Lincoln High School  
December 8, 2020  

Lynx Learning Support: Strategies to Support Your Students at Home

Learn with Passion. Act with Courage. Improve the World
Agenda

• Welcome and introductions
• Executive Function – Megan Terada
• Schoology & The Source – Michelle Pentecost
• Social/Emotional Support – Lincoln Counseling Team
Who are we?

• **Megan Terada: Terada Consulting**  
  Academic, Executive Function, Parent Coach

• **Michelle Pentecost**  
  Academic Dean, Lincoln High School

• **Samantha Pacampara**  
  Counselor, Lincoln High School (P-Z)

• **Anthony Malaki**  
  Counselor, Lincoln High School (H-O)

• **Todd Bittle**  
  Counselor, Lincoln High School (A-G)
Time Management & Planning: How can we help?

- Clear Structure
- The week as a whole
- Quantity vs Quality
- Deliberate Breaks
- Model, Model, Model
Already Buried: How do we help?

• What is most important?
• Perfection is our enemy
• How do you eat an elephant?
• Gaining and maintaining momentum
Wearing Too Many Hats: Relationship must be our foundation

- Blurred roles
- What is time right now, really?
- Plan for action
- Find the fun
Weekly snapshots for each class are posted on Sundays on the Schoology calendar!
Using Schoology to Plan for the Week

Students are encouraged to fill in the Remote Learning Weekly Planner on Sunday evening or Monday morning!

Remote Learning Weekly Planner
Week of December 7-11

Check the class snapshots posted on Sunday in your Schoology calendar to help complete this planner!

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Class</th>
<th>Class Topic</th>
<th>Activities &amp; Assignments</th>
<th>Period</th>
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<th>Class Topic</th>
<th>Activities &amp; Assignments</th>
</tr>
</thead>
</table>
| Monday    |              |           |                              |                                                              | Period 1 | 9:30-10:55 a.m. | Algebra 2 | Class Topic: Factoring Polynomials | Activities & Assignments:  
- Check-In  
- 3-5 B Day 2: techniques for Factoring Polynomials  
- 3-5 B Day 2 Homework  |
|           |              |           |                              |                                                              |        |              |           |                              |                                                              |
|           |              |           |                              |                                                              | Period 2 | 11:10 a.m.-12:35 p.m. |           |                              | Activities & Assignments:  
- ■                                                              |
|           |              |           |                              |                                                              |        |              |           |                              |                                                              |
|           |              |           |                              |                                                              | Period 1 | 9:30-10:55 a.m. | Algebra 2 | Class Topic: Review             | Activities & Assignments:  
- Check-In  
- Review                                                      |
|           |              |           |                              |                                                              |        |              |           |                              |                                                              |
|           |              |           |                              |                                                              | Period 2 | 11:10 a.m.-12:35 p.m. |           |                              | Activities & Assignments:  
- ■                                                              |
|           |              |           |                              |                                                              |        |              |           |                              |                                                              |

Assessments & Key Due Dates:
- Upload 3-5 B Notes to OneNote by end of the week
- 3-5 B Homework due 12/10
- Complete review before 12/14

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Using The Source to Track Assignments

When viewing grades in The Source, click on the individual grade to see a detailed breakdown of assignments and scores.
Students with multiple missing assignments are encouraged to use the assignment tracking tool for planning and prioritizing.
Where can I find these tools?

On your student’s Mentorship Schoology page!

Also on the Tutoring Help section of the LHS website!
Helping you help your student

- Self-care – what is it and how do I talk to your student about it?
- How do you take care of yourself?
- Resources for families
Helping you help your student

- Self-care: what is it?
  - The daily and intentional maintenance of balancing physical, emotional, and relational wellness
  - It's not always: fun, Instagram-worthy, or easy to do without support or accountability

In order to support our students with self-care, we need to model it as best as we can for them – including how we may falter and recover
## Helping you help your student

<table>
<thead>
<tr>
<th>Body Wellness</th>
<th>Mind Wellness</th>
<th>Relationship Wellness</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eat a snack</td>
<td>• Listen to music or work on a song you’re writing</td>
<td>• Call a friend or trusted family member (or write a letter, card, or email)</td>
</tr>
<tr>
<td>• Drink a big glass of water</td>
<td>• Watch a movie</td>
<td>• Join a club or attend a school event</td>
</tr>
<tr>
<td>• Exercise (walk, run, bike ride, stretch)</td>
<td>• Do something artistic like draw, paint, dance or sing</td>
<td>• Hang out with your pet or take your neighbor’s dog for a walk</td>
</tr>
<tr>
<td>• Take a shower/bath</td>
<td>• Plan a trip (even if you never take it)</td>
<td>• Volunteer for something you care about</td>
</tr>
<tr>
<td>• Turn on some music and dance</td>
<td>• Write in a journal</td>
<td>• Say &quot;no&quot; to an invitation (boundaries are important for relationship wellness too)</td>
</tr>
<tr>
<td>• Take 10 deep breaths</td>
<td>• Read a book</td>
<td></td>
</tr>
<tr>
<td>• Go to bed early or take a nap</td>
<td>• Unplug from your phone</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take a personal timeout</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Show gratitude to somebody you care about</td>
<td></td>
</tr>
</tbody>
</table>

### In reflection:
- How do you (as a parent/guardian) take care of yourself?
- How do you implement boundaries for your own wellness? How do you give yourself grace?
- Do you use strategies on this list? Others? How is your list different from your student's list?
Helping you help your student

LHS Specific Supports:

• Mentorship Self-care challenge: a weekly challenge for students (but easily done as a family!)

• Counselor check-ins: students can make an appointment online with their counselor on Schoology

• Join a sport or a club! Club information can be found on Schoology under Groups>Lincoln ASB>Resources

Other supports/resources:


• Instagram Account for sentence starters and conversation guides-@curious.parenting

• Free online yoga for the whole family and any ability- [Yoga with Adriene](https://www.youtube.com/c/Adriene/)

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What are students saying they need?

https://lincolnhsonlinereresources.weebly.com/

• Meaningful conversations at home

Sentence starters:

• Ask open-ended and guiding questions. Avoid questions where students can answer with a one-word response.

• “What do you think about ____?”

• “How do you feel that our school can become more equitable in terms of race, opportunity, access, gender issues, etc.?”

• When this is all over, where is the first place you want to go? First person you want to hug? First restaurant you want to eat in?
Celebrate Small Victories

• A sense of accomplishment

• *I encourage you to spend as much time with your family as your time allows, whether it’s dancing, playing, walking, cooking, cleaning, being silly, or just hanging out. This can be a scary and overwhelming time for everyone, and nothing will help ease your student’s fears and encourage their cognitive and social development like spending time with you.*
Q & A