Speak Life

Sept. 19 - Oct. 9 (3 weeks, includes Fall Break)
Focus: Peers
Specific Learning Outcomes:
P1: Demonstrate an understanding of the importance of a social group that supports you
C1: Identify how behavior affects others

Thematic Overview

Sticks and stones may break my bones but words will never hurt me...is a lie! Words have power and can shape our relationships for better or for worse. Not only that, words have power when it comes to achieving our goals. Throughout this time period, we will “speak life” into those around us and into our future selves by reflecting on our word choices and seeing which ones will benefit us and which ones hurt us including how technology has changed the way we communicate as well.

Week to Week Lifecycle

<table>
<thead>
<tr>
<th>Wk. 1/6 (Sept. 19 - 25)</th>
<th>Anxiety about classwork being due/professors/first grades being returned</th>
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<tbody>
<tr>
<td>Wk. 2/7 (Sept. 26 - Oct. 2)</td>
<td>Relationships from home start to be strained/FAFSA Opens?</td>
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<tr>
<td>Wk. 3/8 (Oct. 3 - 9)</td>
<td>Roommate problems may begin/Fall Break</td>
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Blazin’ Conversations
No requirements for this period of time.

Community Gathering, Approaches to Take
Activity #1: PB and J Sandwich Instructions
Activity #2: Sneaky Cards

Take-To Suggestions
You’re required to take your residents to one event during Week 2: Sept. 26—Oct. 2

Bulletin Board Topics
No requirements for this period of time.

Additional Strategies
RHD/AC—HOT Workshops
RHA and it’s entities—FB Tailgates
FDW—Kindness Notes
SFA—No initiatives for this period of time
DSA/AOD/Other offices—House Calls, Parent’s Weekend and IM Teams

Week by Week Breakdown

<table>
<thead>
<tr>
<th>Wk. 1/6</th>
<th>Community Gathering—PB and J, Area Council Tailgate, Parents weekend, House Calls</th>
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<tr>
<th>Wk. 2/7</th>
<th>Take-to, RHD HOT workshop, FDW Kindness notes</th>
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<th>Wk. 3/8</th>
<th>Community Gathering—Sneaky Cards, Area Council Tailgate, FDW Kindness notes, FALL BREAK</th>
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Community Gathering Plans

Activity #1: Peanut Butter and Jelly Activity

Materials Provided (picked up from Resource Room): Peanut butter, jelly, Bread, Knife, Plate

*this is to be conducted as a floor*

Instructions:

**Be aware of any peanut allergies and make necessary changes.

Ask everyone to write out the instructions for making a peanut butter and jelly sandwich on a piece of paper.

*Note: It may work best if the group does not see the materials for the sandwich before the participants write the directions. It would be valuable to discuss how materials (jars, bread packaging) might have been different than expected.*

After everyone has finished, select someone in the group to read their directions to you one at a time but they cannot change as they go along.

As they read, follow these directions EXACTLY to make a peanut butter and jelly sandwich.

-We are preconditioned to simply make the sandwich our way, but in this case you must follow only the instructions. For instance, if they tell you to spread peanut butter on the bread, use your hand to grab a handful of peanut butter and put it all over both sides of the bread.

Some other unclear instructions and suggested reactions:

- “Take a piece of bread from the bag.” - Rip the bag open and take out a piece of bread
- “Scoop out some peanut butter.” OR “Scoop a little jelly out of the jar.” - Use your finger to scoop the smallest bit of PB/jelly out on the table/floor/bag of bread/etc.
- “Spread the peanut butter on the bread.” - Use your hand to spread the PB on the bread OR wipe the bread on the table you have in a circular motion to “spread” the PB.
- “Put the peanut butter and the jelly on different slices of bread.” Pick up the jars of PB and Jelly and put them on the two slices of bread.
- “Use the knife to scoop out some peanut butter, then put it on the bread.” - Use the wrong end of knife to scoop it out.
- “Cut the sandwich down the middle.” - place the sandwich on its end and slice it down the middle, somewhat smooshing it as you press down.
- “Cut the sandwich into two pieces.” - Split the sandwich into one really small and one really big piece.
- “Take the jelly.” - Pick up the jar of jelly and either put it into your pocket as though you are stealing it or begin run out of the room with it.

After you’ve attempted to make a sandwich, you can either let them re-write the instructions and try again or have someone else read out their directions. After a few attempts, you can let them make PB sandwiches of their own and then you can do move on to processing.
**Processing Questions:**

Ask the group the following

So, what went wrong with the peanut butter and jelly sandwich?
-Answers may vary but their observations will hopefully include such process-related things as making assumptions, not providing enough details, and not including feedback in the process.

Was this easy or difficult? Why?
-Answers may vary

What were some of the details that your directions needed to really help me make a PB and J sandwich? Why were they left out?
-Answers may vary but emphasize when someone mentions something about how it’s assumed or not important and ask why.

So thinking big picture—how important is clear communication when working with others? Your roommate?
-Emphasize the roommate part. This activity can lay the groundwork for avoiding roommate problems later on when instead of explain things, they just assume things.

Using this activity as an example, why is it important to ask questions of your professors?
-Professors have been teaching for awhile and so sometimes it can be assumed that you know something when you don’t. Ask the questions you need to succeed. Waiting until the end of the semester to ask a good question is like waiting until the Peanut Butter and Jelly sandwich is made to realize that I (the RA) didn’t follow directions.

**Impact Statement (to share at the end):**

Many times we assume we know exactly how to do something, especially if we have done them a million times before. We also assume that other people understand what we are trying to say. However, it is important to be able to look at situations in different ways, pay attention to detail, and be clear and deliberate about what we are trying to communicate.
Community Gathering Plans

Activity #2: Sneaky Cards

PIN for Check-in: 0065

*this is to be conducted as a building*

You can pick up your deck of Sneaky Cards from the Resource Room. Look over the provided instructions and then execute how you see fit.