

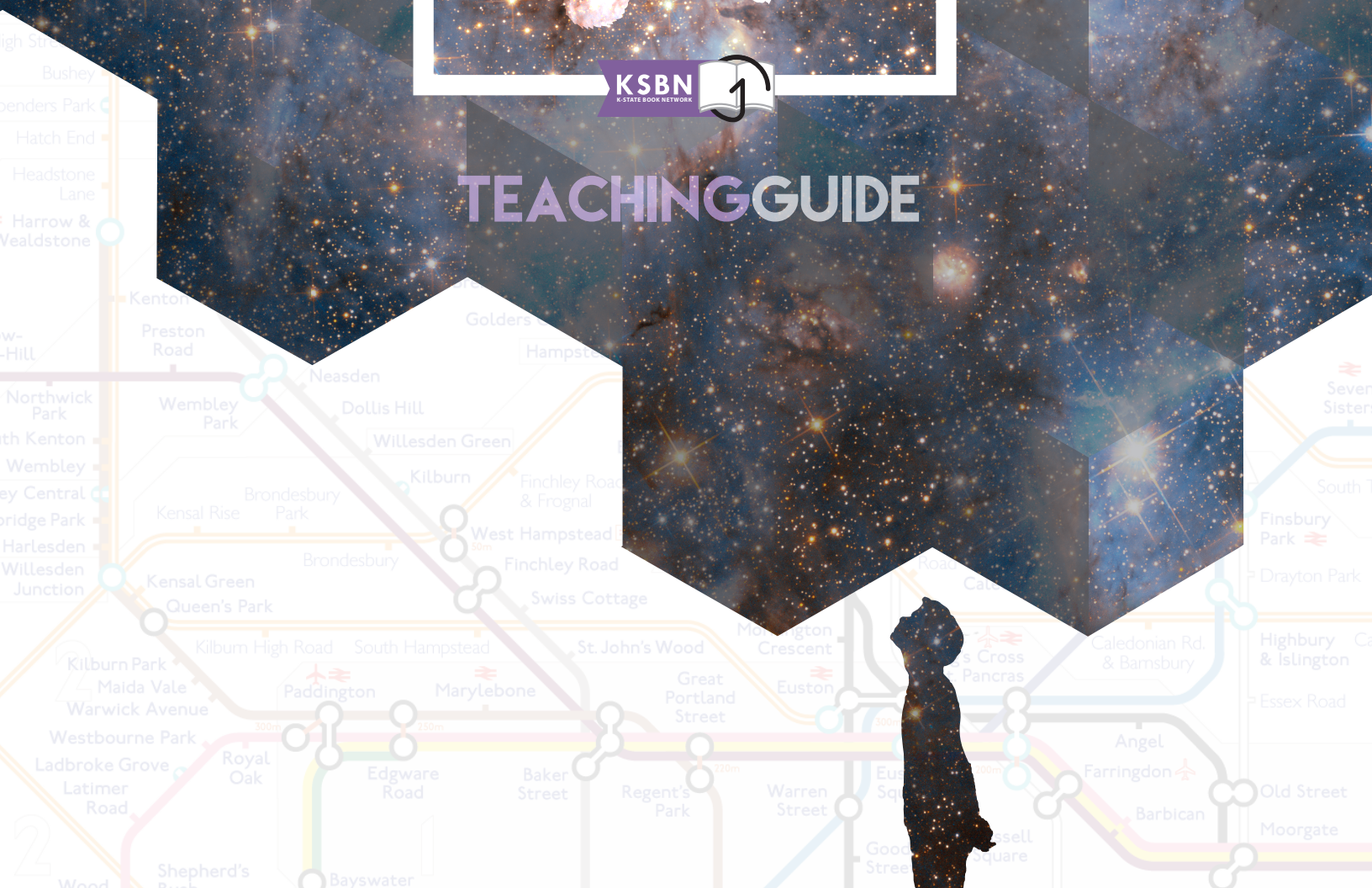
THE  
**CURIOUS  
INCIDENT**  
OF THE  
**DOG**  
IN THE  
**NIGHT-TIME**



KSBN  
K STATE BOOK NETWORK



TEACHING GUIDE

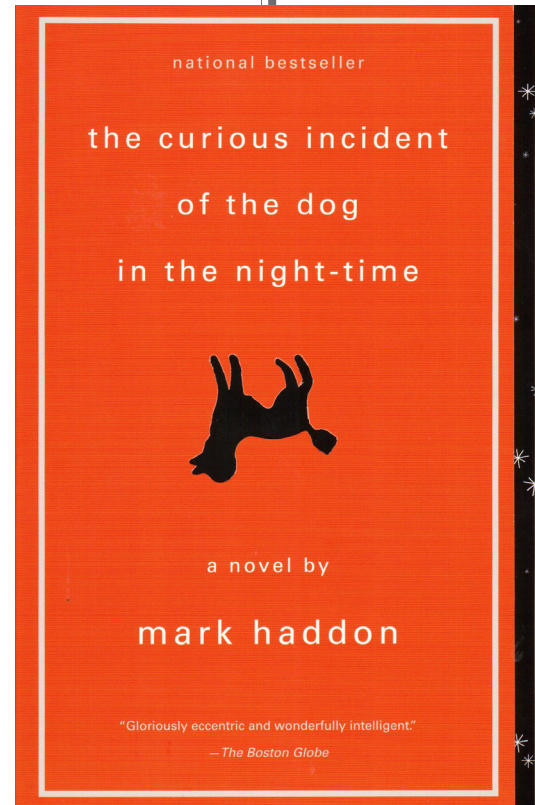




# THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT-TIME

## GUIDE CONTENTS:

About the Book.....	1
Resources.....	2
Timeline .....	2
Using the Book	
Tips .....	3
Themes and Discussion.....	3
Learning Styles.....	5
Educational Activities .....	6
Other Titles of Interest .....	8
Facts, Statistics, and Terms to Know.....	8
Compare and Contrast .....	9
Meet the Major Characters .....	10
Award Opportunities .....	11
Faculty, Alumni, and Community .....	12



## ABOUT THE BOOK:

*The Curious Incident of the Dog in the Night-Time* is a 2003 mystery novel by British writer Mark Haddon. The novel is narrated in the first-person perspective by Christopher John Francis Boone, a 15-year-old boy who describes himself as “a mathematician with some behavioural difficulties” living in Swindon, Wiltshire. He also has a mystery to solve: the suspicious death of a neighborhood dog. Along the way, Christopher’s investigation reveals important truths about his community, his family, and himself.

Calderdale Nas (2017). *The Curious Incident of the Dog in the Night-Time*. Retrieved from <http://www.calderdalenas.org.uk/resources/curious-incident-dog-nighttime/>.



## RESOURCES:

### RELATED MATERIALS (CLICK FOR MORE INFO):

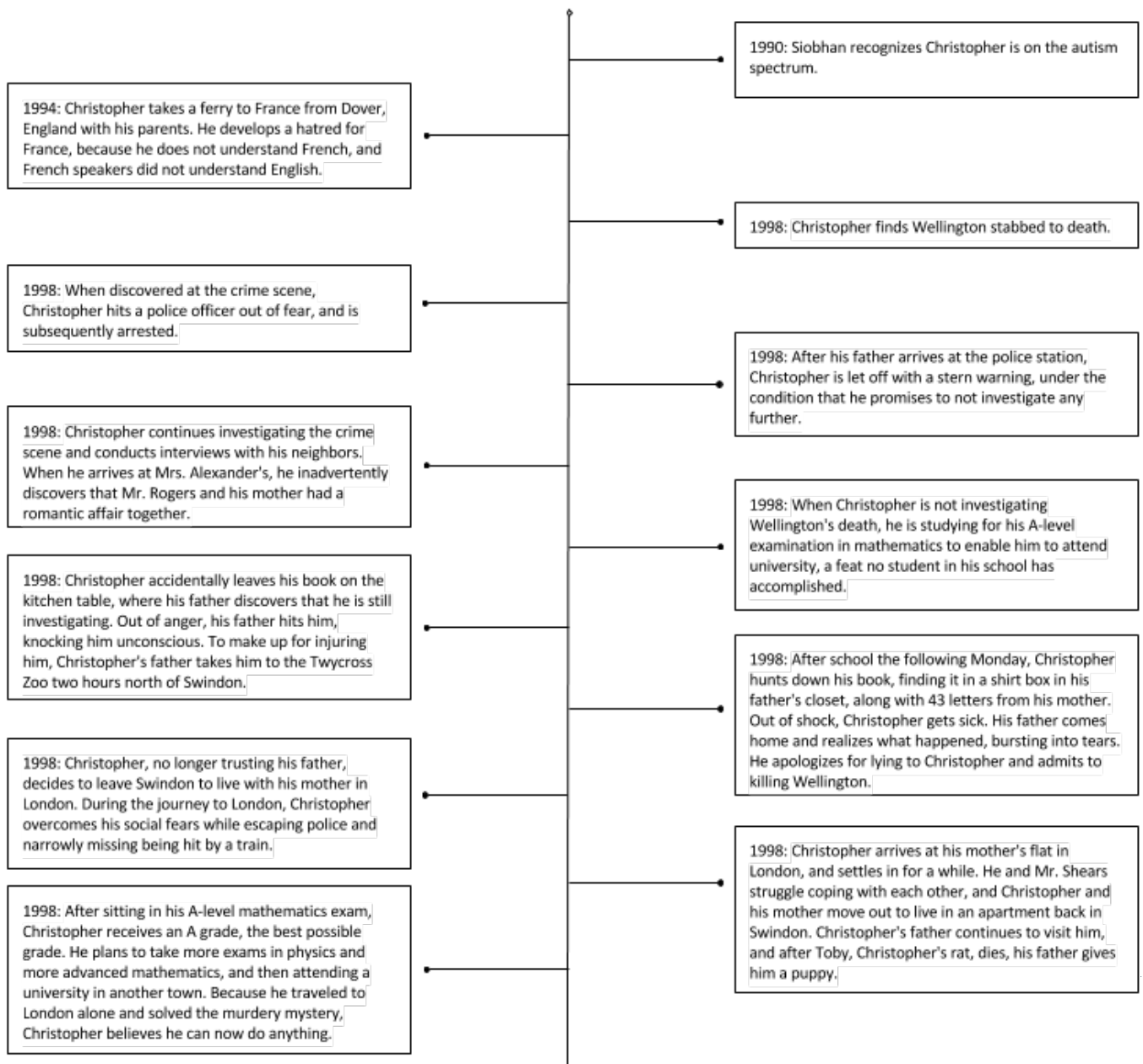
- Official Trailer for *The Curious Incident of the Dog in the Night-Time* Play
- TED Talk: Got a wicked problem? First, tell me how you make toast
- TED Talk: Do schools kill creativity?
- The Difference between the United Kingdom, Great Britain and England Explained by CGP Grey
- Is autism underdiagnosed in girls?
- P.A.R.C., Mills and Special Education
- Ed Roberts and the Independent Living Movement

### LOCAL RESOURCES (CLICK FOR MORE INFO):

- Student Access Center
- Academic Achievement Center
- Counseling Services
- K-State Family Center

## TIMELINE:

Check out our interactive timeline on the KSBN website. Click [HERE](#) to view.





## USING THE BOOK:

### TIPS:

The tips aid faculty and staff in planning events related to *The Curious Incident of the Dog in the Night-Time*, and provide ideas to implementing the novel inside and outside the classroom.

### WHEN PLANNING TO USE THE BOOK IN YOUR CLASS....

- Connect to student success skills: critical thinking, strategic study habits, time management (practical/useful).
- Students may not have read the book during the summer. Put the book on your syllabus with the date it will be discussed.
- If using the whole book doesn't work for your class, use excerpts. These can easily be put in K-State Online.
- Create an assignment focused on the book or use it as an example when discussing the theories, philosophy, and practices of your discipline.

### WHEN PLANNING TO USE THE BOOK OUTSIDE OF THE CLASSROOM...

- Give students time to read the book. If they do not have a copy, send them to Hale Library or one of Sigma Tau Delta's Lending Libraries.
- Create questions or activities inspired by the book that will allow people to participate even if they have not read the whole book.

### WHEN PLANNING EVENTS...

- Partner with other established groups on campus. They can help fund, advertise, and bring people to the event.
- Select your day and time around who you want to attend.
  - Faculty/staff - 8am-5pm Monday-Friday
  - Students - Tuesdays/Thursdays after 7pm, though those are also common exam times
- If you are planning a daytime event for students, keep in mind...
  - MWF classes generally start on the half hour
  - TU classes can start on the hour, half hour, or five after the hour
- Work with instructors to schedule the event when their class meets and ask them to bring their class.

## THEMES AND DISCUSSION:

### PROBLEM SOLVING AND LOGIC

Christopher Boone is a highly logical individual, and he uses logical reasoning to solve his problems or make decisions. He details his step-by-step process when making even basic decisions, and he provides reasoning when describing his math problems.

#### Discussion Questions

- Christopher experiences the world quantitatively and logically. His teacher, Mr. Jeavons, tells him that he likes math because it's safe. However, Christopher's explanation of the Monty Hall problem gives the reader more insight into why he likes math. How is math safe? How does Mr. Jeavons underestimate the complexity of Christopher's mind and his responses to intellectual stimulation?
- Christopher uses logical methods to control and organize his life. How does this concept assist in understanding Christopher's personality? How do you identify with the idea of using order and organization to control life's uncertainties?

#### Activities

- Explain a problem in up to 40 words. Then rewrite it using 30, 20, 10, then finally 5 words. These words are likely the root of the problem and possibly the solution as well.

### CREATIVITY

Christopher, though well-versed in logical problem solving skills, also uses creative role-playing and imagines himself to be a detective as he searches for the killer of Mrs. Shears' dog.

#### Discussion Questions

- How does logic differ from creativity?
- How does Christopher use creativity instead of logic when solving the mystery of the missing dog?

#### Activities

- Draw a scene from the book from the perspective of Christopher and another character. Explain how they see the world differently.





## FAMILY

Christopher lives with his father and his closest companion, his pet rat, Toby, in Swindon, England, while his mother lives with Mr. Shears in London. He has a close relationship with his father, and his mother works hard to be a part of his life.

### Discussion Questions

- What caused the breakup of the Boone family? Is there anything that could have been done to make it easier for the family to stay together?
- Who is part of Christopher's family? How do you define family?
- What are all the ways Christopher gives and receives love from his family?

### Activities

- Draw your family tree, including anyone you consider family. For each member, describe their role in your life. Draw another family tree for your K-State family. Identify who or what at K-State fulfills that role. For example, if your grandparent helped you when you were upset, who does or can do that for you at K-State?

## GEOGRAPHIC INFORMATION SYSTEMS (GIS)

Due to the lack of online resources related to navigation (the novel was published in 2003, prior to the start of Google Maps), Christopher uses an atlas, street maps, or questions to others to navigate through London to find his mother's residence. Today, Google Maps, online atlases, and even transportation apps serve as the top resources used for navigation within cities, states, and countries.

### Discussion Questions

- If this book took place today rather than 2003, how would Christopher have approached finding his mother's home?
- In the age of smartphones, what is the value of learning to read a map?

### Activities

- Redesign or create an overlay of a current map that is tailored to students with different learning styles or abilities. Explain how you made your decisions and why it is better than the original map.

## ANIMAL COMPANIONSHIP

Christopher understands animals more than people. They express their needs and feelings with visual clues he understands, such as growling when upset and wagging a tail when happy. Because of this he finds comfort in the presence of animals and uses them to help judge the trustworthiness of people. A person cannot be that bad if they have a pet.

### Discussion Questions

- What can we learn from Christopher's affection for animals? Why is he able to connect with them more easily than he can with human beings?
- How do animals make us human?

### Activities

- Research the evolution of pets in human culture. Did we domesticate animals or did they domesticate us? Does every culture have the same perspective when it comes to sharing a home with animals?

## EDUCATION

Christopher is a gifted young man, but he attends a school for children with disabilities. While he knows he is different than others, he does see his classmates as his peers and strives to prove it by passing A-level math exams.

### Discussion Questions

- Compare the education system in the book to the one you experienced. How are they similar or different?
- What is an A-level math test? Why was it important for Christopher to be successful at that test?

### Activities

- List the people in your life who contribute to your academic success. How does each person help you differently? Who can you utilize at K-State to help you be successful in school?





## LEARNING STYLES:

Different teaching styles at K-State allow students to understand various learning practices, and help them adapt in college. Students may find a preferred method of learning, and these options, when available, allow them to study more effectively.

- **Lecture:** students listen to professor speak from podium. Usually including a PowerPoint or other presentation, students may ask questions when acknowledged.
- **Seminar:** small sized classrooms where questions are freely asked, and content is generally discussed.
- **Flipped Classroom:** listen and watch the pre-recorded lecture online at home, and discuss questions and complete the assignment in class.
- **Lab and Lecture:** conduct a pre-lab assignment, discuss the experiment in a lecture, and conduct a follow-up lab assignment using critical thinking. Common in science and engineering centered classrooms.
- **Student-Conducted Classroom:** students independently discuss the assigned topic and the professor/lecturer is available for questions
- **Online Courses:** students independently study and are examined about the class's focus. Professors are available by email or phone. Certain classes may have in-person assignments, depending on professor's preferences.
- **Demonstrations:** professor or instructor actively demonstrates a concept. Students may participate if asked to, and an idea is showcased. Common in science and engineering centered classrooms.
- **Simulations:** students participate in activities similar to real situations involving critical thinking and decision making. Students think about the outcome without the risk. Common in science, engineering, and aviation classrooms.

- **Cooperative Learning:** students in small groups work together to complete a task or solve a problem.
- **Case Studies:** students, individually or in groups, apply learned knowledge to solve a fictitious case.
- **Role Play:** students work to solve problems through acting in different associated roles. Involves identifying, acting out, and discussing problems.
- **Problem Based and Inquiry Learning:** professors provide a problem that students must solve through data gathering, organization, and explanation. Students also analyze how they solved the problem.

## ACTIVE & ENGAGED LEARNING

K-State First molds active learning and engaged learning together to stimulate students into deeper thinking, about themselves, K-State, and beyond. Through GPS mentorships, First Year Seminars, CAT Communities, and the K-State Book Network, students' accessibility to learning widens beyond the average college experience.

- **Active Learning:** Process by which students engage in activities, such as reading, writing, discussion or problem solving that promote analysis, synthesis, and evaluation of class content.
- **Engaged Learning:** Degree of attention, curiosity, interest, optimism, and passion that students demonstrate when learning or being taught, which extends to the level of motivation they have to learn and progress in their education.

## HANDS-ON (KINESTHETIC) LEARNING

This practice seeks to teach students through hands-on learning experiences, rather than traditional textbooks and lectures. In doing so, students acquire technical skills to further their knowledge in their respective areas. Students may apply concepts to real life situations, in turn developing confidence and skill in that background.

- **Kinesthetic Learning Examples:** running a small business, building a robot or machine, or leading a class activity or discussion.





## EDUCATIONAL ACTIVITIES:

### EXTRA CURRICULAR

Attend the events held on the K-State campus throughout the 2017-2018 school year. See a list of events [here](#). Do you have an idea for an event that you'd like to share? Email us at [ksbn@k-state.edu](mailto:ksbn@k-state.edu) and we'll add it to the list!

### ACTIVITIES

Creating opportunities to teach *The Curious Incident of the Dog in the Night-Time* is simple. The following activities can be tailored to your course content and to the time you have available. They are a great way to build community. You could start with them to get students thinking actively, or end with them if your regularly scheduled discussion and activities go faster than what you had planned. The discussion questions listed above will easily fit with the following activities.

#### Faculty Announcement

Time: 5 min or less

Benefits:

- Students build community outside of the classroom.
- Students can bring in this content to enrich classroom discussions

Directions: Encourage Students to attend author event or other KSBN-related events. Create a meeting place at the venue so students can meet up there before the event and sit together.

#### Two Circles

Time: 4-5 minutes per question

Benefits:

- Students discuss specific questions
- Students build community through one-on-one interaction with their peers
- Students are more confident to speak up in class because their partner can save them if they can't
- articulate their answer

Directions: Split the class in half. Half the students form a circle on the outside of the room facing in. The other half pairs up with this outside circle, forming an inside circle. Give students a question, they discuss, discuss as a big group, have inside circle move counter clockwise. Repeat.

#### Student-Led Discussion

Time: 5-8 minutes per group

Benefits:

- Teaching content is often the best way to learn it
- Students gain public speaking and leadership skills
- Instructor can gauge what concepts the students understand and which concepts they struggle with
- Students meet and develop working relationships with others in their major/academic interests

Directions: Break students in groups determined by their major or academic interests. Assign each group a topic or group of discussion questions related to their academic interests (see earlier in the guide). Have students lead discussion

#### Think, Pair, Share

Time: 10 min

Benefits:

- Students interact with the text individually and collectively.

Directions: Choose questions from the question guide. Have students free write their response, then pair up and share responses. Gather students back together and ask for pairs to volunteer their answers, or go around the room and have all pairs share





## GAMES:

Games are an excellent tool to add an element of play to your discussion.

### Spinning Yarns (Benjamin Ward, 2011):

#### Objective:

In the tradition of “talking sticks” used in talking circles, the aspiration of “Spinning Yarns” is to stimulate discussion and foster involvement by only allowing players to speak when they hold the ball of yarn. The implied purpose of the game is to demonstrate the “connectedness” of the players through play, and when possible, through the questions asked.

#### Number of Players:

- At least 10

#### Duration:

- 10 to 40 minutes (depending on the number of questions asked)

#### Materials:

- One ball of yarn (avoid rolling the ball too tight)

#### Prep:

- The game facilitator will generate a series of questions to pose to the class. The discussion questions listed above could work well.

#### How to Play:

1. Ask students to raise their hands to be called on to answer questions. Stress that only students holding the ball of yarn may answer questions. Make sure that all players understand that they are to toss the ball of yarn, not throw it aggressively. This is supposed to be a fun experience for everyone.
2. Ask the first question, hold one end of the the ball of yarn, then gently toss the ball to a student with a raised hand. If that student gets the answer correct, they may hold onto the strand of yarn
3. Ask the next question. The player with the correct answer from the previous question may choose the next person who raises a hand to answer the next question. If the student holding the ball of yarn did NOT answer the question correctly, they do NOT get to hold onto the strand of yarn and become a part of the chain at that time – instead, they will toss the ball of yarn back to the person who had it before them (if they answer a question correctly later, they can join the web of yarn later).
4. Continue to ask questions until you have finished you question list, run out of yarn, or have run out of time.
5. Review any overarching concepts that may have been brought forward by the line of questioning.
6. Have students gently pass the strands of yarn to one side. And gather up the loose strands yarn.

#### Tips and Tricks:

- List of questions that progressively reveal a narrative, line of thought, or an interrelated set of concepts work best with this game.
- It is often difficult to salvage a ball of yarn from the tangle created by playing this game. Be forewarned.
- The farther a ball is tossed, the more fun the game. But, be sure everyone is paying attention when the ball is being tossed or someone may be lightly injured.





## OTHER TITLES OF INTEREST:

### READ-A-LIKES:

- *The Curious Incident of the Dog in the Night-Time* - Simon Stephens and Mark Haddon
- *Thinking in Pictures* - Temple Grandin
- *Angels & Demons* - Dan Brown
- *Murder on the Orient Express* - Agatha Christie
- *The Hound of the Baskervilles* - Arthur Conan Doyle
- *Eat, Pray, Love* - Elizabeth Gilbert
- *The Call of the Wild* - Jack London
- *The Little Paris Bookshop* - Nina George

### WATCH-A-LIKES:

- *Temple Grandin*
- *The Body in the Library*
- *Angels & Demons*
- *Call of the Wild*
- *Cube*
- *Eat, Pray, Love*
- *Forrest Gump*

## FACTS, STATISTICS, AND TERMS TO KNOW:

### EXCEPTIONAL CHILDREN

- All children exhibit differences from one another in terms of their physical attributes (e.g., some are shorter, some are stronger) and learning abilities (e.g., some learn quickly and are able to remember and use what they have learned in new situations; others need repeated practice and have difficulty maintaining and generalizing new knowledge and skills). The differences among most children are relatively small, enabling these children to benefit from the general education program. The physical attributes and/or learning abilities of some children, however—those called exceptional children—differ from the norm (either below or above) to such an extent that they require an individualized program of special education and related services to fully benefit from education. The term exceptional children includes children who experience difficulties in learning as well as those whose performance is so superior that modifications in curriculum and instruction are necessary to help them fulfill their potential.”

Source:

Exceptional Children An Introduction to Special Education, by W.L.Heward, 2006 edition, p. 10-11

### AUTISM SPECTRUM DISORDERS (ASD)

- ASD are characterized by social-interaction difficulties, communication challenges and a tendency to engage in repetitive behaviors.

Source:

Retrieved from <https://www.autismspeaks.org/what-autism/symptoms>

### BRITISH EDUCATION SYSTEM

- AS and A levels – exams that help determine what university students will get into
- Primary School - ages 4-11
- Secondary School - age 11-16

Sources:

BBC. (2015). AS and A levels. Retrieved from <http://www.bbc.co.uk/schools/parents/alevels/print>

University of Colorado Boulder. (n.d.). UK Education System. Retrieved from <http://www.colorado.edu/suep/top-scholarships/explore/studying-uk/uk-education-system>

Department of Defense Education Activity. (date). Guide to British Education. Retrieved from [http://www.dodea.edu/nonDoD/upload/UK\\_ed\\_.pdf](http://www.dodea.edu/nonDoD/upload/UK_ed_.pdf)

### ENGLAND VS GREAT BRITAIN VS UNITED KINGDOM

- England is a country that shares borders with Wales, Scotland, and the Atlantic Ocean. Great Britain is an island that includes the countries of England, Scotland, and Wales.
- The United Kingdom is a country made up of Great Britain and Northern Ireland.

Sources:

Great Britain.” Britannica Academic, Encyclopædia Britannica, 3 Feb. 2017. [academic.eb.com/levels/collegiate/article/Great-Britain/37843](http://academic.eb.com/levels/collegiate/article/Great-Britain/37843). Accessed 17 Apr. 2017.

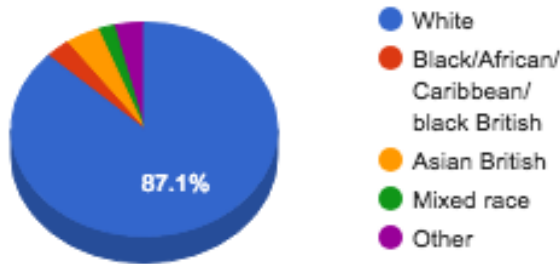
“England.” Britannica Academic, Encyclopædia Britannica, 7 Dec. 2016. [academic.eb.com/levels/collegiate/article/England/110752](http://academic.eb.com/levels/collegiate/article/England/110752). Accessed 17 Apr. 2017.



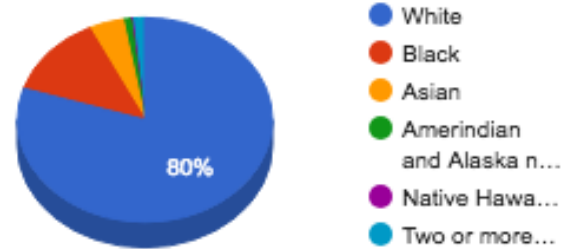
# COMPARE AND CONTRAST:

## BRITISH DEMOGRAPHICS VS U.S.A. DEMOGRAPHICS

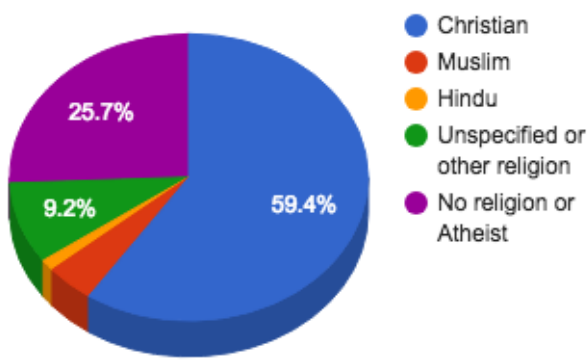
British Demographics: Race/Ethnicity (2011)



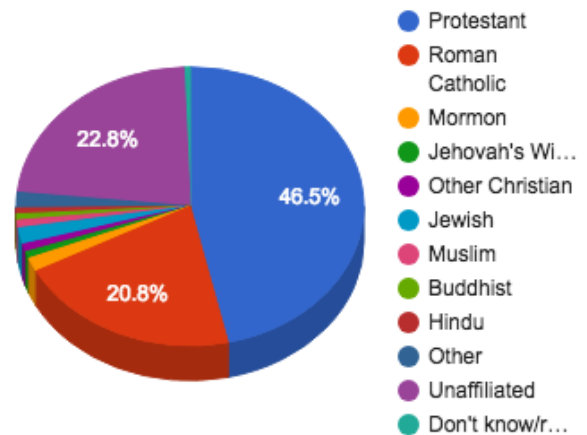
U.S.A. Demographics: Race/Ethnicity (2017)



British Demographics: Religion (2011)



U.S.A. Demographics: Religion (2017)



Sources:

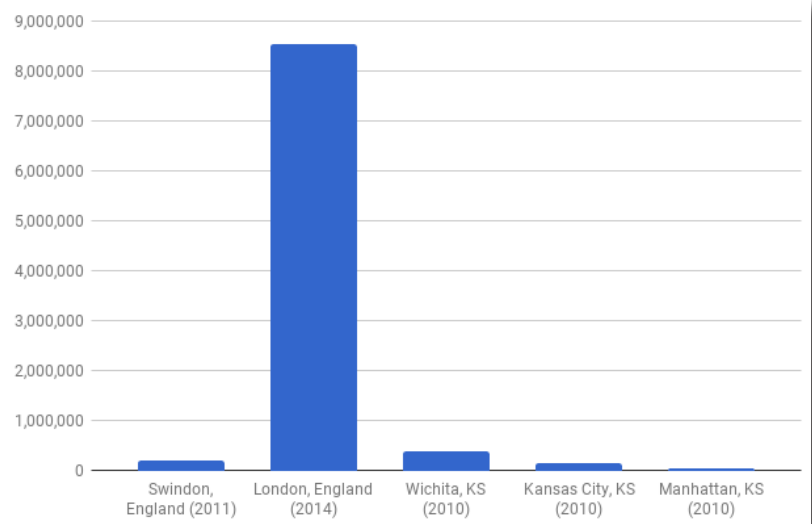
- CIA World Factbook

## CITY POPULATIONS

City	Population	Year
Swindon, England (2011)	209,156	2011
London, England (2014)	8,538,700	2014
Wichita, KS (2010)	382,368	2010
Kansas City, KS (2010)	145,786	2010
Manhattan, KS (2010)	52,281	2010

Sources:

- American FactFinder
- Office for National Statistics





## MEET THE MAJOR CHARACTERS:

### CHRISTOPHER JOHN FRANCIS BOONE

Christopher is a fifteen-year-old boy who lives in Swindon, England with his father, Ed. He is different, but that does not stop him from solving advanced math problems and figuring out some of the world's greatest mysteries. Christopher uses scientific reasoning to explain why things exist as they do. A Sherlock Holmes fan, Christopher uses Arthur Conan Doyle's stories as inspiration into discovering the answer to *The Curious Incident of the Dog in the Night-time*. Through this discovery, Christopher breaks his comfort zone, and sets off alone on a journey that changes his life.

### ED BOONE

Ed, Christopher's father, owns a heating maintenance and boiler repair business in Swindon, England. The two trust each other, that is, until Ed tells a white lie he is unable to hide from Christopher.

### JUDY BOONE

Judy, Christopher's mother, lives in London, England. Initially believed to have died from an unexpected heart attack, Christopher sets out on the journey of a lifetime to reunite with her. Judy's letters, hidden from Christopher, apologize for leaving him and his father to live with their former neighbor, Mr. Shears, and a detailed self-analysis. Her awareness of her limitations and her attempts at becoming a better mother are admirable, despite all the difficulties she faces and the craziness around her.

Judy, Christopher's mother, left him and his father years ago because she could not cope with her son's condition. After Christopher discovers letters that Judy has written him (filled with apologies and a self-analysis about herself), he sets out on a journey of a lifetime to reunite with her. Despite all the difficulties she faces, Judy attempts to become a better mother for Christopher.

### SIOBHAN

Siobhan is Christopher's teacher at school. She is the only character who truly understands him. Siobhan helps Christopher write his book as a murder mystery novel, and encourages him to expand his horizons socially and academically.

### MRS. ALEXANDER

Mrs. Alexander is Christopher's neighbor who inadvertently helps him solve the murder mystery. Although she is his neighbor, has a dog, and is hospitable and polite, Christopher still distrusts her and fears she may hurt him. When she offers him tea and biscuits, Christopher runs away from her home.

### MR. SHEARS

Roger Shears, Christopher's next-door neighbor, mysteriously moved to London two years ago. His abrupt departure leads Christopher to believe he is the prime suspect in the murder of Wellington, Mrs. Shears's dog. When Christopher arrives in London, Mr. Shears appears to not understand Christopher and drunkenly lashes out at him.

### MRS. SHEARS

Eileen Shears, Christopher's next-door neighbor, frequently visits Christopher's home after Mr. Shears's abrupt departure. Her dog, Wellington, provides the major dramatic impetus for the novel. The reader interprets that Mrs. Shears and Christopher's father experience a romance of their own, and Mrs. Shears's backing out of the relationship spears Christopher's father to kill Wellington.

### MR. AND MRS. PETERS

Mrs. Peters teaches art at Christopher's school. When his mother was "in the hospital," Mrs. Peters helped him create a Get Well card. Reverend Peters, Mrs. Peters' husband, is the vicar who occasionally visit the school. Christopher asks him about heaven and whether God is real.



## AWARD OPPORTUNITIES:

### KSBN AWARDS

#### Faculty/Staff Award

Faculty and staff members who have created learning activities related to the common book are encouraged to submit them for recognition. Outstanding activities may include, but are not limited to, paper assignments, events, discussions, and programs, and are selected based on creative applications of themes from the book, engagement of students in program, project, or activity, and demonstration of enthusiasm for enhancement of the educational experience at K-State.

#### Student Award

Students are invited to share their experience of the issues raised in *The Curious Incident of the Dog in the Night-Time*. This experience can be shared through a non-fiction essay, creative writing, music, video, visual art, (filmed) performance art, or some other medium. Students are also encouraged to submit a short (2 minute) personal video. Entries should indicate the basis for the experience, such as the book, the author lecture, a classroom discussion, or another event or program or reading selection.

The contest is open to all K-State students. The winner will receive a \$250 scholarship for the Spring 2018 semester. For more information, see [www.ksu.edu/ksbn/award.html](http://www.ksu.edu/ksbn/award.html).

### UNDERGRADUATE RESEARCH

Contact Dr. Peter Dorhout-Vice President for Research or Anita Cortez-Director of the [Office of Undergrad Research and Creative Inquiry](#).

K-State offers many awards for undergraduate research, including for first-year research experiences. Consult individual colleges and departments to learn more about possible undergraduate research awards. Click on the award titles to learn more!

**Kirmser Award:** recognizes and promotes outstanding scholarship among K-State's undergraduate students. Awards given to winners in the freshman individual, non-freshman individual, and group project categories. The grand prize for each individual category is \$1,000. Grand prize for the group project category will be a minimum of \$2,000 and will be based on the size of the winning group. Research projects must have been completed as a requirement

for a K-State course, and may encompass any academic topic. Applications are evaluated based on the use of library resources.

#### Nathan Undergraduate Research Experience

**Award:** \$5,000 awarded to a College of Engineering undergraduate student at the junior or senior level. Provides a meaningful research experience for the recipient. Funds are designated to support the activities of the selected student and may be paid to the student as an hourly student wage. The award should be used for an independent project or an expansion of a funded research project. A fully engaged faculty member to supervise the student's experience is important and the department head when recommending a proposal should consider this.

**Undergraduate Research Award grant:** provides funding for students to work under the guidance of a faculty research mentor. Students get the opportunity to network with other researchers, make contributions to their research field, and present, perform or exhibit their work publicly. Undergraduate Travel Award grant recipients will be reimbursed for travel cost associated with their research, such as presenting at a conference or conducting research at an archive.

Nationally competitive scholarships include the Rhodes, Marshall, Udall, Truman, Goldwater, and Fulbright. Contact Jim Hohenbary for more information ([jimlth@ksu.edu](mailto:jimlth@ksu.edu)).





## FACULTY, ALUMNI, & COMMUNITY:

You don't have to be an incoming student at K-State to participate in our common reading program. Here are some things you can do with your friends and family.

### READ THE BOOK

- Purchase a copy online or from your local bookstore.
- Borrow a paper copy from your public library.

### DISCUSSION

Initiate a conversation with your incoming student about the book. Suggested questions:

- Who are your mentors? What impact have they had on your professional and personal life?
- What are the most essential skills for people to have to accomplish a goal as a team?
- Are there any obstacles you have had to overcome to succeed? Who or what helped you?
- Start a book discussion or use *The Curious Incident of the Dog in the Night-Time* in your book club.

### GET INVOLVED

- Explore the other resources on the KSBN website, including recommended books, movies and resource links.
- Follow [KSBN](#) on Twitter and Facebook
- Attend the events held on the K-State campus throughout the 2017-2018 school year. See a list of events [here](#).

Do you have an idea you want to share? Email us at [ksbn@k-state.edu](mailto:ksbn@k-state.edu) and we'll add it to the list.

For additional information and resources,  
visit the KSBN website

**[WWW.K-STATE.EDU/KSBN](http://WWW.K-STATE.EDU/KSBN)**

or send us an email

**[KSBN@K-STATE.EDU](mailto:KSBN@K-STATE.EDU)**