Connecting with Anatomy and Physiology 1

**Step 1**

**If you are in the first or third row from the front, turn around now. Form a group with three to five others in the class.** No more, no less. This is a test. If you are in a group with 2 or 7... hmmm, do you really think you can handle the directions on a test? And if you can’t count, you’ll have problems with the bones (there are 206) and the kidneys (there are two).

**Step 2**

**Introduce yourself.** Then listen and write. Write down the name of each person in your group (ask for the correct spelling if you don’t know). Also write down why each person is taking A&P. This is practice for listening and writing in class. It’s another test─I’m sure you can handle it. It’s NOT an opportunity to find a date for next weekend. However, it may be a good start to forming a study group.

|  |  |
| --- | --- |
| **Name** | **Reason for taking A&P** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**Step 3**

**Write down my name.** I introduced myself. And it’s on your class schedule right? My name is on the college schedule, too. Can you remember it? It’s in at least two other places you can get to right now. Consult your group. This is a test to see if you are prepared, or if not, can find the info you need anyway. FIND OUT my name and write it here:

|  |
| --- |
|  |

**Step 4**

What 4 things do you really **want to know about this course** up front? Anything at all. Do this as a group, each writing the group’s questions in this table:

|  |  |
| --- | --- |
| **Question** | **Did you get the answer?** |
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |
| 5. |  |

**Step 5**

**Get the handouts.** By this time, I’ll have had enough time to set out stacks of handouts. Send **one** person from your group to collect enough for everyone. This is another math test.

# **Step 5 ½**

# While you’re waiting for the handouts, get out your iClicker student response unit. You should have gotten one at the bookstore when you got your textbook. (If not, don’t worry. But do get one before the next class. There are a few on reserve in the Library for those who cannot afford one.)

# You’ll have to **register** your clicker SOON, so you get points in the course.

# Go to <http://lionden.com/student_response.htm> to find out how (it’s easy!).

# **Step 5 ¾**

Now, as a group look through the handouts together and see if you can **find the answer** to each question you wrote in step 4**.** As find each answer, highlight or underline or circle it in the handout and check it off your list. Don’t ask me. That’s not part of this step. Don’t jump ahead. Yeah, it’s another test. I want to see if you can *work together* to find what you need.

**Step 6**

**Safely read through** the Safety First section of the syllabus and then fill in the table on this sheet. Discuss with your group any safety concerns that you have. If any questions remain, write them down and I will answer them later.

|  |  |
| --- | --- |
| **Event** | **What to do/**  **Where to go** |
| Fire |  |
| Tornado |  |
| Medical emergency |  |
| Odd smell in classroom |  |

**Step 7**

**Can we agree on this?** Read through the Student Understanding section of the syllabus as a group. After reading each point, discuss its meaning and give examples of when it might apply.

**Step 8**

**Put your chair back where it was.** This is a memory test. Where *was* your chair before you moved it? You need to have some capacity for memory in this course.

**Step 9**

I will now **answer any general questions you have**.

**Final Step**

**Make sure you do your homework!** I gave you a list of things to do right away. Don’t forget to do it all before our next class!

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