

Programming Table of Contents

- 26. What are “Soft Skills” and Why do You Need to Have Them? BB
- 27. Be Safe on Spring Break
- 28. Where in the World is ____ Floor/Neighborhood Going this Spring Break? BB
- 29. Starting the Semester of Right
- 30. Applying for Summer Jobs/Internships
- 31. A History of Holidays BB
- 32. Earth Day Celebration
- 33. Spring Picnic
- 34. Reverse Trick or Treating
- 35. How to Cook Sustainably
- 36. How to Avoid the Flu BB
- 37. What Will You Do After Graduation? BB
- 38. How to Pick a Major BB
- 39. Resume Building/ Cover Letter Writing
- 40. Making Our Campus Safe
- 41. How to Work Through the Midwinter Blues BB
- 42. Safe Sex and Consent
- 43. Community Yoga
- 44. How to Answer a Phone... and Take Messages BB
- 45. Debate Viewing Party w/ Discussion
- 46. Voter Registration How-To BB
- 47. Election Viewing Party
- 48. Facts on the Election BB & Trivia
- 49. Breakdown of the Major Third Party Candidates BB
- 50. Halloween History and Facts BB

Programming Framework 26

Topic: What are “Soft Skills” and Why Do You Need to Have Them? BB

Explanation of Program: Explaining what skills typically not taught in a classroom that interviewers and managers look for in employees.

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

Suggested Time Frame: Any

Optional Ideas: Could be paired with a presentation by the CDC

Resources:

<http://www.dol.gov/odep/topics/youth/softskills/#.UKphnWeK-18>

<http://www.rediff.com/getahead/2007/jan/08soft.htm>

Assessment:

1. How did residents respond to the information?
2. Was there an interactive component?
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 27

Topic: Be Safe on Spring Break

Explanation of Program: Passive program/BB safety tips, hand out safety supplies (condoms, sunscreen samples, etc.).

Required Components Covered: Educational, Health and Wellness, Passive

Suggested Time Frame: March

Optional Ideas: Can be just the passive program or BB, or both.

Resources:

<http://www.safespringbreak.org/safety-tips/>

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

<http://www.bacchusnetwork.org/safe-spring-break.html>

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 28

Topic: Where in the world is _____ Floor/Neighborhood Going this Spring Break BB

Explanation of Program: Poll where students are going for spring break, then make a BB with general information on the culture of the area.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: March

Optional Ideas: Pair with a passive program giving out supplies for a safe and healthy break.

Resources:

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

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 29

Topic: Start the Semester Off Right

Explanation of Program: Planning in advance for a successful semester.

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

Suggested Time Frame: August/Sept, January

Optional Ideas: BB or program, include information on resources, both academic and health and wellness.

Resources:

<http://www.fau.edu/retention/Documents/SpringTips.pdf>

<http://www.hackcollege.com/blog/2011/01/14/how-to-start-your-semester-off-right.html>

Assessment:

1. Did you do a BB or Program?
2. How did residents respond to the information?
3. Was there an interactive component?
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 30

Topic: Applying for Summer Jobs/Internships

Explanation of Program: How to find/ help filling out applications for internships and jobs.

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

Suggested Time Frame: March-May

Optional Ideas: BB or Program, include resources/people from the Career Development Center.

Resources:

<http://cms.skidmore.edu/advising/internships/guidelines.cfm>

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

<http://www.skidmore.edu/career/option.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 31

Topic: A History of Holidays BB

Explanation of Program: Historical Perspectives of various cultural/national holidays– MLK Jr. Day, St. Patrick’s Day, etc.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Dependent on holidays covered on BB.

Optional Ideas: Choose a group of holidays that happen within a month or so of each other and cover a variety.

Resources:

[www.gilderlehrman.org/history-by-era/government-and-civics/essays/place-history-historical-perspective-martin-luther-king-](http://www.gilderlehrman.org/history-by-era/government-and-civics/essays/place-history-historical-perspective-martin-luther-king)

<http://www.time.com/time/nation/article/0,8599,1872501,00.html>

<http://www.history.com/topics/st-patricks-day>

<http://www.history.com/topics/valentines-day>

http://www.huffingtonpost.com/2010/02/01/groundhog-day-a-history-a_n_441000.html

<http://www.history.com/topics/chinese-new-year>

<http://www.history.com/topics/presidents-day>

Assessment:

1. What holidays did you cover?
2. How did residents respond to the information?
3. Did residents have a way to participate?
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 32

Topic: Earth Day Celebration

Explanation of Program: Planting flowers, etc. with education on importance of natural resources.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: April

Optional Ideas: Collaborate with the building S-Rep.

Resources:

<http://www.epa.gov/earthday/>
<http://www.epa.gov/earthday/events.htm>

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 33

Topic: Spring Picnic

Explanation of Program: Have the neighborhood/floor work together to prepare the food for a picnic outside.

Required Components Covered: Educational, Independent Living, Active

Suggested Time Frame: August-September, March-May

Optional Ideas: Could be an end of semester break, also a community builder if everyone works together.

Resources:

<http://allrecipes.com/recipes/everyday-cooking/on-the-go/picnic-recipes/ViewAll.aspx>

<http://www.ces.ncsu.edu/depts/foodsci/ext/pubs/picnic.html>

<http://www.tasteofhome.com/Recipes/Holiday---Celebration-Recipes/Labor-Day-Recipes/Picnic-Recipes>

Assessment:

1. How many residents helped prepare the food?
2. How did residents respond to the information?
3. How many residents participated in the picnic?
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 34

Topic: Reverse Trick or Treating

Explanation of Program: Hand out candy and/or healthy snacks with information on being safe/ alcohol awareness/ healthy stress relief from midterms.

Required Components Covered: Educational, Health and Wellness, Passive

Suggested Time Frame: October

Optional Ideas: Work with the PHEs to get information and help passing out treats.

Resources:

<http://www.ncadd.org/index.php/programs-a-services/alcohol-awareness-month>

<http://www.bacchusnetwork.org/safenightout.html>

<http://www.livestrong.com/article/90198-healthiest-stress-relievers/>

Assessment:

1. How did residents respond to the information?
2. How many residents did you reach personally?
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 35

Topic: How to Cook Sustainably

Explanation of Program: Make one or two simple recipes using locally sourced or organic ingredients. Provide information on how to prepare food in a sustainable way.

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

Suggested Time Frame: Any

Optional Ideas: Can be a BB or program; collaborate with the S-Rep.

Resources:

<http://www.sustainabletable.org/kitchen/>

<http://www.sierraclub.org/truecostoffood/cooking.asp>

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 36

Topic: How to Avoid the Flu BB

Explanation of Program: Facts about the flu and information about how to prevent it.

Required Components Covered: Educational, Health and Wellness, Passive

Suggested Time Frame: Oct-Feb

Optional Ideas: Flu fact vs. Fiction, add information about colds as well.

Resources:

<http://www.cdc.gov/flu/protect/preventing.htm>

<http://health.howstuffworks.com/diseases-conditions/cold-flu/ten-ways-to-avoid-the-flu.htm>

<http://www.health.com/health/condition-article/0,,20250939,00.html>

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 37

Topic: What will you do after graduation? BB

Explanation of Program: Give information on entering the world of work, as well as attaining additional degrees.

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

Suggested Time Frame: Spring Semester

Optional Ideas: Showcase career fields represented on the floor and what needs to happen (example: education majors often need master's degrees and certification).

Resources:

<https://www.wealthmanagementinsights.com/asp/detail.aspx?pid=295>
<http://www.ncwd-youth.info/blog/?p=555>
<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/jobs.aspx>
<http://www.dummies.com/how-to/content/five-tips-for-better-resume-writing.html>
<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/jobs.aspx>
<http://www.forbes.com/sites/susanadams/2011/03/24/how-to-write-a-cover-letter/>
<http://www.princetonreview.com/grad/application-timeline.aspx>
<http://www.usnews.com/education/best-graduate-schools/top-graduate-schools/applying>
<http://www.skidmore.edu/career/>
http://www.reslife.net/assets/docs/Signing_a_Lease.ppt

Assessment:

1. Did you poll residents to give targeted advice, or more general information?
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 38

Topic: How to Pick a Major BB

Explanation of Program: Give information to help guide students towards resources to pick their major.

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

Suggested Time Frame: Any

Optional Ideas: Highlight some popular and some obscure majors.

Resources:

<http://cms.skidmore.edu/advising/>

<http://www.usnews.com/education/best-colleges/articles/2011/09/19/5-ways-to-pick-the-right-college-major>

http://www.bc.edu/content/dam/files/offices/careers/pdf/Major_Decisions_How_.pdf

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 39

Topic: Resume Building/ Cover Letter Writing

Explanation of Program: Help students learn how to craft cover letters and resumes.

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

Suggested Time Frame: Any, Spring

Optional Ideas: Could be a BB or program; bring in someone from the CDC.

Resources:

<http://career-advice.monster.com/resumes-cover-letters/resume-writing-tips/jobs.aspx>

<http://www.dummies.com/how-to/content/five-tips-for-better-resume-writing.html>

<http://career-advice.monster.com/resumes-cover-letters/cover-letter-tips/jobs.aspx>

<http://www.forbes.com/sites/susanadams/2011/03/24/how-to-write-a-cover-letter/>

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

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 40

Topic: Making Our Campus Safe

Explanation of Program: Discussion on the issue of safety on campus for men and women.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Any

Optional Ideas: Bring in different organizations on campus to include additional information.

Resources:

http://cas.umw.edu/geography/files/2011/09/Ratti_Thesis.pdf

<http://feelsafeoncampus.com/>

http://www.nytimes.com/2012/07/20/education/edlife/students-fear-venturing-out-alone-at-night-on-campus.html?pagewanted=all&_r=0

Assessment:

1. Did you have additional groups help with the discussion?
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 41

Topic: How to Work Through the Midwinter Blues BB

Explanation of Program: Helping students find healthy ways to feel happy in the middle of winter.

Required Components Covered: Educational, Health and Wellness, Passive

Suggested Time Frame: Winter

Optional Ideas: Pair with a program to perk everyone's spirits.

Resources:

<http://www.tip.duke.edu/node/737>

http://www.sparkpeople.com/resource/wellness_articles.asp?id=341

<http://www.hercampus.com/school/osu/beat-winter-blues>

Assessment:

1. Did you include a program?
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 42

Topic: Safe Sex and Consent

Explanation of Program: Give residents information on safe sex and effective consent while debunking myths on the same topics.

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

Suggested Time Frame: Any

Optional Ideas: Can be a BB or program; include PHE or other campus resources.

Resources:

<http://smartersex.org/index.asp>

<http://www.bacchusnetwork.org/sexual-responsibility-week.html>

<http://centersgr.com/support/sexual-misconduct/effective-consent/>

http://www.clarku.edu/offices/cave/consent/consent_examples.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 43

Topic: Community Yoga

Explanation of Program: Learn how to do the basics of yoga for health and stress relief.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any, Finals

Optional Ideas: Use online videos or resources, if someone on the floor knows a lot about yoga have them lead.

Resources:

<http://www.active.com/mindandbody/articles/How-to-Do-Yoga-at-Home>

<http://www.fitnessmagazine.com/workout/yoga/poses/beginner-yoga-poses/>

<http://www.youtube.com/watch?v=TyqHraoVSDA>

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 44

Topic: How to Answer a Phone... and take messages BB

Explanation of Program: Help students learn the professional way to answer a phone and take messages.

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

Suggested Time Frame: Any

Optional Ideas:

Resources:

<http://www.wikihow.com/Speak-Professionally-on-the-Phone>

http://www.ehow.com/how_11175_phone-message.html

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 45

Topic: Debate Viewing Party w/ Discussion

Explanation of Program: Gather in the lounge to watch a governmental debate, have discussion questions prepared, and when it is done ask them to the group.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Fall (whenever there is an election pending)

Optional Ideas: Poll those who watch who they thought did better and post it, watch several debates together and poll each time to watch for trends.

Resources:

<http://www.debate.org/opinions/politics>

<http://www.lwv.org/content/guiding-discussion-about-debate-some-sample-questions-get-things-started>

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 46

Topic: Voter Registration How-To BB

Explanation of Program: Provide a guide on how to register to vote for residents who have not done so before.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Fall

Optional Ideas: Go to a registration event as a floor.

Resources:

<http://www.elections.ny.gov/VotingRegister.html>

Assessment:

1. How did residents respond to the information?
2. How many residents signed up to vote?
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 47

Topic: Election Viewing Party

Explanation of Program: Watch election results together, with US maps and red and blue crayons to follow the results.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Fall

Optional Ideas: Pair with a BB on the election or voting.

Resources:

<http://dailycoloringpages.com/images/united-states-map-coloring-pages.png>

<http://www.chicagonow.com/parenting-without-a-parachute/2012/11/easy-ideas-for-a-last-minute-election-night-party-with-kids/>

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 48

Topic: Facts on Election BB & Trivia

Explanation of Program: History of the election process, how it works, etc., then run a trivia game with that information.

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

Suggested Time Frame: Fall

Optional Ideas: Break up groups by suite/apartment, have prizes for the winning team.

Resources:

<http://www.howstuffworks.com/elections-quiz.htm>

<http://people.howstuffworks.com/5-strange-political-parties.htm>

<http://people.howstuffworks.com/election-crash-course.htm>

<http://www.history.com/topics/presidential-elections>

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 49

Topic: Breakdown of the Major Third Party Candidates BB

Explanation of Program: Give information about the lesser known presidential candidates and their parties.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Fall

Optional Ideas: Can include all candidates equally (third party and republican and democrat).

Resources:

<http://www.nytimes.com/2012/11/05/us/politics/in-this-presidential-debate-four-third-party-hopefuls.html>

<http://people.howstuffworks.com/10-third-party-presidential-candidates.htm>

<http://people.howstuffworks.com/green-party.htm>

<http://people.howstuffworks.com/libertarianism.htm>

<http://people.howstuffworks.com/tea-party.htm>

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 50

Topic: Halloween History and Facts BB

Explanation of Program: Include facts, history and myths associated with Halloween.

Required Components Covered: Good Citizenship (with information on the cultural traditions Halloween comes from), Passive

Suggested Time Frame: October

Optional Ideas: Include ideas for giving back during Halloween (reverse trick or treat for nonperishables) and do them as a floor.

Resources:

<http://people.howstuffworks.com/culture-traditions/holidays/halloween.htm>
<http://tlc.howstuffworks.com/family/10-halloween-facts.htm>

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?