

Taking Off and Landing: Seniors

May 8, 2018

	Lessons	Standards
Last Week Apr 30-May 4	Early Release – No AG (Mon) Service Learning Project Work Day (Tues) Spirit Games Sign-up Assembly (Fri)	CRLE SEL 1: Self-Regulation
This Week May 7-11	Taking Off and Landing (Tues)	SEL 1: Self-Regulation
Next Week May 14-18	Alternatives to the Slumps (Tues) Cap & Gown Delivery during AG (Fri)	SEL 1: Self-Regulation

Materials: None

Procedure:

1. Begin advisory according to personal preference.
2. Take attendance.
3. Read Announcements.
4. **Objective:** Students begin to understand that endings and beginnings are complicated and important points in every process. These points of transition require extra attention and focus.
5. Conduct the lesson below.
6. End advisory according to personal preference.

The idea of a “senior slump” is deeply ingrained in American high school culture, but research shows that when students lose their academic momentum during senior year, they often do not regain it and start college less prepared than they need to be. This series of advisory lessons is intended to warn students of the danger of embracing the senior slump at the end. The goal is to help students begin to see the end of high school as the launching pad to meeting and transitioning to postsecondary goals.

Opening: 10 minutes - The advisor begins the session by asking students if they know what is the most dangerous time in an airplane flight? The students are given a chance to consider an answer, perhaps through briefly talking to another student. The advisor calls on students to share their responses to the question.

The advisor then reads or puts on screen this quote from the USA Today column, “Ask the Captain” by United Airlines pilot Captain Meryl Getline:

Question: Is it true that takeoff and landing are the most dangerous parts of flying? If so, why? — Laura Black, Cincinnati

Answer: Yes, and statistics bear this out. Takeoff and landing is where all the action is; it's when we are the busiest.

Once we're in the air, the plane is stabilized, and, frankly, there's not much for us to do except monitor the controls and deal with anything that might come up. Takeoffs and landings are complex maneuvers by comparison.

And an engine loss at cruise altitude might not even be noticed by passengers, but at low altitude or on takeoff, it's a skilled maneuver to keep the plane airborne and safe.

We also have to keep an eye out for traffic, which is far more congested at lower altitudes because small airplanes don't fly where jets do.

Landings are always a challenge, but especially during severe weather conditions, such as high, gusty winds, heavy rain or snow, or low visibility.

Taken from: http://usatoday30.usatoday.com/travel/columnist/getline/2004-11-08-ask-the-captain_x.htm

Activity: 10 minutes - The advisor asks students if they are on the take-off, flight or landing of their high school careers.

When students respond that they are on or near the landing, the advisor tells students that, in fact, the beginning and end of an airplane flight and of high school have quite a bit in common. In most school districts the most common point at which students drop out of school is during the summer between 9th and 10th grade. That is a problem of 'taking off' into high school.

The advisor then asks students if they think the same logic that applies to airplanes applies to high school students. In other words, is the start or the ending the most dangerous part? The advisor lets students comment on similarities and differences between the start and end of an airplane flight and the start and end of high school. In listening to and commenting on student responses, the advisor should seek to emphasize the idea that transitions are vulnerable points at which a process can go awry.

Closure: 5 minutes – The advisor should conclude the session by asking students what they see as “senior slump behavior” from their perspective. *The advisor should record these for use in the next session*