



Activity #1  
Lesson Plan  
9.23.16

9<sup>th</sup> Grade Advisory  
Sheldon High School

**FRESHMEN ADVISER GROUP**

**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**

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

**C. Advisor Need for the Lesson**

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

**D. Lesson Overview**

<b>Step</b>	<b>Time</b>	<b>Most Important Components of Lesson</b>
Intro to advisory	2'	<ol style="list-style-type: none"><li>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"><li>▪ 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</li><li>▪ Many important tasks related to graduation requirements will be accomplished in Advisory</li><li>▪ It is important that they attend all advisory meetings to ensure that they are oriented to SHs and are making adequate progress toward graduation.</li></ul></li></ol>
Anticipatory Set: Respect	3'	<ol style="list-style-type: none"><li>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".</li></ol>

		3. Ask students, “Who here feels respect is important?”
Participation and “buy-in” from students	15’	<p>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.</p> <p>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?”</p> <p>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.</p>
Transition to examples of positive behaviors	5’	<p>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. <b>Ask: “Do you have a hierarchy of respect?”</b> Meaning, do they treat people within certain peer groups, or positions, with different levels of respect? Should they treat people differently?</p> <p>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.”</p> <p>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.</p>
Wrap up & Ownership!	5’	<p>10. Teacher Conclusion:</p> <ul style="list-style-type: none"> <li>▪ “Do you all feel that working on being respectful is important? “What are you personally going to do to be part of the solution?”</li> <li>▪ “Can we also do a quick check-in during future advisor meetings to discuss how you feel the climate is at Sheldon?”</li> </ul>

**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.**