

Alternatives to the Slumps: Seniors

May 15, 2018

	Lessons	Standards
Last Week May 7-11	Taking Off and Landing (Tues)	SEL 1: Self-Regulation
This Week May 14-18	Alternatives to the Slumps (Tues) RIE/Spring Awards Ceremony (Thurs) Cap & Gown Delivery during AG (Fri)	SEL 1: Self-Regulation
Next Week May 21-25	Early Release – No AG (Mon) My Service Learning Project Reflection/CRLE Due (Tues) SBAC Special Schedule/Senior Breakfast (Thurs) Link Crew (Fri)	CRLE SEL 1: Self-Regulation

Materials: None

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements.
4. **Objective:** Students consider some ways to avoid the senior slump while still enjoying their senior year.
5. Conduct the lesson below.
6. End advisory according to personal preference.

Opening: 10 minutes - The advisor begins the session by asking students to work with a partner to brainstorm things that some students do to enjoy the end of their senior year. In some cases, they have been waiting to do these things for a very long time or things they have already done this semester. The advisor may want to encourage students to include things such as prom, graduation, grad night party, winning the spirit games, etc. along with things such as “take easier classes” or “take less classes.”

Activity: 15 minutes - After giving students some time to work with a partner to make a list of things that students do during their senior year of high school, the advisor asks groups to share their answers with the full group and lists those answers on the board.

The advisor then asks the group to look at the list on the board and ask which of the things could harm a student’s readiness for postsecondary education and which of the things would not. As students suggest items that could undermine students’ readiness for postsecondary education, the advisor circles those items.

The advisor then asks students to see if they can suggest something that students could replace the circled items with that would still make senior year fun and special but wouldn’t harm readiness for postsecondary education. For example, when they were selecting 11th grade classes the advisor suggested taking a class that uses math skills instead of a traditional math class if the student really doesn’t want to take math the senior year. That will help to keep the student’s math skills sharp for college but will still make it possible to have a change of pace during senior year.

The advisor returns to the suggestions that seniors had in the conclusion of last session, the examples that they cited as “senior slump behavior.” Either write or project these behaviors on the board. From the student generated list and the list they have just now generated in class, ask the students which are the top three behaviors that they would warn Juniors about now. The advisor should circle those and place a star next to them and explain to the students that you will pass this information on to the AG coordinator and Counseling staff so they can pass it on to next year’s seniors (please email me, Heather Bashor, with your seniors’ advice for this year’s juniors).

Closure: 2 minutes –The advisor concludes by reminding students of the (hopefully) exciting and really important plans they have developed for life after high school and how hard they have worked to get ready for those plans. They should not reduce their chances of being truly ready to succeed just by taking off too early- just a few weeks left. Hang on!