

Class Member Diversity - Level I

Summary

Class member diversity - getting to know the teacher and the class members.

Main Core Tie

Food and Science

[Strand 1](#)

Background for Teachers

Students will work more comfortably with each other and the teacher if they are acquainted with each other.

Instructional Procedures

Activities:

Have students fill out [INTRODUCTIONS](#) check sheet and then work in pairs to share answers. Have students introduce their partner and tell two things about them.

Alternatives to the Introductions lesson:

Have students write a secret note about their partner to be turned in to the teacher to share with the class. Students may feel more comfortable with this method of reporting their research.

Use the responses to the questions listed in [INTRODUCTIONS](#) as a bulletin board. Have the background of the bulletin board such that the students can write on the background.

Have the students respond to the questions by writing on the background as they would write graffiti on a wall. Add titles or captions to create the bulletin board.

If you wish, add visuals depicting each question. (e.g. What uncommon or rare food have you eaten? The visual could be a picture or drawing of an octopus. Use a clear title.)

Have the students participate in the activity [INQUIRY LESSON: INTRODUCTION OF SELF](#). Tell the class about your first food preparation experiences, how you felt about them and have students share feelings they have about food preparation.

Alternative approach to the Inquiry Lesson:

Line students up around the class according to height. Have the tallest move down the line to the shortest so that the students pair themselves. Give them 3 minutes each to interview each other.

Students will then introduce their partner to the class, using the information they have just learned.

Teacher concludes the inquiry lesson by introducing herself to the class.

Have students work with a partner and share reasons for taking the class. Group the responses by combining teams and folding answers into broader categories. Discuss the goals of the course and compare them with the students' responses that have been grouped in categories on the chalkboard.

Students will participate in a teacher demonstration of [POPOVER VEGGIES](#) which will give justification for having [RULES AND GUIDELINES](#) for classroom behavior.

Authors

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