


First Impressions make Lasting Impressions

*Maria Hennessy
Rahway High School, N.J.*

2 **Welcome to Rahway!**

- Rahway, New Jersey is located about 20 miles southwest of New York City, only 4 square miles large with a population of approximately 32,000.
- Largest Employer
 - Merck Pharmaceuticals
- Medians
 - Home income - \$54,720
 - Home price - \$287,134
 - 2 bedroom apartment monthly rent - \$1,188



Welcome to Rahway High School



4 **About RHS**

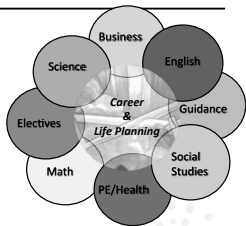
- Approximately 1,100 students
- 130 staff professionals
- 45% African American, 35% Hispanic, 17% Caucasian, 3% Asian/ Other
- 55% students qualify for free/reduced lunch

5 **Freshmen Seminar & Financial Literacy**

- ✓ Developed, Fall 2010
- ✓ Implemented, Fall 2011
- ✓ 6 years in the books!
- ✓ 5 credit – all year course
- ✓ 4 days FS/ 1 day PEER
- ✓ 9-12 sections
- ✓ Multiple disciplines

6 **Multiple Disciplines**

Business, English, Guidance, Mathematics, Physical Education/Health, Practical Arts, Sciences, Social Studies, Special Education, & World Languages

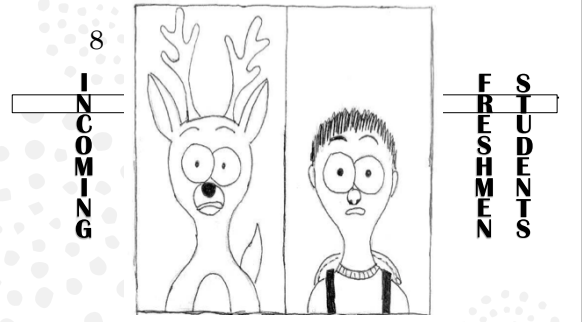


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SMART Goals

- Decrease overall failure rates
- Assist students who routinely struggle at math become more comfortable and confident in their work
- Increase awareness of post-secondary enrollment opportunities
- Increase communication with community members

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WARNING FRESHMEN

- | | |
|-----------------------|-------------------------------|
| 1. UPPER CLASSMEN | 4. WORKLOADS/CAREER READINESS |
| 2. GETTING LOST | 5. SPORTS AND CLUBS |
| 3. FINDING ACCEPTANCE | |

F E A R S

10

Today's to do list...

- ✓ Common Connections
- ✓ Foreshadowing
- ✓ Classroom Norms
- ✓ I like a teacher who...
- ✓ What you don't know by looking at me is...
- ✓ What's my Line?
- ✓ Wall of Inspiration and Heroes



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Common Connections

handout page: 4

- Using like letters of our names, find a "common connection" with peers
- Building a classroom crossword/scrabble board

T
H
O
D
I
M
S
M
A
R
I
A

12

Give it a try!

- Person with the longest name goes first!
- Find a common letter to connect to and write it in.
- Discuss with whomever you connected to, an adjective that also connects the two of you, beginning with the same letter you just connected.
 - Write that common word around the border of your paper
- Continue until everyone has gone!

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Foreshadowing

handout page: 5

- Students sign a graduation cap and gown signifying their common goal of graduating RHS together
- Students create an individual or class time capsule
- At graduation, have students take a picture with graduation cap and gown and revisit their time capsules.



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Healthy “Norms” Prevent Storms

handout pages: 6-7

- Students create the classroom rules/norms
- Have them sign it to show ownership
- Leave it hanging, visibly in your classroom

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Classroom 101 “Norms”

Aline	Amanda	RESPECT	Antonio	Ashley
Emmanuel	Marvin	PUNCTUALITY	Shimei	Ola
Chris	Brianna	TAKE RESPONSIBILITY	Victoria	Johnny
Cassandra	Rhise	GIVE 100% DAILY	Christopher	Alejandro
Jessmary	Debora	Leticia	Eduardo	Kayla

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I like a teacher who...

handout pages: 8-9

- Students will indirectly and unknowingly create norms for which you as the teacher will also adhere to (within reason of course).

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Our turn!

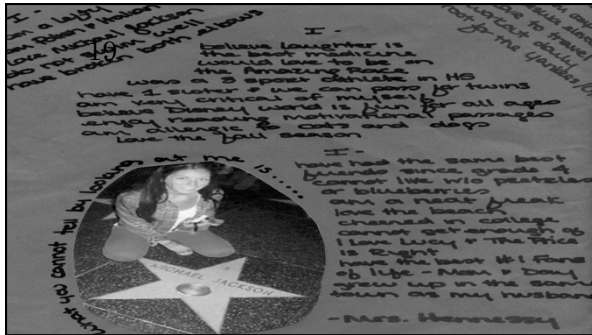
- In one word describe your favorite teacher
 - Class will share (record responses)
- Give it a title
- Sign it to show ownership!
- Leave it hanging visibly in your classroom

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What you don't know by looking at me is...

Handout pages: 10-12

- Students create a collage of fun facts about themselves around an approved selfie



20 What's my Line?

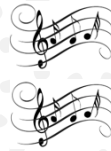
Handout pages: 13-14

- Students share a line from a song that empowers them or makes them feel good about themselves.
- Combine all student lyrics to create a class song.

21 Same Song – 2 takes!



22 Build a Song!



- Write down one line of your favorite motivational song
- Combine them at your table
- Feeling brave?! Share your song.

23 Wall of Inspiration & Heroes

handout pages: 15-16

- Students create a vision board of someone that inspires or motivates them.
 - Include pictures and words of empowerment
- Leave hanging for days when they need inspiration



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Student Work



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Thank you!

Questions?

Comments?

mhennessy@rahway.net

First
Impressions
Make Lasting
Impressions

July 10

2017

This workshop will introduce future as well as current Freshmen Seminar/Success 101 instructors to supplemental activities to become familiar with freshmen goals and priorities.

*Incorporating
advisory activities
into a successful
classroom*

**MARIA HENNESSY
RAHWAY HIGH SCHOOL
NEW JERSEY**

mhennessy@rahway.net

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LESSON NAME: Common Connections

OBJECTIVE(S): SWBAT Understand the purpose of Advisory, get to discover commonalities and lay the groundwork for experiencing teamwork.

NJCCCS: 9.1, 9.2, and 9.3

ACTIVITIES:

Split class into two or three groups depending class size. Write your (the instructor's) name in the center of the easel paper (i.e. H E N N E S S Y). Off of your name, students will build their names in (like scrabble or crossword puzzle style). When a student builds off of another student's name, they must talk to each other and find something they have in common, that starts with the letter that they intersect at. When they come up with a common word, that word (i.e. "h" - Helpful) is written on the boarder of the paper. Once all group members have gone, a few common connector words should have been created (one for every connection).

From there – groups make a team "motto" using these words. Groups will share their motto with the class.

REFLECTIONS:

Was it difficult or easy to find a common connection with the person you "linked" a letter up with? Why?

What is one thing you would like everyone in the group to know about your name?

Who thinks they can name each person on the group?

What were you surprised to learn during this activity?

What else can we do that might help us "get connected" and stay connected this year?

MATERIALS:

Large piece of Poster Paper (1 per group)

Colored Markers

MODIFICATIONS:

As Per IEP's

ASSESSMENT:

Class Participation

LESSON NAME: Foreshadowing, put it in writing

OBJECTIVE(S): SWBAT Students unknowingly currently share a common goal as they enter high school. They will lock that goal in as a class and develop a time capsule to recover just before their high school graduation.

NJCCCS: 9.1, 9.2, and 9.3

ACTIVITIES:

Students are asked to think of a common goal that they all have as a class. Hopefully, they'll figure it out without too much stress, which will be graduating within four years, together. To signify their commitment to this goal, students will sign their names on a graduation cap/gown, as their high school contract. Following that, students will develop either individual or a class time capsule to recover in their senior year. Save these items and make sure to take a picture with them at graduation practice!

Hang gown in classroom as a reminder of their ultimate goal.

REFLECTIONS:

Was it challenging to identify a united class goal? Why or why not?

What are your initial feelings when you see the blank/signed graduation gown hanging in the classroom?

Do you foresee any possible struggles, challenges, obstacles that may make reaching this goal difficult to achieve?

Why did you chose such items for your time capsule? How would the time capsule of myself (the instructor) or your parents or grandparents differ?

MATERIALS:

Graduation Cap and Gown and hanger

Colored Markers

Box/Bag for time capsule

MODIFICATIONS:

As Per IEP's

ASSESSMENT:

Class Participation

LESSON NAME: Healthy Norms Prevent Storms

OBJECTIVE(S): SWBAT Students will set classroom “norms,” rules, or standards that they will adhere to for the upcoming school year.

NJCCCS: 9.1, 9.2, and 9.3

ACTIVITIES:

Ground rules are necessary for a group to function effectively. Because this class will work in group settings regularly, it will be beneficial to establish healthy norms of behavior.

Step 1 – each person creates a list of negative behaviors within a classroom. When finished – create a master list on the board

Step 2 – using the list, generate possible ways that would promote positive group norms and discourage negative group norms

Step 3 – each person in the room then goes up to the positive list and checks off the top 3 ground rules that he or she believes are most essential to foster positive group norms

- 🍏 Based on tallies, create a top 5 norm poster (in no particular order)
- 🍏 Write them down – hang them in a visible area
- 🍏 Have everyone sign the poster!!!

Step 4 – discuss how they will keep each other accountable for sticking to the norms

REFLECTIONS:

How hard/easy was it for you to come up with ideas for ground rules? How come?

How can we support each other in keeping this group experience a positive one?

Do you feel as though one norm is more important than another?

Beginning with the advisor, each person shares the rule that is most important to them and why.

MATERIALS:

Board/Chalk

Poster/Markers

MODIFICATIONS:

As Per IEP's

ASSESSMENT:

Classroom 101 Norms

Aline

RESPECT

Antonio

Amanda

Ashley

Emmanuel

PUNCTUALITY

Shimei

Marvin

Ola

Chris

Victoria

Johnny

TAKE RESPONSIBILITY

Brianna

Siouxanne

Cassandra

GIVE 100% DAILY

Christopher

Alejandro

Rhise

Jessmary

Debora

Leticia

Eduardo

Kayla

LESSON NAME: I like a teacher who...

OBJECTIVE(S): SWBAT Students will set expectations for a successful classroom teacher, which will allow them to fulfill the classroom norms they have created within the previous lesson.

NJCCCS: 9.1, 9.2, and 9.3

ACTIVITIES:

Do Now

Take the first five minutes of class: In your journal, describe your favorite teacher. What have they done/did they do that has stuck in your mind to make them your favorite or so memorable? How would you describe him or her?

Discussion

Have students share their “do now” responses – when they give key adjectives (or other descriptions) jot them down on the board. From there, students can check off on the board or within their journal, any similarities they had while describing their favorite teacher. Discuss items/adjectives/etc. they feel are most important in a teacher.

What students may not realize is that they are compiling a list of teacher norms, just as they created classroom norms in the previous lesson.

*Remember all “norms” must be within reason – i.e. doesn’t make us do work or shows movies daily, wouldn’t be appropriate therefore should not be included.

- 🍏 Create a poster with these norms listed/scattered about
- 🍏 Sign it to show ownership (just as your students have in the past)
- 🍏 Remind students they need to uphold their part of the bargain if they want you to fulfill their teacher norms and as a teacher, we have rules to follow contractually as well as professionally.

REFLECTIONS:

Was it easy to describe your favorite teacher?

Did you see any congruency between your favorite aspects of a teacher and your classmates’?

How can you make it easier for your teacher to fit into these norms?

What do you do if you have a least favorite teacher?

MATERIALS:

Journals

Board/Markers

MODIFICATIONS:

As Per IEP’s

ASSESSMENT:

LESSON NAME: What you don't know by looking at me...

“Embracing Diversity”

OBJECTIVE(S): SWBAT Students will begin to embrace diversity and learn a little more about their peers and teacher.

NJCCCS: 9.1, 9.2, and 9.3

ACTIVITIES:

Do Now

Have the picture you brought in of yourself on your desk. Pick up a blank white sheet of computer paper. Wait for instructions.

Discussion

Students will attach their self-photo to the paper and begin with the following statement:

“What you can't tell by looking at me is...” then they will write a minimum of 15 statements to complete the above phrase.

For example:

I am Italian.

I have one sibling.

I am allergic to cats and dogs.

I am a huge NY Giants fan

Students can lay the statements out around the poster in any way they choose.

*Make sure students sign their poster!!

At the conclusion of class/tomorrow students will share their Embracing Diversity Poster.

Hang these posters for Back to School Night.

REFLECTIONS:

Was it difficult to come up with statements about yourself?

What did you learn about others?

How alike/different are we as a class?

MATERIALS:

Adhesives

Markers/Color Pencils

Selfie photos

MODIFICATIONS:

As Per IEP's

HOMEWORK:

Finish poster if not complete

ASSESSMENT:

Class Participation

Completion of Assignment

I.
am a leprechaun
love Italian
do not swim well
have broken both elbows

I.

believe laughter is
the best medicine
would love to be on
the Amazing Race

was a 3 sport athlete in HS
have 1 sister & we can pass for twins
am very critical of myself
believe Disney world is fun for all ages
enjoy reading motivational passages
am allergic to cats and dogs
love the fall season

not cut out the Yankees
love to travel
my camp

what you cannot tell by looking at me is...



I.

have had the same best
friends since grade 4
cannot live w/o pretzels
or blueberries
am a neat freak
love the beach
cheered in college
cannot get enough of
I Love Lucy & The Price
is Right
have the best #1 fans
of life - Mom & Dad
grew up in the same
town as my husband

-Mrs. Hennessy

LESSON NAME: What's my Line?

OBJECTIVE(S): SWBAT Students will use lyrics from songs/media to express what or how they are feeling.

NJCCCS: 9.1, 9.2, and 9.3

ACTIVITIES:

Do Now

Arrange desks in a circular formation – have your homework out from last night.

*the previous night's homework would ask students to write down an appropriate song lyric from a song that empowers them or makes them feel good or positive.

Discussion

Each student shares a line from a song that empowers him/her. Then going around the circle each person, including the teacher, writes his or her line on the board, large poster, or laptop and shares it out loud as a statement.

For each line included, the student must explain why they have chosen this line or what this specific line means to them. When finished the group song remains on the board/poster.

A brave student/s can sign/rap/recite the song. If you have the ability, video it. It is fun to look back at later on.

REFLECTIONS:

Looking at our lyrics, what kind of story does this tell about our group?

What might be the title of this song?

What is the overall mood or tone of our music?

MATERIALS:

Poster board/board/laptop

Markers/Chalk

MODIFICATIONS:

As Per IEP's

ASSESSMENT:

Class Participation

Sample Class Song

Take my hand we'll make it I swear
A smile in my face is what I don't like
Easy to dream a dream but harder to live it
From the concrete I knew a flower would grow
Used to be a used to but I never got used to being what I used to be
Snap Snap Boom Boom
Before you judge me try to love me
Enslave my soul and I'll never surrender
If you can't stand the way this place is take yourself to higher places
Me and my goons we ballin – we don't do no talking
Don't let anybody tell you you're not beautiful
Ha Kkuna Matatta (no worries)
Keep your feet on the ground when your head is in the cloud
Just keep swimming
I'm not afraid to take a stand
It's a circle of life
I'm searching for some real love
A mirror can like it doesn't show what's inside
Open your heart it's going to be alright

LESSON NAME: Wall of Inspiration and Heroes

OBJECTIVE(S): SWBAT Students will identify qualities that an inspirational person or character may portray.

NJCCCS: 9.1, 9.2 and 9.3

ACTIVITIES:

Do Now

Have out the picture of your inspirational person or character on your desk.

*this was homework to bring it in

Discussion

Attach your hero/inspirational person to your paper. Write down 10 adjectives that describe this person on the front of your poster. When complete flip it over and in brief paragraph, explain why you have chosen him or her. They may also create this poster in one google slide.

*I will show a brief video of a person I consider to be a hero prior to them designing their poster.

Leave time to present posters and hang in the room for back to school night.

REFLECTIONS:

Have you ever thought of this person as a hero prior to this activity?

Were there any duplicate heroes? Were they chosen for the same reason?

Would you like to reconsider your hero now that you've heard from others?

MATERIALS:

Paper

Glue/Tape/Staples

Markers

Computers

MODIFICATIONS:

As Per IEP's

HOMEWORK:

Reflection questions if we run out of time.

ASSESSMENT:

Class Participation

Completion of assignment

