



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

FYS 101 & TRNS 201

*Instructor Guide
Spring 2023*

First-Year Studies 101/201 Instructor Resource Guide & Lesson Plans

Thank you for teaching FYS 101/TRNS 201 this semester! The following pages, along with the course syllabus, provide all required assignments, weekly course topics, activities, and readings. Each section is organized with lesson goals, required readings and assignments, a step-by-step guide for each lesson, and multiple activity options. Instructors are welcome and encouraged to follow these plans and also to add or change activities based on the needs of their students. Class activities, reading, and assignments are provided within this document and on the syllabus. All ancillary resources can be found on the Canvas site, organized first by primary topic, then by PowerPoints, Assignments, Readings, and Instructor Resources.

The course should roughly follow the order listed in this guide, with the course first covering well-being, then learning science, and finally leadership. Lessons can be shifted around to allow for specific calendar needs for the instructor, students, and our campus partner/resource visits. Again, thank you for your partnership and support of first-year students and First-Year Programs. We look forward to working with you this semester and appreciate all you do to help our students succeed. Please feel free to contact First-Year Programs with any questions:

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Well-Being Welcome

Goals and Outcomes:

1. Students will build relationships with each other and the instructor.
2. Students will become familiar with class goals and expectations.
3. Students will gain a basic understanding of the science of happiness and well-being.

Readings and Homework Assignments for Lesson:

- Homework Assignments Before Lesson
 - o None
- Homework Assignments After Lesson
 - o Clifton Strengths Assessment
 - o Student Introduction – Who Am I?
 - Instructors refer to the Instructor Resources File.

Lesson Step-by-Step Guide:

Instructors should have their syllabus and Canvas page ready for the first day of class. During this time, review the syllabus (refer to options included below) and walk through the Canvas page. Students may have already used Canvas or a similar platform; however, this may not be the case for all. This is an excellent time to walk through the different parts of Canvas. Also, encourage students to attend a success workshop and/or coaching session early in the semester. Let students know they are required to attend a workshop or coaching session once this semester as part of their course grade.

1. Welcome the class – Spend a few minutes to do introductions
2. Syllabus Walk-through
 - a. Syllabus Activity – select from one of these activities or use your own.
 - b. Please be sure to cover the attendance policy, participation expectations, and supporting resources (10-15 minutes).
3. Canvas Overview
 - a. Spend a few minutes reviewing the main parts of Canvas. Remember for students this may be the first time they are using a platform like this.
4. Introduction to the science of Well-being and Happiness (20 minutes)
 - a. Science of Well-being and Happiness
 - i. PERMA: The well-being model of positive psychology
 - b. What is student success?
 - c. Guide to Happiness and Success Activity
5. Homework Assignments Post Lesson (5 minutes)
 - a. Remind students to complete the Clifton Strengths Assessment. Assessment results will be used to complete their Clifton Strengths Assessment & Student Success Plan
 - b. Academic Coaching Appointment (also completed in coordination with the Student Success Plan).
 - c. Have students submit: Personal Narrative Assignment.

Classroom Activities:

Option 1: Syllabus Scavenger Hunt

In groups, have the students find the answers to the questions below. The group that finishes first with all the questions correct wins. Once everyone has time to submit, go over the questions and provide context, resources, or more information about the policy.

This activity can be done individually or have students do the activity in groups.

1. What are the course learning outcomes?
2. What happens if I am absent more than three times?
3. How many points can I earn throughout the semester?
4. What is the University Honor Statement?
5. Give an example of plagiarism listed on the syllabus.
6. How many lessons are there in the spring 2022 semester?
7. When is the Academic Integrity Quiz due?
8. What is Student Disability Services' phone number?
9. When are my office hours?
10. How many required assignments are listed on the syllabus?
11. What grade do you have to earn in order to have "A" at the end of the semester?

Option 2: Syllabus Community Building

In groups, have students discuss their expectations on the following four categories of class: class time, assignments, students, and instructor. Encourage students to be specific in terms of their expectations. On a white board, make four columns and after five minutes of discussion, ask one member from each group to write down the key expectations from each category. Once this is complete, discuss the expectations as a large group and refer to the course syllabus for additional expectations and requirements.

Option 3: Guide to Happiness and Success

Activity Goals:

1. Engage in group work and discussion.
2. Identify factors that contribute to happiness and success.
 - a. Activity Description: Divide class into three-four groups. The assignment for this in-class activity is to create a list of 10 habits to add to their Guide for Happiness and Success. Each group will create a list of 10 habits they feel they have or would help in contributing to their happiness and success as a UT student scholar. Give each group about 7-10 minutes to create their list. Bring the class together and have the students share. The goal now is for the class to collectively agree on 10 habits that contribute to happiness and success. Use the board in the classrooms or share out in discussion form. This list will be a great resource as you discuss PERMA and well-being in future classes during the semester.

Well-Being: Thriving with Positive Emotions & Strengths

Goals and Outcomes:

1. Students will identify their unique talents and apply them in academic and personal settings.
2. Students will evaluate who they are and how their strengths can support their journey.
3. Students will identify how positive emotions contribute to their happiness (well-being).

Readings and Homework Assignments for lesson:

- Homework Assignments Before Lesson
 - o CliftonStrengths for students: Your strengths journey begins here.
 - Read about your top five strengths only
 - o Lerner & Schlechter Chapter One
- Homework Assignments After Lesson
 - o At-First-Glance Discussion Post

Lesson Step-by-Step Guide:

This lesson reviews Clifton Strengths and introduces “Positive Emotions” from the PERMA model. Instructors should familiarize themselves with the PowerPoint for this lesson. Make sure to review the notes included in each slide and feel free to personalize the PowerPoint for your specific group of students. The goal for this class is to understand what generally makes us happy and understand more of what it means to utilize our strengths.

1. Ice Breaker:
 - a. Suggestion One: Try not to laugh (10 minutes)
 - i. Find a funny or silly video and about five-six minutes of the video
 - ii. The goal of this activity is to have students have a fun moment in class focused on positive emotions. Students will watch a short video. Tell students that for this activity they must try to resist smiling, grinning, or laughing at what they see. Have them keep track of how many times they fail to resist from smiling, grinning, or laughing for the duration of the video. At the end see, talk about how everyone did.
 1. Follow up questions to ask: (spend four-five minutes talking)
 - a. Did any of the clips make you laugh? Which one?
 - b. How did you feel before watching the video? How do you feel now after watching the video?
 - b. Suggestion Two: Well-Being Wheel of Positive Emotions. Use this link and share it on the screen: <https://wordwall.net/resource/30887887>
 - i. Call on students randomly and have them answer the question it lands on. Spend about 7-10 minutes giving students an opportunity to engage.

2. Go through the PowerPoint: Who Am I: Thriving with Strengths
 - a. Remember to use the notes as a reference. The content on the slides is meant to support the discussion during class. There is not an expectation that you have an in-depth familiarity with all 34 strengths, but a general understanding of what talents and strengths are. Use the Clifton Strengths Resources in the files section of your canvas page for more information. Below includes an outline of the PowerPoint slides and time frame you should spend.

Classroom Activities:

Option One: Stand Up if You Almost Always

Activity Goal:

Identify situations that we naturally are drawn to. Identify our natural “talents”.

Activity Description: (slides three-seven on PowerPoint)

Read each statement out loud as you present them on the screen. Allow people in the room to stand up or raise their hands, look around, and chat about what is happening.

Note: This activity should be fun and energizing. Have a little fun with an example: Stand up if you almost always talk to people in elevators, airplanes, stores, and wherever you go.

- Conversation: Offer space for those that did or did not raise their hands as to what about it they are drawn to or not?

Option Two: Visualize Your CliftonStrengths

Activity Goal:

- Describe their CliftonStrengths
- Relate how an image resonates with their strengths

Activity Description: (slides 10 on PowerPoint)

- Have students click open the URL (listed on PowerPoint and linked [here](#)) either on their smartphone or laptop. Ask students to scroll through the pictures and find a picture that resonates with them. Once they find a picture, ask them to answer the questions on the slide. (five minutes)
 - o Why does this picture reflect your top five? How does it?
 - o Prepare an example of when you’ve used them.

Once students have created their answer, divide them up into groups and share their picture and how they answered their questions for 7-10 minutes. Bring the class together and have a few students share what they talked about in the group (five minutes).

Well-Being: Engagement & Relationships

Goals and Outcomes:

- Students will identify their unique talents and apply them in academic and personal settings.
- Understand one's strengths and how to apply them to academic success.
- Understand the science of well-being and how to apply them to academic success.

Readings and Homework Assignments:

- Homework Assignment Before Lesson
 - o Read Lerner & Schlechter, Chapters Two & Three
 - Be sure to inform students the week before of the quiz at the end of this class session.
- Homework Assignment After Lesson
 - o Well-Being Quiz

Lesson Step-by-Step Guide:

This lesson provides an overview of two key components of the PERMA model: relationships & engagement. Instructors can use the provided slide deck to discuss key take aways from Lerner & Schletcher chapters two & three, which include opportunities both for discussion and in-class activities (see details below). Instructors can select one to two of the activities provided, or develop activities of their own, to guide students to a deeper understanding of engagement and relationships and how this understanding can positively impact their academic success. The lesson concludes with a quiz (provided).

1. Begin class with an ice-breaker focused on any component of the PERMA model. (10 minutes)
 - a. Refer to the ice-breaker activity list found in the Instructor Resources file or ask your peer mentor to lead an ice-breaker.
2. Use the slide deck provided to lead a discussion with embedded activities focused on gaining an understanding of how to build healthy relationships and foster engagement on campus. (30 minutes)
 - a. Slide deck can be found in the Instructor Resource files.
 - b. Activities can be found below.
3. Well-being Quiz (10 minutes)
 - a. The quiz can be completed in Canvas, in person, and in solo or group/discussion format.
 - b. Quiz can be found in the well-being lessons file.

Classroom Activities:

Option One: Think, Pair, Share: Opportunities for Action

Refer to pg. 52 of Lerner & Schletcher

Instructions: Have students complete the Opportunities for Action exercise on pg. 52. In pairs, students discuss their answers. Finally, have pairs share answers with the large group.

Option Two: Build the Positives

Refer to pg. 53 Lerner & Schletcher

Instructions: In pairs, have students generate a list of ways they can 'build the positives' that can increase positive relationships and engagement in their daily life. Each pair should come up with at least five ways to build positives. Some examples include: setting a goal to share three compliments per day, sending a friend or family member a card, offering to help a friend or family member at least once a week, etc.

Option Three: Creating Flow

Instructions: Have students write about a time they experienced flow (Csikszentmihalyi, 2001), answering the following questions below and then share in pairs or with the larger group.

- What was I doing?
- Where was I doing it?
- How/why did I enter a state of flow?
- What can I learn from that experience?

Option Four: It's Time to Apply

Refer to pg. 71 Lerner & Schletcher

Instructions: Have students refer back to their Clifton Strengths top five and consider how these strengths could be used to foster healthy relationships and engagement in their daily lives. This can be done as an individual reflection, a think, pair, share, or a large group discussion.

Well-Being: Meaning & Achievement

Goals and Outcomes:

- Students will identify their unique talents and apply them in academic and personal settings.
- Understand one's strengths and how to apply them to academic success.
- Understand the science of well-being and how to apply them to academic success.

Readings and Homework Assignments for Lesson:

- Homework Assignment Before Lesson
 - o Read Lerner & Schlechter, Chapters Four & Five
- Required Assignments After Lesson
 - o Well-Being Reflection

Lesson Step-by-Step Guide:

This lesson provides an overview of two key components of the PERMA model: meaning and achievement. Instructors can use the provided slide deck to discuss key take aways from Lerner & Schlechter chapters four & five, which include opportunities both for discussion and in-class activities (see details below). Instructors can select one to two of the activities provided, or develop activities of their own, to guide students to a deeper understanding of meaning and achievement, and how this understanding can positively impact their academic success. The lesson concludes with a student reflection (provided).

1. Begin class with an ice-breaker focused on any component of the PERMA model. (10 minutes)
 - a. Refer to the ice-breaker activity list found in the Instructor Resources file or ask your peer mentor to lead an ice-breaker.
2. Use the slide deck provided to lead a discussion with embedded activities focused on gaining an understanding of how to build meaning making and achievement. (30 minutes)
 - a. Slide deck can be found in Instructor Resources.
 - b. Activities can be found below.
3. Well-Being Reflection (10 minutes)
 - a. The reflection should be completed individually. If time permits, students can share out key thoughts from their reflections at the end of class. If time is not available to complete reflections in class, they can be completed as homework assignments to be turned in the following week.

Classroom Activities: Syllabus Activities

Required Activity: Academic Integrity (included as a participation grade)

Instructions: Lead a discussion with students on what achievement means and how academic integrity can foster meaning (and conversely how academic dishonesty does not). Refer to the last slide in the slide deck for content. Be sure to discuss academic dishonesty and resources to help students maintain academic integrity. Finish with a reflection answering the following questions:

Provide an example of academic dishonesty.

What results from academic dishonesty?

Where can students get help avoiding academic dishonesty and / or plagiarism?

Option One: Thinking Traps

Instructions: Have students review the thinking traps (Lerner & Schlechter, pg. 92). First, have students complete a free-write activity where they write down any times, experiences, or topics that often lead to their personal thinking traps. Next, have students discuss in pairs which, if any, thinking traps to which they are most prone. Finally, in pairs have students generate two-three ways in which they can overcome their own thinking traps.

Option Two: WOOP it Up

Instructions: Have students complete the WOOP exercise, Lerner & Schlechter, pg. 115. After students have completed this activity individually, group students into pairs or small groups and have them discuss their answers.

Option Three: There Is No Secret Ingredient – Habits, Routines & Rituals, Oh My!

Instructions: In pairs, have students identify a goal they would like to achieve this semester and write the goal on a piece of paper. Then, have students come up with a list of habits and routines they can implement to make progress toward this goal. Finally, have students reflect on one or two of their daily/weekly/monthly rituals and brainstorm how they could transform their current routines into a ritual.

Learning Science: Metacognition

Goals and Outcomes:

- Students will identify their unique talents and apply them in academic and personal settings.
- Students will understand learning science tenants and how to apply them to academic, career, and personal goals.

Readings and Homework Assignments for lesson:

- Homework Assignment Before Lesson
 - o Read McGuire Ch. Three, Four, & Five
- Required Reading After Lesson
 - o Learning Science Quiz

Lesson Step-by-Step Guide:

This lesson provides an overview of time management and motivation from the perspective of learning science. Instructors can use the provided slide deck to discuss key take aways from McGuire Ch. Three, Four, and Five, which include opportunities both for discussion and in-class activities (see details below). Instructors can select one to two of the activities provided, or develop activities of their own, to guide students to a deeper understanding of learning science, and how this understanding can positively impact their academic success. The lesson includes a quiz on McGuire Ch. Three, Four, and Five.

1. Begin class by having students view The Marshmallow Test video. Then lead a discussion on what this video tells us about humans, motivation, and delayed gratification.
 - a. Video Link: www.youtube.com/watch?v=QX_oy9614HQ
 - b. Instructors can substitute a similar video or activity if needed.
2. Use the slide deck provided to lead a discussion with embedded activities focused on gaining an understanding of metacognition and metacognitive learning strategies. (30 minutes)
 - a. Slide deck can be found in Instructor Resources.
 - b. Activities can be found below and within the slide deck notes.
3. Learning Science Quiz (10 minutes)
 - a. The quiz can be completed within Canvas.

Classroom Activities: Syllabus Activities

Option One: Idea Speed Dating

Have students organize themselves into two groups and two rows (similar to what you would see in speed dating). Students will move from partner to partner, each time coming up with and discussing an idea on how to use the metacognitive strategies discussed today. If students have trouble formulating ideas, they can share a previous partner's suggestion or work with their current partner to brainstorm ideas. If your class likes competition, increase the challenge by awarding the person with the most ideas the winner.

Option Two: How Long is One Minute?

Instruct students to stand up and close their eyes. (Note – do not use this activity if any students are uncomfortable with closing their eyes in the classroom). Instruct students to sit down quietly when they think one minute has passed. Call time at one minute (some will most likely be sitting while others are still standing). Discuss what this means about time, perception, and how what we think about time influences our time management skills.

Option Three: Overcoming Time Wasters

For this activity, you will need five envelopes and 25 index cards. First, have students brainstorm five of their biggest time wasters and share them with the group. (This could be binge watching, social media, etc.). Then, write one of each of the top five on the back of an envelope, break the students into five groups, and have them generate ways to avoid time wasters, writing their answers on one index card. Pass the envelopes around each group, until you end up with five envelopes full of notecards with suggestions to overcome time wasters.

Option Four: Time Famine, Affluence, and Confetti

Watch the following YouTube video: [Yale Professor and Cognitive Scientist Laurie Santos on How to Maximize your Time and Happiness](#). After the video, discuss thoughts and reflections either through a think, pair, share or a large group discussion. Have students come up with their ideas for how to best use their time confetti.

Learning Science: Metacognitive Strategies & Motivation

Goals and Outcomes:

- Students will identify their unique talents and apply them in academic and personal settings.
- Students will understand learning science tenants and how to apply them to academic, career, and personal goals.

Readings and Homework Assignments for lesson:

- Homework Assignment Before Lesson
 - o McGuire Ch. Eight & Nine
- Homework Assignments After Lesson
 - o Student Success Plan (if applicable to your course schedule)
 - o Remind students to complete an academic coaching session (individual or group), or workshop to gain assistance with their success plan.

Lesson Step-by-Step Guide:

This lesson provides an overview of academic strategies that can help students inside and outside the classroom to boost motivation and learning. Instructors can use the provided slide deck to discuss key take aways from McGuire Ch. Eight & Nine, which include opportunities both for discussion and in-class activities (see details below). Instructors can select one or two of the activities provided, or develop activities of their own, to guide students to a deeper understanding of these concepts and how this understanding can positively impact their academic success.

1. Begin class by having your peer mentor talk through strategies and techniques that they have found work best for increasing their motivation, positive emotions, and learning. In small groups, have students discuss what they currently do to learn inside and outside the classroom, then have groups report out and discuss strategies.
2. Use the slide deck provided to lead a discussion with embedded activities focused on gaining an understanding of academic strategies and how to use them inside and outside the classroom. (30 minutes)
 - a. Slide deck can be found in Instructor Resources file.
 - b. Activities can be found below.
3. Student Success Plan (if applicable to your course schedule)
 - a. This assignment should be completed as homework.

Classroom Activities:

Option One: Picture This

Choose five detailed pictures from Google images to show to students one by one. Instruct students to take notes on everything they see in each picture, either by using one of the note-taking activities discussed in class or a method of their own. After you have gone through the pictures, ask students to share what they recorded and their strategies for taking notes. Then, go back through the pictures to see what all might have been missed and discuss additional note-taking strategies that can be helpful for recording information in the classroom.

Option Two: What Did You Say?

In pairs, have students sit with their backs to each other. Give one student a picture, and instruct that student to describe the picture to their partner, who should draw what is described. Once completed, have students compare the picture with the drawing and discuss what worked and what didn't in providing and receiving information.

Option Three: Create Your Own Study Cycle

Ask students to consider an upcoming test (within the next three weeks). Ask students to map out their own study cycle plan for this test, based on McGuire's text or your own resources. Students can share their plan with a peer and ask for feedback and suggestions.

Option Four: Ruling Your Brain with The Rules of Your Brain

Refer students to Medina (2014) 12 Brain Rules. This YouTube channel has many possible resources: https://www.youtube.com/results?search_query=brain+rules. Have students watch one of these videos of your choosing, then reflect on their thoughts through a think, pair, share, small group, or large group discussion. Have students brainstorm how to incorporate these brain rules into their own academic strategies to increase motivation and learning.

Thriving with Financial Wellness

Goals and Outcomes:

- Students will understand what it means to be financially well.
- Students will evaluate a realistic financial situation and make recommendations.
- Students will become knowledgeable about resources available to them as students at UT.

Readings and Homework Assignments for lesson:

- Homework Assignments Before Lesson
 - o Podcast: I got my first real job, now what?
 - Teaser: Real examples of two individuals discussing their experiences with money and work.
 - o Personal Financial Planning (Chapter 1, pg 1-7)
- Homework Assignment After Lesson
 - o Financial Wellness Case Study
 - Teaser: learn the basics of budgeting, from setting priorities, creating a savings goal, tracking spending and learning about tradeoffs required to achieve financial goals. They take on the role of a friend providing financial advice to a friend and learn to develop various options and strategies to achieve a budgeting goal.

Lesson Step-by-Step Guide:

This lesson focuses on evaluating the practical benefits of making financial well-being a priority and habit. During the lesson, students will evaluate their current view on their financial well-being, think about their short-term and long-term financial goals, and the impact of financial aid on their well-being. Instructors should familiarize themselves with the PowerPoint and can gain insight from: Paying for College: Advice from Current Students to Incoming Freshmen.

1. Would You Give Yourself A Loan?
 - a. Spend 10-15 minutes
 - b. Ice breaker to lesson and class
2. Financial Wellness for Financial Well-being (slide deck to be created)
 - a. Attitude Towards Money?
 - i. Money Attitudes Worksheet and Discussion
 - b. Short Term and Long-Term Financial Goals
 - i. Have students create a list of their short term and long term goals.
 - ii. Group share
 - c. Managing Student Loans (Refunds)
 - i. Financial Aid
 - d. Monthly Budget Worksheet
3. Center for Financial Wellness at UT

Classroom Activities:

Option One: Money Attitudes Worksheets

Answer the following questions on a separate sheet of scratch paper:

Yes No 1. I have more money than I can ever use.

Yes No 2. It bothers me when I discover I could have gotten the same thing for less somewhere else.

Yes No 3. I behave as if money were the ultimate symbol of success.

Yes No 4. I show signs of nervousness when I don't have enough money.

Yes No 5. I dream I will one day be fabulously wealthy.

Yes No 6. I find it difficult to part with money for any reason.

Yes No 7. I worry that I will not have enough money to live comfortably when I retire.

Yes No 8. Money controls the things I do or don't do in my life.

Yes No 9. When I was a child, money seemed to be the most important thing in my life.

Yes No 10. I argue or complain about the cost of things.

Total Yes: _____ Total No: _____

Within your group, row, or table, discuss the following questions:

- Where do you think your attitude toward money came from?
- Are you like your parents/guardians?
- Are you like your friends?
- Or are you different & why?

Option Two: Would you give yourself a loan?

Activity Summary: Typically, people think they are great candidates for a loan, whether it's a car loan, a personal loan, or mortgage loan. This activity forces students to flip the conversation and discuss what it would take for them to give a loan to someone else or even themselves, especially if their own money or livelihood were on the line. Break your students into small groups of three-four members. Assign one group member to act as a bank while the remaining group members act as loan applicants. Once roles have been assigned, tell your students that are acting as bank employees to conduct interviews of loan applicants to determine who they would and would not give a loan to (students should have the option of using authentic answers or creating a different financial "persona"). Some key components to consider while bankers are interviewing their applicants include:

1. Does the applicant have verifiable income? Applicants should be prepared to provide ways to verify income.
2. What other proof would you need of the borrower's ability to repay?
3. Ask bankers to decide if income is enough to determine this as well as list what other factors (debts, for example) play a role and why.
4. What is the loan for and who does the applicant owe?

Bankers should ask questions to determine the reason for a loan. This will constitute good and bad reasons for a loan.

Bring the group together and have a group discussion.

Option Three: Monthly Budget Worksheet

Create a monthly budget including income, savings goals, and different types of expenses. This worksheet provides an outline of common college expenses. Set a budget for each category, and then compare income and expenses to see if the budget needs an adjustment.

Review Worksheet

Leadership & Clifton Strengths

Goals and Outcomes:

- Understand that each person has a unique leadership identity.
- Explore how unique strengths shape approaches to leadership.
- Understand leadership is an active process rather than a position.
- Review Chancellor Plowman's Leadership Manifesto as an example of how strengths and character values can be integrated into leadership.

Readings and Homework Assignments for lesson:

- Homework Assignments Before Lesson
 - o VIA Character Values Assessment
 - 15-20 minute assessment which takes additional lens on leading with strengths
 - o Fostering Positive Relationships
 - Summary: Relationships are a source of strength and connections, as well as a means by which a leader's work gets done.
- Homework Assignments After Lesson
 - o Leadership Manifesto
 - o Instructor/Peer Mentor Meetings

Lesson Step-by-Step Guide:

This session is designed to build off pre-existing sessions where students explore how to best apply their CliftonStrengths in every day and academic lives. The session was adapted from an entry level introduction to student leadership. Developed by JCLS and collaboration with Leadership Studies Minor in ELPS.

You should familiarize yourself with the slide deck, facilitation guide, and activities in order to lead this session. All sections below will be imbedded in a slide deck.

1. Lead group discussion and incorporate activities with the slide deck on the below topics. Conclude class with an overview of the Leadership Manifesto Assignments. Assignment instructions can be found in the Instructor Resources File. If time permits, have students brainstorm writing topics for their assignment.
 - a. What is leadership?
 - b. Making Leadership Personal via Chancellor Plowman
 - c. Intersection of Strengths and VIA Character Value Assessment
 - i. Leading with Strengths Module Worksheet
2. Leadership Manifesto Assignment Overview

Classroom Activities:

Option One: Leading with Strengths Module Worksheet

Instructors can use this worksheet to walk students through steps illustrating students how to lead with strengths.