

## **Movie Viewing and Discussion (Spiritual Growth)**

### **Purpose:**

- To show students a balanced view of the many different aspects of Christianity in today's world

### **Learning Outcomes:**

- To confront students with different ways of thinking
- To offer students a productive and meaningful method of dealing with spiritual issues from their past
- To cover some of the more difficult spiritual and religious topics of today's Christian church
- Help students see a more objective view of the church today

### **Materials:**

- A facility to show a feature film (classroom, conference room, residence hall, etc.)
- A film (depending on the students, school, demographics, etc.)
- Examples (but not at all limited to):
  - Fireproof
  - Facing Giants
  - Chronicles of Narnia
  - Saving God
  - Hidden Secrets
  - Veggie Tales
  - Left Behind
- A faculty/staff panel (3-4 members)
- Snacks, drinks, etc. (if outside provide coffee/hot chocolate)

### **Directions:**

1. Prepare faculty/staff panel for the film (possibly show to them ahead of time)
2. Introduce the film prior to showing, setting up the dynamics and aspects of the film for students to be aware of ahead of time
3. Show film
4. Have faculty/staff panel discuss any topics that seem either pertinent to students' lives and/or possibly controversial
5. Take questions from the students and have the faculty/staff panel help to answer them (possibly have other students answer them as well—sharing their opinions with each other)

## **Boundaries, Dependence, and Building Healthy Relationships**

### **Purpose:**

- To help students better understand the choices they make in their personal lives and the people they affect, as well as the boundaries they set in every facet of their personal lives.

### **Learning Outcomes:**

- To help students better understand dating, friendship and all other types of relationships
- To confront them with obvious unhealthy dependencies as well as insecurities their age is often associated with
- For students to realize that they have many resources to go to when it comes to understanding relationships and that it's never too late to stop seeking others out

### **Materials:**

- Have a faculty/staff panel composed of different aspects of relationships: psychologist, married couple(s), family therapist, etc.
- Chairs for both students and faculty/staff panel, stage, mics/sound system
- Rent a facility (classroom, conference room, etc.)
- Snacks, drinks, etc. (if outside provide coffee/hot chocolate)

### **Directions:**

1. Prepare faculty/staff panel for the event (possibly prepare questions, stories, etc.)
2. Introduce members of faculty/staff panel to students in audience and introduce topics as well.
3. After panel addresses issues (or instead of), take questions from students. One easy way besides hand-raising, depending on the crowd/audience, is to have the students write down their questions on pieces of paper and then collect the questions and hand them out to panel (or pick through and choose only the best/most pertinent). This usually assures for the deeper, more applicable questions—or at least the real questions on students' minds.
4. End night recapping (if necessary) and directing students with other questions/comments/concerns to offices on campus who may help them (counseling, psychology, health and wellness, etc.)

### **Christmas Decoration Celebration**

#### **Purpose:**

- For students to decorate their apartments and in turn celebrate the Christmas season with lights, decorations, and festive attitudes

#### **Learning Outcomes:**

- To build community, healthy competition, and have students meet neighbors they normally would not get the opportunity to interact with
- To get students involved in hall/community events who normally would not be

#### **Materials:**

- Funding (optional) for each living area
- Prize for winning living area (pizza party, ice-cream party, etc.)
- Snacks, drinks, etc. (if outside provide coffee/hot chocolate)

#### **Directions:**

1. Usually designed to cover the time from post-Thanksgiving break till finals week pre-Christmas break, the CDC is a competition between different living areas (either entire dorms/apartments, or individual floors/courts).
2. Optional to supply each floor with a set amount of funding (can easily do same event with no funding though, and it works very well)
3. Each living area competes for the most creative Christmas decorations throughout the living areas
4. At the end of the event (1-2 weeks), hold an event in the community room/central living area to announce the winner

## **AIDS Awareness Week**

### **Purpose:**

- A week-long event to spread awareness around campus of the AIDs epidemic spreading around the world today (focusing most panels on the more and more orphaned children in Africa due to AIDs)

### **Learning Outcomes:**

- Overall awareness of the role AIDs has taken in the world today
- Knowledge of the vast amount of people who have been affected by the virus
- For students to learn how to spread even more knowledge with their family/friends, and to learn what they can do right now

### **Materials:**

- Multiple speakers, seminars, films, discussion groups, and events throughout the week all focused on spreading knowledge:
  - Have a speaker from World Vision come and talk to students
  - Choose from a myriad of films which cover the topic and hold a viewing on campus
  - Hold different seminars each night focusing on different aspects of the topic (AIDs in Africa, AIDs in America, Orphans, What Can We Do?, etc.)
  - Help create student-led discussion groups on campus where students can be empowered to actually have a say on campus
- Handouts available at events for students to have access to outside resources as well

### **Directions:**

1. Hold a meeting and invite as many offices on campus as you can. Get as many suggestions as possible and begin to implement the plans/events by spreading out the responsibilities for events throughout the different offices involved.
2. Create a task force to meet with each week leading up to the actual week itself, to help brainstorm, stay involved, advertise, keep students involved, etc.
3. Pass out response/comment handouts towards the end of the week to get feedback from students to help reshape the event for the following years to come—also a great way for students who want to become/stay involved to do so.

## **Differently-Abled: What is a Disability? (Diversity)**

### **Purpose:**

- To spread awareness, knowledge, and sensitivity of disabilities today

### **Learning Outcomes:**

- Through a variety of different speakers and booths, the biggest outcome would just be the spreading of knowledge about the vast amount of the different types of disabilities
- Speakers who help students understand their roles in how to help make the world more accepting, patient, responsible, as well as accessible.
- Through the realization that everyone will be disabled at some point in their life, students will learn to better understand and empathize with disabled persons.

### **Materials:**

- Set up Disability Booths around the area, where students can walk around and learn more (examples:)
  - Disability Pride booth: a booth set up displaying famous/influential people who have also had disabilities (FDR, Stephen Hawking, Ray Charles, etc.)
  - In My Shoes booth: set up a booth where students can use wheelchairs, read Braille, and experience in a very small sense what it's like being disabled
  - Accessibility booth: What does it mean? How our world is changing toward it? What can we do?
  - What is a Disability?: a booth set up illustrating many different types of disabilities, addressing the big question: What constitutes a "disability"?
- Speakers from on and off campus (either disabled or not), who are knowledgeable on the subject
- ADA approved reading materials present (laid out on a table/booth)

### **Directions:**

1. Set up all booths (listed above), as well as stage and sound system for speakers to address audience
2. Train staff so that everyone working at the booths are knowledgeable or at least their aspect of the program
3. Have both times where students can listen to the speakers, as well as walk around and participate in the booth activities
4. Provide handouts (ADA materials) for students to take on their way out, to ensure students don't forget all they learned.