

## Balancing Individuality & Managing School: Juniors

Jan. 16, 2018

	Lessons	Standards
<b>Last Week</b> Jan 8-12	Early Release – No AG (Mon) Studying as a Team Sport – Finals Prep (Tues)	SEL 1: Self-Regulation
<b>This Week</b> Jan 15-19	MLK Jr. Day – No School (Mon) <b>Balancing Individuality &amp; Managing School/Winter Court Voting</b> (Tues) Winter Formal Assembly (Fri)	SEL 1: Self-Regulation
<b>Next Week</b> Jan 22-26	Semester 2 Schedule Check (Tues)	SEL 1: Self-Regulation

**Materials:** None

### Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read announcements and hand out progress reports.
4. Vote for Winter Court Queen & King. ASB students will be around to pick up the ballots at the end of the class period.
5. The Goal of today's lesson is for students to **consider how they regulate or balance their own desire to be an individual yet live and work within the constructs of a teacher's, parent's, or an employer's expectations and rules. When does the need for individuality actually become self-destructive** (only hurting oneself)?
6. **Read the following and facilitate a discussion with your students throughout this lesson:** Working with others is one of the fundamental aspects of life. Right now you work with High School Staff members who have a vested interest in you going on to become a contributing member of society. They want the best for you. They want you to learn and grow. This is the whole point of school.
7. **Read this question and give students time to think:** Think about a time when you have been mad or angry about rules or expectations of school? Perhaps, you were rude or disrespectful to a staff member or student. Identify what made you mad.
8. **After a couple of minutes, read the following and give students time to think:** Think about the response you had to your frustration. Looking back, do you think that you acted appropriately? Do you think your response was effective in getting the result you wanted? What result did you want? Is there anything you wish you would have done differently in order to improve the results?
9. Have students turn to a partner and share their situation (Students share and listen to each other).
10. **After listening to each other ask students the following:** Think about your partner's situation. Do you have any advice for them? Do you think they could have done anything differently to improve the result? Tell your partner if you think their behavior was self-

destructive or not. Meaning, do you think they actually did more damage to themselves and their reputation than they did good for themselves and the situation?

11. **Read and let students respond:** If you think that you actually did more damage than good, you are not alone. Many of us need to work on how we respond to situations. Getting defensive or acting negatively towards others is not an effective way to solve any problem. It usually just causes others to act defensively and creates more divisiveness and hurt than good. Studies have even shown that just complaining about a problem over and over does nothing but make you feel more and more negative and angry. **Trying to take positive steps to solve a problem is a whole different story.**
12. **Read and let students respond:** As you move through your high school career and then on to your work life, you will always have to work with people. You will have to learn how to balance your own needs and wants with those of your teacher or boss. If you can't compromise or collaborate with others, if all you do is complain or cause division and strife, no one is going to want to keep you around. If you really think a problem needs to be solved and it really matters to you, then take the time to think of solutions and champion the cause. There is no perfect organization or human being. You aren't perfect either. As long as you are working with people, there will be problems. Working together and treating others with respect will go a long way in helping you navigate school and the work place.
13. **End Advisory according to personal preference.**