



GUK 101



FINANCIAL



GUK101 Curricula | Year 3 Student Activity | **Financial Activity 1: Financial Aid 102**

Alternative Methods to Paying for College

Learning Objectives: *Students will gain an understanding of the FSA ID, FAFSA Application Process, types of financial aid packages available, and how to navigate online student portals for postsecondary institutions.*

Activity Duration: 60 minutes

Description of activity:

Facilitator will discuss the importance of financial aid and all that it entails, introduce students to financial aid award letters, and institutional processes for financial aid packages.

Preparation

Materials needed:

- PowerPoint presentation for Financial Activity 1: Financial Aid 102
- Computers or devices with internet access
- Projector or screen if available, if not printables of financial aid award letters, and examples of institutional portals.

Space requirements:

- Classroom setting or computer lab preferred but can improvise if needed.

Facilitator Instructions

Facilitator Script/talking points to introduce the learning objectives and overview of activity (2 mins):

Welcome everyone. Today, we're going to dive into the world of financial aid, specifically focusing on the FAFSA (Free Application for Federal Student Aid), FSA ID (Federal Student Aid Identification), and understanding student aid award letters.

Activity step-by-step instructions: (60 min)

1. Introduction (5 minutes)

- Welcome students and introduce the topics that will be covered: FSA ID, FAFSA, financial aid packages, and student portals.
- Explain the importance of these topics in the college application and financial aid process.

2. Understanding FSA ID (10 minutes): [Create Account | Federal Student Aid](#)

- Define FSA ID as the username and password used to access federal student aid websites, including the FAFSA.
- Discuss the importance of creating a secure FSA ID and demonstrate for students.
- Allow students an opportunity to create an FSA ID step-by-step, emphasizing the need to keep the information secure.

3. FAFSA Application Process (15 minutes)

- Explain what the FAFSA is and its importance in applying for financial aid.
- Walk through the FAFSA application process, highlighting key sections and information required (link and password also in PowerPoint)
- <https://fsapartners.ed.gov/knowledge-center/library/electronic-announcements/2023-09-29/announcing-2024-25-fafsa-prototype>
 - <https://fsapartners.ed.gov/fafsa-prototype/2425>
 - Password: prototype2425
- Discuss common mistakes to avoid when completing the FAFSA.
- Provide tips for maximizing financial aid eligibility.

4. Types of Financial Aid Packages (15 minutes)

- Introduce different types of financial aid, including grants, scholarships, loans, and work-study programs.
- Discuss the differences between need-based and merit-based aid.
- Explain how financial aid packages are determined based on factors such as family income, assets, and cost of attendance.
- Provide examples of common financial aid packages and how they are structured.

5. Navigating Student Portals (15 minutes)

- Explain what student portals are and their role in the college application and enrollment process.
- Ask students to pull up the website for their intended institution.
- Help students navigate to what will be their student portals on institution pages. Walk around to make sure no one is confused.
- Examples:
 - <https://my.moreheadstate.edu/>
 - [Current Students — Information & Resources \(louisville.edu\)](#)
 - <https://myнку.nku.edu/>
- Highlight important features of student portals, such as checking application status, viewing financial aid awards, registering for classes, and accessing academic records.
 - Ask students where they would go on their institutions page to view financial aid materials?
 - Where would they go on their institutions page to view their financial aid award letter?
 - Where would they find their master promissory note?
- Emphasize the importance of regularly checking and using the student portal throughout the college journey.

Class reflection and/or discussion questions: Large group discussion format (5 minutes)

- Encourage students to ask any remaining questions about the topics covered.
- Summarize key takeaways from the lesson.

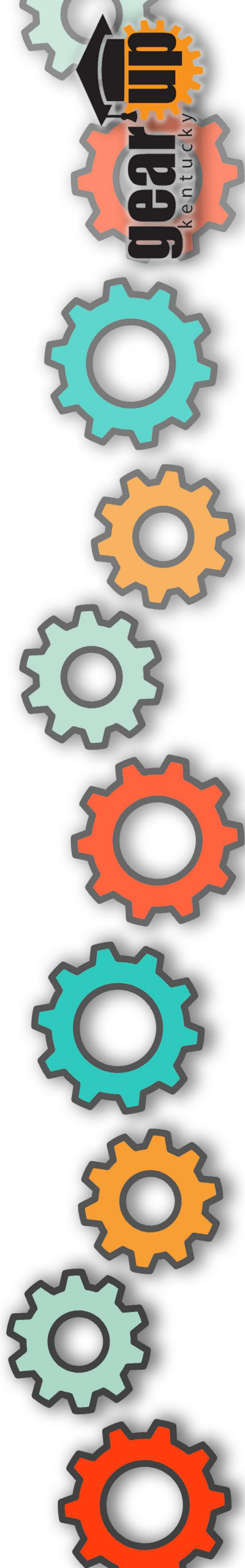
- FAFSA= Federal Aid, Grant money that does not have to be paid back, and access to student loans if needed.
- Importance of creating FSA ID early
- Accessing financial aid information happens via your student portal from your specific institutions
- Provide resources for further information and assistance with financial aid and college applications.

Closing script/final word

We know that one of the biggest barriers for postsecondary education is financial need. We wanted to show you the basics, and the importance of all aid types so that you can feel comfortable making a decision that is best for you, and for your family. Being able to navigate this is so important for the next step in your education.

Financial Aid 102

FSA ID and FAFSA

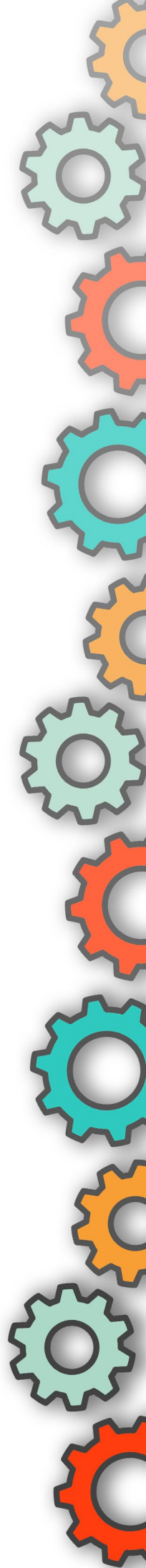


What is an FSA ID?

- The FSA ID is a username and password you will use to complete the FAFSA as well as access other parts of studentaid.gov

What You Can Use Your Account For

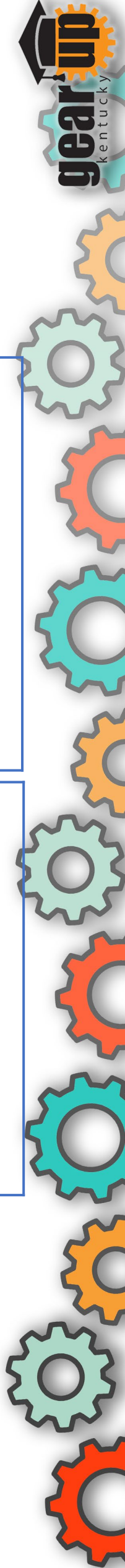
- Filling out the *Free Application for Federal Student Aid (FAFSA®)* form
- Signing your *Master Promissory Note (MPN)*
- Applying for repayment plans
- Completing loan counseling
- Using the *Public Service Loan Forgiveness Help Tool*



Who needs to create an FSA ID?



Anyone who is required to provide information on the FAFSA	
Students All eligible students need FSA IDs to complete the FAFSA	Parent(s) If parent information is required on the FAFSA



FSA ID Guidance for Parents

- If parent information is required on the FAFSA, at least one parent will need an FSA ID

If parents are married

If parents are married and file taxes together **one** parent will need an FSA ID

If parents are married but don't file taxes together, **both** parents will need FSA IDs

If parents unmarried living together

If parents are unmarried and live together, **both** parents will need FSA IDs



The FAFSA considers the students parent to be their legal (biological or adoptive) parent.

If parents are divorced or separated not living together

If parents are divorced or separated not living to the **parent who provided more financial support in the last 12 months** will need an FSA ID

If remarried, and **parent and stepparent did not file taxes together**, both parent and stepparent will need FSA ID



What information do you need to create an FSA ID?

Full name

Email address

Date of Birth

Phone number (optional)

Social Security Number
(if you have one)

Permanent address



Each email address and phone number can only be associated with one FSA ID.



Creating an FSA ID:

1. Go to studentaid.gov or scan the QR code
2. Click on “Create Account”

A screenshot of the Federal Student Aid website. At the top, there is a navigation bar with links for 'Help Center', 'Submit a Complaint', 'English | Español', 'Log In | Create Account', and a search icon. Below the navigation bar, a yellow banner contains an information icon and text: 'The Supreme Court issued a decision blocking us from moving forward with our one-time student debt relief plan. Visit [StudentAid.gov/debtrelief](https://studentaid.gov/debtrelief) to learn more about the actions President Biden announced following the decision and find out how this decision impacts you.' Below this, a blue banner features an information icon and text: 'Student loan borrowers can get lower payments from the new SAVE Plan. Learn more about the SAVE Plan.' The main content area has a dark blue background with the text 'Apply for Aid Using the FAFSA Form' in white. A white button with the text 'Apply Now' is positioned below this text. To the right, a 'POPULAR TOPICS' section lists several links: 'Learn About Public Service Loan Forgiveness >', 'Learn About Student Loan Debt Relief >', 'Prepare for Loan Payments To Restart >', and 'Compare School Aid Offers >'. A green chat icon is visible in the top right corner of the page. The footer includes the text 'Federal Student Aid' and 'AN OFFICE OF THE U.S. DEPARTMENT OF EDUCATION'.

Click “Get Started”

- Remember, you will need the following:
- Full name
- Date of birth
- Email address
- Social security number (if you have one)
- Permanent address
- Mobile phone (optional)

Create an Account

Whether you're a student, parent, or borrower, you'll need to create your own account to manage the federal student aid process.

[Get Started](#)

Already have an account? [Log In](#)

What You Can Do With Your Account

- Fill out the *Free Application for Federal Student Aid (FAFSA®)* form
- Complete online forms and tools like loan counseling
- Manage your student loans

What You'll Need

- Social Security number (if applicable)
- Your own email address



Enter personal information

- Add name exactly as it appears on social security card (or other official documentation)
- Add date of birth
- Enter social security number exactly as it appears on your social security card
- Check the box if you don't have a social security number

Create an Account

Step 1 of 7

Personal Information

I understand that I'll be required to certify that the information I provide to create an account is true and correct and that I'm the individual who I claim to be.

If I'm not the person I claim to be, I understand that I'm not authorized to proceed and that I should exit this form now. If I provide false or misleading information, I understand that I may be subject to a fine, prison time, or both.

First Name

Middle Initial

Last Name

Date of Birth
Month Day Year

Social Security Number Show

I don't have a Social Security number.



Creating an FSA ID without an SSN

- Only create an account **without an SSN** if you are either:
 - A parent or spouse of a student completing the FAFSA
 - A citizen of the Freely Associated States and need to complete the FAFSA

Warning: Your Account Will Be Limited Without SSN

If you create an account without an SSN, you'll be limited in what you can do. You should only continue creating an account without an SSN if one of the following statements is true for you:

- I am a parent or spouse of a student who is applying for aid, and I do not have an SSN.
- I am a citizen of the [Freely Associated States](#) and need to complete the FAFSA® form online.

Note: Any previously completed FAFSA forms won't be linked to your account. You will still be able to access information from 2023-24 FAFSA form if you use your identifiers on the FAFSA roles page.



Enter account information

- Create a username
 - You can use any combination of numbers and/or upper and lowercase letters
 - It cannot be 10 numbers (a phone number)
- Enter your email address
 - Can only associated with one FSA ID
 - Use an email address you will continue to have access to

Create an Account (FSA ID)

Step 2 of 7

Account Information

Because financial aid agreements are legally binding, you can't create an account for someone else, even another family member. Parents and students must create their own accounts.

Username

Email Address

Confirm Email Address

Password Show Password

Uppercase
 Lowercase
 Number
 8+ characters

Confirm Password Show Password



Enter account information, cont'd

- Create a password
 - Must be over 6 characters and contain at least one uppercase letter, one lowercase letter, and one number
 - Cannot include your name, DOB, or SSN
- Save your username and password in a safe place
 - Consider using a password manager
 - A password protected note on your phone
 - Any other ways you can securely save this information

Create an Account (FSA ID)

Step 2 of 7

Account Information

Because financial aid agreements are legally binding, you can't create an account for someone else, even another family member. Parents and students must create their own accounts.

Username

Email Address

Confirm Email Address

Password Show Password

Uppercase
 Lowercase
 Number
 8+ characters

Confirm Password Show Password



Provide additional information

- Enter your permanent address
 - Usually this is where you live
- Provide mobile phone number (highly recommended)
 - This can help get into your account if you forget your password
 - It also gives you the option to use it with two-step verification
- If providing mobile phone, check the box to agree to use mobile phone for account access

Create an Account (FSA ID)

Step 3 of 7

Contact Information

Permanent Address

Address

City

State

Type Response

ZIP Code

Mobile Phone Account Access

We strongly recommend setting up your mobile phone for account access. This option helps you gain access to your account if you are locked out, as well as allows your mobile phone to be used for two-step verification.

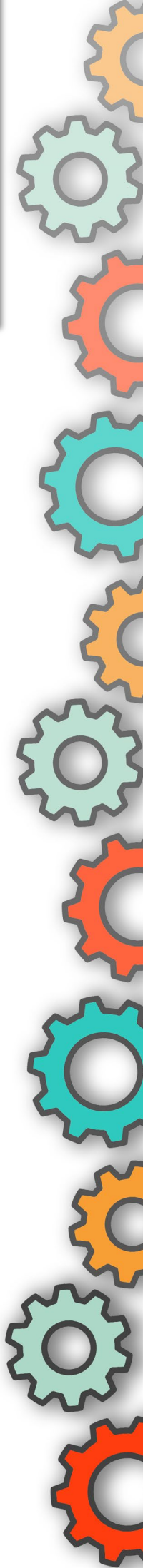
Mobile Phone

Confirm Mobile Phone

Yes, I agree to use my mobile phone for account access.

Alternate Phone Number (Optional)

Add Alternate Phone Number



Select communication preferences

- Select how you would like the Department of Education (the people who manage the FAFSA) to communicate with you
 - We recommend by email to get communications as quickly as possible
- Identify your language preference
 - Options provided are English & Spanish

Create an Account (FSA ID)

Step 4 of 7

Communication Preferences

Required Communications

The U.S. Department of Education (ED) and its federal student loan servicers will need to send you required communications and documents related to your federal student aid, such as student loan disclosures and interest statements.
I want to receive these communications:

By email

i By selecting this option, you agree to receive required communications by email and confirm you have reviewed and agree to FSA's Terms and Conditions.

By postal mail

Optional Communications

ED and its federal student loan servicers want you to feel confident about the financial aid and student loan process. To help with this, we will sometimes send out information about programs you may be eligible for, such as grant programs, student loan forgiveness programs, income-based repayment plans, and more.
I want to receive these communications:

By email

By text message

Language Preference

Your choice lets us know how you would like to view website content once logged in, and what to use for your communications.

Language
English

[Previous](#) [Continue](#)



Provide challenge questions & answers

- Challenge questions will help unlock your account if you forget your password
- Answers are not case sensitive
- Select questions that you are confident you have the answer to (your answer won't change over time)

Create an Account (FSA ID)

Step 5 of 7

Challenge Questions

Challenge questions and answers are used to retrieve your username or password if you forget them or if you need to unlock your account.

Note: Answers are not case-sensitive.

Question
Select
Select
What was the name of your elementary school?
What is the nickname of your youngest sibling?
What city were you born in?
Who was your first boss?
What was the name of your first pet?
What was your high school's mascot?
What color was your first car?
What is your mother's maiden name?
What was the name of the first person you kissed?
What was the name of your first teacher?
What was the place/location of your senior prom?
What was the first movie you saw in theater?
What is the name of your house of worship?
What is the name of the street where you grew up?
What is your father's middle name?
In what city did your parents meet?
What was your childhood nickname?
Who was your favorite singer/band in high school?
What is the first name of your best friend?



Confirm the information is correct and agree to terms

Step 6 of 7

Confirm and Verify

Verify the information you provided for your account below. If there is an error, click "Edit" on the section where the error exists to correct the information.

Personal Information	Edit
NAME	Bernard J Wilkins
DATE OF BIRTH	11/20/2005
SOCIAL SECURITY NUMBER	██████████

Account Information	Edit
USERNAME	██████████
EMAIL ADDRESS	██████████
PASSWORD	*****

Contact Information	Edit
PERMANENT ADDRESS	31 Milk Street Boston, MA 02106
MOBILE PHONE	██████████
MOBILE PHONE ACCOUNT ACCESS	Yes

Communication Preferences	Edit
REQUIRED COMMUNICATIONS	Email
OPTIONAL COMMUNICATIONS	Email
LANGUAGE	English

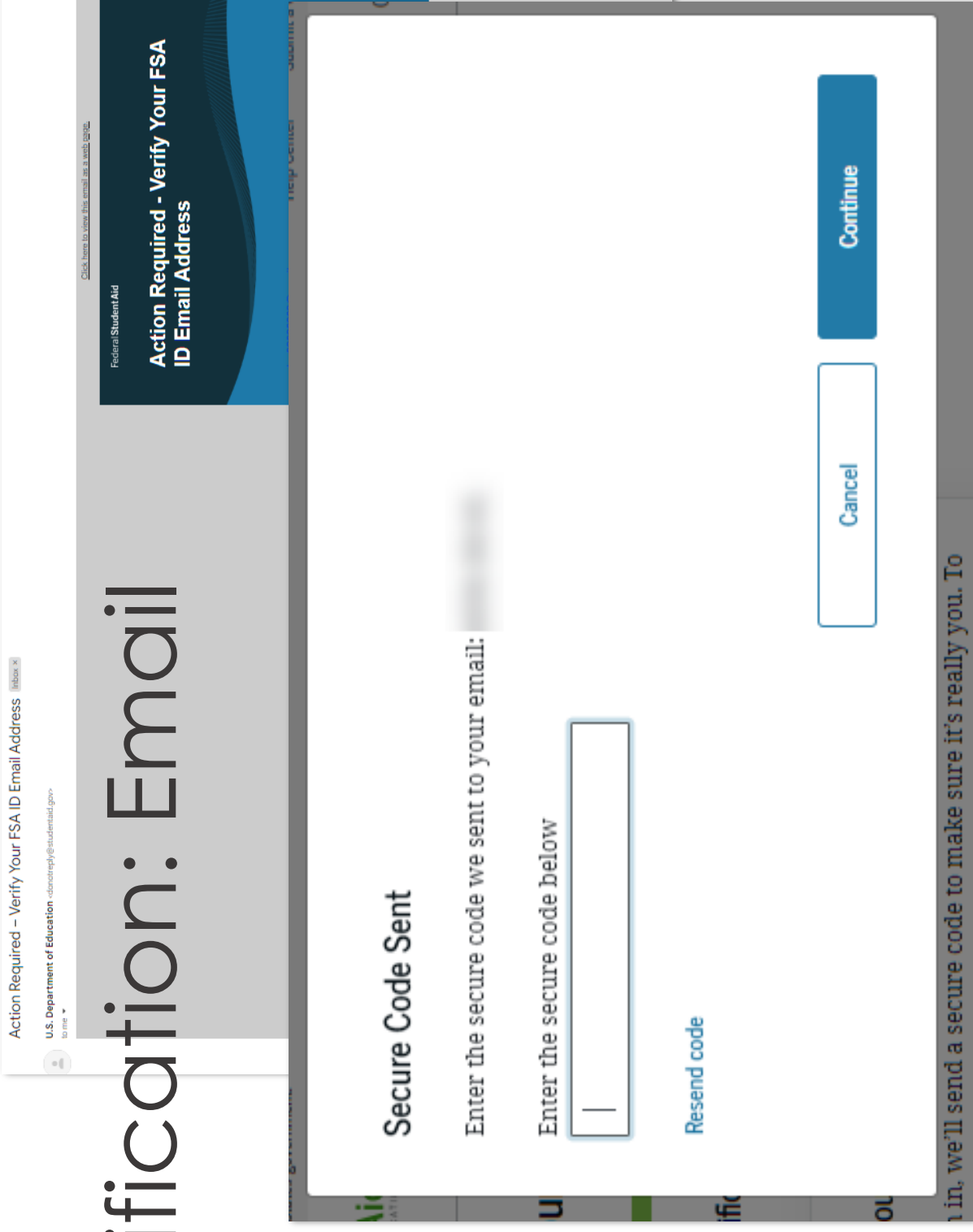
Challenge Questions	Edit
CHALLENGE QUESTION 1	What was the name of your elementary school? *****
CHALLENGE QUESTION 2	What city were you born in? *****
CHALLENGE QUESTION 3	Who was your favorite singer/band in high school? *****
CHALLENGE QUESTION 4	What was the place/location of your senior prom? *****

I agree to Federal Student Aid's Terms and Conditions.

[Previous](#) [Continue](#)

Two-Step Verification: Email

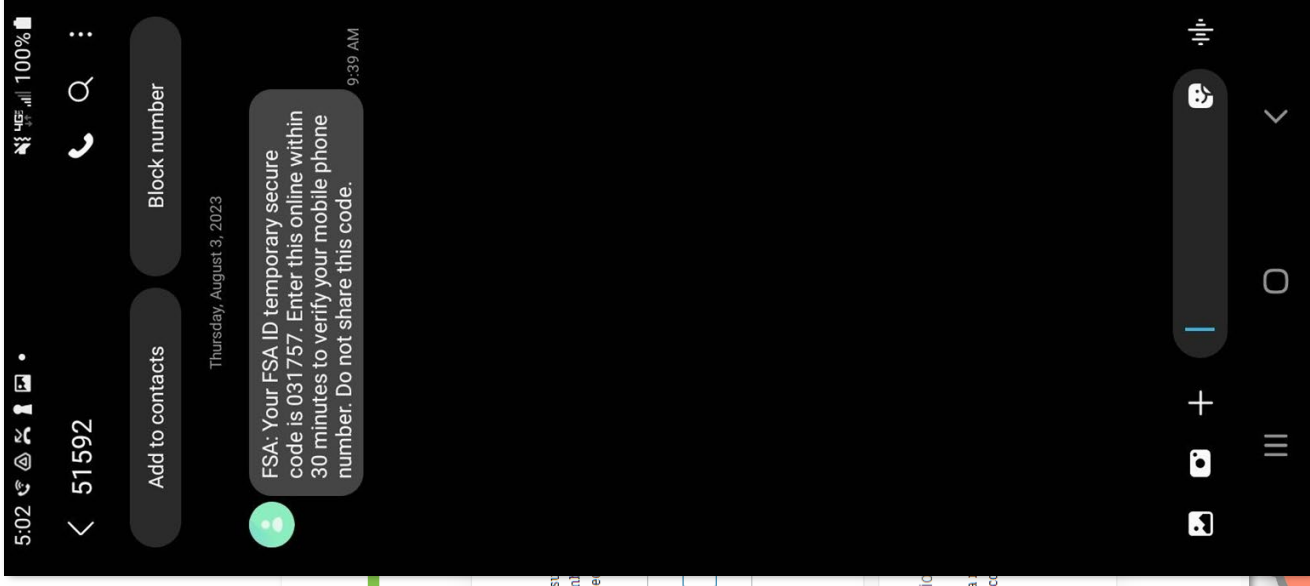
- You should receive an email with the subject line **“Action Required - Verify Your FSA ID Email Address”**
- Can't find it? Check spam/junk folder
- Enter 6-digit number from email, when prompted



Two-Step Verification: SMS

- Select “Verify” next to SMS Verification
- You will get a text message with a six-digit code
- Enter code when prompted and select “continue”

The screenshot shows a multi-step process for creating an account. The current step is 'Step 7 of 7: Enable Two-Step Verification'. Below the title, there is a section titled 'Protect Your Account with Two-Step Verification' with explanatory text. There are two options for verification: 'SMS Verification' (marked 'Not Verified') and 'Email Verification' (marked 'Verified'). Below these options is a section titled 'Use an Authenticator App (Most Secure Option)' with explanatory text and a 'Set Up an Authenticator App' link. At the bottom, there are 'Previous' and 'Continue' buttons.

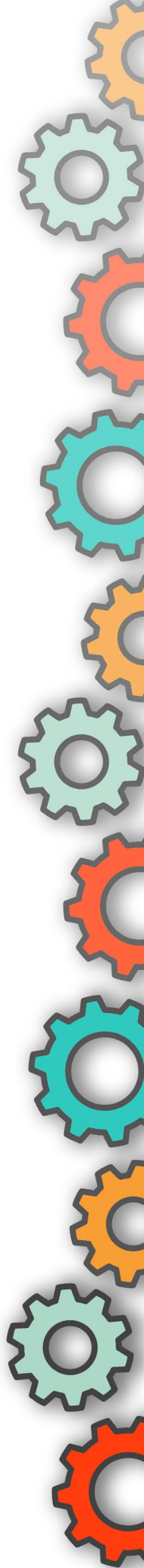


FAFSA Time!

Accessing the 2024–25 FAFSA[®] Prototype

To access the 2024–25 FAFSA prototype, follow the steps below:

- Visit <https://fsapartners.ed.gov/fafsa-prototype/2425>
- Enter the access code: prototype2425





ACADEMIC





GUK101 Curricula | Year 3 Student Activity | **Academic Activity 1: The C's of College**

Navigating Postsecondary Curriculum and Course Selection

Learning Objectives: *Students will gain an understanding of postsecondary curriculum maps, learn how to navigate them effectively, and explore strategies for choosing postsecondary classes that align with their academic and career goals.*

Activity Duration: 60 minutes

Description of activity:

Facilitator will discuss the challenges of navigating a postsecondary curriculum map and how to choose courses based on major/interests.

Preparation

Materials needed:

- PowerPoint presentation for Academic Activity 1: The C's of College
- Computers or devices with internet access
- Projector or screen if available
- Curriculum Maps/Check sheets for multiple institutions

Space requirements:

- Classroom setting/computer lab preferred but can improvise if needed.

Facilitator Instructions

Facilitator Script/talking points to introduce the learning objectives and overview of activity (2 mins):

Welcome everyone! Welcome to the wonderful world of curriculum mapping. Today we will walk through the plethora of information surrounding curriculum mapping and course selection. While you will have an academic advisor to assist you with degree planning and course mapping, this can still be a daunting and intimidating task that we want you to be prepared to navigate.

(Use links below and pull up undergrad catalog of choice/student choice)

MSU Catalog: [Morehead State University - SmartCatalog \(smartcatalogia.com\)](https://www.moreheadstate.edu/smartcatalog)

NKU Catalog: [Catalog: Northern Kentucky University, Greater Cincinnati Region \(nku.edu\)](https://www.nku.edu/catalog)

UofL Catalog: [Majors < University of Louisville](https://www.uofl.edu/majors)

EKU: [General Business, Bachelor of Business Administration with a Concentration in Business and Marketing Education/Teaching \(B.B.A.\) < Eastern Kentucky University \(eku.edu\)](https://www.eku.edu/business)

K State: [Biology Bachelor of Science - Education Track | Kentucky State University \(courseleaf.com\)](https://www.kentucky.edu/courseleaf)

Activity step-by-step instructions: (60 min)

1. Introduction (5 minutes)

- Welcome students and introduce the topics that will be covered: postsecondary curriculum maps and choosing classes.
- Explain the importance of understanding the curriculum and selecting classes that align with their academic and career goals.

2. Understanding Postsecondary Curriculum Maps (15 minutes)

- Define what a postsecondary curriculum map is: a visual representation of the courses required to complete a degree program. (see PowerPoint)
- Discuss the purpose of curriculum maps in providing an overview of program requirements, sequencing of courses, and prerequisites.
- Explain how to interpret a curriculum map, including identifying core courses, elective options, and any specialized tracks or concentrations.

3. Navigating Curriculum Maps (15 minutes)

- Demonstrate how to access and navigate a typical curriculum map for a specific degree program. Define course catalog (PowerPoint) Show examples of curriculum maps from different postsecondary institutions and programs: (links listed above will provide choices and students can choose which programs they'd like to view from which institution using the QR codes provided in PowerPoint)
- Highlight important features, such as course codes, titles, descriptions, credit hours, and prerequisites.
- Discuss how to use the curriculum map to plan out a course schedule for future semesters, ensuring that prerequisite courses are taken in the correct sequence.

4. Choosing Postsecondary Classes (20 minutes)

- Discuss factors to consider when selecting postsecondary classes, such as academic interests, career goals, program requirements, scheduling constraints, and instructor reputation.
- Introduce the concept of a course catalog and how to use it to explore available classes, including descriptions, prerequisites, and scheduling information.
- Provide tips for creating a balanced class schedule, including a mix of core requirements, elective courses, and any necessary prerequisites.
- Instruct students to create a schedule for an entire academic year (both fall and spring semester) based on the information provided to them and using one of the websites provided via the QR codes.

5. Q&A and Conclusion (5 minutes)

- Encourage students to ask any remaining questions about postsecondary curriculum maps and class selection.
- Summarize key takeaways from the lesson.
- Emphasize the importance of thoughtful planning and proactive decision-making when choosing postsecondary classes.

Class reflection and/or discussion questions: Large group discussion format (5 minutes)

- Encourage students to ask any remaining questions about the topics covered.
- Summarize key takeaways from the lesson.
 - Use the resources available to you to navigate your own pathways, and know what courses are needed.
 - Course codes are the numbers used to identify specific courses needed
 - Credit hours- the number of credits given to specific courses
 - Prerequisites- courses that must be completed before you can enroll in some courses.
 - Importance of following a curriculum map- some courses are not offered in both Spring and Fall semesters. If students don't follow their curriculum maps, they could be off target and not graduate on time.
- Provide resources for further information and assistance with curriculum maps and course selection.

Closing script/final word

The importance of being able to navigate this on your own, will help to build the steps to successful relationships with your academic advisor, and planning out your postsecondary career. Schedule meetings with your academic advisors, they are there to help! They have tons of resources, and will help you understand which courses are needed, and when.



Academic Lesson 1

Morehead State University

BSW- Social Work Checklist

[Morehead State University - BSW – Bachelor of Social Work \(smartcatalogiq.com\)](http://smartcatalogiq.com)

PROGRAM REQUIREMENTS

General Education

General Education Courses	(See GNEC Course Listings)	33
Total Credit Hours:		33

Refer to the [General Education section](#) for a complete listing of general education requirements for the University. Program requirements that are also general education requirements will count in both places (as applicable).

Area Requirements

SOCIAL WORK AREA REQUIREMENTS

SWK 210	Orientation to Social Work	4
SWK 230	Social Welfare History & Ethics	3
SWK 320	Human Behavior in the Social Environment - Conception to Young Adulthood	3
SWK 321	Human Behavior in the Social Environment - Middle Adulthood to Death	3
SWK 324	Social Work Research Methods	3
SWK 325	Social Work Generalist Perspective	3
SWK 326	Generalist Practice Lab	3
SWK 345	Law and Social Work	3
SWK 424	Social Work Micro Practice	3

SWK 426	Social Work Mezzo Skills	3
SWK 430	Social Policy and Planning	3
SWK 451	Quantitative Data Analysis	3
SWK 497	Practicum in Social Work	8
SWK 498	Social Work Macro Practice	3
SWK 499C	Senior Seminar	3
SOC 374	Race and Ethnicity	3
Total Credit Hours:		54

CHOOSE ONE OF THE FOLLOWING:

SWK 394	Introduction to Substance Use Disorders	3
SWK 470	Introduction to Substance Use Disorder Counseling	3
Total Credit Hours:		3

SOCIAL WORK ELECTIVES

Choose three hours from SWK

SWK Elective (chosen by student)	3
Total Credit Hours:	3

Free Electives

Free Electives (chosen by student)	variable
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TOTAL CREDIT HOURS: 120

SAMPLE 4-YEAR PLAN: CRIMINAL JUSTICE

B.A.

Northern Kentucky University

This is **one way** a student can complete this program in four years if the student requires no remedial courses.

MAJOR: Criminal Justice

FIRST YEAR	Fall Semester		Spring Semester	
	Get involved in one activity on campus.	Gen Ed: Communication; Written	3	Gen Ed: Communication; Oral
Consider joining the American Criminal Justice Society: Lambda Alpha.	Gen Ed: Scientific and Quantitative Inquiry; Mathematics and Statistics; STA 205 ¹	3	Gen Ed: Communication; Written II	3
Be sure to complete all English, speech and mathematics requirements by the end of this year.	Gen Ed: Self and Society; Individual and Society; JUS 101 ²	3	Gen Ed: Scientific and Quantitative Inquiry; Natural Sciences without lab	3
Sign up to be advised by the department's freshman specialist.	Gen Ed: Global Viewpoints; JUS 231 ³	3	JUS 200 Police in America, JUS 201 Corrections in America or JUS 203 The Criminal Court Systems	3
	Gen Ed: Culture and Creativity	3	JUS 200, JUS 201 or JUS 203	3
	TOTAL	15	TOTAL	15
SECOND YEAR	Fall Semester		Spring Semester	
Complete all general education requirements by the end of this year.	Gen Ed: Culture and Creativity	3	Gen Ed: Self and Society; Cultural Pluralism	3
Consider a minor in a foreign language, computer forensics, pre-law, public service or accounting.	Gen Ed: Self and Society	3	Gen Ed: Scientific and Quantitative Inquiry; Natural Sciences with lab	4
Keep up your grades to join the Criminal Justice Honor Society Alpha Phi Sigma.	JUS 200 Police in America, JUS 201 Corrections in America or JUS 203 The Criminal Court Systems	3	JUS 301 Ethics in Criminal Justice or JUS 400 Juvenile Justice	3
	JUS secondary elective ⁴	3	JUS secondary elective ⁴	3
	JUS secondary elective ⁴	3	JUS secondary elective ⁴	3
Consider taking a winter intersession or summer class to graduate in fewer than four years.	TOTAL	15	TOTAL	16
THIRD YEAR	Fall Semester		Spring Semester	
Declare an area of focus or minor. Concentrate on 300-level or above courses.	JUS 301 Ethics in Criminal Justice or JUS 400 Juvenile Justice	3	JUS 315 Criminal Justice Research Methods or JUS 317 Perspectives on Crime ¹	3
Consider an internship or part-time job in your area of interest.	JUS 315 Criminal Justice Research Methods or JUS 317 Perspectives on Crime ¹	3	JUS secondary elective ⁴	3
	JUS secondary elective ⁴	3	JUS secondary elective ⁴	3
Consider taking the GRE or LSAT if planning to go to law or graduate school.	Minor or area of focus elective	3	Minor or area of focus elective	3
	Minor or area of focus elective	3	Minor, elective or JUS elective (100-400 level)	3
Attend all criminal justice, law and graduate school fairs.	TOTAL	15	TOTAL	15
Check in with your advisor to be sure you are making good progress toward graduation.				

FOURTH YEAR	Fall Semester		Spring Semester	
	<p>Be sure to submit a degree program certification for each major, minor and area of focus you have. These are due eight to nine months <u>before</u> you plan to graduate (March for December graduation and September for May graduation).</p> <p>Complete a resume.</p> <p>Begin your job search by visiting Career Services.</p> <p>Submit applications for graduate or law school.</p>	JUS secondary elective ⁴	3	Minor, JUS or elective
Minor or area of focus elective		3	Minor, JUS or elective	3
Minor, JUS or elective		3	Minor, JUS or elective	3
Minor, JUS or elective		3	Minor, JUS or elective	3
Minor, JUS or elective		3	Minor, JUS or elective	2
TOTAL		15	TOTAL	14
GRAND TOTAL OF CREDITS			120	
<p>Notes: Following this plan will allow you to complete your B.A. degree in criminal justice in four years (eight semesters), assuming you meet performance expectations in all courses. Students must earn a minimum grade of C- in all criminal justice major and secondary requirements. All students should be aware that when choosing electives to be sure that they meet the university rule of earning 45 hours of 300-level or above courses.</p> <p>¹ STA 205, with a minimum D grade, is a prerequisite for JUS 315 and JUS 317. This course also fulfills the general education mathematics requirement.</p> <p>² JUS core requirement that also meets a university general education requirement.</p> <p>³ JUS secondary requirement that also meets a university general education requirement.</p> <p>⁴ Students are required to complete 24 hours of JUS secondary electives. A minimum of 15 of these 24 hours must be taken at the 300 level or above.</p>				

SAMPLE 4-YEAR PLAN: BIOLOGY B.A. - B.S.

Northern Kentucky University

This is **one way** a student can complete this program in four years if the student enters NKU with a mathematics ACT score of 25 or higher.

MAJOR: Biology

TRACK: B.S. General Biology

FIRST YEAR	Fall Semester		Spring Semester	
	In addition to these courses for your major, you should be taking an appropriate mathematics course and consider taking a foreign language if you are continuing a language from high school.	BIO 150 Introduction to Biology and BIO 150L Introduction to Biology Lab	4	BIO 151 Introduction to Biology II and BIO 151L Introduction to Biology II Laboratory
CHE 120 General Chemistry I and CHE 120L General Chemistry Lab I Laboratory		4	CHE 121 General Chemistry II and CHE 121L General Chemistry II Laboratory	4
ENG 101 College Writing		3	STA 205 Introduction to Statistical Methods	3
BIO 155 Orientation to Biology		1	Oral Communication	3
Individual & Society I		3		
TOTAL		15	TOTAL	14
SECOND YEAR	Fall Semester		Spring Semester	
	Bio 304 General Ecology Bio 304L Gen Ecology Lab	4	BIO 349 Genetics Bio 349L Genetics Lab	4
	BIO 291W Advanced Writing in Biology	3	Cultural Pluralism	3
	CHE 310 Organic Chemistry and CHE 310L Organic Chemistry Laboratory	4	CHE 311 Organic Chemistry II and CHE 311L*Organic Chemistry II Laboratory	4
	Foreign Language I	3	Foreign Language 2	3
	Elective	3	Elective	3
	TOTAL	17	TOTAL	17
THIRD YEAR	Fall Semester		Spring Semester	
The electives chosen should be from the appropriate course groups to fulfill the requirements for this track.	EEO** elective	4	CMG** Elective	4
	MAT 112, 128 or 129	3	Culture and Creativity II	3
	PHY 211 General Physics with Laboratory	5	PHY 213 General Physics with Laboratory II	5
	Individual & Society II	3	Elective 300 level or above	3
	TOTAL	15	TOTAL	15
FOURTH YEAR	Fall Semester		Spring Semester	
The electives chosen should be from the appropriate course groups to fulfill the requirements for this track. In addition, you should make sure you have taken enough classes at the 300 level or above to satisfy the university requirement of 45 hours.	BIO elective	4	BIO elective	4
	BIO 458 Evolution	3	BIO 491 Comprehensive Examination	0
	Elective 300 level or above	3	Elective 300 level or above	3
	Global Viewpoints	3	Elective 300 level or above	3
	Elective	3	Elective	3
TOTAL	16	TOTAL	13	
GRAND TOTAL OF CREDITS			122	

Notes:

- ** Refer to the Biological Sciences Course Groups for lists of courses.

MAJOR: Biology

TRACK: B.S. Cell/Molecular/Genetics

FIRST YEAR	Fall Semester		Spring Semester	
	BIO 150 Introduction to Biology and BIO 150L Introduction to Biology I Laboratory	4	BIO 151 Introduction to Biology II and BIO 151L Introduction to Biology II Laboratory	4
CHE 120 General Chemistry I and CHE 120L General Chemistry I with Laboratory	4	CHE 121 General Chemistry II and CHE 121L General Chemistry II Laboratory	4	
ENG 101 College Writing	3	STA 205 Introduction to Statistical Methods	3	
Individual & Society I	3	Oral Communication	3	
BIO 155 Orientation to Biology	1			
TOTAL	15	TOTAL	14	
SECOND YEAR	Fall Semester		Spring Semester	
BIO 349 Genetics and BIO 349L Genetics Laboratory	4	BIO 302 General Microbiology Bio 302L General Micro Lab	4	
BIO 291W Advanced Writing in Biology	3	CHE 311 Organic Chemistry II and CHE 311L Organic Chemistry II Laboratory	4	
CHE 310 Organic Chemistry I and CHE 310L Organic Chemistry I with Laboratory	4	Mat 112, 128 or 129	3	
Foreign Language 101	3	Foreign Language 102	3	
TOTAL	14	TOTAL	14	
THIRD YEAR	Fall Semester		Spring Semester	
The electives chosen should be from the appropriate course groups to fulfill the requirements for this track.	Che 482 Biochemistry I	3	Che 483 Biochemistry II	3
	PHY 211 General Physics with Laboratory	5	PHY 213 General Physics with Laboratory II	5
	Cultural Pluralism	3	Bio 436 Advanced Biology of the Cell	3
	Elective	3	Individual and Society II	3
	Elective	3		
	TOTAL	17	TOTAL	14
FOURTH YEAR	Fall Semester		Spring Semester	
The electives chosen should be from the appropriate course groups to fulfill the requirements for this track. In addition, you should make sure you have taken enough classes at the 300 level or above to satisfy the university requirement of 45 hours.	CMG** elective	4	CMG** elective	4
	Bio 458 Evolution	3	Bio 304 General Ecology	3
	Culture and Creativity	3	Global Viewpoints	3
	Elective 300 level or above	3	Elective	3
	Elective	3	Elective	3
			BIO 491 Comprehensive Exam	0
	TOTAL	16	TOTAL	16
GRAND TOTAL OF CREDITS			120	
<ul style="list-style-type: none"> Notes: ** Refer to the Biological Sciences Course Groups for a list of courses. 				

MAJOR: Biology

TRACK: B. S. Ecology/Evolution/Organismal

FIRST YEAR	Fall Semester		Spring Semester	
	BIO 150 Introduction to Biology and BIO 150L Introduction to Biology I Laboratory	4	BIO 151 Introduction to Biology II and BIO 151L Introduction to Biology II Laboratory	4
CHE 120 General Chemistry I and CHE 120L General Chemistry I Laboratory	4	CHE 121 General Chemistry II and CHE 121L General Chemistry II Laboratory	4	
ENG 101 College Writing	3	STA 205 Introduction to Statistical Methods	3	
BIO 155 Orientation to Biology	1	Oral Communication	3	
Individual & Society I	3			
TOTAL	15	TOTAL	14	
SECOND YEAR	Fall Semester		Spring Semester	
	BIO 304 General Ecology and BIO 304L Ecology Laboratory	4	BIO 349 Genetics BIO 349L Genetics Lab	4
BIO 291W Advanced Writing in Biology	3	Mat 112, 128 or 129	3	
CHE 310 Organic Chemistry I and CHE 310L Organic Chemistry I Laboratory	4	CHE 311 Organic Chemistry II and CHE 311L Organic Chemistry II Laboratory	4	
Cultural Pluralism	3	Individual & Society II	3	
Elective	3	Elective	3	
TOTAL	17	TOTAL	17	
THIRD YEAR	Fall Semester		Spring Semester	
	Bio 458 Evolution	3	EEO** elective	4
Culture & Creativity	3	BIO 342 Biometry	3	
PHY 211 General Physics with Laboratory I	5	PHY 213 General Physics with Laboratory II	5	
EEO** Elective	4	Global Viewpoints	3	
TOTAL	15	TOTAL	15	
FOURTH YEAR	Fall Semester		Spring Semester	
	EEO** elective	4	EEO** elective	4
Foreign Language 101	3	Foreign Language 102	3	
Elective 300 level or above	3	BIO491 Comprehensive Exam	0	
Elective 300 level or above	3	Elective 300 level or above	3	
Elective	3	Elective	3	
TOTAL	16	TOTAL	13	
GRAND TOTAL OF CREDITS			122	
Notes:				
<ul style="list-style-type: none"> * Students in the Ecology, Evolution, Organismal track may elect to substitute GEO 418 for CHE 311 and CHE 311L ** Refer to the Biological Sciences Course Groups for lists of courses. 				

MAJOR: Biology

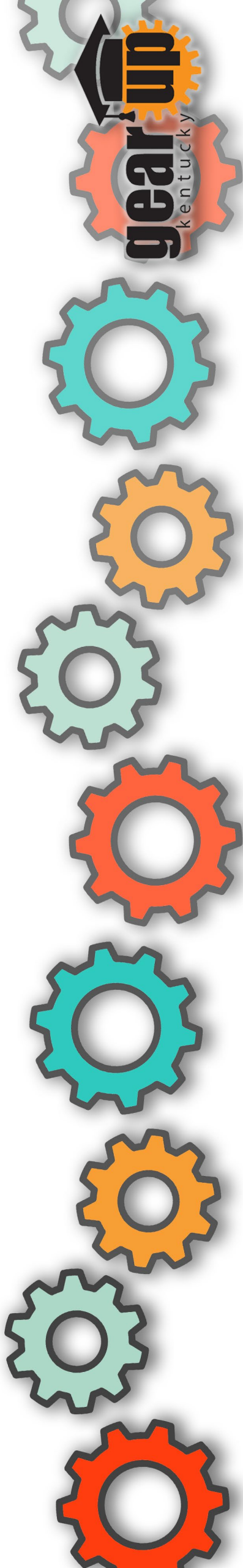
TRACK/OPTION: B.A. General Biology

FIRST YEAR	Fall Semester		Spring Semester	
	BIO 150 Introduction to Biology and BIO 150L Introduction to Biology Laboratory	4	BIO 151 Introduction to Biology II and BIO 151L Introduction to Biology II Laboratory	4
CHE 120 General Chemistry I and CHE 120L General Chemistry I Laboratory	4	CHE 121 General Chemistry II and CHE 121L General Chemistry II Laboratory	4	
ENG 101 College Writing	3	STA 205 Introduction to Statistical Methods	3	
BIO 155 Orientation to Biology	1	Oral Communication	3	
Individual & Society I	3			
TOTAL	15	TOTAL	14	
SECOND YEAR	Fall Semester		Spring Semester	
	BIO 304 General Ecology and BIO 304L Ecology	4	BIO 349 Genetics and BIO 349L Genetics Laboratory	4
BIO 291W Advanced Writing in Biology	3	EEO** Elective	4	
CHE 310 Organic Chemistry I and CHE 310L Organic Chemistry I Laboratory	4	Cultural Pluralism	3	
Foreign Language 101	3	Foreign Language 102	3	
		Elective	3	
TOTAL	14	TOTAL	17	
THIRD YEAR	Fall Semester		Spring Semester	
	CMG** elective	4	Biology Elective	4
Bio 458 Evolution	3	Elective 300 level or above	3	
PHY 211 General Physics with Laboratory I	5	PHY 213 General Physics with Laboratory II	5	
Individual & Society II	3	Culture and Creativity	3	
TOTAL	15	TOTAL	15	
FOURTH YEAR	Fall Semester		Spring Semester	
	Biology elective	4	Elective 300 level or above	3
Bio 491 Comprehensive Exam	0	Elective 300 level or above	3	
Elective 300 level or above	4	Elective	3	
Elective	4	Elective	3	
Global Viewpoints	3	Biology Elective	3	
TOTAL	15	TOTAL	15	
			GRAND TOTAL OF CREDITS	120
Notes:				
<ul style="list-style-type: none"> **Refer to the Biological Sciences Course Groups for lists of courses. 				

MAJOR: Biology
TRACK: B. S. Forensic Science

FIRST YEAR	Fall Semester		Spring Semester	
	BIO 150 Introduction to Biology and BIO 150L Introduction to Biology Laboratory	4	BIO 151 Introduction to Biology II and BIO 151L Introduction to Biology II Laboratory	4
	CHE 120 General Chemistry I and CHE 120L General Chemistry I Laboratory	4	CHE 121 General Chemistry II and CHE 121L General Chemistry II Laboratory	4
	ENG 101 College Writing	3	STA 205 Introduction to Statistical Methods	3
	BIO 155 Orientation to Biology	1	Oral Communication	3
	Individual & Society I	3		
	TOTAL	15	TOTAL	14
SECOND YEAR	Fall Semester		Spring Semester	
	BIO 349 Genetics and BIO 349L Genetics Laboratory	4	BIO 302 Gen Microbiology BIO 302L Gen Micro Lab	4
	BIO 291W Advanced Writing in Biology	3	BIO 342 Biometry	3
	CHE 310 Organic Chemistry I and CHE 310L Organic Chemistry I with Laboratory	4	CHE 311 Organic Chemistry II and CHE 311L Organic Chemistry II Laboratory	4
	Jus 101	3	Elective	3
			Global Viewpoints	3
	TOTAL	14	TOTAL	17
THIRD YEAR	Fall Semester		Spring Semester	
The electives chosen should be from the appropriate course groups to fulfill the requirements for this track.	BIO 400 Advanced Molecular Biology and BIO 400L Advanced Molecular Biology Lab	4	Mat 129	4
	PHY 211 General Physics with Laboratory I	5	Cultural Pluralism	3
	Che 482 Biochemistry I & Chem 482L Biochemistry I Lab	4	PHY 213 General Physics with Laboratory II	5
	Foreign Language 101	3	Foreign Language 102	3
	TOTAL	16	TOTAL	15
FOURTH YEAR	Fall Semester		Spring Semester	
The electives chosen should be from the appropriate course groups to fulfill the requirements for this track. In addition, you should make sure you have taken enough classes at the 300 level or above to satisfy the university requirement of 45 hours.	CHE 340 Analytical Chemistry & CHE 340L Analytical Chemistry Lab	5	Bio 304 General Ecology	3
	Bio 458 Evolution	3	BIO 491 Comprehensive Examination	0
	BIO 320 Entomology and BIO 320L Entomology Laboratory	4	Bio 455 Scanning Electron Microscopy	3
	Culture and Creativity	3	JUS 204 Criminal Investigation	3
			Elective	3
			Elective	3
	TOTAL	15	TOTAL	15
GRAND TOTAL OF CREDITS				121

Curriculum Mapping/Course Catalogs



Choosing your courses:

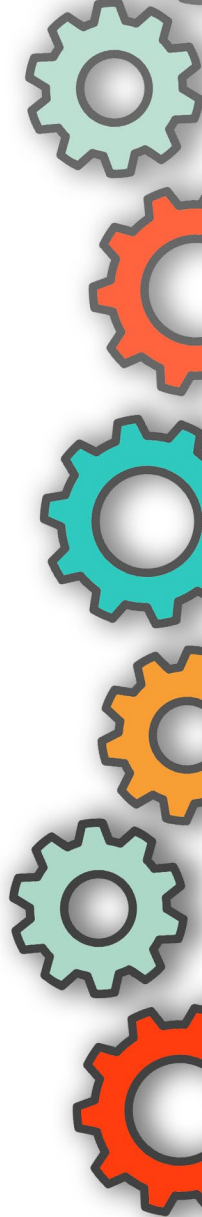
- Understanding curriculum mapping and course catalogs
- Vocabulary to note:
 - *Course sequencing*
 - *prerequisite*
 - *co-requisite*
 - *elective*
 - *core courses*
 - *track*
 - *concentration*
 - *Major/minor*
 - *instructor*
 - *credit hours*



Curriculum Map/C

Here is an example of a checklist for a specific program from KCTCS:

Please note: course title on the left, credit hours for each course, pre/co requisites and semesters listed for a plan of action.



Course Catalogs:

- A course catalog is a list of courses that are offered by a postsecondary institution or learning provider. It contains information about the courses, such as subject, credits, location, timing, and instructor. This helps the student navigate their chosen learning path, and take the courses needed to graduate.
- The following QR codes will link you to SPECIFIC pathways within that institutions catalog. You can choose to navigate to a different pathway based on your academic preferences.
- **Choose one institution listed, and create a mock schedule for an entire academic year based on the program you are interested in.**



Course Catalogs:

- MSU:



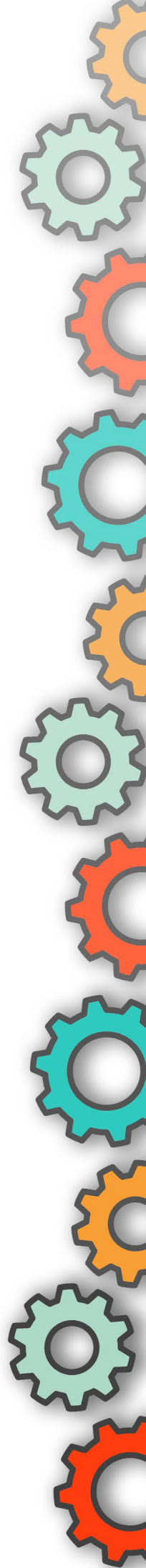
- NKU:



- EKU:



- K State:





GUK 101 Academic Lesson 1
U of L Sample
Flight Plan

Track in Graphic Design

Year 1		
FALL		HOURS
GEN 100 or GEN 101	Student Success Center First Year Experience or Arts & Sciences First Year Experience	1
ENGL 101	Introduction to College Writing - WC	3
ART 105 or ART 106	Foundation 2-D Design or Foundation 3-D Design	3
ART 107	Foundation Drawing	3
General Education: Cardinal Core Natural Sciences - S		3
General Education: Cardinal Core Natural Sciences Lab - SL		1
General Education: Cardinal Core Oral Communication - OC		3

	Hours	17
SPRING		
ENGL 102	Intermediate College Writing - WC	3
General Education: Cardinal Core Quantitative Reasoning - QR		3
ART 105 or ART 106	Foundation 2-D Design or Foundation 3-D Design	3
DES 205	Foundation Graphic Design	3
Select one of the following:		3
ARTH 250	Ancient Through Medieval Art - AH	
ARTH 270	Renaissance Through Modern Art - AH	
ARTH 290	Survey of Asian Art - AH, D2	
	Hours	15
Year 2		
FALL		
General Education: Cardinal Core Natural Sciences - S		3

DES 373	Introduction to Visualization	3
DES 571	Typography I	3
DES 301	History of Graphic Design	3
Select one of the following:		3
ARTH 250	Ancient Through Medieval Art - AH	
ARTH 270	Renaissance Through Modern Art - AH	
ARTH 290	Survey of Asian Art - AH, D2	
	Hours	15
SPRING		
General Education: Cardinal Core Social & Behavioral Sciences Historical Perspective - SBH		3
General Education: Cardinal Core Social & Behavioral Sciences - SBD1		3
DES 572	Typography II	3
DES 576	Interaction Design I	3
General Elective		3

	Hours	15
Year 3		
FALL		
DES 573	Typography III	3
Graphic Design Elective (500 level from list)		3
Social Science or Natural Science elective		3
Art elective (300 level or above from list)		3
Art History elective (300 level or above)		3
	Hours	15
SPRING		
DES 580	Design for Public Issues II	3
Art elective (300 level)		3
General Education: Cardinal Core Arts & Humanities Global Diversity - AHD2		3
WR elective (300 level or above)		3

Social Science or Natural Science elective (300 level or above)		3
	Hours	15
Year 4		
FALL		
DES 594	Directed Projects in Design	3
Graphic Design Elective (500 level from list)		
Social Science or Natural Science elective (300 level or above)		3
Art or Art History elective (300 level or above)		3
Art elective (300 level or above from list)		3
General Elective		2
	Hours	14
SPRING		
DES 598	Professional Development in Graphic Design - CUE	3
Humanities elective (300 level or above)		3

Humanities elective (300 level or above)		3
Humanities WR Elective (300 level or above)		3
General Elective		3
	Hours	15
	Minimum Total Hours	121
Plan of Study Grid		

Track in Interior Design

Year 1		
FALL		HOURS
GEN 100 or GEN 101	Student Success Center First Year Experience or Arts & Sciences First Year Experience	1
ENGL 101	Introduction to College Writing - WC	3
ART 105 or ART 106	Foundation 2-D Design or Foundation 3-D Design	3

ART 107	Foundation Drawing	3
General Education: Cardinal Core Natural Sciences - S		3
General Education: Cardinal Core Natural Sciences Lab - SL		1
	Hours	14
SPRING		
ENGL 102	Intermediate College Writing - WC	3
General Education: Cardinal Core Quantitative Reasoning - QR		3
General Education: Cardinal Core Social & Behavioral Sciences US Diversity - SBD1		3
ART 105 or ART 106	Foundation 2-D Design or Foundation 3-D Design	3
Select one of the following:		3
ARTH 250	Ancient Through Medieval Art - AH	
ARTH 270	Renaissance Through Modern Art - AH	
ARTH 290	Survey of Asian Art - AH, D2	
	Hours	15

Year 2		
FALL		
General Education: Cardinal Core Oral Communication - OC		3
General Education: Cardinal Core Natural Sciences - S		3
DES 204	Foundation Interior Design	3
DES 361	Introduction to Interior Design	3
Select one of the following:		3
ARTH 250	Ancient Through Medieval Art - AH	
ARTH 270	Renaissance Through Modern Art - AH	
ARTH 290	Survey of Asian Art - AH, D2	
	Hours	15
SPRING		
General Education: Cardinal Core Social & Behavioral Sciences Historical Perspective - SBH		3
General Education: Cardinal Core Arts & Humanities Global Diversity - AHD2		3

General Elective		3
DES 362	Color Theory and Human Factors in Interior Design	3
DES 561	Interior Design Studio I	3
DES 567	Interior Finishes	3
	Hours	18
Year 3		
FALL		
Social Science or Natural Science elective		3
Humanities elective (300 level or above)		3
DES 559	Computer Applications for Interiors I	3
DES 562	Interior Design Studio II	3
DES 566 or DES 568	Interiors Construction or Building Systems	3
	Hours	15
SPRING		

Humanities WR elective (300 level or above)		3
Social Science or Natural Science elective (300 level or above)		3
DES 563	Interior Design Studio III	3
DES 569	Computer Applications for Interiors II	3
DES 347	Historic Interiors for Interior Design	3
	Hours	15
Year 4		
FALL		
Humanities elective (300 level or above)		3
Humanities elective (300 level or above)		3
Humanities elective (300 level or above)		3
DES 564	Interior Design Studio IV	3
DES 566 or DES 568	Interiors Construction or Building Systems	3
	Hours	15

SPRING		
Humanities elective (300 level or above)		3
Humanities WR Elective (300 level or above)		3
Social Science or Natural Science elective (300 level or above)		3
DES 565	Directed Projects in Interior Design	3
DES 596	Professional Development in Interior Design - CUE	3
	Hours	15
	Minimum Total Hours	122
Plan of Study Grid		

Track in Studio Art

Year 1		
FALL		HOURS
GEN 100 or GEN 101	Student Success Center First Year Experience or Arts & Sciences First Year Experience	1
ENGL 101	Introduction to College Writing - WC	3

General Education: Cardinal Core Natural Science-S		3
General Education: Cardinal Core Natural Sciences Lab		1
ART 105 or ART 106	Foundation 2-D Design or Foundation 3-D Design	3
ART 107	Foundation Drawing	3
	Hours	14
SPRING		
ENGL 102	Intermediate College Writing - WC	3
General Education: Cardinal Core Quantitative Reasoning-QR		3
ART 105 or ART 106	Foundation 2-D Design or Foundation 3-D Design	3
May select the following OR choose ART 207 in the Fall, Year 2. (Note: If you select ART 207 in the Fall, Year 2, you may replace this course with an ART Studio 300 level elective.)		3
ART 206	Foundation Art Concepts and Methods	
Select one of the following:		3

ARTH 250	Ancient Through Medieval Art - AH	
ARTH 270	Renaissance Through Modern Art - AH	
ARTH 290	Survey of Asian Art - AH, D2	
	Hours	15
Year 2		
FALL		
General Education: Cardinal Core Natural Sciences-S		3
General Education: Cardinal Core Social and Behavioral Sciences Historical Perspective US Diversity-SBHD1		3
ART 207	Foundation Figure Drawing (If you took ART 206 in Year 1, Spring, replace this course with an Art Studio 300 level Elective).	3
Select one of the following:		3
ARTH 250	Ancient Through Medieval Art - AH	
ARTH 270	Renaissance Through Modern Art - AH	
ARTH 290	Survey of Asian Art - AH, D2	
Art Studio Elective (300 level)		3

	Hours	15
SPRING		
General Education: Cardinal Core Oral Communication-OC		3
General Education: Cardinal Core Arts and Humanities-AH		3
General Education: Cardinal Core Social and Behavioral Sciences Global Diversity-SBD2		3
Art Studio elective (500 level)		3
Art History elective (300 level or above)		3
	Hours	15
Year 3		
FALL		
Social Science or Natural Science elective (300 level or above)		3
Humanities elective (300 level or above)		3
Art History elective (300 level or above)		3
Art Studio elective (500 level)		3

Art or Art History elective (300 level or above)	3
Hours	15
SPRING	
Social Science or Natural Science elective (300 level or above)	3
Humanities WR elective	3
Humanities elective (300 level or above)	3
Art Studio elective (500 level)	3
Art or Art History elective (300 level or above)	3
Hours	15
Year 4	
FALL	
Social Science or Natural Science elective (300 level or above)	3
Humanities elective (300 level or above)	3
Art Studio elective (500 level)	3

Art or Art History elective (300 level or above)		3
Art or Art History elective (300 level or above)		3
General elective		3
	Hours	18
SPRING		
Humanities elective (300 level or above)		3
Humanities WR elective (300 level or above)		3
Art Studio elective (500 level)		3
Art or Art History elective (300 level or above)		3
ART 597	Professional Development in Studio Arts - CUE	3
	Hours	15
	Minimum Total Hours	122
Plan of Study Grid		

Degree Audit Report

Degree Audit reports illustrate how your completed courses fulfill the requirements of your academic plan. What-if reports allow you to compare the courses you have completed in your current academic plan to the courses required in another academic plan. Should you have questions about either report, please consult with your academic advisor.

Flight Planner

The Flight Planner tool is available for you to create a personalized Flight Plan to graduation. Advisors have access to review your Flight Planner and can help you adjust it to ensure you remain on track to graduate in a timely manner.

To create these reports:

1. Log into your ULink account.
2. Click on the Academic Progress tile.
3. Select the appropriate report.
 - a. To run a Degree Audit report, click on "View my Degree Audit."
 - b. To create a What-if report, click on "Create a What-if Advisement Report."
 - c. To run a Flight Planner report, click on "Use My Flight Planner."



CULTURAL



GUK101 Curricula | Year 2 Student Activity | Cultural Activity 1: Cultural Diversity

Ambassadors of Culture

Learning Objectives:

- Understand and practice inclusivity.
- List the key cultural values of the ethnic group with which you identify.

Activity Duration: 45 minutes

Description of activity:

Within this activity, students will explore what it means to live in a culturally diverse society. "Cultural diversity" means having a mix of people from different cultural backgrounds – and it can include differences in cultural/ethnic identity (how we identify ourselves and how others identify us), language, country of birth, religion, heritage/ancestry, national origin, and/or race. Culture shapes almost every aspect of human experience – our senses, perceptions, behavior, interpretation, what we hear, etc.

Preparation

Materials needed:

- Name tags (with Ambassador countries listed)
- Note cards with descriptions of each of the Ambassadors groups (see *Role Cards* document)
- Markers
- Whiteboard/screen or flipchart

Space requirements:

- Classroom with enough room for 4 groups to mingle, or outside in a shaded area

Technology needs:

- Flexible.
 - If outdoors, not needed.
 - If inside, projector, computer, speakers for possible video.

Facilitator Instructions

Facilitator script/talking points to introduce learning objectives and overview of activity (2 mins):

During this activity, we are going to explore what it means to live in a culturally diverse society. Culture shapes almost every aspect of human experience – our senses, perceptions, behavior, interpretation, what we hear, etc. Cultural diversity means having a mix of people from different cultural backgrounds. We are going to split into four groups, with each group representing a fictitious country, each with its own culture. Each group will receive a card that describes your country's traditional ways of communicating. You will then participate in Ambassador Meetings with other country's ambassadors using the behaviors described on your cards.

Activity step-by-step instructions (28 min):

1. Split the students into four groups.
2. Provide each group with a role card detailing the scenarios described below.
3. Share the definition of culture before assigning students to one of four possible Ambassador groups.
 - o Definition of culture: *“Culture” may be defined as a distinctive pattern of beliefs and values learned by a group of people who share the same social heritage and traditions. In short, culture is the whole way in which a group of people has learned to live; it includes their style of speaking (language), fashion, food, art, and music, as well as their beliefs and values.*
4. Allow students time to review their cards and apply their name tags.
5. Instruct students to participate in “Ambassadors Meetings” by meeting and networking with students from the other countries. They should demonstrate the communication norms and instructions outlined on their role cards.

Ambassadors Meetings Details

Group 1: Ambassadors from Lavinia

In your country, it is a sign of respect to consider another person's words very carefully. You never respond immediately when someone speaks to you. Usually, you wait about 10 seconds before replying. When you arrive at the meeting, you will be trying to show a great deal of respect to the people you meet.

Group 2: Ambassadors from Montza

Being friendly in your country means speaking very loudly and using your hands a great deal. In addition, it is considered polite to begin speaking before the other person has completed a sentence to show that you are really listening. When you arrive at the meeting, you wish to be very friendly and especially polite to everyone, as you haven't met many of the people there before.

Group 3: Ambassadors from Zhabori

In your country, it is considered very impolite to look directly at the person with whom you are speaking. Therefore, your eyes will always be on the ceiling or the floor, never directly focused on the person. It is also polite to maintain a good amount of distance from someone when you are conversing. When you arrive at the meeting, you will try to be very polite.

Group 4: Ambassadors from Valdesta

In your country, it is natural to sit on the floor with your legs folded when speaking to another person, even if the other person remains standing. This is a sign of respect and shows that the person speaking has your full attention. When you arrive at the meeting, you will obviously try to make everyone else as comfortable as possible by demonstrating your respect.

Class reflection and/or discussion questions: Large group discussion format (10 minutes)

Reconvene as one group, and brainstorm how culture can be defined. Take notes on what is being shared by using a whiteboard/screen or flipchart.

Examples:

- What is culture?
- Who is seen to have “culture”?
- Does culture exist outside of groups of people such as schools, sports clubs, governments, nations?
- What are the characteristics of culture?
- How is culture demonstrated, formed, practiced?

- How is culture perceived, interpreted, valued? (Think regionally, geographically)
- As a group, reflect on the definition of culture shared earlier. Does it capture all the points raised in the brainstorming activity?

Closing script/final word: (5 minutes)

Remember: "Culture" may be defined as a distinctive pattern of beliefs and value learned by a group of people who share the same social heritage and traditions. In short, culture is the whole way in which a group of people has learned to live; it includes their style of speaking (language), fashion, food, art, and music, as well as their beliefs and values. And cultural diversity means having a mix of people from different cultural backgrounds.

When you all enter your postsecondary career, you will have to work with people whose culture differs from yours. You will likely be a part of groups that have varying cultures. There are even cultures within various group in college, such as athletic teams, band, academic majors, Greek organizations, etc.

Please gain awareness of cultural norms in the different groups that you will be a part of during your time with postsecondary institutions. Awareness of a particular group's culture could be the difference between you thriving within the group or experiencing conflict within individuals within a group. Stereotyping can occur and should not be considered the norm.

- Ask the students if they have questions or need anything added to the definition above.

Associated materials

Handouts or printed materials, if applicable- note cards need to be pre-made to hand out to the groups

Links to websites used in activity, if applicable

Source(s)

Centre for Multicultural Youth

Dr. Thompson's Thrive Book on HBCUs

Cut out these cards to share with Ambassador groups. You may want to print on cardstock or attach to note cards to make sturdier.

Group 1: Ambassadors from Lavinia

In your country, it is a sign of respect to consider another person's words very carefully. You never respond immediately when someone speaks to you. Usually, you wait about 10 seconds before replying.

When you arrive at the meeting, you will be trying to show a great deal of respect to the people you meet.

Group 2: Ambassadors from Montza

Being friendly in your country means speaking very loudly and using your hands a great deal. In addition, it is considered polite to begin speaking before the other person has completed a sentence to show that you are really listening.

When you arrive at the meeting, you wish to be very friendly and especially polite to everyone, as you haven't met many of the people there before.

Group 3: Ambassadors from Zhabori

In your country, it is considered very impolite to look directly at the person with whom you are speaking. Therefore, your eyes will always be on the ceiling or the floor, never directly focused on the person. It is also polite to maintain a good amount of distance from someone when you are conversing.

When you arrive at the meeting, you will try to be very polite.

Group 4: Ambassadors from Valdesta

In your country, it is natural to sit on the floor with your legs folded when speaking to another person, even if the other person remains standing. This is a sign of respect and shows that the person speaking has your full attention.

When you arrive at the meeting, you will obviously try to make everyone else as comfortable as possible by demonstrating your respect.



EMOTIONAL



GUK101 Curricula | Year 3 Student Activity | Emotional Activity 1: Stress Management and Support on Campus

Stress Management and Mental Health Support for Postsecondary Students

Learning Objectives: *Students will learn effective stress management techniques, explore mental health services available on postsecondary campuses, and understand the importance of seeking support for their well-being.*

Activity Duration: 60 minutes

Description of activity:

Facilitator will discuss the importance of stress management and finding what works best for each individual.

Preparation

Materials needed:

- PowerPoint presentation for Emotional Activity 1: Stress Management and Support on Campus
- Computers or devices with internet access, if available but not required
- Projector or screen if available

Space requirements:

- Enough space for everyone to sit and chat. This can be completed anywhere, and will be lowkey.

Facilitator Instructions

Facilitator Script/talking points to introduce the learning objectives and overview of activity (2 mins):

Welcome, everyone. Today, we're going to have an important discussion about stress management and the support available to students on postsecondary campuses. As we navigate the challenges of academic life, it's essential to prioritize our mental and emotional well-being. Stress is a natural response to the demands of adult life, but it's important to recognize when it becomes overwhelming and impacts our health and academic performance. Stress can manifest in various ways, including physical symptoms, emotional distress, and cognitive difficulties.

Activity step-by-step instructions: (60 min)

1. Introduction (5 minutes)

- Welcome students and introduce the topics that will be covered: stress management, mental health services, and campus support.
- Explain the importance of prioritizing mental well-being during the postsecondary journey.

2. Understanding Stress (10 minutes)

- Define stress and its impact on academic performance, physical health, and overall well-being.
- Ask students to share what they believe to be the most common stressors experienced by postsecondary students (ex: academic pressure, financial concerns, and social transitions).

3. Stress Management Techniques (20 minutes)

- Ask students what stress management techniques they believe to be most important for postsecondary students:
- Some examples include:
 - Time management: Prioritizing tasks, creating schedules, and setting realistic goals.
 - Relaxation techniques: Deep breathing, progressive muscle relaxation, guided imagery, and mindfulness meditation.
 - Physical activity: Exercise, yoga, and outdoor activities to reduce tension and improve mood.
 - Healthy lifestyle habits: Getting enough sleep, eating nutritious foods, staying hydrated, and avoiding excessive caffeine and alcohol.
- Ask students to demonstrate one or two stress management techniques and encourage others to practice along.

4. Mental Health Services on Campus (15 minutes)

- Discuss the importance of mental health awareness and destigmatizing seeking help.
- Introduce the mental health services available on postsecondary campuses, such as counseling centers, support groups, crisis hotlines, and peer support programs.
Examples: [Counseling Services — Campus Health Services \(louisville.edu\)](https://www.louisville.edu/healthservices/counseling)
 - [Mental Health Services | Morehead State University | Kentucky](https://www.moreheadstate.edu/health-services/mental-health)
 - [RESOURCES- 2020.pdf \(nku.edu\)](https://www.nku.edu/resources/2020)
 - [Mental Health Services - Counseling Center \(eku.edu\)](https://www.eku.edu/counseling)
 - [Counseling Center | Student Success \(uky.edu\)](https://www.uky.edu/counseling)
 -
- Show examples of how to access mental health services on campus, including appointment scheduling procedures and walk-in options.
- If devices are available, have students practice accessing mental health resources on a chosen campus website.

5. Campus Support Resources (10 minutes)

- Explore additional support resources available on postsecondary campuses such as academic advising centers, tutoring services, disability support services, and student organizations.
- Emphasize the importance of building a support network and reaching out for assistance when needed.
- Ask students to share examples of what they think are examples of support networks.
 - Academic advisors are a great resource for building a community on campus

- Use the resources available on campus, they can point you in the right direction when you may be unsure.
- Each campus has resources, if the samples above are not a campus that you're interested in, let us help you find the resources you'll have on your future campus.

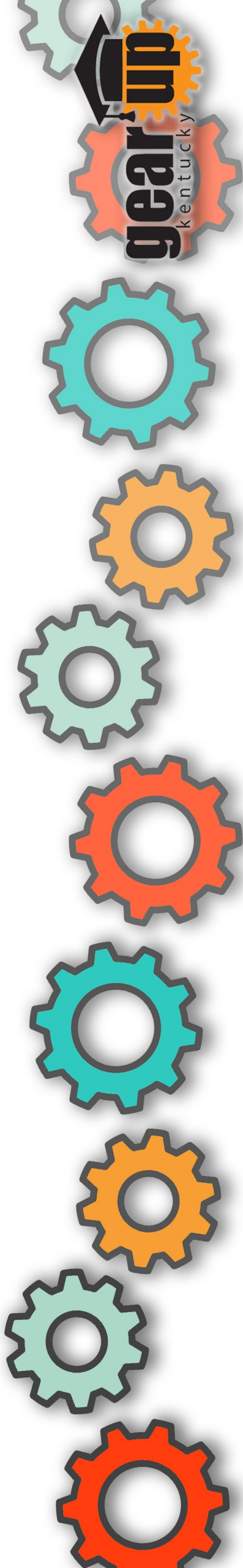
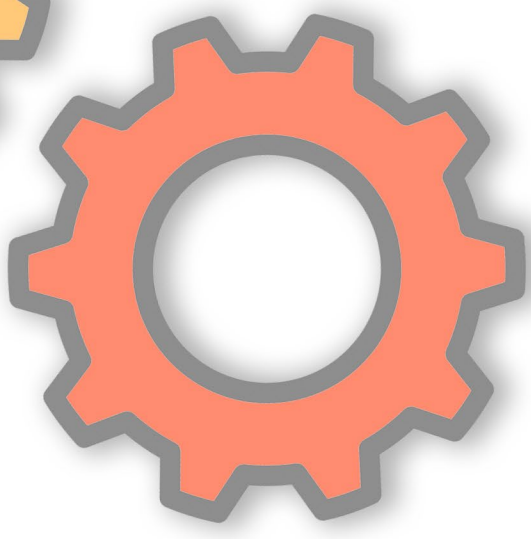
Class reflection and/or discussion questions: Large group discussion format (5 minutes)

- Encourage students to ask any remaining questions about stress management techniques, mental health services, and campus support resources.
- Summarize key takeaways from the lesson.
 - Understanding stress is important in understanding their own triggers.
 - There are plenty of stress management techniques to help, including the ones mentioned.
 - Each institution has resources on campus available for all students to utilize
 - Building support networks can help in feeling more at home in a new place when adjusting to campus life.
- Remind students that seeking support is a sign of strength and that they are not alone in their struggles.

Closing script/final word

In conclusion, stress is a natural part of life, especially during our postsecondary education journey. However, by understanding our stressors, adopting healthy coping mechanisms, managing our time effectively, seeking support when needed, and prioritizing self-care, we can navigate through these challenges more smoothly. Remember, you're not alone in this journey, and there are resources available to help you every step of the way.

STRESS MANAGEMENT



What is Stress?

What/how do you define stress?

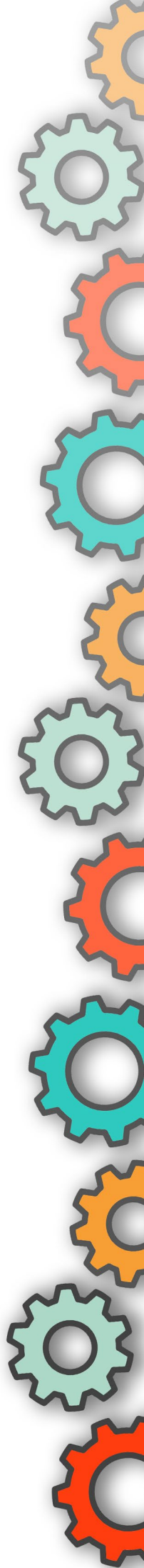
What do you think are the most common stressors experienced by postsecondary students?

Stress management techniques



5 Things About Stress:

1. Stress is a normal, universal human experience.
2. Not all stress is bad
3. Long-term stress (chronic stress) can impact your health
4. There are ways to manage stress
5. If you are overwhelmed by stress, ask for help from a medical professional.



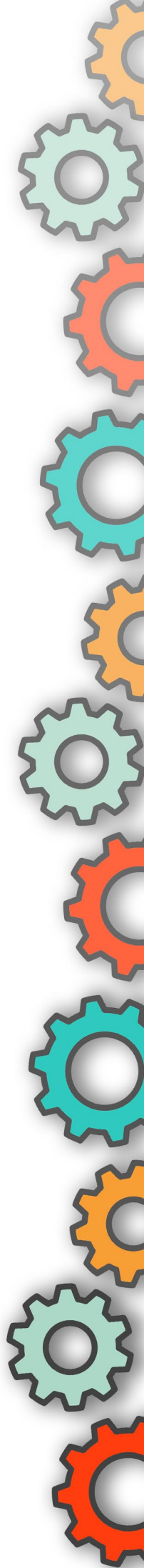
Challenges in College

- Expectations...?
- Even positive change is stressful
- Greater academic demands
- Unstructured time
- Decreased adult availability
- Being on your own in a new environment
- Changing relations with family



Physical Signs of Stress

- Racing heart
- Cold, sweaty hands
- Headaches
- Shallow/erratic breath
- Nausea, stomach issues
- Rushing around
- Working longer hours
- Fatigue
- Sleep disturbances
- Weight losses
- Changes in appetite



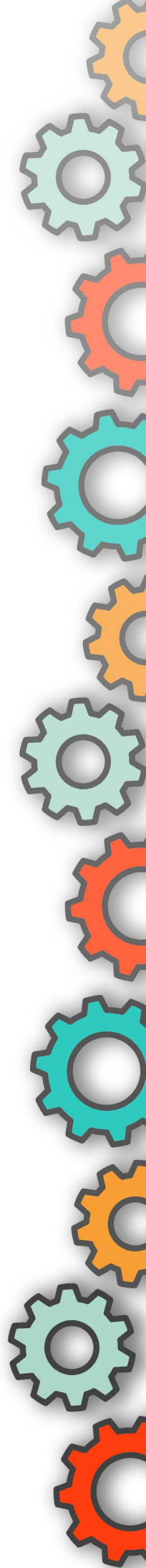
Cognitive Signs of Stress

- Forgetting things
- Difficulty concentrating
- Worrying about things
- Difficulty processing information
- Negative self-statements



Emotional Signs of Stress

- Increased irritability or anger
- Anxiety or feelings of panic
- Fearfulness
- Tearfulness
- Increased interpersonal conflicts
- Easily frustrated



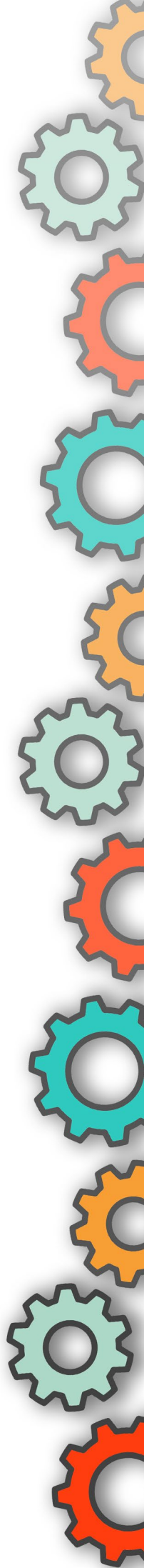
Performance Under Stress

1. Focus on the process, not the outcome.
2. Be aware of the stress/performance curve and your own optimal level of stress.
3. Learn and practice coping skills.
4. Reframe evaluative situations.



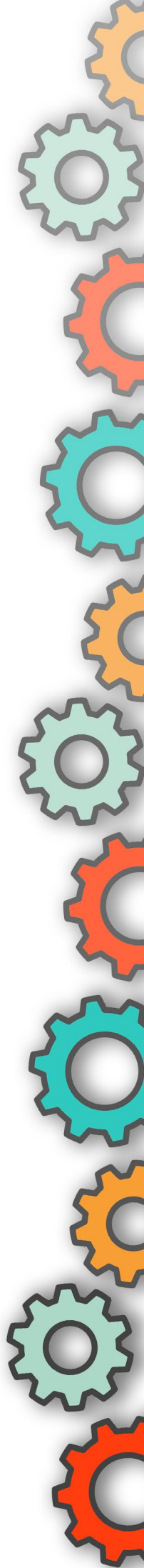
Performance Under Stress

5. Keep and use your sense of humour.
6. Maintain your perspective.
7. Remember that mistakes are part of learning.
8. Separate your self-worth from your performance.



Tips for students:

- Learn to work with others.
- Learn to break assignments down into manageable tasks, and when ethical, share them.
- Strive to maintain work/life balance!
- Remember that you are at the beginning of a sharp learning curve.
- Lastly, HAVE SOME FUN!



Resources on campus:

U of L

[Counseling Services — Campus Health Services \(louisville.edu\)](#)

MSU

[Mental Health Services | Morehead State University | Kentucky](#)

NKU

[RESOURCES- 2020.pdf \(nku.edu\)](#)

EKU

[Mental Health Services - Counseling Center \(eku.edu\)](#)

UK

[Counseling Center | Student Success \(uky.edu\)](#)





SOCIAL



GUK101 Curricula | Year 3 Student Activity | **Social Activity 1: Social Butterfly**

Navigating Social Dynamics in Postsecondary Education

Learning Objectives: *Students will explore and understand the various social dynamics present in postsecondary education settings, including building relationships, navigating social challenges, and fostering and finding a supportive community using the events/social calendar via their postsecondary institutions.*

Activity Duration: 75 minutes

Description of activity:

Facilitator will discuss the social aspects of being a postsecondary student, and how students can learn to navigate example postsecondary institution's social/events calendar to become involved on campus.

Preparation

Materials needed:

- PowerPoint presentation for Social Activity
- Computers/devices for internet access are not required, but lesson can occur in a computer lab if needed
- Whiteboard or flip/post-it chart
- Markers
- Scenarios/cases provided in PowerPoint
- Pens/pencils
- Paper

Space requirements:

- Any space large enough to fit the group and allow students to break into groups of 4.

Facilitator Instructions

Facilitator Script/talking points to introduce the learning objectives and overview of activity (2 mins):

Welcome everyone! Today we will discuss the importance of involvement on campus. Social interactions can contribute to your overall wellbeing and help you to feel more at home on your campus.

Activity step-by-step instructions: (60 min)

1. Brainstorming Activity: Social Dynamics in Postsecondary Education (10 minutes):

- Facilitate a brainstorming session where students list various social dynamics they anticipate or have experienced in postsecondary settings. Examples may include forming study groups, managing roommate conflicts, participating in extracurricular activities, etc.
- Write down their responses on the whiteboard or flip chart.

2. Group Discussion: Social Challenges (20 minutes):

- Divide the class into 4 groups and have them count off to 4 to randomly assign them to groups (and interact with others from the class they may not normally sit or work with).
- Provide each group with a scenario or case study depicting a social challenge commonly encountered in postsecondary education (e.g., dealing with peer pressure, balancing academic and social life, feeling isolated).
- Instruct the groups to discuss the scenario, identify potential solutions or coping strategies, and prepare to share their findings with the class. Each group should have at least 2-3 solutions or strategies to discuss with the class.
- Walk around classroom to ensure students are on task and encourage participation amongst all students.
- Keep students in these groups for role-play activity.

3. Presentation and Reflection (20 minutes):

- Each group presents their scenario, outlines the social challenge it represents, and shares the strategies they devised for addressing it. (Each group should have at least 2-3 solutions/strategies to discuss with the class.)
- Encourage class discussion after each presentation, allowing students to ask questions and provide feedback.
- Facilitate a reflective discussion on the importance of empathy, communication, and conflict resolution skills in navigating social dynamics.

4. Role-Playing Activity: Effective Communication (20 minutes):

- Each group will be practicing techniques to effectively communicate in social settings. Your situations are listed on the PowerPoint, talk about each perspective within these situations, and role play each scenario within your group. Provide each group with a role-playing scenario in the PowerPoint involving a social interaction typical of postsecondary education (e.g., resolving a disagreement with a group project member, introducing oneself to a new classmate).
- Instruct students to take turns playing each role and practice effective communication techniques such as active listening, assertiveness, and empathy.
- After the role-plays, facilitate a brief discussion on what communication strategies were effective and why.

5. Conclusion and Recap (5 minutes):

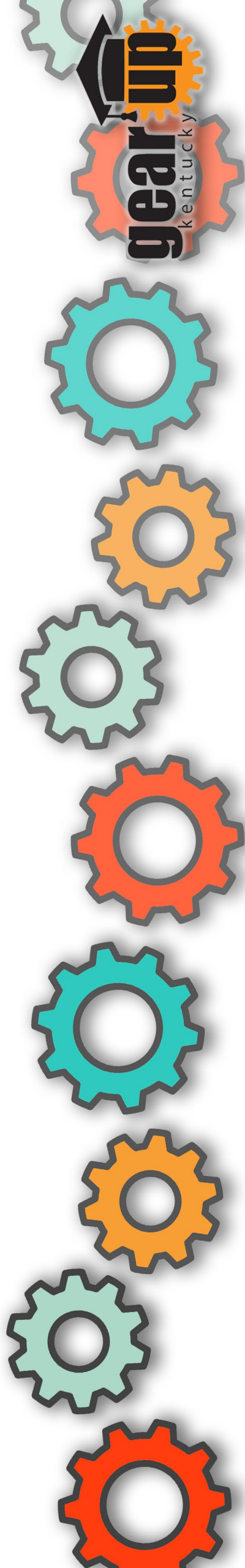
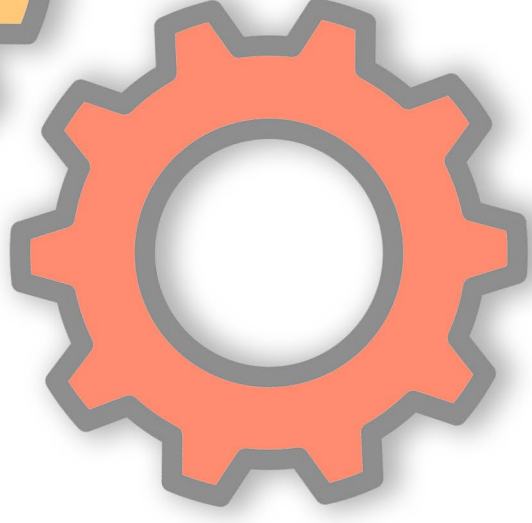
- Summarize the key takeaways from the lesson, emphasizing the importance of building positive relationships, fostering a supportive community, and developing strong communication skills in postsecondary education.
- Each campus has a different way of announcing events, and social gatherings. Postsecondary institutions try to make it as easy as possible by listing those calendars (even for extracurricular items in some cases) on their website for student access. Here are some examples:
- Calendars on campus:
 - [Events & Engagement: Northern Kentucky University, Greater Cincinnati Region \(nku.edu\)](https://www.nku.edu/engagement)
 - [Events | Morehead State University | Kentucky](https://www.moreheadstate.edu/events)

- [Home - Student Life \(eku.edu\)](http://eku.edu)
- [UofL Calendars — Calendars \(louisville.edu\)](http://louisville.edu)
- Invite students to reflect on how they can apply what they've learned to enhance their social experiences as postsecondary students.

Closing script/final word

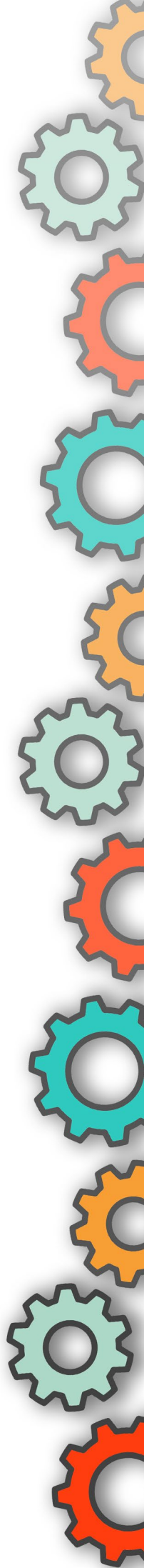
Being social in a new place can be tough. It can feel awkward and you may not know how to navigate that world. Find your people and more things will just fall into place. Once you feel comfortable on your new campus, it will feel more like home and not feel as scary. We want your journey to be amazing, and this is just one piece of that journey.

Social Butterfly: Social Dynamics on Campus



Social Dynamics on Campus:

- Social dynamic- the interaction between individuals, focusing on how people within groups influence each others behaviors and the interactions between different groups.
 - Examples: study groups, managing roommate conflicts, participating in extracurricular activities, classes, group work within classes, socializing with professors/mentors
- **What are some social dynamics you anticipate in a postsecondary setting?**



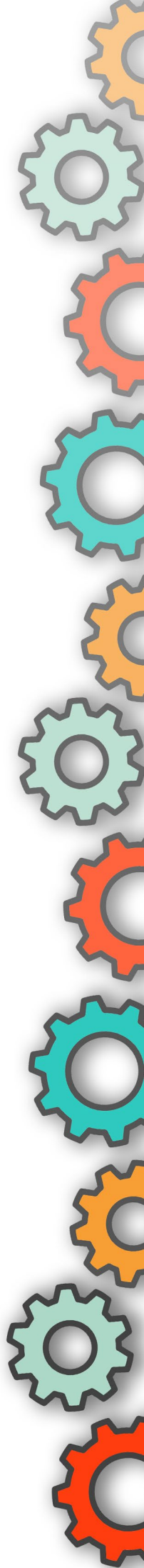
Social Challenges

- Count off into groups of 4
- Instructions:
 - You are being provided with a social challenge that is commonly encountered in a postsecondary setting.
 - Group 1: You feel some peer pressure to attend a party with friends off campus when you have class the next day
 - Group 2: You don't feel comfortable with your roommates and feel isolated in your own space.
 - Group 3: You're struggling to balance academic and social life, you have 18 credit hours and have joined three different extracurricular activities.
 - Group 4: You have been assigned a group project, but no one in your group has done any work when the project is due in two days.
- Discuss the scenario, identify potential solutions or coping strategies, and prepare to briefly discuss this with the class. Have at least 2-3 solutions/strategies to discuss.



Partner Communication:

- Group 1: You all were assigned a huge project that has to be completed throughout the entire semester. It is worth 50% of your final grade. One member has not attended any classes since the beginning of the semester and hasn't completed their part of the project. Discuss effective communication methods for both sides of this issue.
- Group 2: One of you has just transferred to a new university. Introduce yourself to the group and role-play those introductions. What might you say to someone new to campus? What suggestions would you have for them?
- Group 3: You and some classmates have a question about an assignment. You are going to attend your professor's office hours. Role-play the conversation with the professor, and articulate questions clearly, to help you get your answers for your assignment.
- Group 4: You are roommates. One of the roommates has been staying up late and the noise level has been quite disturbing. You all need to find a resolution. Role play solutions, and issues that might come up.



Campus Calendars

Each campus has a different way of announcing events, and social gatherings. Postsecondary institutions try to make it as easy as possible by listing those calendars (even for extracurricular items in some cases) on their website for student access. Here are some examples:

- [Events & Engagement: Northern Kentucky University, Greater Cincinnati Region \(nku.edu\)](#)
- [Events | Morehead State University | Kentucky](#)
- [Home - Student Life \(eku.edu\)](#)
- [UofL Calendars — Calendars \(louisville.edu\)](#)
- [Academic Calendars | KCTCS](#)





TEAMWORK



GUK101 Curricula | Year 3 Student Activity | **Team Building Activity 1: True Colors Personality Traits**

True Colors

Learning objectives: Students will:

- Identify and develop an understanding of their own personality traits as defined in the True Colors Personality Styles model.
- Practice how different personalities within a team/group can better understand each other and work together.

Activity Duration: 80 minutes

Description of activity:

Students will complete the True Colors Assessment and participate in small and large group discussions about their own color spectrum, those of others, and how these personality types can impact team/group communication and performance.

Preparation

Materials needed:

- Digital copies of materials if sharing directions on screen
- One copy of each of these for each student
 - True Colors Assessment with Instructions
 - True Color Descriptions
 - True Colors in Teams
- 4 copies (1 per color team) of the True Colors Team Scenario
- 4 pieces of paper
- Tape (if using colored paper)
- Pens/pencils/markers
- Either colored dot stickers or wrist bracelets in the colors of Orange, Gold, Green and Blue

Space requirements:

- A room with 4 walls that will allow students to stand in groups by each wall and sit in small groups (at tables or on the floor).

Room Prep:

- Create "color walls" by taping one piece of paper to each wall of the room and writing one color on each piece of paper: Orange, Green, Gold, Blue.

Facilitator Instructions

Facilitator introduction: (5 minutes)

Today we are going to begin an amazing journey of self-awareness while also gaining an understanding of others and how we relate to those with whom we have similar personalities and to those whom we have different personality traits.

True Colors is a model for understanding yourself and others based on your personality temperament. The colors of Orange, Gold, Green and Blue are used to differentiate the four central True Colors personality styles. Each of us have a combination of the four True Colors that make up our personality spectrum, usually with one of the styles being the most dominant. By identifying your personality (and the personalities of others), True Colors provides insights into different motivations, actions, and communication approaches. Having an understanding of both your and others' personality traits will help you build better relationships from personal to professional.

Activity step-by-step instructions, part 1 (True Colors Assessment and Awareness): (25 min)

1. Give each student a copy of the True Colors Assessment and a pen/pencil.
2. Review the instructions on the assessment; encourage students to not over-think and respond with their first instinct.
3. Allow 10 min for all students to complete and total their assessment.
4. When all students are done, ask them to go stand next to their color on the wall that matches the color of their highest score.
5. Give students copies of the True Colors Description handout.
6. Review the characteristics of each True Color. (You can do so aloud or allow students time to read on their own.)
7. Ask students to discuss if they agree or disagree with the color traits of which they had the highest score. Do you think the True Colors assessment matches your personality? (Could use thumbs up-down-sideways to indicate level of agreement.)
8. Hand out stickers or bracelets to students that coordinate with their dominant color; they are a team now. If using stickers, have students put stickers on their name badges in order of highest to lowest.

Activity step-by-step instructions, part 2 (True Colors Team Small Group Discussion): (15 min)

1. Ask students to stay in their True Color team and find a space/table to sit together.
2. Distribute the True Colors in Teams handout and allow time for students to review.
3. Questions for small group discussion:
 - Have you had any experiences where someone else incorrectly perceived you in ways similar to those reflected in these lists?
 - Have you ever incorrectly perceived someone different than you in ways similar to those reflected on these lists?
 - Now that you understand these different personality types, how can you adjust your perceptions of others who have different personalities than you?

Activity step-by-step instructions, part 3 (True Colors Mixed Colors Team Scenario): (25 min)

1. Rearrange students into new groups that represent a mix of all 4 colors.
2. Give each group the TRUE COLORS Scenario worksheet and ask each group to talk and work within their teams for 10 min. They should select a note taker to write out their responses and a spokesperson to share out with the whole group.
3. Bring students to attention and ask each team spokesperson to share their answers. As they do so, ask each group:
 - How did you decide on your plan as a group? (e.g., Did different people throw out ideas and you voted? Did one person lead the discussion?)

Large Group Discussion: (10 min)

- How did you see your team members showing their 'true colors' as you worked on your team response?
- How did having a mix of colors in your group affect how your team:
 - Communicated and assigned team roles (note taker and spokesperson)?

- Responded to the scenario?
- What's one thing you learned about yourself today that you can use as you work in teams on school projects, in sports, etc.?

Sources: True Colors International (<https://www.truecolorsintl.com/en-us/consulting-and-training-solutions>)

True Colors Personality Test

Name _____

Date _____

Purpose:

- Discover the qualities and characteristics of your own personality style or type
- Gain an understanding of other personality styles

Things to Know:

- True Colors is a metaphor
- Each person is a unique blend of the four colors (Blue, Gold, Green, Orange) – a spectrum
- There are no good or bad colors
- There are wide individual variations within each color spectrum

Explanation:

Each of us has a different and unique personality; however, there are commonalities that we share. True Colors is an attempt to identify various personality styles and label them with colors. This model of categorizing personality styles is based on many years of work by other researchers and psychologists.

True Colors uses four primary colors to designate personality types and behavioral styles. Each color is associated with certain personality traits or behaviors. Everyone has some degree of each color, but one color is predominant.

The goal is that with increased understanding of ourselves and others, we can work better together as a team. Once you learn your color and that of others, you will have a better understanding of why they behave the way they do!

The following quiz will identify your color spectrum. Follow the directions carefully and add up your scores at the bottom of the score sheet. If you have two colors with the same score, you pick which one you think more accurately describes you.

Instructions:

Compare all 4 boxes in each row. Do not analyze each word; just get a sense of each box. **Score each of the four boxes in each row from most to least as it describes you:** 4 = most, 3 = a lot, 2 = somewhat, 1 = least.

Row 1	A Active Variety Sports Opportunities Spontaneous Flexible	B Organized Planned Neat Parental Traditional Responsible	C Warm Helpful Friends Authentic Harmonious Compassionate	D Learning Science Quiet Versatile Inventive Competent
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 2	E Curious Ideas Questions Conceptual Knowledge Problem Solver	F Caring People Oriented Feelings Unique Empathetic Communicative	G Orderly On-time Honest Stable Sensible Dependable	H Action Challenges Competitive Impetuous Impactful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 3	I Helpful Trustworthy Dependable Loyal Conservative Organized	J Kind Understanding Giving Devoted Warm Poetic	K Playful Quick Adventurous Confrontive Open Minded Independent	L Independent Exploring Competent Theoretical Why Questions Ingenuous
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 4	M Follow Rules Useful Save Money Concerned Procedural Cooperative	N Active Free Winning Daring Impulsive Risk Taker	O Sharing Getting Along Feelings Tender Inspirational Dramatic	P Thinking Solving Problems Perfectionistic Determined Complex Composed
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>
Row 5	Q Puzzles Seeking Info Making Sense Philosophical Principled Rational	R Social Causes Easy Going Happy Endings Approachable Affectionate Sympathetic	S Exciting Lively Hands On Courageous Skillful On Stage	T Pride Tradition Do Things Right Orderly Conventional Careful
	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>	Score <input type="text"/>

If any of the scores in the colored boxes are less than 5 or greater than 20 you have made an error. Please go back and read the instructions.

Total Orange Score A,H,K,N,S <input type="text"/>	Total Green Score D, E, L, P, Q <input type="text"/>	Total Blue Score C, F, J, O, R <input type="text"/>	Total Gold Score B, G, I, M, T <input type="text"/>
--	---	--	--

True Colors: Understanding Yourself and Others

Are you...**Blue**?

I need to feel unique and authentic.

Enthusiastic ~ Sympathetic ~ Personal

I look for meaning and significance in life.

Warm ~ Communicative ~ Compassionate

I need to contribute, to encourage, to care.

Idealistic ~ Spiritual ~ Sincere

I value integrity and unity in relationships.

Peaceful ~ Flexible ~ Imaginative

I am a natural romantic, a poet, and a nurturer.

At work or in school. I like to be with people, sharing with them, inspiring them, and helping them. I flourish in an atmosphere of cooperation. Likes work in the arts, education, or helping professions.

With friends. I always look for perfect love. I am very romantic, and I enjoy doing thoughtful things for others. I am affectionate, supportive, and a good listener.

With family. I like to be happy and loving. I am very sensitive to rejection from my family and to family conflicts. I really like to be well thought of and need frequent assurance. I love intimate talks and warm feelings.

Are you...**Green**?

I seek knowledge and understanding.

Analytical ~ Global ~ Conceptual

I live life by my own standard.

Cool ~ Calm ~ Collected

I need explanations and answers.

Inventive ~ Logical ~ Problem Solver

I value intelligence, insight, integrity, and justice.

Abstract ~ Creative ~ Investigative

I am a natural born non-conformist, a visionary and a problem solver.

At work or in school. I work best by myself. I like to focus on my ideas until my desire for understanding is satisfied. I am easily bored if the subject holds no interest to me. Sometimes, it is hard for me to set priorities because so many things are of interest.

With friends. I may seem reserved. Although my thoughts and feelings run deep, I am uneasy with frequent displays of emotion. I enjoy people who are interesting and of high integrity.

With family. I am probably seen as a loner because I like a lot of private time to think. Sometimes, I find family activities boring and have difficulty following family rules that don't make sense to me. I show love by spending time with my family and sharing ideas and interests.

True Colors: Understanding Yourself and Others

Are you... **Gold**?

I follow the rules and respect authority.

Loyal ~ Dependable ~ Prepared

I have a strong sense of what is right and wrong in life.

Thorough ~ Sensible ~ Punctual

I need to be useful and to belong.

Faithful ~ Stable ~ Organized

I value home, family, and traditions.

Caring ~ Concerned ~ Helper

I am a natural preserver, a good citizen, and helpful.

In work or in school. I like set routines and organized ways of doing things; rules and directions are a great help to me. I prefer to stay on one topic at a time. I need to know what is expected of me, and I always want to know if I am on the right track. I like subjects that are useful and traditional, such as business, accounting, history, and government.

With friends. I prefer people who are careful with their money and who make plans ahead of time. I like my friends to be loyal, dependable, and on time. I am serious about love and show it in many practical ways.

With family. I like stability and security and enjoy traditions and frequent celebrations. I like to spend holidays with family members, and I plan ahead for such gatherings.

Are you... **Orange**?

I act on a moment's notice.

Witty ~ Charming ~ Spontaneous

I consider life as a game, here and now.

Impulsive ~ Generous ~ Impactful

I need fun, variety, stimulation, and excitement.

Optimistic ~ Eager ~ Bold

I value skill, resourcefulness, and freedom.

Physical ~ Immediate ~ Courageous

I am a natural born trouble-shooter, a performer, and a competitor.

At work or at school. I need to be "hands on". I like to play games, to compete, and to perform. I enjoy flexibility, changes of pace, and variety. I have difficulty with routine and structure. My favorite subjects are music, art, theater, and crafts. I often excel at sports. I like solving problems in active ways and negotiating for what I want. I can be direct and like immediate results.

With friends. Planning ahead bores me because I never know what I want to do until the moment arrives. I like to excite my friends with new and different things, places to go, and romantic moments.

With family. I need a lot of space and freedom. I want everyone to have fun. It is hard for me to follow rules and I feel we should all just enjoy one another.

True Colors: Understanding Yourself and Others

You May Show These Characteristics:

	<u>Solid Gold</u>	<u>Curious Green</u>	<u>True Blue</u>	<u>Action Orange</u>
Esteemed for	Being dependable	Discovering new insights	Being a good listener	Being fun and taking risks
Stressed by	Lack of order	Feeling inadequate	Feeling artificial	Restrictions
Highest virtue is	Responsibility	Objectivity	Loyalty	Courage
Key characteristics	Being prepared	Ingenuity	Authenticity	Talent and skill
On the job	Organizer	Pragmatist	Peacemaker	Energizer
Perception	Structure	Abstract	Concern	Excitement
Primary needs	To provide stability and order; be in control	To be competent and rational	To be authentic and care for others	To be free and spontaneous
Longs for	Security	Insights and knowledge	Love and acceptance	Freedom
Strives to foster	Traditional values	Thoughtful consideration	Harmony	Fun and recreation
Take pride in	Dependability	Competence	Empathy	Impact
Specialty is	Accomplishments and results	Research and conceptualizations	People	Entrepreneurship
Validated by	Being appreciated	Affirming their wisdom	Acceptance of others	Achieving visible results
Trust	Authority and tradition	Facts and logic	Intuition and feelings	Impulses

Reframing **ORANGE**

OTHERS PERCEIVE ORANGE AS:

- Goofs off too much
- Manipulative
- Scattered
- Unable to stay on task
- Takes unnecessary risks
- Resists closure or decisions
- Obnoxious
- Immature
- Self-centered
- Irresponsible
- Flakey
- Impulsive

ORANGES SEE THEMSELVES AS:

- Flexible, easy-going
- Clever, good negotiator
- Explores all practical options
- Welcomes new ideas
- Pushes the boundaries
- Maintains open ended options
- Bold, assertive
- Values freedom
- Adventuresome, courageous
- Fun loving; enjoys life
- Spontaneous
- Carefree

Reframing GOLD

OTHERS PERCEIVE GOLD AS:

- Rigid, inflexible
- Controlling, bossy
- Too serious
- Resistant to Change
- Opinionated
- System-bound
- Lacking imagination
- Judgmental
- Boring
- Uptight
- Predictable
- Autocratic

GOLD SEE THEMSELVES AS:

- Consistent
- Provides structure
- Goal-oriented
- Firm or traditional
- Knows right from wrong
- Loyal to organization
- Realistic
- Decisive, seeking closure
- Dependable
- Concerned about security
- Follows a routine
- Possesses leadership ability

Reframing GREEN

OTHERS PERCEIVE GREEN AS:

- Arrogant, a know it all
- Cold, hard
- Insensitive
- Head in the clouds
- Cool, aloof, unfeeling
- Afraid to open up
- Critical, fault-finding
- Lacking compassion
- Unappreciative of others
- Intellectually demanding
- Argumentative
- Absent minded

GREEN SEE THEMSELVES AS:

- Confident 100%
- Mentally tough, strong
- Logical, rational
- Visionary, inventive
- Self-controlled
- Enjoying one's own company
- Good at analysis
- Objective
- Able to reprimand
- Perfectionists
- Knowledgeable
- Thinking deeply

Reframing BLUE

OTHERS PERCEIVE BLUE AS:

- Very emotional
- Overly sensitive
- Mushy
- Too tender-hearted
- Easily persuaded
- Too nice
- Too trusting
- Smothering
- Too soft, too giving
- Weak
- Talking too much
- Illogical

BLUE SEE THEMSELVES AS:

- Feeling-oriented
- Compassionate
- Romantic
- Idealistic
- Empathetic
- Caring
- Seeing best in others
- Nurturing
- Liking to please people
- Wanting harmony
- Great communicator
- Valuing feelings

TRUE COLORS Team Scenario

- Answer as a group.
- Everyone should participate.
- Choose someone to write your plan down on this sheet.
- Choose a team spokesperson to share your team's answers with the whole group.

SCENARIO: It is the first week of school and you are put on a team to come up with a theme and a menu for the first school dance of the year which will occur in three weeks.

THEME:

MENU:



GUK101 Curricula | Year 3 Student Activity | **Team Building Activity 2: Fill My Cup**

GUK101 Summer Academy Curricula

Activity Overview

Activity Title: Fill My Cup

FACES category: Team Building

Learning objectives:

Students will:

- Build empathy and compassion for their fellow campmates through the identification and sharing of individual strengths.
- Build camaraderie with fellow campmates.

Activity Duration (30 – 90 minutes): 90 minutes

Description of activity (brief description- 1 paragraph): Students will anonymously identify and write down one strength for each of their classmates on separate pieces of paper. Each student will receive a cup filled with their own strengths

Preparation

Materials needed:

Per participant:

- One large plastic/Styrofoam cup
- Small strips of paper – total number of strips for each person = total number of participants
- Pen or pencil

Space requirements: Room can be set up in two different ways:

- Students can be seated at tables with their cup in front of them
- Students can be seated in chairs/on floor and all cups are placed on a table(s) at the front or side of the room

Technology needs: None

Facilitator Instructions

Facilitator script/talking points to introduce learning objectives and overview of activity:

Today's activity is called "Fill Up My Cup". You have one piece of paper for each person in the room. Your task is to write one strength (positive characteristic) about each person on their piece of paper. Once you have written down that strength, fold the piece of paper and write their name on it. This is intended to be anonymous, so don't write your name on any of these papers.

You do not have to write a long statement or even a full sentence; you may choose to write just a simple word like "kind" or "a great artist", or you may elaborate if you wish. HOWEVER, there are two rules about what you write about your classmates:

- It must be positive
- It cannot be about their physical appearance

After you have completed a piece of paper for everyone in the room, please deliver those to their cups and then return to your set. Once everyone is done, you will have a full cup! Please do not look at the strips of paper as people put them into your cup – I will let you know when it's time to read them.

Activity step-by-step instructions:

Step 1: Students write their first name on the side of their cup (2 min)

Step 2: Students write names of their classmates on all the pieces of paper; they can use the names on the cups for reference to make sure they don't forget anyone. (5 min depending on group size)

Step 3: Students individually write one strength on each paper, fold them and write their classmates name on the outside. You may want to play music at a low volume during this time. Students may choose to spread out around the room for privacy/quiet. (30 – 60 minutes, depending on group size).

Once they have written something for all of their classmates, they can deliver the completed slips of paper to the appropriate cups.

Step 4: Once all students are done with Step 3, distribute the cups to their owners. (2 min)

Step 5: Students read their papers in their cup. (5 – 10 min)

Usually this is done independently, but depending on group size and dynamic, you can go around the room and read aloud (takes more time).

Class reflection and/or discussion questions

Closing script/final word

I hope this exercise has helped you better understand the strengths that other people see in you. I encourage you to keep this cup in a safe place, and when you have one of those days that are hard, where you feel like you can't do anything right or that you just can't find anything good in you or around you, take this cup out, read these again and remember that there is a room full of people who think you are pretty amazing in a lot of ways!

***Include estimated time for each section*

Associated materials

Handouts or printed materials, if applicable

None other than listed above

Links to websites used in activity, if applicable

None

Source(s)

Please credit any non-GUK resources used in the creation or implementation of this activity.