

FIRST YEAR EXPERIENCE
LESSON PLANS
CLASSES 1-8



Fall 2023 FYE Course outline:

WEEK	TOPIC	ASSIGNMENT
Week 1	Introductions Syllabi and Planners Note taking skills Classroom etiquette	READ all your syllabi Explore the BMCC website and prepare questions for next week. Complete the Pre-College Knowledge quiz
Week 2	Staying Connected: Email, Blackboard, LinkedIn	Confirm that you can access Email, Bboard, and other platforms
Week 3	Learning Resource Center	Update your chosen scheduling tool with important dates from your syllabi and the academic calendar.
Week 4	Learning Styles	Bring a laptop or electronic device with wifi access
Week 5	Money Matters	
Week 6	Spring 2024 Academic Advising & Registration	Use Degree Works to map out what classes you have to take for Spring 2024. Schedule advising appointment with your academic advisor
Week 7	Jobs and Internships	Bring your electronic device. Create a Career Express Account
Week 8	Campus Engagement and Next Steps	Complete the post-College Knowledge quiz

Week 1

Welcome and Introduction

Class objectives:

- Introduce the instructor
- get to know the students
- Explain FYE

TIME	TOPIC	MATERIALS NEEDED
5 Minutes	Introduce your self and what you do at BMCC	N/A
15 minutes	Ask students to introduce themselves (make it fun!)	See Activities section
10 Minutes	Explain purpose of FYE	PPT (optional)
5 Minutes	Go over the course outline	Make copies of outline
10 minutes	Go over New Student Checklist	PPT
5 Minutes	Discuss next week's topic: BMCC technology resources	N/A

Reminders for next week:

Ask students to bring their electronic device (laptop or tablet) with them to next week's class.

Week 2: Staying Connected

BMCC Tech Services

Objectives:

- Explore the main platforms available at BMCC: CUNYfirst, Blackboard, BMCC Portal, and T-Rex
- Confirm that all students know how to access their email and all platforms
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TIME	TOPIC	MATERIALS NEEDED
5-10 minutes	Start the class with an activity	See Activities section
20-30 minutes	Ask students to log into CF; check their default email under Profile; Log into Blackboard: Make sure they see their courses under "My courses" Log into BMCC Portal if they need to claim their BMCC email account. Confirm that every student knows how to access their BMCC email	Computer and monitor in the classroom; Service Desk rep.
15 minutes	Explain the free resources available at BMCC	PPT

Other Resources:

- Service Desk- S141
- Service Desk website

Reminders for Next Week:

Next week, you will meet with the Learning Resource Center in their Computer Lab. Meet in your classroom and then walk over to the Computer Lab. Or, you can tell the students to go directly to the Computer Lab.

Ask students to make sure they can access their syllabi (either hard copies or electronically)

Week 3: Learning Resource Center

Objectives:

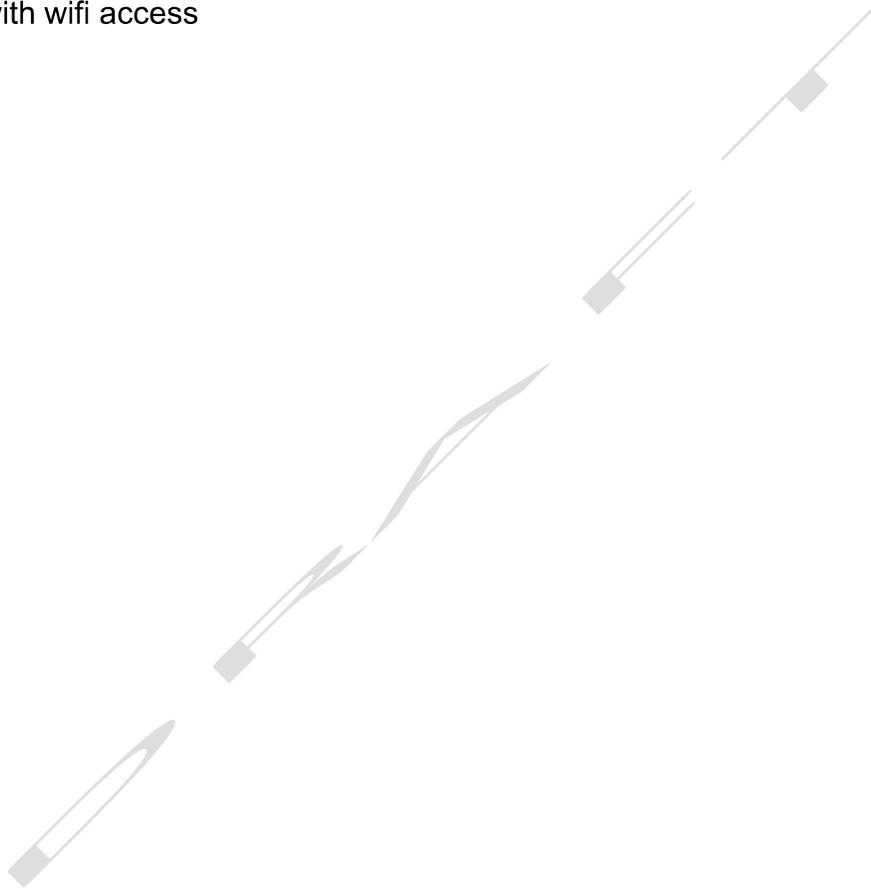
- Learn how to use the Learning Resource Center
- Time Management workshop

The Learning Resource Center will facilitate this session.

Ask students to use their chosen method of time management to schedule all important dates in their calendars from their syllabi.

Reminder for Next Week:

Next week, you will discuss the different types of learning styles. Tell the students to bring a laptop or electronic device with wifi access



Week 4: Learning Styles

Objective:

- Learn the different learning styles
- Help students identify their learning style
- Learn the best study skills for each type of learner

TIME	TOPIC	MATERIALS
5-10 MINUTES	Start with an activity	See Activities section
10 minutes or more	Ask students how they are doing in class. They should have all the syllabi from their classes now. Did they read through them? Did they update their calendars with all the important dates? What is their favorite class so far? What is their least favorite class?	N/A
10 Minutes	Go over Learning Styles PPT	PPT
5 Minutes	Have all the students take the Learning Style Quiz on http://www.educationplanner.org/students/self-assessments/learning-styles.shtml	Quiz
10 minutes	Break students up according to their primary learning style (you may need multiple groups of the same learning style) Ask them to come up with studying techniques that would work best for each learning style	N/A
10 Minutes	Bring students back and discuss what they came up with. Then show them some of the study skills that could work.	PPT

Other Resources:

Learning Resource Center

Math Center

Writing Center

Reminders for Next Week: Next week, the course will cover Financial Aid and Scholarships

Week 5: Money Matters

Objectives:

- Learn how grades impact financial aid
- Learn about the different types of financial aid

TIME	TOPIC	MATERIALS NEEDED
5-10 Minutes	Start with an Activity	See Activities section
5-10 minutes	Ask how the students are doing. Remind them of important dates from the academic calendar. Announce any important events or workshops	N/A
15 minutes	Financial Aid	PPT
10 Minutes	Q&A	N/A

Other Resources:

- Schedule Susie from Scholarships or Ricardo from Bursar to speak to the class
- Schedule a Financial Aid Representative to speak to the class
- Ask students to attend a Moneyworks or scholarships event

Reminders for next week:

Next week, students will go over Academic Advising, Transfer and Registration for next semester

Week 6: Academic Advising, Transfer & Registration for next semester

Objectives:

5 minutes

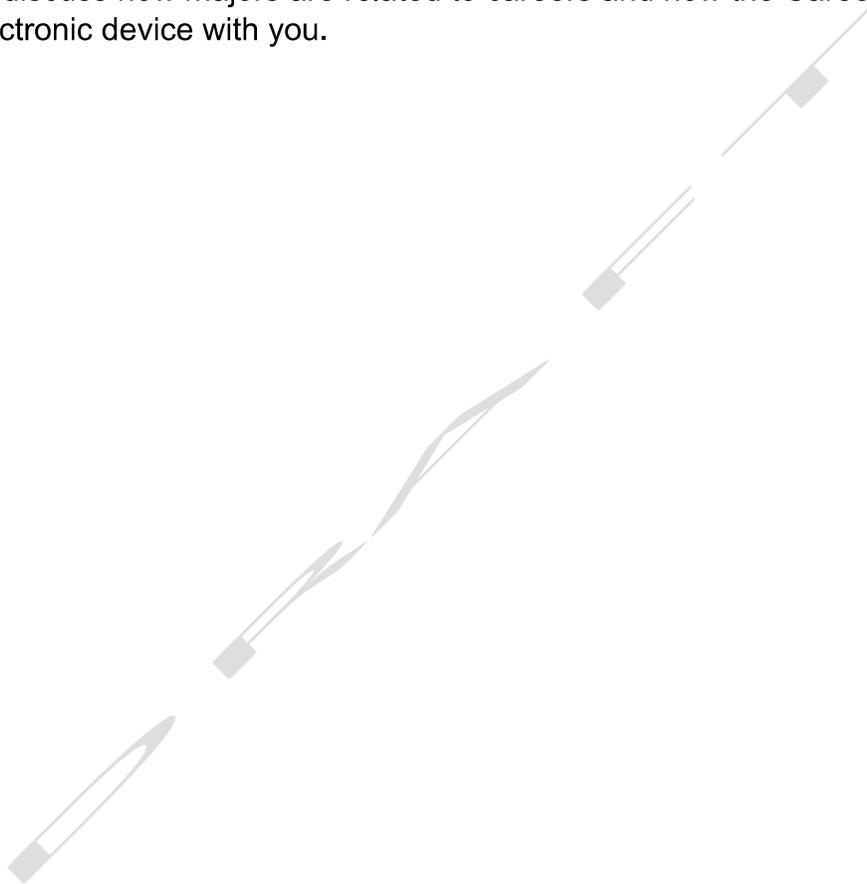
Start with an Activity

5-10 minutes

Ask how the students are doing. Remind them of important dates from the academic calendar.
Announce any important events or workshops

Schedule an academic advisor to speak with the class.

Next week, we will discuss how majors are related to careers and how the Career Center can help you. Bring your electronic device with you.



Week 7: Jobs and Internships

Objectives:

- Learn how majors are related to getting a job
- Learn about the services offered through the Career Center
- Create their Career Express account

TIME	TOPIC	MATERIALS NEEDED
5-10 Minutes	Start with an Activity	See Activities section
5-10 minutes	Ask how the students are doing. Remind them of important dates from the academic calendar. Announce any important events or workshops	N/A
15 minutes	Career Center	PPT
10 minutes	Create a Career Express Account	Students electronic device

Other Resources:

Yourself! If comfortable, talk about your own career path. How did you navigate your professional journey? What resources helped you? What are some things you wish you knew?

Schedule a career advisor to speak with the class

Schedule Internships & Experiential Learning to speak with the class

Schedule students to take professional headshots with Public Relations

Reminders for Next week:

It's the last class! Be prepared to discuss next steps at BMCC

Week 8: Next Steps as a BMCC student

Objectives:

- Discuss the importance of Student Life and Campus Engagement
- Explain their next steps as a BMCC student
- Distribute the post College Knowledge quiz
- Conclude the class!

It's the last class!

TIME	TOPIC	MATERIALS NEEDED
5-10 Minutes	Start with an Activity	See Activities section
5-10 minutes	Ask how the students are doing. Remind them of important dates from the academic calendar. Announce any important events or workshops	N/A
15 minutes	Campus Engagement	PPT
10 minutes	Open Q&A Give students the opportunity to ask any questions	N/A
5 minutes	Discuss the next steps as a BMCC student	PPT/Blackboard

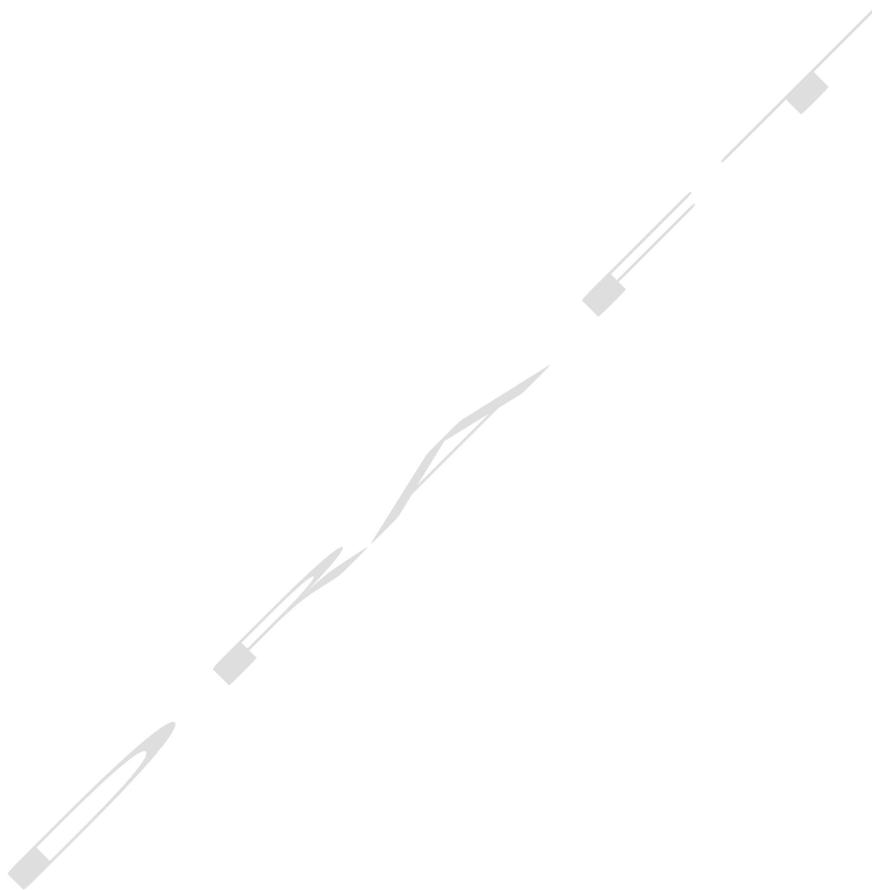
Other Resources:

Yourself! If comfortable, talk about your own college experience. How did getting involved enhance your education? What skills did you learn through campus engagement? What resources helped you? What are some things you wish you knew?

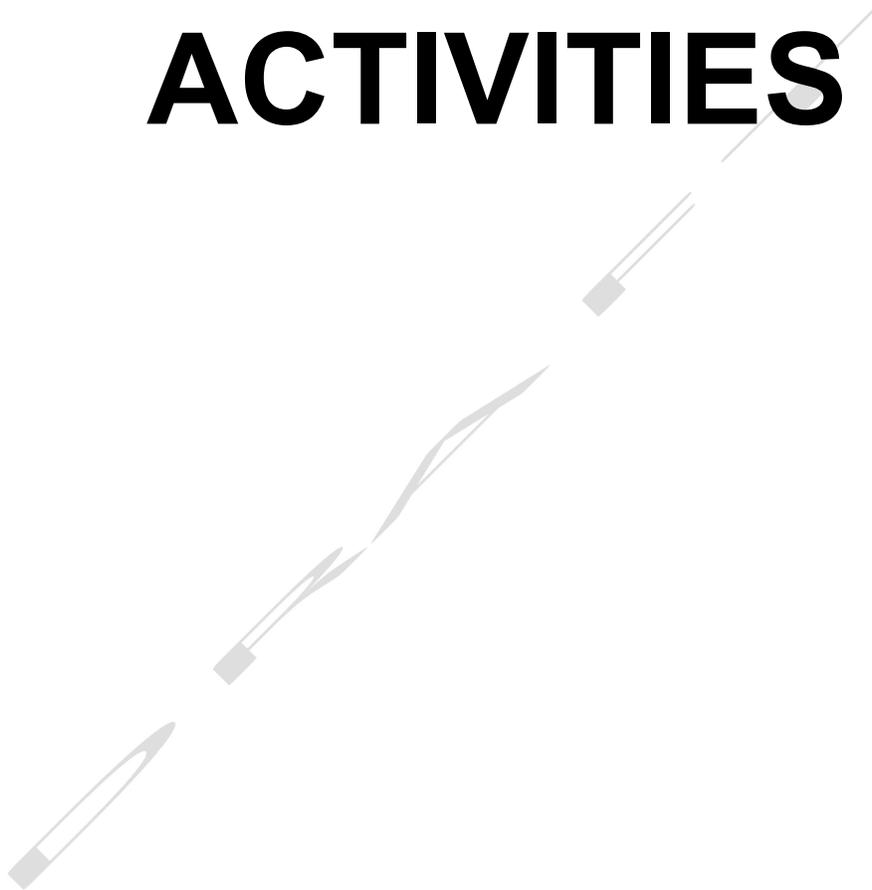
Schedule a Student Activities colleague to speak with the class

Other class options:

- Schedule a tour or presentation of the Library
Chris Lopez: chrlopez@bmcc.cuny.edu
- Invite Counseling Center to speak at one of the classes:
Shahreen Laskar: slaskar@bmcc.cuny.edu
- Invite ARC and Panther Pantry to speak in the class:
Regina Shields: rshields@bmcc.cuny.edu



ACTIVITIES



Guess Who

Suitable for first meeting and for continuous play.

Set-Up:

Small piece of paper and pen for each student

Instructions:

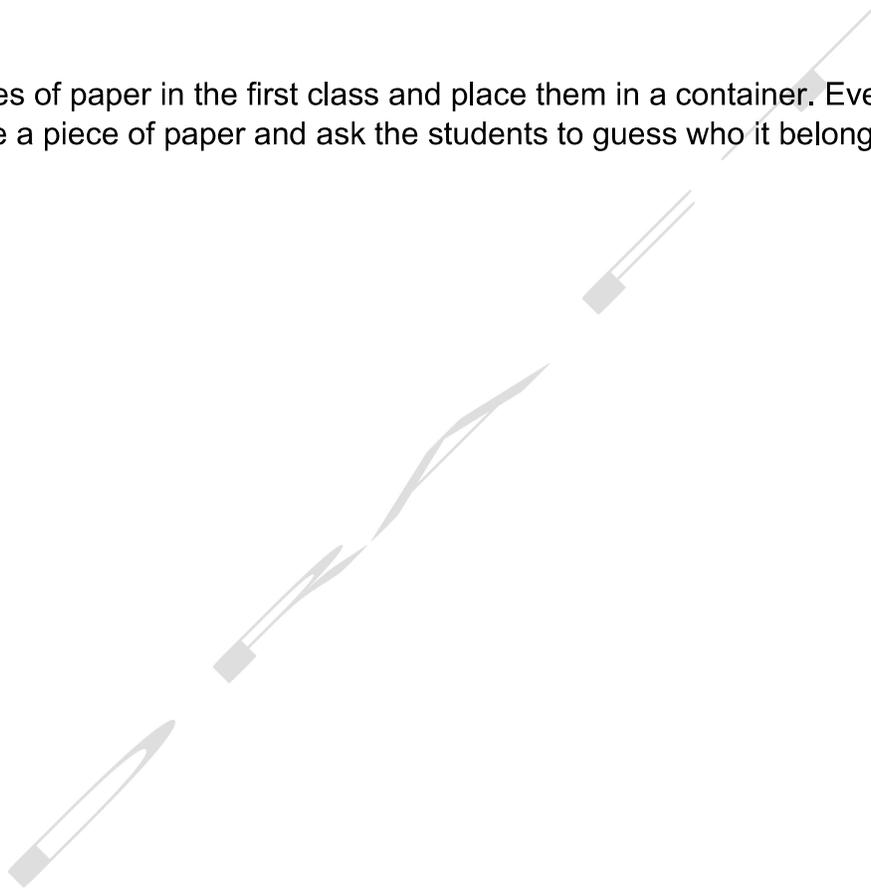
Each participant in the group writes a very interesting or unusual fact about themselves on a piece of paper.

Fold the pieces of paper and put them in a bag/container

The group facilitator then reads out the responses and the group guesses which person wrote the interesting fact!

Variations:

Collect all the pieces of paper in the first class and place them in a container. Every class or every other class, choose a piece of paper and ask the students to guess who it belongs to.



Candy Introductions:

Suitable for first session

Remote variation:

Instead of giving out candy, tell each student to pick a number between 1 and 5. Ask them to write it on a piece of paper and show it on camera.

Activity is a get-to-know-you game that helps people learn new facts about each other in an easy way. They select various pieces of candy from a bag, and each candy variety is associated with a fact about themselves which they will introduce to the others. This game also goes by other names, including the M&M game, Candy Confessions, the Skittles Game, the Gum Drop game, among others.

Candy Introductions can work with any group size. The icebreaker game works best when the group size is limited to 12, so if you have more than 12, divide the larger group and run the icebreaker within the smaller sized groups. This icebreaker works best indoors, and is well suited for classrooms or meeting rooms. Materials required are: candy with about five different variations (color or candy type), and an optional chalkboard/whiteboard.

Setup for Candy Introductions

Purchase several variety packs of candy, enough for each person to be able to have at least five pieces. They can be any candy type, but not too many choices (limit it to around five or six different varieties). Alternatively, you can buy gummy bears, life savers, gum drops, skittles, m&ms, or any other candy that already has a variety of colors.

Instructions for How to Play

Pass around the candy and tell each participant to choose anywhere from 1 to 5 pieces of anything that they want. Instruct them not to eat it yet, though. After they have chosen their candy, you will tell them what each candy type/color represents.

If there is a whiteboard or chalkboard present, write on the board the following:

- Red – Favorite hobbies
- Green – Favorite place on earth
- Blue – Favorite memory
- Yellow -Dream job
- Orange – Wildcard (tell us anything about yourself!)

If you don't have the above colors, change the above to match the candy types that you have. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have. This easy introduction game should go relatively quickly.

Paper Airplanes (or Name Planes Game)

Suitable for first session or any session

is a simple but effective get-to-know-you game: find the owner of the paper airplane that you pick up and learn a few things about them! This game works best for larger groups of ten or more people. The activity is ideal for those ages 12 and up and is suitable for the classroom.

Setup for Paper Airplanes (Name Planes Game)

There is not much setup required for this activity. However, several materials do need to be provided:

- At least 1 sheet of paper per person
- 1 pen, pencil, or other writing utensil per person

How to set up Paper Airplanes

To set up the game, you can either place the supplies around the room on the seats, desks, or tables where group members will be sitting. Alternatively, you can hand them out as members arrive. In a room where the group will be standing, it's best to just hand out the supplies.

How to play Paper Airplanes

1. Make sure every participant has one sheet of paper and a writing utensil. Ask them each to write their names and two questions down on the paper. You may want to specify that questions should not be too personal or uncomfortable, but this is up to your discretion.
2. After each person has written down their name and questions, ask them to form their paper into a paper airplane of their choice.
3. Start a timer and have everyone throw their airplanes around at the same time. While the timer is going, everyone should be picking up airplanes and throwing them again to move them around the room and mix all the papers together.
4. Stop the timer and ask everyone to pick up one paper airplane that is not their own.
5. Each group member should end up with a paper airplane in their hands. They must then find the original owner of the plane and ask them the two questions on their plane.
6. Now that everyone has found the owner of their paper airplane and have asked them the questions, have each person come up individually and introduce the person to the group by reading the name on the plane and telling the group the questions and answers given by that person.

Winning the game

As an icebreaker activity, there is no winning or losing in this game. The objective is to have group members become more familiar with each other, rather than to foster a competitive environment. This game will help people get to know each other better in a fun way!

Speed Meet!

Suitable for first session or any session

This activity is designed to help participants meet multiple people. Ask students to “make appointments” with each other. Then, instruct them to meet with their appointments, and give them a question to discuss.

Setup for Speed Meet:

Give each student a “calendar” that has a list of times (like 1 PM, 2 PM, etc.)

How to play Speed Meet:

1. Ask each student to make an appointment with each other. They should write the name of the student they made an appointment with on their calendars. Give them five minutes to fill their calendar
2. After they make their appointments, ask the students to go back to their seats.
3. Ask each students to go to their first appointment (or, their 1 PM appointment). Give them a question to discuss. Give them about two minutes to discuss the question.
4. Ask students to stop talking after 2 minutes. Ask them to go to their second appointment. Give them another question to discuss.
5. Repeat steps 3 and 4 until the students meet with all their appointments (or if time runs out).

Human Bingo (also known as the *Autograph Game* or *Did You Know? Bingo*)

Suitable for the 1st session or any session

Human Bingo is an icebreaker that helps people learn interesting facts about each other. People walk around the room and mingle until they find people that match the facts listed on a bingo-style sheet.

Setup for Human Bingo (Provided on Blackboard)

The objective of this game is for people to wander around the room and to obtain the signatures of people who have the facts listed on the bingo sheet. Once a person successfully obtains a full row (5 in a row), whether horizontally, vertically, or diagonally, he or she shouts "BINGO!" and wins.

This game requires a little bit of setup. Prepare a 5 by 5 table, with interesting facts written inside the boxes. These facts can include funny or bizarre things. For example:

Be creative! You can mark the center square "FREE SPACE" like traditional bingo games. After you have prepared the table, print out enough copies for the number of players you are expecting.

Instructions for How to Play

Pass out a sheet to each person, along with a pen. Explain the objective of the game and the following rules: (1) each person you talk to may only sign your sheet once, and (2) to win, you must get signatures to form 5 in a row horizontally, vertically, or diagonally. Say "Go!" and ask your participants to begin.

Once someone shouts "Bingo!" everyone returns and the person must introduce the people who signed his or her sheet. If desired, you can ask each person to explain their fact. This icebreaker game is fun way to get to know humorous or unique facts about people. Enjoy!

Personal Artifact Game

Suitable for third or fourth meeting

The **Personal Artifact Game** is the perfect icebreaker for those who want to stay away from the usual “who, what, where” questions that are typically asked in these sorts of activities. It requires participants to dig a little deeper than just their favorite color and bring something personal to the table! Players are more likely to remember each other’s names from the stories behind each artifact. It encourages players to get to know each other personally and also provides future topics to discuss. Whether it’s the first day of class, camp, or on the job, the personal artifact icebreaker is sure to get discussions flowing and give each player a memorable moment associated with them.

Set-Up

- Note that this game requires people to plan a little bit in advance — ask each player to bring in a personal artifact from home.
- A personal artifact can be anything that is special or who represents the individual. For example, players can bring in a stuffed teddy bear from childhood, an x-ray of a broken bone, a picture, or a locket.
- Pair up with partners or set up seating into a half circle.

How to Play the Personal Artifact Game

1. Assign each a number or go alphabetically to select the order.
2. If using a half circle, then have each person stand in front of the group. If using partners, then pair up people.
3. Going one at a time, each person will briefly present their personal artifact to the group, including what it is and why they chose it.
4. Depending on the amount of time, the audience can ask 2-3 questions about the artifact.

Variations

- Instead of having the player bring in a personal object, they can use anything they have on them. Players can pull something out of their purse, wallet, or even use their current clothing and tell about its origin.
- Players can pass around their artifacts if they feel comfortable.
- To make the game more interesting, you can take the items and mix them up on a table, then have players guess who each of the items belongs to and explain why.

Connecting Stories

Suitable for the 4th or 5th session

Connecting Stories is a fun team-building activity and get-to-know-you game that is all about finding common experiences or themes between people. This activity works best in small groups of 6-8 people.

Materials required

Pens

Post-it Notes. Notecards or other small slips of paper will also work.

Setup for Connecting Stories

Have everyone divide into small groups of 6-8 people. Ensure each table has several post-it notes and pens. The goal of the game is to connect mini-stories in an interesting way. Each person must share at least one item that connects to the other mini-stories. The longer the chain of items that can be created, the better. Write down a few words on a post-it note to keep track of each part of the story.

The first player begins by sharing an interesting memory or experience that they have. For example, one player can say: "One time, I accidentally locked myself out of the house. So then I spent the entire day at a coffee shop."

Any other person can tell a related story that has any similar themes or elements to the previous story. For example, the next person can say, "I am a total coffee addict. Every day I drink 3 cups of coffee and it sometimes prevents me from being able to sleep at night."

The next player, based upon the previous story shared, can say something related, such as: "I don't sleep much at night because I play lots of computer games until early morning."

Any person can then add to the story, by saying something like, "I also love computer games."

To help the group remember each part of the story, write a few words on a post-it note for each part of the story chain. The more interesting or funny the story, the better.

At the end of the game, the group with the longest connected chain of stories is the winner. You may ask the group to share the entire story with the whole group. This activity is a fun way to get people to share stories, while helping people learn similarities or common interests.

Variations

To make it relevant for first year students, the stories could be about their experience so far at BMCC. For example, the first person can write, "My favorite class so far is Speech because I like my professor."

Variations for Remote class:

Case Studies

Suitable for 6th or 7th sessions

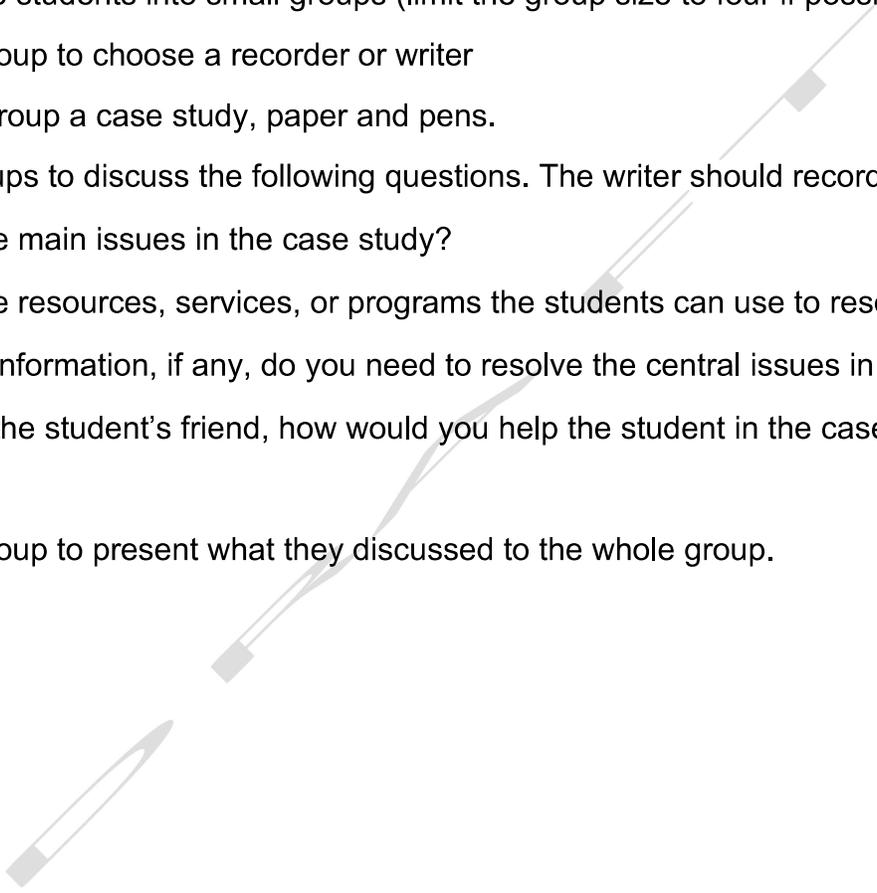
Case studies are a great way for students to practice problem solving, communication skills and apply what they have learned to a real problem.

Set up

Different case studies (provided on Blackboard)

Paper and pens

Instructions:

1. Break up the students into small groups (limit the group size to four if possible).
 2. Ask each group to choose a recorder or writer
 3. Give each group a case study, paper and pens.
 4. Ask the groups to discuss the following questions. The writer should record the answers:
 - What are the main issues in the case study?
 - What are the resources, services, or programs the students can use to resolve the issues?
 - What more information, if any, do you need to resolve the central issues in the case study?
 - If you were the student's friend, how would you help the student in the case study?
 5. Ask each group to present what they discussed to the whole group.
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Pictionary People Game

What You Will Need: Index cards, markers, and pieces of paper

Set-Up:

Begin by dividing students into two groups. Pass out an index card to each person and have them write their name on one side and three of their favorite things on the other side. For example, “ice cream,” “movies, or “dogs.”

How to Play:

1. Have each group stack their cards in a pile and then swap stacks with the other group.
2. An assigned dealer from each group pulls a card out, memorizes the activities written on it, and then shuffles it back into the deck.
3. They then sketch out one of the objects while the rest of the team shuffles through the cards and tries to match the activity with the person.
4. Both teams are racing to guess who is associated with the object the dealer is drawing on the sheet of paper.
5. The first team to link the thing drawing with a name wins!

My N.A.M.E

Suitable for first or second session

Objective: To get everyone knowing each other's names and an interesting fact that may prompt small talk at a later date

Materials: Piece of paper for each student

Instructions:

Give group members 3 to 5 minutes to think of interesting facts that correspond to the letters of their first name.

Have each participant share their acronym.

An example:

Hi, I'm Heather.

H is for horses, my favorite animal.

E is for eating, my favorite activity.

A is for Australia, the country I am currently travelling to.

T is for television because I like to watch it in the evenings.

H is for holidays, something I like to do more than once a year.

E is for exercise, which I do five times a week.

And R is for Rome, a city I really want to visit.

Variations:

If you have access to art supplies, you can ask students to represent their acronym in a drawing.