Orientation Lesson Plan
KA PAPA ‘OLELO PELEKĀNIA - ENGLISH CLASS
(25 minutes)

Objectives:
1. Identify resources within the SAB
2. Practice TRIBES Agreements
3. Practice peer bonding activities
4. Recite ʻōlelo noʻeau

Supplies:
- SAB
- Scavenger Hunt Worksheet and Answer Key – available on SAC Blog
- Prior to SAB Scavenger Hunt game, check to see you have the following:
  1. at least 24 Scavenger Hunt Question Sheets (to be used for every class)
  2. at least 55 Scavenger Hunt Answer Sheets (one sheet per pair of students)
  3. at least 4 Scavenger Hunt Answer Keys
- Write the orientation ʻōlelo noʻeau on the white board

Agenda:
1. Have students sit in pairs. Welcome and introduce yourself, 8th grade teacher and student volunteers - “ʻO Kumu_______ au.” (I am teacher ________.)
   Example: “Aloha! ʻO Kumu Murakami au.”
2. Ask students to take out their name placard for easier identification for you.
3. Review the TRIBES Agreements; ensure that agreements are followed.
4. Students are to recite the ʻōlelo noʻeau for orientation.
5. Ask students to take out their individual SAB.
6. Impress the importance of using the SAB daily in each class by recording homework assignments and project due dates; however, today’s lessons will focus on familiarizing oneself with the SAB.
7. SAB Scavenger Hunt
8. If time permits, play an energizer or name game before or after the activity (5 minutes). Suggested energizers are available on the SAC Blog.
SAB Scavenger Hunt Directions:
1) Ask students to take out their SAB for this game.
2) Give each student a Scavenger Hunt Question Sheet. They are not to mark this sheet.
3) Read the instructions on the sheet aloud to the students.
4) Students are to work as a pair.
5) Give each pair of students the Scavenger Hunt Student Answer Sheet to complete.
6) Allow student pairs 10 minutes to complete the answer sheet.
7) Student volunteers and teachers should each have an Answer Key.
8) Student volunteers are to help “grade” the half sheet when done.
9) If there are any mistakes, the students are to review their SAB and make the appropriate corrections. Student pairs have three chances for a perfect score.
10) First 3 pairs of students to complete the answer sheet with 100% accuracy will be the winning teams.

Extending the SAB Lesson
Students are to review, “Using Your Agenda”, on pages 2-3. You may also assign it as a reading homework assignment.

Closure:
1. Students are to locate their next 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.

Section A-2 teachers are asked to remind students that a snack will be provided at Kalama Dining Hall during recess. Students are to take their belongings and pick-up their snack from the dining hall and then after recess is pau, they are to proceed to their section 3 class.

Section A-4 teachers are asked to remind students to identify their lunch table by looking at their name tag before dismissing to lunch. Please also remind students to place their belongings in the cubby holes outside the dining hall before entering the dining hall.

Section A-7 teachers are asked to show the Bus Video, distribute and collect the orientation evaluations in addition to teaching their subject area lesson. Please leave evaluations in Tiffany Nascimento’s box or deliver to the SAC, room 96. Section 7 teachers are also asked to collect any temporary student schedules and return Hoku Ho’ohuli. At the end of the period, teachers are asked to escort their students to Keawe Gym.