



First-Week Activities Set

Free Library · Days 1-5, no prep

Five scripted first-week activities that take you from a cold roster to a class that knows why it is here. The teacher guide has a first-week-at-a-glance plan plus a mini-guide (directions and timing) for each day; the five fillable handouts are the student pages. Works for a business or a technology course. Edit any of it in the Word version.

HOW TO USE IT

Run one activity per day for the first week, in any order. Read the teacher mini-guide for each day first (it has your directions and timing), then hand out the matching student handout from the student pages. Everything is already written, so you can walk in on day one and teach with zero building.

YOUR FIRST WEEK AT A GLANCE

TEACHER

The whole week on one page. Each day stands on its own, so if a schedule blows up you can swap the order without breaking anything.

Day	Activity	Goal
1	Two truths and a goal (icebreaker)	Learn names, lower the temperature, hear one real goal from each student
2	Why this class matters (careers hook)	Connect the course to real jobs, pay, and skills students care about
3	Syllabus scavenger hunt	Get the rules read without a lecture; students find the answers themselves
4	What do you already know (diagnostic)	See where the class actually starts so you can pace the first unit
5	Mini-project launch	End the week making something; set the tone that this class builds real things

A NOTE ON PACING

These are designed for a 45 to 55 minute period. If you have block scheduling, pair two activities in one day and free up time later in the week. If you run short, the diagnostic and the icebreaker can both flex down to 20 minutes.

Why this one

Classic two truths and a lie, tuned for a CTE room. Instead of a throwaway lie, every student also shares one real goal. You learn names, the room warms up, and you walk out knowing something each student actually wants this year.

Directions

- 1 Hand out the day 1 student handout. Give students 5 minutes to fill in two true facts, one believable lie, and one real goal.
- 2 Model it first with your own four statements so they see the format (and see you take a turn).
- 3 Go around the room. Each student reads their four statements in a mixed order; the class votes on which is the lie.
- 4 After the reveal, read the goal out loud and say one encouraging sentence back. This is the part that matters.
- 5 Jot each student's goal on your roster as they share. You will use these all year.

Timing

Segment	Time
Model it and fill in the handout	8 min
Share and vote around the room	25 min
Quick debrief: any goals in common?	5 min

MAKE IT SAFE

Tell students the lie should be harmless and the goal can be small. A goal like pass this class or make one new friend counts. Never force a student who freezes; let them pass and circle back.

Why this one

Students commit when they can see where a class leads. This hook connects the course to real jobs, real pay, and real skills before you teach a single standard. It works whether you teach business or technology; the student handout lists careers from both lanes.

Directions

- 1 Open with one honest question: what do you think people actually DO in business or tech jobs all day?
- 2 Take a few answers, then hand out the day 2 student handout. Students pick two careers that catch their eye.
- 3 For each pick, they write one thing they would want to know and one skill this class might build toward it.
- 4 Share out. As careers come up, connect each one to a specific thing they will do in your class this year.
- 5 Close by naming two or three projects coming up and the job-world skill each one practices.

Timing

Segment	Time
Opening question and discussion	8 min
Fill in the handout (pick two careers)	12 min
Share out and connect to the course	20 min

KEEP IT CONCRETE

Vague inspiration fades by Friday. Name real tasks: a marketer runs an ad and reads the numbers; a developer fixes a bug a user reported. Tie each one to an actual assignment students will touch.

Why this one

Nobody remembers a syllabus you read aloud. They remember one they had to search. Students hunt for the answers themselves, which means the rules actually land and you skip the lecture.

Directions

- 1 Hand out your course syllabus alongside the day 3 student handout.
- 2 Students work solo or in pairs to find each answer in the syllabus. Set a timer to keep energy up.
- 3 First team to finish correctly gets a small reward; accuracy beats speed, so spot-check before you crown a winner.
- 4 Review the answers together. Pause on the two or three rules that matter most to you and add context.
- 5 Collect the pages or have students keep them in a folder as a reference for the year.

Before you copy this

The questions on the student handout are written to match a standard CTE syllabus. Skim your own syllabus and tweak any question that does not fit (for example, swap in your real late-work policy or lab rules).

TEACHER ANSWER NOTE

Answers live in your syllabus, so this doubles as an answer key: every response should be traceable to a specific section. If a question has no answer in your syllabus, that is a sign to add it before day one.

Why this one

Before you plan a single lesson, find out where the class actually starts. This low-stakes diagnostic shows you who has seen this before, who is brand new, and where the real gaps are so you can pace the first unit honestly instead of guessing.

Directions

- 1 Make it clear this is NOT graded. It only helps you teach them better. Say that out loud twice.
- 2 Hand out the day 4 student handout. Students check every skill they have already tried and answer three short prompts.
- 3 Give 15 minutes. No phones, no neighbors; you want an honest snapshot, not a group answer.
- 4 Collect the pages and scan the checkboxes for patterns while students start day 5 prep or a warm-up.
- 5 Use what you learn to adjust unit one: skip what most already know, slow down where the class is thin.

Reading the results

What you see	What it means for your pacing
Most boxes checked	Move faster through basics; add a stretch challenge early
Very few boxes checked	Slow the first unit; build vocabulary before projects
Wide split across the room	Plan for pairs or tiered tasks so nobody stalls or coasts

THIS IS A GIFT, NOT A TEST

Students who feel judged will bluff. Students who feel safe will tell you the truth. An honest blank page on day 4 saves you a week of misjudged pacing later.

Why this one

End week one by making something. A tiny project sets the tone that this class builds real things, not just notes. The prompt is deliberately open so it fits a business or a tech class, and it gives you an early read on how students think and plan.

The prompt

Students design a simple product, service, app, or campaign that would solve one real problem for people their age. They are not building it yet; they are planning it on paper today.

Directions

- 1 Hand out the day 5 student handout and read the prompt together. Show one quick example so the bar is clear.
- 2 Students brainstorm a real problem, then sketch their idea in the planning box (words, boxes, or a drawing all work).
- 3 Circulate and ask one pushing question per student: who is this for, or what is the hardest part?
- 4 Do a quick round of 30-second share-outs. No slides, no polish; just the idea and the problem it solves.
- 5 Tell students to keep this page. It becomes the on-ramp to your first real unit next week.

Timing

Segment	Time
Read the prompt and show an example	8 min
Brainstorm and plan in the box	22 min
30-second share-outs	15 min

SET THE TONE HERE

This is the first thing students make in your room, so celebrate effort and honesty over polish. A rough idea defended well should get the loudest reaction. That is the culture you are building all year.

That is your whole first week: names learned, purpose set, rules read, a real read on the class, and something built. You did all of it with zero prep.

- Keep the day 1 goals and the day 4 diagnostics together. Reread them before you plan unit one.
- The day 5 mini-projects are a natural launch point for your first graded project. Do not let them disappear.
- Reuse the syllabus scavenger hunt every semester; just retweak the questions to match any policy changes.

WANT THE UNITS THAT COME NEXT?

This set gets you through week one. The editable business and technology curriculum in the shop picks up from here with the lessons, slides, projects, and answer keys, so the momentum you just built does not stall in week two.