

Stag's
LEAP



LESSON PLAN

GRADE:	9
MEETING:	1
DATE:	9/9/10
THEME:	GETTING ACQUAINTED

NAVIGATION 101:

CLEAR, CAREFUL, AND CREATIVE PLANNING FOR LIFE BEYOND HIGH SCHOOL

Announcements:

Welcome Class of 2014 !

Lesson Goals:

Get acquainted with the students in your Advisory group and help them get to know each other.

Help students understand the purpose of the Advisory program.

Help students understand the purpose of keeping a portfolio and start their high school portfolios.

Complete student and teacher surveys.

Discuss the First Pillar of Character.

ESSENTIAL QUESTIONS:

- Why Advisory?

MATERIALS NEEDED:

Notebook (class set)

Blank paper (class set)

Ice Breaker Ideas (one per advisor)

Student Surveys (class set)

Teacher Survey (one per advisor)

Advisory Program Goals (one per advisor)

Trustworthiness definition (one per advisor)

**CLASSROOM
ACTIVITY 1:**

Explain the role of advisories. (5 minutes) Introduce yourself to the students in your Advisory group. Welcome them to your school and let them know that they will be meeting together in the same Advisory group until they graduate.

Explain that Advisories will help students make plans for life after high school and help them get more involved and do better while they're in school. Explain that your students will stay with the same Advisory group through graduation, and explain Advisory logistics, such as the Advisory schedule.

Have Students Write the Advisory Dates into their Planner.

In addition, students need to understand that the Advisory system is a critical link in completing both the Senior Portfolio

lio and Culminating Project, both WA State requirements for high school graduation.

Finally give each student a “Student survey.” Explain that their background knowledge and attitudes are very important to us. Remind students that although they are new to Deer Park High School, they have background knowledge which makes “Don't Know” an unlikely response. For example, all Deer Park Middle School students had a student-led conference experience last year. As students complete their “Student Survey, complete your “Teacher Surveys,” and when students are done, collect the surveys and return them after Advisory to Tammy in the library.

**CLASSROOM
ACTIVITY 2:**

Notebooks for all. (5 minutes) Distribute the notebooks and blank sheets to each student. Tell them this is their portfolio for all four years of high school. They each have 10 page protectors in the notebook and 3 dividers in the front pocket. Explain the three sections of the portfolio and emphasize that some of the assignments they do now as a freshman will be required in their portfolio as a senior. Ask them to put the 3 dividers in a separate page protector. Tell them they can purchase additional page protector from the student store. Then ask them to write their name on the blank paper and slip it in the front cover pocket. (At a later date they will be assigned to design a cover.) Collect and store the portfolios until the next Advisory.

Note to teachers: Tammy has more page protectors when you need them.

**CLASSROOM
ACTIVITY 3:**

Six Pillars of Character: (5 Minutes)

#1 **Trustworthiness** You may read from handout, or place it up on the viewer, if you have one.

Discuss integrity (being true to your best self) and how it requires courage and unselfishness. Say: One of the key elements of trustworthiness is living a life of integrity — being true to yourself so people know they can trust you. What could be simpler, right? But, of course, it isn't that easy. Integrity requires courage to do the right thing and to be true to your best self. It's one of the toughest requirements of an ethical life because courage requires us to face down what we fear most. Fear is powerful. When faced with conflict and paying a price we might not want to pay, it's easier to compromise our values, go with the flow, and not stand up for someone or something that's right.

**CLASSROOM
ACTIVITY 4:**

Get acquainted. (15 minutes) Organize an icebreaker activity to help students get to know each other. See sheet for suggestions.

GRADING

- Award 1 point for Participation
- Award 1 point for completing the survey.



Advisory Entry Staff Survey

Please take a few minutes to answer the following questions.

Do you think students currently have a plan for high school graduation and being successful in life after high school?

- Yes No Don't Know

What has helped or hindered them in making such a plan?

Do you think your Advisory will help students develop a plan for graduation and life after high school?

- Yes No Don't Know

What sort of help, if any, do you think they will need?

Do you think your Advisory will help students develop a plan for their culminating project?

- Yes No Don't Know

What sort of help, if any, do you think they will need?

Have you had experience with Student-Led Conferences?

- Yes No Not Sure

Describe your experience if you had one.

Do you think you receive adequate support for implementing your Advisory and Student-Led Conference?

- Yes No I Don't Know

Feel free to explain your response.



Advisory Entry Student Survey

Please take a few minutes to answer the following questions.

Do you think you already have a good plan for reaching high school graduation and being successful in life after high school?

- Yes No Don't Know

What has helped or hindered you in making such a plan?

Do you think your Advisory will help you develop a plan for graduation and life after high school?

- Yes No Don't Know

What sort of help, if any, do you think you will need?

Do you think your Advisory will help you develop a plan for your culminating project?

- Yes No Don't Know

What sort of help, if any, do you think you will need?

Have you had experience with Student-Led Conferences?

- Yes No Not Sure

Describe your experience if you had one.

Do you think your Advisory and Student-Led Conference will be a valuable experience?

- Yes No Don't Know

Feel free to explain your response.

TRUSTWORTHINESS

When others trust us, they give us greater leeway because they feel we don't need monitoring to assure that we'll meet our obligations. They believe in us and hold us in higher esteem. That's satisfying. At the same time, we must constantly live up to the expectations of others and refrain from even small lies or self-serving behavior that can quickly destroy our relationships.

Simply refraining from deception is not enough. Trustworthiness is the most complicated of the six core ethical values and concerns a variety of qualities like honesty, integrity, reliability and loyalty.

Advisory Program Goals

To provide students and staff with an opportunity for real and meaningful relationships; to create a facet of a Smaller Learning Community by fostering significant relationships between each student and an adult advisor as most advisors will stay with their advisee group throughout the four years.

To support students to become educated, productive and responsible; to provide an avenue that encourages student ownership of their high school experience.

To facilitate high school planning and post-high school planning; to help students connect their interests and abilities to their academic preparation and future endeavors.

To prepare students for and facilitate student-led conferences; to provide a unique opportunity for students and parents to come together and examine the efforts, progress and accomplishments toward meeting the academic goals of the student.

To support students with the completion of and, ultimately, the presentation of their portfolio.

To be a factor in improving student learning as a result of creating a positive environment in which all students feel they belong and have the support necessary to be successful.

Ice Breakers for Advisory groups

Choose one from list below or use one of your own.

True or False?

Pass out 3x5 cards. Instruct students to write two things about themselves on the cards – one true and one false. Then each student reads his/her card to the group who tries to guess which item is true. (Make sure you as the teacher do one as well)

Variations: Teacher reads all cards – group still guesses.

If you think you have more time, do two truths and a lie.

Who Am I?

Pass out 3x5 cards to students. Tell them to NOT write their name on card. Write an interesting, unusual fact about him/herself on the card then pass the card in to you. When you have all cards, read each and group has three guesses to “Guess Who?” – If they don’t get it in three guesses, put that card aside and come back at the end and try one more guess before revealing who.

Going in Circles

Arrange desks/chairs in large circle, with everyone facing the center. Have them tell name and a favorite, such as animal, color, food etc. Each succeeding student will share the responses from the preceding kids, then add his to the list. Example: If Johnny was third, he would say – That (1st student) is Carol and her favorite animal is a horse. That is Joe (2nd student) and he likes dragons. I’m Johnny and my favorite is a hummingbird. Each student always starts with Carol and then goes around the circle, adding his/her name last.

Alphabetical Arrangement

After introducing yourself, create some chaos. Tell students they have three minutes to complete their first assignment: "Sort yourselves in alphabetical order by last name." Quiet them down and then go down the line to make sure they were right. Then tell them to quickly arrange by... choose one of the other options. You could probably do this 3-4 times.

Category options: Birthday, favorite animal’s size, shoe size, height, middle names.

Candy Categories

Bring in Skittles, one of your students' favorite candies for sure! (Another favorite, M&Ms, are an option.) Give each student a handful, can have them in baggies or Dixie cups) – Then have them take out 2-4 – depending on # of students - without telling them why. Each color represents a different category. Some options: favorites, as in food, animal, school subject; hobbies; family demographics, as in how many in family; something they did over summer; etc. It would be advisable to write these somewhere (after they have their choices) so they can look at the list to know what to share. Each student shares the info corresponding with the 2-4 candies he/she chose.

Toilet Paper Game

Have a roll of toilet paper on hand. Explain to the children that they will need this for the next activity. Tell students that you're going to pass around the roll. Invite students to take as much as they want. One teacher invites students to "take as much as you need to complete the job." But don't tell them what the job is! But you also may remind them not to be a hog since their classmates will need some too (hopefully this will result in students not taking an inordinate amount as that will cause problems with the game). For every piece of toilet paper the students ripped off, they must tell the class one thing about themselves. To make sure that there will be enough time, go around and each student tells one, then rip that piece off, - then go around again with 2nd piece of info, then third and so on –eventually there will be less and less kids revealing facts.