


Advisory Lesson for April 5, 2017

Expectation(s):	Be Responsible
Location:	All locations
Target Behavior(s):	Adjusting to a new environment
Activity:	Compiling advice and learning moments
Materials Needed:	White board, Scribe



6th: WEB DAY

7th and 8th:

Teachers: *You all are going to think back to your 6th grade year at school. Coming to middle school was a huge change from elementary school. You might have made some mistakes and wished you had done things differently, or you may have been very happy with your transition into 6th grade. We are going to use your experiences to compile some pieces of advice for incoming 6th graders.*

Create three columns on the board:


- 1) Advice you wish someone had given you.
- 2) Mistakes you made that you wish you could change.
- 3) The most fun part about middle school.

Have students provide suggestions for each of the categories and write them on the board. ALSO, have another student volunteer to type the lists as they are created so they can be emailed to Ms. Krawczyk.

Discussion: After the list is compiled, discuss some of the suggestions and how the decisions the student made affected them long-term in middle school. For 8th grade teachers, this would be a great opportunity to tie this to starting over at the high school and not making similar mistakes.

Advisory Lesson for April 12, 2017

Expectation(s):	Be Responsible, Be Involved
Location:	All locations
Target Behavior(s):	Relaxation before TESTS
Activity:	Video, discussion, written activity
Materials Needed:	Promethean board, video link, scratch paper



Lesson script –

This week we will practice ways to help students Relax prior to MAP Testing

<https://www.youtube.com/watch?v=7ziyrfDirZo>

Introduction video to map testing (play for students)

Step 1: SHOW THE VIDEO BELOW on how to properly deep breath 1:16min

1. **Deep Breathing**¹: Check out [this video for help practicing the 4-2-8 method of deep breathing to promote relaxation.](#)

<https://www.youtube.com/watch?v=ejFrNkaeHF4>

Step 2: Go through and briefly talk to students about these other techniques, have them practice a few.

2. **Teach a stress buster formula of 1 + 3 + 10.** Educational psychologist and TODAY contributor Dr. Michele Borba offers a three-step approach that kids can apply when they feel their body getting tense.
 1. The “1” is to first stop and tell yourself, “Be calm.” The “3” reminds them to take three deep breaths. Then they should counts slowly to ten inside their head. Borba suggests printing the formula on large pieces of paper to help kids remember it.”²
3. **Visualization:** In an article for adoption.com, Dr. Amie Gordon-Langbein explains how visualization techniques during times of stress can make children feel calmer. Dr. Gordon-Langbein says
 1. “It’s very simple, and involves changing your focus from something stressful in the moment to something unrelated to that stressful situation.
 2. You can say to a child, “Close your eyes and try to see – in your mind – your own name. Can you spell your name in your mind?”

Can you spell it backwards? Can you picture what a camel looks like? What does its head look like? How many humps does it have?" And this technique teaches kids how to re-focus their energy, and calm down."³

Step 3: Provide Opportunities to Share Their Concerns. *Have students quickly 5min write out their feelings, collect them and then you read through them provide the class with a quick suggestion of what to do.*

4. **Write about it:** Ask students to journal about their feelings as they prepare for testing. Sometimes, just getting it down on paper can reduce stress. Collect the journal articles and offer stress-reducing suggestions to students when you return their journals.

Step 4: Day of Test Stress Busters. *Talk to students about doing these things.*

6. **Cinnamon or Peppermint:** *(tell students to bring some of these in)* Provide students with cinnamon or peppermint candies (sugar free candies for students with health issues should be available). Many researchers believe the scents of cinnamon and peppermint help stimulate the brain, improving alertness and focus.)
7. **Stretching:** *(tell students to before their test do a quick stretching activity like jumping jacks to improve circulation)* Brain research shows that it is important to keep blood flowing freely throughout your body if you want the brain to stay sharp. Consider giving students and staff five minutes of stretching time before the test and during any breaks in testing. Active stretching or jumping jacks can be a quick and fun way to improve circulation and jump-start the brain.
8. **Have a little fun:** *(this would be appropriate during a break)* Tell a couple jokes or have a couple students tell some jokes to break up the stress.
9. **Relaxation techniques:** *(from the top, remind them to practice)* Give students a reminder to use those relaxation techniques you have been practicing.
10. **EAT!** *(remind students how important this is)* Healthy breakfasts and snacks

Sources:

1. *One Minute Relief – Stressed Out 911 Yoga Breathing technique.*
2. *Kavita Varma-White. Chill out, kiddos! 6 tips for de-stressing your family.*
3. *Amie Gordon-Langbein. De-stressing today's kids.*

If time fun ending video about map testing to the frozen song:
<https://www.youtube.com/watch?v=Qb16D43FCWQ>

Advisory Lesson for April 19, 2017


Expectation(s):	Be Respectful, Be Responsible, Be Involved
Location:	All locations
Target Behavior(s):	
Activity:	
Materials Needed:	



TECH DAY!

Advisory Lesson for April 26, 2017

Expectation(s):	Be Responsible, Be Involved
Location:	All locations
Target Behavior(s):	Recognizing the effects of persevering through tasks
Activity:	Perseverance, positive affirmations and self-talk
Materials Needed:	Affirmation cards, means to display quote, open space in room (optional), brain teasers (optional)



Discuss the following quote:

"The door to success is always marked push." - Anonymus

Lesson:

" This time of year is always tough to get through. Let's brainstorm some reasons why" (spring break, MAP testing, field trips, assemblies, schedules off, stay outside longer, go outside more, etc.)

"What do we need to get through it?" (perseverance, grit, determination, motivation, self-control)

"As we have discussed in other lessons, the brain is very powerful. It produces a chemical called Dopamine. This is the fuel that keeps people motivated to persevere and achieve their goals. We all have the power to increase our production of dopamine by changing our attitude and behavior. Scientists have identified higher levels of dopamine (reward molecule or the ding,ding,ding jackpot feelings) as being linked to lifelong habits of perseverance."

"Not achieving goals (even small daily tasks) dries up our dopamine reserves. How might this make us feel?" (apathetic, uninspired, hopeless)

Here are a couple of ways to spark your perseverance:

Self-Talk is a way to support yourself in persevering.

(Possibility to brainstorm if students are not confident. This has been covered in other advisory lessons)

Affirmations are ways to encourage others to persevere.

Students can write and deliver the cards to those of their choice at school.

Human Knot:

Have students stand in a circle. Put all hands in the center. Grab another hand and make sure you do not grab the person next to you. Working together, to “untie” their arms and push themselves to think critically.

Encourage them to use positive self-talk and positive affirmations while working as a group.

