

**Chapter 1 : Getting To Know You - Chapter 2 - Starkvenger - Camp Camp (Web Series) [Archive of Our O**

*~~~~Artemis POV~~~~ We didn't blow the horn till almost dark, and it only took a minute for Percy to burst back through the woods, he walks back into his cage and lays down by the tree without a word.*

Scotaloo wondering why three new students joined on a Friday, but the orange pegasus just shrugged and asked no question about it. The orange pegasus saw a tired Emerald, her white claw covering her mouth while she yawned. Scootaloo open her mouth to ask why the young dragoness was tired. Scootaloo just nodded, leaving Emerald to crash on the couch. The orange pegasus heard the white dragoness let out a few snores while she hugged the pillow. Scootaloo enter the dining room, pulling out her favourite breakfast cereal just to be met by a empty box. The filly turn to see Yarrow munching the remaining bits of cereal left. Scootaloo was grinding her teeth together. Her stomach began to roar out in hunger, Scootaloo crash on the couch, waking Emerald up, she rubbed her tired eyes. Scootaloo gave Emerald a smile, the young dragoness stretched out her small arms upset that she was woken up. Scootaloo went to grab her Bit Bag, running into her Aunt Holiday, next thing Scootaloo knew she was walking down the street with a Changeling, dragon and griffon by her side. The orange could feel the stares the ponies of Ponyville was giving her. You all the same age, plus you can make more friends. Scootaloo stood outside Sugar Cube Corner, pulling Yarrow and Emerald close to her, Gabby was flapping her wings to stay in the air, that made Scootaloo and Emerald look at the female griffon with a bit of jealousy. The four enter, the girls smelt freshly baked cakes and pies. The Changeling was focus on the love flowing in the air, from a parent love to their children or it being the first date for the fillies and colts who all thought it was love. Scootaloo hated how ponies would stop and start staring at them like there was nothing else in Equestria. Pinkie Pie bounced towards the young ones, beaming her smile. Scootaloo let out a sigh of relief that Pinkie was busy getting their order ready. The orange filly bought Emerald and Yarrow close to her. The dragoness lowed herself to hid under the table, her cheeks turning bright red. Ponies looked over at them, Yarrow with rage flaring in her black coloured eyes. Sure Emerald and Gabby got their cupcakes to go, the orange filly thought the two of them look kinda cute in a way. Gabby was the only chatterbox out of the four of them, Emerald, would look around with her ocean blue eyes seeing pegasi flying in the open blue sky. Her head would lower in embarrassment, watching her feet kicking the dirt, while flapping her tiny white wings. Scootaloo looked over at the dragoness, Scootaloo rolled her eyes. Putting her hoof in front of the young white dragoness, causing Emerald to look over at Scootaloo in surprise. The orange pegasus just pointed toward the crystal castle, that Emerald licked her scaly lips at the site. Emerald open one of the books she picked out with her claw, her head tilted, scratching the side of her head. What do you mean? Scootaloo stood up, looking through the thousand of different books, pulling out a large and heavy blue book. I see you back here rolling your eyes! Expressly not the one who fell in love with a pony, that why I wanted to move to learn how ponies treated each other, learn more about other cultures. While first is always Rainbow Dash. Try and find a place where I can be myself, having be forced to change with the rest of The Changeling kind. I wanted to be a normal Changeling, but there was nothing wrong with that and with the power of love I changed, that why I still have black colours over my body, I still like feeding off the love. That why I moved, to get away from the hive. Once I got my I felt like I changed into a pony that I no longer knew anymore. I know how it feels when you stick out. Try and help all different creatures, but just to be with Scootaloo again. Scootaloo open the book, the first tale, waited to be readied, Yarrow, Emerald and Gabby cuddle close to the orange filly, Gabby being the one wrapping her large wings over Scootaloo, trying to cuddle the griffon hidden crush. Yarrow; could feel blooming love in the air, her black eyes searched to see Emerald, a pink energy surrounded her, just like it did Gabby. One good thing with being a Changeling, she could see love. Yarrow listen to Scootaloo slowly reading out the words to her three new friends. Scootaloo going need all the help if was this dense to other feeling towards her. Yes, two chapters posted at once! When I finished the first chapter, I thought it would be best to get the two filler chapters out of the way, seeing that the Harem starts in the next chapter with Diamond Tiara, being the first girl for Scootaloo. For the voting you can post on any chapter until Chapter Five, where Scootaloo learns about Harems.

**Chapter 2 : Get to know: Synonyms in English**

*"I'll teach you everything I know!" "Well, the quicker you finish your laps, the quicker we get to draw." Italy suddenly perked up, and just like that, he left Japan and me in the dust.*

Unlike the first impression he had with the capsule, it felt so comfortable and warm that the capsule was like an old home he lived for a long time. Maybe it felt more like it because there was a family, Bell, waiting for him. More users are newly registering as the time goes. As the average level of user rises, more item is being registered on the trading site, so the exchange and auction sites are being active. Also, there are many users who claim they have received a quest. She will be able to tell him summarized information anyway. When I checked, I was already level In the world of Beyond, S. Killing one Orc gives you about 1 point, but you cannot earn it in the normal hunting ground for users. Even though some classes can be earned by being a student or apprentice of an NPC, it cannot be done if you are going to get classes related with swords unless you have enough S. If the journey is safe, he will be able to acquire enough S. If I can make a mercenary guild and receive a quest, I will. And by doing so, I will be able to reach the point city and get a class. It was the closest one from the Metropolis. Either way, a new life will be waiting for him. But she opened her mouth a moment later. Most of them are running out. He remembered how much materials he poured into the capsule, and realized how big trouble he was in. In your case, there are too many rare herbs being poured into your body, and obtaining it is yet another problem. There were many things that cannot be obtained in the Barrier. But I shall focus on getting a class first. This is the list of materials you will need in one month. Bell displayed a giant list on the hologram. I really ate this much? Though, note that I have included 10 extra days in the calculation. He had no income, but now he has to expect a regular outcome and more uncounted. She seemed to try to relax his nerves. Earning the money comes after that. I know they will be my flesh and blood, so even if I will need to do hard labors, I will. But he knew the answer already. He needed to go to the mall. On the way back, maybe he could catch up Jinsoo going back to his house from the work. Then suddenly, there was a noise. It was the noise made by the elevator. The person coming out from the elevator was Jinsoo. He was wearing an old coat that covers the entire body and a turban that covers his face, only exposing his eyes. Turban was covered with a thick dust, and his eyes were covered with a thick cloud of tiredness. The voice was same, but the well-balanced body and narrowed face confused him. Of course, he has changed that much. On that day, he got robbed on the street, and got attacked by a mob. Jinsoo was the one who saved him from them, so Jinsoo was able to remember that scar. You really have changed so much. It felt great to be credited for that, especially from who he was close with. I thought you were at work at this hour. Haroon felt sorry for asking a sensitive question, and he was worried about him. I was worried that I might need to buy quite much anyway. I went out for a walk as I needed to clear my mind, but it got even more cloudy as there was no one to meet. The malls were located at the border of District F and D. They really had a lot to catch up so the time flew by. He knew how hard Jinsoo tried to get a distributed product, and he was feeling so grateful to have one. There was no need to hurt him like that. Even Jinsoo was with Haroon shopping together, his face changed and went silent occasionally as if he remembered something bad. Haroon drew a deep sight paying the bill using the in-body mechanical chip connected to his bank account. He needed four largest plastic bags to carry everything, but that was light enough for him compared to training he usually did. It was little early for the meal, but spending time drinking tea and chatting was a luxurious thing, at least for the residents of District F. They both ordered a meat noodle. Enjoying the noodle, the table was silent for some time. He was looking for a chance to ask it. By the way, do you intend to play Beyond? He never showed that much anger before. It was very odd to find him like that, as he thought Jinsoo was the gentlest person he ever met. Jinsoo gnashed his teeth instead of an answer. Seeing how his eyes were getting intense, Haroon could figure out he was really angry at those users. Who could ever make a gentleman like Jinsoo this much angry? I think I told you once before. Have I ever told you about a man named Minseok? He used to curse that name for quite some time before, and it was the only moment gentle Jinsoo gets angry at. That was the worst-fated relationship possible. They did abandon him when he graduated the high school. Minseok was the stooge of

her. He, too, had a similar memory. Noble students living in District S created a clique, being a leader themselves, and having members of students from District A and B. This relationship usually consisted even when they became adults. It would have been better if it was stopped there. Bullying was so persistent, and cruel that it would never finish before they become a member, or transfer to another school. Using their physical and social power, that even suppresses teachers or even the principal, they bullied weak students, and this was quite common no matter which Union the students were in. Then, when I was looking for a party to get to the point city to get a class, I met them again. Meeting the people he hated again in the game. At first, I thought they forgot me as it has been years after we graduated. Can you believe if I told you they even shared their items with me? They were not that bad at the games too, so small pod of Orcs were not any problem to us on the journey. That actually was remarkable. Of course, Haroon found a dungeon too, but that was purely coincidental. It was Class-D Dungeon so the requirement of entering that dungeon was being in a same party of the first finder. She gave a sign, and they tied me up and threw me in the snake tunnel. They came out from the dungeon with valuable gears and humiliated me. They were so ignorant, perverted sadists. Repeating being in a daze, and getting back to furious, and back to daze. I was fired, and the farm officer reported my state, so I was forced to undergo psychotherapy. How on earth are you going to make your living? It was one of the most-paid work. Haroon still had lots of savings, but he wondered how Jinsoo was doing. I gotta do something with that for now. If I will be in need of money, I gotta sell the info about the dungeon. The experiences should be enough to feed me. It could be better if I find someone who can help each other. For sure, I gotta take a revenge. At least, I will make their current character not playable. They need to get wrecked.

**Chapter 3 : Good Get to Know You Questions - Highly effective questions to ask.**

*Uraraka let out a deep breath. Her breath blowing out in wispy puffs. The cool air making goosebumps rise on her skin. She clutched her plastic bag tightly in her hands. The brunette stared ahead into the misty air. Suddenly a surge of people came out, several knocking into her. Uraraka let out a*

See the end of the chapter for notes. Everything ached, his muscles were sore- and when he tried to open his eyes the harsh light in the room bombarded him, making the redhead wince. What had happened to make him hurt this much? His brain was a blurry mess at the moment, making his memories jumbled and confusing. He smiled at her, to which she raised an eyebrow at. Her eyes were guarded and cold- she had never looked at him like that before, had he done something wrong? He thought more about her words, only serving to confuse him further. She was talking to him right now! The redhead tried to sit up, but felt his muscles scream in protest so he lay back down again, breathing heavily. He tried to think about what had happened last night, but it was still a blur to him at the moment. She had said that Quartermaster had brought both of them back, so he must be in the same room- The chipper man turned his head, wincing in pain from the action. If it was even possible, his eyes would have widened further as what he saw. He saw himself, asleep in a bed, Gwen tending to his head injury. Was this one of those out of body experience things? If it was, then why had Gwen been talking to him? His breathing got quicker, staring at his limp form in slight fear. This is what happens when people care too much. I just hope he wakes up. David sat up in his bed against his muscles protests and looked down, swallowing thickly as he stared at his hands. His breath hitched as he stared, turning his hands over. He then looked down at his body- small, very small, and clothed in a bright blue hoodie. He reached up to touch his hair- fluffy, unkempt, messy- and he could only assume jet black. He swallowed once more, looking over at the person- at himself, laying in the other bed. David nearly passed out at the implication. It felt like someone had taken a baseball bat to the back of his head, and it hurt like hell. He grunted, cracking his eyes open to find Qwen sitting next to him, a cloth in her hand. She looked concerned, which confused the boy- she only ever looked annoyed or angry with him, so something must have really been wrong. I think you have a concussion, so that means no sudden movements, alright? Max blinked, trying to take everything in. He knew he was inside, judging from the bed, but not much else. She sounded actually worried, which unnerved the boy further. Gwen furrowed her brow in confusion, licking her lips. Gwen helped him to sit up and lean against the bed frame, suddenly noticing he was a lot taller sitting up than he should be. Max furrowed his own brow, glancing down at himself. For some reason, his body was lanky- maybe that was just perspective? But- his skin was also lighter- way lighter- pasty even. His arms were long and bony- ending in long, calloused fingers. He shoved the blanket covering him back and his eyes widened at the sight. Max swallowed thickly, trying to take it all in, and more importantly, not panic. Max heard shuffling from beside him and looked to see a small figure- himself, looking back at him with wide jade eyes. Now, Max had looked in the mirror plenty of times to know that his eyes were NOT that shade of green they were more of a teal-ish green and he lost his breath at the thought. God, he even sounded like him His body looked up at him, and Max could see the fear in his eyes.

**Chapter 4 : Getting to Know You Questions**

*Getting to Know You. Chapter Two: Can't take My Eyes Off of You. Spock. He sat in his small office, really more a cubicle, in the Linguistics Lab and played back the recordings made by the students in this semester's Advanced Phonology course.*

Leopard Queen During the last case Lin and Mai got to know each other while they were trapped in a elevator. Now the team have to find a way to turn them back. In this story Mai is 19 years old. And Lin-san is 33 years old. Anyway here is chapter 2. Naru was telling Mai about Gene and the things he did. Her father was a doctor and her mother was a vet. Her father travelled around the world. So did her mother. Then Brown-san came running in to the base. We all followed Brown-san and saw The cameras would have caught it. Mai, Lin, take a look at the wall. Mai stayed close to me because she was scared. The room gave me the creeps as well. We looked at the wall. Mai laid her hand on the wall and closed her eyes. It looked like she was a sleep but she was only in a trance. After a while she woke up. The ghost that laughed at us is a witch. She was burned to death for witch craft in America a hundred years ago. She was drawn back to Japan. She is still stuck in her time. She enjoys making people misery and scaring people. Mai nodded in agreement then she frowned. Mai closed her eyes again. A minute later she opened her eyes and turned around her eyes wide. I turned also and the last thing I remember was a bright light engulfing my vision. I could hear the sounds of a spell. And then the next thing I knew was falling in to darkness. I sound like a dog? How can that be? I frowned and got off the bed and looked at the mirror. I was a Siberian husky. But I look like a wolf. I lifted my lips to reveal canines like a dogs. I tried to say "Help" but it only came out in a bark. I turned to Bou-san and Ayako and turned my head to one side in a question. What happened to Lin-san? I turned to Naru who was watching and gave him a look that said, "Help! Hara-san said the ghost has gone from the house. The witch has several different places to haunt. She has been dead over a hundred years so her ghostly powers grew over the years. Also her witchcraft works even when you are dead. So everyone get packing we are going back to SPR. Yasu, can you go and research the ghost and where she has been in her life? Monk-san, you are driving the van. Once the equipment was packed and the owners of the house thank us and apologised to me and Lin-san for what happened to us. I wagged my tail at them. And I was sitting between the door and Naru. SPR got a bigger van. Naru got the seats fixed so they can fit more people in the van. He gently stroked me head. That witched turned me and Mai in to Huskies. I should have seen that coming. Mai and I should have left the room as soon as Mai had said that the ghost was a witch. And Mai and I are Siberian huskies. But I also look like a wolf. Someone might mistake us for a wolf. Now we were heading back to the office and Naru was on the phone to Mori-san. I got Mai and Lin dog collars and other things they might need. The lady looked at me and asked, "Is she friendly? The lady bent down to pet Mai who rolled on her belly. And I adopted the small one. We got to the office and Madoka was there waiting for us. Lin nodded his head and laid down with a sigh. Madoka went in to the kitchen to make tea before Naru could complain. Noll, I told your father about the situation so he came up with this: Lin and Mai were adopted by the Davis. Lin was adopted in a pound in London when he was a pup. Mai was found wondering the streets. They are part of the SPR team. Apparently animals are more sensitive to the paranormal then humans. And Mai will be even more powerful as a dog. Here are their registrations and here are their tags. They are under the Shibuya Psychic Research. I got the collars out of the bag. The collar had a simple name tag on it saying Lin and SPR. Then I placed the registration tag on. Then I did the same with Mai. I thought it might be cute. I shook my head. But it did fit Mai. Being new and just learning the ropes. I put on their flea stuff and gave them their heart worm tablets. Then I stood up and turned to Yasu. He nodded his reply. Monk-san, go and tell her guardian that Mai is on a case. I went back in to my office. There was nothing to do. I gave up and went to see what else Naru brought. I stuck my head in the bag. Success, a rope and a ball. Lin ignored me for a moment then picked up the rope. I grabbed the other end we played tug a war. We growled like normal dogs. I stopped playing and looked up. It was a police officer. Lin let out a bark to let Naru know that there is someone in the office.

**Chapter 5 : Getting to know you Chapter 2, a ghost hunt fanfic | FanFiction**

*During the last case Lin and Mai got to know each other while they were trapped in a elevator. On their new case Lin and Mai were turned in to dogs by a witch's ghost.*

Working with students is rewarding because you get to see the "light come on" in their eyes when through a hands-on experiment they discover how something works, or when based on preliminary observations they successfully predict the outcome of an experiment. In addition, interacting with students allows you to serve as a role model and promotes contacts out of which mentoring relationships can grow, positive images of science and engineering can be fostered, and students can become aware of technical career opportunities. Finally, doing science enrichment activities in the classroom enables you to demonstrate to students and teachers alike both the process and applications of science. To work effectively with students, however, you have to know a bit about what makes them tick, how to relate to them, and how to plan and conduct activities that will be meaningful and memorable learning experiences. Too many technical professionals have the attitude, "I know a lot more about the subject than they do, so working with kids ought to be easy and not require much forethought or preparation. Certainly you know more about the subject matter. To be effective you also have to understand things such as how your activity fits into the overall teaching plan, what the students already know, what types of additional information and experiences will be meaningful to them, how to conduct the activity so that it will be both interesting and memorable, and how to interact constructively with the students. This chapter will help you understand some of these key principles. If you learn and practice them, you will greatly improve your chances for having productive and satisfying experiences. If you ignore them, the students will probably be bored and you will become discouraged. It takes time to learn and follow these principles, but the results are worth it. Some of this is outlined in the overview chapter, but will be reviewed and expanded upon here. Social and Emotional Development Children younger than age base their social values and find their security mainly in their families. Typically, young children from socially and emotionally healthy families are well-adjusted and relatively easy to work with -- nice, normal, happy, exuberant kids. Things like family disputes and break-ups, substance abuse by either themselves or other family members , inadequate or improper food, clothing, or parental support, and families with little commitment to the importance of education are more common than most of us would like to believe. Such issues are responsible for a growing number of children of all ages who come to school with a wide range of serious personal problems and are ill prepared to learn. These kids frequently need special intervention to prevent them from growing into adults who pass on similar problems to the next generation. Special education classes are designed to help, but a caring adult volunteer willing to make a commitment to caring for and encouraging such a child can be crucial to his or her development. As children approach and enter their teens, something remarkable happens -- puberty. They not only change physically, but also socially and emotionally. With this bag of mixed emotions they make their fledgling efforts toward independence. Their peer group becomes increasingly significant in their lives while the family becomes less so, and they begin to question values and try on new behaviors often to see what reaction is evoked from their peers. Their time constants for change are remarkable short -- one minute they exhibit sophisticated adult behaviors and attitudes, and five minutes later they seem to have socially and emotionally reverted to third grade. By the time they reach 15 or 16, the turmoil is starting to slow down for many, but for some it goes on into their 20s. When they are juniors and seniors in high school most of them are socially and emotionally much more stable, and are well on their way to establishing themselves as adults. At this age, however, they have a great need for respected mature adults who model appropriate behaviors and attitudes, who challenge them intellectually and socially, and who will interact non-judgementally with them as they struggle with difficult issues or questions. Intellectual Development Changes in intellectual development also occur with age. Most elementary school children are concrete thinkers. They think in fairly simple terms about things they detect with their senses, i. In the early grades they can only deal with and think about things which they can presently see and touch. In addition, they can conceptualize only one attribute or variable at a time. Consistent with this, they learn to classify things

into major categories, ordering them by single attributes such as length, size, shape, color, texture, etc. In later primary grades they can deal with and think about things which they saw or handled yesterday or last week but that are not available to see or touch today. In addition, they become able to conceptualize more than one variable. This enables them to classify things more complexly into major categories and various subcategories, e. Throughout the concrete thinking stage, however, their abilities to conceptualize are limited to real things -- either ones that are present right now or those that they have experienced previously. As they mature, most students make the transition to abstract thinking, where they can generalize, project into the future, and deal with less tangible issues. In mathematics, algebra represents an important transition from the concrete numbers to the abstract symbols. Some people make this intellectual transition around age 12, but for many it takes much longer, and some remain concrete thinkers throughout life. For example, the most concrete way to represent the effects of water on plant growth is to display plants of varying heights and graduated cylinders showing how much water each plant received arranged together on a table in order of increasing plant height. One level of abstraction would be to show pictures rather than real plants. Progressively higher levels of abstraction would involve numerical data, a graph of the data, and an algebraic equation representing the effect of water amount on plant growth. It can be obtained in either videotape or print form from Lawrence Hall of Science.

**Attitudes Toward Science** When they enter school children are usually fascinated by the world around them. They typically have great curiosity about and positive attitudes toward science. Starting in about the third grade and continuing through about the eighth grade, however, increasing numbers of students lose interest in, and develop negative attitudes toward science. Thus, third through eighth grade is a critical time for inspiring interest, building basic skills, and avoiding premature burning of bridges. By the time they reach high school the student population has pretty much become bimodal with respect to attitudes about science. A substantial percentage of students have essentially lost interest in and tuned out of science and math. It is difficult to re-engage these students in the context of traditional academic classes. Perhaps the best bet is to attempt to rekindle their interests through the back door of technology. A good bit of applied science and math can be incorporated into industrial arts and other applied classes. Some uninterested students learn key science and math concepts very effectively when they are directly tied to solving specific hands-on problems. On the other hand, some high schoolers have retained their interest in science and have developed the tools needed to continue expanding their understanding. For them, high school is the time to begin focusing more on specific content and applications of science with an eye toward career options. In addition to understanding the basics of social, emotional, and intellectual development, you should also be familiar with the elements of effective learning experiences.

**Memorization** Educators make an important distinction between learning and memorization. Learning involves assimilation of new knowledge in a way that it is understood and can be applied. Memorization, on the other hand, does not necessarily involve understanding and requires only that information be recalled, not applied. Sometimes our society mistakes memorization for learning. Perhaps this is because recall is easier to test for and quantify. But successful recall of facts does not necessarily imply understanding or application ability. It is true that students who have learned about a topic will typically remember facts relating to it. But the remembrance of these facts is more a side-effect of learning having occurred than its essence. Clearly, the goal of education should be learning, not just memorization. Regarding the learning of science, educators point out that each person has certain generalized mental schemes about how things in nature work. Typically these schemes have been constructed to be consistent with the natural events we have experienced and are familiar with. Young students have very simplistic schemes -- birds and winged insects fly, therefore wings enable flight. Educators believe that the first step in the learning process occurs when students encounter something they cannot explain in terms of their current schemes. This step is inherently student-centered. Teachers can provide interesting activities, materials, and direction to promote these encounters, but the experiences of the students are the key events. These "unexplainable" encounters might initially cause some frustration, but they also pave the way for the second step in the learning process. Here the students re-evaluate their schemes in an effort to modify and make them consistent with their experiences and observations. In this stage the teacher helps the students organize their observations, understand the shortcomings of their previous concepts, develop new schemes that correctly account for their

recent experiences, and learn the language associated with the new concepts. In essence, the teacher guides the students in the discovery of new or expanded schemes. In the third step, the students apply the new concepts to a variety of problems. This reinforces the concepts, ensures real understanding, and provides practice in application. If the student is inherently incapable of understanding the new concept, for example because it requires abstract thinking skills that have not yet been developed, frustration occurs. Placed in this situation, highly motivated students with strong desires to please parents and teachers will try to memorize enough to score well on tests, but lacking real understanding, will quickly forget what they have memorized. Many young people have become conditioned to expect life to provide nearly continuous fun and excitement. As a result, they are easily bored and inclined toward activities that provide short-term satisfaction, rather than those that require short-term discipline in order to realize long-term rewards. While most of us would agree that this is unfortunate, it is a fact of life which we need to recognize and deal with if we are going to work effectively with students. The fact is that if we want students to develop favorable impressions of science, we better incorporate fun and excitement in the learning process. For example, in a middle and high school program on chemical bonding we examine the effects of temperature on the properties of rubber tubing. After demonstrating its normally flexible behavior we cool it in liquid nitrogen and then challenge students to bend it. At first they conclude that it is very strong, but when they exert sufficient force it shatters dramatically into thousands of tiny pieces, which fly all over the room safety glasses are a must. This typically creates great interest, and soon students are selecting other things that they want to test and are hypothesizing about how various materials will behave at very low temperatures. This provides a great lead-in to a discussion of the molecular structure of polymers, and how materials scientists engineer materials with different properties by varying chemical bonding and atomic arrangements. However, in order to get students interested and committed to these disciplines it is crucial that fun and exciting activities be included with each science topic. You can play a key role in the educational process by helping to provide such activities. While teachers are typically better equipped to do the actual instruction, your enthusiasm for science and its applications provides a great opportunity for you to generate the excitement needed to ignite or fan the flame of interest among their students.

**Hands-On, Discovery-Based** One of the worst ways to generate excitement is by giving a lecture. Nearly all of us find doing things more interesting and exciting than seeing things or, worse yet, listening to things. Kids have shorter attention spans than adults, so they are much less tolerant of lecture formats than we are. Activities in which everyone becomes personally involved in thought-provoking ways provide a much more interesting format in which far more learning occurs. Hands-on activities designed to enable the students to discover explanations and underlying principles by themselves provide some of the greatest learning experiences. Once after conducting the rubber-hose-in-liquid-nitrogen activity with several classes of seventh graders, a young lady from one of the classes called and asked if I could provide some liquid nitrogen for her science fair experiment on how rapidly different foods froze and thawed out. After agreeing and setting a time and place for the experiment, I encouraged her to invite a few of her friends by reminding them that this promised to be a lot of fun. When the big day arrived, the four of us tested apples, oranges, bananas, marshmallows and dinner rolls.

**Chapter 6 : Chapter Two; Getting To Know You - Scootaloo's Accidental Harem - Fimfiction**

*Chapter Text* When David woke up, it felt as if he had been hit by a bus. again.. Everything ached, his muscles were sore- and when he tried to open his eyes the harsh light in the room bombarded him, making the redhead wince.

Steve asks his question, Danny gives him an answer and they learn more history about the house they have been gifted. Okay so this chapter has more smut in it. Again cause this is the same day after they bonded. They deserve at least one day of togetherness. Be warned it has a teeny, tiny, minuscule amount of a darker mating in this. Nothing horrible but something both boys are enjoying. Plus room marking and Steve is a total cum slut. He loves anything that has the taste of his mate. Mostly cause he just loves his mate that much. See the end of the chapter for more notes. Chapter Text When he felt Danny push into him, seating himself fully and firmly he decided to ask. The foot stool put them at eye level which was all to the good. The blond detective took his face in both hands and brought his lips to his own. He began with a gentle kiss, which soon turn heated as he devoured the older mans lips. At the same time he sent the truest feelings he had ever had, to the man who meant everything to him. All were positive feelings of love, commitment and trust, letting him know his answer. When the need for air could no longer be put off, Steve gave a final lick of his mates tender tasting lips before turning around to face the ocean again. This time he increased the speed, to something a bit more in keeping with their new feelings. Closing his eyes, he enjoyed the attention being lavished on him from behind. Danny picked up the pace, his extremely thick cock filling every spot within him. It felt wonderful as he stroked within him, the push and pull as he worked. He had a feeling Danny would be taking his ass much more often. Obeying he gasped at the change, as Danny sped up his thrusts. He gripped the hand rail, as the pace increased, till he was hard pressed to keep from coming. Reaching for his dick, his hand was captured and returned to the rail. You only come from my cock within. I claim you as you claimed me. Gripping the back of his mates neck tightly with his strong teeth, Danny gave him another command. Long and drawn out, he shot his heavy load all over the railing, which splattered back onto his belly and chest. At the same time, he tightened down and felt it as Danny came inside him. He felt the liquid heat, as it seemed to scald him, and he welcomed it. As it entered him spreading, he felt another type of peace come over him. As if a fever which had been ravaging his body had finally broken. The need to mate continuously with his partner, was leaving him. Oh he still wanted to have sex with him and would, but the all consuming need which had been bothering him was no longer there. It felt strange not to feel it, as he had had the feeling since he found out Danny was his Guide. Confused, he decided to ask the one person he trusted most to help him out. Any other Sentinel or Guide who saw them would realize this was a Sentinel who trusted his Guide absolutely. Who would stand behind him and could never be swayed from his side. Danny would have to renew the marks if Steve wanted him to, and he had a feeling he would. Normally it lasts till the Sentinel has thoroughly claimed his Guide to his satisfaction, which I knew you had. Now we can simply enjoy each other when we want, with no instinctive imperative bugging us. He had just forgotten it, due to how long he had had to wait for his own Guide. He felt Danny pull out of him and missed the contact for a moment till he realized something. Turning quickly, he lowered himself till he was at the proper height, then swallowed his mate with a loud hungry slurp. Sucking contentedly, he cleaned his mate of all traces of their joining. Pleased when Danny, with a choked sound came a second time. He drank it all down loving the flavor of his mate. Looking over his mate towards the ocean, something caught his attention on the beach. With a roll of his eyes, he noticed their wolves looking up at them with wide smug grins before they ran off into the water. Giving the blond an idea, he smirked at Steve who was still in the middle of playing with him. You can suck me off as much as you want today. You have one hour, but only as we are right now. Then pulling out quickly and with a flash of light, the blond disappeared, only to reappear on the beach with a loud laugh. Startled Steve looked over the railing at where the other flash had indicated where his mate had gone. Seeing the smug devilish look on his partners face, is what decided him. He would catch his running mate and when he caught him, for he would, he would do what he pleased with him. It was early afternoon and they were trying to decide what to do next. We gave it a

glance when we showed up but not much else. The windows and doors are extra thick. I want to check out why and the basement. There were only 2 doors leading off, to what he could assume would be just plain rooms, like the main area. Stepping through the especially thick and heavy door, he noticed the hinges were recessed, so they could not be removed from the outside. Swinging inwards, he pushed it flat against the wall, taking a moment to wonder at the opening and how thick it was. What he saw inside made him stop suddenly, causing his Guide to smack into his bare back. Steve paid little attention to his mates annoyed tone or even words. He was too busy being incoherent with wonder, joy and excitement. How in the hell did they find all that in just a few days? Hell, how did they get all the legal shit done in such a short amount of time? Less than pleased, at the way his partner was looking around with stars in his eyes, drooling at all the fun toys stacked against the walls. It was going to be a shit ton of work, to get Steve to realize that he would NOT be allowed to play with everything at once. What he was referring to, was the massive amounts of armament in the room. The entire back wall of the foot square room was lined with gun racks. Many of which were full of rifles of various types, and the ammo to go along with them. Hanging above the gun racks were even more guns and items Danny had no clue over. He recognized things that looked somewhat like sniper rifles, hunting rifles, short barrel shotguns, long barrel shotguns. Then to the left of the door, on the wall was two open gun safes displaying empty shelves and lockers, but he knew Steve would not let them stay empty for long. To the right of the door was another set of racks but they were loaded with practically every pistol known to man. All the way from small. Each stacked carefully with at least rounds of ammo for each gun. And when there was nearly 40 pistols in each unit, that was a hell of a lot of ammo. No, that one held bladed weapons. Knuckledusters with retractable blades, it was just a plethora of death in the room and he vowed his daughter would never be allowed in it. Course his weapon loving friend was in heaven. Honestly he was practically floating, as he skipped about the room. Touching this gun, stroking that knife, fondling the barrel of a rifle like it was a long lost friend. When he was about to reach up to check out what looked like a rocket launcher his attention was caught by another door with a familiar odor. Stepping in the room, he clapped his hands together before rubbing them eagerly. Inside was a workbench with a few tools, of which Danny had no clue what they would be used for. To the immediate right, was another work bench, completely empty but lots of shelves above it. On the right wall were a set of tool boxes, filled with all manor of toys, making his mate happy. Steve turned to him, with a way to cheerful look on his face. His mind was overflowing with a jumble of thoughts, Danny was hard pressed to make sense of. Not so much Danny. Oh boy this is awesome. What is up with the Army anyway? Do they make all you people that apply to become Seals, take a test? Love of all things that make other things go BOOM loudly and completely? Yes, you qualify to be a crazy water boy.

**Chapter 7 : Getting to Know You Lyrics - - Soundtrack Lyrics**

*Course since you all can disappear and reappear in a flash of light, you probably don't need an escape tunnel but you never know. Oh also here is the really disappointing thing. Steve you can't play with the guns yet in the house.*

John approached the babies and saw that they were awake, but calm. They were floating in the air, with nothing attached to them. He began to unwrap the two babies and just as he was about to reveal their faces to himself, everything turned blue. From the background, to the babies. John was annoyed by this result. Finally, just before he woke up, he heard a female voice crying, sounding disjointed and distant. Just as he began searching for the source, John suddenly woke up. Why was she crying? What do my friends have to do with ponies? After that, he headed towards the library. When John got out of the room, he began to smell food. The scent was so enticing, that his stomach started to growl. He was definitely hungry. So the hungry human followed the scent, which led him to a kitchen at the back of the library. In it, John saw that Twilight and Spike were busy making breakfast. As he entered the kitchen, Twilight became aware of his presence. The human sat down by the table and instantly noticed that the furniture was a bit smaller than the ones back on his planet. The soldier looked at the plate and was reminded of the way his mom made pancakes every week with hash browns, eggs, and bacon. It was a typical and delicious meal that he enjoyed having as much as he could. As John looked at it, the smile on his face went away. At first, she was confused, but then she realized what was wrong. John looked up and chuckled a little. John was surprised that they had cutlery, despite their lack of hands. Then again, the unicorn had mentioned that there were griffins and dragons in this world, the cutlery was probably to be used by such guests. She washed the fork and gave it to John. He looked at it, noticing that it seemed very ornate. It looked like one of those fancy forks that were used when rich people eat, alongside with varying sizes of spoons and knives. The human grabbed the fork and started to cut the pancakes. After a few seconds of chewing, he swallowed and looked down at the plate. John showed an emotionless expression to the pancakes as Twilight became nervous. Maybe his food standards were different from theirs, and her cooking had caused him disgust. Twilight exchanged a glance with Spike, both of them were confused. Neither one of them had expected the human to like their food so much. When John had cleaned his plate, he handed it to Twilight. I never imagined the human would be an egghead. Everypony looked at the rainbow pegasus. She blushed in embarrassment. He had been planning to shower later, hoping no one would sniff him. He had been a fashion designer, and a talented one at that. Even so, John felt embarrassed whenever he told someone else what his friend did. The ponies sat themselves down in a semicircle, and John sat in front of them. Twilight grabbed her quill and made sure she had plenty of parchment and ink to take notes with. John pondered the question for a while. They all only appear in fairy tales. And the color of their coats and mane are limited. The only colors are black, white, brown, and grey, although, sometimes they are found mixed together. John continued for about an hour until he got tired of speaking. He explained the basics of geography, technology, science, and more. The ponies had given him much interest, except for Rainbow Dash. There are events that makes my world interesting. The ponies seemed to be puzzled and raised their eyebrows. The ponies gasped in horror at what John had said. It was so shocking that Fluttershy had covered her eyes with her hooves. The rest were just stunned. Some of them only last about a few days, though most last for years. What was more surprising, was that the ponies had an immortal leader. Their leader was probably some sort of pony equivalent to Jesus Christ. After all, we are in a third world war. John averted his gaze from the ponies, trying to look apologetic. The United States of America also has the U. Air Force, and the Marines. America has the greatest military force in the world. She turned her gaze back to John, looking slightly ill. Finally, she asked her question. He made a good amount of money to support the family; my mom, my older brother, and me. We were a typical high-middle class family. We lived in a nice home, not far from the inner city. He was a good man to everyone and he dreamed of becoming a congressman, so he could share his good ideas, and use them for the good of the nation. Things were good for my family. About four years ago, he developed a tumor inside of his stomach. At first, he thought it was just a regular pain and that it would go away. By the time he realized the pain was abnormal, it was already too late. The doctors told him that it had

reached the limit where the operation would be a fail if they took the tumor out. Not to mention his pain and suffering. I watched as my own father suffered, visiting him in the hospital every day until he The tragic news about my dad had spread throughout the state. Many people came to his funeral, mostly the people that my dad knew, to pay their final respect. It was a nice place, although the bills were exorbitant. My mom had to work overtime, and my brother had to postpone his college education to work. No job in the city could hire me, because of my age. By the time I reached legal adulthood, the economy was so bad that all the businesses were laying off more people than they hired. I decided to join the army because the pay was good, I swore to myself that I would support my family like my father did, not matter the cost to myself. Even though my family and friends hated the idea, it was the only choice I could make. Pinkie Pie pulled out a tissue box out of nowhere and grabbed a hooffull. She then passed the box to everyone, ending with John. The human looked at the box, grabbed a tissue, and blew his nose. You consider us your friends? The human began to felt some warm and tingling sensation. They all sat in companionable silence, until there was a loud knock at the door. Everyone looked to the door, wondering who it was. They let go of each other as Spike, who came out of the kitchen, opened the door. It was a purple mare who had an awful look on her face. Cheerilee replied the question, she noticed that there was the same creature from the other day inside the library. She stood still as a statue as her pupils shrank. Everyone noticed what had scared Ms. Cheerilee into her current state. Cheerilee snapped back to reality and shook her head. They frightened the other students and started to damage the school. I tried to calm them down, but nothing worked.

**Chapter 8 : Chapter 2 Let's get to know You - John The Human - Fimfiction**

*Generally, you want ponies to act like they do in the show; when you divert from that, you generally want a reason. Two things in your story to watch out for there: First, a sudden and unexplained love of the other Crusaders for Scootaloo is a little odd; try instead to provide the basis.*

Break the ice and get to know people better by selecting several of these get-to-know-you questions. Who is your hero? If you could live anywhere, where would it be? What is your biggest fear? What is your favorite family vacation? What would you change about yourself if you could? What really makes you angry? What motivates you to work hard? What is your favorite thing about your career? What is your biggest complaint about your job? What is your proudest accomplishment? What is your favorite book to read? What makes you laugh the most? What was the last movie you went to? What did you think? What did you want to be when you were small? If you could choose to do anything for a day, what would it be? What is your favorite game or sport to watch and play? Would you rather ride a bike, ride a horse, or drive a car? What would you sing at Karaoke night? What two radio stations do you listen to in the car the most? Which would you rather do: if you could hire someone to help you, would it be with cleaning, cooking, or yard work? If you could only eat one meal for the rest of your life, what would it be? Who is your favorite author? Get your group organized with an online sign up! Have you ever had a nickname? Do you like or dislike surprises? Why or why not? In the evening, would you rather play a game, visit a relative, watch a movie, or read? Would you rather vacation in Hawaii or Alaska, and why? Would you rather win the lottery or work at the perfect job? Who would you want to be stranded with on a deserted island? If money was no object, what would you do all day? If you could go back in time, what year would you travel to? How would your friends describe you? What are your hobbies? What is the best gift you have been given? What is the worst gift you have received? Aside from necessities, what one thing could you not go a day without? List two pet peeves. Where do you see yourself in five years? How many pairs of shoes do you own? If you were a super-hero, what powers would you have? What would you do if you won the lottery? What form of public transportation do you prefer? If you could go back in time to change one thing, what would it be? If you could share a meal with any 4 individuals, living or dead, who would they be? How many pillows do you sleep with? Plan your family meal, office potluck, team party and more. Would you rather trade intelligence for looks or looks for intelligence? How often do you buy clothes? Have you ever had a secret admirer? What was the last thing you recorded on TV? What was the last book you read? Are you a clean or messy person? Who would you want to play you in a movie of your life? How long does it take you to get ready in the morning? What kitchen appliance do you use every day? Do you love or hate rollercoasters? What is your favorite childhood memory? How did you find out? Is your glass half full or half empty? What three items would you take with you on a deserted island? What was your favorite subject in school? Do you collect anything? Group Fundraising has never been easier! Check out our Fundraising Resources. Is there anything you wished would come back into fashion? Are you an introvert or an extrovert? Which of the five senses would you say is your strongest? Have you ever had a surprise party? Are you related or distantly related to anyone famous? What do you do to keep fit? If you were ruler of your own country what would be the first law you would introduce? Who was your favorite teacher in school and why? What three things do you think of the most each day? If you had a warning label, what would yours say? What song would you say best sums you up? What celebrity would you like to meet at Starbucks for a cup of coffee? Who was your first crush? On a scale of how funny would you say you are? Where do you see yourself in 10 years? What was your first job? If you could join any past or current music group which would you want to join? How many languages do you speak? What is your favorite family holiday tradition? Who is the most intelligent person you know? If you had to describe yourself as an animal, which one would it be? What is one thing you will never do again? Who knows you the best? If you really want to get to know someone, questions not all at once, of course! Get to know someone better today! Janis Meredith writes Jbmthinks, a blog on sports parenting and youth sports. Posted by Janis Meredith.

**Chapter 9 : Getting to know you. - Chapter 2 - Pathfindr - Hawaii Five-0 () [Archive of Our Own]**

*Snippet from The King and I. Used to explain the process of KNOW, LIKE and TRUST and Social Media on racedaydvl.com*

Most fun of all, the opening days of school are an opportunity to get to know a whole new group of kids! What will you do during those first few days of school? What activities might you do to help you get to know your new students? What activities will help students get to know you and one another? For the last three years, Education World has presented a new group of getting-to-know-you ideas -- or icebreakers -- for those first days of school. Here are 19 ideas -- ideas tried and tested by Education World readers -- to help develop classroom camaraderie during the opening days of school. Opening-Day Letter Still looking for more ideas? Write a letter to your students. In that letter, introduce yourself to students. In addition, tell students a few personal things about yourself; for example, your likes and dislikes, what you did over the summer, and your hobbies. Ask questions throughout the letter. You might ask what students like most about school, what they did during the summer, what their goals for the new school year are, or what they are really good at. In your letter, be sure to model the correct parts of a friendly letter! On the first day of school, display your letter on an overhead projector. Then pass each student a sheet of nice stationery. Have the students write return letters to you. In this letter, they will need to answer some of your questions and tell you about themselves. This is a great way to get to know each other in a personal way! Mail the letter to students before school starts, and enclose a sheet of stationery for kids to write you back. Each piece should have a matching piece of the same length. There should be enough pieces so that each student will have one. Then give each student one piece of string, and challenge each student to find the other student who has a string of the same length. After students find their matches, they can take turns introducing themselves to one another. You can provide a list of questions to help students "break the ice," or students can come up with their own. You might extend the activity by having each student introduce his or her partner to the class. Give each student a slip of paper with the name of an animal on it. Then give students instructions for the activity: No talking is allowed. The students might hesitate initially, but that hesitation soon gives way to a cacophony of sound as the kids moo, snort, and giggle their way into groups. The end result is that students have found their way into their homerooms or advisory groups for the school year, and the initial barriers to good teamwork have already been broken. Hold a large ball of yarn. Start by telling the students something about yourself. Then roll the ball of yarn to a student without letting go of the end of the yarn. The student who gets the ball of yarn tells his or her name and something good about himself or herself. Then the student rolls the yarn to somebody else, holding on to the strand of yarn. Soon students have created a giant web. After everyone has spoken, you and all the students stand up, continuing to hold the yarn. Start a discussion of how this activity relates to the idea of teamwork -- for example, the students need to work together and not let others down. Questions might include the following: What is your name? How many brothers or sisters do you have? What are their names? Do you have any pets? Pair students, and have each student interview his or her partner and record the responses. Then have each student use the interview responses to write a "dictionary definition" of his or her partner to include in a Student Dictionary. You might model this activity by creating a sample dictionary definition about yourself. Born in Riverside, California. No brothers or sisters. Have students bring in small pictures of themselves to paste next to their entries in the Student Dictionary. Bind the definitions into a book, and display it at back-to-school night. Ask each student to write a brief description of his or her physical characteristics on one index card and his or her name on the other. Physical characteristics usually do not include clothing, but if you teach the primary grades, you might allow students to include clothing in their descriptions. Put all the physical characteristic index cards in a shoe box, mix them up, and distribute one card to each student, making sure that no student gets his or her own card. Give students ten minutes to search for the person who fits the description on the card they hold. There is no talking during this activity, but students can walk around the room. At the end of the activity, tell students to write on the card the name of the student who best matches the description. Then have students share their results. How many students guessed

correctly? Patricia McHugh, John W. Set up a circle of chairs with one less chair than the number of students in the class. Play music as the students circle around the chairs. When the music stops, the students must sit in a seat. Unlike the traditional game, the person without a seat is not out. Instead, someone must make room for that person. Then remove another seat and start the music again. You can play this game outside, and you can end it whenever you wish. Afterward, stress the teamwork and cooperation the game took, and how students needed to accept one another to be successful. Reinforce that idea by repeating this game throughout the year.

Danielle Weston, Willard School, Sanford, Maine Hands-On Activity Have students begin this activity by listing at least 25 words that describe them and the things they like. No sentences allowed, just words! Then ask each student to use a dark pen to trace the pattern of his or her hand with the fingers spread apart. Provide another sheet of paper that the student can place on top of the tracing. Because the tracing was done with a dark pen, the outline should be visible on the sheet below. Direct students to use the outlines as guides and to write their words around it. Provide students a variety of different colored pencils or markers to use as they write. Then invite students to share their work with the class. They might cut out the hand outlines and mount them on construction paper so you can display the hands for open house. Then provide each student with five different-colored paper strips. Have each student write a different talent on separate paper strips, then create a mini paper chain with the strips by linking the five talents together. As students complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain. Have students stand and hold the growing chain as you link the pieces together. Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates -- for example, all the students have talents; all the students have things they do well; together, the students have many talents; if they work together, classmates can accomplish anything; the class is stronger when students work together than when individual students work on their own. Hang the chain in the room as a constant reminder to students of the talents they possess and the benefits of teamwork. Your school librarian might have a discard pile you can draw from. Invite students to search through the magazines for pictures, words, or anything else that might be used to describe them. Have students cut out their silhouettes, then fill them with a collage of pictures and words that express their identity. Then give each student an opportunity to share his or her silhouette with the group and talk about why he or she chose some of the elements in the collage. Post the silhouettes to create a sense of "our homeroom. You can use such cards to gather other information too, such as school schedule, why the student signed up for the class, whether the student has a part-time job, and whether he or she has access to the Internet at home. As a final bit of information, ask the student to write a headline that best describes him or her! This headline might be a quote, a familiar expression, or anything else. When students finish filling out the cards, give a little quiz. Then read aloud the headlines one at a time. Ask students to write the name of the person they think each headline best describes. Who got the highest score? It seems as if parents are contacted only if there is a problem with students. At the end of each grading period, use the home address information to send a postcard to a handful of parents to inform them about how well their child is doing. This might take a little time, but it is greatly appreciated! Pop Quiz Ahead of time, write a series of getting-to-know-you questions on slips of paper -- one question to a slip.