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<th>Idea or Activity</th>
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<th>Presenter</th>
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<td><a href="mailto:rgoldfin@kennesaw.edu">rgoldfin@kennesaw.edu</a></td>
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<td>Joan E. Leichter Dominick, Ed.D. Director of Portfolios for Student Success Programs &amp; the Senior-Year Experience Program</td>
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<td>Meet the First-Year Students where they are and they are on Facebook. What is Facebook? Facebook is an online directory that connects college students and the college community through the social networks at college. Since about 85% of college students in the United States are already on Facebook, I decided to utilize this cyberspace connection with my first-year seminar students. I created a group called “KSU 1101 Rocks” and invited the first-year students in all my classes to join. It has been a great way for me to connect with students!</td>
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<td><a href="mailto:jdominic@kennesaw.edu">jdominic@kennesaw.edu</a></td>
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<td><strong>Get Physical with Personality Type</strong></td>
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<td>Deborah N. Smith, Ph.D. Assistant Professor and Coordinator of the Senior-Year Experience</td>
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<td>Students will learn about their different personality types in a physically active way. The discussion will center around strengths and weaknesses of each personality type, the connection to learning styles and how to effectively work with others.</td>
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<td><a href="mailto:dsmith1@kennesaw.edu">dsmith1@kennesaw.edu</a></td>
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<td>The current traditional college-level student thrives in group activities (McGlynn, 2005), while simultaneously, career services experts note that in today’s world employers use team-based approaches for problem-solving, project/program development and employee suggestions. Using the group-process, not only build a sense of community and engage in team-based learning, but they also learn effective ways of making decisions within a group.</td>
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<td><a href="mailto:sbraden1@kennesaw.edu">sbraden1@kennesaw.edu</a></td>
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<tr>
<td><strong>KSU 1101 Statement on Community Values</strong></td>
<td>Purple</td>
<td>Kim Frazier, MLA Instructors of University Studies</td>
</tr>
<tr>
<td>This is a process of developing a shared set of values for those KSU 1101 students engaged in and committed to learning in the classroom. It is hoped that these values will shape our community thoughts and actions, but they must be personalized by each individual and established within specific frames of reference. The following “Because…” statements are provided to stimulate your thinking as you consider how your actions are shaped by these values. As you explore how to interpret these and new values for yourself, collaborate with others to identify the commitments you will make in relations to each value statement.</td>
<td></td>
<td><a href="mailto:kfrazie8@kennesaw.edu">kfrazie8@kennesaw.edu</a></td>
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<tr>
<td><strong>Lighten Up the First-Year Seminar with Humor</strong></td>
<td>Aqua</td>
<td>Kathy Matthews, MA Director, First-Year Experience and Associate Professor of English/ First-Year Experience</td>
</tr>
<tr>
<td>Today’s first-year seminar students have grown up with the notion that learning should be “fun.” Why should college be any different? In designing the “magic” for transforming these classroom experiences, there are a few tips to remember. Instructors and students can develop a playful attitude and a willingness to use appropriate humor. Humor can be infused in almost every topic introduced in the seminar, even exams! Try this relaxing method of making each class an optimal, enjoyable learning experience</td>
<td></td>
<td><a href="mailto:kmatthew@kennesaw.edu">kmatthew@kennesaw.edu</a></td>
</tr>
<tr>
<td><strong>Peer Theatre</strong></td>
<td>Yellow</td>
<td>Deborah Mixson-Brookshire, MBA Instructor of University Studies and LSP Mathematics</td>
</tr>
<tr>
<td>Peer theater is a great way to get your students involved and thinking. Students develop and perform plays designed to address transitional issues faced by college students.</td>
<td></td>
<td><a href="mailto:dmixson@kennesaw.edu">dmixson@kennesaw.edu</a></td>
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<td><strong>The 6 Ds Mean More than “Don’t”</strong></td>
<td>Beige</td>
<td>Lesia Miller Schnur, M.A. &amp; M.A.P.W. Instructor of University Studies</td>
</tr>
<tr>
<td>First-Year students may not know how to properly behave in the college classroom. Nor do they understand the rules of participation. Most students find the college classroom intimidating, and they act out as a result of ignorance, anxiety, or inexperience. This activity combat inappropriate classroom behavior and allows students to see the growing number of examples of why these behaviors are not tolerated in the academic setting.</td>
<td></td>
<td><a href="mailto:lschnur@kennesaw.edu">lschnur@kennesaw.edu</a></td>
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<tr>
<td><strong>Teaching NOW</strong></td>
<td>Green</td>
<td>Carlton Usher, Ph.D. Assistant Professor of University Studies</td>
</tr>
<tr>
<td>The idea is to use selective perception and selective exposure as a pedagogy to get students to look at the world through the eyes of others. The purpose is to create empathy.</td>
<td></td>
<td><a href="mailto:cusher@kennesaw.edu">cusher@kennesaw.edu</a></td>
</tr>
<tr>
<td><strong>Take 5! Great Ideas for Teaching First-Year Students</strong></td>
<td></td>
<td>Lynn Boettler, MA Instructor of University Studies</td>
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<td></td>
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<td><a href="mailto:lboettler@kennesaw.edu">lboettler@kennesaw.edu</a></td>
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Title of Idea/Activity: Break the Ice

Presenter: Ruth A. Goldfine, Ph.D., Assistant Professor of English

Short Synopsis of Idea: (3-5 sentences)
This ice breaker activity, designed for a maximum of twenty-five students, provides students the opportunity to meet and interact with every other student in the classroom. Starter questions are provided to spark conversation among students as they meet with six different groups during the activity. After completing the group interactions, each student must identify someone new they met that day and tell the class something about that person.

Materials Needed:
25 note cards in five different colors (i.e., five in each color)
Four different identifiers assigned to each card (see attached diagram)
NOTE: Be sure to mark each original set of cards with its set number so that you can reorganize the sets once the activity is complete.

Learning Outcomes Addressed:
Connection with Peers: This activity builds a sense of community by encouraging students to get to know one another

Description of Activity or Idea:
Students are randomly separated into five groups of five students each and are provided one set of note cards and a series of questions they can use to initiate conversation with one another. After about ten minutes, students are asked to switch groups based on either the color of their note card or one of the four identifiers marked on each card. With their new group, they again respond to the starter questions and engage in conversation; after four more group changes (for a total of six groups, including the initial randomly selected group) the activity is complete. Students are then asked to identify someone new they met that day and to tell the rest of the class and the instructor something interesting they learned about that person.

Group Changes
1. **Note Card Set:** Randomly assign students to groups (five students per group) or allow them to self-select their groups. Give each group one set of note cards.
2. **Color:** Have students reorganize themselves into new groups based on the color of their note cards.
3. **Arabic Number:** Have students form new groups based on the Arabic number (i.e., 1, 2, 3, 4, or 5) on the front of their note cards.
4. **Lowercase Letter:** Rearrange the student groups according to the lowercase letter (i.e., a, b, c, d, or e) on the front of the note cards.
5. **Roman Numeral:** Have students reorganize themselves into new groups based on the lowercase roman numeral (i.e., i, ii, iii, iv, or v) on the back of the note cards.
6. **Uppercase Letter:** Regroup students based on the capital/uppercase letter (A, B, C, D, or E) on the back of their note cards.
Sample Starter Questions

1. Who in your group has lived outside the U.S.?
2. Who in your group was on a sports team in high school?
3. Who in your group has more than one pet?
4. Who in your group has a tattoo? a piercing?
5. Who in your group speaks more than one language?
6. Who in your group never swears?
7. Who in your group has been to (or in!) the Olympics?
8. Who in your group owns a car more than 10 yrs old?
9. Who in your group has never traveled outside of GA?
10. Who in your group has been to a KSU sports event?
11. Who in your group does not work?
12. Who in your group makes purchases on eBay?
13. What do you want to be when you grow up?
14. What five things would you take with you on a deserted island?
16. What is your most embarrassing moment? Funniest moment?
17. What makes you laugh?
18. What scares you?
20. What reality TV show would you most like to be on?
### Diagram of Note Card Set Up

<table>
<thead>
<tr>
<th>SET 1</th>
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<th>SET 3</th>
<th>SET 4</th>
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Title of Idea/Activity: Faculty Flock to Facebook: Creating a Cyberspace College Community with First-Year Students

Presenter: Dr. Joan E. Leichter Dominick
Director of Portfolios for Student Success Programs & the Senior-Year Experience

Short Synopsis of Idea: (3-5 sentences):
Meet the First-Year Students where they are and they are on Facebook. What is Facebook? Facebook is an online directory that connects college students and the college community through the social networks at college. Since about 85% of college students in the United States are already on Facebook, I decided to utilize this cyberspace connection with my first-year seminar students. I created a group called “KSU 1101 Rocks” and invited the first-year students in all my classes to join. It has been a great way for me to connect with students!

Materials Needed:
Go to the following Website, create an account using your university email address, the set up a profile page, and finally, set up your group:

http://www.facebook.com/

FACEBOOK

Learning Outcomes Addressed:
Creating a cyberspace community on Facebook creates a great point of contact with your students, thus, meeting them where they already are digital learners. Community connectedness creates a stronger bond for student success.

Description of Activity or Idea:
Since about 85% of college students in the United States are already on Facebook, I decided to utilize this cyberspace connection with my first-year seminar students. I created a group called “KSU 1101 Rocks” and invited the first-year students in all my classes to join. Sixteen students joined and of those, several are staying in touch after we completed the course! By setting up this group the students can interact with all members of the group. Here is what my KSU 1101 Rocks looks like:
Cyberspace Articles & Research which support the Facebook Project:

Tech Crunch: September 7, 2005

85% of College Students use FaceBook

http://www.pewinternet.org/PPF/r/162/report_display.asp

Reports: Family, Friends & Community
Teens and Technology: Youth are Leading the Transition to a Fully Wired and Mobile Nation 7/27/2005 | Report | Amanda Lenhart, Mary Madden, Paul Hitlin

Today’s American teens live in a world enveloped by communications technologies; the internet and cell phones have become a central force that fuels the rhythm of daily life.

The number of teenagers using the internet has grown 24% in the past four years and 87% of those between the ages of 12 and 17 are online. Compared to four years ago, teens’ use of the internet has intensified and broadened as they log on more often and do more things when they are online.

Among other things, there has been significant growth over the past four years in the number of teens who play games on the internet, get news, shop online, and get health information.

Not only has the number of users increased, but also the variety of technologies that teens use to support their communication, research, and entertainment desires has grown.

Demographics of Internet Users: Pew Internet & American Life Project May-June 2005
Source: Pew Internet & American Life Project, May-June 2005 Tracking Survey. N=2,001 adults, 18 and older. Margin of error is ±2% for results based on the full sample: http://207.21.232.103/trends/User_Demo_08.09.05.htm
Title of Idea/Activity: Get Physical with Personality Type

Presenter: Deborah N. Smith
Assistant Professor and Coordinator of the Senior-Year Experience

Short Synopsis of Idea:
Students will learn about their different personality types in a physically active way. The discussion will center around strengths and weaknesses of each personality type, the connection to learning styles and how to effectively work with others.

Materials Needed:
Students and instructor should go to www.typefocus.com and complete the short version of the Myers-Briggs personality inventory. Results should be brought to class on the day of the discussion.

Learning Outcomes Addressed: Critical Thinking Skills and Connections with Peers

Description of Activity or Idea:

1) Give an overview of personality theories and why you had the students complete this particular instrument (ease of use, free, etc.). Point out that this is only meant to be a discussion tool. Those who are interested in a more in-depth analysis are encouraged to visit the Counseling Center.

2) Direct students to stand up with their printed results in hand. Tell them that you’ll be going through each of the four dimensions and they need to look at the corresponding letter in their score. Briefly explain what each scale defines – Introversion/Extroversion (where one gets energy from); Sensing/Intuiting (how one takes in information); Thinking/Feeling (how one makes decisions) and Judging/Perceiving (type of lifestyle and work habits one prefers).

3) Ask all the extroverts to go to one side of the room and the introverts to go to the other. Extroverts read off their characteristics to the introverts and vice versa. Hone in on the "key" word. Then talk about the strengths and weaknesses of each type of personality. Ask the students what they perceive the advantages and disadvantages to be of working with someone of the opposite or similar type in a group setting.

4) Then move through each of the other three dimensions doing the same thing.

5) As the students move back and forth across the room, ask them to note if there is anyone that has the same letter as them on all four dimensions. Would they have guessed that this person had the same personality type? Was there anyone that had a completely opposite personality type?

6) Students may now sit down. Ask the students to guess your personality type. I find that they never quite get my personality type correct because they have preconceived notions about personalities of professors. In addition, they only see me in one setting.
7) Use their guesses to point out how it is important not to stereotype or label people and to think about the complexities of human beings. The results of this inventory are not intended to put one in a box, but rather to provide the individual with a better understanding of one’s self and a framework for understanding and working with others. Then review the definitions of the dimensions and discuss some of the common misconceptions (e.g. introverts are anti-social and shy).

8) I recommend covering “Learning Styles” in the class prior to this one. Ask them what type of learner this activity probably appealed to the most (Kinesthetic/Tactile). You can also discuss how personality type affects learning style. For example, extroverts tend to benefit more from study groups than introverts.

9) Encourage students to apply what they have learned to working with others. There are often conflicts in groups because of frustrations that arise over differing personalities. The most frequent conflict I see with young people is on the perceiving/judging dimension. Ask them to figure out ways to capitalize on everyone’s strengths, rather than complaining about differences or perceived weaknesses of others.

10) On the next page you will find an overview of the sixteen Myers-Briggs personality type descriptions. Ask the students to read those over and see if they agree with their descriptor. Conclude by encouraging those who feel that the descriptor is not accurate to take a different assessment or visit the Counseling Center.

**Personality Profile Descriptors**
http://www.oswego.edu/plsi/16TYPE.htm
http://www.personalitypage.com/high-level.html
http://typelogic.com/
Title of Idea/Activity: Global Learning Through International Film

Presenter: Ed Chan, Director, Sophomore-Year Experience Program and Assistant Professor of English

Short Synopsis of Idea:
Even students who may be resistant to watching films with subtitles and/or may lack interest in learning about other peoples and cultures may open up by being exposed to a wide variety of contemporary international films in the context of a first-year seminar.

Materials Needed:
International Films

Learning Outcomes Addressed:
Global learning, understanding diversity, critical thinking, presentation skills

Description of Activity or Idea:
For a section of our 3-credit first-year seminar embedded in a learning community entitled “Accent on Film: Movies as an International Art Form,” I incorporate a wide array of international film to expose students to different cultures. While this is the primary objective, secondary objectives include critical thinking about film and culture, as well as presentation skills. On a weekly basis, the class watches twelve or thirteen international film outside of class—the group screening has the potential for creating or solidifying bonds among students in the community. In groups of two to three, students prepare a PowerPoint presentation to facilitate class discussion. I use Visions of Light: The Art of Cinematography at the beginning of the semester to provide a way of talking about film at a formal artistic level. At different times, the learning community has included World Geography and Theater appreciation courses, from which students can also draw.

Students often express resistance to watching “movies with subtitles”; however, they soon become accustomed to watching films in a foreign language after the first few. I try to select films that are contemporary (since the 1980s) and relatively mainstream—in other words typical “art house” films. More difficult films like Federico Fellini’s 8 ½ have been less successful, though still useful. The emphasis is less on film studies and more on film appreciation, as well as engagement with other cultures. For me, the large number of films is important, even though it represents about half of the course content. I believe students would still benefit from viewing as few as three to four films. From anecdotal evidence, an intensive focus on international film has the potential for creating a habit of, or at least openness to, engaging with international films and cultures.
Some Film Ideas

All about My Mother [Todo sobre mi madre] (1999, Spain, 101 min.), dir. Pedro Almodóvar
Amélie [Le fabuleux destin d'Amélie Poulain] (2001, France, 122 min.), directed by Jean-Pierre Jeunet
Amores Perros (2000, Mexico, 153 min.), dir. Alejandro González-Iñárritu
City of God [Cidade de Deus] (2002, Brazil, 130 min.), dir. Kátia Lund and Fernando Meirelles
Crimson Gold [Talaye sorkh] (2003, Iran, 95 min.), dir. Jafar Panahi
Daresalam (2000, France/Burkina Faso/Chad, 105 min.), dir. Issa Serge Coelo
Divided We Fall [Musíme si pomáhat] (2000, Czech Republic, 120 min.), dir. Jan Hrebejk
Dogville (2003, Denmark, 177 min.), dir. Lars Von Trier
Eat Drink Man Woman [Yin shi nan nu] (1994, Taiwan/USA), dir. Ang Lee
Funny Games (1997, Austria, 108 min.), dir. Michael Haneke
In the Mood for Love [Fa yeung nin wa] (2000, Hong Kong, 98 min.), dir. Wong Kar Wai
Insomnia (1997, Norway, 97 min.), dir. Erik Skjoldbjærg
Lagaan: Once Upon a Time in India (2001, India, 224 min.), dir. Ashutosh Gowariker
Like Water for Chocolate [Como agua para chocolate] (1992, Mexico, 123 min.), dir. Alfonso Arau
My Life as a Dog [Mitt liv som hund] (1985, Sweden, 101 min.), dir. Lasse Hallström
No Man's Land [Nikogarsnja zemlja] (2001, Bosnia-Herzegovina/Slovenia, 98 min.), dir. Danis Tanovic
Once Upon a Time, Cinema [Nasserreddin Shah, Actor-e Cinema] (1992, Iran, 90 min.), dir. Mohsen Makhmalbaf
Raise the Red Lantern [Da hong deng long gao gao gua] (1991, China/Hong Kong/Taiwan), dir. Zhang Yimou
Ringu (1998, Japan, 96 min.), dir. Hideo Nakata
Run Lola Run [Lola rennt] (1998, Germany, 81 min.), dir. Tom Tykwer
Spirited Away [Sen to Chihiro no kamikakushi] (2001, Japan, 125 min.), dir. Miyazaki Hayao
Tampopo (1985, Japan, 114 min.), dir. Itami Juzo
Title of Idea/Activity: Group Decision-Making: Process for Success

Presenter: Stephen Braden, Ph.D. Assistant Professor of Communication

Short Synopsis of Idea:
The current traditional college-level student thrives in group activities (McGlynn, 2005), while simultaneously, career services experts note that in today's world employers use team-based approaches for problem-solving, project/program development and employee suggestions. Using the group-process, not only build a sense of community and engage in team-based learning, but they also learn effective ways of making decisions within a group.

Materials Needed:
Cartoons, pictures, video clips, websites; Readers’ Digest

Learning Outcomes Addressed:
Building a sense of community: bonding with the instructor and peers; critical thinking skills; logical decision-making.

Description of Activity or Idea:

A FIVE STEP PROCESS

Directions: Put students into small groups, approximately four to six, and provide them with a real-life scenario and written directions

Possible scenario: Your university is having budget woes. The President has said that unless tough decisions are made the school will be in dire economic straits

Students are to work through the following five steps to ascertain a solution (over)

Step One: Summarize the issue in a single declarative statement or query.
Example: What steps can our university take to end its financial woes?

Step Two: Brainstorm for ideas
Anything goes, no disagreements at this state
Example: Larger class size, Raise tuition
Lease school property, Seek private funding
Have fundraisers, Reduce number of faculty/staff
Freeze salaries, Eliminate programs
Stop athletics, Freeze new hiring
**Step Three:** Set solution criteria  
These are the parameters within which the decision must qualify  
Example:  
- Keeping high academic standards  
- If fees are raised, only minimally  
- Keep all present faculty and staff

**Step Four:** Analyze and compare possible solutions

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<thead>
<tr>
<th>Solution #1</th>
<th>Solution #2</th>
<th>Solution ##</th>
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<tbody>
<tr>
<td>Larger class size</td>
<td>Lease school property</td>
<td>Larger classes</td>
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<tr>
<td>5% tuition increase</td>
<td>Seek private funding</td>
<td>3% tuition increase</td>
</tr>
<tr>
<td>Salary freeze</td>
<td>Have fundraisers</td>
<td>Cancel weak programs</td>
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<tr>
<td>Hiring freeze</td>
<td>Cancel weak programs</td>
<td>Cancel weak athletics</td>
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<tr>
<td></td>
<td>Cease athletics</td>
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**Step Five:** Choose the best solution
Different groups will have different conclusion. The key component is to work through the process.
Title of Idea/Activity:
“KSU 1101 Statement on Community Values”

Presenter: Kimberly Frazier, Instructor of University Studies

Short Synopsis of Idea:
This is a process of developing a shared set of values for those KSU 1101 students engaged in and committed to learning in the classroom. It is hoped that these values will shape our community thoughts and actions, but they must be personalized by each individual and established within specific frames of reference. The following “Because…” statements are provided to stimulate your thinking as you consider how your actions are shaped by these values. As you explore how to interpret these and new values for yourself, collaborate with others to identify the commitments you will make in relation to each value statement.

Materials Needed:
Value Statement worksheet

Learning Outcomes Addressed:
Students will be able to identify personal values, as well as community values that will shape their community thoughts and actions. Students will also be able to connect action statements to their stated values in being aware of how their actions are shaped by these values.

Description of Activity or Idea:
I am of the belief that creating community is a values-driven, collaborative learning process, therefore students within this community will be able to develop a shared set of values that generates change for the greater good within an their learning community, individual relationships, organizations, and local and global societies.
This is a process of developing a shared set of values for those KSU 1101 students engaged in and committed to learning in the classroom. It is hoped that these values will shape our community thoughts and actions, but they must be personalized by each individual and established within specific frames of reference. The following “Because…” statements are provided to stimulate your thinking as you consider how your actions are shaped by these values. As you explore how to interpret these and new values for yourself, collaborate with others to identify the commitments you will make in relation to each value statement.

**KSU 1101 Statement on Community Values:**
Creating community is a values-driven, collaborative learning process that generates change for the greater good within an individual’s relationships, organizations, and local and global societies.

**MY NAME:** __________________________

- **Integrity**
  Living consistently with one's values and adhering to high ethical standards  
  **Consider:** How will I change my actions and behavior to live and lead by these values? What do I do in the face of adversity about these values? How will I educate and share these values with others?

  **Because this is what I value, then I will…**

- **Inclusiveness**
  Creating an opportunity for all to contribute  
  **Consider:** How do I provide a setting for individuals to share their ideas? How do I accommodate different opinions? How do I reach out to a variety of individuals?

  **Because this is what I value, then I will…**

- **Commitment**
  Being invested enough to make a difference  
  **Consider:** What does it mean to be dedicated to a cause? How do I show my commitment to change for the greater good? How do I evaluate opportunities for creating positive change?

  **Because this is what I value, then I will…**

- **Human Potential**
  Utilizing the knowledge, talents, and skills of each individual  
  **Consider:** How do I find ways to incorporate the strengths of everyone? How can I focus my actions to encourage others to reach their full potential? How can I utilize individual talents to support the group mission?

  **Because this is what I value, then I will…**
Community Values Worksheet Continued

- **Self-Awareness**
Understanding one’s own strengths and weaknesses through active reflection

  **Consider:** What are my strengths and weaknesses of leadership? How can I take time to better understand my capabilities for leadership?

  *Because this is what I value, then I will…*

- **Accountability**
Expecting all participants to be responsible for actions and decisions

  **Consider:** When I decide to do something, how do I evaluate the consequences beforehand? How will I accept responsibility for my actions? How do I hold others accountable for their choices?

  *Because this is what I value, then I will…*

- **Flexibility**
Willing to explore new ideas, perspectives, and processes

  **Consider:** What are the positive aspects of change? What does it take for me to be willing to try new things and to listen to new ideas? How do I work to reach a compromise among different ideas?

  *Because this is what I value, then I will…*

- **Civil Discourse**
Understanding and appreciating disagreement and facilitating conflict resolution through active listening

  **Consider:** How do I feel about conflict? What can I learn from others with alternative viewpoints? What can I gain from hearing and understanding new perspectives? What process can I use to promote listening and discussion with others?

  *Because this is what I value, then I will…*

- **Purposeful risk-taking**
Developing creative and innovative ways to promote positive change

  **Consider:** How do I know when it is worth it to take a risk and try something new? What is failure? What does it mean to learn how not to do it the next time? How can taking calculated risks impact me and my organization?

  *Because this is what I value, then I will…*

- **Citizenship**
Making an active investment in our communities

  **Consider:** How do I get involved in our community? What do I do to show our support of the needs of our community?

  *Because this is what I value, then I will…*
Title of Idea/Activity: Lighten Up the First-Year Seminar with Humor

Presenter: Kathy Matthews, Director of First-Year Experience
Department of University Studies

Short Synopsis of Idea:
Today’s first-year seminar students have grown up with the notion that learning should be “fun.” Why should college be any different? In designing the “magic” for transforming these classroom experiences, there are a few tips to remember. Instructors and students can develop a playful attitude and a willingness to use appropriate humor. Humor can be infused in almost every topic introduced in the seminar, even exams! Try this relaxing method of making each class an optimal, enjoyable learning experience.

Materials Needed:
Cartoons, pictures, video clips, websites; Readers’ Digest

Learning Outcomes Addressed:
Building a sense of community: bonding with the instructor and peers; critical thinking skills; research skills; presentation skills; managing text-anxiety and stress reduction.

Description of Activity or Idea:
Instructors: Give students a list of your “Top Ten…” After modeling for students this method of using provocative thinking, ask students to develop similar lists. Example: “Top Ten Reasons to Use Time Management Techniques.” The responses should reflect students creativity and sense of humor of how absurd life can be when good time management tips (that you’ve already discussed in class) are not followed.

Alternative exercise: Use cartoons on the topic of time management. Ask students to find other examples of cartoons or pictures that depict views on time management. Present the group findings in small group presentations, using technology.

Political cartoons are wonderful sources to stimulate discussions and to keep students aware of current events.
Peer Theatre

Deborah Mixson-Brookshire, MBA  
Instructor of University Studies and LSP Mathematics

Short Synopsis of Idea:
Peer theatre is a great way to get your students involved and thinking. Students develop and perform plays designed to address transitional issues faced by college students.

Materials Needed:
Purchase Theater Scripts (Collaborate with other departments to share the experience and purchase)
*Prices for Scripts: range from $59.00-$319.00
*Scripts are available for a broad range of topics including: Sexual assault/harassment, academics, healthy relationships, alcohol/drug abuse, violence, suicide, healthy relationships/self esteem, new student orientation, diversity, social norms, discrimination, sexually transmitted diseases, decision making, smoking, and general health
*Contact Information for script purchase: Bacchus and Gamma Midwest Office, 4704 Colfax Ave. South Minneapolis, MN 55409- Phone # 612-824-3025 or #612-824-3362

Learning Outcomes Addressed:
Academic/Cognitive Skills (oral presentations), Critical Thinking Skills (evaluation of opinions and facts from feedback of performances), Connections with Peers (skits are performed for the peers within other LC’s and/or KSU1101 courses), Out-of-Class Engagement (Contributing to success of campus events), and Global Perspectives (Skits about topics concerning ethics, diversity and global topics)

Description of Activity or Idea:
Peer Theater is an interactive way to convey transitional issues college students are facing while promoting self confidence through group interaction. A collaborative effort on behalf of the University Studies department, CAPS and the Wellness Center allow the students to engage in a creative activity enhancing various skill sets and promoting higher education. My classes have performed skits about relationships, diversity, and various transitional issues facing college students. “Anti Jerry Springer Skit”, “If my Inside was my Outside”, and “If the campus was 10 people” are some of the skits my students have performed for other first year seminar classes.

In Class Instructions:
1. Choose play(s) with the most amount of actors and something of interest to your group of students and/or campus
2. Have the plays purchased prior to the semester allowing time to plan and read the scripts
3. Have the students sign a sheet with what part they are interested in playing  
   (Director, speaking part, non-speaking part, Camera person, audience speaker/questions, voice over, stage hand)
4. If more students are interested in any part that does not have enough spaces, you can put all of the parts in a bag and allow the students to draw out the parts they will be taking
5. I also allow the students to draw which play they will be participating and you might be able to have multiple performances of each play
6. After all parts are given, I distribute the scripts to the students and we read through them aloud in class
7. The director of each play is responsible for scheduling practices and taking attendance at the meetings to report to me (they are suppose to have at least four practices)
8. One week before their performance the students will perform in front of their other classmates who are not participating in the play and will be given feedback
9. I check out the cameras and my department purchases the tape for the students to record the performances, because the taped performances are shown to the class at a later date for evaluation and praise
10. Prior to the semester beginning, I plan the date(s) of the performance(s) and make sure space etc. will be available. My marketing is in collaboration with the Wellness Center. I send out emails to invite other First Year Experience classes to our performances. I also coordinate and print the program for each play (please see attached program).
11. I have had performances within Learning Communities and stand alone First Year Experience courses, and the students enjoy being a part of a performance.
"IF OUR CAMPUS WAS 10 PEOPLE"

Program for Performance

PERFORMED BY KSU 1101 CLASS

Student Center
University North

Thursday, November 17, 2005
5:00pm

“IF OUR CAMPUS WAS 10 PEOPLE”

Program for Performance

ACT I

If Our Campus Was 10 People (Performance)

ACT II

CAPS Session

Five minute interval between acts

Personal Counseling

Personal counseling is designed to help you share and talk about your problems with an objective, non-judgmental person who is trained to help you come to grips with them. The counselors at the CAPS Center are especially aware of the problems that are unique to college students. Each client and counselor has a mutually understanding, respectful relationship.

Location and Hours

Located on the second floor of Kenesaw Hall, the CAPS Center will be happy to assist you from 9am to 9pm, Monday through Thursday. The CAPS Center is closed during designated KSU holidays and weekends.

Peer Theatre
Deborah Mixson-Brookshire

FYE Conference, 2006
Title of Idea/Activity: The 6 Ds Mean More than “Don’t”

 Presenter: Lesia Miller Schnur, M.A. and M.A.P.W., Instructor of University Studies

Short Synopsis of Idea:
First-Year students may not know how to properly behave in the college classroom. Nor do they understand the rules of participation. Most students find the college classroom intimidating, and they act out as a result of ignorance, anxiety, or inexperience. This activity combats inappropriate classroom behavior and allows students to see the growing number of examples of why these behaviors are not tolerated in the academic setting.

Materials Needed:
6 index cards with each behavior listed
Clock to time skits

Learning Outcomes Addressed:
I. Academic/ Cognitive Skills: improving students’ skills in decision-making and oral presentations.
II. Critical Thinking Skills: improving the students’ ability to see multiple sides of issues; identify solutions to complex problems; evaluate the quality of opinions and facts.
III. Connections with Peers: improving the students’ efforts to get to know students in classes; ability to meet new people with common interests; and ability to establish close friendships with peers.
IV. Knowledge of Campus Policies: increasing the student’s understanding of the college/university rules regarding academic honesty; student conduct, and academic probation policies.
V. Global Perspectives: demonstrating an understanding of ethics, diversity, and a global perspective of their communities.

Description of Activity or Idea:
Through the lecture, students learn to identify the six inappropriate behaviors, and in small groups, they create a 3-5 minute skit based on one behavior. Afterwards students respond to a WebCT question to bridge the behavior and to connect college decorum with civility. Later in the semester, students have an opportunity to discuss behaviors they have witnessed in other classes and to elaborate on how the professor responded. The initial activity takes one hour to complete.
Title of Idea/Activity: Teaching NOW

Presenter: Carlton A. Usher, Ph.D.
Assistant Professor of First Year Experience

Short Synopsis of Idea:
The idea is use selective perception and selective exposure as pedagogy to get students to look at the world through the eyes of others. The purpose is to create empathy.

Materials Needed: Photo Copies

Learning Outcomes Addressed:
- Study Skills
- Academic Cognitive Skills
- Critical Thinking Skills
- Connection with peers,
- Global Perspectives

Description of Activity or Idea:
The idea is use selective perception and selective exposure as methods to teach current issues.

Selective exposure is defined as; the process by which we develop our political attitudes, values, and beliefs.

Selective perception is defined as the process by which individuals perceive what they want to in media messages and disregard the rest.

Lesson #1: The student is asked to write a narrative discussing how they came to a conclusion (belief) regarding a contemporary issue. The student will be asked to submit the narrative without a name attached. The Teacher consequently distributed the narratives and each student owns that perspective and must elaborate on that perspective. Considering it is not theirs and they have to claim ownership of the narrative it allows the student to see other peoples’ perspective.

Lesson #2: The student is asked to select a current events story. The student is consequently asked to give an account of the events described. The students are then asked to place themselves in the narrative.