



SPARE PARTS

FOUR UNDOCUMENTED TEENAGERS • ONE UGLY ROBOT • AND THE BATTLE FOR THE AMERICAN DREAM

FACULTY GUIDE

SPARE PARTS

ABOUT THE BOOK:

Joshua Davis's *Spare Parts* opens in 2004, when four Latino teenagers arrive at a national underwater robotics championship at the University of California, Santa Barbara.

Oscar, Lorenzo, Cristian, and Luis were all born in Mexico but raised in Phoenix, Arizona, where they grew up in constant fear of deportation. Their high school - hundreds of miles from the nearest ocean, with no pool, little money to spare, and more than 80 percent of its students below the poverty line - was the last place you'd expect to find kids building an underwater robot. But two big hearted teachers believed that the four unusual students - a disciplined JROTC cadet, a rebellious would-be gang member, a brainy nerd, and a quiet towering giant - needed something different in their lives.

Their robot, which they dubbed Stinky, wasn't much to look at, especially compared with the competition. They were up against some of the best student engineers in the country, including a team from MIT backed by a \$10,000 grant from ExxonMobil. The Phoenix teenagers had scraped together less than \$1,000 and built their robot out of scavenged parts, donated materials from bemused strangers, and, when Stinky sprang a leak just moments before the competition, a handful of tampons.

But this contest is only the beginning for the four young men, whose story takes us from the unpaved roads of West Phoenix to the halls of Congress and from the battlefields of Afghanistan to vigilante-style murders in the American Southwest. It is a story whose impact is still being felt today. It is the story of a fight for the new American Dream.

In the fall of 2016, the university community will be participating in exciting discussions, special presentations, and some engaging activities centered on the book!



REVIEWS:

From the KSBN Book Selection Committee:

The story is engaging and easy to read, and the main characters are the ones that college students can relate to.

I was hooked from the first story...It makes the issue [of immigration] real and tangible to those who may be unfamiliar. The story is very relatable to [first year students], and it encourages collaboration and individual thought, which I think is so important to succeed.

This book addresses the power of education. It is a book that will allow both science, social science, and humanities departments to use the book.

The story of overcoming the odds is very appealing. The writing is engaging. The characters that we met were interesting and multidimensional. There are many ways that different disciplines could relate to the book.

SECTION SUMMARIES:

INTRODUCTION

- Carl Hayden High School at 2004 Marine Advanced Technology Education Remotely Operated Vehicle (MATE ROV) Competition.

ONE

- Introduction of characters
- Planning robotics competition
- Relationship struggles between characters and characters' families

TWO

- Fundraising, preparation, practice, repair for robotics competition
- External struggles among characters
- School, family
- Challenges constructing robot
- Travel to California, Georgia
- Comparison to other schools' capabilities
- Lorenzo's uncanny solutions

THREE

- Comparison to other schools' capabilities
- Santa Barbara
- Practicing presentation in front of strangers
- Presentation
- Repairing ROV
- Awards ceremony and celebration

FOUR

- Oscar's trapped decision
- Russell Pearce and Propositions 200, 300, and DREAM Act
- Post high school experiences
- Publicity
- Future Carl Hayden students in robotics competition
- Oscar's self-deportation, green card
- Oscar joins military
- Making the book into a movie

THEMES:

- EDUCATION
- UNDERDOGS
- ACADEMIC COMPETITIONS
- ENTREPRENEURSHIP
- CREATIVITY
- IMAGINATION

GENERAL DISCUSSION QUESTIONS:

1. Discuss a time when you had to think out of the box in order to achieve a desired solution. What was the situation or task, what actions did you take, and what was the result?
2. What skills set the students apart in the competition? What skills could they improve and how?
3. "To kids like Cristian and Lorenzo, getting good grades sometimes seemed like the least of their problems" (Davis 36). What are your anxieties and fears that keep you from your studies? How can you overcome these adversities?
4. Oscar found his niche in the ROTC program at Carl Hayden High School. What programs and activities interest you at K-State and why?
5. Cristian had a poor first impression of Lorenzo because he misjudged Lorenzo's potentials and hidden talent. What first impression do you think you present, and what are your initial impressions of others?
 - How did Lorenzo's tardiness to the pumpkin launching affect Cristian's view of him, and what did Lorenzo do to change habitually and gain trust from Cristian?
6. Jill Zande read the following poem at the 2004 MATE competition, "But this I tell / To you, your ROV, and 12-volt battery / Those who pursue marine technology careers / Will find wealth beneath the sea." Do you believe this meant something at the time to the four students, and what did it imply for their futures?



7. From the beginning, Fredi and Dr. Cameron instilled the belief that the team should try to not finish in last place. Do you believe this was an appropriate coaching strategy, or was it simply a better approach for the competition?

8. The statement for the competition's mission read, "Accept the challenges so that you may feel the exhilaration of victory...This is an exploration mission. Exploration means discovery of the new - and the unexpected. This competition will push your imagination and technical skills. Enter the event with the spirit of the men and women explorers who have set out into the unknown" (95). What attitudes did the mission convey, and how did the four students respond? How does this mission statement relate to the real lives of the four students?
9. What qualities did each student possess that differentiated them from the group, and how did their uniqueness make the group successful?
10. Each student came from a vastly different background. The city sizes were different, as were the students' parents' jobs. How is your background unique, and how can you use it to contribute to the K-State community?
11. Fredi and Dr. Cameron were both mentors for the four students. Who are your mentors, and what benefit do they provide?
 - Mentorships are not one-way. How do you contribute to your relationships with mentors?



12. The students' robot kept malfunctioning prior to the competition. If an error happened in the repairs, the team would not be able to continue into the competition, because the cost to further repair the robot would be out of budget. What pushed and motivated the team to continue going, even when few believed in them?
13. At the beginning, Lorenzo struggled with his grades and sought help from Cristian with geometry. While Cristian was not the greatest tutor, Lorenzo began learning and improved his grades so he could stay on the robotics team. What resources can K-State provide you for tutors, mentors, and class help?

14. What is your proudest accomplishment thus far in your academic career?
15. What are the qualities of good teachers? What are the qualities of bad teachers? Give an example from your educational experience in both cases.
16. What is the ultimate goal of education? What is your ultimate goal in life? How might both be achieved?
17. The book opens with a quote from the competition's design and building specs, reminding students to pursue an imaginative exploration of the new and the unexpected. What did the Carl Hayden team discover about the importance of imagination and creativity, in engineering and in life?
18. What solutions does *Spare Parts* present for helping teenagers excel in school and build healthy friendships? What can we learn about reaching out to at-risk youth?
19. How did you react to Oscar's story? What did his journey reveal about true patriotism? Should marriage and military service become guaranteed gateways to citizenship?
20. Cristian could not continue attending Arizona State University after Proposition 300 was enacted; his tuition quadrupled, totaling more than \$50,000 to complete his degree. Should America invest more in all students who want to study STEM (science, technology, engineering, math)? What about students wanting to attend college in other fields? What is your opinion of the DREAM Act?
21. What did Luis gain from his experience on the robotics team? How should we measure the value of a school program?
22. What motivates Fredi Lajvardi and Allan Cameron to dedicate their careers to public school teaching?
23. Has your community been affected by the recent surge in young immigrants from Central America? How does their immigration story compare to your family's?
24. Did *Spare Parts* change the way you see America's immigration controversy? If you could rewrite the nation's immigration policies, what changes would you make (if any)?
25. Discuss the different approaches to parenting captured in the book, from Lorenzo's father, Pablo (a stoic man with the endurance to feed his family by hunting), to Oscar's mother, Manuela (a sensitive soul who battles anxiety). How far would you go to protect your children against poverty and violence?

26. What makes the book's title a good metaphor for the boys' community? How are the students affected as their robot, Stinky, comes to life in the Scuba Sciences pool?
27. Discuss the role of education in society. Manuela tells Joshua Davis that the fees for attending public schools in Mexico were small but sometimes hard to meet. How does a free education contribute to a free society? Should current curriculums include bilingual instruction?
28. What role did small businesses and corporate businesses have in the success of the team's work?
29. What did it take for Lorenzo to turn his back on his cousins' gang?
30. How was Joshua Davis's storytelling style enhanced by his career as a magazine journalist (and as the author of a memoir, *The Underdog*)? As Davis described the filming of the closing scene in the movie *Spare Parts*, did you prefer the Hollywood ending or the journalistic one?

RESOURCES: ([click to visit the websites](#))

CAMPUS OFFICES

K-State First
 Office of Student Life
 Office of International Programs
 Career and Employment Services
 K-State Office of Military Affairs
 Office of Student Financial Assistance
 Office of Diversity
 College of Education
 College of Engineering
 EXCITE: Exploring Science, Technology, and Engineering
 Multicultural Engineering Program
 GROW: Girls Researching Our World
 University Honors Program
 Staley School of Leadership Studies
 K-State Polytechnic
 Global Campus
 K-State Police Department
 Center for Advocacy, Response, and Education
 Consortium of Undergraduate Research Experiences

STUDENT ORGANIZATIONS

Multicultural Student Organizations
 Engineering Student Organizations
 Society of Hispanic Professional Engineers
 Women in Civil Engineering
 Multicultural Business Student Association

MEET THE TEAM & THEIR MENTORS:



OSCAR VAZQUEZ

- Member of ROTC
- Disciplined and organized
- Deports himself and is later reinstated
- Joins military and fights in Afghanistan
- From Temosachic, MX



LORENZO SANTILLAN

- Class clown
- Loved working on cars
- Opened catering company with Luis
- From Zitacuaro, MX



CRISTIAN ARCEGA

- Loves science
- Conducted experiments at home
- Attended Arizona State University for one year
- From Mexicali, MX



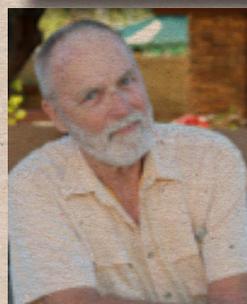
LUIS ARANDA

- Short-order cook
- Has a green card and can legally live in the US
- Quiet and reserved
- Opened catering company with Lorenzo
- From Cuernavaca, MX



FREDI LAJVARDI

- Teaches marine science at Carl Hayden High School
- Originally wanted to be doctor
- Married, and has two children with mental illnesses



ALLAN CAMERON

- Background in computer science
- Earned Ph.D. at Arizona State University
- Used Navy experience in Vietnam to manage classroom behavior

FACTS AND STATISTICS:

PHOENIX & ARIZONA

Phoenix was founded in 1868 by former Confederate officer Jack Swilling. Swilling met a Hispanic woman and eloped. Together, they settled on the canal, and began farming sorghum and other crops.

In 1870, Anglo immigrants named the streets after US presidents and after Indian tribes. Because of the difficult pronunciations, the Indian-named streets were renamed to numbers, allowing the Anglo settlers to feel that the land was rightfully theirs.

[Davis, Joshua. *Spare Parts*. New York City: Farrar, Straus and Giroux, 2014. Print.]



FAST FACTS

- Capital of Arizona; located in Maricopa County
- 1.45 million residents, sixth largest city in US
- 65% white, 40.8% Hispanic, 6.5% African-American, 3.2% Asian
- Major league sports teams include Arizona Diamondbacks (MLB), Arizona Coyotes (NHL), Phoenix Suns (NBA), and Arizona Cardinals (NFL)
- Does not observe Daylight Savings Time
- Largest industries present include real estate, financial services, manufacturing, healthcare, and retail
- Home to PetSmart, Honeywell's aerospace division, U-HAUL, Best Western, and the University of Phoenix
- Arizona was admitted to the US as the 48th state in 1912

COMPARE & CONTRAST

Phoenix:

- 1.513 million (2013)
- Ranks 1st in State Population
- County seat for Maricopa County

Wichita:

- 382,368 (2010)
- Ranks 49th in US Populations
- County seat for Sedgwick

Kansas City metro:

- 2.394 million (2014)
- 30th in US Populations

DEMOGRAPHICS AT K-STATE

Faculty (Fall 2015):

Department	Faculty Demographics -- University Totals														
	Gender				Ethnicity										
	N	Male	F	Inst'l FTE	Non-resident Alien	Hispanic	Am Ind or Alaska	Asian	Black	Hawaiian Pacific	White	Two or More	Unknown		
College of Agriculture	222	177	45	78.4	5	8	2	22	7	0	175	1	2		
College of Architecture	57	41	16	54.5	1	2	0	3	1	0	50	0	0		
College of Arts and Science	514	308	206	476.9	33	32	0	40	10	0	380	4	15		
College of Business Administration	58	40	18	58.0	2	0	0	11	4	0	39	1	1		
College of Education	65	18	47	62.7	3	3	0	4	5	0	49	0	1		
College of Engineering	137	112	25	97.3	13	0	0	27	1	0	94	1	1		
College of Human Ecology	106	37	69	82.6	4	5	0	5	1	0	90	1	0		
College of Veterinary Medicine	119	73	46	58.6	10	2	0	25	1	0	80	1	1		
College of Technology and Aviation	49	29	20	48.7	1	0	1	4	1	0	41	1	0		
Cooperative Extension	25	10	15	0.0	1	0	1	1	0	0	22	0	0		
Administrative	58	20	38	51.0	2	0	1	2	2	0	50	1	0		
Total University	1,410	865	545	1,064.6	75	52	5	144	33	0	1,070	11	21		

Students:

Term	Amer. Indian	Asian	African Amer.	Hawaiian/Pac.	Hispanic/Latino	Int'l	Multi Racial	Not Spec.	Caucasian	Total
2010	113	320	993	35	1,077	1,812	408	143	18,687	23,588
2011	99	364	990	38	1,191	1,857	536	368	18,420	23,863
2012	95	352	1,019	30	1,290	2,045	593	501	18,453	24,378
2013	104	364	967	32	1,341	2,106	650	420	18,597	24,581
2014	94	381	954	36	1,419	2,247	695	391	18,549	24,766
2015	94	384	875	28	1,520	2,058	704	372	18,111	24,146

QUICK NOTES ON IMMIGRATION

Viewpoint 360 Info:

- 6.9% of Kansas's population that is foreign-born
 - Largest source regions are Latin America and Asia
- \$6.7 billion = total purchasing power of Hispanic and Latino residents in Kansas for 2012
- \$3.1 billion = total purchasing power of Asian residents in Kansas for 2012
- 9,277 = total number of foreign born students enrolled in Kansas universities and colleges in 2012
 - Contributed \$204 million to Kansas economy
- 69,930 = number of refugees admitted to US from abroad in 2013
 - Refugee = fled from original country for persecution of race, creed, nationality, or political leaning
 - Impoverished and economically disadvantaged immigrants are not included with refugees
- 11.3 million = total number of unauthorized immigrants living in US
- 438,000 unauthorized immigrants were deported by the US Department of Homeland Security in 2013
 - 95.6% were from Latin America, including Mexico
- 775,000 = number of unauthorized minors living in United States
 - 550,000 have been approved for exemption from deportation under the Deferred Action for Childhood Arrivals (DACA) program, signed by President Obama in 2012
- \$442 million = amount of money it takes to support unauthorized immigrants in Kansas (K-12 education, emergency medical care, incarceration)
- \$1.8 billion would be lost in Kansas economy if unauthorized immigrants left

Watch the Viewpoint 360 video for additional information! Click [HERE](#).

Key Events: (chronologically related to immigration)

- 1848 - Mexican-American War
- 1882 - Chinese Exclusion Act
- 1910-1917 - Mexican Revolution
- 1924 - National Origins Act
- 1924 - Oriental Exclusions Act

- 1942-1964 - Bracero Act
- 1965 - Immigration and Nationality Act
- 1980 - Refugee Act
- 1986 - Immigration Reform and Control Act (ICRA)
- 1992 - California's Proposition 187
- 2004 - Arizona's Proposition 200
- 2007 - Immigration Senate Bill (DREAM Act)
- 2012 - Deferred Action for Childhood Arrivals (DACA)

Terms to Know:

- **Immigration** - to come to a country of which one is not a native, usually for permanent residence.
- **Emigration** - to leave one's country or region to settle in another.
- **Green card** - an official card, originally green, issued by the United States government to foreign nationals permitting them to work in the US.
- **Proposition 200** - passed in 2004 as initiated state statute. Elements of the law were overturned in 2013 by the United States Supreme Court in *Arizona v. The Inter Tribal Council of America, Inc.* The Supreme Court struck down parts that required proof of citizenship from individuals who use a federal voter registration to vote, and rejected the state's attempt to require more from voters than what is prescribed by the National Voter Registration Act.
- **Proposition 300** - in the November 2006 election, it was a legislatively referred state statute, and requires verification of immigration status of persons who are applying for state-funded services, and in-state tuition and financial aid for college students.
- **Development, Relief, and Education for Alien Minors (DREAM) Act** - American legislative proposal for a multi-phase process for illegal immigrants in the US that would first grant conditional residency and upon meeting further qualifications, permanent residency.



EDUCATION: LEARNING

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.

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 *Spare Parts*. 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 2017 semester. For more information, see 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](#).

Awards

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.
- **Raj and Diana 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).

EDUCATION FUNDING IN KANSAS

Below is information about the funding for K-12/ Higher Education in Kansas (Fiscal Year 2015) - Gist Facts. Click the headers to learn more.

Kansas Budget (budget.ks.gov)

- \$4.014 billion total approved for funds for state and federal support of K-12 education in Kansas.
- \$186,185,000 (4.6% total budget) approved for school food assistance programs.
- \$636,000 (.01% total budget) allocated for assisting rural and low income schools.
- \$0 approved for school violence prevention.

Kansas Government (www.kansas.gov/education)

- Student financial aid includes grants, scholarships, and loans.

Kansas Board of Regents (www.kansasregents.org)

- Undergraduate scholarships available for various backgrounds, including need-based, ethnic minority status, military service, and teacher service.
- Average resident undergraduate Wildcat spends \$4,674.80 per semester on tuition and fees.
- Average non-resident undergraduate Wildcat spends \$11,714.30 per semester on tuition and fees.
- State universities allocated \$2.643 billion for total operating expenditures in fiscal year 2015, roughly equivalent to 565,547 resident undergraduate semesters at K-State.

EDUCATIONAL ACTIVITIES:

EXTRA CURRICULAR

Attend the events held on the K-State campus throughout the 2016-2017 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 and we'll add it to the list!

CLASSROOM ACTIVITIES

Creating opportunities to teach *Spare Parts* 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.

READING QUIZ

Introduction

1. Describe the judges' general first impressions of the four students.

One

1. Which student legally resided in the United States during high school?
 - a. Cristian
 - b. Luis
 - c. Lorenzo
 - d. Oscar
 - e. None of the above
2. Who were Fredi and Allen's mentors?
3. Prior to the 2004 MATE Competition, Carl Hayden competed in _____ underwater robotics competitions.
4. True/False: Fredi changed majors while attending Arizona State University.

Two

1. True/False: The four students raised more than \$1,000 in cash and parts for the robotics competition.
2. Did prior travel experience help the team in the long run for the MATE Competition? Explain.
3. Which student provided seemingly uncanny solutions for the issues the underwater robot faced?
 - a. Cristian
 - b. Luis
 - c. Lorenzo
 - d. Oscar
4. Lorenzo was challenged because he did not want to learn in the regular classroom. Explain how he overcame his stubbornness to learn and how he was inspired to study.
5. Lorenzo and Luis _____ in their spare time, and today run a business dedicated to the practice.

Three

1. By practicing endlessly for the competition, do you believe the team was well prepared for their presentation? Which method of practice most benefitted the team and why?
2. How many awards did Carl Hayden win?
3. How would you have reacted if you beat the odds in the ROV competition?

Four

1. True/False - After Oscar graduated, he was deported to Mexico by military personnel.
2. What impact did the Propositions have on the students' college educations?
3. What would you do if you were the students post-high school? Would you attempt to pursue a college education, go to Mexico, or find a job? Why?

UNDERDOGS:

“ACADEMIC SHOCK” & SUPPORT

Most commonly experienced by international students, and first-year first-generation students, academic shock is a challenging transition from a life at home to experiencing college and semi-independent living elsewhere. Different teaching approaches, in addition to new lifestyles and habits, create a possibly uncomfortable environment for all types of students.

Resources are available at K-State to allow adjustments for first year students. From Powercat Financial, who helps students create budgets, to the Office of International Students, students are able to access help on campus to create a seamless transition into college.

FIRST GENERATION STUDENTS

First generation students include students for whom neither parent obtained a bachelor's degree nor attended college.

The Teaching & Learning Center provided a [blog post](#) and [supporting materials](#) for first generation students, including interviews with K-State faculty who were first generation students.

K-State First offers various First-Year Seminars and CAT Communities strictly for first generation students. In these classes, students are able to meet others like themselves who have no family background in college.

MALCOLM GLADWELL TED TALKS

- [Choice, happiness, and spaghetti sauce](#)
- [The unheard story of David and Goliath](#)

GUIDANCE OPPORTUNITIES

Mentorship

- [Guide to Personal Success \(GPS\)](#)
- [StrengthsQuest Peer Coaches](#)
- [Powercat Financial Counseling](#)
- [Academic and Career Information Center](#)
- [Peer Mentors](#)
 - [Executive Mentorship Program \(CBA\)](#)
- [Resident Assistants](#)
- [K-State First Residential/Learning Assistants](#)
- [Academic Advising](#)

Internships

- [Career and Employment Services \(CES\)](#)

ACADEMIC COMPETITIONS:

TEAMS AT K-STATE

K-State has a wide array of academic teams within every college at the university. Below are a few examples, though with some research there are likely many more! These are great opportunities for students to get involved and pursue their interests beyond the classroom!

COLLEGE OF ARCHITECTURE

American Institute of Architecture Students

President - Jared Sang
jaredsang@gmail.com

COLLEGE OF AGRICULTURE

¼ Scale Tractor Team

<http://www.bae.ksu.edu/activities/powercat-tractors/>

President - Ryan Strasser
strasser@ksu.edu

Advisor - James P. Murphy
jmurphy@ksu.edu

Sponsored by the College of Engineering, College of Agriculture, and the Department of Biological and Agricultural Engineering, this team designs, tests, and builds a 1/4th sized tractor. Members put to practice and develop skills used by industry professionals.

Collegiate Crops Team

Advisor - Kevin Donnelly
kjd@ksu.edu

Participants judge grain grading, seed analysis, and plant and seed identification. Local sponsors include K-State Department of Agronomy, Kansas Crop Improvement Association, and K-State Student Government Association.

Soil Judging Team

Advisor - Michel D. Ransom
mdransom@ksu.edu

Weed Science Team

Advisors - Anita Dille and Dallas Peterson
dieleman@ksu.edu
dpeterson@ksu.edu

Kansas State National Agri-Marketing Association

President - Marie Annexstad
mannexst@ksu.edu
Advisor - David Lehman
lehman@ksu.edu

FFA Agribusiness Contest

Advisor - Gregg Ibendahl
ibendahl@ksu.edu

Linnaean Games Team

Advisor - John Ruberson
ruberson@ksu.edu

Question and answer competition on entomological facts. First-place and runners-up advance to national competition at ESA national meeting.

Dairy Cattle Judging Team

Advisor - Gail Carpenter
acarpenter@ksu.edu

Annually competes in several competitions. Performs public service activities for Department of Animal Science and Industry. Serve as officials for the State 4-H and FFA Judging Events.

Meats Judging Team

Advisor - Terry Houser
houser@ksu.edu

Poultry Judging Team

Advisor - Scott Beyer
sbeyer@ksu.edu

Evaluate quality and performance of live birds and processed poultry meat egg products.

ASI Quadrathlon

Advisor - Karol Fike
karol@ksu.edu

Competitive examination and quiz. Winners represent K-State at Midwest AQ in Des Moines.

K-State Horticulture Club

Advisor - Cathie Lavis
clavis@ksu.edu

National Collegiate Landscape Competition. Students demonstrate skills in real world, competitive events coupled with outstanding career fairs. Events include business presentations, identification, and design.

COLLEGE OF ARTS & SCIENCES

Mock Trial Club

<http://commstudies.k-state.edu/student-groups/mock-trial.html>

President - Sarah Peterson
Sarah495@ksu.edu

Advisor - Daralyn Gordon Arata, Esquire
darata@ksu.edu

Mock Trial offers an opportunity for aspiring attorneys and aspiring actors to form teams and prepare to try cases against other universities from across the country. Teams are made up of 6-8 students, who take on the roles of both attorneys and witnesses in the trial. K-State's mock trial team is housed in the Legal Communication Program, a major in the Department of Communication Studies. Students do not have to be majors to participate.

Model United Nations

President - Becca Kaye
beccakaye@ksu.edu

Advisor - John Fliter
jfliter@ksu.edu

Model UN is an authentic simulation of the UN General Assembly, UN Security Council, or other multilateral body, which catapults students into the world of diplomacy and negotiation. In Model UN, students step into the shoes of ambassadors of UN member states, from Afghanistan to Zimbabwe to debate current issues on the Organization's vast agenda.

COLLEGE OF BUSINESS

Enactus

President - Elisa Vasquez
vasquez@ksu.edu

Advisor - Donita Whitney-Bammerlin
donitab@ksu.edu

Uses entrepreneurial action to create and implement community outreach projects around the world. Competitions include business ethics case competition, nationals, and world cup held internationally.

Pi Sigma Epsilon

pse@ksu.edu

President - Theodore Brittan
twildcat55@ksu.edu

Advisors - Dawn Deeter and David Lehman
ddeeter@ksu.edu
lehman@ksu.edu

Marketing and sales club that encourages professional development in skill and career. Attends annual regional and national sales competitions.

COLLEGE OF ENGINEERING

AIAA Unmanned Aerial Systems Design Team

www.ksu.edu/aiaa

President - Blake Smethers

blsmethers@ksu.edu

Advisor - J. Garth Thompson

jgt@ksu.edu

Designs, builds, and tests an unmanned aerial system to compete in an annual competition. The team helps to generate interest in the aerospace field as well as provides an opportunity for students to learn valuable system engineering skills.

Baja SAE

www.ksu.edu/sae/baja

President - Andrew Huber

ahuber@ksu.edu

Advisor - Greg Spaulding

gspauld@ksu.edu

Provides SAE student members with a challenging project that involves the planning and manufacturing tasks found when introducing a new project to the consumer industrial market. Teams compete against one another to have their design accepted for manufacture by a fictitious firm.

ChemE Car

<http://www.che.ksu.edu/aiche/about-us/cheme-car/>

President - David madden

dmadden@ksu.edu

Advisor - Dr. Keith Hohn

hohn@ksu.edu

The Chemical Engineering Car (ChemE Car) is a shoe-box sized car that is powered by a chemical reaction. Chemical Engineering students of all levels contribute through their knowledge of chemical reactions, physics, and thermodynamics.

Cyber Defense Club

President - James Howze

jdhowze@ksu.edu

Advisor - Eugene Vasserman

eyv@ksu.edu

The Kansas State Cyber Defense Club will be a student driven organization that aims to train students with the proficiency required to effectively manage a home or enterprise network through skills such as system administration with a focus on cyber defense and penetration testing techniques.

Human Powered Vehicle Design Team

www.mne.ksu.edu/hpvdt

President - Carter Klise

cklise@ksu.edu

Advisor - Mohammad Hosni

hosni@ksu.edu

Extracurricular, student led, engineering design team. Every year, HPVDT designs, builds, tests, and races a new human powered vehicle. In the spring, HPVDT competes against 30 collegiate teams at the American Society of Mechanical Engineers' Human Powered Vehicle Challenge. Teams are judged in four events at competition: design, speed, endurance, and innovation. HPVDT strives to provide a diverse, creative design environment that encourages its members to become proactive leaders in accounting, design, engineering analysis, management, manufacturing, marketing, and testing.

Facebook: www.facebook.com/ksuhpvdt

Powercat Motorsports

www.ksu.edu/powercatmotorsports

President - Greg Hopper

gjhopper@ksu.edu

Advisor - Kevin Wanklyn

kwanklyn@ksu.edu

Powercat Motorsports, K-State's premier racing team, has a storied tradition rooted in the hard work ethic of its members. Powercat Motorsports designs and builds a small formula one race car and takes it to two competitions every year and compete against race students from from other universities around the world.

Robotic Competition Team

President - Richard Habeeb

habeebr@ksu.edu

Advisor - Bill Kuhn

wkuhn@ksu.edu

The Robotic Competition Team within the Department of Electrical and Computer Engineering specializes in autonomous, maze solving robots. Every year, the RCT competes in the annual California Micromouse competition.

Wildcat Wind Power

http://www.engg.ksu.edu/docs/launch/teams/wildcat_wind_power.pdf

President - Tanzila Ahmed

tanzila@ksu.edu

Advisor - Ruth Miller

rdmiller@ksu.edu

Wildcat Wind Power designs, builds, and tests small-scale wind turbines for the Collegiate Wind Competition. The main focus is in the engineering development and economic deployment strategies of wind energy systems. Membership is open to all students interested in learning more about the industry and gaining hands-on experience in their fields of study.

COLLEGE OF HUMAN ECOLOGY

Quiz Bowl Club

www.ksuquizbowl.wordpress.com

President - Wyle Yeager

wkyeager@ksu.edu

Advisor - Sunghun Park

shpark@ksu.edu

NATIONAL ENGINEERING COMPETITIONS

Marine Advanced Technology Education (MATE) Competition

- Website: <http://www.marinetech.org/rov-competition-2/>
- About: <http://www.marinetech.org/about/>
- Internships: <http://www.marinetech.org/internships/>
- Curriculum Resources: <http://www.marinetech.org/curriculum/>
- NASA Website: <http://www.nasa.gov/>
- NASA LinkedIn

For Inspiration and Recognition of Science and Technology (FIRST) Competition

- Website: <http://www.firstinspires.org/robotics/frc>
- About: <http://www.firstinspires.org/about/vision-and-mission>
- Scholarships: <http://www.firstinspires.org/scholarships>
- Alumni and Internships: <http://www.firstinspires.org/alumni>
- LinkedIn Alumni Group

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 *Spare Parts* 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
- Attend the events held on the K-State campus throughout the 2016-2017 school year. See a list of events [here](#).

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