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Programming Framework 76

Topic: “Who do you think you are?”

Explanation of Program: Explain how to create a family tree and how to research for further information.

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

Suggested Time Frame: Any

Optional Ideas: Can be a BB or program. Watch the TV show “Who do you think you are?” while working on family trees together.

Resources:

<http://people.howstuffworks.com/culture-traditions/genealogy>

<http://www.myheritage.com/page/free-family-tree>

<http://trees.ancestry.com/>

http://www.bbc.co.uk/history/trail/familyhistory/family_trees/research_family_tree_01.shtml

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 77

Topic: CD Swap*

Explanation of Program: Give everyone a blank CD and a Ziploc bag. Have them fill the CD with their favorite songs. Create a Bulletin Board where students can hang up their CDs with Track lists where the whole floor can see.

Required Components Covered: Community Building, Planned, Passive

Suggested Time Frame: Any

Optional Ideas: Could also leave the track list blank and swap them around the floor to experience different music or guess what each song is.

Resources:

Assessment:

1. How many residents participated?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

*Thanks to Carol Brown for the program idea

Programming Framework 78

Topic: What is in a name BB

Explanation of Program: Create a board with the names of the people on the floor and their historical roots.

Required Components Covered: Community Building, Planned, Passive

Suggested Time Frame: Any, Beginning of year

Optional Ideas: Could do an additional component with student writing where they got their name from (ex. family member, location, book, etc.) by the historical definition of the name.

Resources:

<http://www.babycenter.com/baby-names>

<http://genealogy.familyeducation.com/family-names-surnames/meaning-origin>

Assessment:

1. How did residents respond to the information?
2. How has this benefited the floor's community spirit?
3. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
4. If you did this again what would you change?

Programming Framework 79

Topic: OMG Shoes!

Explanation of Program: Have everyone bring their favorite pair of shoes and drop them in the middle of the room, have people take turns picking out shoes and guessing who they belong to.

Required Components Covered: Community Building, Planned, Active

Suggested Time Frame: Any, later in the semester.

Optional Ideas: Use other articles of clothes (within appropriateness) that are defining for the resident. Have students drop them off with RA before coming so no one sees them drop the shoes.

Resources:

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

Programming Framework 80

Topic: Three P's

Explanation of Program: As a way for the floor to get to know one another, everyone sits in a circle and takes turns revealing facts about themselves: something personal (childhood story, lifelong dream), something professional (career goals, major choice) and something peculiar (odd talent, hobby, habit). Provide food for the residents and play music or a movie after you are done.

Required Components Covered: Community Building, Planned

Suggested Time Frame: Beginning of year/semester

Optional Ideas: Especially use for communities with many first year students. Pair with other icebreakers or the first floor meeting.

Resources:

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

Programming Framework 81

Topic: What's your personality type? BB

Explanation of Program: A BB on the Myers-Briggs Personality Test. This gives students a chance to better know each other (especially first year students). Leave space for each resident to put their type down on the board and share your own.

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

Suggested Time Frame: Any, beginning of year

Optional Ideas: Post the results as fresh door decs so suits/apartments and floors can see how people test out as.

Resources:

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

<http://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/>

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 82

Topic: What is One Drink?

Explanation of Program: Educating residents on how much alcohol various drinks contain as well as what a single portion of alcohol actually is.

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

Suggested Time Frame: Any

Optional Ideas: Can be a program in conjunction with Health Promotions or a BB.

Resources:

http://www.reslife.net/assets/docs/Mixed_Messages_Drinks.doc

<http://www.cdc.gov/features/alcoholawareness/>

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

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 83

Topic: Sex and Candy

Explanation of Program: Prepare cups with a variety of candies (each candy variety will represent either an STI, pregnancy, abstinence or using a condom) and give one to each resident. Allow the residents to go around and trade candies, after a set amount of time have everyone sit and go over what each candy stands for, include information on each (symptoms of STI's, proper condom use, etc.).

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

Suggested Time Frame: Any

Optional Ideas: Work with the PHEs or Health Center to add additional information, answer questions.

Resources:

<http://www.cdc.gov/std/general/default.htm>

<http://www.cdc.gov/reproductivehealth/UnintendedPregnancy/Contraception.htm>

<http://science.howstuffworks.com/innovation/everyday-innovations/condom.htm>

<http://goaskalice.columbia.edu/sexual-and-reproductive-health>

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 84

Topic: Decorate Doorstops

Explanation of Program: Get rocks and paint/craft supplies to decorate door stops. This also should encourage residents to leave their doors open allowing for a more connected community.

Required Components Covered: Community Builder, Creative, Active

Suggested Time Frame: Beginning of year, Any

Optional Ideas: Could connect with S-Reps by using recycled materials to make the doorstops.

Resources:

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

Programming Framework 85

Topic: Community Book Club

Explanation of Program: With free E-reader software, the community can pick a book in the public domain (so it is also free) and read the book and come together for a book club meeting and discuss the book and have snacks, etc.

Required Components Covered: Community Building, Educational, Academic and Career Skills, Active

Suggested Time Frame: Any

Optional Ideas: Have multiple book club meetings if it is a longer book, end with watching a film adaptation if one exists and comparing the two.

Resources:

<http://www.amazon.com/gp/feature.html?ie=UTF8&docId=1000426311>
<http://www.barnesandnoble.com/u/nook-mobile-apps/379003593>
<https://itunes.apple.com/us/app/ibooks/id364709193?mt=8&ls=1&v0=www-its-ipad-builtinapps-ibooks-us>
<http://www.gutenberg.org/>

Assessment:

1. What book did you pick?
2. How many times did you meet?
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 86

Topic: Door Decorating Competition

Explanation of Program: Pick a theme and have the rooms compete for the most creative interpretation for door design. Provide materials and have a timed competition with other RA/UAs or the building manager as the judge(s).

Required Components Covered: Community Building, Active, Planned

Suggested Time Frame: Any

Optional Ideas: Could also be a floor/neighborhood competition with decorating the lounges/communal space.

Resources:

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

Programming Framework 87

Topic: Bizarre Foods with _____.

Explanation of Program: Have an array of non-typical food options for residents to taste. Include nutritional information and where in the world it is typically consumed.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any

Optional Ideas: Could have a guessing portion with some common and uncommon foods and see who can select the correct name and/or location for the food. Food Options: Ugli Fruit, Star Fruit, Passion Fruit, Dandelion Greens, Asian Pear, Goat Cheese, Dubliner Cheese, other specialty cheeses, etc.

Resources:

<http://abcnews.go.com/Health/WellnessNews/story?id=7095647&page=1#.UOSZOqx255h>

<http://www.dcicheeseco.com/cheese/region>

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 88

Topic: Sex Twister

Explanation of Program: In teams of two (or more if lots of people attend) have one person from each team who will be playing twister, the other teammate will help answer the questions. The teams will be asked trivia about sexual health, a right answer means they do not have to move, and a wrong answer means spinning the wheel and moving on the board. Last team standing wins.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any

Optional Ideas: Work with the PHEs or Health Center to add additional information, answer questions.

Resources:

<http://www.cdc.gov/std/general/default.htm>

<http://www.cdc.gov/reproductivehealth/UnintendedPregnancy/Contraception.htm>

<http://science.howstuffworks.com/innovation/everyday-innovations/condom.htm>

<http://goaskalice.columbia.edu/sexual-and-reproductive-health>

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 89

Topic: Chocolate “Schwasted”*

Explanation of Program: Serve a variety of chocolate products during a time when residents would normally be getting ready to go out. Provide information on what being “schwasted” does to the body. Program can be an alternative to drinking.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any, Thursday-Saturday evenings

Optional Ideas: Work with the PHEs.

Resources:

<http://www.urbandictionary.com/define.php?term=Schwasted>

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

<http://www.usnews.com/education/blogs/the-college-experience/2011/11/02/know-the-facts-about-college-binge-drinking>

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?

*Thanks to Elaine Woo for the program idea.

Programming Framework 90

Topic: Get Juiced*

Explanation of Program: Mix various combinations of fruit juices and have residents do a blind tasting to see if they can identify the fruits in the drink. Then have the residents guess the country of origin for the fruits in their drink by drawing the fruits on a world map.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any,

Optional Ideas: Include S-reps and discuss local/sustainable fruit options. Include PHEs and talk about the health benefits for the different fruits.

Resources:

<http://nutritiondata.self.com/facts/fruits-and-fruit-juices/1822/2>
<http://www.livestrong.com/article/277642-fruit-juices-the-nutrition-facts/>
<http://www.barrowcliffes.com/downloads/availabilitychart.pdf>

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?

*Thanks to Carol Brown for the program idea.

Programming Framework 91

Topic: Trick or Treat for Charity*

Explanation of Program: On Halloween go out dressed up through town and trick or treat for nonperishables then drop them off at a local food bank.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Any,

Optional Ideas: Include S-reps and use reusable shopping bags. If a community has a large amount of singers then carol in December for nonperishables.

Resources:

<http://www.saratogaeoc.org/commservices.html>

<http://www.franklincommunitycenter.org/programs-services/food-pantry/>

Assessment:

1. How did the community respond to the collection?
2. What organization did you donate to?
3. How much did you collect?
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?

*Thanks to Sarah Dean for the program idea.

Programming Framework 92

Topic: Trivia Night

Explanation of Program: Hold a trivia night for your residents. Prepare questions and a format and have them work together in rooms/suites/apartments. Have snacks and a prize for the winners.

Required Components Covered: Community Building, Active, Planned

Suggested Time Frame: Any

Optional Ideas: Have multiple communities/floors participate.

Resources:

<http://www.legendstrivia.com.au/abouttrivia.htm>

<http://www.pubtriviaquiz.com/trivia/our-format/>

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

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

Programming Framework 93

Topic: Post Secret postcard Making

Explanation of Program: As a group sit down and create Post Secret cards, provide magazines and card stock for residents to make them and collect them and hang them throughout the community/floor.

Required Components Covered: Community Building, Active, Planned

Suggested Time Frame: Any

Optional Ideas: Provide food and play music or pair with a movie about keeping secrets (Mr. and Mrs. Smith, The Village, Hot Fuzz, etc.)

Resources:

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

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor's community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?

Programming Framework 94

Topic: Vegan Taste Test

Explanation of Program: Prepare common treats residents like, but make some vegan and some not. See if the residents can figure out which is which. Provide information on vegan and vegetarian diets.

Required Components Covered: Educational, Health and Wellness, Active

Suggested Time Frame: Any

Optional Ideas: Poll the residents for their favorite treats beforehand and prepare the most popular ones. Include information on food allergies/intolerances (ex. gluten, dairy, nuts, etc.) and how to substitute for them in recipes.

Resources:

<http://www.vegancooking.com/category/recipes/>

<http://www.savvyvegetarian.com/vegetarian-cooking/vegan-baking-substitutions.php>

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

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 95

Topic: Going Green on St. Patrick's Day

Explanation of Program: An alternative to going out, have green snacks and decorate boxes to be recycling bins for residents' rooms.

Required Components Covered: Educational, Good Citizenship, Active

Suggested Time Frame: Any

Optional Ideas: Include the S-Rep with the recycling element.

Resources:

<http://allrecipes.com/recipes/holidays-and-events/st-patricks-day/>

http://www.saratoga.com/green/saratoga_recycling_centers.cfm

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 96

Topic: Picture Scavenger Hunt

Explanation of Program: Have residents form teams and give them a list of clues to places they need to go and take pictures at. Assign points for each picture, a bonus if everyone is in the picture. The team with the most points wins a prize. Have residents take pictures on their cameras/phones and email them to you to go through.

Required Components Covered: Educational, Independent Living, Active, Community Builder

Suggested Time Frame: Beginning of year

Optional Ideas: Could be a way to learn the building or have it campus wide.

Resources:

<http://thecollegejuice.com/2012/01/the-photo-savenger-hunt/>
<http://cms.skidmore.edu/fye/students/resources/traditions.cfm>

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 97

Topic: “Life lessons I have learned while in college” BB

Explanation of Program: Have various lessons learned from a seasoned college student. Give paper to residents to add their own lessons learned to the board.

Required Components Covered: Educational, Independent Living, Passive

Suggested Time Frame: End of year

Optional Ideas: Save the information and use it to create a BB for a floor of incoming first year students next year.

Resources:

<http://www.reslife.net/assets/docs/Thingslearnedsincefryear.ppt>

http://www.emmitsburg.net/archive_list/articles/thoughtful/misc/life_lessons.htm

<http://www.rasmussen.edu/student-life/blogs/college-life/ten-life-lessons-you-learn-in-college/>

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 98

Topic: Attractions of Saratoga Springs and the Adirondacks BB

Explanation of Program: Highlight activities and/or locations that residents may do in and around Saratoga Springs. Include current seasonal activities.

Required Components Covered: Educational, Good Citizenship, Passive

Suggested Time Frame: Any

Optional Ideas: Include an interactive piece by asking students what activities they have done.

Resources:

http://www.nyra.com/index_saratoga.html

<http://www.nysparks.com/parks/saratogaspas>

<http://saratogaautomuseum.org/>

http://www.lakegeorge.com/guide/lg_activities.cfm

<https://www.sncrr.com/>

<http://www.saratoga.com/things-to-do/>

Assessment:

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

Programming Framework 99

Topic: Become a 46er BB

Explanation of Program: Give information about hiking and the requirements to become a 46er.

Required Components Covered: Educational, Health and Wellness, Passive

Suggested Time Frame: Any

Optional Ideas: Include a topographical map highlighting the 46 peaks and Skidmore.

Resources:

<http://www.adk46r.org/>

<http://alavigne.net/Outdoors/FeatureReports/Adirondacks/index.jsp?navpage=highpeaksmap>

Assessment:

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

Programming Framework 100

Topic: Swing Kids

Explanation of Program: Play the movie “Swing Kids” and follow it with teaching the floor a few basic swing moves.

Required Components Covered: Community Building, Planned, Active

Suggested Time Frame: Any

Optional Ideas: If someone on the floor knows how to dance enlist them to teach the others. Use the internet for instructional videos or find someone on campus to come teach the group.

Resources:

<http://www.monkeysee.com/play/1433-swing-dance-basic-footwork>

<http://www.imdb.com/title/tt0108265/>

Assessment:

1. How many residents attended?
2. What did you do together?
3. How has this benefited the floor’s community spirit?
4. How can the positive experience be carried forward (ideas to continue positive relationships on the floor)?
5. If you did this again what would you change?