

Sample Course Plan

75-Minute Class, Fall 2024

Dear Instructors,

We are pleased to share a resource to help with your U101 course planning. While instructors have the flexibility to create their own syllabus, lesson plans, assignments, and strategies, many instructors have asked for more specific guidance on what a course could look like from start to finish. With that in mind, we have developed a Sample Course Plan, which includes a sample syllabus and course calendar that can be adapted for your section, lesson plans that cover each of our course learning outcomes, assignments that are scaffolded throughout the semester from introduction to completion, and opportunities to use the *Transitions* textbook both inside the classroom and out. This version is formatted for a 75-minute class (M/W or T/R).

In each of the lesson plans, the pathways to specific resources on SharePoint (activities, PowerPoints, worksheets, etc.) are indicated as needed. Wherever possible, multiple options for activities are provided, and instructors should select the activities that best meet the unique needs of their class. Several lesson plans in this document also have options for presentations or materials from our Campus Partners.

Please feel free to use this document in its entirety, to use individual lesson plans, or to not use it at all. As always, you have the ability to design your own syllabus and course plan to meet the needs of your students. If you need any assistance in selecting or adapting activities or have any questions, please do not hesitate to reach out to Callyn Fahey at callyn@sc.edu.

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UNIV 101: The Student in the University
Section XXX, Semester, Year
Days of Week for Class Meeting, Time of Class Meetings
Location of Class

INSTRUCTOR

Name of Instructor

Cell and/or Office Phone number with area code

Email

Campus Address

Student Hours: We are happy to meet with you anytime we are mutually available. Please call, text, or email to schedule a time.

PEER/GRADUATE LEADER

Name of Peer/Grad Leader

Phone number with area code

Email

Required Text(s): Friedman, D., Hopkins, K., & Fahey, C. (Eds.). (2024). *Transitions*. Columbia, SC: University of South Carolina.

*Available for no charge on U101 class Blackboard page

Required Materials: [insert required materials and supplies for the course that have cost implications]

COURSE DESCRIPTION

University 101 is designed to help first-year students adjust to the university, develop a better understanding of the learning process, and acquire essential academic success skills. The course provides a general orientation to the functions and resources of the university and also provides a support group for students transitioning to college by examining problems common to the first-year experience. Attaining an appropriate balance between personal freedom and social responsibility underlies all University 101 activities.

COURSE GOALS AND LEARNING OUTCOMES

I. Foster Academic Success

As a result of this course, students will...

- a) Adapt and apply appropriate academic strategies to their courses and learning experiences.
- b) Identify and apply strategies to effectively manage time and priorities.
- c) Identify relevant academic policies, processes, and resources related to their academic success and timely attainment of degree requirements.

II. Discover and Connect with the University of South Carolina

As a result of this course, students will...

- a) Identify and use appropriate campus resources and engage in opportunities that contribute to their learning within and beyond the classroom.
- b) Develop positive relationships with peers, staff, and faculty.
- c) Describe the history, purpose, and traditions of the University of South Carolina.

III. Promote personal development, wellbeing, and social responsibility

As a result of this course, students will...

- a) Clarify their values and identity and articulate how these shape their perspectives and relationships with people who are similar to and different from themselves.
- b) Explore the tenets of the Carolinian Creed.
- c) Examine and develop strategies that promote wellbeing and explain how wellness impacts their academic and personal success.
- d) Initiate a process toward the attainment of personal and professional goals and articulate potential pathways to employability.

POINTS BREAKDOWN AND ASSIGNMENT EXPECTATIONS

Component	Weight
Participation	15%
Personal Reflections	15%
Resident Expert Presentation	15%
Mid-Semester Written Assignment	15%
Final Reflection	15%
Academic Success Strategies	5%
Other Assignments	20%

GRADING SCALE

90-100	A	70-76	C
87-89	B+	67-69	D+
80-86	B	60-66	D
77-79	C+	0-59	F

DESCRIPTION OF ASSIGNMENTS, EXAMS, AND PROJECTS

1) Participation (15%)

- a. It is important that you not only come to class each day but that you participate fully. Participation is more than just contributing to whole-class discussion; it includes active engagement in activities and small-group discussions, listening respectfully, coming to class on time and prepared, and positive involvement in the classroom community. Throughout the semester, there will be opportunities to discuss your participation grade with us.

2) Personal Reflections (15%):

- a. **Journals:** Each student will be asked to keep a journal and respond to journal prompts at specific points throughout the semester. More information will be provided in class.
- b. **Event Reflection Paper:** In order to foster your ability to integrate your learning (make connections between your coursework and what you are learning beyond the classroom), you will be asked to attend at least one beyond the classroom learning opportunity (a cultural event such as a play, recital, dance performance, campus lecture, etc.) and write a 1-2 page reflection that addresses the following components:
 - i. Describe something you learned from the experience (150-200 words)

- ii. Describe how the beyond the classroom experience connects to a larger concept, topic, issue, or UNIV 101 learning outcome (such as values/identity, wellness, academic success, etc.) and/or to specific aspects of an area of study (history, math, science, etc.)? Be specific as to how your experience reinforced, contradicted, or provided a concrete example related to the larger concept you identified. (200 words or more).

We may choose to attend an event together as a class (such as the FYRE event), or you may choose an opportunity on your own.

3) Resident Expert Presentation (15%)

- a. To further explore the course learning outcomes, you will develop a research presentation that contributes to our learning in this course. This project will be your opportunity to enhance and practice your research, writing, group work, and presentation skills. In small groups, you will develop a research question, collect information, and create an informative and engaging presentation for your classmates.
- b. Possible topics might include (but are certainly not limited to):
 - i. Can college students (or people in general) effectively multitask?
 - ii. How much sleep do we really need?
 - iii. Is the freshman 15 a real thing?
 - iv. What do we know about the effects (physical, ethical) of ADHD medication for those without ADHD?
- c. Timeline:
 - i. Groups formed: Day 17
 - ii. Topic selection due: Day 18
 - iii. Information Literacy Workshop: Day 18
 - iv. Article summaries/evaluations due: Day 24
 - v. Presentation outline due: Day 29
 - vi. Presentations begin: Day 34

4) Mid-Semester Written Assignment (15%)

- a. You will respond to questions that are designed to encourage reflection on the first half of your first semester at USC. More information will be provided.

5) Final Reflection (15%)

- a. You will be asked to write a letter to a 2025 freshman and create a 3-minute media presentation (movie, slide presentation, art collage, etc.) that synthesizes your first semester of college. More information will be provided later in the semester. We will hold a “film festival” during our final exam period, at which each student will share their media presentation.

6) Academic Success Strategies Assignment (5%)

- a. One goal of this class is to help you be successful in your other academic courses. In order to help foster habits and behaviors that lead to academic success, you will be required to earn 50 points by choosing activities from the list below. You do not need to do all of the activities on the list, but you do need to accumulate 50 points over the course of the semester (due day 38) in any combination you choose. Evidence (paper, confirmation slip, screenshot, etc.) is due no later than one week from when you complete the task or attend the event.
- b. REQUIRED: Complete the Semester at a Glance activity on pages 206-207 in *Transitions* (10 points) – due day 2
- c. Earn 40 more points from the list below:
 - i. Attend an SI Session (10 points each)
 - ii. Attend a Peer Tutoring Session (10 points each)
 - iii. Type your notes from one of your classes (10 points per week)
 - iv. Make a study guide for one of your exams (10 points)

- v. Make an outline of a chapter in one of your textbooks (10 points)
- vi. Create flashcards to prepare for an exam (10 points)
- vii. Have the Writing Center review one of your papers for another class (10 points)
- viii. Attend a Success Consultation at the Student Success Center (10 points)

7) Other Assignments (20%):

- a. This will include your “All About Me” sheet, your Lifeline, your Do You Know presentation, your Time Management Log, and other assignments throughout the semester.

COURSE POLICIES

University 101 is a course in which regular attendance and active participation are critical to your learning and the experience of your classmates. Research has shown that regular attendance is a strong predictor of your academic success. Therefore, you are expected to be in class, on time, each day. Per University policy, for each unexcused absence after ONE, 3% will be deducted from your final course grade. Absences for a number of University-approved situations, including, but not limited to illness or injury, participation in University-sponsored events, required military duty, or observance of a religious practice or holy day will be excused with appropriate documentation as described in the Undergraduate Bulletin. If you will not be in class due to one of the University-approved excusable situations, you must contact us as early as possible to discuss a plan for obtaining and submitting documentation to excuse the absence. If you are absent, you are responsible for learning the material covered in class and for completing assignments that were due or assigned in your absence.

This course participates in the progress report initiative through the Student Success Center (SSC). At key points throughout the semester, we may alert the SSC of students who may not be meeting criteria that has been established for both attendance and/or course grade performance. Students who receive an alert will get an email, then be contacted via the SSC Call Center. The student will be encouraged to connect with additional academic support resources.

ACADEMIC INTEGRITY AND RESPONSIBILITY

Every student has a role in maintaining the academic reputation of the University. The University’s guidelines for academic integrity are listed in our Honor Code (sc.edu/academicintegrity). Students are to refrain from plagiarism, cheating, falsifying work, and assisting other students in violating the Honor Code.

When a student is uncertain as to whether conduct would violate the Honor Code, it is the responsibility of the student to seek clarification from the instructor of record. To clarify your understanding of the Honor Code, refer to the Office of Student Conduct and Academic Integrity’s website.

EXPECTATIONS FOR CLASSROOM BEHAVIOR

To ensure an enjoyable, inclusive, and engaging learning environment, you are expected to openly share your ideas and express your opinions in class; respect the opinions, values, and identities of your classmates, instructors, and guests; and honor the open environment of the class by respecting confidentiality when appropriate. You are expected to do your best work, meet assignment deadlines, regularly engage in class discussion and activities, and treat other members of the class with courtesy and respect. Please be respectful of others by avoiding disruptive behaviors such as side conversations, cell phone or laptop use, arriving late, and/or leaving early, etc.

MENTAL HEALTH STATEMENT

If stress is impacting you or getting in the way of your ability to do your schoolwork, maintain relationships, eat, sleep, or enjoy yourself, please reach out to any of our mental health resources. Most of these services are offered at no cost as they are covered by the Student Health Services tuition fee. For all available mental health resources, check out [Student Health Services Mental Health](#) and the quick reference list below.

- Wellness Coaching can help you improve in areas related to emotional and physical wellbeing (e.g., sleep, resiliency, balanced eating and more) – schedule an appointment at (803) 777-6518 or on [MyHealthSpace](#).
- Access virtual self-help modules via [Therapy Assistance Online \(TAO\)](#) – see [TAO registration instructions](#).
- Access articles and videos on health and wellness topics on the Wellness Hub, [thriveatcarolina.com](#), or by downloading the [CampusWell](#) app and searching for University of South Carolina.
- Counseling & Psychiatry offers individual and group counseling and psychiatric services – schedule an appointment at (803) 777-5223 or on [MyHealthSpace](#).
- Access the 24-hr Mental Health Support Line at (833) 664-2854.
- Access an anonymous [mental health screening program](#).

COURSE ACCOMMODATIONS

The University of South Carolina provides high-quality services to students with disabilities, and we encourage you to take advantage of them. Students with disabilities needing academic accommodations should: (1) Register with and provide documentation to the Student Disability Resource Center in Close-Hipp 102, and (2) Discuss with the instructor the type of academic or physical accommodations you need. Please do this as soon as possible. *All course materials are available in alternative format upon request*

SYLLABUS CLAUSE AND CONTRACT

This syllabus may be revised and adapted throughout the semester to better serve the needs of the class. The instructor may assign additional reading and assignments and alter the course calendar (on the next page) as necessary. Students will be notified of any changes to the syllabus via email.

Date	Class Topic	Assignments Due	Notes
1	Introduction to University 101		
2	Building Our Community	DUE: All About Me, Semester at a Glance	8/24 Last day to drop a course without a grade of a "W"
3	Lifeline Presentations	DUE: Lifelines	
4	High School vs. College	DUE: Read <i>Transitions</i> Ch. 12, Faculty; Ch. 28, Studying & Academic Success	
5	Campus Safety and Football 101	DUE: Journal #1; Do You Know (DYK) presentation choices (<i>Note: You will be responsible for only one DYK presentation. Be sure to save your assigned date!</i>)	
6	Campus Involvement	DUE: Read <i>Transitions</i> Ch. 11, Experiential Learning	
7	Time Management		
8	Alcohol Use In College	DUE: Read <i>Transitions</i> Ch. 4, Alcohol & Drugs; Journal #2	
9	Carolinian Creed/Academic Integrity	DUE: Time Management Log	
10	TBD		
11	Advising and Registration		
12	My 30 Values	DUE: Resident Expert presentation topics	
13	Off-Campus Living and Budgeting	DUE: Journal #3	
14	Personal Wellness and Success		
15	Information Literacy	DUE: Midterm Reflection	
16	Building Resilience		
	NO CLASS - Fall Break		
17	Healthy Relationships	DUE: Read <i>Transitions</i> Ch. 6, Healthy Relationships	
18	Carolina History/Traditions	DUE: Journal #4	
19	Managing Stress	DUE: Resident Expert article summaries	

20	Effective Presentations		
21	Diverse Identities and Values	DUE: DYK; Read <i>Transitions</i> Ch. 32, Values & Identity; Resident Expert presentation outline	
22	Employability		11/2 Last day to drop a course without a grade of "WF"
23	Resident Expert	DUE: Resident Expert Presentations	
24	Resident Expert	DUE: Resident Expert Presentations	
	NO CLASS - Thanksgiving Break		
	NO CLASS - Thanksgiving Break		
25	TBD	DUE: Academic Success Strategies Assignment	
26	Education Abroad	DUE: Event Reflection Paper	
27	Class Closure		
28	Class Closure and Evaluations		
29	DUE: Creative Presentation and letter (insert your final exam period here: https://sc.edu/about/offices_and_divisions/registrar/final_exams/final-exams-fall-2024.php)		

University 101 Outcomes Planning Matrix

<u>Outcome</u>	<u>Topics to Address</u>	<u>Methods</u>	<u>Assignments</u>	<u>Readings</u>	<u>Time(s) to Address</u>
Ia. Academic Strategies	- Information literacy - Success in college - Presentations	- Info lit lesson - Academic success activities - DYK & Res Ex presentations - Effective presentation lesson	- Semester at a Glance - Do You Know? - Resident Expert - Academic Success	<i>Transitions</i> 185-196	Days 15, 18, 20, 23-26; DYK days
Ib. Time Management	- How to manage time - How time management and stress are related	- Time management lesson - Stress lesson	- Time management log - Academic Success Strategies		Days 7, 9, 19
Ic. Academic Policies and Processes	- Academic policies - Carolinian Creed - What is cheating? - Advising/registration	- Policies/violations activities - Creed activity - Adv/reg lesson	- Do You Know? - Resident Expert	<i>Transitions</i> 185-196	Days 9, 11; some DYK days
Ila. Campus Resources and Opportunities	- Campus safety: Football 101 - Integrative/experiential learning - Off-campus living - Study abroad - Career Center - Counseling/health services	- Presentations/lessons/activities that address each of these offices/opportunities	- Do You Know? - Academic Success Strategies	<i>Transitions</i> 67-70, 101-106	Most days, including 5, 6, 8, 13, 16, 17, 22, 23; all DYK days
Ilb. Relationships with Faculty and Students	- Relationships with peers, professors, partners, roommates	- Healthy relationships lesson - What professors want - Community builders	One-on-ones with PL or instructor	<i>Transitions</i> 73-77, 101-106	Days 1-2, 4, 14, 17, 21
Ilc. University Traditions and History	- Carolinian Creed - History and traditions - Football 101	- Creed activity - History & traditions activity - Football 101 lesson			Days 5, 9, 18
IIla. Values and Identity	- Personal values - Personality assessment - Diversity/racism	- My 30 Values - Creed activity - Diverse identities and values activity	Some DYK resources	<i>Transitions</i> 231-242	Days 5, 12, 21, 22
IIlb. Carolinian Creed	- Carolinian Creed - Diversity/racism/inclusion	- Creed activity - Diverse identities and values activity	Some DYK resources		Days 9, 21
IIlc. Well-being	- Personal safety - Alcohol/drugs - Resilience - Stress	Lessons/presentations/activities that address each of these topics; wellness wheel	- Do You Know? - Resident Expert	<i>Transitions</i> 19-26	Days 5, 8, 14, 16, 19
IIId. Employability	- Career Center - Employability skills and competencies	- Employability lesson			Days 7, 22

Day 1: Introduction to UNIV 101

Objective: To help students learn about UNIV 101, meet each other, and start building community.

AGENDA:

- I. **Greetings and Name Tents** (pre-class)
 - a) As students enter, greet them enthusiastically!
 - b) Ask students to create a name tent with their preferred name.
 - i) **Note:** *At the end of each class, collect the name tents and hand them out at the start of each class. This is a great way to take attendance, to challenge students to learn each other's names (by having a student hand them out instead of you) or to switch up seating by placing them around the room before class starts.*

- II. **Welcome and Overview** (7 minutes)
 - a) How is everything going so far? Enjoying Carolina? Classes?
 - b) Introduce Peer Leader and instructor; explain roles and how you would like to be addressed.
 - c) Explain purpose and goals of UNIV 101; value of this course.
 - i) Cover goals (About University 101 chapter of Faculty Resource Manual and chapter 1 of *Transitions*), positive outcomes of the course (higher grades, higher graduation rates), etc.

- III. **Pair and Share Introductions** (15 minutes)
 - a) Pair up with someone nearby.
 - b) Share name, major, hometown, why you chose USC, and a fun fact (*feel free to be creative with this part – instead of a fun fact, you could have them answer a specific fun question*).
 - c) Partners introduce each other to the class.

- IV. **Syllabus Review** (13 minutes)
 - a) Give overview of semester highlights, required materials, expectations, grades, Blackboard, etc.
 - b) Homework (due day 2):
 - i) All About Me worksheet (see example in Faculty Resource Manual, Building Community, p. 15.)
 - ii) Semester at a Glance – pp. 206-207 *Transitions* – for points on Academic Success assignment.
 - c) UNIV 101 promise: Everything in this course has value – there is no busy work! Keep an open mind, lean in, and have fun with this journey.
 - d) What questions do you have about the syllabus or about the course? (Turn to your neighbor and come up with one question, then share with class.)

- V. **Adjective Name Game** (20 minutes)
 - a) Stand in a circle. Each student must come up with an adjective to go along with their name (preferably one that starts with the same letter or sound as their name). The first person says their name and adjective – for example, person one says, “I’m Smiley Selena.” Person two repeats what person one said, and then adds their own adjective and name (“You’re Smiley Selena, and I’m Cool Caroline”). Continue around the circle until everyone has had a chance to introduce themselves.

- i) You can decide if you want students to repeat all the names in the circle, or if you want them to repeat only the previous 2-3 names. If you choose to have students repeat all the names, place yourself at the end to demonstrate your willingness to do anything you ask them to do.
- ii) Alternate name game options: Instead of adjectives, use motions (“I’m Clapping Carrie,” etc.), or have a picnic (“I’m Nick and I’m bringing Nutella,” etc.)

VI. Ice Breaker (10 minutes)

- a) **Option 1: Move Your Butt:** Stand in a circle with one person in the middle. The middle person says their name, then says something that applies to themselves, but may also be true for others in the class (for example, “I’m Allie. Move your butt if you’re an only child.”). Everyone who has that trait in common with the person in the center scatters to fill an empty slot in the circle, while the middle person tries to move to one of the open spots. The person who can’t find a spot becomes the person in the middle and repeats the process.
- b) **Option 2: TRU DAT:** Stand in a circle. Each person will have the opportunity to introduce themselves and make a declarative statement (for example: I love apples; The Yankees are the best team in baseball; I can’t wait until the new season of *Euphoria* starts). After the person has made their statement, everyone else in the group has the opportunity to agree by stepping forward, raising their hand, and shouting, “TRU DAT!”. If a participant feels especially confident in their agreement, they step forward, raise their hand, and shout, “TRU DAT, DOUBLE TRU!”. Introductions and statements continue around the circle until everyone has had the opportunity to share.

VII. Reminders, Questions, and Class Photo (10 minutes)

- a) Remind students about homework.
- b) Answer any questions your students have.
- c) Take your class photo!

SUPPLIES NEEDED: Name Tents, Markers, All About Me, Syllabi, *Transitions*

DAY ONE PRO TIPS: *Be sure to read the First Day of U101 section in the Faculty Resource Manual (Building Community chapter). Setting the tone is more important than getting through all the details! You have a whole semester for that. Consider preparing an extra game/activity in case things move more quickly than anticipated (one that can be done at any time with no supplies required – like Two Truths and a Lie). Most importantly, have fun – you’ve got this!*

Day 2: Building Our Community

Objective: To help students get to know their classmates and build community.

AGENDA:

- I. **Collect All About Me**
- II. **Check In (10 minutes):** What was the most interesting or most surprising thing that happened in your first week at USC?
- III. **Team Builder 1 – Finding Commonalities (15 minutes)**
 - a) **Option 1: I Have A Link!:** Have everyone sit in a circle. Stand and begin talking about yourself, telling your name, major, interests, and so on. Once someone hears you say something that they have in common with you, they should stand and shout, “I HAVE A LINK!” They then give their name and start describing themselves, and someone else stands when they have something in common with the second person. This continues until everyone in the room is standing. The only rule is that a connection cannot be repeated twice. If two or more people stand and shout “I have a link!” at the same time, the person talking about themselves must choose who goes next.
 - b) **Option 2: Common Ground:** For this activity, split students into groups of 4-5. Ask each group to write down as many things as possible that members of the group have in common. Encourage them to think beyond the obvious and be creative! When time is up, point to one group and have them share one commonality off of their list. Continue rapidly around the room, giving each group 3 seconds to name a common trait from their list. A group is out if they take longer than 3 seconds, repeat something another group already said, or run out of things to say. Whichever group is the last one standing wins!
- IV. **Semester At A Glance (15 minutes)**
 - a) Divide class into small groups.
 - i) Have each student pull out the Semester at a Glance homework (pp. 206-207 *Transitions*). Instructors should check to make sure it’s done (for points on Academic Success assignment).
 - b) In groups, students should discuss:
 - i) What do you observe about the workload ahead of you this semester?
 - ii) Busiest weeks/periods of time?
 - iii) What differences do you see among the group?
 - iv) What now? (How will you use this throughout the semester, what advice do you have for others in your group, etc.).
- V. **Discuss Lifeline Assignment – due day 3 (10 minutes)**
 - a) Explain that students will be telling the story of their lives.
 - i) Go over the goals and expectations for this assignment.
 - ii) Provide rubric so that students know how they will be graded on assignment.

- b) Instructor and/or Peer Leader should demonstrate their lifelines so that students understand expectations and so that they remember that they will never be asked to do something that the instructor/Peer Leader would not do themselves.
- i) Keep in mind that you are setting the tone for how students will present. Students will use your example(s) for how quickly they should present, how much detail should be shared, and the standard quality of work.
- c) **Note:** *Many variations of this activity are possible, as described in the Faculty Resource Manual. Traditionally, many classes will complete this activity on large paper – however, completing this activity in an electronic format, such as PowerPoint, has also proven to be very effective!*

VI. Team Builder 2 – Getting to Know You (15 minutes)

- a) **Option 1: Question Wheel:** *Pre-class preparation:* Create a Wheel on wordwall.net with questions of your choosing – there are some sample questions on the next page (or use this one: wordwall.net/resource/43679/form-wheel-questions).
In class: Sit in a circle and choose one person to go first. Have that person introduce themselves, then you (or the Peer Leader) will spin the wheel, and the student must answer the question on which the wheel lands. That person then chooses the next person to answer a question. Repeat until everyone has answered one question.
 - i) **Alternate:** You could also prepare a list of questions and create a numbered wheel on wordwall.net – spin the wheel, and if it lands on 1, the student answers question #1.
- b) **Option 2: Mingle, Mingle, Mingle:** Give each student an index card and ask them to write down a question. Creativity should be encouraged, but it may help to suggest that the students should only write a question that they themselves would be comfortable answering. Have the students mingle around the room for about 10 seconds (using a timer or singing the “Mingle Mingle Mingle” song). When time is up, they should introduce themselves to the person closest to them and ask their questions. Once each pair has had the chance to answer the questions, they should trade cards. Start the timer/song again and repeat the process several times so that students interact with many classmates!

VII. Housekeeping (remainder of class)

- a) **Introduce journals:** expectations; format (Blackboard, email, notebook?); prompts (*many excellent prompts are found on [SharePoint](#) and in the FRM*). Choose prompts that correspond with the time in the semester or with a specific course topic. Due dates are included on the course calendar, but you may adjust these to your own schedule!
- b) Remind about Lifeline
- c) Remind about Add/Drop deadline (August 26)

SUPPLIES NEEDED: Rubric for Lifeline activity; Lifeline for demonstration; Lifeline paper (if using); journal information; Other preparations will vary depending on options you choose for team builders

Sample Questions:

When you were little, what did you want to be when you grew up?	Which would you prefer – 1 wish right now, or 3 wishes 5 years from now? Why?	What was your favorite toy when you were 8?
What was the worst/funniest/weirdest present you ever received?	What’s your hidden talent or “stupid human trick”?	Do you collect anything? What is it, and how did you get started?
What’s the longest you ever went without sleep? Was it worth it?	If you were stranded on an island, what are 3 items you would want to have? (no electronics or people allowed!)	What are you currently obsessed with? Why?
What was your favorite band/singer in 8 th grade? Do you still listen to them?	What surprises people the most about you?	Do you have any “guilty pleasure” shows that you are embarrassed to admit that you watch? If so, what are they?
What is the most sentimental item you brought to USC? Why is it special to you?	What is the weirdest thing you brought to USC? Why did you bring it?	What is your most valued personal possession, and why is it special to you?
If you could only eat one food for the rest of your life, what would it be? Why?	How was your name chosen? Were you named after someone?	If you could have one superpower, what would it be? Why?
What is your all-time favorite movie? How many times have you watched it?	Ever been out of the country? Where did you go? If not, where would you like to go?	What was your most memorable moment in high school? What made it stand out to you?
What is your favorite new (or new-to-you) thing you brought to USC? Why is it your favorite?	What is your favorite restaurant? Could you eat there every day if you had to? Why or why not?	What is one song you could listen to on repeat and never get sick of?
What is your favorite holiday? Why do you like it so much?	If you had an extra hour every day, how would you use your extra time? Why?	What makes you different from most everyone else you know?
What’s your favorite book of all time? Why?	What is one skill that you would like to learn in the future? Why?	What is your favorite thing to do in your spare time?

Day 3: Lifeline Presentations

Objective: To help students get to know their classmates and build community.

AGENDA:

- I. **Check In** (8 minutes): Highlights – what was the highlight of your day/week so far?

- II. **Lifelines** (65 minutes): Many variations exist (see Faculty Resource Manual, Community Building Chapter, p. 19). Here is one recommended electronic option.
 - a) Using PowerPoint or Google Slides, students tell the story of their lives through text and pictures in a slideshow format. They should send their completed slideshow to you or the Peer Leader IN ADVANCE so that you can eliminate awkward technological struggles and lags. (Designate one person to receive all of them for consistency.) By having them sent to you in advance, you can have them queued up on your computer or on a thumb drive and ready to go on presentation day, which can help keep things moving.
 - b) Students should include monumental events that took place in their lives, like the birth of a sibling, moving to a new town, a car accident, coming to college – anything that they consider to be a significant part of their life story!
 - c) Presentation is a key component of this activity. Each student should have a turn speaking in front of class and should be given ample time to present and answer questions or elaborate.
 - d) Consider having students make a note of things they have in common with each classmate or something they want to know more about while peers are presenting to ensure that students are actively listening to each other. (See Tell Me More grid on next page for one way to do this. Another option is located in [SharePoint – “Lifeline Notes Handout”](#).) Strongly encourage students to follow up with their peers outside of class about the things they wrote down, or provide time in the next class to do so.
 - e) **If you run out of time**, thank the remaining students for their patience, and have them present at the beginning of the next class.

- III. **Reminders/Housekeeping** (2 minutes)
 - i) Read *Transitions* pp. 73-77 and 185-196 before next class and be sure to bring *Transitions* to class.

SUPPLIES NEEDED: Electronic access to presentations; Tell Me More grids (if using)

Day 4: High School vs. College and Understanding Professors

Objective: Students will articulate the differences between high school and college and learn what professors expect of them.

AGENDA:

- I. **Check In** (5 minutes): Sweet and Sour – students will share one sweet (good) thing about their day/week and one sour (not so good) thing about their day/week.

- II. **Finish Lifelines** (*if needed – time will vary depending on how many you have left to complete*)
 - a) Designate some time to discuss commonalities/Tell Me More grids, if desired.

- III. **High School vs. College** (25 minutes)
 - a) Divide class into 4 groups and assign each group one of the following topics:
 - i) Rules & Responsibilities
 - ii) Classes
 - iii) Tests & Grades
 - iv) Teachers & Professors

 - b) Each group should spend about 8 minutes discussing the following:
 - i) What are the main differences in this area from high school to college?
 - ii) What is one question you have about your area?
 - iii) **Note:** *There are discussion slips [in SharePoint](#) that can help guide discussion.*

 - c) Each group will have 3-4 minutes to report out about their group’s discussion.

- IV. **Understanding Professors** (15 minutes)
 - a) **Option 1: Family Feud**
 - i) [“Top Advice from Professors Family Feud” game can be found in SharePoint.](#)
 - ii) This can be played with teams of volunteers (like the real Family Feud game), or as a full class guessing game/discussion.
 - iii) **Note:** *Practice using the game template in advance. It is simple to use, but you’ll want to make sure you know where to click and when.*
 - (1) *It may also be helpful to have a list of the answers written out so that when a team guesses correctly, you remember which number on the game board corresponds with each answer:*
 - (a) Turn off phones/no texting
 - (b) Be respectful
 - (c) Be prepared
 - (d) Don’t pack up bookbag early
 - (e) Participate/Attend/Pay attention

 - b) **Option 2: Top Advice from Professors Memes**
 - i) [“Sample Memes for Top Advice from Professors” can be found in SharePoint.](#)
 - ii) This can be a fun way to have a class discussion about the top expectations from the Family Feud game – you can have them guess and explain what the advice/expectation is for each meme (see

list in option 1; also in presenter notes on PowerPoint slides).

V. Email Etiquette (15 minutes)

- a) In groups, have students discuss and critique the emails on page 75 of *Transitions*.
- b) As a class, create a list of Dos and Don'ts for proper email etiquette.
- c) If time permits, consider sharing the "Professor What's His Nuts" viral story and discussing:
<https://www.buzzfeednews.com/article/juliareinstein/this-student-sent-her-teacher-a-paper-with-a-hilariously>

VI. Do You Know Assignment Introduction (15 minutes)

- a) Students will be asked to provide one "Do You Know?" two-minute presentation to start the class.
 - i) They will research one university resource, agency, policy, or opportunity and educate their classmates on this topic or area.
 - ii) This will be a great opportunity for the class to learn about all that USC has to offer students.
 - iii) Students should use *Transitions* and the USC website to find information for this assignment.
- b) Share the list of topics from the sign-up sheet template (below).
- c) The Peer Leader should model one Do You Know? presentation to demonstrate expectations.
- d) For homework, students should email the instructor (using proper email etiquette, as discussed in class today!) to indicate their top 3 choices for this assignment.
 - i) Set a deadline (i.e., by 5:00 tomorrow) to give yourself ample time to make assignments before the next class.

SUPPLIES NEEDED: HS vs. College Group Work discussion slips, *Transitions* textbook, Do You Know topic list, Family Feud or memes for Professor discussion

GROUP WORK – High School vs. College Discussion

Group 1: RULES and RESPONSIBILITIES

In your group, please spend some time discussing the similarities and differences between high school and college in this area: **RULES and RESPONSIBILITIES**. For example: Are there more rules in high school or college? How are the rules different now? How are your responsibilities different now? Is it easier to balance your responsibilities in high school or college, and why? What is one question you have about this area? Use a piece of paper to record your group's discussion and be prepared to share with the class.

Group 2: CLASSES

In your group, please spend some time discussing the similarities and differences between high school and college in this area: **CLASSES**. For example: How are classes different now than they were in high school? Did you have to work harder in high school or college? How is the structure or schedule of your day different now than it was then? Do you have more/less homework now? Do you have to study more or less? Do you think that this will stay the same throughout college, or will it change? What is one question you have about this area? Use a piece of paper to record your group's discussion and be prepared to share with the class.

Group 3: TESTS and GRADES

In your group, please spend some time discussing the similarities and differences between high school and college in this area: **TESTS and GRADES**. For example: Were there more tests in high school or college? How is grading different now than it was then? Did you always know how your grade was calculated in high school? Do you know how your grade is going to be calculated in each of your classes now? Is it harder to get good grades in high school or college? What is one question you have about this area? Use a piece of paper to record your group's discussion and be prepared to share with the class.

Group 4: TEACHERS and PROFESSORS

In your group, please spend some time discussing the similarities and differences between high school and college in this area: **TEACHERS and PROFESSORS**. For example: How are the expectations of high school teachers different from the expectation of college professors? How is your level of contact with your instructors different now than it was then? Did all your teachers know your name last year? Do your professors know your name this year? What are the biggest differences you've noticed about teachers vs. professors so far? What is one question you have about this area? Use a piece of paper to record your group's discussion and be prepared to share with the class.



“Do You Know?”

Students will be asked to provide one “Do You Know” to start the class. For this activity, you will research a University resource, agency, policy, or opportunity, and educate your classmates on this topic or area (2 minutes). This will be a way we can learn about all the University has to offer students. You should utilize your *Transitions* text and UofSC web pages to find the appropriate information.

Sign Up Sheet Template:

Date	Campus Rec (Intramurals & Outdoor Rec)	<u>Name</u>
Date	Strom & Blatt	<u>Name</u>
Date	Supplemental Instruction	<u>Name</u>
Date	Technology Resources/Services on campus	<u>Name</u>
Date	Carolina Dining (options and meal cards)	<u>Name</u>
Date	Healthy Carolina	<u>Name</u>
Date	SAVIP	<u>Name</u>
Date	Counseling and Psychiatry	<u>Name</u>
Date	Student Health Services	<u>Name</u>
Date	Carolinian Creed	<u>Name</u>
Date	University Advising Center	<u>Name</u>
Date	Leadership Coaching	<u>Name</u>
Date	Community Service opportunities	<u>Name</u>
Date	Academic Integrity/Honor Code	<u>Name</u>
Date	Writing Center	<u>Name</u>
Date	Study Abroad	<u>Name</u>
Date	Gamecock Athletics	<u>Name</u>
Date	Undergraduate Research	<u>Name</u>
Date	Office of Multicultural Student Affairs	<u>Name</u>
Date	Student Government	<u>Name</u>
Date	Sustainability initiatives	<u>Name</u>
Date	The Arts (on and off campus)	<u>Name</u>

Activity created by Dan Friedman, University 101 Programs, University of South Carolina-Columbia

Day 5: Campus Safety and Football 101

Objective: Students will learn how to stay safe on campus and will learn about football traditions.

AGENDA:

- I. **Check In** (5 minutes): Each person will give one word to describe their day that starts with the same letter/sound as the first name of the person sitting immediately to their right. For example, if I am sitting next to Griffin and my day is going well, I might say my day is great.

- II. **Do You Know Assignments** (5 minutes)
 - a) Inform students of their assigned topic and corresponding presentation date.

- III. **Campus Safety** (40 minutes)
 - a) *Facilitator note: There is a [Campus Safety PowerPoint in SharePoint](#).*

 - b) **Put a Finger Down:**
 - i) Have students pull out their phones and have them hold up one hand with 5 fingers up. For each of these statements that applies to them, they should put one finger down:
 - (1) Put a finger down if you have downloaded the CarolinaSAFE App
 - (2) Put a finger down if you have the USC PD phone number saved
 - (3) Put a finger down if you have the phone number for the APO Escort Service and/or Rides on Demand saved (*one finger, even if you have both saved*)
 - (4) Put a finger down if you have the Late Night Shuttle phone number saved
 - (5) Put a finger down if you follow Carolina Alert on Twitter and/or Facebook
 - ii) Does anyone have NO fingers remaining? Who has the least fingers up at the end?

 - c) Have students save the numbers on slide 3 (if they didn't have them saved already), and also download the CarolinaSAFE App and register for Carolina Alert (if they haven't done so already).

 - d) **Small Group Discussion:**
 - i) Split students into 4 groups.
 - ii) Ask groups to reflect on and discuss the following questions, then share out:
 - (1) To what extent do you feel safe on this campus?
 - (2) What most concerns you regarding your safety on campus?
 - (3) How might aspects of your identity contribute to your feeling of safety on this campus?

 - e) **Group Work:**
 - i) In the same groups as above, assign each group one of the following safety-related topics and ask them to find information in *Transitions* and/or on the USC website to share with the class.
 - (1) CarolinaSAFE App
 - (2) Blue Lights (Emergency Call Boxes)
 - (3) Rideshare Safety (SAMI Project)
 - (4) Property Safety

f) Groups Present Their Findings

- i) Have each group present their findings about their assigned topic. Use the information below to fill in the gaps as needed.

(1) CarolinaSAFE App (slide 4)

- (a) Connects the student directly to police in an emergency (USC PD if on campus; 911 if off)
- (b) App will send their GPS coordinates to the police when an emergency call is made so that they can be located quickly in an emergency.
- (c) It has a safety timer feature – a student can set a specific timer (i.e., it will take me about 15 minutes to walk home from the library, so I will put a timer on my phone for that amount of time). When the student arrives at their destination, they turn off the timer.
- (d) It also allows the student to set up “guardians” (i.e., a friend, a parent, USC PD). If the student does not turn off the timer in the designated timeframe, the “guardian” will be notified that something might be amiss, and they should call to check on the student.
- (e) The app sends warnings to remind the student to turn it off at their destination before contacting the assigned guardians.
- (f) The app also allows students to submit anonymous crime tips to the USC PD.

(2) Blue Lights/Emergency Call Boxes (slide 5)

- (a) 250+ blue light emergency call boxes are located on campus. They are constantly monitored.
- (b) Hitting the red button connects you to the USC Police Dispatcher. You can stay and talk to them, or if it is unsafe to remain in that location, you can continue moving and hitting buttons on each call box you see. (This allows police to track your movements and know which way you are heading.)
- (c) Each emergency call box has a camera and dispatch will know exactly where you are when you hit the button.
- (d) These should be used to report crimes in progress, fires, medical emergencies, or threats to personal safety.
- (e) Get in the habit of looking for the blue lights around campus so you know where they are.

(3) Ride Share Safety (slides 6 and 7)

- (a) This movement was started after Samantha Josephson, a USC senior, was murdered after entering the wrong car in Five Points in 2019.
- (b) The SAMI Project (video on slide 7) was created by Samantha (Sami) Josephson’s parents. It asks students to take 4 easy steps before entering a rideshare car:
- (c) Stop to ensure you know the security features in the app;
- (d) Ask, “What’s my name?” before entering the car;
- (e) Match the car and license plate before entering;
- (f) Inform – use the share status feature to let someone know where you are and who is driving you.

(4) Property Safety (slide 8)

- (a) Always lock your door in your residence hall (and don’t prop outside doors)

- (b) Don't leave items unattended (classrooms, library, etc.)
- (c) Write your name in your books
- (d) Lock up your bike
- (e) [Register your electronics](#) with USC PD
- (f) [Purchase STOP Security Tags](#) at the Russell House University Union (\$20)

g) Additional Tips for Staying Safe On Campus

- i) Give groups another minute to come up with their TOP tip for staying safe on campus (something that has not been mentioned yet), and have them share out.
- ii) Go through the additional tips listed and highlight any of them that already came up from the groups (i.e., they already know a LOT about staying safe on campus!)
 - (1) Trust your instincts – if a place or situation doesn't seem safe, it probably isn't. Leave.
 - (2) Don't walk alone – avoid shortcuts through isolated areas and walking alone at night. Use the shuttle services or call for a police escort if you don't have someone to walk with.
 - (3) Distracted walking – this means walking while texting, listening to music, and otherwise not paying attention to your surroundings – can be dangerous!
 - (4) Know how you're getting home – have a plan to ensure that you know how you and your friends are getting home. Arrive together, leave together.
 - (5) Know your limits – don't try to "keep up" with others, etc.
 - (6) Let someone know where you're going – this includes when you go out, or even if you are meeting someone for coffee, etc. Always be sure someone trusted knows your plan (and use the CarolinaSAFE App!).
 - (7) Consider taking a self-defense course – it can't hurt to know a couple of moves! (PEDU 101)
 - (8) Healthy Skepticism – If it seems too good to be true, it probably is. If a person or situation seems sketchy, again, trust your instincts!

h) Resources

- i) Share these with your students. USC PD has GREAT resources for staying safe in all kinds of situations on their website.

i) Scenarios (time permitting)

- i) Have your students look up safety tips on the USC Police Department website to respond to these scenarios. This can be done in groups or as a full class.
 - (1) **Scenario 1: Prepping for Break** – info found on leaving for break page
 - (2) **Scenario 2: First Date** – info found on dating safety page
 - (3) **Scenario 3: Identity Theft** – info found on emergency procedures page (identity theft)
- ii) **Scenario 4: Suspicious Person** – info found on emergency procedures page (suspicious behavior)

IV. Football 101 (10 minutes)

- a) **Note:** *Recognize that not every student will be excited about football, and that many students don't drink on game day. There are lots of other ways to have fun!*
- b) There is a ["Tailgate Like a Carolinian" PowerPoint on SharePoint](#) that focuses on safety and responsibility (drinking enough water, eating, planning a way home, knowing the consequences of an alcohol violation, etc.).

- i) Highlight Tailgates on Greene Street – free Chick-Fil-A for 3 hours before the game (plus a shuttle to the stadium) as well as free viewing parties for away games at the Russell House.
- ii) Traditions: 2001: A Space Odyssey, Sandstorm, the fight song, the Alma Mater, etc. (Consider showing some videos to get the students excited – there are several on the [U101 YouTube channel!](#))

V. Introduction to Academic Success Strategies Assignment (10 minutes)

- a) Have students pull out syllabus and go over Academic Success Strategies assignment – due day 23.

SUPPLIES NEEDED: Campus Safety PowerPoint, Tailgating PowerPoint, DYK Assignments, Syllabus

Day 6: Campus Involvement and Center for Integrative and Experiential Learning

Objective: Students will explore opportunities for and benefits of involvement on campus.

AGENDA:

- I. **Check In** (10 minutes): Rose, Bud, Thorn – students share one highlight of week, one challenge, and one thing that they are looking forward to.

- II. **Do You Know Presentation(s)** (5 minutes)
 - a) **Note:** *Each student will present for 2 minutes on their assigned day/topic. Because there may be questions afterward, allow 5 minutes for each presentation in your planning. In general, there should be one per day, but you may need to double up on certain days to fit them all in.*

- III. **Why Get Involved?** (5 minutes)
 - a) Have students brainstorm a list of reasons to get involved/benefits of involvement:
 - i) Career preparation
 - ii) Meet people/make friends
 - iii) Develop new skills
 - iv) Gain practical experience
 - v) Explore new interests
 - vi) Have fun!

- IV. **Resources for Involvement** (7-8 minutes)
 - a) Have your Peer Leader show students where to find information/opportunities (links on p. 178 of *Transitions*) – also a great opportunity for your Peer Leader to share how they find out what’s going on around campus:
 - i) Garnet Gate – 450+ student organizations!
 - ii) Student Calendar of Events
 - iii) Student Life website
 - iv) Center for Integrative and Experiential Learning Opportunity Database

- V. **Student Panel** (20 minutes)
 - a) *Pre-class preparation: Find 3-4 students who are involved in a variety of opportunities/organizations on campus to serve on your student panel.*
 - b) Ask panelists to introduce themselves
 - c) Questions for panelists:
 - i) What are you involved in?
 - ii) How did you decide what to become involved in?
 - iii) How did you find the right balance of things to become involved in?
 - iv) What do you do that contributes to your field of study?
 - v) Something you wish you’d done differently along the way?
 - vi) One piece of advice for freshmen?
 - vii) Questions from students?

VI. The Big Picture – Graduation with Leadership Distinction and My USC Experience (15 minutes)

a) Graduation with Leadership Distinction

- i) Note: students will have read about this for homework (pp. 67-70 in *Transitions*).
 - (1) Have students pull out book, and/or pull up GLD website (on Center for Integrative and Experiential Learning page) on screen.
 - (2) Ask students: What is GLD? What are the pathways?
 - (3) Discuss benefits (set yourself apart from other graduates to future employers, GLD designation on diploma and transcripts, garnet and black cord to wear at graduation, etc.)

b) My USC Experience

- i) Sample to show students:
https://sc.edu/about/offices_and_divisions/advising/documents/sample_co_curricular_transcript.pdf
 - (1) *If your Peer Leader is comfortable doing so, they can show theirs on screen instead of the sample – or just ask students to pull up their own on their computers!*
- ii) What is it? – Your “record of engagement” at USC.
- iii) Students can find theirs at my.sc.edu – click on Faculty and Advisors and then “MyUSC Experience Records”.
- iv) Will show things you have participated in, including participation in clubs, attending campus events, practicums, internships, Study Abroad, peer leadership, research, etc.
- v) Accessible to you and to your academic advisor
 - (1) You can choose to keep things hidden by selecting “Keep This Private” for any record.
- vi) Why use this? – Great way to track everything you’ve done outside of the classroom!

VII. Whip Around (1-2 minutes): What is one thing you want to get involved in?

VIII. Introduce Midterm (10 minutes)

- a) Many sample midterm activities can be found in the [“Mid-Semester Written Assignments” SharePoint folder](#). This is one example ([“Midterm Reflection 2” document](#)).
- b) Students will respond to a series of reflection questions (in video or written format) about their first half of the semester, and will complete a mini course evaluation.
- c) Go over the requirements and expectations of the assignment and the due date (day 15), and answer any questions they have about the assignment.

SUPPLIES NEEDED: Access to GLD and My USC Experience sites, midterm handouts, *Transitions*

Day 7: Time Management Photo Scavenger Hunt

Objective: Students will learn about planning, time management, and group work in a fun scavenger hunt.

AGENDA:

- I. **Check In** (10 minutes): Quick Question – What is one thing that’s been on your mind lately?
- II. **Do You Know Presentation** (5 minutes)
- III. **Photo Scavenger Hunt** (50 minutes)
 - a) **Note:** *This activity is weather-dependent. If it is too hot or rainy, be prepared to reschedule for a different day. Also – don’t tell the students that this is about time management!*
 - b) Break students into groups of 3-4 and give them a copy of the scavenger hunt handout (below).
 - c) Review the rules of the activity (found on the handout) and encourage students to have fun!
 - i) Remind students to be respectful of others when taking their pictures, and let them know that they should not use a car during this activity.
 - ii) Instruct students to send the photos directly to you or your Peer Leader throughout the activity so that you can tally points to determine the winner.
 - d) Give students 30 minutes to complete the activity and send them on their way!
 - e) When they return, determine the final points tally and let them know who won.
- IV. **Processing questions:**
 - a) What was the point of this activity? (*Students will often say it was to help them get to know each other better and to learn more about campus. Share that while these were important side benefits, the main point of this activity was to illustrate the importance of planning in time management and group work.*)
 - b) Tell me about your group’s process when approaching this activity.
 - c) How many groups made a plan prior to beginning the scavenger hunt? How many groups took off and made a plan as they went?
 - d) *Consider asking the winning group to share their strategy.*
 - e) How do you think this experience might have unfolded differently if you spent 5 of your 30 minutes developing a plan of action? *This serves as a good analogy to academic work. Rather than working haphazardly, taking time to develop a plan of action will prove more beneficial.*
 - f) To what extent did you think creatively? (Work smarter, not harder!)
 - i) “Williams Brice” is the name of the football stadium and the nursing building.
 - ii) Taking pictures with “any fountain on campus” could include drinking fountains.
 - iii) Students could get points for both “Cocky” and “any statue” using the Cocky statue.
 - g) How do you think you could improve your time management this semester?
 - h) What are some of the biggest “time wasters” or procrastination traps that students fall into? How can you stay on track when there are so many things competing for your attention?
 - i) Did you learn anything new or cool about campus while you were out today?
 - j) Employers are always looking for employees with great time management skills. Why is that? How can you improve your time management skills now to become more employable after graduation?

V. Introduce Time Management Log Assignment (10 minutes)

- a) For one week, students will track their time using the tracker on p. 198 of *Transitions* and then complete the summary on p. 199.

SUPPLIES NEEDED: Photo Scavenger Hunt handout, a phone to receive pictures; *Transitions*

Photo Scavenger Hunt

Rules:

1. Each group must locate and take pictures with the items below.
2. Everyone in the group must have a part of themselves in EACH picture. (Be creative!)
3. You may only submit one picture per topic.
4. There is a 30-minute time limit. Record the time when your group returns to the classroom. For every minute you are early, you receive 5 points; for every minute you are late, you lose 15 points.
5. You may obtain these photos by any means necessary; however, you may not disturb anyone working or any classes taking place.

Points:

5 pts	Residence hall sign
5 pts	Any USC parking lot sign
10 pts	Academic building sign
20 pts	The President's House
25 pts	The first library
25 pts	Someone wearing a USC t-shirt
35 pts	A dog or cat
40 pts	Any statue on campus
45 pts	Grave of someone who is buried on campus
50 pts	Any fountain on campus
50 pts	Cocky
50 pts	Thomas Cooper Library
50 pts	The produce section of a grocery store
70 pts	Rooftop study space
75 pts	Hootie & the Blowfish brick
75 pts	Colonial Life Arena
80 pts	The Strom Pool
100 pts	Williams Brice

- **5 bonus points** will be awarded to the team with the most creative picture
- **5 bonus points** will be awarded to the team with the best marketing brochure picture

Send each picture (immediately after you take it) to _____.

Day 8: Alcohol Use in College (What's Your BAC)

Objective: Students will learn about campus norms related to alcohol use, understand the risks (health, safety, academics, legal/conduct), and identify strategies for reducing risk.

AGENDA:

Facilitator note: Peer/Graduate Leaders are trained to lead this lesson, and they are provided with the necessary materials to do so (including a PowerPoint with comprehensive notes for successful facilitation). The outline of this presentation is below, and the [“What’s Your BAC” PowerPoint](#) that Peer Leaders receive is in SharePoint. The PowerPoint has notes on each slide with discussion points. This presentation outline is current as of 2023 and is subject to change for 2024. This outline will be updated as needed once the 2024 presentation is finalized.

It’s up to the instructor and Peer Leader as to how to structure the facilitation of this lesson plan. Many sections choose to have the Peer Leader facilitate by themselves. You and your Peer Leader should decide what makes the most sense for your section.

- I. **Goals for today’s discussion**
- II. **Speed limit analogy**
- III. **Where did the statistics in this presentation come from?**
- IV. **How has alcohol impacted your college experience so far? (Think, pair, share)**
- V. **Four Corners activity**
- VI. **Hope That Beer Was Tasty activity**
- VII. **Risk Reduction activity**
- VIII. **Wrap up**

SUPPLIES NEEDED: PowerPoint and supplies from Peer/Graduate Leader

Day 9: Academic Integrity and Carolinian Creed

Objective: Students will learn about the impact of the Carolinian Creed and identify different forms of academic dishonesty.

AGENDA:

- I. **Quick Question** (10 minutes): Tell us about one embarrassing fashion trend (clothing, haircut, etc.) that you used to rock.

- II. **Do You Know Presentation** (5 minutes)

- III. **What Would Carolina Be Like Without The Creed?** (20 minutes)
 - a) Split the class into 5 groups and assign each group one tenet of the Carolinian Creed (have them look at *Transitions* p. 48 to view the Creed).
 - b) Explain to each group that they will be demonstrating what campus would look like if their specific tenet of the Creed did not exist.
 - c) Give groups 10 minutes to come up with a creative way to present their “missing tenet” to the class (a skit, a poem, etc.), and give each group 2 minutes to present to the class.
 - i) *The Office of Student Conduct and Academic Integrity, who created this lesson, notes that “the Carolina Judicial Council members have always enjoyed this exercise immensely and typically create dramatic and humorous outcomes, so be ready!”*
 - d) Questions for reflection or discussion
 - i) Why does the University value the ideals listed in the Carolinian Creed?
 - ii) How can you make an impact daily and live out the tenets of the Carolinian Creed?
 - iii) How can you make the Creed’s values part of your legacy at Carolina?

- IV. **Is This Thing On? Blind-Folded Drawing Activity** (10 minutes)
 - a) This can be done with partners or as a full class. This is the full-class version.
 - i) Have one brave volunteer act as the “caller.” All other students will need a piece of paper and a writing utensil – they will be drawing.
 - ii) The caller will have a drawing in front of them (see sample below) that they need to describe to the students who are drawing. The caller has only 5 minutes to describe the drawing, and he/she should speak in general terms (“Draw a large triangle; draw two small circles inside the triangle,” rather than “Draw two eyes inside a triangle.” The caller is not permitted to repeat any instructions, and the students drawing must not look at anyone else’s paper.
 - iii) The students who are drawing must do their best to replicate what is being described.
 - iv) At the end of the activity, show the original drawing, and see who did the best job drawing what was being described. Consider offering a small prize as incentive for the best drawing.
 - v) Processing questions:
 - (1) Was anyone tempted to look at someone else’s paper when they got confused?
 - (2) Can an activity like this serve as a “microcosm” of a classroom or test situation where students might be tempted to cheat? How so?
 - (a) Would the incentive to peek at someone else’s paper be greater if the stakes were higher/if we offered a better incentive?

- V. **Is This a Violation?** (15 minutes)

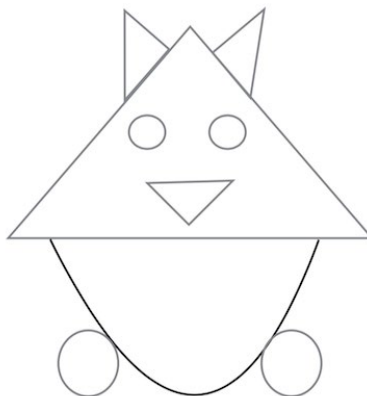
- a) Divide the class into 4 groups. Have each student pull up the *Transitions* textbook online and turn to p. 8.
- b) As a full class, go over each of the 4 types of violations listed on page 8 (plagiarism, cheating, falsification, complicity).
- c) Assign each group specific scenarios from the “Is this a violation?” activity on page 9 of *Transitions* (i.e., group 1 = 1-3; group 2 = 4-6; etc.) Have the groups discuss the scenario and determine if it is a violation or not based on the definitions from page 8, and if they determine that it is a violation, ask them to identify which type of violation it is.
- d) Have the groups share their responses, and as a class, go over the correct answers using the [“Is This a Violation of the Honor Code ANSWER KEY” found in SharePoint](#).
- e) Discussion questions:
 - i) Why do people cheat?
 - ii) Do people sometimes look the other way when they see another student cheating? Why? (*Remind them that this is considered complicity!*)
 - iii) Why does academic integrity matter?

VI. Time Management Recap (15 minutes)

- a) In pairs, groups, or as a whole class, discuss the results of the students’ time management logs.
 - i) What was surprising about the results?
 - ii) What were some commonalities among the class in terms of where the most time (other than sleep and class) is spent?
 - iii) Are people getting enough sleep? Why or why not?
 - iv) Do students consider themselves procrastinators? Why or why not?
 - v) What are some strategies that students can use to avoid distractions?
 - vi) What changes can be made to improve time management in the upcoming week(s)?

SUPPLIES NEEDED: Simple drawing for Blind Drawing activity, *Transitions*

Sample for Blind-Folded Drawing activity:



Day 10: To Be Determined

AGENDA: Use this day in any way that makes sense for your class! Some examples:

- Cover a topic that you previously did not think you had time to cover.
- Ask your class what they would like to spend time doing that day! It's not a "day off" – but it's a day where they can have a say in what to do.
- Finish a lesson from a previous day that you were unable to complete.
- Talk about current events on campus, in the community, or in the world.
- Head outside the classroom to a campus event or explore a local landmark like the State House grounds.
- Spend some time doing a fun community building or bonding activity to strengthen connections between classmates.
 - One example of a just-for-fun team building activity is as follows:
 - **This vs. That – Regional:** Using a list of words that vary by region, have your students debate what certain items are called. Examples may include: sneakers vs. tennis shoes; sucker vs. lollipop; soda vs. pop vs. Coke; firefly vs. lightning bug; water fountain vs. drinking fountain vs. bubbler; crayfish vs. crawfish vs. crawdad; sub vs. hoagie vs. hero vs. grinder; toboggan vs. beanie vs. winter hat; shopping cart vs. buggy. There is a ["This vs. That- Regional" PowerPoint in SharePoint](#) that you can use for this activity, if desired.

Day 11: Advising and Registration

Objective: Students will learn the basics about advising and registration.

AGENDA:

- I. **Check In** (10 minutes): Winning! – Have each student share a recent “win” (a success that should be celebrated)! For example: earning an A on a test, being hired for a job, or finding \$20 in their pocket. This is a great mood booster and a fun way to lift each other up!
- II. **Do You Know Presentation** (5 minutes)
- III. **Advising and Registration** (45 minutes)
 - a) *Facilitator’s note: This is a good lesson for the Peer Leader to lead! The lesson plan below follows the [“Advising and Registration” PowerPoint in SharePoint.](#)*
 - b) Ask students: has anyone already been advised? If so, ask them to describe their experiences!
 - c) The Quick Start Guide on slide 2 contains a number of links and would be most helpful if you post the PowerPoint to Blackboard. It is not necessary to click each link during this presentation – just show students what information is available.
 - d) Slide 4 shows students how to schedule a meeting with their advisor and how to locate their advisor’s name. It might be a good idea for your Peer Leader to demonstrate this.
 - i) You should also note that much of the information that will be discussed during this lesson, including how to schedule an appointment, can be found on the EAB app.
 - e) Slide 5: show students the Pre-Advisement Checklist on the University Advising Center’s website. This corresponds with the “Preparing for Advising Worksheet” on p. 15 of *Transitions*.
 - f) Slides 6-10 walk students through the pre-advisement checklist.
 - i) Consider asking students to complete this checklist either in class or as homework.
 - g) Slide 11 shows the link for Exploratory Advising – some students may be considering changing their majors, so it’s good for them to see this part of the University Advising Center website.
 - h) Have students complete the first page of the [“Registration Scavenger Hunt” activity in SharePoint](#) if time permits. *(Also can be assigned as homework.)*
 - i) Slide 13: Show students the different ways to register – Schedule Planner and Self Service Carolina (links to video demonstrations embedded in slide).
 - j) Slides 14-16: Talk about what happens when a class is full, as this is a very likely possibility for first-year students because they register later than other students.
 - k) Reiterate that the University Advising Center’s website is full of helpful information, videos, and links!
- IV. **Resident Expert Group Assignments & Topic Selection** (15 minutes)
 - a) Assign groups for Resident Expert Presentations
 - b) Overview of assignment requirements (as outlined in syllabus). [The “Resident Expert Research Presentation” document can be found in SharePoint.](#)
 - c) Due next class: group’s selected topic

SUPPLIES NEEDED: Advising and Registration PowerPoint, Registration Scavenger Hunt worksheet, *Transitions*, syllabus

Day 12: My 30 Values

Objective: To help participants recognize the people and things that are most important to them. The activity will cause dissonance as participants are forced to prioritize their values and contemplate how their choices and actions are influenced by whom or what they value.

Facilitator Note: *In other venues, this activity is often referred to as “Trash your Values.” In the UNIV 101 classroom, it is considered best practice to use the name “My 30 Values” due to the emotional nature of this activity. Asking students to “throw away” or “rip up” people, places, and things that are most important to them puts a negative tone on an otherwise powerful activity.*

AGENDA:

- I. **Check In (10 minutes):** High/Low/Change – Each student will share one high of the week, one low of the week, and one thing they want to change or do differently in the week ahead.
- II. **Collect Resident Expert presentation topics (0-2 minutes)**
 - a) Either have students email them to you or have them tell you in class what topic they chose.
- III. **Do You Know Presentation (5 minutes)**
- IV. **My 30 Values (50-60 minutes – 30 minutes for activity; additional time for processing and discussion)**
 - a) Pass out the packets of small paper squares (6 colors, 5 squares of each color) to participants and have them lay the squares out in front of them. Participants need ample space and a writing utensil.
 - i) *Note: The University 101 Programs office has pre-packaged supplies for this activity that you can pick up for use in your class.*
 - b) Set the tone of the activity by letting participants know that it is a silent, personal activity. To prime the activity, give students a minute to silently brainstorm what is most important to them.
 - c) The facilitator will guide the participants through the process. Each color represents a different category. The facilitator will ask the participants to write down one person or thing on each piece of paper that is most important to them, or what they value most, within each respective category. Each category should be addressed individually, and ample time should be given for participants to write before introducing the next category. The order is up to the facilitator.

Facilitator Note: *While students are writing, encourage them to think about who/what is most important to them. Remind them that they do not have to fill in all the squares, that they can write the same thing on multiple squares, that they can change answers at any time, and that the categories are open to interpretation. Continue to remind participants that they should be looking at the 5, 10, 15, 20, 25, & 30 things that are most important to them.*

The categories are as follows:

- 1) Family Members – can be anyone participants consider family, even a pet.
- 2) Non-Family Members – Anyone else participants consider important to them.
- 3) Experiences – Experiences that have impacted participant’s life. Can be in the past or current.

4) Places – Can be places that participants have visited, where they currently are, or places they hope to go. Can be tangible or metaphysical. Can be as specific as a room or as large as a planet.

5) Things – Can be material possessions or a belief, idea, or principle.

6) Goals – What 5 goals are most important to the participant? Can be anything the participant wants to accomplish at any point in the future.

- d) Once all the squares are filled out, ask participants to take a few minutes to look over their values and think about why they are important to them. Encourage participants to change or add to their squares at this time to ensure that they are looking at the most 30 important things in their lives.
- e) The next step of this activity involves the removal of squares from their array. The facilitator asks participants to remove 6 squares from their array and place them face-up in a pile next to them. These 6 squares should be the least important of the 30 squares. Remind participants that each of the squares is important, but they will now have in front of them the 24 MOST important squares.

Once participants have 24 squares in front of them, continue this process with participants by asking them to remove 6 more, then 6 more, then 4, 4, 2, and finally 1 square from their array. It is VITAL that you remind participants that while they are removing squares that are important, they are LESS IMPORTANT than the other squares. What they should still have in front of them are the things that are the MOST or MORE important to them.

- f) Once participants have moved 29 of their values into the stack at their side, ask them to place their final value on top of the stack. Have participants consider why that value is the most important to them. Have them thumb through the stack and recognize that they just developed a priority list of values. Ask participants to think about how this order reflects in their daily actions.
- g) To begin processing, you may want everyone to share their top value with the group or with a peer. You may allow participants to pass, or just share the final category.

Note: *This is a challenging activity. Awareness and attention to the emotions involved is necessary for a meaningful takeaway. The activity is designed to make participants aware of who/what is most important to them; it is not a process of cutting out or choosing a favorite family member. Remind participants that their choices are not ones in which figuratively a “boat is sinking,” and they must choose which person/thing to keep. They are making the choice to describe things as MOST important to themselves. Reiterate this point often and give participants opportunities to take stock of their smaller array of squares frequently.*

h) Suggested Processing Questions:

i) What?

(1) What was this experience like?

(2) How did this experience make you feel? What was difficult about it?

(3) What was your process for removing values? Why did you choose the ones you did when you did? Which were easy to remove? Which were challenging?

(4) What was making the final decision like between your top 2 values? Why was that challenging?

ii) So What?

(1) When you look at your top 3 values, what does that say about you? How are you attending to those things on a regular basis? How do those things influence who you are?

(2) What did you learn about yourself today?

(3) Why is it important to assess our values?

(4) What impact can knowing our values have on the choices we make for our lives and our careers?

(5) When in the future may you be confronted with decisions like the ones you had to make today?

iii) Now What?

(1) How can you apply the choices you made today to choices you make in the future? How can you prepare to deal with these choices?

(2) Will you use the same process of decision-making you used today again?

(3) How will external factors influence this activity if you were to do it again in the future?

(4) What do you think your values will look like in 5, 10, or 20 years?

Note: There are [two PowerPoints in SharePoint](#) that can help guide this activity if you choose to use either of them. One is a full, step-by-step walkthrough, and the other is for illustrative purposes – use whichever one matches your style better (or use neither – it's up to you!).

SUPPLIES NEEDED: PowerPoint for My 30 Values (if desired), 1 packet of squares of colored paper (5 squares of 6 different colors) per participant (can be picked up at the University 101 Programs office).

Day 13: Off-Campus Living and Budgeting

Objective: Students will learn about living off campus and managing a budget.

AGENDA:

- I. **Quick Question** (10 minutes): Blood, Sweat, and Tears – Each student should share a (short) story about something they have experienced or heard about that involved blood, sweat, or tears.

- II. **Do You Know Presentation** (5 minutes)

- III. **Introduction to Off-Campus Living** (40 minutes)
 - a) Introduce the topic of off-campus living to students by asking students the following:
 - i) What kind of housing options are you thinking about for next year? (*Likely responses will include off campus apartment, house/duplex, on-campus housing, etc.*)
 - ii) **Timeline:** How many of you have already started looking into your options for next year? Has anyone gone on an apartment tour? Has anyone signed a lease?
 - (1) Reassure students: You will hear your peers talking about signing leases really early – however, it is NOT a problem if you have not started this process yet! There is still time, and this lesson will help you weigh your options.
 - iii) **Roommates:** How many of you have started thinking about who you will live with next year?
 - (1) Encourage students to take their time with this decision and not rush into anything. Sometimes friends don't make the best roommates. Know what you want out of a roommate situation and find people who you are compatible with.
 - (2) Roommate conflicts are normal, and virtually everyone will experience this at some point. Remember that working through conflicts is an important life skill!
 - b) Think About Your Budget
 - i) How much are you willing/able to spend on rent and utilities?
 - ii) Is anyone going to be helping you with rent? How will you be paying rent? Do you need a job?
 - c) What is important to you when considering where you'll live next year?
 - i) Distance from campus? (*Consider transportation – will you walk to campus? Take a shuttle? Pay for parking and gas? Etc.*)
 - ii) Cost? (*Not just the cost of rent – there may be other costs to think about, too – utilities, parking, gas, furniture/household items, laundry, food, etc.*)
 - iii) Amenities? (*All apartment complexes will try to lure you in with these, but how often are you really going to use the golf simulator?*)
 - d) The Lowdown on Leases
 - i) What is a lease?
 - (1) A LEGALLY BINDING document – once signed, you are legally responsible for all \$\$ associated with it for the duration of the lease (usually 10-12 months).
 - (2) Almost always requires a guarantor or co-signer.
 - ii) What's the difference between one lease per apartment and separate leases for each individual living in the apartment?

- (1) Individual leases means you are only responsible for your room/rent. Landlords may assign roommates. This kind of lease is typical for student apartments.
- (2) Group lease/one lease per apartment means you as roommates are responsible for the entire apartment. If one person breaks the lease, you and your other roommates may be held responsible for their part of the rent. The landlord cannot assign roommates. This kind of lease is typical for rental houses.
- iii) Regardless of what kind of lease you have, before you sign it, READ IT. All of it. Meet with Student Legal Services to review it if you don't understand something.
- e) Resources – *show students these websites on screen in classroom*
 - i) [Off-campus living and neighborhood relations](#)
 - ii) [Legal help](#)

IV. Activity – Research Off-Campus Living Options (15 minutes)

- a) Divide students into groups of about 3.
- b) Share link to blank slide deck with all students (send in an email or in GroupMe).
 - i) **Note:** *There are sample slides in the [“Off- Campus Living Lesson Plan and Activity” PowerPoint SharePoint](#), but you should delete the information in this PowerPoint for each housing option and update it to include blank slides for each of the housing options you have selected.*
- c) Give each group two apartment complexes/housing options to research together.
 - i) Students should complete a slide for each of the options they are researching
 - ii) Slides should include the following:
 - (1) Floor plans (numbers of bedrooms and bathrooms)
 - (2) Is the apartment furnished?
 - (3) Cost: How much is rent per month? What utilities are included? What utilities are you responsible for?
 - (4) Are leases individual or group leases?
 - (5) Is there a washer and dryer in the unit? In the complex?
 - (6) Commute to campus- Can you walk to campus? Bike? Is there a shuttle?
 - (7) Is there roommate matching?
 - (8) What amenities are offered? (gym, pool, etc.)
- d) Students should present their profiles to the class

V. Debrief as a class (5 minutes)

- a) What did you learn today? What questions do you still have?
- b) What surprised you? What didn't surprise you?
- c) What makes a good roommate? How can you be a good roommate?

VI. After class, upload the slides to Blackboard so students can review their options.

- a) Also post dates for Off-Campus Living and Neighborhood Relations workshops, and encourage students to reach out to them to set up an appointment to get their questions answered.

SUPPLIES NEEDED: List of apartments/off-campus housing options; PowerPoint

Day 14: Personal Wellness and Success

Objective: Students will learn about how wellness impacts their success.

AGENDA:

- I. **Opening Activity** (12 minutes): Walk and Talk – In pairs, ask students to leave the classroom and either walk and talk (or find an outside location to sit and chat) for 10 minutes (set a time for them to return). What they talk about is up to them, and they should not be expected to share when they get back.
- II. **Do You Know Presentation** (5 minutes)
- III. **Wellness Wheel** (40 minutes)
 - a) Give each student a copy of the [“Wellness Wheel Inventory” found in SharePoint](#). Allow students time to fill it out by checking the box next to each statement that best describes them at this point in their life.
 - b) Have students total up their scores for each section and write them in the “total” area.
 - c) Once students have completed their inventories, give each of them a copy of the Personal Wellness Wheel (Well-being FRM p. 10). Have them shade in their score for each section on the wheel. Feel free to allow them to use markers, colored pencils, or crayons to make this part more fun!
 - d) Divide the class into groups of 3-4 students. Have them share their wheels and discuss the processing questions (Well-being FRM p. 12).
 - e) Ask students to share one takeaway from their own wheel with the class. Share a takeaway you’re your own wheel to help encourage open sharing.
 - f) Facilitate a discussion with the class about why wellness is important. Wellness (in each of these areas) impacts overall well-being and can impact your ability to be successful in college (and in life).
 - g) Discuss resources that are available to help with wellness at USC: [University Health Services](#) can help with physical and emotional wellness; [Campus Recreation](#) can help with physical and social wellness; [Spiritual and Religious Life](#) can help with spiritual wellness; the [Student Success Center](#) can help with intellectual and financial wellness; the [Career Center](#) can help with occupational wellness; [Involvement and Leadership](#) can help with social wellness; etc.
- IV. **Optional Follow-Up:** Ask students to complete the “How do you personally address each dimension of your wellness” document in the FRM (Well-being p. 11). There are also numerous activities and questions in *Transitions* related to aspects of well-being (chapters on Alcohol & Drugs, Career Planning, Employability, Financial Wellness, Healthy Relationships, Mental Health, Physical Wellness, Sexual Health, Sleep, Stress, Student Involvement, etc.).
- V. **Introduce One on One Meetings with Instructor or Peer Leader** (5 minutes)
 - a) These meetings are a great opportunity to learn more about what your students are up to, what their experience at USC has been like so far, and anything they might need moving forward.
 - b) There are many ways you can set them up: You can have half the class meet with the Peer Leader and half meet with the instructor; one person can meet with each student; you can both meet with each student; etc. It’s up to you!

- i) Regardless of how you choose to set them up, use this time in class to discuss the timeline for meetings, the logistics (location, how to sign up, etc.), and answer any questions.

SUPPLIES NEEDED: Wellness Wheel materials, crayons/colored pencils (optional), syllabus and rubric, sign up sheet or link for One on One meetings

Day 15: Information Literacy

Objective: To help students evaluate news sources and determine how to determine whether a source is reliable and credible.

Note: Midterm reflection is due today.

AGENDA:

- I. **Quick Question** (10 minutes): What is something funny or ridiculous you believed as a child that you have since learned is not true? (Example: chocolate milk comes from brown cows.)
- II. **Do You Know Presentation** (5 minutes)
- III. **Class Media Habits** (5-10 minutes)
 - a) Discuss how students choose to consume news:
 - i) What kind of stories are they into? (Entertainment, sports, politics, world events, etc.)
 - ii) What sources do they use most frequently? (Apps, news sites, social media, podcasts, TV, etc.)
 - iii) How do they compare to typical Gen Z consumption habits?
 - (1) A 2019 study released by Morning Consult showed that 49% of Gen Z students are most likely to get their news from social media and social news sources.
 - (2) Popular Gen Z sources include: BuzzFeed News, Vice Media, YouTube, Reddit, The Daily Mail, Fox News, CNN, ABC News, podcasts.
- IV. **Fake News and Fact/Opinion** (20 minutes)
 - a) Have you (or has someone you know) ever fallen for a “fake news” story? What was it?
 - b) Discuss: Why do people disagree about what “fake news” is and which sources are fake?
 - i) Show “Why Do Our Brains Love Fake News?” confirmation bias video (5 minutes and 20 seconds): <https://www.youtube.com/watch?v=dNmwwntMF5A&feature=youtu.be>
 - c) Provide students with [“Fact or Opinion?” worksheet in SharePoint](#) and have them determine whether the statements presented are fact or opinion. *(Note: these statements are fairly tame and may not trigger any confirmation biases. Some more difficult or politically-charged statements that you could use can be found here: <https://www.journalism.org/2018/06/18/distinguishing-between-factual-and-opinion-statements-in-the-news/>).*
 - d) Post-activity discussion:
 - i) Was this activity easy? Why or why not?
 - ii) Were there any words in these statements that tripped you up? What were they?
 - iii) Only 59% of New York Times quiz-takers got all 7 of these questions correct. Why do you think it’s hard for some people to distinguish fact from opinion?
 - iv) What are some clues to look for that help determine if a statement is fact or opinion?
 - v) What is the difference between an **opinion** and an **informed opinion**?
- V. **Evaluating Sources and Comparing Media** (15 minutes)
 - a) Discuss: Google vs. Database: What’s the difference?

- i) Database: organized collection of digitized information including magazines, journals, newspapers, and books. Information has gone through editorial process, so there is the expectation that the information included is credible and reliable.
 - ii) Google (or other search engines): not organized or collected in a meaningful way. Tons of results, but no expectation that the information has gone through review process. No guarantee that the information is credible or reliable.
- b) Evaluating Sources: Questions to Consider (pp. 113-114 in *Transitions*)
- i) Split into small groups. Assign each group one question to consider from chart in *Transitions* (Authority, Accuracy and Reliability, Relevance, Currency, Objectivity) and have them discuss it and summarize the information to present to the class in a quick, 1-minute presentation.

VI. Resident Expert Groups – Evaluate Possible Sources (15 minutes)

- a) Due on Day 19: Locate and evaluate possible sources. Each person should bring in a summary of one peer-reviewed journal article related to the topic.
 - i) Each group member must review a different source, and this part of the project will be graded individually.
 - ii) In 150-300 words, briefly summarize one article being considered for your project AND evaluate the reliability, credibility, and relevance of the article and its usefulness, or lack thereof, in responding to your research question.
 - iii) Properly cite the sources. (Information on when and what to cite is on page 115 of *Transitions* – students will read for homework, or you can discuss in class if time allows).
- b) Give groups time to discuss their plan for this portion of the assignment.

SUPPLIES NEEDED: *Transitions*, Fact vs. Opinion activity

Day 16: Building Resilience

Objective: Students will learn strategies for overcoming adversity and building resilience.

AGENDA:

- I. **Story Sharing** (10 minutes): Epic Fail – Tell us about a spectacular failure. (Encourage students to share “fail” stories that they can now look back at and laugh!)

- II. **Do You Know Presentation** (5 minutes)

- III. **Building Resilience** (45 minutes)
 - a) **Note:** There is a [“Building Resilience” PowerPoint in SharePoint](#) that will walk you through this lesson.
 - b) **Dr. Seuss Knows His Stuff**
 - i) Many students traditionally receive a copy of Oh, The Places You’ll Go! at the end of high school.
 - ii) One page reads, “You won’t lag behind, because you’ll have the speed. You’ll pass the whole gang and you’ll soon take the lead. Wherever you fly, you’ll be the best of the best. Wherever you go, you will top all the rest.”
 - iii) Ask the students... **what does it say on the next page?**
 - (1) Answer: “Except when you don’t, because sometimes you won’t.”
 - (2) Seuss then goes on to say, “I’m sorry to say so, but sadly, it’s true, that Bang-ups and Hang-ups can happen to you,” and then walks you through all kinds of adversity until the conclusion, “And will you succeed? Yes, you will, indeed! (98 and $\frac{3}{4}$ percent guaranteed).”
 - iv) Dr. Seuss has been preparing us for decades on how to be resilient!
 - (1) *Note: Dr. Seuss has recently come under scrutiny for his problematic depictions of people as racial stereotypes. This book does not fall on the list of books his estate has chosen not to continue printing, but if you are concerned, you may omit this part of the lesson entirely.*
 - c) **What Is (and ISN’T) Resilience?**
 - i) Resilience is – the ability to bounce back from adversity; a necessary skill to deal with obstacles.
 - ii) Resilience IS NOT – keeping feelings inside, never feeling hurt/disappointed/upset/scared/etc.
 - iii) It is important to acknowledge that this group of students has lived through the uncertainty of COVID-19 and online education in high school, and they have had to be resilient and adapt in ways that classes that came before them never had to – so they already know PLENTY about this topic whether they realize it or not!
 - d) **Activity: Plan B...C...D...E...F...G**
 - i) This activity builds off the idea that, “If ‘Plan A’ didn’t work, the alphabet has 25 more letters.”
 - ii) Sometimes it is necessary to have (or to quickly develop) a plan B... or C... etc.
 - iii) Show each scenario in the PowerPoint on screen and ask students to write down as many backup plans as possible for how they could potentially handle that situation. Creativity counts!
 - (1) For example: Scenario 1 is, “What if you worked really hard on a paper and you thought you rocked it, but you earned a D?” In that scenario, plan A was probably “get an A on this paper,” but since that didn’t work out, some options might include talking to the professor to get clarity on what exactly went wrong to do better next time, going to the Writing Center for help on future papers, inquiring about the possibility of rewriting the paper, etc.

- (a) If desired, you could consider turning this activity into a Scategories-inspired game in which students attempt to come up with answers that no one else thought of. After each scenario, compare answers. If students have the same answer written down, they do not get a point. Points are earned by having an answer written down that no one else thought of. Consider offering a small incentive to the person with the most points.
- (2) This activity could easily be done as group work (rather than a full-class discussion) by giving each group one scenario and asking them to come up with as many backup plans as they can, then sharing out each scenario (and their proposed solutions) with the class.

e) 10 Strategies for Building Resilience

- i) Go over the 10 strategies and talk about what they mean.
- ii) Discuss: Are these strategies realistic? Helpful? What other strategies might you add?
 - (1) Students often suggest adding something like, “Suck it up.” This is worth discussing!
 - (a) Is “suck it up” always an option?
 - (b) Is it healthy? Why or why not?
 - (c) Is it sometimes necessary? Have the students give an example.

f) Quote by Angela Duckworth (author of Grit)

- i) “At various points, in big ways and small, we get knocked down. If we stay down, grit loses. If we get up, grit prevails.”
 - (1) This is just a nice summary quote to end on, but you could also use it to continue the conversation on how grit/resilience contributes to success, if desired.
 - (a) Article about Grit: <https://qz.com/work/1233940/angela-duckworth-explains-grit-is-the-key-to-success-and-self-confidence/>
 - (b) 5-minute clip from Duckworth’s TED Talk: <https://www.youtube.com/watch?v=H14bBuluwB8>
 - (i) Many other videos on this subject are also available on YouTube!

IV. Campus Resources (5 minutes)

- a) **C.A.L.M. Oasis** (Center for Health and Well-Being, room 215)
- b) **Counseling and Psychiatry**
 - i) Group and individual counseling
- c) [Wellness Coaching](#)

V. Mindfulness Exercise (5-10 minutes)

- a) Many options for mindfulness or meditation activities exist. Here are two videos that can be used:
 - i) 5 minutes: <https://www.youtube.com/watch?v=inpok4MKVLM>
 - ii) 10 minutes: <https://www.youtube.com/watch?v=O-6f5wQXSu8> or https://www.youtube.com/watch?v=6p_yaNFSYao

SUPPLIES NEEDED: PowerPoint, mindfulness video, Duckworth article and/or video (if using)

Day 17: Healthy Relationships

Objective: Students will learn about healthy relationships in various forms.

Facilitator's note: Consider giving a content warning for this lesson during your previous class.

AGENDA:

- I. **Check In** (10 minutes): What's new? – Students are encouraged to talk about something new – whether it's a new purchase, something new that they learned, a new friend, a new situation, etc. (*This is also a good chance to ask about whether students have gotten involved in anything new in the weeks since you discussed involvement on day 6!*)

- II. **Do You Know Presentation** (5 minutes)

- III. **Defining What Makes a Healthy Relationship** (10 minutes)
 - a) Acknowledge that not all relationships are healthy, and if students need to take a break (mentally or physically) during this class, they may do so at any time, no questions asked.
 - b) Students will have read the Healthy Relationships chapter in *Transitions* for homework.
 - i) Ask for volunteers to summarize, give examples of, and discuss the importance of communication, boundaries, and respect in various types of relationships – not just in romantic/sexual relationships, but also in terms of other relationships.
 - c) As a class, come to an agreement on a definition that you can use for a “healthy relationship.”
 - i) This could be as simple as “a relationship that positively impacts your life and increases your well-being,” or could be more in-depth (incorporating ideas such as communication, boundaries, respect, etc.). Talk it out as a class and make sure that everyone feels comfortable with the definition that you create.

- IV. **Relationship Round Robin** (20 minutes)
 - a) Have each student find a partner.
 - i) Partners can remain constant throughout, or you could ask students to switch for each round.
 - ii) Give students permission to speak in generalities during this activity or to just listen during some rounds – some relationships might be difficult or too personal to discuss.
 - b) With that partner, ask students to discuss what it is like making friends in college.
 - i) Has it been easier or more difficult than expected? How so?
 - ii) What are some of the challenges or frustrations that you have faced?
 - iii) What about living with a roommate? Has this been harder/easier than expected? How so?
 - iv) How has your relationship with your friends from home changed since you have been apart?
 - c) Next, talk about their relationship with their family.
 - i) How has your relationship with your family changed since coming to college?
 - ii) What are some of the challenges you have faced?
 - iii) Do you think that your parents/siblings fully understand what you are experiencing in college? Why or why not? (Would you want them to fully understand? Why or why not?)
 - d) Next, talk about dating/romantic/sexual relationships.
 - i) Talk about your experiences (or what you have seen/noticed from others) about dating in college or about maintaining a long-distance relationship.

- ii) Do people in college really “date,” or is it more common to “talk” or “hook up”?
- iii) What are some of the challenges that college students face with regards to sex, dating and relationships?
- iv) Is dating/finding a relationship in college easier or harder than it was in high school? How so?
- v) Is dating/finding a relationship in college a priority? Why or why not?

V. Relationship Social Barometer (15 minutes)

- a) This activity is about personal opinions about relationships. It is NOT about making judgments or arguing the “right” answer.
 - i) Again, allow students space during this activity – it’s okay if they do not want to participate or if they need to take a break.
 - ii) Acknowledge that not all students date or have sex in college, and that’s okay!
- b) Read each statement aloud. This can be done as a social barometer, or you could use cross the line, stand up/sit down, raise hands, “heads down, hands up,” etc. You could ask students to discuss their stance, or you could make this a completely silent activity to just allow students to reflect.
- c) Statements:
 - i) People can “hook up” or be “friends with benefits” without getting emotionally attached.
 - ii) It’s ok to end a romantic relationship via text message or DM.
 - iii) Long distance relationships never work out.
 - iv) It’s important to keep in close, daily contact with friends from back home.
 - v) Making friends in college is just as important as making good grades.
 - vi) It’s important to find a potential spouse while in college.
 - vii) My partner and I must share the same values.
 - viii) In romantic/intimate relationships, opposites attract.
 - ix) If someone cheats on their partner, the relationship will never work out.
 - x) Apps (like Tinder, etc.) or social media make meeting potential partners easier.
 - xi) I’d rather date someone than be alone.
 - xii) I’d rather be hooking up with someone than be alone.
 - xiii) It’s ok to stay friends with/follow an ex on social media while dating a new person.
 - xiv) It’s ok to stay friends with an ex in real life while dating a new person.
 - xv) It’s ok to go through your partner’s phone, messages, DMs, etc.
 - xvi) If your partner does not want you to have access to his/her phone, (s)he must be hiding something.
 - xvii) Trust is more important than anything else in a relationship.
- d) Post-Activity: Consider discussing communication and boundaries, as it may become clear during this activity that not everyone is on the same page with relationships/sex/etc.

VI. Consent (7 minutes)

- a) Discuss the definition of consent from *Transitions* p. 103.
 - i) Discuss how it applies not only to sexual/intimate relationships, but other types of relationships/situations as well.
- b) Show the Tea Consent video: <https://www.youtube.com/watch?v=fGoWLWS4-kU>
 - i) Discuss: Is this a good metaphor? Why or why not?

VII. Resources (5 minutes)

- a) Full list of resources is on p. 106 in *Transitions*.
- b) Highlight:
 - i) **Confidential USC Resources** (SAVIP, Counseling, Sexual Health/Student Health Services)
 - ii) **Investigative Resources** (USC Police, Student Conduct, Title IX, EOP)
 - iii) **Various Off-Campus Resources**

SUPPLIES NEEDED: *Transitions*, questions for Round Robin and statements for Social Barometer, Consent/Tea video

Day 18: Carolina History and Traditions

Objective: Students will learn about the history and traditions of the university in a fun, interactive way.

AGENDA:

- I. **Check In (10 minutes):** Have students pair up and talk about one or two of their reflective responses on the midterm and then discuss some common themes as a class. You may also want to share common themes from the anonymous course evaluations that were turned in as part of the midterm (for example, if many students said they want to focus on the same topic in the second half of the semester, talk about that and plan for how you might fit it into the class).

- II. **Do You Know Presentation (5 minutes)**

- III. **Academic Success Assignment Check In (5-10 minutes)**
 - a) **Note:** *This is a great opportunity to see how students are progressing on this assignment, and it will serve as a reminder that if they have not earned many points, they need to get moving!*
 - b) In groups or with partners, have students discuss the following:
 - i) Which activities did you participate in so far to collect your points? Why did you choose those?
 - ii) Which activities have been the most helpful or beneficial to you? How so?
 - iii) Which activities would you have chosen to do even if you were not getting points on an assignment? Which would you not have chosen? Why? For the ones that you would not have chosen, what benefit do you think came from doing that activity?
 - iv) How have you used the Semester at a Glance (done for homework on day 1) this semester? Will you continue to use this format in future semesters? Why or why not? If not, what other system will you use to keep yourself organized?

- IV. **History and Traditions (40 minutes)**
 - a) There are many fun ways to cover USC History and Traditions – you can find lots of activities on SharePoint and in the Faculty Resource Manual. Here are two ideas.

 - b) **Option 1: USC History and Traditions Trivia (book scavenger hunt)** – in classroom
 - i) In SharePoint, there is the [“USC History and Traditions Trivia \(partners\)” worksheet](#) and the [“USC History and Traditions Trivia \(partners\) ANSWERS” PowerPoint](#).
 - ii) Divide class into partners or small groups.
 - iii) Give each pair/group copies of the worksheet and set a specific time limit.
 - (1) Answers are found in the USC History and Traditions chapter in *Transitions*.
 - iv) When students are finished (or when time is up), pull up the ANSWERS PowerPoint and have groups score their own work.
 - (1) This is a great opportunity to talk about the stories and the people behind the answers that can help make the incredible history of this university come alive!
 - v) If there is a tie, there is a tiebreaker question in the PowerPoint that you can use.
 - vi) Consider offering a small prize or incentive to the winning team.

c) Option 2: Horseshoe History Scavenger Hunt – on Horseshoe

- i) *In SharePoint, there is a [“Horseshoe History Scavenger Hunt” worksheet](#) and [answer key \(with instructions\)](#).*
- ii) Divide class into small groups.
- iii) Give each group copies of the Horseshoe History Scavenger Hunt worksheet and set a specific time limit and meeting spot.
 - (1) Each group can freely explore the Horseshoe while looking for the answers. All answers are found OUTSIDE of the buildings, so there is no need to enter any building.
- iv) When students are finished (or when time is up), go over the answers and allow students to score their own work.
 - (1) This is a great opportunity to discuss the tremendous history of the ground you are walking on and think of the generations of students who have walked that ground before them.
- v) Consider offering a small prize or incentive to the team with the most correct answers.

V. Processing Questions (10 minutes)

- a) What makes you proud to be a Carolinian?
- b) Why is it important to understand the history of this university?
 - i) USC has dark parts in its history, much like any institution that has been around for 200+ years – including the role that enslaved people played in building and operating this campus, bans on non-white students, bans on female students, a duel which led to a student’s death, and a near-gunfight on Sumter Street (that led to what we now know as Tiger Burn). Why is it important to understand ALL of this history?
- c) Why are traditions important? What’s your favorite USC tradition? Why?
- d) The university today would be unrecognizable to a student from the early 1900s. What do you think they would think of the campus today? How do you think it will be different in 20, 50, 100 years?
- e) If you were listed in the “Notable Alumni” section of the History and Traditions chapter someday, what would you want your profile to say?

VI. Reminders/Housekeeping

- a) Article summaries for Resident Expert presentation are due next class.

SUPPLIES NEEDED: worksheets for whichever activity you choose and corresponding answers

Day 19: Managing Stress

Objective: Students will learn healthy coping mechanisms for dealing with stress.

Facilitator's note: Resident Expert article summaries due today.

AGENDA:

- I. **Check In** (10 minutes) – What is one takeaway/idea from any of our previous classes that has stuck with you or that you have continued to think about? (Optional: Why do you think it has stuck with you?)

- II. **Do You Know Presentation** (5 minutes)

- III. **Stress Management** (50 minutes)
 - a) Ask students (in the large group, or think/pair/share):
 - i) Rate your current stress level from 1-10.
 - ii) How do you know when you are stressed?
 - (1) What are the physical and emotional attributes of being stressed?
 - (2) What are you feeling or thinking when you are stressed?
 - (3) What are you not doing when you are stressed?
 - iii) Share with students that the number one impediment to academic success, as reported by students, is stress (often caused by poor time management). Explain that today you will seek to develop positive coping skills.
 - iv) Discuss the link between stress and resilience (which was discussed on day 16).

 - b) What is stress?
 - (1) From *Transitions*: “The response our bodies have when we encounter a change, threat, or pressure that requires taxing demands.” Stress looks different for everyone, and everyone’s stressors are different.

 - c) Have students complete the [“How Vulnerable Are You To Stress? Inventory”](#) in SharePoint.
 - i) Everyone is vulnerable to stress because stress is a part of life.
 - ii) Ask students: If you could remove all stress, would you?
 - (1) Explain value of some stress, but that it has diminishing returns (think of the bell curve – lack of motivation on one end, optimal performance at the top, distress at the other end).
 - iii) Look at the results of the inventory and discuss the following:
 - (1) What can you control?
 - (2) How much time do we spend on the things we can’t control?
 - (3) What are you doing to cope with those demands?
 - (4) What can you do to add to your resources?
 - (5) How often do we ask for help from our support group?
 - (6) Additional talking points:
 - (a) Relationships are the #1 protective factor against stress, but unhealthy relationships cause or contribute to stress. Seek balanced relationships that are supportive.
 - (b) Substance use – diminishing rewards; may seem to “help” in the short term, but alcohol worsens depression, caffeine worsens anxiety, etc.

d) Relaxation/Mindfulness Activity

- i) If you did not use the mindfulness/deep breathing activity on day 16, consider using it here.
- ii) Consider talking about some relaxation/mindfulness activities that students can do anywhere (e.g., while sitting in a classroom taking a test) – such as the following:
 - (1) Say your ABCs backwards or count backwards: this can help temporarily refocus your thinking, which may help you to stop worrying in the moment.
 - (2) Deep breathing or controlled breathing: many techniques exist. Some examples: alternate nostrils while breathing deeply; practice 4-7-8 breathing (inhale for 4 counts, hold for 7 counts, exhale for 8 counts), or practice balanced breathing along with this video: <https://www.youtube.com/watch?v=u9Q8D6n-3qw>.
 - (3) Massage your hands, including the joints and the webbing between fingers, then clench and release your fists, flex your wrists, etc. This helps relieve built-up tension.
- ii) After practicing some relaxing activities, ask: what is your stress level now on a scale of 1-10?
 - (1) How will you help yourself relax/add to your resources/develop positive coping skills in the future? What are some positive coping skills?

e) In groups, then as a whole: Talk about time management and professor/parent/self expectations.

- i) How does poor time management contribute to stress? How can better time management alleviate stress? What steps can you take to alleviate stress caused by poor time management?
- ii) How do the expectations of others contribute to stress? Is there a difference in stress caused by excessive expectations vs. unclear expectations? Explain. How do your expectations of yourself contribute to stress? What action steps can you take to help mitigate these stressors?

f) Optional assignment or reflective writing in class: How can you tweak the demands on you so that you are experiencing less negative stress? Develop an action plan by thinking about: which demands can you change? Which resources will you develop/seek to cope with those demands? How will you reframe your thinking?

IV. Reiterate Resources (2 minutes)

- a) C.A.L.M. Oasis, Counseling & Psychiatry, Wellness Coaching

V. Final Exam Project (remainder of class)

- a) **Note:** *it may feel stressful to talk about the final exam just after talking about stress – but remind students that practicing appropriate time management and understanding expectations should mitigate stress, not add to it.*
- a. Have students pull out syllabus to talk about the requirements of the final exam. *There is a [“Final Project \(Letter & Video\)” document in SharePoint.](#)*
 - i) **Part 1:** Letter to 2025 Freshman
 - ii) **Part 2:** Creative Presentation

SUPPLIES NEEDED: syllabus, How Vulnerable Are You to Stress Inventory

Day 20: Effective Presentations

Objective: Students will learn about how to give an effective and engaging presentation.

AGENDA:

- I. **Check In** (5 minutes): What are you most looking forward to in the next week?
- II. **Do You Know Presentation** (5 minutes)
- III. **Effective Presentations** (55 minutes)
 - a) Turn and Talk – With a partner: what was the most awkward presentation or speech you have ever witnessed? What made it so awkward? (No names to protect the parties involved!) Share out.
 - b) **Note:** [The “Effective Presentations” PowerPoint for this lesson is in SharePoint.](#)
 - i) Watch the “Miss South Carolina” video (link is on slide 2 of PPT).
 - (1) Discuss: What was so embarrassing about the speech featured in this video? Was there anything good about this speech?
 - ii) Watch one or both of the “Common Mistakes” videos on slide 3 and discuss.
 - (1) Ferris Bueller video mistakes: monotone, not engaging, asking for audience input but moving on quickly without an answer, no visual aid.
 - (2) Jennifer Lawrence video mistakes: Very flustered, took a while to get to podium, dropped speech notes, repeated apologies and excuses, etc.
 - iii) Brainstorm a list: What are some characteristics of GOOD speakers?
 - iv) Watch the “Present Like Steve Jobs” video on slide 5.
 - v) Talk about creating good PowerPoint/Google Slides:
 - (1) Should include title slide, outline slide, body slides, conclusion slide, questions slide, and works cited/references slide.
 - (2) Slides 7-9 are examples and tips for what slides should look like and include.
 - vi) Ask students to identify all the problems with slide 10.
 - (1) Bad colors, typos, inconsistent font size, fonts are difficult to read, distracting graphic, weird sounds embedded on slide, etc.
 - vii) Slides 11-13 are examples of bad slides from real presentations. What’s wrong with them?
 - viii) Slide 14: Talk about presentation posture, appropriate clothing, not reading directly off notes or slides, being prepared, being engaging, etc.
 - c) One Minute Speeches (if time allows): Give each student a one-minute speech topic and give them 1 minute to prepare (encourage them to have an introduction, 1-2 main points, and a conclusion).
 - i) Have each student present their one-minute speech to the class.
 - ii) These topics should be fun and light. *There are samples in the [“One Minute Speech Ideas” document in SharePoint.](#)*
- IV. **Resident Expert Group Time** (10 minutes)
 - a) Groups should use this time to discuss their outline and continue planning their presentation.

SUPPLIES NEEDED: Effective Presentations ppt, One Minute Speech Ideas

Day 21: Diverse Identities and Values

Objective: Students will participate in activities that help them explore their values and identities and explore how these shape their perspectives with people who are similar and different from themselves.

Facilitator's note: Resident Expert presentation outlines due today

AGENDA:

- I. **Check In** (10 minutes): Ups and Downs – students will talk about one “up” (good thing) and one “down” (not so good thing) going on in their lives right now.
- II. **Do You Know Presentation** (5 minutes)
- III. **Set the ground rules** (3-5 minutes)
 - a) Ask students to come up with the ground rules for this class discussion. Examples may include:
 - i) This is a safe space; we are here to listen and learn; not to judge.
 - ii) What’s shared in this room should stay in this room.
 - iii) One person speaks at a time during discussions; activities should be done silently.
 - iv) Students are free to pass if sharing aloud at any point in this activity is too difficult for them.
- IV. **Diverse Identities and Values** (40 minutes)
 - a) Students will have read pp. 231-242 in *Transitions* for homework.
 - b) There are [several options for activities](#) you can do to explore this topic on SharePoint. Here are three examples.
 - c) **Option 1: Social Identity Wheel Activity**
 - i) *Facilitator's Note: If you choose to use this activity, consider also using the Personal Identity Wheel as an activity to help students recognize how their personal identities are or are not informed by their social identities. Both the [Personal Identity Wheel](#) and the [Social Identity Wheel](#) are located in SharePoint.*
 - ii) The full lesson plan for the Social Identity Wheel activity is found on SharePoint.
 - (1) In this activity, students will fill in the spaces around the outside of the wheel indicating their various chosen or assigned social identities.
 - (2) Students should answer the questions in the center of the wheel.
 - iii) Suggested processing questions (full class or groups):
 - (1) Which aspects of your social identity feel especially meaningful to you, and why?
 - (2) Which aspects of your social identity don't feel as meaningful to you? Why?
 - (3) Why do you think more about some of your identities than others?
 - (4) Why is it important to be aware of our social identities?
 - (5) How might our actions be perceived differently if we are members of a dominant group versus if we are members of a historically marginalized group?
 - (6) When you are a member of the dominant group, what specifically can you do to ensure that people from all social identities are safe, heard, acknowledged, and valued?

d) Option 2: Circles of My Multicultural Self

- i) The [facilitation guide](#) and [student worksheet](#) for this activity are in SharePoint.
- ii) Set the stage by asking students to go around the room and share two things that they identify with, with one being something visible/external and one being something not visible/internal. Model this for the students. For example, “I identify as a cisgender woman and as an agnostic.”
- iii) Ask students which things are easy to share and which things are not. Have students consider what might not have been shared during that activity, and why. Discuss visible identity traits and the assumptions people make about us based on them.
- iv) Hand out the Circles of My Multicultural Self worksheet and ask students to fill in the circles.
- v) Once completed, have students work through the questions with a partner.
- vi) Process as a large group first by asking each pair to report out about their discussion. Discuss which types of things were most noticeable and important, how you define yourself vs. how others define you, etc.
- vii) Finally, ask students to complete the final segment (I am ____ but I am not _____) and ask students to share their statements if they are comfortable doing so). (For example, “I am a Christian, but I am not a conservative.”)
 - (1) Another option (either as an alternate to this part or as an addition) is to have students write “I am _____ and I am _____.” This allows students to identify a way in which they are MORE than just that identity and speak truth about who they are. (For example, “I am an identical twin, and I am my own person.” or “I am a first-generation American, and I am proud of my family’s history.”)
- viii) Suggested processing questions:
 - (1) How do the dimensions of your identity that you chose as important differ from the dimensions other people use to make judgments about you?
 - (2) Did anybody hear somebody challenge a stereotype that they once bought into?
 - (3) How did it feel to stand up and challenge your stereotype?
 - (4) Where do stereotypes come from? How are stereotypes connected to racism and oppression?
- ix) After completing this lesson, consider asking students to write a reflection on the activity to share their thoughts and opinions on this lesson plan.

e) Option 3: Recognizing Your Narrative (developed by Nekita Tingle)

- i) Watch TED video, “The Danger of Silence” by Clint Smith:
<https://www.youtube.com/watch?v=NiKtZgImdlY>
- ii) Utilize writing prompts (below) and be sure to give students enough time to write down a response. Allow a few minutes for each prompt. It may be helpful to show prompts on the screen as you go so students who need more time to write can catch up.
 - (1) Write about (or think about) a time when...
 - (a) you used words that hurt someone.
 - (b) someone used words that hurt you.
 - (c) you used your voice to help someone.
 - (d) someone used their voice to help you.
- iii) Debrief responses by asking students who are willing to share out.
 - (1) Ask students how it felt to think about those moments when words were helpful and when they were harmful.

iv) Other debrief questions:

- (1) What stood out the most to you from the TED video? Did anything surprise you?
- (2) Why is it important to recognize your own narrative?
- (3) Is there an area in your life where you can use your voice more (school, family, friends, etc.)?
- (4) What are some different ways you can use your voice?
- (5) Who is one person you could help by using your voice?

V. **Microaggressions Discussion** (15 minutes)

- a) Video (2 minutes): <https://www.youtube.com/watch?v=hDd3bzA7450>
- b) What is a microaggression? How do microaggressions differ from what we typically perceive when we talk about bigotry and racism?
- c) Looking at the list on page 238 of *Transitions*, have you ever heard anyone use any of these? Have you ever used one yourself? Does the intent of the speaker change the impact of the statement for the person who experiences the microaggression?
- d) If a person from a marginalized group pointed out to you that one of your comments was a microaggression, how would you respond? Would it change the likelihood of your making a similar comment in the future? Why or why not?

SUPPLIES: worksheets/instructions/processing questions for activity you choose; *Transitions*

Day 22: Employability

Objective: Students will learn about employability and how to position themselves for future employment/marketability.

AGENDA:

- I. **Check In** (10 minutes): Highs and Lows – students will share one high and one low from their day/week.
- II. **Did You Know Presentation** (5 minutes)
- III. **Class Pulse and Continue Diversity/Racism Discussion** (20 minutes)
 - a) Because there is a LOT to cover on day 21 and the material can stir up many emotions, plan to spend a significant portion of this class checking in with students, processing the last class, and finishing up the discussion, if necessary.
- IV. **Employability** (40 minutes)
 - a) **Note:** *There is an [Employability PowerPoint](#) that you can use (if desired) for this activity in SharePoint.*
 - i) Discuss: Why is it important to start thinking about employability even as a college freshman?
 - (1) Some students don't even know what they want to major in yet, let alone what they want to do after graduation. However, there are some skills/competencies that students should be focusing on no matter what because they are relevant to virtually any career.
 - (2) This lesson will focus on two specific things: the USC Career Center, and general employability skills.
 - b) One-Minute Career Center Commercials:
 - i) Divide class into 5 groups. Assign each group one service/opportunity that the Career Center offers for students:
 - (1) Plan a Career
 - (2) Gain Experience
 - (3) Write a Resume
 - (4) Prep for Interviews
 - (5) Search for Jobs
 - ii) Groups should pull up the Career Center Student Services page and learn about their assigned area, then prepare a one-minute commercial to highlight that service. Encourage them to be creative – it should be factual, but memorable!
 - (1) Give groups about 10 minutes to prepare and practice, then each group should have 1 minute to present their commercial.
 - c) The 6th Service: Explore Graduate School
 - i) *Facilitator's note: You could assign this one as a group topic (and have 6 groups instead of 5), or you and your Peer Leader could cover this one on your own. It is separated in this PowerPoint/lesson plan because there are often a lot of questions from students about grad school.*
 - ii) The Career Center will help students explore graduate school options at both USC and elsewhere.
 - iii) There is a handy "Preparing for Graduate School" document on the Career Center's website to help students understand whether graduate school is right for them, the types of graduate

programs that exist, factors to consider to find your best match, how to write a great essay, and how to navigate the application process (including a timeline).

iv) The Career Center can also help students explore financial aid resources for graduate school, and practice for graduate school interviews.

d) Employability Skills Activity

i) **Note:** This [“Top 8 Employability Skills Worksheet”](#) can be found in SharePoint. You can have students complete this individually and then talk it over with a partner and then as a class, or you can structure it in any way that you think would be most beneficial to your students.

ii) This worksheet uses the top 8 employability competencies/skills (as identified by NACE) and asks students to reflect on how they would demonstrate or show evidence of that competency or skill to an employer. They can use examples from the classroom, from a job they have held, or from their personal life (if appropriate). If they cannot think of a way that they could demonstrate that skill/competency, it is worth discussing how to identify “holes” in their skillset and strategies to fill in the gaps while they are in college.

e) Optional: There are many excellent assignments and projects [related to employability in SharePoint](#) that you might consider using with your class. There are also great reflection questions on page 66 of *Transitions* that you might want to ask your students to discuss or to write about, either as a reflective writing activity in class or for homework.

V. **Reminder** (1 minute)

a) All proof of points for Academic Success Strategies Assignment due next class.

SUPPLIES NEEDED: *Transitions*, Employability Skills worksheets, PowerPoint (if using)

Days 23 & 24: Resident Expert Presentations

Objective: In groups, students will present their Resident Expert research presentations.

AGENDA:

- I. **Check In** (10 minutes): Even though these are presentation days, it is still a good idea to have a check in activity for each day. Ideas:
 - a) What movie genre represents your week? And if your week was a movie, what would the title be?
 - b) If you could change one thing about USC, what would it be, and why?
 - c) What meme or GIF best represents your life right now?

- II. **Group Presentations** (50 – 60 minutes)
 - a) Each group (2 per day) will have 20-25 minutes to present.
 - b) Be sure to have additional time built in for questions from the class.
 - c) Presentations will be graded on the following:
 - i) Presentation style and technique
 - ii) Demonstrated knowledge of the material
 - iii) Relevance of information
 - iv) Quality of research
 - v) Overall quality of presentation (organization, cohesiveness, thoroughness, etc.)

- III. **Academic Success Strategies Assignment Discussion**
 - a) If there is time remaining after presentations on any one of these days (which is likely), use the time to talk about the Academic Success Strategies assignment that was turned in on Day 23.
 - b) **Note:** *These questions repeat many of the questions from the assignment check in on Day 18. Since some students may have waited until the last minute to earn some of their points, it may be beneficial to discuss these things again – but feel free to use your own questions if you prefer.*
 - iii) Which activities did you choose? Which opportunities were more popular than others amongst the members of the class? Why?
 - iv) If you were giving advice to someone who was going to complete this assignment in the future, which activities would you tell them were the most helpful, beneficial, and worthwhile? Why?
 - i) Which activities would you have chosen to do even if you were not getting points on an assignment? Which would you not have chosen? Why? For the ones that you would not have chosen, what benefit do you think came from doing that activity?
 - ii) How have you used the Semester at a Glance (done for homework on day 1) this semester? Will you continue to use this format in future semesters? Why or why not? If not, what other system will you use to keep yourself organized?

SUPPLIES NEEDED: rubrics for grading presentations, peer evaluations (if using)

Day 25: TBD

Note: *Academic Success Strategies assignment due today.**

AGENDA: Like day 10, this is a day for you to use as you see fit. Some ideas:

- Finish a lesson from a previous day that you were unable to complete or devote more time to a topic that you think would be beneficial to your students.
- Cover a topic that you previously did not think you had time to cover.
- Talk about current events.
- Talk about a campus office or resource that you want to devote more attention to.
- Do something fun! (A game or activity of your choice, a day of relaxation and bonding on the Horseshoe, a 'field trip' to see something cool on campus or in the community, etc.)

*Be sure to incorporate some way for students to discuss their takeaways from the Academic Success Strategies assignment. For example, the check in question could be: debrief the academic success strategies assignment- which of the strategies will you plan to continue using in the spring semester and why?

Day 26: Education Abroad

Objective: Students will learn the benefits of studying abroad and learn how to start planning.

Note: Event Reflection paper due today.

AGENDA:

- I. **Check In** (10 minutes): What event did you attend for your event reflection assignment and what was something you learned/something that surprised you?
- II. **Do You Know Presentation** (5 minutes)
- III. **Study Abroad** (35 minutes)
 - a) **Note:** *While the idea of studying abroad is appealing to many students, some might be wary of going abroad due to recent global events (such as COVID-19, even after the worst of it is over). However, planning ahead for studying abroad is important, and it's never too soon to start that process – so even if they do not plan to go abroad right away, they can still put the wheels in motion for the future.*
 - b) **Class Pulse** – How many people are considering studying abroad at some point?
 - c) **Partner Conversations:** With a partner, students should discuss the following. They can remain with the same partner for each question, or switch and talk with someone else (i.e., wheel within a wheel).
 - i) If you could choose one place to study abroad, where would you want to go? Why?
 - ii) What do you see as some of the benefits of studying abroad? What excites you about the possibility of studying abroad?
 - iii) What do you see as some of the challenges of studying abroad? What makes you nervous or hesitant when thinking about studying abroad?
 - d) **Share with group** – what did you see as the benefits and challenges of studying abroad?
 - i) *Benefits may include learning about another culture/seeing the world, immersing yourself in a language, **becoming more well-rounded or attractive to future employers**, growing as a person, having a fun/unique life experience, earning Graduation with Leadership Distinction, etc.*
(1) Consider tying this into the employability discussion from day 22!
 - ii) *Challenges may include finances, worries about falling behind academically, homesickness, fear of missing out, feeling lost/like an outsider, language barriers, instability/pandemics, etc.*
(1) This is a great article that addresses a lot of those concerns:
<https://www.studyinternational.com/news/10-study-abroad-problems-you-will-face-and-conquer/>
 - e) **Steps to Study Abroad** (have students pull out *Transitions* and turn to page 182)
 - i) Attend an Education Abroad advising workshop.
(1) You'll learn about all the opportunities, scholarships, steps in the process, etc.
(2) Many options – full semester, full academic year, winter or spring break, Maymester, etc.
 - ii) Research different program options
 - iii) Be advised (by your regular advisor and an Education Abroad advisor)
(1) This step will help you stay on track and help ensure that your time to degree won't be impacted by your decision to study abroad.
 - iv) Apply (for both the program you want and for financial aid/scholarships!)
 - f) More information: Close-Hipp 453; www.sc.edu/studyabroad
 - g) Questions?

h) Optional (15 additional minutes): Hear from an expert!

- i)** Find an upper-division student who has studied abroad and ask them to come in to share a bit about their experience with the students.
- ii)** Allow students to ask questions, or have some pre-selected questions for the student to discuss (such as, What did you enjoy most about your experience? If you could have changed anything about the experience, what would it have been? How many classes did you take while you were there? Did you get to travel or do any sightseeing while you were there? Etc.)

IV. Resident Expert Group Time (remainder of class)

- a)** Allow groups to use this time to continue planning for their presentations.

SUPPLIES NEEDED: *Transitions*

Day 27: Class Closure Activities

Objective: To begin to bring the classroom community to a close.

AGENDA:

- I. **Check In** (10 minutes): Now that the semester is almost over, what is one thing that you are the most proud of/ what has been your biggest success?

- II. **Closure Activities** (60 minutes – individual activity times listed below)
 - a) **Pipe Cleaner Art** (10 minutes)
 - i) Give each student 3 pipe cleaners. Ask students to construct something that represents their experience in University 101 or their first semester of college. They can create three separate items or one larger item. Once the students have created their items, have them brainstorm how these facets of their life are connected. Have each student present his/her pipe cleaners to the class, along with their meaning and their connections.

 - b) **Touch Someone Who** (20 minutes)
 - i) The full facilitation guide for Touch Someone Who is in the Building Community chapter of the Faculty Resource Manual.

 - c) **Reverse I Have A Link** (15 minutes)
 - i) This activity visually demonstrates all the links that have been made throughout the semester between your students.
 - (1) In the regular version of “I Have A Link” (day 2), a student makes a declarative statement and when another student hears something that they have in common, they stand up and say, “I have a link!” and the game continues until everyone is standing, which is a physical representation that everyone is linked in some way.
 - (2) In this version, students will disclose a link/memory/connection that they made with someone else this semester. One student starts off standing up while everyone else remains seated. That student should identify someone else in the circle and briefly talk about the connection that they made. It can be anything: a funny memory, something that the students have in common, something that the speaker appreciates about the other student, etc. (For example: “My favorite memory of Kelly is when we realized we are both obsessed with musical theater and we started singing show tunes on the Horseshoe one day,” or “I appreciate Genevieve because we’re in the same history class, so we’ve been studying together and it’s been really helpful,” or, “I had fun with Mike in this class because he was always able to make everyone laugh,” etc.) When a student is identified as the “link,” they stand, and then they choose the next link until everyone in class is standing.

 - d) **Class Superlatives** (15 minutes)
 - i) *Pre-class preparation:* The instructor and/or Peer Leader should spend time coming up with Class Superlatives (or better yet, survey the class in advance to come up with ideas). Ensure that you have one award for each student. They can be funny or serious; class-related or not.
 - ii) *In class:* Present the awards! (For example: Most likely to wear pajamas to class every day; Most likely to play devil’s advocate in every discussion; Most likely to run for President; etc.) Post a full

list to Blackboard or Group Me afterward so that everyone can remember them.

b) Many other options for closure activities are in the FRM in the Building Community chapter!

III. **Last class photo** (5 minutes)

SUPPLIES NEEDED: Pipe cleaners, “Touch Someone Who” statements, class superlatives, camera/phone

Day 28: Class Closure and Evaluations

Objective: To continue bringing the classroom community to a close and complete required evaluations.

AGENDA:

- I. **Check In** (10 minutes) – What was your favorite day/moment/activity in this class this semester? What was your favorite moment at the University of South Carolina (outside of this class)?

- II. **Closure Activity** (30 minutes)
 - a) **SIS/SOS (Strengths I See/Strengths Others See)**
 - (1) Give each student a sheet of paper. Direct them to write their name at the top. They should also draw a line down the middle creating two columns. The column on the left should be labeled “SIS” and the column on the right should be labeled “SOS.”
 - (2) In the SIS column, students should write strengths or qualities that they see in themselves.
 - (3) The papers can be hung around the classroom, or you can sit in a circle and pass the papers in one direction. Each student should have the opportunity to write the strengths they see in that person on the posters of their peers in the SOS column on the right. If the student sees a strength that has already been written in either the left or right column, they can initial next to it or indicate their agreement with a check mark.
 - (4) Once each student has had a chance to write on everyone else’s paper, they should look at their own paper and read through the things that their peers wrote about them.
 - (5) Discuss what it feels like to have your peers recognize your personal strengths. What was this experience like?

 - b) Additional closure activity options can be found in the FRM in the Building Community chapter!

- III. **Final Project Q&A** (5 minutes)
 - a) If students have any lingering questions about the final, now is the time to ask! Remind them of your final exam day and time, as it is likely different from your class time.

- IV. **End of Course Evaluations** (remainder of class)

SUPPLIES NEEDED: Paper for SIS/SOS

Day 29: Final Exam Day

Objective: Students will present and submit their final projects.

AGENDA:

I. Final Presentations (entire exam time)

a) Part 1: Letter to a 2025 Freshman

- i) Students will turn in their Letter to a 2025 Freshman in the format you have selected.

b) Part 2: Creative Presentation

- i) Students will deliver their 3-5 minute creative presentation reflecting on and synthesizing their experiences during their first semester at USC.
 - (1) If you are allowing students to present electronically (photos, video, etc.) it is recommended that you have students send the presentation to you or your Peer Leader in advance so that you can ensure that they will open and share all presentations from one computer.

SUPPLIES NEEDED: Rubrics for grading, presentations (sent to instructor or Peer Leader in advance)