



**Activity #1
Lesson Plan
10.8.15**

**9th Grade Advisory
Sheldon High School**

**Intro to Advisory &
Respect and Tolerance**

A. Lesson Summary

This lesson is meant to introduce Freshmen students to the concept of Advisory at Sheldon, and to create a forum discussion with students to help build community and share thoughts about respect and diversity. We want to increase tolerance and understanding and decrease potential harassment issues on campus.

B. Objectives

Objectives of Lesson	
Basic Objectives to be Achieved by the Students	<ul style="list-style-type: none">• The students will understand the purpose of the Advising program at Sheldon• The Students will be better able to understand and/or build community after sharing thoughts about respect.
Additional Objectives of a Higher Level	Students may seek ways to make Sheldon a more respectful place.

C. Advisor Need for the Lesson

Time	30-minute advisory period
Materials for advisory	Lesson plan
Set up	As best you can, arrange the classroom and/or students such that they can see each other

D. Lesson Overview

Step	Time	Most Important Components of Lesson
Intro to advisory	2'	<ol style="list-style-type: none">1. Introduce yourself and describe to students the nature and purpose of the Sheldon Advisory Program. Be sure to point out:<ul style="list-style-type: none">▪ They will have 1 adviser for their 4 years at SHS, so there is one person who is constant during all 12 trimesters who is a contact person for questions and concerns▪ Many important tasks related to graduation requirements will be accomplished in Advisory

		<ul style="list-style-type: none"> ▪ It is important that they attend all advisory meetings to ensure that they are oriented to SHs and are making adequate progress toward graduation.
Anticipatory Set: Respect	3'	<ol style="list-style-type: none"> 2. Begin by making the general statement to the effect of: "There are many people in our school who feel that respect is an issue within our school culture". 3. Ask students, "Who here feels respect is important?"
Participation and "buy-in" from students	15'	<ol style="list-style-type: none"> 4. Go around the room and have each student say 2-3 words that they equate with being respectful. Have students be brief, skip a student if they are hesitating and come back to them. 5. Optional: have students write a paragraph or so in answer to the question: "How respectful is the climate at Sheldon High School? Are there people or groups of people who are respected differently than other people or groups of people?" 6. This writing prompt may help to get students to think as individuals about this topic and may allow a better discussion to follow, since they will have time to collect and organize their thoughts.
Transition to examples of positive behaviors	5'	<ol style="list-style-type: none"> 7. Ask students to describe the variety of relationships they encounter at school (students/student, student/teacher, etc). Ask if the respect levels are, or should, be different with each relationship. Ask: "Do you have a hierarchy of respect?" Meaning, do they treat people within certain peer groups, or positions, with different levels of respect? Should they treat people differently? 8. Ask students: "Are there groups or cliques that you are aware of at Sheldon that feel respect is an issue? Give me some examples." 9. Ask students: "What can you, individually, do to create a more respectful environment at Sheldon High School?" Students do not need to answer out loud. Some students may want to share, however.
Wrap up & Ownership!	5'	<ol style="list-style-type: none"> 10. Teacher Conclusion: <ul style="list-style-type: none"> ▪ "Do you all feel that working on being respectful is important? "What are you personally going to do to be part of the solution?" ▪ "Can we also do a quick check-in during future advisor meetings to discuss how you feel the climate is at Sheldon?"

Special Notes:

- Advisors – This lesson has potential to bring about emotions with students. Please be very sensitive when discussing this issue.
- If you feel uncomfortable with any part of this lesson plan, please see Mark Watson or Jud Landis
- **Advisors: You may want to take notes to share with Mark or other colleagues as to what students feel are the issues at Sheldon High School.**