know the names of their neighbors
- Engage in community activities
- Support peers in the community

Purpose:

As students become more acquainted with our hall communities, it is our role to check in to see how they are adjusting to finding their niche and to help them become more aware of ways to become active members of our community.

Timeframe: October 22 – November 20, 2018

Before the Intentional Conversation

1. We want our residents to think of their residence hall as their home by this point in the semester and to help them start and/or continue to build on connections on their floor.
2. Possible outcomes of these conversations:
 - a. Residents identify others that have similar interests as them.
 - b. Residents identify how they can have a more active role on their floor.

During the Intentional Conversation

1. This will be a great time to check in with residents about how they are connecting in the hall community and at NDSU. Topics should include:
 - a. Friends in the hall
 - b. Meeting people with different perspectives from you
 - c. Areas you are involved
2. Utilize the space below to write questions to help guide a conversation with residents about how they are involved in the community:

After the Intentional Conversation

1. Submit an Intentional Conversation report for each conversation you have with each resident. (3 sentence summary)
2. Note if you see anyone struggling or if you need suggestions on how to help/push someone out of their comfort zone or find something on campus or in the community that matches their interests.

NDSU Residence Life

First Year Lesson Plan

Title: Take To Event

Learning Goal and Outcomes:

Creating Connections

- Know the names of their neighbors
- Engage in community activities

Purpose:

Create and foster community on the floor

Timeframe: November 1 – 30, 2018

Before the Take To

1. Each RA needs to complete a Take To event for their community.
 - a. RAs may partner, however, it would account for only one event between the two staff members.
2. Identify a variety of events to attend on campus for their individual community.

Examples: Play games in the lounge, watch the game, go to a meal, Day of Honor, Wellness Center, resident-led ideas, opportunity for residents to hang out

3. Discuss ideas for Take To's with Hall Director and during staff meeting prior to determining which event you will utilize for your community.
4. Advertise meeting space in the hall.
5. Make reservations if needed (I.E. tickets for a play).

During the Take To

1. Identify what your community will do this month: _____
2. RA must attend and participate in the event with residents.

After the Take To

1. In a one on one with your Hall Director, discuss the following questions:
 - a. Did this event help to connect the community?
 - b. What can you do in the future to continue to build community on your floor?

NDSU Residence Life First Year Lesson Plan

Title: How Have You Been Influenced at NDSU

Learning Goal and Outcomes:

Creating Connections

- Support peers in the community

Exploring Identity

- Articulate who they are
- Explore their individuality

Purpose:

This board encourages residents to consider who and what has impacted their NDSU experience throughout their first semester. This is the initial foundation for building a network for support and opportunities.

Timeframe: November 13 – December 1, 2018

Before Creating the Billboard

1. What are things that I see have influenced my residents this year?

2. Identify question options you have for your board. Take a minute and respond to them here:

3. Hang the board by November 12th.

Creating the Billboard

1. How Have You Been Impacted

Option 1: Who or what has influenced me while at NDSU?

Option 2: What was my most impactful moment this year?

Option 3: What were my goals when I first came to NDSU and how have they changed?

2. How have You Impacted Others

Option 1: What have I done to have a positive impact on my neighbors and community?

Option 2: How have I made a difference in the lives of others since being at NDSU?

While the board is up

1. Take a photo for you Lesson Plan Assessment in OneNote
2. Check your billboard regularly
 - a. Address any concerns that may arise (work with your Hall Director to address concerns.)
3. Talk to residents about the information posted or reference information posted on the board.
4. Take another photo at the end of the timeframe to show resident interaction.

After the Billboard

1. Remove the billboard December 1st or 2nd
2. Respond to the following questions in a Lesson Plan Assessment
 - a. How did residents respond to the board?
 - b. What topics came up over and over?
 - c. Did anything surprise you, and if so, what?

NDSU Residence Life

First Year Lesson Plan

Title: Closing

Learning Goal and Outcomes:

Creating Connections

- Engage in community activities

Exploring Identity

- Exhibit confidence in their actions

Developing Community

- Take action for the benefit of their community

Making Educated Decisions

- Learn how to take care of their personal space

Purpose:

To inform residents about the procedures for leaving for Thanksgiving and Winter Break.

Timeframe: November 12 – November 16, 2018

Before the Community Gathering

1. Let people know about the Community Gathering. Final ads should be up no later than a week before the Community Gathering.
2. Develop and submit a shopping/supply list. Write down needed supplies below:

3. Review what appreciation and gratitude mean to you and what techniques you use for expressing gratitude and appreciation. Use the box below to recap:

4. Connect with Floor Representative to help develop a plan for the Hall Government section.
5. Sign-in sheet for residents.

During the Community Gathering

1. Icebreaker (5-10 minutes):

Goal: Getting residents talking and interacting with each other while having fun

Option 1: THE “SUDDENLY” STORY GAME

1. Note: Subject material should remain appropriate to the group level.
2. Designate a person to start the game. End with the word “suddenly...”

3. The next person picks up the story and tells three more sentences, taking the story in any direction they'd like. After three sentences, they end with the word, "suddenly..."
4. The game continues until one of the following happens:
 - a. Every player gets a turn and the game has filled the time allotted.
 - b. Every player gets several turns and the game has filled the time allotted.
 - c. The players gets stuck, in which case you can either pass to the next person or start a new story.

Option 2: Your choice: Work with your Hall Director to make sure that it meets the goal of the icebreaker

2. Hall Government (5 minutes):

- a. Provide an opportunity for Floor Representatives to give the community updates on what is happening, involvement opportunities, and to gain feedback about what residents would like to see happen in the building.

3. Community Calendar

- a. Encourage residents to post and share their own events. Share upcoming community events posted on the calendar.

4. RA Application (5-10 minutes):

- a. Discuss with them the application timeline for becoming an RA. Write the timeline below.

--

5. Thinking Ahead

- a. Encourage them to start considering where they will be living next year.
- b. Explain the different on-campus options
 - i. Catherine Cater Hall, MLLC & Niskanen Hall (Residence Halls)
 - ii. Bison Court, 1701, Niskanen Expansion, University Village (Apartments)
- c. If you're interested, but unsure, consider contacting Residence Life to set up an apartment/hall tour.

6. Closing Information (5-10 minutes):

- d. Thanksgiving Break
 - i. Halls close November 21st at 6pm.
 - ii. Turn off and unplug all electrical equipment, *except refrigerators and fish tanks*.
 - iii. Dispose of all perishable food and empty trash.

NDSU Residence Life First Year Lesson Plan

- iv. Close your windows and drapes. Radiators may freeze & burst if your window is left open. *You will be responsible for any resulting damages.
- v. Set your thermostat to 70 degrees, if applicable.
- vi. Clear out foyer areas of personal items
- vii. Lock your door (including foyer, if applicable).
- viii. **Card access will only be given to those who apply for break housing.** You must **apply** to remain in the residence halls over break. Break periods are not covered under the license agreement.
 - 1. **Deadline to apply for break housing by Friday, November 16th.**
- ix. Rooms will be checked by Residence Life Staff for safety & security reasons.
 - x. **Watch your email and mail box for additional information**
- e. Winter Break
 - i. Halls close at 6pm on December 14th
 - ii. Break Housing applications due by December 7, 2018
 - iii. Follow the same standards for preparing your room as you do for Thanksgiving
 - iv. IF you are checking out at semester be sure to meet with our hall director to discuss the contract cancellation form
 - v. If your roommate is moving out, or you have a double as a single, be sure to empty and clean one side of the room. A new person may be assigned over break.
 - 1. This way they will have space for their belongings
 - 2. It is not the new resident's fault for being assigned to an open space.
- f. List out hall and Learning Community specific information using this box:

7. Expressing Gratitude (5-10 minutes):

- a. Provide information about how gratitude helps the person expressing it as much as the person who it is focused toward.
 - i. Infographic: <http://drlisawatson.com/gratitude>

- b. People like being appreciated in different ways – in person, notes, hugs, helping, etc.
 - i. Love language or some other assessment type test.:
https://s3.amazonaws.com/moody-profiles/uploads/profile/attachment/5/5LLPersonalProfile_COUPLES_1.pdf
 - ii. Ask the group: What are other ways you can express gratitude towards others?
 - iii. Examples being: thank you cards, verbal affirmations, high five, etc
 - iv. Mention that there will be a continued opportunity for people to express gratitude for the rest of the semester and supplies will be available, point out where they can find the supplies.

8. Thank you card activity (10-15 minutes):

- a. Hand each person 2 cards
- b. On the first card they should write a note to someone in the hall or at NDSU that they appreciate. These can be sent via campus mail.
- c. On the second card they should write a note to someone outside of the NDSU community like family or friends. They can send these cards or deliver over break.

After the Community Gathering

- 1. Follow up with resident who were not able to attend the meeting to share information about closing by November 28, 2018.
- 2. Note number of people who attended in lesson plan assessment
- 3. Provide feedback in lesson plan assessment about resident's thoughts on gratitude activity.