



Orientation Lesson Plan
ADVISORY
(50 minutes)

Objectives:

1. Practice peer bonding activities
2. Recall at least (3) names of classmates
3. Identify location of individual classes on campus map
4. Create name card/placard
5. Practice TRIBES Agreements
6. Recite 'ōlelo no'eau

Supplies:

- TRIBES Agreements poster – available for download at SAC Blog
- Post orientation 'ōlelo no'eau on whiteboard
(Please Note: PE teachers will be provided with TRIBES Agreements and 'ōlelo no'eau poster for use in Keawe Gym)
- Highlighter – students will provide own
- 8 X 10 index cards (one per student) – placed in teacher box
- Assorted colored pens, pencils – teachers to use supplies in their room
- Jeopardy PowerPoint – download appropriate team PowerPoint from email sent and load unto computer desktop
- LCD projector – (LCD projector has been requested for PE teachers for use in Keawe)
- Campus Map – placed in teacher box
- Post it notes – placed in teacher box
- One prize per student (mini erasers) – placed in teacher box

Agenda:

(8:25 – 8:30) – Attendance/Seat Assignment

- Once everyone is seated, welcome students and introduce yourself as the advisor. We are encouraging you to introduce yourself in Hawaiian:

“‘O Kumu_____ au.”
(I am teacher _____.)
Example: “Aloha! ‘O Kumu Murakami au.”

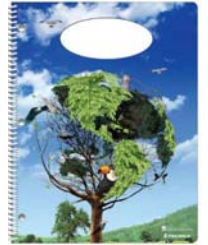
- You may ask students:
 - a) What is advisory? What does this question mean to them?
 - b) At the last school they attended, were there advisories?

You may explain that as part of our KMS foundation, advisory is an important time to develop a positive, supportive, caring community with adults and small group of peers while tackling some relevant issues in middle school. Advisories will be meeting regularly throughout the school year; therefore, TRIBES agreements will be adhered.

Review the TRIBES Agreements and refer to the 'ōlelo nō'eau for orientation. Please have students repeat the 'ōlelo.

'O ke kahua ma mua, ma hope ke kūkulu.
First the foundation, then the building
Learn all you can, then practice.
(‘Ōlelo No’eau #2459)

'O nā pōhaku no ke kahua (rocks for the foundation)



(8:30 – 8:35) – SAB Labeling

- Each student is to legibly write his/her inoa (first and last name), team inoa and advisory teacher on the first page. Students are to take the SAB to all classes.

(8:35– 8:45) – Name Game

- Promote TRIBES – “Inclusion” by practicing peer bonding activities. Please feel free to use another name game. One name game is suggested below.

Name Game A

How to play:

1. Write on the white board: “Aloha! ‘O _____ au.” (I am_____)
2. Have students stand in a circle or sit in a circle. Think of a descriptive word (adjective) that begins with the first letter of first name (ie: Loveable Leilani, Zany Zachary etc.).
3. One student introduces self, “Aloha! ‘O Loveable Leilani au.” The next student looks at former student, repeats descriptive name of person before and introduces self (Loveable Leilani. ‘O Zany Zachary au.)
4. The third student looks at the former students, repeats description & name of previous students before introducing self. Other students can kōkua by naming each student in order. Student volunteers may run this activity.

Name Game Closure: Ask students to pop corn share responses to the following question. Who can name all the students in the class? name at least 10?, or 5? Reinforce the purpose of advisory.

(8:45 – 8:55) – Name Card/Placard

- Each student will create an individual name card for use in all subject areas.

Directions:

- a) Distribute 8 X10 index card; fold card “hotdog” style (length-wise)
- b) Students are to write their preferred name large and legibly on one side of the card. (Student volunteers should have their own name card as examples)
- c) Students may decorate the card if time permits

While students are working on their individual name card, the following resources need to be readied for the following activity:

- LCD projector connected to your laptop with Campus Jeopardy PowerPoint game on your desktop.

(8:55– 9:12) – Campus Jeopardy PowerPoint Game

- Familiarize students with their schedule by playing the Campus Jeopardy PowerPoint game



How to play:

1. Student volunteers will group the advisory into four groups of four or less
2. Student volunteers will run this Campus Jeopardy game. If the student volunteer is not confident to run the game, you may need to step in and run this game.
3. Students are to take out their individual schedule and highlighter and pen.
4. Distribute the campus map.
5. Students are to highlight and write where each of their classes are located on the map (i.e.: Lili'uokalani 64 is highlighted and marked A-3 Health or Ka'ōleiokū 81 is marked A-4 Social Studies). Student volunteers to help with this portion of the lesson.
6. Play the Jeopardy Game – Campus maps are to be used for the game. Teams are to select a spokesperson, and a recorder. Distribute one post-it note to each team recorder.

Jeopardy Rules:

- a. Answers must be stated in a question form by the spokesperson only.
- b. Team recorder to keep track of points earned for correct responses keep a running tally of points on the post-it note.
- c. Allow a team to win no more than three rounds to give every team an opportunity to participate.
- e. Use a \$100 question as an example before beginning the game.
- f. At the end of the game, ask recorders to tally their total scores.
- g. Give the top scoring team their prize (eraser) first and then distribute the remaining prizes to the other students.

(9:12- 9:15) - Closure

1. Students are to locate their A-1 class on the campus map.
2. Students are to check the area for their belongings.
3. If students have an elective class or PE, one teacher/staff member and volunteer(s) are to assist students in walking towards the right direction.