

NDSU Residence Life

Upper Division Lesson Plan

Title: Building Basics and Campus Resources

Learning Goal and Outcomes:

Creating Connections

- Engage in community activities

Making Educated Decisions

- Understand the intent behind policies

Purpose:

Welcome residents as they come to the hall community and provide useful information for them to start of the year.

Timeframe: August 15 – September 16, 2018

Before Creating the Billboard

1. Identify the needs of your community. What resources, opportunities, etc. will be helpful or encouraging as they start their semester?
 - a. Think of policies, building specific information, and common sense hall etiquette residents need to be aware of.
Use the box below to brainstorm:

2. Consider the timeframe your board will be up. Is your board topic relevant for the timeframe? (Example: if the board says “Welcome” is it still relevant in September?)
3. Identify how you want to display your board. How can it be interactive and creative? Balance topics with other staff members.
Use the box below to brainstorm.

4. Hang the board by August 15th. Time will be provided during training to work on the board and gather supplies.

Creating the Billboard(s)

Option 1: Hall Information

1. Identify what information the residents in the building would need to know
 - a. Office hours, items available for checkout
 - b. Sending and receiving mail and/or packages

- c. Laundry sign-up and location
- d. Policies (guest, quiet hours, courtesy hours, etc.)

Option 2: Campus Resources

1. Identify offices around campus that would be assets to residents in the building
 - a. Include their location and contact information
 - b. If you received pamphlets during training include these as well
 - c. Could utilize a map of campus and mark the office(s) accordingly

Option 3: MAT Bus

1. Identify routes that would best accommodate residents in your hall
 - a. Provide information about bus numbers and times
 - b. If you have booklets showing routes and times make those available as part of your board

About Me Board: Additional Board

1. This board should highlight you. Be creative and reflect your personality on the board
2. Include the following information
 - a. Provide a way for residents to know where you are
 - b. Provide a way for residents to see who is on duty
 - c. Post your availability hours
 - d. Display the duty phone number
 - a. Be diligent about updating your board with where you are and who is on duty

While the board is up

1. Take a photo for the 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. Remove the board on either September 15th or 16th
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?
 - c. Were there any challenges you needed to address while the board was up? If so, how did you respond?

NDSU Residence Life

Upper Division 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

Before Move-In Day

1. Put up all door decs for incoming residents.
2. Make and hang a welcome banner for your floor.
3. Think about when you first moved in, what were you nervous about? What were you feeling? How did your guardians act that day?
4. 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. 2:00 - 4:30pm – Meet your Community
 - 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 family 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. 6:00 – 7:00pm – Dinner
5. 7:30pm – Walk to Rally at SHAC

After the Move In Day

1. Connect with your staff and talk about what went well with check-in and what can be improved for next year.
2. If there were residents you did not see, connect with them before Tuesday, August 21st.

NDSU Residence Life

Upper Division Lesson Plan

Title: First Community Gathering

Learning Goal and Outcomes:

Creating Connections

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

Exploring Identity

- Articulate who they are

Making Educated Decisions

- Understand the intent behind policies

Purpose:

As part of being the first official welcome into their community, this gathering will provide an opportunity to connect with other residents of the community, basic understanding of the University and Residence Life policies, and what they expect from their roommates.

Timeframe: August 19, 2018 at 6:00 PM

Before the Community Gathering

1. Determine what location you are going to use for your community gathering
2. Gather any supplies needed
3. Have About Me Surveys (green form) for each person sharing a unit.
4. Be sure to update your schedule spreadsheet and bring it to the gathering for students to schedule their roommate success plan meetings
5. Go through your calendar handbook and highlight important things to point out to the residents.
6. Set your availability hours

During the Community Gathering

RA NOTE: Your Hall Director and Faculty in Residence (if applicable) will come around to your meeting. They will be making their rounds, so be flexible when they arrive. Allow them time to introduce themselves.

1. RA Introductions (5 minutes):

- a. Introduce yourself to the group (Include your name, major, involvements you are in, room number, and fun facts.) Thank residents for being here.
- b. Ask everyone to introduce themselves to the person beside them. Use a handshake, high five, or other way to connect as part of their introduction. Say their name, room number and major.

Utilize this space to write your introduction:

2. Explain the role of an RA (5 minutes):

- a. RAs live in the hall to support and help the residents.
- b. Some of my favorite things about our hall include...

- c. Explain Availability Hours Let them know where you will be posting your availability hours for each semester.
- d. There are aspects of the job that include policy enforcement, but ultimately, we'll work together as a floor to respect each other so policies aren't being broken.
- e. My favorite parts of this job include: (list two or three of your favorite parts so far)

- f. 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!

3. Icebreaker (5-10 minutes):

Goal: Get to know everyone within the community

Option 1: Group up by birth month and answer the following questions within their group to get to know everyone.

- 1.Name
- 2.Hometown
- 3.Major/Intended Major
- 4.Why NDSU
- 5.Interesting fact about yourself

Option 2: Your choice:

Work with your Hall director to find another activity that meets the icebreaker goal.

4. Policies and Procedures (10 minutes):

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:

- a. Hall Office: Location, hours, purpose
- b. Lock-outs: What happens when residents get locked out?
- c. Door Card Access: How does this work?
- d. Packages/Mail: How/when can they pick up packages? How do they get their mail? Where can they get stamps and send mail?

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- e. RA on Duty: What does this mean? Hours? What number do they call?
- f. Laundry: Sign-up sheets, don't overload machines, do it often, and ask for help if you don't know how.
- g. Guests: visitation doesn't start until they do their RSP, talking with roommate about overnight guests
- h. Escort: Always escort guests, male or female, even family members!
- i. Quiet Hours: Sunday–Thursday: 10:00PM-10:00AM, Friday–Saturday: 11:00PM-10:00AM
- j. Alcohol/Marijuana: Not permitted, even if over 21
- k. What happens if you break policy (on a community level, not just from a “you get in trouble” stand point)
 - i. How might breaking policy impact the community? Utilize quiet hours as an example.

Hall Specific Information:

Utilize this space to outline additional areas to cover.

5. Community and Hall Government

- a. Welcome Week Hypnotist at 9pm tonight
- b. President's Welcome at 9:30am tomorrow
- c. Share what other Welcome Week events you will be attending
- d. Inform of Hall Government elections – nominations for executive positions accepted now with voting happening prior to Labor Day
- e. Hall Government Social on August 22nd.

Note hall gov election information here:

6. About Me Survey (15 minutes):

- a. Handout the individual About Me Survey (green form) to everyone who shares a unit.
- b. Inform them where they can schedule a meeting with you.
- c. Roommate Success Plan meetings need to occur by September 14th.

7. Wrap Up (5 minutes):

- a. Share your number one tip for planning out your time (show off your planner from Residence Life)
- b. Be sure to fill in your door dec so we can learn more about you as a member of the community.
- c. Restate how excited and energized you are for the year, and share when the next community gathering is going to be.

After the Community Gathering

1. Touch base with residents that were unable to attend to share an overview of the gathering and to provide them with a About Me Survey
2. Place About Me Surveys in folders of residents that have not checked in yet.
3. Encourage residents to get involved with Hall Government
4. Talk to them about the Hall Government Social on August 22nd

NDSU Residence Life

Upper Division 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

- Learn how to take care of their personal space

Purpose:

Residents will learn what makes them and their roommate(s) unique.

Through guided discussion, they will learn how to respect differences.

Timeframe: August 27 – September 14, 2018

Before the Intentional Conversation

1. Directions/Guidance:

- a. About Me Surveys will be filled out by residents at the first community gathering
- b. Take a look through the Roommate Success Plan in advance so that you know what to expect/how to go about the conversation

During the Intentional Conversation (45-50 minutes):

1. Spend time having residents ask and answer questions to help them get to know each other. Build the roommate bond and a bond between you and them. Even though you have the questions to refer to from the form, feel free to let it flow like a natural conversation. If they find a topic that interests them all, follow that path. By the end of your conversation, all areas of the plan should be addressed.
2. Fill out the preference questions. The points below may be helpful when facilitating the conversation.
 - a. Make sure that you hear from all of the roommates and specifically ask individuals if they are not providing answers consistently.
 - b. It may be uncomfortable, but remember to sit and wait until they throw out an answer, even if they seem indecisive or quiet. If they are confused, you can give examples.
 - c. Remember that this is not your agreement so give as little input as possible. You do not want to sway their answers. This time of year is when people tend to “go with the flow” because they do not want to seem like pushy roommates.
 - d. Pay attention to body language and facial expressions. What a person is saying may not be what they are feeling.

3. Make sure they know that this can be revisited at any point if they realize something they wrote doesn't actually work and RSPs are stored in the hall office.

After the Intentional Conversation

1. Submit an Intentional Conversation in eRezLife responding to the following questions.
 - a. Write at least one fact about each resident. (1 sentence per resident)
 - b. How did the conversation go? Share items they may struggle with as roommates.

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Upper Division 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 their 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 Bison game, go for ice cream at the dining center, 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

Upper Division Lesson Plan

Title: Career Fairs

Learning Goal and Outcomes:

Exploring Identity

- Place value in themselves

Making Educated Decisions

- Learn how to take care of their personal life
- Be able to identify multiple solutions to a problem
- Exhibit self-care

Purpose:

To get residents aware of internships and potential future jobs that are brought to campus each year.

Timeframe: September 1, 2018 – September 30, 2018

Before the Community event

1. Look at the Career Services website to confirm when and where fairs are occurring.
 - a. **September 13th: Meet the Firms – 4-7pm – MU, Great Plains Ballroom**
 - b. **September 25th: Agriculture and Agribusiness Career Expo – 1-4pm – Fargodome**
 - c. **September 25th: Engineering and Tech Expo Social – 4:30-6:30pm Alumni Center**
 - d. **September 26th: Engineering and Tech Expo – 10am-3pm – Fargodome**
 - e. **TBD: Business Internship and Career Expo**

Use the box below to note any additional fairs.

2. Encourage your community to attend these fairs.
3. Determine your prize(s)
4. Determine what residents need to do to be eligible for the prize (ie: just attend, tell you their favorite thing about the fair, etc.)
 - a. Career Services tracks attendance. Attendance can be requested to confirm those who checked in at the fair.

Use the box below to state your criteria for eligibility

During the Community event

1. Check in with residents throughout the month to continue encouraging attendance and to ask about their experience if they did attend.
2. Develop two assessment questions to ask residents. Focus on the learning opportunities they had as a result of participating in the fair. Example: what is one internship or position you learned about at the fair you would like to have one day?
Write your two questions below:

After the Community event

1. Once all events have concluded, hold prize drawing and issue prize to residents. Post on the hall social media pages to recognize those who participated.
2. Complete and turn in the prize form.

NDSU Residence Life

Upper Division Lesson Plan

Title: Community Agreement

Learning Goal and Outcomes:

Creating Connections

- Know the names of their 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 things prior to your 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 people 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 residents.

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 I want my community to look like?
 - ii. What do I want to get as a result of living in this community?
 - iii. What do I want our community to be known for?
 - iv. What is one thing that you want to see happen each week?
 - v. Are there any things happening in the community that I would like to change?
- b. Talk through ideas before making the agreement.

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- 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:
 - i. Values they hold high (friendliness, respect, acceptance, etc.)
 - ii. Bathroom cleanliness
 - iii. Laundry room use
 - iv. Music volume
 - v. Can people walk into your room if your door is open?
 - vi. 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 come up and write the community 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. Involvement Opportunities (5-10 minutes)

- a. Introduce hall government leaders in your community. Help them to explain their positions. (most won't have their retreat until later this week.)
- b. Recruit for positions not yet filled.
 - i. Having leaders in your community is an asset for everyone.

After the Community Gathering

- 1. Post the community agreement in a public place.
- 2. Follow-up with students who did not attend
- 3. Attach the community agreement to your Lesson Plan Assessment in OneNote
- 4. Write total number of attendees in Lesson Plan Assessment in OneNote

NDSU Residence Life

Upper Division 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?
 - c. Were there any challenges you needed to address while the board was up? If so, how did you respond?

NDSU Residence Life

Upper Division 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 see how we may help them with their registration process.

Timeframe: September 24 – October 19, 2018

Before the Intentional Conversation

1. You can tailor your conversation to what needs residents bring forth during the course of your conversations. Familiarize yourself with campus resources so you can help answer any questions.
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

During the Intentional Conversation

1. Check in with residents about how their classes are going.
 - a. Topics to discuss
 - a. Classes? Example: favorite/least favorite class? Why?
 - b. Balancing academics

Write your own questions in the box below:

2. Once you've spoken about how their classes are going, talk about academic advising.
Write your own questions and tips for advising below:

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 this semester?
 - b. How is this resident preparing for advising?

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Upper Division 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 their 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 Bison game, go for ice cream at the dining center, 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

Upper Division 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

Upper Division Lesson Plan

Title: Identity Tree

Learning Goal and Outcomes:

Creating Connections

- Engage in community activities

Exploring Identity

- Articulate who they are
- Explore their individuality

Developing Community

- Respect others

Purpose:

Engage residents in community art while encouraging them to consider aspects of identity within themselves and their neighbors.

Timeframe: October 22 – November 2, 2018

Before the Presence in Community

1. Consider the information you have learned up to this point regarding different identities.
2. Create a visual piece for residents to add their responses to. This could be a tree and add leaves; a dark butcher block paper and add stars; etc. Create your own for your hall community.
 - a. Residents should be able to place their name or response on a piece of paper and attach it to the visual in response to the questions posted.
 - b. Be creative with how to engage your community in this activity.

During the Presence in Community

1. Over the next two weeks change out the questions every 3-4 days
 - a. Provide 5-7 questions per timeframe to allow residents the ability to respond to a variety of components of their identity.
 - b. Questions will cover a variety of topic areas. Work with your HD to adjust questions if appropriate.
 - c. Direct residents to respond to the questions and post their responses on the visual.
2. Talk with residents about the identity visual and how their community is represented.
 - a. What questions would they consider adding to the lists?

After community gathering start with the following questions

1. Part One
 - a. I prefer to spend time inside or outside?
 - b. Am I introverted or extroverted?
 - c. I have been assaulted.
 - d. Have I travelled away from home? Where?

- e. How many people do I have in my immediate family?
- f. Have I ever felt lonely?
- g. Do I have a lot of friends?

2. Part Two

- a. What is my favorite kind of music? (Artist?)
- b. I have received a ticket from a police officer.
- c. Have I lied about my sexuality?
- d. Have I ever done something embarrassing as a result of alcohol or drugs?
- e. Am I a cat person or a dog person?
- f. Am I comfortable in my body?

3. Part Three

- a. Do my parents/family help me financially while I'm in school?
- b. Do I believe in true love?
- c. Have I ever felt insecure of what others think of me?
- d. Have I ever been abused emotionally or physically?
- e. How do I stay organized?
- f. I have experienced a lifestyle with a physical disability.
- g. Do I have purpose in life?

After the Presence in Community

- 1) In a one-on-one with your Hall Director:
 - a. Share the value this event held for your community.
 - b. What did this activity help you learn about identity?
- 2) Leave the community art up through Thanksgiving break.

NDSU Residence Life

Upper Division 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 their 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 Bison game, go for ice cream at the dining center, 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

Upper Division Lesson Plan

Title: Self Care

Learning Goal and Outcomes:

Exploring Identity

- Place value in themselves

Making Educated Decisions

- Exhibit self-care

Purpose:

Support residents as they wrap up their semester. A lot of life events happen during this time. This board provides opportunity to inform of support systems available.

Timeframe: November 13 – December 1, 2018

Before Creating the Billboard

1. Review resources for self-care tips
 - a. 8 Tips for Practicing Self-Care During Finals: <http://tinyurl.com/y8dxgrvx>
 - b. Self-Care is Key During Finals: <http://tinyurl.com/ya9l9r8b>
 - c. Tips for Finals: Studying and Self-Care: <http://tinyurl.com/yczusg7g>
 - d. 10 ways to stay calm during finals: <http://tinyurl.com/yb8hfs3d>
2. What other types of resources could be beneficial for residents during this timeframe to help them take care of themselves? (I.e.: eating right, budgeting for holiday time, winter travel tips.) Use the box below to brainstorm.

3. Identify the needs of your community. What resources are beneficial for them to be aware of to provide guidance for minimizing stress and staying healthy?
4. Identify how you want to display your board. How can it be interactive and creative? Balance topics with those of other staff members.
5. Consider the timeframe the board will be up. Is your board relevant?
6. Hang the board by November 12th.

Creating the Billboard

Option 1: End of Semester Studying Resources

1. What locations on campus will best help support residents as they wrap up their semester? (ACE, professor office hours, Wellness Center) How can resident be best prepared to utilize these resources? Use the box below to brainstorm.

Option 2: Stress Relief Tips

1. Share techniques for residents to stay healthy during stressful times
 - a. Utilize the websites provided above.

Option 3: Positive Reinforcement

1. Utilize residents to provide positive reinforcement to each other. What advice would they share with each other on specific topics? (I.e.: relieving stress, eating right, shopping on a budget tips, etc.)

While the billboard is up

1. Take a photo for your Lesson Plan Assessment in OneNote
2. Check your Billboard regularly
 - a. Address any concerns that may arise (speak with your HD about removing or addressing any concerns.)
3. Talk to residents about the information on the board

After the Billboard

1. Remove the board by December 1st or 2nd.
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?
 - c. Were there any challenges you needed to address while the board was up? If so, how did you respond?

NDSU Residence Life

Upper Division Lesson Plan

Title: Closing

Learning Goal and Outcomes:

Creating Connections

- Know the names of their neighbors
- 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, 2018 – 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

- a. 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. RA Application (5-10 minutes):

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

4. Thinking Ahead

- a. Encourage them to start considering where they will be living next year.
- b. Explain the different on-campus options
 - i. 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.

5. Closing Information (5-10 minutes):

- a. 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

Upper Division 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. Please set your thermostat to 70 degrees, if applicable.
- vi. Lock your door (including foyer, if applicable).
- vii. Clear out foyer areas of personal items
- 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

b. 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 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 to the room over break.
 - 1. This way they will have space for their belongings
 - 2. FYI, it is not the new resident's fault for being assigned to an open space.

c. List out Hall Specific information using the box below:

6. 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.

7. 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.