



LESSON PLAN

GRADE: 9
MEETING: 3
DATE: 10/21/10
THEME: All About Me

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 find grades online
- Help students understand what their personality type means
- Help students understand their learning styles
- Help students understand Trait 3: responsibility.

ESSENTIAL QUESTIONS:

- Who am I?
- How do I learn?

MATERIALS NEEDED:

- **Student Portfolios.** Students will need access to their portfolios at each advisory session.
- **Skyward Grade Access Directions** (class set).
- **Skyward Student Log-in and Passwords** (provided to advisors last lesson).
- **Learning Style Survey** (Done in class in the computer lab. Students should have them in their portfolio).
- **Keirsey Temperament Sorter** (Done in class in the computer lab. Students should have them in their portfolio).
- **Overview of Learning Styles Handout** (class set).
- **Learning Style Reflection** (class set).
- **Keirsey Temperament Sorter Reflection** (class set).

CLASSROOM REVIEW:

Extra Curricular Activities and Work Sample Reflection (2 minutes)

- Ask students about their extra curricular activities. Have any joined a club or sport since last advisory. Do they have any questions about any activities at DPHS?
- Review the fact that they will need at least two Work Samples and Reflections from this semester and two from next semester before SLC.

CLASSROOM ACTIVITY 1:

Skyward Grade Access. (4 Minutes.)

- Ask if any students have checked their grades on Skyward. Let them know that the first quarter grading period ends November 1st. Also explain that unlike in middle school, the grades they earn in high school are recorded on their transcript and will be seen by colleges and employers for the rest of their lives! Also, let them know that although only semester and end-of-the-year grades are entered on their transcript, first quarter grades are a good indicator as to whether they are making a successful transition from middle to high school. Remind them that you are the keeper of their Skyward log in and password should they forget what it is.
- Handout the direction sheet for logging on to Skyward. Explain that this is the same as it was for students who attended Deer Park Middle School.

Go over the log in process outlined on the direction sheet:

1. Go to the DPHS website stags.dpsd.org
2. From the QuickLinks click on Skyward – Family & Student
3. Use your individual student login and password to get into Skyward. (Students can change the ID and password)
4. From the General Information Menu on the left, click on Grade book.
5. From this screen you can click on the Missing Assignments tab to see and what you need to finish.
6. Close this window and print the grade report by clicking on the print tab top right.

Assignment: All freshmen need to bring a current grade report to the next advisory on 11/18. If they do not have computer access at home, they may complete this assignment by using a computer in the library.

CLASSROOM ACTIVITY 2:

Learning Styles Survey & Keirseley Temperament Sorter Reflection (20 minutes)

All freshmen should have taken these in Business & Consumerism or Digitools. They should have put the handouts in their portfolios at the last advisory and need to refer to them today. If they do not have these printouts, they do not get a point for the activity today. (Students can go on the DPHS website stags.dpsd.org and find the link to these sites under Academics – Sags Leap.)

- Distribute the **Overview of Learning Styles** handout and the **Learning Style Reflection & Keirseley Temperament Sorter Reflection** to each student.
- Discuss the first half of page one of the **Overview** with the students. You may want to cover the whole document or ask the students to read about their two dominate learning styles.
- Using this handout and the printouts of both surveys, have the students fill out the **Reflections** (front and back).

CLASSROOM ACTIVITY 3:

Planning for the Future (2 minutes)

When finished have students put the **Overview** and **Reflection** in the **Personal and Social Development Section** of their portfolio behind the learning styles and personality survey results. Explain to them that having the **Learning Styles Survey, Keirseley Temperament Sorter,** and the two **Reflections** are part of the binder they must have completed senior year to graduate. **No Survey, No Sorter, No Reflections No Diploma!**

CLOSING ACTIVITY:

The Six Pillars of Character: RESPONSIBILITY (2 minutes)

Say....

- Life is full of choices. Being responsible means being in charge of our choices and, thus, our lives. It means being accountable for what we do and who we are. It also means recognizing that our actions matter and we are morally on the hook for the consequences. Our capacity to reason and our freedom to choose make us morally autonomous and, therefore, answerable for whether we honor or degrade the ethical principles that give life meaning and purpose.
- Ethical people show responsibility by being accountable, pursuing excellence and exercising self-restraint. They exhibit the ability to respond to expectations.

If you have time, discuss further...

• **Accountability**

• An accountable person is not a victim and doesn't shift blame or claim credit for the work of others. He considers the likely consequences of his behavior and associations. He recognizes the common complicity in the triumph of evil when nothing is done to stop it. He leads by example.

• **Pursuit of Excellence**

• The pursuit of excellence has an ethical dimension when others rely upon our knowledge, ability or willingness to perform tasks safely and effectively.

• **Diligence.**

It is hardly unethical to make mistakes or to be less than "excellent," but there is a moral obligation to do one's best, to be diligent, reliable, careful, prepared and informed.

• **Perseverance.**

Responsible people finish what they start, overcoming rather than surrendering to obstacles. They avoid excuses such as, "That's just the way I am," or "It's not my job," or "It was legal."

• **Continuous Improvement.**

Responsible people always look for ways to do their work better.

• **Self-Restraint**

• Responsible people exercise self-control, restraining passions and appetites (such as lust, hatred, gluttony, greed and fear) for the sake of longer-term vision and better judgment. They delay gratification if necessary and never feel it's necessary to "win at any cost." They realize they are as they choose to be, every day.

Overview of Learning Styles

Based on learning-styles-online.com

Many people recognize that each person prefers different learning styles and techniques. Learning styles group common ways that people learn. Everyone has a mix of learning styles. Some people may find that they have a dominant style of learning, with far less use of the other styles. Others may find that they use different styles in different circumstances. There is no right mix. Nor are your styles fixed. You can develop ability in less dominant styles, as well as further develop styles that you already use well.

By recognizing and understanding your own learning styles, you can use techniques better suited to you. This improves the speed and quality of your learning.

The learning styles are: **Visual (spatial)**. You prefer using pictures, images, and spatial understanding. **Aural (auditory-musical)**. You prefer using sound and music. **Verbal (linguistic)**. You prefer using words, both in speech and writing. **Physical (kinesthetic)**. You prefer using your body, hands and sense of touch. **Logical (mathematical)**. You prefer using logic, reasoning and systems. **Social (interpersonal)**. You prefer to learn in groups or with other people. **Solitary (intrapersonal)**. You prefer to work alone and use self-study.

Why Learning Styles? Understand the basis of learning styles.

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. Research shows us that each learning style uses different parts of the brain. **By involving more of the brain during learning, we remember more of what we learn.** Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style. Learning styles can also explain why people respond differently to the same thing.

The visual (spatial) learning style

If you use the visual style, you prefer using images, pictures, colors, and maps to organize information and communicate with others. You can easily visualize often closing your eyes to do so. You like to see what you are learning and are attracted to language rich in imagery. You also have a good spatial sense, which gives you a good sense of direction. You can easily find your way around. You love drawing, scribbling and doodling, especially with colors. You typically have a good dress sense and color balance (although not always!).

Common pursuits: Some pursuits that make the most use of the visual style are visual art, architecture, photography, video or film, design, planning (especially strategic), and navigation.

Learning and techniques

If you are a visual learner, use images, pictures, color and other visual media to help you learn. Look at the person while they are talking. It will help you to focus. Write things down because you will remember them better. Take lots of notes and leave space to fill in details later. Copy your notes. Re-writing may improve your ability to recall. Incorporate much imagery into your visualizations. Use color, layout, and spatial organization and use many "visual words" like see, picture, perspective, visual, and map. Use color and pictures in place of text, wherever possible. Preview a chapter before reading it by first looking at all the pictures and section headings. Select a seat near the front of the class, if possible. Visual learner usually study better by themselves in a quiet place.

The aural (auditory-musical-rhythmic) learning style

If you use the aural style, you like to work with sound and music. You have a good sense of pitch and rhythm. You typically can sing, play a musical instrument, or identify the sounds of different instruments. Certain music invokes strong emotions. You notice the music playing in the background of movies, TV shows and other media. You often find yourself humming or tapping a song or jingle, or a theme or jingle pops into your head without prompting.

Common Pursuits: Some pursuits that use the aural style are playing, conducting, or composing music, and sound engineering (mixing and audiovisual work).

Learning and techniques

If you are an aural learner, use sound, rhyme, and music in your learning. Focus on using aural content in your association and visualization. Use sound recordings to provide a background. When learning something new, make the most of rhythm and rhyme, or create mnemonics (a technique of improving the memory) to a jingle or part of a song.

The verbal (linguistic) learning style

The verbal style involves both the written and spoken word. If you use this style, you find it easy to express yourself, both in writing and verbally. You love reading and writing. You like playing on the meaning or sound of words, such as in tongue twisters, rhymes, limericks and the like. You acquire knowledge reading aloud. When bored you hum or talk to others. You know the meaning of many words, and regularly make an effort to find the meaning of new words. You use these words, as well as phrases you have picked up recently, when talking to others. You sit where you can hear but needn't pay attention to what is happening up front.

Common pursuits: Pursuits that use the verbal style include public speaking, debating, politics, writing and journalism.

Learning and techniques

If you are a verbal learner, try the techniques that involve speaking and writing. For example, talk yourself through procedures, or use recordings of your content for repetition. Use rhyme and rhythm in your assertions where you can, and be sure to read important ones aloud. Set some key points to a familiar song, jingle or theme. Mnemonics are your friends for recalling lists of information. Acronym mnemonics use words, focusing on the first letter of the word to make up another word or memorable sequence. You can also make up phrases using the items you want to memorize. Read aloud whenever possible, try "hearing the words in your head" when you read silently. When you read content aloud, make it dramatic and varied. Turn it into a lively and energetic speech worthy of the theatre. Not only does this help your recall, you get to practice your dramatic presence! Try working with others and using role-playing to talk out loud and hear the information. Write vocabulary words in color on index cards with short definitions on the back. Review them frequently by saying the word and definition out loud. When doing complicated math problems use graph paper to help with alignment. Use color and graphic symbols to highlight main ideas in your notes.

The physical (bodily-kinesthetic) learning style

If the physical style is more like you, it's likely that you use your body and sense of touch to learn about the world around you. You remember what was done, but have difficulty recalling what was said or seen. You need to be active, often finding reason to move when bored and need to take frequent breaks. It's likely you like sports and exercise, and other physical activities. You like to think out issues, ideas and problems while you exercise. You would rather go for a run or walk if something is bothering you, rather than sitting at home. You are more sensitive to the physical world around you. You notice and appreciate textures, for example in clothes or furniture. You like "getting your hands dirty," or making models, or working out jigsaws. You typically use larger hand gestures and other body language to communicate. You probably don't mind getting up and dancing either, at least when the time is right. You enjoy field trips and tasks that involve manipulating materials, but are uncomfortable in classrooms that lack opportunities for hands on experience. You either love the physical action of theme park rides, or they upset your inner body sense too much and so you avoid them altogether. When you are learning a new skill or topic, you would prefer to "jump in" and play with the physical parts as soon as possible. You would prefer to pull an engine apart and put it back together, rather than reading or looking at diagrams about how it works.

Common Pursuits: Pursuits that involve the physical style include general physical work, mechanical, construction and repair work, sports and athletics, drama and dancing.

Learning and techniques

If you use a physical style, use touch, action, movement and hands-on work in your learning activities. For visualization, focus on the sensations you would expect in each scenario. Describe the physical feelings of your actions. Use physical objects as much as possible. Physically touch objects as you learn about what they do. Flashcards can help you memorize information because you can touch and move them around. Keep in mind as well that writing and drawing diagrams are physical activities, so don't neglect these techniques. Perhaps use big sheets of paper and large color markers for your diagrams. Try "color blocking" by using bright pieces of construction paper on your desk to help you focus. Also try reading through colored transparencies. Use breathing and relaxation to focus your state while you learn and perform. Focus on staying calm, centered, re-

laxed and aware. If you need to fidget while in class, cross your legs and bounce the foot that is off the floor. Experiment using other ways of moving; just be sure you are not making noise or disturbing others. Use role-playing, either singularly or with someone else, to practice skills and behaviors. Find ways to act out or simulate what you are learning. To memorize, pace or walk around while reciting to yourself or try closing your eyes and writing information in the air with your finger. Picture words in your head and try to hear them as you do this. When reading a textbook, first look at the pictures then read the summary; look over the bold faced words and section headings to get a feel for the chapter before reading it. When you are home, try studying while lying on your stomach or back or try reading while riding a stationary bike. Take frequent breaks, but get right back on task. Study for 20-30 minutes then take a 5 minute break. Do not watch TV or talk on the phone during your break.

The logical (mathematical) learning style

If you use the logical style, you like using your brain for logical and mathematical reasoning. You recognize patterns easily, as well as connections between seemingly meaningless content. You classify and group information to help you learn or understand it. You work well with numbers and can perform complex calculations. You remember the basics of trigonometry and algebra, and you can do moderately complex calculations in your head. You typically work through problems and issues in a systematic way, and you like to create procedures for future use. You like creating agendas, itineraries, and to-do lists, and you typically number and rank them before putting them into action. You may like games such as brainteasers, backgammon, and chess.

Common Pursuits: People with a strong logical style are likely to follow such pursuits as the sciences, mathematics, accounting, detective work, law and computer programming.

Learning and techniques

If you are a logical learner, aim to understand the reasons behind your content and skills. While you study, create and use lists by extracting key points from your material. Use statistics and other analysis to help you identify areas you may want to concentrate on. Pay attention to your physical state, for example: your breathing and stress level. Association often works well when it is illogical and irrational. If you often focus from analysis paralysis, write "Do It Now" in big letters on some signs or post-it notes. Place them in strategic places around your work or study area.

The social (interpersonal) learning style

If you have a strong social style, you communicate well with people, both verbally and non-verbally. People listen to you or come to you for advice, and you are sensitive to their motivations, feelings or moods. You listen well and understand other's views. You typically prefer learning in groups or classes, or you like to spend much one-on-one time with a teacher or an instructor. You heighten your learning by bouncing your thoughts off other people and listening to how they respond. You prefer to work through issues, ideas and problems with a group. You prefer social activities, rather than doing your own thing. You typically like games that involve other people, such as card games and board games. The same applies to team sports such as football or soccer, basketball, baseball, volleyball, baseball and hockey.

Common pursuits: Some examples of pursuits that people with a strong social style may follow include counseling, teaching, training and coaching, sales, politics, human resources, and others.

Learning and techniques

If you are a social learner, aim to work with others as much as possible. Try to study with a class. If this is not available then consider forming your own study group with others at a similar level. Role-playing is a technique that works well with others, whether its one on one or with a group of people. Others often have different perspectives and creative styles, and so the group may come up with more varied and imaginative associations compared to the ones you might create yourself. Seeing the mistakes or errors that others make can help you avoid them later. As well, the errors you make are helpful to others! Lastly, when working in groups remember everyone has their own learning style which is why each person has different viewpoints.

The solitary (intrapersonal) learning style

If you have a solitary style, you are more private, introspective and independent. You can concentrate well, focusing your thoughts and feelings on your current topic. You are aware of your own thinking, and you may analyze the different ways you think and feel. You take time to ponder and assess your own accomplishments or

challenges. You may keep a journal, diary or personal log to record your personal thoughts and events. You like to spend time alone. You feel that you know yourself. You think independently, and you know your mind. You prefer to work on problems by retreating to somewhere quiet and working through possible solutions. You may sometimes spend too much time trying to solve a problem that you could more easily solve by talking to someone. You like to make plans and set goals. You know your direction in life and work. You prefer to work for yourself, or have thought a lot about it. If you don't know your current direction in life, you feel a deep sense of dissatisfaction.

Common pursuits: Those that have a strong solitary style include authors, researchers, park rangers and security guards. Peak performers in any field often have a good solitary style behind other more dominant styles.

Learning and techniques

You prefer to learn alone using self-study. When you spend time with an instructor or a teacher, you often only clarify information you haven't be able to clarify yourself. You may dislike learning in groups. Ask questions like "What's in this for me?" "Why does this matter?", "How can I use this idea?" Be aware of your inner thoughts and feeling towards various topics. This is because these inner thoughts have more of an impact on your motivation and ability to learn than they do in the other styles. **Create a personal interest in your topics. Keep a log or journal.** You drive yourself by the way you see yourself internally. Be creative with role-playing. You don't always need other people to role-play with, because you can create plenty of people using visualization! When changing behaviors and habits, you need to have a strong desire to make the changes you want. If you don't believe strongly in the benefits, you may find it difficult to change the behavior. Your thoughts have a large influence on your performance and often safety. Your thoughts are just as much part of a system as is the physical equipment you are using



LEARNING STYLES REFLECTION

Name: _____ Grade: _____ Date: _____

Based on your interpretation of the learning survey, please answer the following questions neatly in the spaces provided. Take your time, this is not a race.

According to the survey, what two learning styles do you use most? _____ &

_____. Do you agree with the result? _____. In what type of

learning situations would you use these learning styles? _____

Read the Learning Styles Handout and write down 6 techniques/strategies that you can use to make you a successful learner

_____	_____
_____	_____
_____	_____

How does knowing your learning style help you in your studies? _____

How do you think this could help you in lectures? _____

How do you think this could help you in note taking? _____

How can it be helpful in your interactions with others? _____

List the type of pursuits listed in your most dominate two learning styles: _____

KEIRSEY TEMPERAMENT SORTER REFLECTION

Read the results of your Keirsey Temperament Sorter that indicates your personality type, and then answer the following questions.

According to this survey, what personality type are you? _____

List four traits of this type that you think apply to you:

Do you agree this is actually your personality type? _____ Why or why not? (Answer by agreeing or disagreeing with specific traits)

What is your long-term educational/occupational goal (6 or 7 years from now?)

What types of occupations is your type of personality drawn to? _____

List two specific job titles that match your personality. _____

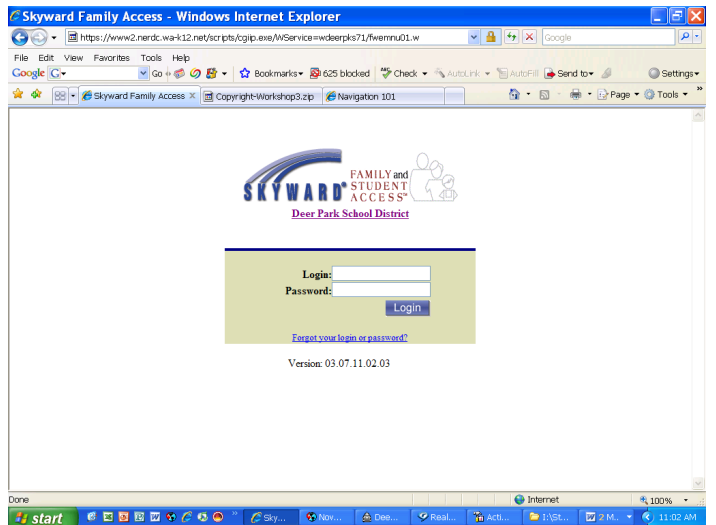
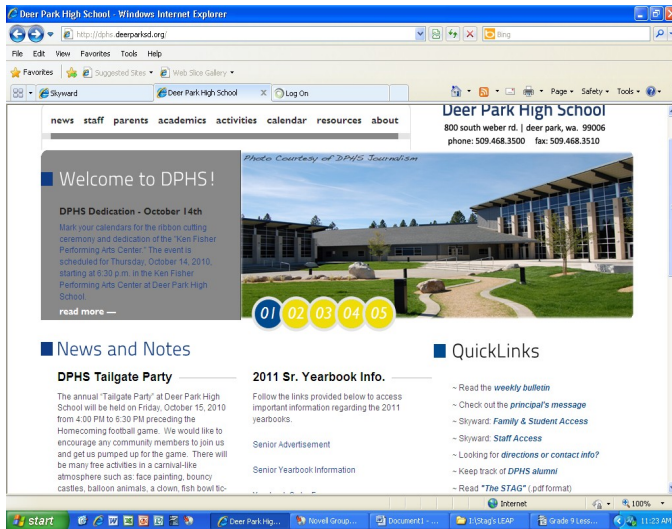
& _____ .

Do these occupations match with the pursuits listed in your learning styles? Why or Why not?

Which do you consider more accurate, your learning styles pursuits or your personality occupations?

_____ Why? _____

Grades in Skyward



Go to the **DPHS website**.

From the QuickLinks click on **Skyward – Family & Student** (#1 arrow)

Use your individual student login and password (staples above) to log into Skyward.

From the **General Information Menu** on the left, click on **Gradebook** (#2 arrow)

From this screen you can click on the **Missing Assignments** (#3 arrow) tab to see and print what you have not turned in or what isn't yet graded. Close **Missing Assignment** window if you opened it.

Print the grade report by clicking on the **print** tab top right (#4 arrow)