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Programming Framework 1

Topic: Community Service Project

Explanation of Program: As a floor/neighborhood discuss and choose a community service activity that can be completed as a group, then schedule a time to complete it.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Any/ dependent on the activity

Optional Ideas: Go help at an animal shelter, collect nonperishables for a local food pantry, make Valentine's (or pick another holiday) cards and send them to a local nursing home, set up a coin jar and raise money to donate to a Kiva business, etc.

Resources:

www.volunteerguide.org/?gclid=CMLBz43Ti7MCFWGnPAod_UUA_Q

www.kiva.org

<http://greatnonprofits.org/?gclid=CJbY4NDTi7MCFZGiPAodAXcAqw>

<http://www.franklincommunitycenter.org/>

Assessment:

1. Who did you help?
2. How did you help?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 2

Topic: Healthy Stress Relief for Finals

Explanation of Program: Program- Pick an activity (or activities) to do as a group to reduce stress before or during finals. BB- Give examples of ways to relieve stress in a healthy way and where a student can go to do said activities.

Required Components Covered: Educational, Health and Wellness, Active/Passive

Suggested Time Frame: Last 2 weeks of the semester

Optional Ideas: Could be a program or BB. Coloring, walking to Broadway, visit an animal shelter, watch a silly movie, bubble blowing competition, how-to knit or crochet, yoga, meditation, etc.

Resources:

Estherville Animal Shelter: 100 Russell Road Greenfield Ctr, NY 12833
<http://www.crayola.com/free-coloring-pages/>
<http://health.howstuffworks.com/wellness/stress-management>
<http://www.queenofdiy.com/stitchery/knitting-beginners-guide.html>
<http://zenhabits.net/meditation-for-beginners-20-practical-tips-for-quieting-the-mind/>

Assessment:

1. What did you choose to do to relieve stress?
2. How many residents participated?
3. How did the residents react to the program/BB?
4. Program Only: Did your residents participate in deciding which activity to do?
5. What did the residents learn by doing this?
6. What did you learn by doing this?
7. If you did this again what would you change?

Programming Framework 3

Topic: Holiday Crafts

Explanation of Program: Pick a variety of upcoming holidays and gather materials to do crafts for each one. Have information explaining the cultural/religious significance surrounding the holiday traditions.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Any

Optional Ideas: Making garland with residents best holiday memories written on the chains, homemade dreidels, Kwanzaa beaded jewelry, etc.

Resources:

http://www.educationworld.com/a_tech/sites/sites013.shtml

<http://www.history.com/topics/kwanzaa-history>

<http://www.enchantedlearning.com/crafts/hanukkah/dreidel/>

Assessment:

1. What holidays did you include?
2. Did the holidays represent what the residents celebrate?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 4

Topic: Finals Breakfast at the D-Hall

Explanation of Program: Go to breakfast before finals with the residents. Create information handouts on how to be prepared for a test (eating a good breakfast with protein, being on time, etc.)

Required Components Covered: Educational, Health and Wellness, Academic and Career Skills, Active

Suggested Time Frame: Last 2-3 weeks of the semester, in the morning

Optional Ideas: Could also be breakfast on the floor/ in the neighborhood. Use handouts to give students information, post flyers on students' doors about the event with the information about being prepared for finals on it.

Resources:

<http://www.livestrong.com/article/436722-what-are-good-foods-to-eat-before-finals/>

http://homepages.stmartin.edu/fac_staff/molney/website/SMU%20Bio%20Journal/Schroll%202006.pdf

<http://familyfood.hiddenvalley.com/should-college-students-eat-breakfast-1685.html>

<http://www.webmd.com/diet/features/many-benefits-breakfast>

Assessment:

1. How did you give residents the information?
2. When did you do the program?
3. How did the residents respond to the information/program?
4. How many residents participated?
5. What did the residents learn by doing this?
6. What did you learn by doing this?
7. If you did this again what would you change?

Programming Framework 5

Topic: Res Hall Cooking: Using a Microwave

Explanation of Program: Either have a program or make a BB explaining how to cook regular/healthy food using a microwave. Include recipes for students to try themselves.

Required Components Covered: Educational, Independent Living, Active/Passive

Suggested Time Frame: Any

Optional Ideas: Can be themed to a given time (baking for the holidays, midterm snacks, etc.). Post recipes in the Kitchenette for students to try after the program.

Resources:

<http://www.bettycrocker.com/recipes/preparation/microwave-recipes>
<http://allrecipes.com/recipes/everyday-cooking/campus-cooking/microwave/>
http://www.eatingwell.com/recipes_menus/recipe_slideshows/healthy_recipes_for_your_microwave
<http://www.marthastewart.com/274266/microwave-recipes/@center/907785/home-technology>
<http://www.food.com/cookbook/college-dorm-cooking-microwave-80213>

Assessment:

1. Did you do a BB or Program?
2. What theme did the program have?
3. How did residents respond to the information?
4. How many residents participated?
5. What did the residents learn by doing this?
6. What did you learn by doing this?
7. If you did this again what would you change?

Programming Framework 6

Topic: How to Move Out on Your Own BB

Explanation of Program: Explaining important planning step for moving out on your own.

Required Components Covered: Educational, Independent Living, Passive

Suggested Time Frame: End of school year

Optional Ideas: Include topics like- finding an apartment, balancing a budget, paying utilities, purchasing furniture, finding a job, etc.

Resources:

<http://blog.movebuilder.com/posts/10-tips-for-making-moving-out-for-the-first-time-a-success/>

<http://www.wikihow.com/Move-Out-of-Home-Into-Your-First-Apartment>

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=8&ved=0CGIQFjAH&url=http%3A%2F%2Fwww.nateshomes.com%2Fagent_files%2FFirst%2520Time%2520Moving%2520Out%2520Checklist.pdf&ei=sVmdULX3MITg2gXy24DABw&usg=AFQjCNG2JFFpFJvXHU_sHeSffplIGi8-8g

http://www.ehow.com/how_5689751_figure-out-budget-moving-out.html

http://www.reslife.net/assets/docs/Signing_a_Lease.ppt

Assessment:

1. How did residents respond to the information?
2. Was there an interactive component?
3. What did the residents learn from this?
4. What did you learn by doing this?
5. If you did this again what would you change?

Programming Framework 7

Topic: How to Use Social Media Beneficially

Explanation of Program: How to avoid over exposure and employment issues while enjoying social media.

Required Components Covered: Educational, Academic and Career Skills, Independent Living, Active/Passive

Suggested Time Frame: Any

Optional Ideas: Could be a program with discussion or a bulletin board.

Resources:

<http://money.usnews.com/money/careers/slideshows/10-smart-ways-to-use-social-media-in-your-job-search>

<http://www.emsl.com/ems-social-media/articles/852706-Dont-get-fired-for-Facebook-10-ways-to-use-social-media-safely/>

<http://www.csoonline.com/article/216995/how-to-use-social-networking-safely-tips-from-security-pros>

<http://www.forbes.com/sites/trudysteinfeld/2012/09/28/the-best-ways-to-use-social-media-in-your-job-search/>

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 8

Topic: “Better Know a District” On NY 20 (113rd Assembly District) BB

Explanation of Program: Explain the representatives at the various levels of government covering Skidmore.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Any, Fall

Optional Ideas: Including information on Saratoga Springs and Saratoga County.

Resources:

<http://www.govtrack.us/congress/members/NY/20>

<http://www.lwvsaratoga.org/2012districts.html>

<http://www.saratoga-springs.org/>

<http://www.saratogacountyny.gov/>

Assessment:

1. How did residents respond to the information?
2. Was there an interactive component?
3. What did the residents learn by doing this?
4. What did you learn by doing this?
5. If you did this again what would you change?

Programming Framework 9

Topic: Zombie Survival Guide BB

Explanation of Program: How to be prepared for natural disasters using pop culture.

Required Components Covered: Educational, Independent Living, Passive,

Suggested Time Frame: Halloween, Anytime

Optional Ideas: May be paired with active program, make your own survival kit. Teaching students what items they should have in their car and/or dorm in case of emergencies.

Resources:

<http://emergency.cdc.gov/socialmedia/zombies.asp>

<http://emergency.cdc.gov/>

<http://emergency.cdc.gov/disasters/winter/>

<http://emergency.cdc.gov/preparedness/>

Assessment:

1. How did residents respond to the information?
2. Was there an interactive component?
3. How many residents participated (in additional program)?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 10

Topic: A Semester to Celebrate BB

Explanation of Program: Information on holidays from around the world that are celebrated during the semester.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Fall or Spring

Optional Ideas: Poll the floor about their heritage and focus on holidays that they celebrate/are celebrated in the countries their family comes from.

Resources:

<http://www.timeanddate.com/holidays/>

http://www.huffingtonpost.com/2009/03/25/spring-holidays-around-th_n_178955.html

<http://kids.nationalgeographic.com/kids/stories/peopleplaces/winter-celebrations/>

Assessment:

1. What theme did the program have?
2. How did residents respond to the information?
3. How many residents participated (if polling)?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 11

Topic: Odd Facts BB

Explanation of Program: Have a BB that gives information unique or weird topic to get students thinking.

Required Components Covered: Educational, Dependent on topic, Passive

Suggested Time Frame: Any

Optional Ideas: 10 false facts everyone “knows”, 10 inventions you’ve never heard of, etc.

Resources:

<http://www.howstuffworks.com/>

<http://health.howstuffworks.com/human-body/systems/nervous-system/10-brain-myths.htm>

<http://www.howstuffworks.com/nature/climate-weather/storms/10-biggest-snowstorms.htm>

<http://health.howstuffworks.com/mental-health/sleep/dreams/10-common-nightmares.htm>

Assessment:

1. What theme did the board have?
2. How did residents respond to the information?
3. Was there an interactive component?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 12

Topic: Our Community BB

Explanation of Program: Poll the heritage of residents and create a BB with information on the various cultures/countries/religions present on the floor, no names.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Any, Fall semester

Optional Ideas: Display flags or pictures representing cultural/religious makeup of the floor.

Resources:

<http://people.howstuffworks.com/religion-and-spirituality-channel.htm>

<http://people.howstuffworks.com/culture-and-traditions-channel.htm>

<http://www.bbc.co.uk/religion/religions/>

<https://www.cia.gov/library/publications/the-world-factbook/>

Assessment:

1. What theme was used?
2. How did residents respond to the information?
3. How many residents participated?
4. Was there an interactive component?
5. What did the residents learn by doing this?
6. What did you learn by doing this?
7. If you did this again what would you change?

Programming Framework 13

Topic: Cultural Potluck in the Apartments

Explanation of Program: Everyone/ each apartment will bring a dish representative of their heritage (preferably a family recipe).

Required Components Covered: Educational, Good Citizenship, Independent Living, Active, Community Building

Suggested Time Frame: Any, Holidays

Optional Ideas: Have it in December and have it be a holiday party.

Resources:

<http://www.epicurious.com/recipesmenus/global/recipes>

<http://www.food.com/>

<http://www.foodandwine.com/articles/how-to-host-a-potluck-dinner>

Assessment:

1. Was there a theme to the program?
2. How many residents participated?
3. What did the residents learn by doing this?
4. What did you learn by doing this?
5. If you did this again what would you change?

Programming Framework 14

Topic: What Not To Wear – Life Outside Skidmore Edition

Explanation of Program: How to dress appropriately for interviews, jobs and the real world.

Required Components Covered: Educational, Independent Living, Active/Passive

Suggested Time Frame: Spring Semester

Optional Ideas: Can be a BB or program.

Resources:

<http://career-advice.monster.com/job-interview/interview-appearance/dress-for-success/article.aspx>

<http://career-advice.monster.com/job-interview/interview-appearance/appropriate-interview-dress/article.aspx>

<http://career-advice.monster.com/job-interview/interview-appearance/dressing-for-interview-by-industry/article.aspx>

<http://www.cnn.com/2008/LIVING/worklife/07/30/cb.dress.for.success/index.html>

<http://www.career.vt.edu/JobSearchGuide/BusinessCasualAttire.html>

<http://www.skidmore.edu/career/about/index.php>

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 15

Topic: Developing a Personal Budget

Explanation of Program: Give information on how to budget while in college and how to budget in the future.

Required Components Covered: Educational, Independent Living, Active/Passive

Suggested Time Frame: Any, End of year for seniors

Optional Ideas: Can be a bulletin board or program.

Resources:

<https://www.educationcents.org/Calculators/Budget-Worksheets/Traditional-College-Student.aspx>

<http://abcnews.go.com/GMA/MellodyHobson/back-school-college-budget-students/story?id=11462862#.UKU8LWcpor0>

<http://www.quizzle.com/blog/2010/03/4-things-to-know-before-moving-out-of-your-parents%E2%80%99-house/>

<http://money.msn.com/how-to-budget/how-much-should-you-spend-on-weston.aspx>

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 16

Topic: Staying Healthy Through the Holidays

Explanation of Program: Information/activities on how to eat healthy while enjoying holiday food (portion control, healthy swaps).

Required Components Covered: Educational, Health and Wellness, Active/Passive

Suggested Time Frame: November-December

Optional Ideas: Could be BB or program.

Resources:

<http://www.va.gov/health/NewsFeatures/20111209a.asp>

<http://www.wholefoodsmarket.com/blog/staying-healthy-during-holidays>

<http://www.cdc.gov/family/holiday/>

http://www.dukehealth.org/health_library/health_articles/healthy-eating-during-the-holidays-tips-from-a-duke-nutritionist

<http://www.webmd.com/diet/features/holiday-foods-diet>

<http://www.cookinglight.com/eating-smart/nutrition-101/portion-control-tips-00400000062013/>

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 17

Topic: End the Semester Right

Explanation of Program: End of semester time management, planning, study skills programs.

Required Components Covered: Educational, Health and Wellness, Academic and Career Skills, Active/Passive

Suggested Time Frame: December, May

Optional Ideas: Can be a BB or program.

Resources:

<http://www.usnews.com/education/blogs/the-college-experience/2011/10/05/learn-to-manage-your-time-in-college>

<http://www.dartmouth.edu/~acskills/success/time.html>

<http://www.clemson.edu/collegeskills/sec2pg1.htm>

<http://www.mercer.edu/arc/lisk/>

<http://cms.skidmore.edu/psychology/resources/student/study.cfm>

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 18

Topic: Conflict Resolution Skills

Explanation of Program: Discuss and practice techniques to reduce and handle conflicts.

Required Components Covered: Educational, Independent Living, Active/Passive

Suggested Time Frame: Any

Optional Ideas: Can be a program or BB.

Resources:

<http://ccvillage.buffalo.edu/CCNY/2010%20Archive/Conference%20Power%20Points/Conflict%20Resolution%20Outline%20&%20Worksheet-Meghann%20Wright-Steinmetz.pdf>

http://www.nova.edu/studentmediation/forms/conflict_resolution_strategies.pdf

http://www.campus-adr.org/Student_Center/content/tips_student/

http://catalog.skidmore.edu/preview_course_nopop.php?catoid=6&coid=8772

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 19

Topic: Study/Paper Editing, Practice Presenting Party

Explanation of Program: Work together as a group to edit papers or presentations.

Required Components Covered: Educational, Academic and Career Skills, Active/Passive

Suggested Time Frame: Any

Optional Ideas: Bring in someone from the Student Academic Services or find out who is strong in different academic areas and have residents help each other.

Resources:

<http://owl.english.purdue.edu/owl/resource/561/01/>

<http://www.usnews.com/education/blogs/professors-guide/2010/02/24/15-strategies-for-giving-oral-presentations>

<http://www.bates.edu/ils/2011/how-do-i/software/powerpoint-presentation-tips/>

http://cms.skidmore.edu/academic_services/

Assessment:

1. How did residents respond to the information?
2. How many residents participated?
3. Did you collaborate with SAS?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 20

Topic: Ways to Give Back at the Holidays BB

Explanation of Program: Options on campus and locally to give back during November and December.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: November, December

Optional Ideas: Do one together as a program.

Resources:

<http://www.skidmore.edu/skidmorecares/>

<http://www.facebook.com/pages/Benef-Action/162571258573>

<http://www.franklincommunitycenter.org/programs-services/holiday-assistance/>

<http://www.saratoga.com/holiday/charity.cfm>

Assessment:

1. What organizations did you showcase?
2. How did residents respond to the information?
3. How many residents participated in volunteer/donating?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?

Programming Framework 21

Topic: How to do your Laundry BB

Explanation of Program: Tips, Hints and Problem Solving for doing laundry.

Required Components Covered: Educational, Independent Living, Passive

Suggested Time Frame: Any, Beginning of year for 'First Years'

Optional Ideas: Could do follow up program teaching how to do laundry if needed.

Resources:

<http://www.countryliving.com/homes/home-maintenance/laundry-solutions#/category1>

<http://www.dummies.com/how-to/content/how-to-wash-clothes-in-a-washing-machine.html>

<http://artofmanliness.com/2012/08/02/heading-out-on-your-own-day-2-how-to-do-laundry/>

Assessment:

1. How did residents respond to the information?
2. Was there an interactive component?
3. What did the residents learn by doing this?
4. What did you learn by doing this?
5. If you did this again what would you change?

Programming Framework 22

Topic: “Sex Ed Boot Camp” Presentation

Explanation of Program: Giving students the information they need to make informed sexual decisions in an approachable format.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any

Optional Ideas: Could work with another student organization to bring the presenters to campus, or share the information found on the website with additional materials.

Resources:

<http://sexedbootcamp.com/programs/>
<http://sexedbootcamp.com/helpful-resources/>
<http://sexedbootcamp.com/videos/>

Assessment:

1. Who presented?
2. Was another student/campus group involved?
3. How did residents respond to the information?
4. How many residents participated?
5. What did the residents learn by doing this?
6. What did you learn by doing this?
7. If you did this again what would you change?

Programming Framework 23

Topic: End of the year donations to Salvation Army (or other clothes drive group)

Explanation of Program: Clothes or other usable objects and nonperishables that students don't want to take with them when they leave can be collected and donated to the Salvation Army

Required Components Covered: Educational, Good Citizenship, Active/Passive

Suggested Time Frame: May

Optional Ideas: Connect with campus organizations that already do this, act as the collection hub and have them arrange the rest with the Salvation Army.

Resources:

http://www.salvationarmyusa.org/usn/www_usn_2.nsf

<http://www.salvationarmyusa.org/ndos/app/zipcode.jsf?zip=12822>

Assessment:

1. What organizations on campus did you work with?
2. How many residents participated in donating?
3. What did the residents learn by doing this?
4. What did you learn by doing this?
5. If you did this again what would you change?

Programming Framework 24

Topic: Meditation

Explanation of Program: As a group complete a mediation session.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any, Finals/Midterms

Optional Ideas: Use the internet to find video/directions or bring in person to run it.

Resources:

<http://health.howstuffworks.com/wellness/stress-management/how-to-get-started-with-meditation.htm>

<http://theconsciouslife.com/how-to-meditate-a-guide-for-beginners.htm>

<http://www.mayoclinic.com/health/meditation/MM00623>

Assessment:

1. How did residents respond to the information?
2. How many residents participated?
3. What did the residents learn by doing this?
4. What did you learn by doing this?
5. If you did this again what would you change?

Programming Framework 25

Topic: Movie and a Message

Explanation of Program: Screening a movie with a message with a follow up discussion.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Any

Optional Ideas: Get suggestions from residents for movie choices. Reserve the viewing room on campus.

Resources:

http://libraries.delaware.gov/Center_For_The_Book/DE_Reads/Discussion_Questions/Discussion_Questions_for_Any_Film.shtml
<http://www.reslife.com/MovieSearch/tabid/747/Default.aspx>

Assessment:

1. What movie did you choose?
2. How did residents respond to the information?
3. How many residents participated?
4. What did the residents learn by doing this?
5. What did you learn by doing this?
6. If you did this again what would you change?