

# 1.1 Orientation and Expectations

**Related Area(s): Personal Qualities**

**Lesson Objective(s):** Identify the program expectations and goals.  
Establish a positive relationship with class members.

**Outcome Goal(s):**

The goal of this module is to have students establish course expectations and ground rules and develop a rapport with classmates.

## Instructor Preparation Checklist

☐	Supplies and Tasks	Materials and Resources
	Media & Audio	Video player
	Websites	
	Read/Review	
	Field Trips/Co-op/Outings	
	Supplies Needed	Pens, pencils, candy, sticky notes, poster board, markers and color chart.
	Print/Copy/Laminate	Worksheet 1
	Miscellaneous	
<b>Additional Notes:</b>		

## Warm Up: What do you think?

This is the first day of the course, so it is important to establish expectations and ground rules. Create a course agreement that is developed by both the instructor and students. Start out by giving each student a set of sticky notes and ask them to write down one expectation per sticky note. Give them two minutes for this activity.

Have them place the sticky notes on the board in front of the class. Go over each expectation and discuss whether or not the expectation will be met. Include teacher expectations within this discussion. Ask one student to be the scribe to draft the list of expectations.

Examples:

1. Come to class on time
2. Participate in Class
3. Treat each other with respect
4. Be willing to allow yourself to make mistakes
  - a. There are no stupid questions, only those that go unasked.

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From the list of expectations develop ground rules for the class. Some may be the same and some may be added. This may be done through discussion. Try to have no more than five rules as you may want them to be easy to remember. Before the rules are finalized, ask the students if they can agree to this list. The rules can be written on poster board, signed by the students and then posted in the classroom. Refer to the rules often when working with the students.

**Notes/Vocabulary:**

Expectations, rules

**Materials:** Sticky notes, poster board, markers

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## (1) Get to Know Each Other: Two Truths and a Lie

**Description:** Provide a piece of paper to each student and ask them to write two truths and a lie about themselves. Give the students two to three minutes to complete the task. Ask each student to read his/her truths and lies. Ask the other members of the class to guess which item is a lie.

**Purpose/Key Skills:** The purpose of this activity is to give the student an opportunity to find things out about each other. Discuss with students as to how many learned something new about a classmate.

**Notes/Vocabulary:** An idea is to provide some type of small reward (example: candy) to give to students for listening and participating in the activity.

**Materials:** Paper

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## (2) Dinner

**Description:** Ask students “If you could have dinner with anyone from the present or anyone who lived in the past, with whom would you want to dine and why?”

**Purpose/Key Skills:** The purpose of this activity is to further help the students to get to know each other and become comfortable in the class. It will also assist in giving insight about each student.

**Notes/Vocabulary:** Remind the student to be respectful of all responses.

**Materials:** Paper

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### (3) The M&M Game

**Description:** This activity is a simple way for students to introduce facts about themselves. The M&M Game goes by other names: The Skittles Game, The Candy Game, Color Game, among other names. Pour M&Ms into a bowl. Have everyone spoon as much or as little as they like from the bowl. Make sure that no one eats their candy right away.

**How to play:**

For each piece of M&M candy the students took, they will have to answer a question, depending on its color. For example, the candy can be designated as the following:

- Red candy: favorite hobbies
- Green candy: favorite foods
- Yellow candy: favorite movies
- Orange candy: favorite places to travel
- Brown candy: most memorable or embarrassing moments
- Blue candy: wild cards (they may share anything they choose)

The teacher will then call out the color topic and everyone will go around the room sharing on answered pre M&M As an example: If you chose two red pieces of candy, you will have to name two of your favorite hobbies. After the individual has shared that color with the group, he/she may then eat their candy. Continue to go around the room until each color topic has been shared.

**Purpose/Key Skills:** The purpose of this activity is for student to find out information about their classmates.

**Notes/Vocabulary:**

**Materials:** Colored candy such as M&Ms, sign posting the candy colors and what they represent, napkins, plates.

### (4) Similarities and Differences

**Description:** Have participants walk around, meeting each other- for each person they "meet", they need to find something they have in common (ex. both like pizza) and on thing that is different (Ex: plays basketball/ plays football) and fill out all three columns on their sheet.

- At the end, ask people to share some of the things they discovered
- Did anything surprise them?
- How hard was it to find things they had in common with the other participants?

**Purpose/Key Skills:** The purpose of this activity is for students to see that people have more similarities than differences.

**Notes/Vocabulary:** similarities

**Materials:** Worksheet 1.1-1 for each student

## Formative Assessment

□	Skill Description and Assessment	Notes
	<ul style="list-style-type: none"><li>• Was highly engaged in class discussions; demonstrated positive attitude toward completing the activities.</li></ul>	
	<ul style="list-style-type: none"><li>• Was moderately engaged during class discussions; demonstrated mostly positive attitude toward completing activities.</li></ul>	
	<ul style="list-style-type: none"><li>• Was not engaged during class discussions; demonstrated negative attitude toward completing the activities</li></ul>	