# First Day of School: Expectations and Getting to Know Each Other

## Objective:

Students will articulate classroom and school expectations, understand behavior policies, and engage in a get-to-know-you activity with their peers.

## Assessment:

Students will complete a reflection sheet where they will summarize the classroom expectations and policies discussed, as well as share one personal interest or fun fact about themselves from the get-to-know-you activity.

## Key Points:

* **Classroom Expectations:** Clear communication about respect, responsibility, and readiness for learning.
* **School Policies:** Overview of attendance, tardiness, and dress code expectations.
* **Behavior Expectations:** Understanding of positive behavior reinforcement and consequences of negative behavior.
* **Get-to-Know-You Activity:** Importance of building relationships and community within the classroom.
* **Active Engagement:** Encouraging participation and sharing to foster a welcoming environment.

**Preparation for the Day/Materials Needed:**

Prep out posters/flip charts to hang on walls with the prompts written at the top:

* What will you need to be successful in my class?
* School is important because…..
* What can I do to help you be successful?
* Our class should be \_\_\_\_\_\_\_\_\_\_ every day?
* What do you hope to learn in this class?
* What should members of our class be doing to make sure our class runs smoothly?

Have sticky notes for sticky note activity. You need a sticky note for each poster, for each student. Example: you have 3 poster and 30 students, you’ll need 90 sticky notes.

Colorful paper/markers/crayons for students to use to create name tent

A slide to show that says, “Welcome! Please create a name tent by folding a paper in half, hot dog style, and writing your name”

**Game Plan:**

Welcome your students and shake their hands as they enter your classroom

* This helps you have an immediate connection to try and learn names
* Personally explain they need to find a seat and check the board for first assignment

Have the first assignment on the board be a simple such as creating their name tents. These can be used all week and to help you learn names quickly!

* + This helps create the routine of checking the board every time they enter

## Opening:

* Begin with a question: "What does community mean to you?"
* Conduct a quick brainstorming session where students share their thoughts.
* Introduce the idea of FCCLA as a community and how it can enhance their experience in the FCS classroom.

## Introduction to New Material:

* Have the first assignment on the board be simple such as creating their name tents. These can be used all week and to help you learn names quickly. This helps create the routine of checking the board every time they enter
* Establish a way that you get everyone’s attention. This could be you raising your hand and they raise their hands, you say a certain word and they answer, etc. Practice this!

OPTIONAL ACTIVITY:

* Present an “about you” PowerPoint and include pictures of:
  + your family
  + hobbies/interests
  + pets
  + summer vacation activities
  + anything they need to know about you!
  + Explanation of your teaching style and expectations of students
* Present the classroom expectations using a PowerPoint slide, elaborating on each point.
* Explain school policies through a handout that students can reference throughout the year.
* Discuss behavior expectations with examples of both positive and negative behaviors.
* **Common Misconception:** Students may think that classroom rules are arbitrary or unimportant; clarify that they are in place to create a safe and productive learning environment.
* **Sticky note activity**
  + instruct your students to look at the posters around the room. This is their chance to help decide how this classroom will run! We’re all in this together and need to all be on board. They need to write an answer for each poster on a separate sticky note. When they are finished, they need to place the sticky note answer on the question/prompt it corresponds with. Names do not have to be on the answers.
* **FCCLA Creed**
  + Have the creed on the screen and have everyone stand and recite the FCCLA Creed. Explain that as part of an FCS class, they are now able to join FCCLA and will be learning about it for the next few days. Explain that this will be how you begin class each day for the next few days – by reciting the creed.
* **Benefits of joining FCCLA** 
  + Cover the slide regarding the benefits of joining FCCLA and get them excited for learning about FCCLA and earning their ice cream sundaes! Let them know everyone participates in FCCLA in the classroom and it’s FUN!

## Guided Practice:

* Following the sticky note activity, in pairs, students will discuss one classroom expectation and its importance.
* Provide a scenario where a behavior expectation is violated and ask pairs to brainstorm appropriate responses.
* As a class, review the scenarios and responses, guiding students with questions like:
  + "What should happen if a student is consistently late?"
  + "How can we support each other in meeting these expectations?"
* Monitor student discussions and provide feedback to ensure understanding.

## Independent Practice:

* Students will fill out a reflection sheet where they summarize the classroom expectations and school policies.
* Name tents -- time permitting, have students create an adjective for each letter in their name. They can write this on the opposite side of the name tent. Example: ADAM would be Agreeable, Delightful, Awesome, Mature. Expectations: Work quietly, focus on the task, and be ready to share their interests.

## Closing:

* Conduct a "Share One" activity where students take turns sharing their fun facts with the class.
* Summarize key points of the lesson by asking students what they learned about expectations and policies.
* Have students collect/turn in/place name tens in their turn-in basket. This helps create the turn-in procedure. Be sure to leave at least 5 minutes time for this!
* Establish your routine for dismissal. Can they line up at the door? Do they wait for you to be dismissed?

## Standards Addressed:

* **CCSS.ELA-LITERACY.SL.8.1:** Engage effectively in a range of collaborative discussions.
* **SEL Competency:** Responsible Decision-Making – Developing the ability to make constructive choices about personal behavior and social interactions.