

Student Advisory
August 28, 2006
Teacher Directions and Information

Attached are directions and lesson plans for each session that you will have with your students on August 28, 2006. Please feel free to modify the activities as you would like, but remember to remain focused on the term or topic listed for that period.

Advisory 1

Introduce the 7 Reservoir R's to students. Let students know that The 7 Reservoir R's will be our school's theme this year.

Be Ready

Be Respectful

Be Responsible

Be Reachable

Be Resourceful

Be Reliable

Be Resilient

Ask students to brainstorm what they feel each phrase means. You may chart their responses on the board or an overhead transparency. Inform students that each **R** will be covered during periods 1-6.

Before your advisees leave your classroom, give them the student packets, and inform them that they are to bring those packets to EVERY class today.

Period One

Be Ready

Put this phrase and definition on the board: "Reservoir Ready " ready students are Prompt, Prepared, Have all materials, (agenda book, books, writing utensils, paper) Homework, and are Mentally prepared for learning.

Please pass around the colored sticker sheet. Students will be asked to take one sticker from the sheet provided.

Once students have taken a sticker please explain the following:

For each color:

Yellow – What does it mean to you to be prepared for school?

Red – How will you use your agenda book or other planner (s)?

Green – What sort of attitude makes you ready for school?

Blue – How do you think attendance, including promptness, impacts readiness for school?

Begin by asking each student to answer the questions, if they have the corresponding color. Feel free to modify this activity based on the needs of your advisees.

Period 2
Be Respectful

Have students complete the "Are you a Respectful Person?" activity in their student packet. Review some of their responses.

Next, you may choose to discuss the discussion questions or suggested activities for this session listed below.

DISCUSSION QUESTIONS

1. How do you feel when someone judges you without knowing you or giving you a chance? How do you feel when someone you disagree with calls you a name? How do you feel when someone bumps into you in the hall and doesn't apologize?
2. Agree or disagree: Courtesy and politeness are a lot of nonsense.
3. It has been said "If someone shows you respect, you should show respect in return." Do you agree? How do you feel if you treat someone with respect and that person responds with rudeness? If someone insults you, should you insult that person in return?
4. Some people say you don't have to respect everyone, you simply have to treat people with respect. What's the difference? Do you agree with this point of view? Explain.
5. Agree or disagree: When people stay out of a bully's way, they are showing respect.
6. What are your rules for respectful behavior?
7. What can you do to make this a more respectful world?
8. Does respect play a role in harmonious race relations? Explain.
9. Do you think that people in our society are respectful enough of each other? Why?
10. Do you consider yourself to be a respectful person? Why, or why not? In what ways do you show respect to others?

SUGGESTED ACTIVITIES

Brainstorm ways to make your school environment more respectful. Create a list of recommendations and place them in your school hallway or classroom on a poster.

Divide the class into small groups. Have each group develop a list of do's and don'ts for being a respectful person. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when people do not? In what ways does respectful and disrespectful behavior affect our community and society?

Role play some typical situations in which disrespectful behavior leads to hostility and maybe even violence. Then change one of the disrespectful actions into one of respect and see how the outcome changes.

Are You a Respectful Person?

True False

- I treat other people the way I want to be treated.
- I am considerate of other people.
- I treat people with civility, courtesy, and dignity.
- I accept personal differences.
- I work to solve problems without violence.
- I never intentionally ridicule, embarrass, or hurt other people.

I think I am/am not a respectful person because: _____

Period 3 Be Responsible

Begin with instructing student to complete the "Are you Responsible?" activity in their packet. Discuss their responses. Discuss the discussion questions or utilize the suggested activities.

DISCUSSION QUESTIONS

1. Do you consider yourself to be a responsible person? Why?
2. What does responsibility mean to you?
3. Do you consider it important for your friends and family members to be responsible? Why?
4. Think about somebody you know who is very responsible. How does that person demonstrate responsibility? Does that make you respect him/her more?
5. What is the relationship between blaming and responsibility? Think about what some of your biggest problems are in school. Do you blame anyone for those problems?
6. It's been said that "There are no rights without responsibility, and there is no responsibility without rights." What does that mean? Do you agree? What is the relationship between rights and responsibilities?
7. What does being responsible have to do with the quality of your character?
8. What are the benefits of being a responsible person? How do you benefit from the responsibility of others?

SUGGESTED ACTIVITIES

Divide the class into small groups. Have each group develop a list of do's and don'ts for being a responsible person. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines? What happens when people live in accordance with these guidelines? What happens when they don't? In what ways does irresponsible behavior affect our community and society? In what ways can/do young people demonstrate personal responsibility?

Role play: You've made a commitment to spend the weekend working on your part of a class project that's due Monday. Then, some friends invite you to go on a weekend camping trip in the mountains. You can't do both, so you decide to go on the camping trip. Try to explain your decision to the other people working on the class project. After the role play, have the class analyze what each person did to accomplish his/her objective. What general principles or guidelines can be drawn from this incident about responsibility?

Are You a Responsible Person?

True False

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | I do what needs to be done. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am reliable and dependable. |
| <input type="checkbox"/> | <input type="checkbox"/> | I am accountable for my actions; I don't make excuses or blame others. |
| <input type="checkbox"/> | <input type="checkbox"/> | I fulfill my moral obligations. |
| <input type="checkbox"/> | <input type="checkbox"/> | I use good judgment and think through the consequences of my actions. |
| <input type="checkbox"/> | <input type="checkbox"/> | I exercise self-control. |

I think I am/am not a responsible person because: _____

Period 4A Be Reachable

Have students begin with defining what it means to "Be Reachable". Next, instruct them to complete the appropriate assessment in their student packet. Once they have completed this, discuss their responses. Ask students what they can do to become well developed in areas where they rated themselves as *needs work*. Have students discuss how they can become more reachable with their classmates and teachers.

Skills	Rating:	Needs work	Well Developed
■ Initiating conversations with someone you don't know very well	1	2	3 4 5
■ Calling someone on a regular basis	1	2	3 4 5
■ Asking someone her or his opinion on an issue	1	2	3 4 5
■ Telling someone when he or she hurts your feelings	1	2	3 4 5
■ Doing something you have in common with someone	1	2	3 4 5
■ Listening to a person when he or she needs to talk	1	2	3 4 5
■ Telling someone how you really feel about her or him	1	2	3 4 5
■ Complimenting someone for something he/she did that you liked	1	2	3 4 5
■ Doing something nice for someone because you feel like it	1	2	3 4 5
■ Hanging out with someone because you like the person	1	2	3 4 5

Period 4B

Be Resourceful

Have students complete the "Be Resourceful" activity that is in the student packet. Encourage students to share the items they circled to include in their box and any tools they chose to create.

Circle which of the following will you put in your resource toolbox to make you a successful student this year.

Admit mistakes Negotiating Compromise Humor Ask before
 Assuming
 Let "it" go Ask for help Ignore and move on Conciliation Apologize
 Sharing Time Out Visit Counselor Conference with Teachers
 Talk with Administrators Express your feelings Family Meetings
 Active Listening Meet School Resource Officer Accessing RHS website
 Using confidential boxes Create your own tool: _____

Take 5 minutes (10:25-10:30) to review where the students go for the next 2 hours. Make sure 9th graders know they go to lunch, 10th graders know they go to the auditorium, 11th graders know they go to their advisory, and 12th graders know they go to the gym. During the rotation of activities students will be returning to their assigned advisory to discuss Ty Howard's motivational presentation.

Advisory 2

Students in Group A, C and D will discuss the "Before Ty Howard's Motivational Presentation Questions".

- 1) This being the beginning of your school year, what 3 things are you going to strive to accomplish by the end of the school year?
- 2) Why do you feel some students lose interest and drop out of high school? What could have been done to encourage them to stay?
- 3) What two things are you going to do differently this school year to improve your grades, stay focus and stay in school?
- 4) What other people, other than your peers, can help you to succeed in

high school this year?

Students in group B only will discuss the “After Ty Howard’s Motivational Presentation” questions.

- 1) What three things did you hear and walk away with from Mr. Howard’s motivational program presentation this morning?
- 2) Do you honestly feel and believe that how you perform throughout your high school experience will determine where you will end up in your future? Why?
- 3) What were two mistakes Mr. Howard made in high school? What did he say he learned after making those mistakes?
- 4) What are colleges and employers looking for and expecting from high school students today?

Period 5

Be Reliable

A person who does as promised can be considered as reliable. Reliability is an admirable characteristic. People don't like to deal with those who are unreliable. They'd rather give their business and rewards to the person they can count on. Also, the reliable person feels good knowing that he or she is trusted. Questions you may ask your students:

- What does it mean to be reliable?
- What is being unreliable?
- How does reliability pay?
- There is a mini-quiz for students to complete in their packets.
- Choose from the activities/discussions topics below.

Reasons people are unreliable

If you promise to do something, the other person assumes you are good for your word. Sometimes that promise is implied or assumed. Some people will renege on their word or responsibility for a number of possible reasons.

Personal situations

The person may have lied to get out of an uncomfortable or awkward situation and never intended to do what he said. Suppose someone asked you to come over to help with some task, which you did not really care to do. It may be easier to say you will but then never show up. The other person would think you were unreliable, if this happened more than once. Something more important may have come up. Suppose you were supposed to meet someone, but then some friends came over and wanted to go out. So you never show up, because the other activity was more important to you. Being considerate and calling the other person would be awkward, so you don't bother.

Business or work

A person at work is often late on completing assignments, either because they are too difficult or he gets sidetracked with more interesting activities. His boss and fellow workers consider him unreliable.

Being unreliable

You cannot count on a person who is known to be unreliable to follow through on what he or she has promised to do. A person may promise to pick you up at the airport but then not show up, because "he forgot." Or a person may come to a meeting late, because she got involved in some other activity and lost track of time.

Reneg on promises

What happens with unreliable people is that they renege on their promises. They are unreliable because the way they set their priorities. Their promise to you is not as important to them as something else.

Caught up in own interests

Some people lack the skills to complete jobs. Some lie and have no intention of doing the job. Some have good intentions but are so forgetful or caught up in their own interests that they forget or don't bother to do what they promised.

You aren't important

Often, what they are saying is that you aren't as important. A person who is unreliable at work is saying that the job is not as important to them as some other activity.

Being reliable

A reliable person is one who has a track record of doing what he or she promised to do. If a person continually completes tasks she promised to do, she is then considered reliable. If a person has says he will show up at 10:30, and he is known to be reliable, you can count on him to be on time. Being considered reliable means that you are conscientious and keep your promises. A reliable person does not make excuses.

Benefits of being reliable

Certainly, you would want to associate with a person you can count on. Supervisors want to keep employees that are reliable and who that can count on to come to work on time and to complete assigned tasks. Such a person is trusted to do as promised.

Trust leads to promotions

The benefits of being reliable are that people trust you and feel they can count on you. A reliable person will get and keep friends much easier than someone who is careless in personal relationships and can't be counted on to keep his or her word. A reliable worker will be trusted to do the job as promised and can reap the rewards of raises and promotions.

A business that has a reputation of being reliable or making reliable products will get repeat and new business, as well as reducing costs of rework or repair.

Negative side to being reliable

On the negative side of being considered reliable, there are situations where others can soon take you for granted and not appreciate your reliability. It is a trait of human nature that if something or someone is very predictable, then those actions are not appreciated.

Although it is possible to be taken advantage of by being reliable and predictable, in the long run reliability is the best way to be.

Admirable trait

Being reliable is an admirable trait. We all dislike dealing with people who are unreliable, so being reliable is a character trait for which we should strive. People thank you for it. You get a good reputation. You also feel good about yourself when you do as promised. It is a good feeling to be "a man of his word" or a "woman of her word."

In conclusion

A reliable person has a track record of keeping promises. An unreliable person shows he or she doesn't really care about others. You can't count on such a person. The benefits of being reliable include promotions at work, better personal relationships, and increased self-esteem

Be Reliable Mini-Quiz

1. If you promise to help a friend move on Saturday, but then you start watching a good TV show, what should you do?

- a. He probably has other helpers, so finish watching the show
- b. Call him and say your grandma died
- c. Keep your word and show up as promised

2. If a friend is always late, would you ask him to take you to the airport?

- a. Yes, but make him promise to be on time
- b. Probably not, because you can't count on him
- c. Yes, but don't be home to teach him a lesson?

3. Are you considered reliable if you are usually on time, except when your car doesn't start?

- a. You are as reliable as your car
- b. An unreliable car is a good excuse for being late
- c. Yes, because you had good intentions

If you got all three correct, you are on your way to becoming a champion in having character. If you had problems, you had better look over the material again.

Period 6
Be Resilient

Some students may not be familiar with the word resilient.

Write the term resilient on the board/overhead.

Have student define the term in their own words.

Discuss why it is important to be resilient in school.

Instruct students to complete the "Be Resilient" section of their packets.

Discuss their answers and examples.

At the end of the class period please pass out the student survey for today's activities.

Conclude the period with a brief review discussion of Reservoir's 7 R's.

Be Resilient

First, think about a time that it was hard to bounce back from something that did not go the way you wanted.

The events leading up to my feelings of anger, frustration, disappointment, etc.

It was hard for me to get over feeling _____ because:

Now, think about a time that you bounced back from something important that did not go the way you wanted it to.

The events leading up to my feeling of anger, frustration, disappointment, etc.

I got over feeling _____ because

For me to bounce back from something I can't change it helps me to:

A good resilience goal for me would be to:

- Be Ready**
- Be Respectful**
- Be Responsible**
- Be Reachable**
- Be Resourceful**
- Be Reliable**
- Be Resilient**