



LESSON PLAN

GRADE:	9
MEETING:	2
DATE:	09/30/10
THEME:	Learning Styles

NAVIGATION 101:

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

Announcements:

- If students miss advisory it is **their responsibility** to find out what they missed and makeup the assignments. Successfully completing advisory earns students .25 credit for each year and 1 full credit toward graduation at the end of the senior year. Also be aware that some of what we do in advisory is required in the senior portfolio in order for students to graduate.

Lesson Goals:

- Help students understand how advisory is graded.
- Help students transition into high school by becoming involved in the school community
- Help students develop a **Citizenship Goal**
- Explain the Work Sample Reflection form

ESSENTIAL QUESTIONS:

- How can I get involved?
- How can I contribute?

MATERIALS NEEDED:

- **Student Portfolios.** Students will need access to their portfolios at each advisory session.
- *Learning style survey* (done in class in the computer lab) students should bring the results to advisory
- *Keirsey Temperament Sorter* (done in class in the computer lab) students should bring the results to advisory
- *Team building activities* (1 set per teacher)
- *DPHS Activities and Sports* (1 class set; ½ sheet for each student)
- *Activities Sign-up Sheet* (1 per teacher)
- *Citizenship Goal Worksheet* (1 class set)
- *Work Sample Reflection Forms* (double class set; 2 per student)
- *Six Pillars of Character* (1 per teacher)

CLASSROOM REVIEW:

Briefly remind them of the purpose of advisory. (1 minutes)

**CLASSROOM
ACTIVITY 1:**

Explain how advisory is graded. (2 Minutes.) Advisory will be graded on a weighted basis; 25% class work, 25% participation, and 50% Student Led Conference (SLC). Passing is 70% or better. Note that not completing their SLC makes it impossible to earn credit. Advisory is .25 credit per year so the grade will not show on the transcript until the end of the year. At this point, answer any questions students may have. Remind them about SLC in mid-March, and how important it is to stay caught up on their portfolios throughout the year. It will make preparing for the SLC much easier.

**CLASSROOM
ACTIVITY 2:**

Learning Styles Survey & Keirseley Temperament Sorter (3 min)
All freshmen should have taken these in Business & Consumerism or Digitools. Their teachers should have given them the printouts of their results. Ask them to put these results in separate page protectors in the **Personal and Social Development** section of their portfolios. We will use them at the next advisory.
If a student was absent: They can go onto the Stag's LEAP website and find the links to take the surveys. They need to print out their results and have them in their portfolio by the next advisory.

**CLASSROOM
ACTIVITY 3:**

How can I get involved? (10 minutes) Conduct one (teacher's choice) of the team building group activities with the students. When finished explain how everyone in the group contributed to the activity. They all had some talent or ideas that helped the entire group succeed. Explain that the activities at DPHS are like that. All sports or clubs need members with different skills and ideas to help the group be successful. Hand out and go over the **DPHS Activities and Sports** sheet with the freshmen. Answer questions they have, ask them what they are interested in joining and encourage them to sign up for activities/sports on the **Sign-up Sheet**.

**CLASSROOM
ACTIVITY 4:**

Citizenship Goal Worksheet: (10 minutes) Distribute the Citizenship Goal Worksheet and go over the **Why Should I get Involved** . . . section with them. Remind them that although "having fun" is not on the list, they may use that as a good reason to get involved, too. Have them write the answers to the two questions. Help them write a Citizenship Goal using the SMART criteria. (Ex.: I want to join drama club to gain acting skills and audition for a part in a school play.)

**CLASSROOM
ACTIVITY 5:**

Distribute Work Sample Reflection Forms (2 for each student) (2 minutes) Students should put these in the back pocket of their binder. Explain that they should be saving the best work from each class and write a reflection on them. They will need at least two from this semester and two from next semester before SLC. It would be best to have one from each class they are taking. For each assignment saved they need to fill out the **Reflection Form**. (They can print additional ones from the website). **Be serious and answer the questions thoughtfully.** These are the forms they will use for the SLC.

**CLASSROOM
ACTIVITY 6:**

The Six Pillars of Character: #2 Respect (3 minutes)
Refer to document... Emphasize *The Golden Rule*... Discuss *Civility, Courtesy and Decency; Dignity and Autonomy; Tolerance and Acceptance*

Trustworthiness. **Respect**. Responsibility. Fairness. Caring. Citizenship. The Six Pillars of Character are ethical values to guide our choices. The standards of conduct that arise out of those values constitute the ground rules of ethics, and therefore of ethical decision-making.

There is nothing sacrosanct about the number six. We might reasonably have eight or 10, or more. But most universal virtues fold easily into these six. The number is not unwieldy and the Six Pillars of Character can provide a common lexicon. Why is a common lexicon necessary? So that people can see what unites our diverse and fractured society. So we can communicate more easily about core values. So we can understand ethical decisions better, our own and those of others.

The Six Pillars act as a multi-level filter through which to process decisions. So, being trustworthy is not enough — we must also be caring. Adhering to the letter of the law is not enough — we must accept responsibility for our action or inaction.

The Pillars can help us detect situations where we focus so hard on upholding one moral principle that we sacrifice another — where, intent on holding others accountable, we ignore the duty to be compassionate; where, intent on getting a job done, we ignore how.

In short, the Six Pillars can dramatically improve the ethical quality of our decisions, and thus our character and lives.

• 2. RESPECT

- People are not things, and everyone has a right to be treated with dignity. We certainly have no ethical duty to hold all people in high esteem, but we should treat everyone with respect, regardless of who they are and what they have done. We have a responsibility to be the best we can be in all situations, even when dealing with unpleasant people.

- The Golden Rule — do unto others as you would have them do unto you — nicely illustrates the Pillar of respect. Respect prohibits violence, humiliation, manipulation and exploitation. It reflects notions such as civility, courtesy, decency, dignity, autonomy, tolerance and acceptance.

- *Civility, Courtesy and Decency*

- A respectful person is an attentive listener, although his patience with the boorish need not be endless (respect works both ways). Nevertheless, the respectful person treats others with consideration, and doesn't resort to intimidation, coercion or violence except in extraordinary and limited situations to defend others, teach discipline, maintain order or achieve social justice. Punishment is used in moderation and only to advance important social goals and purposes.

- *Dignity and Autonomy*

- People need to make informed decisions about their own lives. Don't withhold the information they need to do so. Allow all individuals, including maturing children, to have a say in the decisions that affect them.

- *Tolerance and Acceptance*

- Accept individual differences and beliefs without prejudice. Judge others only on their character, abilities and conduct.

Line Up

Objective

To communicate with each other in a unique way.

Group Size

8 or more

Materials

⇒ None

Description

Gather the group together and ask everyone to close his/her eyes (or use blindfolds). Instruct the group to arrange themselves into a line, using any of the following criteria. For an added challenge, give the group a time limit.

LINE UP IDEAS

Shortest to tallest

By birth dates

Number of letters in your full name (shortest name to longest name)

Number of people in your immediate family (smallest to biggest)

Where you were born (nearest to furthest)

Person who is nearest to the center of the group

Group Walk

Objective

For a group to build trust and cooperation.

Group Size

2 or more

Materials

⇒ Bandanas, strips of cloth, masking tape, or an entire group who is wearing shoes with shoe laces

Description

Ask group members to stand side by side. Give the group bandanas, strips of cloth, or masking tape and ask them to tie (or tape) themselves together at the ankles (one person is tied at the ankle of his/her neighbor on the left and right, and so on down the line). If you don't have any ties to use people may tie their shoelaces together with both their neighbors.

Once the group is attached, ask them to work together to walk forward without anyone falling. If this is difficult for the group to do, break them into pairs and ask them to try walking with just one other person. Once successful with this, add another pair, so that there are four people in a group and try again until successful. Keep adding people until the group can all walk together without falling. If the group is very large, it is best to break them into smaller teams of no more than ten people each.

Deer Park High School

Back to Back

Objective

To learn to lean on one another for support.

Group Size

4 or more

Materials

⇒ None

Description

Divide the group into smaller teams of two to three people each. Challenge each group to sit down on the floor with their backs to each other, link elbows, and then stand up without unlinking arms. Once a team successfully stands up, they need to find another team that was also successful and form a larger group together, sit back to back, and attempt to stand up all together. The smaller groups should continue joining together until the entire group is back to back and working together to stand up as one big team.

Discussion Prompts

1. Why do you think it is better to start this activity in small groups?
2. Was it easier at first or harder? Why?
3. Would you rather be on a small team or a large team? Why?

Team Card Tower

Objective

To work together to accomplish a difficult task.

Group Size

2 or more

Materials

⇒ One deck of playing cards per team

Description

Divide the group into smaller groups of two to four people each, giving each group a deck of cards. Instruct the group that their task is to build the highest tower of cards they can.

When building the tower, each person may use only one hand and must place the other hand behind his/her back. The teams must start over each time the cards fall. It is a good idea to set a time limit for this activity and see who has the tallest tower once the time is up.

Discussion Prompts

1. What was needed from you and your team members to accomplish this task?
2. Was anyone frustrated at any time during the activity? If so, how was it handled?
3. How important would your teammate's help have been if you all could have used two hands?

Variations

Start with both hands, then halfway through switch to one hand and compare the difference.

Use your dominant hand part of the time and your other hand part of the time and compare the two.

Activities and Sports
How can I get involved?

Yearbook (Annual)	Band
ASB (Student Government)	Cheerleading
SADD (Students Against Destructive Decisions)	Choir
ASB Concessions/Store	Knowledge Bowl
Football	FFA (Agriculture Club)
Girls Soccer	Key Club
Boys Soccer	DECA (Marketing Club)
Boys Basketball	STAG Newspaper (Journalism)
Girls Basketball	National Honor Society
Baseball	Foreign Language Club
Wrestling	Drama Club
Softball	Science Club
Golf (girls and boys)	Archery Club
Girls Tennis	Game Club
Boys Tennis	Bowling Club
Track	Equestrian Club
Cross Country	Erratics (Literary Magazine)
Volleyball	Bowling Club

Deer Park High School
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CITIZENSHIP GOAL WORKSHEET – Gr 9



Name: _____ Grade: _____ Advisor: _____

WHY SHOULD YOU GET INVOLVED IN ACTIVITIES AT SCHOOL?

You've got a lot of homework, and a lot to do. So why should you join an extracurricular activity at school? There are a number of reasons to get involved:

- You'll get to know the school better, and teachers and other students will get to know you.
- You'll build skills in areas that interest you (sports, photography, music, etc.).
- As a well-rounded student, you'll be more interesting to colleges and employers in the future.
- You are a **citizen** at school – and participating is how you show you belong.

What activities are you already participating in? _____

What activities would you like to join? _____

CITIZENSHIP GOAL

What are your goals as a citizen at school this year? What activities will you join? How will you participate in school? Please write at least one goal below.

Remember that your goal should be "SMART," that is:

- **S**pecific rather than general (*Such as: "I want to join the soccer team"*).
- **M**easurable by what you will do during the year.
- **A**chievable or realistic for a high school student.
- **R**ewarding or positive, rather than negative, and fun to achieve.
- **T**ime-oriented and able to be finished by the end of the school year.

CITIZENSHIP GOAL: This year, I will be a contributing citizen at school by:

NAVIGATION

Navigation 101 is sponsored by the Washington State Office of the Superintendent of Public Instruction.
For more information, please visit our web site at www.k12.wa.us/navigation101

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Name: _____

Date of assignment: _____



1. Level of Effort (1/lowest – 5/highest) _____

2. Overall Quality of Work (1 – 5) _____

3. Why did you choose this work sample?

4. What did you learn from this assignment?

5. What did you do well in this assignment?

6. In the future how will this sample help you?

Date added to portfolio: _____ Advisor's Name: _____