

Pinnacle - Reducing Stress and Drama: Seniors

Sep. 19, 2017

	Lessons	Standards
Last Week Sep 11-15	AG Introductions (Tues) Attendance/Handbook/Conduct (Wed) Safety and RIE Procedures (Thurs) Homecoming Voting (Fri)	SEL 1 : Self-Regulation
This Week Sep 18-22	Pinnacle Lesson: Reducing Stress and Drama (Tues)	SEL 1: Self-Regulation SEL 2: Growth Mindset
Next Week Sep 25 - 29	Progress Reports/ EA Review Lesson (Tues) Homecoming Kick-off Assembly (Fri)	CRLE 1 : EA Project Preparation

Materials: Pinnacle Login direction sheet (Attached), Student Activity Card (Bottom of this document - Print/cut - Give 1 to each student), Pinnacle account documents for first time pinnacle users (in box, usually only a few students per class), Blank Class List (In box - return to Heidi Eberle)

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements.
4. Remind App - Please ask all of your Seniors to join Remind. It is a texting communication tool that allows ASB to remind and inform students about school activities. There is a simple account set-up process. In order to join **Remind**, Seniors need to Text: **@hbashor** to the following number: **81010**
5. Also, you might have noticed a SafeOregon slide rotating on the TV's throughout the building. SafeOregon is a tip line for students to report safety threats. Students dial **844-472-3367**. SafeOregon will give students another path for communicating when school safety incidents occur. **How does SafeOregon work?** Students can access SafeOregon through the web form on the SafeOregon website, or by text, email, live call and mobile app. **Why is there a need for a tip line system?** The number one reason why students do not report is the fear of retaliation from their peers. For more information, check out the following link - <http://safeoregon.com/report-a-tip/>

PINNACLE:

6. Remind students how to get to pinnacle (Most students should know how to access their grades):
 - Click on the **"Student Links"** button on the top of the main page.
 - Point out that this page has links to the various websites that students will use throughout their high school experience. The student dashboard is designed to provide quick access to the most common pages.

- Next point to the **Pinnacle Link**. Pinnacle has a feature to allow students access to their grades, attendance, and assignment information. This can be a very useful tool in managing their academic requirements. This feature is password protected.
7. Ask a student to volunteer and display their pinnacle for the class to see or use the **internet viewer feature** (we learned about this at the gradebook training). As needed, use pinnacle to show the students how to get missing assignment reports, standard reports, etc.
 8. You have been provided with a **blank class list**. Please highlight any students who need to have their passwords reset and deliver your list to **Heidi Eberle** by the end of the day. **She will reset passwords to individual lunch numbers.**
 9. Discussion Question: How can you use pinnacle to manage stress?

STRESS AND DRAMA

1. Ask students to rate their level of stress about their **senior year** on a scale of one to five where one is absolutely no stress and five is incredible stress.
2. Ask students to rate their level of stress about **life after high school** on a scale of one to five where one is absolutely no stress and five is incredible stress.
3. Distribute one of the printed cards from the worksheet card below to each student.
 - Students may use what is already written on their card or write their own biggest stressor of their senior year on the back of the card. Break students up into groups of 3 or 4. In their groups, students read their card, discuss the stressor, and determine positive strategies for dealing with stress.
4. Once they have talked, each student should be seated to indicate they are ready to hold a class discussion about the stressors and stress strategies for senior year and life after high school.
 - Hold a class discussion to summarize what students found out. Did they agree that the things listed were stressors? Did they think that any of the suggested strategies would be helpful? What new strategies for reducing stress emerged?
5. Give students a few minutes to reflect again on their own level of stress.
 - Ask for a show of hands if they now believe they can reduce their stress for senior year and life after high school. Discuss specific actions and choices students will begin using. (Don't forget to add how checking Pinnacle often can be a tool as well!)

STUDENT ACTIVITY CARDS

To the facilitator: Print and cut apart the following “cards” for students to use in the lesson.

<p>There seems to be so much to do my senior year. I don't know where to begin.</p>	<p>The financial side of college is very stressful. I'm not sure I will qualify for any aid.</p>	<p>All my friends are talking about four-year schools but I really feel like a two-year program matches me best. It is stressful to not be able to talk about my goals and plans.</p>
<p>I would like to start making different choices but don't know how to begin.</p>	<p>I really do not know what I want to do. Being undecided is VERY stressful.</p>	<p>I'm a procrastinator!</p>
<p>Colleges are only looking for high grade points and high test scores. I don't have a chance.</p>	<p>What is the FAFSA?.</p>	<p>I get most of my information about college from my friends. What if they don't know what they're doing?</p>
<p>Do I really need letters of recommendations??</p>	<p>Knowing the timeframe and deadlines is crucial if I want to get the Oregon Promise or Chemeketa Scholars scholarships.</p>	<p>My friends seem to be going in different directions.</p>

<p>I don't like talking with other people and can't even think about contacting people for the service learning project or the EA project.</p>	<p>I want senior year to be amazing but fear I will be disappointed.</p>	<p>I just wanna get out of here.</p>
--	--	--------------------------------------