



ADVISORY

Session Guides

**College
Board
Schools**
*centers of
learning*

12th
GRADE

The College Board

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Twelfth Grade

NOTE: *To support students in the college application process during the fall semester, a suggested order for fall session sequence is provided after the Table of Contents.*

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Fall Session Sequence

To support students in the college application process during the fall semester, a recommended sequence is provided for the fall twelfth grade sessions only. All sessions not included in this suggested sequence should be presented in the spring in the order that the adviser finds appropriate.

Sequence	Session Title (Advisory Goal)
1.	Option 1: a. New Advisory Orientation: What is Advisory?(2) b. New Advisory Orientation: Creating a Safe Space (2) Option 2: a. Returning Advisory Orientation: Jump-Starting Advisory (2)
2.	College Planning Task List (3)
3.	How do I stack up? (4)
4.	College Application/Student Profile (4)
5.	College Application Essay Dos and Don'ts (4)
6.	College Application Essay Concentric Circles (4)
7.	Individual Academic Conferencing (1)
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9.	What Motivates You? (3)
10.	Resiliency and the College Admission Process (3)
11.	Professional E-Mail Etiquette (3)
12.	Individual Academic Conferencing (1)
13.	Transition to the Holidays (3)
14.	Letters to Ninth-Graders (3)
15.	FAFSA Scavenger Hunt (4)
16.	Academic Self-Reflection (3)
17.	Letters of Encouragement (2)

To the Adviser

Why was a College Board Schools Advisory Session Guide developed?

Advisory is a key component in promoting the academic success of students in their college preparation while attending a College Board School. Here students can monitor their progress under the guidance of a caring adult, build supportive relationships with peers and with their adviser, develop the behaviors that lead to success in school and beyond and be provided with the resources necessary to make thoughtful decisions about the future.

Few teachers, school counselors or social workers, however, learn how to “do” advisory as part of their professional training. As a result, questions remain about what effective sessions that achieve the goals of advisory look like. As a result, College Board Schools has produced this guide as a way of helping advisers deliver a quality program that leads to success for all students.

How was the College Board Schools Advisory Session Guide developed?

In order to design a session guide custom fit for its schools, the College Board Schools enlisted a group of teachers, school counselors and social workers from its schools as the writers. This team convened for four writing institutes during 2008–2009 under the facilitation of Donna Mehle, a consultant from Educators for Social Responsibility.

The writers began by designing curricular goals based upon multiple resources identified in the reference page of this guide. The team then mapped out session plans for grades six through 12, taking into consideration the goals that needed greater emphasis in certain years. The initial writing phase began with grades eight, nine and 10, since these years are critical in determining students’ academic success. The completed project encompasses grades six through 12.

Writers gathered sessions they had used successfully in the past and also created new material. The first set of sessions was written in the spring of 2009 and piloted at the writers’ schools, where feedback was obtained from advisers to refine the distinct session plans.

How are the sessions organized?

The sessions are aligned with four goals in mind:

1. To help advisees reflect upon and monitor their academic progress through a formal conferencing structure
2. To develop and maintain relationships between and among advisees and the adviser
3. To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life
4. To provide advisees with the resources and information necessary to make thoughtful decisions about the future

The Advisory Session Guide is designed as a menu of at least 36 session plans, one for each week of the academic year. It can be used as a primary resource for those schools that have advisory once a week, while schools that offer advisory more often will need to supplement it with additional resources. Because the guide is a menu of session plans, there is no prescribed

order although some sessions are more relevant to students at particular times of the year, like the “Orientation,” “Academic Conferencing” or “PSAT/NMSQT[®]” sessions.

At some schools, an advisory committee may provide direction as to which session to do each week, while at other schools advisers will make the decision on their own.

How is each session designed?

The term “session” as opposed to “lesson” is intentional. The term highlights the emphasis on group facilitation and the development of relationships in advisory through the use of a structured session format.

Each session is designed to last approximately 45 minutes and has the following components:

- **Gathering**

The gathering is a short exercise that brings everyone together at the beginning of an advisory group session. It provides a structure for listening and speaking in ways that demonstrate and offer practice in respect, understanding and empathy. Everyone is acknowledged and invited to share. Usually gatherings consist of questions that the adviser poses to the group, but they can also be short interactive exercises, like a name game.

Each session plan has a suggested gathering that is usually connected to the activity. Advisers may want to substitute gatherings that they do regularly in their advisories, which may be unconnected to the activity.

Two Guidelines for Gatherings:

- Respect the *right to pass* — choosing to listen is as powerful as choosing to speak.
- Use topics and questions that all students can address without feeling vulnerable, embarrassed or defensive.

- **Activity**

The activity is the heart of the session plan. Activities range from whole group discussions, interactive exercises, small group activities and role-playing to Internet research on colleges or careers. Each activity is aligned to a session goal, as well as to an overarching advisory goal.

- **Debriefing**

The debriefing follows the activity and is an opportunity for students to reflect on the experience. A debriefing is a series of questions that encourage and offer practice on critical thinking, responsibility and communication. The suggested time for the activity includes the debriefing.

- **Closing**

The closing provides a way to conclude the session and send the group off at the end of advisory. Like gatherings, closings create opportunities for every student to be heard. In addition, closings provide an excellent vehicle for students to give feedback on what they’ve experienced, communicate what they’ve learned and assess their progress and development. The adviser can get a quick sense from the group that helps shape advisory topics and even guides connections and conferencing with individual advisees.

Occasionally, closings wrap up the session by asking students to clean up or turn in supplies or forms because of the time needed for the activity itself.

Two Guidelines for Closings:

- Respect the *right to pass* — choosing to listen is as powerful as choosing to speak.
- Ask questions that are closely linked to the advisory experience and that all students can address without feeling vulnerable, embarrassed or defensive.

What other resources are in the guide?

At the back of the session guide, there is a glossary of teaching and learning strategies, an appendix of gatherings and closings, a list of materials that we suggest every advisory should have, a list of additional advisory resources and a list of references used to guide the development of the sessions.

What is the role of professional development in supporting use of the guide?

Ongoing professional development is essential to build advisers' commitment to using the guide. Three types of professional learning experiences are recommended:

1. previewing and demonstrating upcoming advisory sessions (particularly helpful in the first year of implementation)
2. broad skill development (any skill is best learned in multiple sessions rather than in a one-shot demonstration) and
3. engagement with research and data as well as obtaining advisers' input on the advisory program.

All three types of professional development will lead to increased confidence and comfort implementing sessions as well as a deepened belief in the impact of advisory on student success. Since professional development time is always at a premium at schools, it is suggested that advisory coordinators and administrators think creatively about structuring professional learning experiences into portions of standing meetings, like grade level or department meetings, as well as incorporating advisory best practices such as gatherings and group agreements into all staff meetings.

Suggested professional development sessions that align with the College Board Schools' advisory goals include:

- **Advisory Goal 1: To help advisees reflect upon and monitor their academic progress through a formal conferencing structure**
 - Student conferences that support reflection and authentic goal setting
 - Activities/processes to foster effective group and independent work while running one-on-one conferences
 - Protocols to support student examination of data (group and individual): transcripts, GPA calculation, semester-long averaging
 - Supportive communication skills for advisers
- **Advisory Goal 2: To develop and maintain relationships between and among advisees and the adviser**
 - Routines, protocols and processes that support getting advisory off to a good start
 - Opportunities for students to get to know each other
 - Building community and enhancing the group's dynamics throughout the year
 - Inviting and supporting student voice, involvement, and shared ownership
 - Facilitating interactive activities and debriefing
 - Facilitating inclusive, provocative, and respectful discussions
 - Managing and reshaping difficult group dynamics
- **Advisory Goal 3: To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life**
 - Building healthy relationships: Helping teens learn how to handle their relationships
 - Understanding feelings: Helping students understand their emotions and how they impact academic performance and connections with peers, teachers, parents and caregivers
 - Rituals and routines to support organizational skills: notebook organization, planner, book bag, locker, home study space, out-of-home study space

- Working to resolve conflict creatively: Exploring with students concrete strategies to resolve conflict and negotiate disagreements
- Strategies to promote self-advocacy and self-directedness
- Dealing with bullying and harassment
- **Advisory Goal 4: To provide advisees with the resources and information necessary to make thoughtful decisions about the future**
 - Positive futures for all students, becoming more aware of what students might need to access options
 - Activities to create a cohort of peers planning for college/post-secondary learning
 - Talk to support early college and career awareness: Foster an expectation that college/post-secondary learning is essential for career success
 - Headlines on general college information and enrollment requirements
 - Affordability and financial aid information: What I need to know
 - Understanding the different pathways to and through post-secondary planning and preparation

Additional Advisory Professional Development Topics:

- Previewing advisory sessions
- Gathering input and feedback from all advisers
- Analyzing data: climate survey, advisee surveys, focus groups
- Engaging all advisers in the learning and decision-making exercises to understand design aspects (such as grouping arrangements or schedule options)
- Exploring and reflecting on the role of the adviser, advocating for advisees, accessing resources, boundaries of the role
- Utilizing research to shape advisory content and strategies (brain development, motivation theory, adolescent development, emotional intelligence, etc.)
- Communicating and partnering with parents

What is the role of formative assessment in the use of the guide?

Ongoing formative assessment from a variety of sources is recommended to analyze the implementation of the guide. Without assessments, decision-making about use of the guide, professional development to support it as well as other components of an advisory program, like groupings and schedule, can be off-target. Even when decisions are on-target, assessments build credibility and acceptance for those decisions. Assessments help advisory committees solicit input, check progress, dispel misinformation, guide decision-making and build belief in key stakeholders around the advisory's impact on student success.

Suggested tools include:

- Advisee surveys
- Adviser surveys
- Advisee focus groups
- Adviser focus groups
- Feedback forms on individual sessions and professional development workshops
- Protocols for advisory visits

The key is for advisory coordinators, committees and administration to identify questions they would like to investigate concerning the use of the guide and to keep in mind the four goals when designing assessments. Multiple tools, recurring use of those tools, and varied participants are needed to gain a thorough understanding of how use of the guide is supporting students as well as how advisers are developing their skills around facilitation of sessions. Finally, formative assessments can help advisory committees determine what type of specialty sessions might be developed to supplement the guide in order to suit the particular needs and interests of students at each school.

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ADVISORY GOAL 1

To help advisees reflect upon and monitor their academic progress through a formal conferencing structure

Advisory Goal 1:	Grade:	NOTE
To help advisees reflect upon and monitor their academic progress through a formal conferencing structure	12th	<i>This session should occur before the first individual academic conferences in newly formed advisories.</i>
<hr/>		
Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES		
Activity/Topic: Environment and Routines for Conferencing 35 MINUTES		
Closing: Whip 5 MINUTES		
Materials: Academic Advisement Student Reflection Form (adviser's choice; one per student), S.M.A.R.T. Goal Example and Worksheet (copied back-to-back, one per student), When Students Don't Follow Advisory Guidelines Scenarios handout (one per group), What to Do When You're Done Conferencing list (adviser's choice) on chart paper/board (see Individual Academic Conferencing session, p. 8), chart paper, markers		
Grouping: Whole group, pairs, small group		

Session Goal:

The goal of this session is to introduce students to the expected environment and routines during individual academic conferencing.

Gathering: Whip

I really appreciate it when ...

NOTE: *This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.*

Activity/Topic: Environment and Routines for Conferencing

1. Tell students that one of the most important aspects of advisory is the individual academic advisement they will receive at the end of each marking period. Ask students: "In what ways might it be helpful to have an individual conference about your report card?"
2. Explain that students will appreciate the individual support and guidance they receive during these conferences. Therefore it is important to discuss the expectations for what everyone is doing on these days so that all students have a satisfying conference. Explain to students that while you are meeting with each of them individually, they will work independently to reflect on their progress and successes and to set goals. Emphasize that being reflective is what successful

people do. Students will increase their ability to be reflective by writing. A good reflection often leads to identifying a goal and action plan.

3. Distribute copies of whichever academic advisement form you plan to use and model how students should work with this worksheet.
4. Emphasize that advisers need to create an environment where each student can work on his or her individual reflection as well as have a productive conference with his or her adviser. Tell students you will put a list on the board of students' names in the order of the conferences. Also explain the seating arrangement you plan to use. Tell students that when they are done filling out their worksheets, they should choose a task from the What to Do When You're Done Conferencing list (adviser's choice of what goes on this list). Options include: homework, journaling, brainteasers, and board games. See the suggested resources in the Individual Academic Conferencing session, p. 8.
5. Ask students: "If the goal is to have everyone complete an individual reflection and to get individual attention from the adviser, what should it look like and sound like in this room?"
 - a. Create a T-chart on chart paper and label one side "Look Like" and one side "Sound Like."
 - b. Have students come up with guidelines for the group at the bottom of the T-Chart.

Tell students that if these guidelines are not followed, the group could be negatively affected as an advisory.

6. At this point, it is important to explain to students what procedures to follow if they need to use the bathroom during conferencing (wait to ask for permission until a conference is over, sign themselves out, etc.) or if they need supplies (borrow the item from the adviser's supplies, wait until a conference is over, etc.).
7. Explain that students are going to act out scenarios that demonstrate what could happen when these guidelines are not followed.
8. Ask for two volunteers to act out the first scenario with you.
9. Group the remaining students and distribute scenarios; give each group 3 minutes to plan their scenario.
10. Have groups act out their scenarios for the other students.

Debriefing:

- In the scenarios, what guidelines were broken?
- How could any of these scenarios have been avoided?
- How did/could the actions of advisees in the scenario impact other students in the advisory?
- How would you feel if your academic conference was the one being interrupted?
- What do you think will be most helpful about having individual academic advisement?

Closing: Whip

One thing I will remember to do during individual academic advisement is

NOTE: *It is **suggested** you keep the T-chart and put it up again during your conferences as a reminder of the guidelines.*



WHEN STUDENTS DON'T FOLLOW ADVISORY GUIDELINES

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SCENARIOS

Scenario #1:

Scene: Student #1 is conferencing with his or her adviser; Student #2 comes up repeatedly to ask the adviser questions on the independent activity, thus interrupting the session.

Scenario #2:

Scene: Student #1 is conferencing with his or her adviser; Student #2 and #3 begin fighting with each other. The adviser has to leave the personal conferencing session to deal with Students #2 and #3.

Scenario #3:

Scene: Student #1 is conferencing with his or her adviser; Student #2 finishes his or her assignment and begins talking to Student #3.

Scenario #4:

Scene: Student #1 is conferencing with his or her adviser; Student #2 and Student #3 come up to the adviser to solve an argument they are having.

Scenario #5:

Scene: Student #1 is conferencing with his or her adviser; Student #2 has to go to the bathroom and comes up to ask the adviser for a pass.

Scenario #6:

Scene: Student #1 is conferencing with his or her adviser; Student #2 has forgotten his or her supplies and begins asking his/her classmates for a pen.

ACADEMIC ADVISEMENT STUDENT REFLECTION FORMS

It is suggested that the adviser choose one form advisees will use consistently in order to increase their comfort and confidence reflecting on their academic progress.

Choose from:

- **Report Card Reflection**

See the Report Card Reflection form in the Individual Academic Conferencing session, p. 11.

This worksheet guides advisees' reflection upon their report card, their most important learning experience in each course, accomplishments and challenges and asks students to reflect upon improvements made, consider where they made a greater effort and set S.M.A.R.T. goals for the next marking period.

If this form is used by the student, he or she will need a copy of the report card in order to complete the second column (List the grade you earned...).

- **End of Marking Period Self-Reflection**

See the End of Marking Period Self-Reflection form in the Individual Academic Conferencing session, p. 13.

This worksheet guides advisees' reflection upon their achievements and challenges during the most recent marking period and supports advisees in the development of course-related S.M.A.R.T. goals to pursue during the next marking period.

- **My Political Survival Guide**

See the My Political Survival Guide form in the Individual Academic Conferencing session, p. 15.

This worksheet guides advisees' reflection upon the different expectations teachers have for their students and supports advisees in the development of S.M.A.R.T. goals that can lead them to be more successful in each of their classes.

- **Work Habits Questionnaire**

See the Work Habits Questionnaire form in the Individual Academic Conferencing session, p. 17.

This worksheet guides advisees' reflection upon the work habits they demonstrate in each course including time spent on homework and use of opportunities provided to receive additional help. This sheet also supports advisees in the development of S.M.A.R.T. goals related to strengthening their work habits.

Each of the Academic Advisement student sheets culminates in having advisees develop S.M.A.R.T. goals. See the S.M.A.R.T. goals worksheet and example in the Individual Academic Conferencing session, p. 18.

Advisory Goal 1:	Grade:	NOTE
To help advisees reflect upon and monitor their academic progress through a formal conferencing structure	12th	<i>This session should occur when students receive their report cards. Schools will vary in the number of report cards issued during the school year. School-level advisory committees will format the number of sessions individual schools will hold for these individual academic sessions.</i>
Gathering: 1 MINUTE Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary)		
Activity/Topic: 43 MINUTES Individual Academic Conferencing NOTE: <i>This session will take two periods.</i>		
Closing: 2 MINUTES Advisees turn in Student Reflection Forms and S.M.A.R.T. Goal Worksheets		
Materials: Academic Advisement Protocol Sheets (for adviser's use, one per student); What To Do When You're Done list, written on board (see p. 8); list of students to conference with, written on board; timer; report cards; Choose from the following student reflection forms (one per student): Report Card Reflection, End of Marking Period Self-Reflection, My Political Survival Guide or Work Habits Questionnaire, S.M.A.R.T. Goal Example and Worksheet (copied back-to-back, one per student), S.M.A.R.T. Goal Worksheets from previous marking periods		
Grouping: Whole group, individual		

Session Goal:

The purpose of the session is for advisers to monitor students' academic progress throughout the school year and for advisees to reflect and set goals for themselves.

Gathering: Fist to Five

- How focused are you right now?
- How are you feeling about this past marking period?
- I have a good idea what my grades will be on my report card.
- I am aware of the guidelines for individual academic conferencing.

NOTE: *This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.*

Activity/Topic: Individual Academic Conferencing

1. Explain to students that you will meet with them individually today to reflect on their report cards.
2. Choose one of the following student reflection forms: Report Card Reflection, End of Marking Period Self-Reflection, Work Habits Questionnaire or My Political Survival Guide and distribute to students. In addition, distribute a copy of the S.M.A.R.T. Goal Example and Worksheet to each student. After the first marking period, you can also give students their S.M.A.R.T. Goal Worksheets from the previous marking period to reflect on their progress before setting a new goal.

NOTE: *If you choose the Report Card Reflection, provide a copy of the report card to the student.*

3. Tell the group which students you will call up individually today to review report cards and to discuss what they filled in on the worksheets.
4. Review guidelines you have established for academic conferencing. Remind students of the importance of working independently during conferencing so each student can have a productive conference. Draw students' attention to the What to Do When You're Done Reflecting/Conferencing list on the board (see p. 8 for suggestions).
5. After providing time for all students to begin filling out the sheet you chose, call the first student up for conferencing and set your timer for 5 minutes. Between conferences, jot down a few notes on the Academic Advisement Protocol Sheet that you can use to follow up with the student during your next conference.

Closing:

Ask students to turn in the completed reflection sheets and S.M.A.R.T. goal worksheets. They may be placed in students' advisory portfolios.

NOTE: *In the following session, direct students to work independently on an activity from the What to Do When You're Done Reflecting/Conferencing list, while you conference with the remaining advisees.*

WHAT TO DO WHEN YOU'RE DONE

Suggestions

- Homework
- Brainteasers

Resources include:

- *United We Solve* ©1995 by Tim Erickson
- *The Daily Spark: Critical Thinking* ©2006 by David Egan
- Rebus puzzles at http://www.fun-with-words.com/rebus_puzzles.html
- Rebus puzzles at <http://kids.niehs.nih.gov/braint.htm>

- Journaling

Resources include:

- *The Daily Spark: Journal Writing* ©2006 by Christine Hood
- *Don't Sweat the Small Stuff for Teens Journal* ©2002 by Richard Carlson, Ph.D.
- *The Me I See: Life Questions for Teens* ©1998 by the Wood 'N' Barnes Publishing Staff

- Silent reading
- Board or card games



ACADEMIC ADVISEMENT PROTOCOL SHEET

FOR ADVISER'S USE ONLY

Report Card Review for _____ Date _____

NOTE: *It is suggested that you review each student's report card before the conference and choose from the following questions to structure your 5–10 minute conference effectively.*

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Report Card: Trends and Opportunities

Which course are you feeling really proud about?	What is one thing you are most proud of accomplishing in this course? What is one habit/skill/behavior that helped you to be successful in this course?

Which course do you think needs more attention?

What exactly could you do, or do more often, that would make the biggest difference in your performance?	What is a S.M.A.R.T. goal you have for this class?

Report Card: Trends and Opportunities

Who do you consider a support for you in school?

Support Person	How does this person help you?

Based upon student responses and your overall knowledge of the student, use only if needed:

Is there anyone else at school that you believe could help you? For example, would you like me to make an appointment for you to see ____? (List specific resources available at your school: counselor, social worker, psychologist, nurse, medical personnel, etc.)

If yes, my action plan is ...

Who do you consider a support for you at home or in the community?

Person/Organization	How do they help you?

Red Flags

Let's look at some attendance data ...

Number of days for 100% attendance in marking period	Actual number of days you attended	Number of times you were tardy
1.		
2.		
3.		
4.		
5.		

(Conversation/action plan as appropriate)

Is there anything I can do to help you?

If yes, my action plan is ...

Follow Up:

Issue	Specific Student Actions	Specific Adviser Actions

REPORT CARD REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

You will need a copy of your report card. Please refer to your report card and answer the following questions to the best of your ability.

Course Title	List the grade you earned this marking period.	Share why you were successful or why the subject needs more attention.	What was your most important learning experience in this course? Why?	What was your proudest accomplishment in this course?	What was most difficult for you in this course?

Course Title	List the grade you earned this marking period.	Share why you were successful or why the subject needs more attention.	What was your most important learning experience in this course? Why?	What was your proudest accomplishment in this course?	What was most difficult for you in this course?

Summary and Reflection:

1. Overall, in which course do you feel you made the *most progress or improvement*?

How do you know this? _____

2. Overall, is there any course in which you made a greater effort? _____

If yes, what is the course and what did you do? _____

3. Based upon your review of your report card, what is one course for which you will set a S.M.A.R.T. goal this marking period?

Course: _____

Use the S.M.A.R.T. Goal Worksheet to create this goal now.

END OF MARKING PERIOD SELF-REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

Please answer the following questions to the best of your ability.

Course Title	Three things I've learned, completed or achieved this marking period that make me feel proud:	Biggest challenge, difficulty or frustration in this course:	What did I need to do differently, revise or complete to be more successful?
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Homework <input type="checkbox"/> Class Notes <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Homework <input type="checkbox"/> Class Notes <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____

Course Title	Three things I've learned, completed or achieved this marking period that make me feel proud:	Biggest challenge, difficulty or frustration in this course:	What did I need to do differently, revise or complete to be more successful?
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____
	1. 2. 3.	<input type="checkbox"/> This material is too difficult. <input type="checkbox"/> The teacher moves too fast. <input type="checkbox"/> I don't like to read. <input type="checkbox"/> I don't like to write. <input type="checkbox"/> I don't have time to do the homework. <input type="checkbox"/> I get distracted easily. <input type="checkbox"/> Other: _____	<input type="checkbox"/> Tests <input type="checkbox"/> Quizzes <input type="checkbox"/> Homework <input type="checkbox"/> Labs <input type="checkbox"/> Class Notes <input type="checkbox"/> Projects <input type="checkbox"/> I do not attend regularly. <input type="checkbox"/> I am late for class. <input type="checkbox"/> Other: _____

Based upon your end-of-marking period self-reflection, what is one course for which you will set a S.M.A.R.T. goal?

Course: _____

Use the S.M.A.R.T. Goal Worksheet to create this goal now.



MY POLITICAL SURVIVAL GUIDE

Name
Adviser
Marking Period
Date

Teachers have different expectations for their students. It is important to be aware of these different expectations in order to be successful in each class. For example, Mr. Brown expects students to put homework in the "IN" folder, while Ms. Smith has a student homework helper who collects homework each day.

This list will help you remember things that will lead to more success in each class.

	Course Title:	Course Title:	Course Title:	Course Title:
Class rule to remember				
Class rule to remember				
Homework hint				

	Course Title:	Course Title:	Course Title:	Course Title:	Course Title:
Homework hint					
How to get extra credit #1					
How to get extra credit #2					
How to get on the "good side" of this teacher					
How to get on the "good side" of this teacher					

Based on your Political Survival Guide review, what is one course in which you will set a S.M.A.R.T. goal?

Course: _____

Use the S.M.A.R.T. Goal Worksheet to create this goal now.



WORK HABITS QUESTIONNAIRE

Name _____ Date _____

Adviser _____ Marking Period _____

How much time do you spend each night on homework or school-related assignments?

Course:	Course:	Course:	Course:	Course:	Course:
Time:	Time:	Time:	Time:	Time:	Time:

In each of your courses, do you take advantage of additional help?

Course:	Course:	Course:	Course:	Course:	Course:
With whom?	With whom?	With whom?	With whom?	With whom?	With whom?
How often?	How often?	How often?	How often?	How often?	How often?

What is one course you are feeling most proud of?

What work habits helped you to be successful in this course?

- | | |
|---|---|
| <input type="checkbox"/> keeping track of and completing homework | <input type="checkbox"/> staying on task during independent work |
| <input type="checkbox"/> bringing necessary materials to class | <input type="checkbox"/> following classroom procedures and guidelines |
| <input type="checkbox"/> proofing, correcting, revising, editing, completing work | <input type="checkbox"/> following directions and asking questions when I didn't understand |
| | <input type="checkbox"/> other: _____ |

What is one course you would like to make a greater effort in?

What work habits could you strengthen in this course?

- | | |
|---|--|
| <input type="checkbox"/> handing in homework | <input type="checkbox"/> staying on task during independent work |
| <input type="checkbox"/> bringing necessary materials to class | <input type="checkbox"/> following classroom procedures and guidelines |
| <input type="checkbox"/> proofing, correcting, revising, editing, completing work | <input type="checkbox"/> following directions and asking questions when I don't understand |
| | <input type="checkbox"/> other: _____ |

What is a S.M.A.R.T. goal you can set for this course? Use the S.M.A.R.T. Goal Worksheet to create a goal for this course now.



S.M.A.R.T. GOAL WORKSHEET

EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course Science

My goal is: Study for my science unit test

Now turn it into a S.M.A.R.T. goal by answering the following questions:

- **Specific:** What is my goal in detail?
review my science notes
- **Measurable:** How much or how many times will I do this?
five nights a week
- **Action-bound:** What action will I take?
highlight my notes for important definitions, facts, concepts
- **Realistic:** How can I make this happen?
write a reminder in my assignment book each day
- **Time-bound:** When is my due date?
the science unit test on October 25th

Now you have a S.M.A.R.T. goal. Congratulations! Write it below:

I will... study for my science unit test on October 25th by reviewing my science notes and
highlighting important definitions, facts and concepts in them five nights a week. I will write
a reminder in my assignment book each day so I don't forget to do this.

And just to be sure you stay on track, answer these questions:

What obstacle or barrier might I run into?	What strategy will I use to overcome this obstacle?	Who can support me to reach this goal? How can they support me?
I'll get tired after doing my other homework and not want to review my notes.	I'll review my notes before doing my other homework.	My adviser can check my science notes to see if they are highlighted.

Goal Review: _____ Date: _____

- Did I achieve this goal? ☐ Yes, I did. ☐ No, I did not.
- Did I experience any obstacles that got in my way? ☐ Yes, I did. ☐ No, I did not.
- If yes, what I did to overcome the obstacle(s) was: _____
- If I didn't achieve my goal this time, what I can do next time to overcome the obstacle(s) is: _____

S.M.A.R.T. GOAL WORKSHEET

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Name: _____ Date: _____

Course _____

My goal is: _____

Now turn it into a S.M.A.R.T. goal by answering the following questions:

- **Specific:** What is my goal in detail?

- **Measurable:** How much or how many times will I do this?

- **Action-bound:** What action will I take?

- **Realistic:** How can I make this happen?

- **Time-bound:** When is my due date?

Now you have a S.M.A.R.T. goal. Congratulations! Write it below:

I will... _____

And just to be sure you stay on track, answer these questions:

What obstacle or barrier might I run into?	What strategy will I use to overcome this obstacle?	Who can support me to reach this goal? How can they support me?

Goal Review: _____ Date: _____

- Did I achieve this goal? ☐ Yes, I did. ☐ No, I did not.

- Did I experience any obstacles that got in my way? ☐ Yes, I did. ☐ No, I did not.

- If yes, what I did to overcome the obstacle(s) was: _____

- If I didn't achieve my goal this time, what I can do next time to overcome the obstacle(s) is:



ADVISORY GOAL 2

**To develop and maintain relationships
between and among advisees and the adviser**

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	12 th	<i>This session is intended as an orientation session for advisories in which most of the students are returning and are familiar with advisory.</i>
<p>Gathering: Food for Thought 10 MINUTES</p> <p>Activity/Topic: Returning Advisory Orientation: Jump-Starting Advisory¹ 33 MINUTES</p> <p>Closing: Signing the Group Agreements 2 MINUTES</p> <p>Materials: Chart paper titled Jump-Starting Advisory, sticky notes (two different colors — enough of each color for each student)</p> <p>Grouping: Whole group</p>		

Session Goal:

The purpose of this advisory is to reorient students to advisory, incorporate new students (as needed) and reestablish group agreements for the year.

Gathering: Food for Thought

1. After students are arranged in a circle, ask each one to state his or her name and a favorite food that has the same beginning letter as his or her first name.

NOTE: *If students can't think of a favorite food that has the same first letter as their name, allow them to name another food.*

At this point or at the end of the activity, you may want to ask students the purpose of choosing a food that has the same beginning letter as a student's first name. (It makes the name easier to remember.)

2. As each advisee introduces himself or herself, that student must repeat the names and favorite foods of those who came before.
3. Go around until every student has had a chance to speak.

¹Adapted from Carol Miller Lieber, *Getting Classroom Management RIGHT* (Massachusetts: Educators for Social Responsibility, 2009).

Activity/Topic: Returning Advisory Orientation: Jump-Starting Advisory

1. Welcome the students back to advisory. Let them know that today the group will shape what the advisory is going to look like for the rest of the year, building on the best parts from the past and creating new parts for the future. At this point, new advisers may want to introduce themselves to the group.
2. Distribute sticky notes (two different colors for each student). On one color of sticky note, ask students to write their favorite thing from a previous advisory/last year's advisory that they want to continue to do this year OR one thing they would like to add to this year's advisory to make it even better. On the second sticky note, have students write some things they bring personally to the group that will make the advisory fun and safe. Model this with your own answers.

NOTE: *If some students are new to the group, ask them to write one question they have about advisory and one thing they will bring personally to the group to make the advisory fun and safe.*

3. Ask students to share what they wrote on their sticky notes one by one and place them on the Jump-Starting Advisory chart. At this point, invite the group to clarify what advisory is for any new students and answer any of their questions.

NOTE: *The chart has only the title and the sticky notes at this point; by the end, the chart will also have the group agreements and each student's initials.*

4. Remind students that an important part of Jump-Starting Advisory is reestablishing group agreements based upon last year's experience. Also, if there are any new students, it is important to incorporate their input into this year's group agreements.
5. Solicit from a student the meaning and purpose of Group Agreements (commitments to one another that we will live by as a whole group; guidelines for how we should work together, talk to one another and treat one another).
6. Put up a few sample agreements on the Jump-Starting Advisory chart:
 - Share the talk space. Give everyone a chance to speak.
 - Let other people finish what they have to say before someone else speaks.
 - Ask questions before making assumptions about what others think/say.
7. Ask students what agreements they would like to add to the list to make advisory a place where they feel comfortable participating and where they feel they can hold one another accountable. New students can draw on positive experiences from groups they've been a part of, and returning advisees can think of what worked best from last year.

NOTE: *Help students be specific about the word "respect" since it can mean different things for different students. You may want to ask for examples of what respecting and disrespecting someone in this space might look like.*

8. After all examples are up, ask for anything students think should be added or omitted. Try to collapse redundant or similar agreements, and positively word negative agreements ("allow others to talk" instead of "do not dominate conversation"). Make sure to include any important points you feel may have been missed (i.e., confidentiality, anonymity, listening actively).
9. Ask students: "Are there any objections to the agreements as they stand now? If you still have a strong concern or objection, it's important to bring it up now, and we can address it before we move on. If there are no other objections, are these group agreements good enough for right now so that you can support them and use them during our time together? I will ask each of you to say 'Yes' or 'No.'"

Debriefing:

- Which group agreement will you be able to help your advisory keep?
- Which group agreement is challenging to you?
- Which group agreement do you commit to working hard to keep?
- What can we do to support one another in keeping the group agreements?

Explain that in addition to the adviser, it is the students' responsibility to hold one another accountable for keeping the agreements, since they were created by the group. Emphasize that if anyone, including the adviser, is not living up to the agreements, any student in the group might say, "What can we do to help you get back on track with our agreement?" You may want to ask students to suggest other language or words they can use to help each other live up to the group agreements.

Closing: Signing the Group Agreements

Ask each student to initial the group agreements as a sign of his or her commitment to uphold them.

NOTE: *You may want to rewrite the group agreements in large, clear print and post them permanently in the room. Also, it is suggested that the advisory revisit the group agreements regularly. Here are some questions you might ask:*

- What have you noticed that indicates we are keeping most of our agreements?
- Have you noticed anything that indicates we are not keeping some of our agreements?
- Which one is hardest for the group as a whole to keep? What can we do to help everyone get better at keeping this agreement?
- Is there anything at this time you want to add, delete or change?
- Would anyone like to share how these agreements have made this class a different experience for you?

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	12th	<i>This session is the first of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory.</i>
Gathering: 20 MINUTES	Entrance Procedure and Rotating Interviewer (a procedure in which students form two facing rows and ask and respond to questions; see Glossary)	
Activity/Topic: 20 MINUTES	New Advisory Orientation: What Is Advisory? (Part One of Two)	
Closing: 5 MINUTES	Popcorn (a technique in which a set amount of time is allotted for sharing ideas; see Glossary)	
Materials:	Chart paper titled Our Advisory/(Teacher's Name)'s Advisory that lists the four advisory goals (see To the Adviser, p. v), index cards (one per student) with questions for the Rotating Interviewer gathering activity (one question per student), sticky notes in two colors (enough of each for all advisees)	
Grouping:	Whole group, pairs	

Session Goal:

This session will orient students to the routines and purpose of advisory and help students begin to get to know one another.

Gathering: Entrance Procedure and Rotating Interviewer

1. Have your advisees line up outside the room. Explain to them that when they enter, they should arrange the chairs/desks in a circle. Tell students they will do this every time they enter advisory.

NOTE: *This is your first routine, which if consistently reinforced will become automatic.*

2. As each student enters the room, **meet and greet** her or him individually with a handshake, high five, etc. This is a ritual at the beginning of every advisory session that allows each student to feel known and acknowledged and builds the relationship between adviser and advisee.
3. Have everyone introduce himself or herself (including the adviser) before the activity.
4. Give each student an index card with a rotating interview question (see p. 26). Then follow the procedure for Rotating Interviewer.
5. At the end, have the students stay in their positions and introduce themselves and their partners to the group. *Example: "I'm Ashley, this is Keith and he would invite T. I. and LeBron James to dinner if he could."*
6. Afterward, ask students to move their chairs back into a circle and invite them to share something interesting they learned about others in the group.

Activity/Topic: New Advisory Orientation: What Is Advisory? (Part One of Two)

1. Tell students that since advisory will be an important part of their school experience, today's session will help them understand what they will accomplish in this space.
2. Ask students what they think about when they hear the word "advisory," or, if they have had one in the past, what they associate with the word. If they do not know the word "advisory" at all, help them break it down and see the kinds of things that might be involved with advisory, given its roots. As students respond, chart up their responses, placing correct adjectives/ideas on the left side and incorrect adjectives/ideas on the right side (with no labels).
3. After students have shared, above the left column write "Is," and above the right column, "Isn't." Tell students: "There are different forms of advisory, and in this advisory we are cultivating a specific space that is central to the mission of our school."

Unveil the chart and explain the four goals of advisory:

- Goal 1: To help advisees reflect upon and monitor their academic progress through a formal conferencing structure
 - Goal 2: To develop and maintain relationships between and among advisees and the adviser
 - Goal 3: To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life
 - Goal 4: To provide advisees with the resources and information necessary to make thoughtful decisions about the future
4. Explain your role as an adviser:
 - You will act as a group facilitator. (This is their advisory. You are going to facilitate, not "teach.")
 - You will provide one-on-one/small group conferencing (academic advising, personal conferencing, and confidential check-in).

NOTE: *Tactfully let students know that you will keep their confidences, but that if you think they are going to hurt themselves or others, it is your responsibility to get additional help.*

5. Ask students what questions they have about advisory.
6. Ask students to think about what the perfect advisory would look like now that they know what it is. Pass out sticky notes and ask students to reflect on and write out two things. (Assign each topic to a different colored sticky note.)
 - What they think they will bring personally to make their advisory strong
Examples: "I'm a good listener" or "I'm creative."
 - What they hope to get out of the advisory space
Examples: "New friends" or "Advice about school/life."
7. Have students come up and place their sticky notes on the chart, sharing one or both of the sticky notes as they go.
8. If time permits: Allow students to come up with three Rotating Interviewer questions they would like to know about **you!**

Closing: Popcorn

One thing I'm looking forward to in advisory...



ROTATING INTERVIEWER QUESTIONS



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If you could invite any two people in the world (dead or alive) to dinner, who would they be and why?

What three things would you take with you to a desert island?

What are your favorite groups/musicians?

What is the last movie you saw and liked?

Where do you see yourself in 10 years?

If you could travel anywhere in the world, where would it be? Why?

What are three words that best describe you?

What's the most exciting thing you've done?

What's the most scared you've been?

Do you believe in ghosts or aliens? Why or why not?

Do you have a secret talent or skill? What is it?

If you could snap your fingers and make one thing better in the world, what would it be?

What's your favorite thing to do on a hot day?

What is the word you use the most?

What is your favorite time of day and why?

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	12 th	<i>This session is the second of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory</i>
<hr/>		
Gathering: Name and Motion 10 MINUTES		
Activity/Topic: New Advisory Orientation: Creating a Safe Space ² (Part Two of Two) 25 MINUTES		
Closing: Tangled Web 10 MINUTES		
Materials: Chart paper from previous session entitled Our Advisory/(Teacher's Name)'s Advisory with advisory goals written up, chart paper with suggested group agreements, yarn or string		
Grouping: Whole group		

Session Goal:

The purpose of this session is to create group agreements that will make advisory a safe and supportive environment for students to share thoughts and feelings.

Gathering: Name and Motion

1. Stand at the door and **meet and greet** students individually. Remind them to make a circle.
2. Ask students to stand. One by one, go around the circle and have each student state his or her name and a favorite activity that ends in ing, and then make a sign/mime/motion that represents that particular activity.
3. Ask each student to repeat the names and motions of all the other participants, before sharing his or her own name and sign/mime/motion.

NOTE: *If your advisory is large, students can repeat the names and motions of the last five participants rather than everyone's.*

Activity/Topic: New Advisory Orientation: Creating a Safe Space (Part Two of Two)

1. Draw students' attention to the chart from the last session and ask a student to remind the group in his or her own words the purpose of advisory and some of the things the group was looking forward to at their last meeting.
2. Tell students that advisory, to be at its best, has to be a safe space. Ask students to discuss what they think a safe space is, what "safe" means and what kinds of things make a place/space safe?
3. Explain that the advisory will create Group Agreements — commitments to one another that everyone can live with as a whole group; guidelines for how everyone should work together, talk to one another and treat one another.

²Adapted from Carol Miller Lieber, *Getting Classroom Management RIGHT* (Massachusetts: Educators for Social Responsibility, 2009).

4. Show students one or two suggested group agreements you would like to offer, for example:
 - Share the talk space by giving everyone a chance to speak.
 - Let people speak without interrupting them.
 - Ask questions before making assumptions about what others think/say.
5. Ask students what agreements they would like to add to the list to make advisory a place where they feel comfortable participating and where they feel they can hold others accountable if they feel uncomfortable. Ask them: “What kind of agreements can we establish that will make this work for you and help you be your best?” Urge students to draw on positive group experiences they have had in the past.
6. After all agreements are listed, ask if there are any that need to be clarified.

NOTE: Be careful to help students be specific about the word “respect” when they bring it up. Remind students that respect can mean different things for different students, and ask for examples of what respecting and disrespecting someone in this space might look like/sound like.

7. Ask if there are any agreements students think should be added or deleted. Try to collapse redundant or similar agreements, and positively word negative agreements (“allow others to talk” versus “do not dominate conversation”). Make sure to include any important ones that have been missed (i.e., confidentiality, anonymity, listen actively).
8. Ask students: “Are there any objections to the agreements as they stand now? If you still have a strong concern or objection, it’s important to bring it up now, and we can address it before we move on.” If there are no other objections, ask: “Are these group agreements good enough for right now so that you can support them and use them during our time together? I will ask each of you to say ‘Yes’ or ‘No.’”
9. Ask students to sign the group agreements as a symbol of their commitment to upholding them.

Debriefing:

- Which group agreement will you be able to help your advisory keep?
- Which group agreement do you find challenging?
- What should the group do if they find they aren’t following the agreements?

Explain that in addition to the adviser, it is the students’ responsibility to hold one another accountable for the agreements, since they were created by the group. Emphasize that if anyone, including the adviser, is not living up to the agreements, any student in the group might say, “What can we do to help you get back on track with our agreement?” You may want to ask students to suggest other language or words students can use to help one another live up to the group agreements.

Closing: Tangled Web

1. While holding on to the end of a large ball of yarn, toss the ball to someone in the circle and complete the following prompt: One group agreement I commit to working hard at is ...
2. The advisee who gets the ball of yarn should respond to the same prompt and toss the ball to another advisee while continuing to hold the strand of yarn.
3. Continue in this way until all advisees have the opportunity to answer once.
4. Point out how the group has created a web; each person needs to hold on to his or her end of the string or yarn for the web to stay intact. Make the connection to the group agreements and how each person’s commitment to upholding the group agreements will keep the group intact.

Advisory Goal 2:**Grade:**

To develop and maintain relationships between and among advisees and the adviser

12th**Gathering:** Weather Report

5 MINUTES

Activity/Topic: Student Voice and Choice Protocol

35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)

5 MINUTES

Materials: Sticky notes (two per student), scrap paper, pens, list of words written on board for closing, Possible Hot Topics for Teens (for adviser's use)**Grouping:** Whole group, small groups**Session Goal:**

Students will generate topics they would like to discuss in advisory on a regular basis as well as engage in a discussion on one of the determined topics.

Gathering: Weather Report

1. Think about your mood today.
2. What weather condition are you?

NOTE: *The first time you do this gathering, you might want to have your advisory brainstorm all the different types of weather conditions they can think of and then have them select from the list. Since this gathering can be repeated throughout the year, you may want to keep the brainstormed list on your advisory bulletin board/wall. Students may choose to share the reasons behind their weather condition or simply name it to acknowledge how they are feeling.*

Activity/Topic: Student Voice and Choice Protocol

1. Explain that the purpose of today's session is to engage in a discussion on a student-generated topic.
2. Give each student two sticky notes. Ask students to think about "hot topics" that they would like to talk about in advisory: stuff that makes them mad, sad or curious; stuff that's unfair; stuff they wonder about, etc. Invite them to write two topics on two separate sticky notes. See the "Possible Hot Topics for Teens" sheet, for suggestions.
3. Ask each student to put his or her sticky notes on the board.
4. Read the topics aloud and put repeats on top of one another. Invite the group to help you cluster together any related topics. *Examples: friendships, school, the future, etc.*

5. Invite the group to select/vote for one of the topics to discuss in today's class.
6. Before beginning the discussion, draw students' attention to the group agreements and ask them to be mindful of these as they engage in the discussion. You might want to offer any additional guidelines that may be useful. Here are some suggestions:
 - We listen to all voices.
 - We consider everyone's point of view.
 - We disagree respectfully. (I see this differently...)
 - We question with the desire to understand each other.

Ask students if they have any additional suggestions for creating an environment where people feel comfortable and encouraged to speak.

7. Ask each student to create a discussion question on the selected topic and write it down on a piece of scrap paper. Explain that an effective discussion question generates a lot of different responses and requires more than a one-word answer. *Examples: What is your idea of a perfect friend? What will be the best thing about leaving home and what will be the scariest thing?* Continue to model by creating a discussion question on the topic students selected. See the "Possible Hot Topics for Teens" sheet, for sample questions.
8. Ask students to read aloud their questions and select one to begin the discussion. You may want to use one of the following options to encourage all students to speak before opening up the conversation:
 - Option A: Ask each student to turn to a partner and share his or her response to the question for 1-2 minutes.
 - Option B: Do one go-round (see Glossary) where everyone who wants to respond gets to speak before opening up the discussion.
9. Open up the discussion to the larger group. Keep the conversation flowing as needed by modeling active listening, paraphrasing, asking for more comments on specific ideas or subtopics, and posing follow-up questions.
10. If the group struggles to listen to one another, stop the discussion and draw their attention to the agreements/guidelines. Ask for three observations that help describe what's not working. Then ask for three suggestions that will help the group follow the agreements/guidelines more closely.

Debriefing:

- What worked best for you today?
- What indicates that we lived up to our Group Agreements? Did we get off track with any of our agreements? How might we get back on track next time?
- What suggestions do you have for the next Student Voice and Choice session?

Closing: Popcorn

Show students a list of possible words to choose from written on the board (see "Words to Describe My Experience in Advisory Today") and ask them to finish the following prompt:

One word to describe my experience in advisory today is...

NOTE: You may want to keep the sticky notes with additional topics for use in future Student Voice and Choice sessions or generate new topics each time the protocol is used.



WORDS TO DESCRIBE MY EXPERIENCE IN ADVISORY TODAY



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Fun	Frustrating
Boring	Surprising
Interesting	Great
Stressful	Friendly
Challenging	Cared for
Hopeful	Confusing
Awkward	Happy
Funny	Embarrassed
Tense	Playful
Caring	Silly

POSSIBLE HOT TOPICS FOR TEENS

Create ground rules for these discussions. Here are some to consider:

- We listen to all voices.
- We consider everyone's point of view.
- We disagree respectfully. (I see this differently...)
- We question with the desire to understand each other.

Hot Topic Questions:

Family

- What kind of support do you need from your family to do well in school?
- How do you think you would raise kids differently than your parents?
- Should parents allow their kids to have alcohol?
- What will be the best thing about leaving home and what will be the scariest thing?
- Which memories of family life do you want to remember? Which ones would you like to forget?
- How is your personality like your mother's, father's, grandfather's or grandmother's?

Friends

- What steps might you take to support a friend to stop drinking or doing drugs?
- What's your idea of a perfect friend?
- What are the most important qualities in friends?
- How do you choose your friends?
- What are some qualities you want in a friend?
- Who of your friends would be the most likely to survive in the wilderness for five days? Why?

School

- What's not being taught in school that you think should be?
- What's the most difficult thing about high school?
- Which of your teachers has had the greatest impact on you?
- So far, what has been your most favorite year in school?
- What is one of your biggest peeves in school?

Relationships

- Who has the greatest impact on the direction of your life?
- Who is one of the funniest persons you know? How does humor help us?
- What do you most admire about one of your family members, friends or teachers?
- Who is a successful person in your life today? What makes them successful?

Future

- Which high school subject will most benefit you in the future?
- Where would you like to live after you leave home?
- What would you like to be doing in 10 years?
- What might you love to study in the future?
- What would you study if you could have a full scholarship to study anywhere?
- If you could attend school in another country, where would you choose to go?
- If given the choice, would you like to live forever?

All About Me

- What three words would you use to describe yourself?
- What are some of your strengths?
- Which personality trait has gotten you into the most trouble?
- What's your biggest worry?
- What's your proudest accomplishment?
- If you could rename yourself, what name would you choose?
- What is one of your most favorite memories from your early childhood?
- What's one nice/kind thing you have done for someone in the last week?
How did it feel to do this?
- What's the biggest obstacle in your life so far?
- What is one of your most treasured objects from your early childhood?
- If you could celebrate your birthday in any way you desired, what would you do?
- What do you feel passionate enough about to protest?
- What's your perfect pizza?
- What's your favorite ethnic food?
- What view would you love to have from your bedroom window?
- If you could only go on three websites for the next month, which would you choose and why?
- What are some healthy habits that you have? What's a habit you would like to give up?
- Which political issue do you care about most?
- What are some ways for you to relieve stress?
- What are some of the benefits of volunteering?
- If you were to do some volunteer work, what would you choose?
- What's the best and worst advice you've ever received?
- What is a song that gets stuck in your head? Why?
- If you could go back in time, which year would you visit? Why?
- If you could spend the weekend in any city which would you choose?
- What's the most significant lesson you've learned in life so far?

Miscellaneous

- What does it mean to be a spiritual person?
- What are some ways a woman president might be different than a man?
- What are the positives and negatives of being competitive?
- What might be some of the best things about being an adult?
- What might be some of the most challenging?
- Do you have a good luck charm? If yes, what is it?
- What secret super power would you like to have?
- How do you think your generation is different from previous generations?
- What global problem do you care most about?
- What are some actions that lead to happiness?

Advisory Goal 2:

Grade:

To develop and maintain relationships between and among advisees and the adviser

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary) or Temperature Check (a quick way to elicit individual responses from all students, see Glossary)
5-10 MINUTES

Activity/Topic: Letters of Encouragement
25-30 MINUTES

Closing: Letter Reading
5-10 MINUTES

Materials: Loose-leaf paper, pens, envelopes on which each student's name appears (one per student), Letters of Encouragement Writing Prompts (one per student)

Grouping: Whole group, individual

Session Goal:

This session will provide an opportunity for students to offer encouragement and support to one another.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or Temperature Check

On a scale of 1 to 10 (1 being very hard and 10 being very easy), how easy is it for you to tell people what you appreciate about them?

NOTE: The Go-Round is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the Temperature Check or another alternative gathering.

Activity/Topic: Letters of Encouragement

1. Acknowledge that this past semester has been filled with a lot of challenges and stress. Remind students that this process is not over yet, but today is an opportunity to pause and congratulate one another on how far they've gotten, express appreciation for what each person brings to the advisory, and encourage one another to keep up the good work.
2. Read the story of Mark Eklund aloud to the advisory and ask the following questions:
 - a. Why do you think the students kept the sheets for so many years?
 - b. What does that action tell you about the importance to them of their peers' opinions?

3. Explain to students that they will each write a letter of encouragement that will be given to a classmate. Students should reflect upon the things about that peer that they appreciate, like or respect. Distribute the Letters of Encouragement Writing Prompts, and have volunteers read it aloud.
4. Have each student choose an envelope that has a student's name on it. (Turn the envelopes upside down so that the students cannot see whom they are choosing.) Each student should spend the remainder of the period completing his or her letter. At the end each student should place the completed letter in the envelope, seal it and give it to the adviser.

NOTE: *It is up to each student whether or not to sign his or her name to the letter.*

Debriefing:

- How does it feel to say positive things about someone else?
- Why might it be important to do this?
- When might it be important to remember the positive things people have said about you?

Closing: Letter Reading

Give the letters to the addressed students, and allow them to read them. If time permits, invite each student to read aloud to the group a favorite sentence from his or her letter.



WRITING PROMPTS

When writing a letter of encouragement, consider including your responses to some of the following prompts:

What is...

- Something you've noticed this person has done or said that was kind, funny, sensitive, smart, etc.
- Something positive you can always count on this person to do
- Something this person has taught you
- A quality you admire in this person
- A special memory you have of this person
- Something that makes this person unique
- One way the advisory wouldn't be the same if this person weren't a part of the group
- An academic, extracurricular or personal accomplishment of this person
- A challenge this person has faced and overcome
- A special talent this person has
- One thing you want this person to remember about himself or herself when he or she is having a tough time

He was in the first third-grade class I taught at Saint Mary's School in Morris, Minn. All 34 of my students were dear to me, but Mark Eklund was one in a million. Very neat in appearance, but had that happy-to-be-alive attitude that made even his occasional mischievousness delightful.

Mark talked incessantly. I had to remind him again and again that talking without permission was not acceptable. What impressed me so much, though, was his sincere response every time I had to correct him for misbehaving — "Thank you for correcting me, Sister!" I didn't know what to make of it at first, but before long I became accustomed to hearing it many times a day.

One morning my patience was growing thin when Mark talked once too often, and then I made a novice teacher's mistake. I looked at Mark and said, "If you say one more word, I am going to tape your mouth shut!" It wasn't ten seconds later when Chuck blurted out, "Mark is talking again." I hadn't asked any of the students to help me watch Mark, but since I had stated the punishment in front of the class, I had to act on it. I remember the scene as if it had occurred this morning. I walked to my desk, very deliberately opened my drawer and took out a roll of masking tape. Without saying a word, I proceeded to Mark's desk, tore off two pieces of tape and made a big X with them over his mouth. I then returned to the front of the room. As I glanced at Mark to see how he was doing, he winked at me. That did it! I started laughing. The class cheered as I walked back to Mark's desk, removed the tape, and shrugged my shoulders. His first words were, "Thank you for correcting me, Sister."

At the end of the year, I was asked to teach junior-high math. The years flew by, and before I knew it Mark was in my classroom again. He was more handsome than ever and just as polite. Since he had to listen carefully to my instruction in the "new math," he did not talk as much in ninth grade as he had in third. One Friday, things just didn't feel right. We had worked hard on a new concept all week, and I sensed that the students were frowning, frustrated with themselves and edgy with one another. I had to stop this crankiness before it got out of hand. So I asked them to list the names of the other students in the room on two sheets of paper, leaving a space between each name. Then I told them to think of the nicest thing they could say about each of their classmates and write it down. It took the remainder of the class period to finish their assignment, and as the students left the room, each one handed me the papers. Charlie smiled. Mark said, "Thank you for teaching me, Sister. Have a good weekend." That Saturday, I wrote down the name of each student on a separate sheet of paper, and I listed what everyone else had said about that individual.

On Monday I gave each student his or her list. Before long, the entire class was smiling. "Really?" I heard whispered, "I never knew that meant anything to anyone!" I didn't know others liked me so much." No one ever mentioned those papers in class again. I never knew if they discussed them after class or with their parents, but it didn't matter. The exercise had accomplished its purpose. The students were happy with themselves and one another again.

That group of students moved on. Several years later, after I returned from vacation, my parents met me at the airport. As we were driving home, Mother asked me the usual questions about the trip, the weather, my experiences in general. There was a lull in the conversation. Mother gave Dad a sideways glance and simply said, "Dad?" My father cleared his throat as he usually did before something important. "The Eklunds called last night," he began "Really?" I said, "I haven't heard from them in years. I wonder how Mark is." Dad responded quietly. "Mark was killed in Vietnam," he said. "The funeral is tomorrow, and his parents would like it if you could attend." To this day I can still point to the exact spot on I-494 where Dad told me about Mark.

³Adapted from "All the Good Things" by Sister Helen Mrsola, Proteus, Spring 1991 (appears at <http://www.truthorfiction.com/rumors/m/markeklund.htm>)

I had never seen a serviceman in a military coffin before. Mark looked so handsome, so mature. All I could think at that moment was, "Mark, I would give all the masking tape in the world if only you would talk to me." The church was packed with Mark's friends; Chuck's sister sang "The Battle Hymn of the Republic." Why did it have to rain on the day of the funeral? It was difficult enough at the graveside. The pastor said the usual prayers, and the bugler played taps. One by one those who loved Mark took a last walk by the coffin and sprinkled it with holy water. I was the last one to bless the coffin. As I stood there, one of the soldiers who acted as pallbearer came up to me. "Were you Mark's math teacher?" he asked. I nodded as I continued to stare at the coffin. "Mark talked about you a lot," he said.

After the funeral, most of Mark's former classmates headed to Chuck's farmhouse for lunch. Mark's mother and father were there, obviously waiting for me. "We want to show you something, his father said, taking a wallet out of his pocket." They found this on Mark when he was killed. We thought you might recognize it." Opening the billfold, he carefully removed two worn pieces of notebook paper that had obviously been taped, folded and refolded many times. I knew without looking that the papers were the ones on which I had listed all the good things each of Mark's classmates had said about him. "Thank you so much for doing that," Mark's mother said. "As you can see, Mark treasured it." Mark's classmates started to gather around us. Charlie smiled rather sheepishly and said, "I still have my list. I keep it in the top drawer of my desk at home." Chuck's wife said, "Chuck asked me to put his in our wedding album." "I have mine too," Marilyn said. "It's in my diary." Then Vicki, another classmate, reached into her pocketbook, took out her wallet and showed her worn and frazzled list to the group. I carry this with me at all times," Vicki said without batting an eyelash. "I think we all saved our lists."

That's when I finally sat down and cried. I cried for Mark and for all his friends who would never see him again.

Advisory Goal 2:**Grade:**

To develop and maintain relationships between and among advisees and the adviser

12th

Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)
5 MINUTES

Activity/Topic: Team Building: Hot Topics
35 MINUTES

Closing: Temperature Check (a quick way to elicit individual responses from all students; see Glossary)
5 MINUTES

Materials: Hot Topics written on nine separate index cards (see Activity/Topic #3), paper and pencils (one per student)

Grouping: Whole group, triads, pairs

Session Goal:

This session promotes group cohesiveness and consensus building while providing an opportunity for students to have some fun. The session will also give the adviser insight into the depth of students' knowledge about college-related topics.

Gathering: Whip
Sometimes I daydream about ...

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Team Building: Hot Topics

1. Explain to students that today's team-building session will promote group cohesiveness and provide an opportunity to have some fun together.
2. Divide your advisory into triads or pairs.
3. Have one person from each group choose an index card with a hot topic written on it. Hot topics include:
 - Getting a Job
 - Turning 21
 - Street Smarts
 - Favorite TV Shows
 - Paying for College
 - Living with a Roommate
 - Moving out of Parents' House
 - College Courses
 - Hottest Hip-Hop Artists
 - Other (Adviser/advisees provide)

4. Distribute one piece of paper and a pencil to each group.
5. Ask one person from each group to be the recorder. Tell the groups they are to write down as many things as they can think of about their topic. Give the groups up to 5 minutes, but watch the energy level. If it starts to run low, give a 1-minute warning.
6. After time is up, tell the groups they have 2 to 3 minutes to reach consensus on the top three most important items on their list.
7. When time is up, ask one person from each group to share by answering the following:
 - What topic did you have?
 - How many items did you list?
 - What were your top three picks? Why did you choose these?
8. Encourage other groups to ask follow-up questions or respond, as time allows.
9. Give all the triads or pairs the same topic: "What are the best things about being a teenager?" Give students up to 5 minutes to develop a list and another 2 minutes to agree on the top three best things.
10. Ask each group to share with the advisory and explain their rationale for their top three.

Debriefing:

- What challenges did your group face in reaching consensus? What behaviors helped your group meet these challenges? What behaviors, if any, hindered your group from meeting these challenges?
- What are the advantages of brainstorming? How do you or how can you use this strategy in your academic classes?

Closing: Temperature Check

On a scale of 1 to 10 (1 = not at all, 10 = very much), how much did you enjoy this activity?

Advisory Goal 2:**Grade:**

To develop and maintain relationships between and among advisees and the adviser

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Activity/Topic: Team Building: High-Risk, Low-Risk — College Edition⁴
30 MINUTES

Closing: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)
5 MINUTES

Materials: High-Risk, Low-Risk cards (cut apart)

Grouping: Whole group

Session Goal:

This session will promote group cohesion through a risk-taking activity. It will also raise students' awareness about issues they will face while attending college.

Gathering: Go-Round

1. Have advisees think of something they have done that they suspect no one else in the advisory group has done. Emphasize that this should be something they are comfortable sharing with the group. Give them a moment to think about it. Encourage students to have a back-up answer in case someone in the advisory has done the same thing. Model with your own response first.
2. Ask each advisee to share. If someone else has done an activity, the advisee must state something else until he or she finds something that no one else has done.

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Team Building: High-Risk, Low-Risk — College Edition

1. Explain to the group that today they will share their responses to a variety of questions related to going to college. Emphasize that the primary purpose of the activity is to promote group cohesion as students share their answers and practice supporting one another.
2. Tell students: "In this activity, anyone who wants to volunteer can choose to take a risk. There are low-risk and high-risk cards. If, after drawing a card and reading it, you don't wish to answer the question, you can choose another card. If you still don't wish to take that risk, you can choose to pass."

⁴Adapted from Laurie S. Frank, *Journey Toward the Caring Classroom* (Oklahoma: Wood 'N' Barnes Publishing, 2004).

3. Remind students that the audience's task is to be supportive. Ask them how this behavior might look and sound.
4. Ask for a volunteer to choose one of the decks of cards and then select a card and read it. If she or he chooses to answer, ask the student to share the response with the rest of the class. Otherwise, she or he can choose another card.
5. Continue by asking volunteers to choose cards and answer questions.

Debriefing:

- What was it like to do this activity? How would it have been different if you were forced to do it?
- In what ways did the group support one another?
- How can you be more thoughtful about taking risks?

Closing: Whip

One thing I realized as a result of today's activity ...

LOW-RISK CARDS

<p>Name two classes you are looking forward to taking in college.</p> <p>Low-Risk</p>	<p>Describe the perfect roommate.</p> <p>Low-Risk</p>
<p>Share the name of a college you would like to attend. Convince others this is a good fit for you.</p> <p>Low-Risk</p>	<p>Share the name of a college your parents would like you to attend.</p> <p>Low-Risk</p>
<p>Would you prefer to live in a dorm or to live at home in college? Why?</p> <p>Low-Risk</p>	<p>What's one thing you are NOT looking forward to about college?</p> <p>Low-Risk</p>
<p>Will you enroll in early morning classes or afternoon classes? Why?</p> <p>Low-Risk</p>	<p>State your intended major.</p> <p>Low-Risk</p>
<p>Would you accept FREE tuition at a college you really didn't want to attend?</p> <p>Low-Risk</p>	<p>Would you do an internship related to your major even if the internship didn't pay?</p> <p>Low-Risk</p>
<p>Describe an activity you would like to participate in at college.</p> <p>Low-Risk</p>	<p>Describe an activity you would NOT like to participate in at college.</p> <p>Low-Risk</p>

HIGH-RISK CARDS

<p>Will it bother you if you gain the “Freshman 15” (pounds!) in college?</p> <p>High-Risk</p>	<p>How will you handle peer pressure to drink alcohol or engage in other high-risk behaviors in college?</p> <p>High-Risk</p>
<p>Your mom calls you and tells you that you need to leave college and come home because she lost her job. What would you do?</p> <p>High-Risk</p>	<p>You do not like the way your freshman math professor explains the material. You’ve been in class a week and have one more week to change to another section of the course. Would you?</p> <p>High-Risk</p>
<p>You notice that a friend has become very antisocial, is sleeping a lot and not going to class. What do you do?</p> <p>High-Risk</p>	<p>Your roommate’s “significant other” is spending every night in your dorm room. How would you handle this?</p> <p>High-Risk</p>
<p>Imagine that you and your roommate can’t stand each other. How will you deal with it?</p> <p>High-Risk</p>	<p>It is very easy to get a credit card in college. Will you open a credit card account?</p> <p>High-Risk</p>
<p>You’re not doing well in your freshman history class. Will you go to your professor during office hours and ask for help?</p> <p>High-Risk</p>	<p>What is one way you think things might change with your family as a result of your going to college?</p> <p>High-Risk</p>
<p>Name one thing about college that makes you nervous.</p> <p>High-Risk</p>	<p>What is one way you hope to change by going to college?</p> <p>High-Risk</p>

Advisory Goal 2:	Grade:	NOTE
<p>To develop and maintain relationships between and among advisees and the adviser</p>	<p>12th</p>	
<p>Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES</p> <p>Activity/Topic: Team Building: College Door (Part One of Three) 35 MINUTES</p> <p>Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary) 5 MINUTES</p> <p>Materials: Access to at least one computer and an LCD projector, College Door Research Worksheet (one per student)</p> <p>Grouping: Whole group, pairs, triads</p>		<p><i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i></p>

Session Goal:

This session will serve as a team-building exercise as students research a college in preparation for making a college door.

Gathering: Whip

One thing I think of when I think of college is...

NOTE: *This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.*

Activity/Topic: Team Building: College Door (Part One of Three)

1. Explain to students that over the next three weeks each advisory will research a different college and design and decorate a door with information and visuals about that college. If this project is being done school-wide and will culminate in a series of workshops on college and/or a contest, explain this as well. Emphasize that while students will broaden their “college knowledge” through this activity, the primary purpose is to foster team building as students work together to create the door.

NOTE: *If two advisories share the same room, it is recommended that one of the groups display their college “door” in the adjacent hallway or in another location.*

2. Tell students the name of the college the advisory will research for the College Door project. Explain that this college was randomly selected.

3. Divide students into pairs or triads and distribute the College Door Research Sheet. Assign or ask students to choose ONE topic on the sheet that they will take notes on as you either project the college's website or they work at separate stations taking notes. Emphasize that the hand-out contains suggested questions; students need not feel limited by these. Encourage them to take down any information they consider important or interesting.
4. After 15 or 20 minutes, bring the group back together and ask each pair/triad to share one thing they found out about the college/university.

Debriefing:

- What was it like to do research on this college?
- What was the most important/interesting thing you learned about ____ College/University?
- Were there any surprises?

Closing: Popcorn

One thing I'd like to find out more about _____ College/University is ...

NOTE: *It is suggested you collect the College Door Research Sheets so students can refer to them when they design/decorate their door in the coming weeks.*



Name _____ College _____

TOPIC	NOTES
1. Admission Criteria <ul style="list-style-type: none">• What is the average GPA (grade point average) of students accepted to this college?• What is the average SAT® score?• What is the average class rank?	
2. Academics <ul style="list-style-type: none">• Are there required courses (a core curriculum) that all students must take? If yes, what are three of these courses?• What are three majors (subjects that you can specialize in) that this school offers?	
3. Location <ul style="list-style-type: none">• How far is the college from your hometown?• Where is the college located? (In an urban area? Suburban? Rural?)	
4. Athletics <ul style="list-style-type: none">• What are the college's colors?• What is the mascot?• What sports teams does the college have?• To what division does the college belong?	
5. Extracurricular Activities <ul style="list-style-type: none">• What clubs are there on campus?• What sororities or fraternities, if any, are on campus?	

TOPIC	NOTES
6. Student Body <ul style="list-style-type: none"> • How many undergraduate students (students getting a four-year bachelor's degree) are there? What is the average class size? • What is the racial/ethnic makeup of the student body? • What percentage of the student body is male? Female? • How many students receive financial aid? 	
7. Housing Options <ul style="list-style-type: none"> • What housing options are available? • Who is eligible for on-campus housing? • What types of dorms are available? Single rooms? Shared rooms? Suites? • What percentage of students live on campus? 	
8. Supports <ul style="list-style-type: none"> • What academic support is available? • What internships are available? • What career counseling services are available? 	
Other:	

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	12 th	<i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i>
Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part Two of Three) 35 MINUTES		
Closing: Clean Up 5 MINUTES		
Materials: College Door Research Sheet from previous session, tape, construction paper, butcher paper, markers, access to one computer and printer (suggested)		
Grouping: Whole group, pairs		

Session Goal:

This session will serve as a team-building exercise as students design and create their college door.

Gathering: Whip

Distribute the College Door Research Sheet from the previous session and ask students to complete the following statement:

One thing I found out about _____ College/University in the last session was ...

NOTE: *If a student was not at the previous session, ask that student to name something he or she would like to find out about the college/university.*

NOTE: *This is a **suggested** gathering. You may want to substitute a gathering you do routinely in your advisory.*

Activity/Topic: Team Building: College Door (Part Two of Three)

1. If there is a schoolwide competition to select the most informative and creative door, remind students of this at this point. Review information they learned about the college and decide as a group which pieces of information are the most important to include on the door.
2. Brainstorm with students about how they would like to decorate the door. If there are one or two students who are visual artists, you might ask them to help the group think about how best to present the information visually in order to capture your audience's attention (considering colors, placement of information, use of visuals, symbols, size of print, etc.). These students can then oversee the preparation of the door.

3. Ask each pair/triad to take responsibility for decorating the door with the information they researched in the earlier session (writing up information, drawing symbols, printing out visuals if there is computer/ printer access, etc.).
4. Circulate and help students as needed.
5. After 25 minutes, ask students to come together to debrief the activity.

Debriefing:

- What did we accomplish?
- What still needs to be done?
- What behaviors helped the advisory accomplish the task?
- What behaviors, if any, hindered your group/the advisory from accomplishing the task?
- What do you want to keep in mind for next time as we finish the project?

Closing: Clean Up

Ask students to clean up and put all supplies away.

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	12th	<i>This session should be done schoolwide at the same time and culminate in a series of workshops on college and/or a competition for the most informative and creative door.</i>
Gathering: 5 MINUTES Temperature Check (a quick way to elicit individual responses from all students; see Glossary)		
Activity/Topic: 35 MINUTES Team Building: College Door (Part Three of Three)		
Closing: 5 MINUTES Gallery Walk (an activity in which students walk around the classroom to view work displayed by other students; see Glossary)		
Materials: Tape, construction paper, scissors, markers, butcher paper		
Grouping: Whole group, individual		

Session Goal:

This session will serve as a team-building exercise as students finish creating their college door. In addition, the gallery walk will provide an opportunity for students to learn about a variety of colleges.

Gathering: Temperature Check

On a scale of 1–10, how effectively has the advisory worked together on the College Door? (10 = very effectively and 1 = not effectively at all)

NOTE: *This is a **suggested** gathering. You may want to substitute a gathering you do routinely in your advisory.*

Activity/Topic: Team Building: College Door (Part Three of Three)

1. Explain to students that they will have 20–25 minutes to finish decorating their door. Ask them if there is anything they can do to make sure they work together effectively.
2. As students work independently, remind them of the remaining time in 5-minute intervals.
3. When students are done decorating the door, explain that they will go on a gallery walk to see the other advisories' doors. Emphasize that the purpose of the gallery walk is for them to learn about the schools that the other advisories selected. As a result, encourage them to ask questions of the advisory representative who will be at the door.
4. Ask for a volunteer who is willing to stay behind during the gallery walk and answer questions that visitors may have about the college.

Closing: Gallery Walk

Accompany students as they visit the other advisories' doors.

NOTE: *If advisories are far apart from one another, you may want to choose one wing of classrooms to visit on your walk. At the end of the gallery walk or at the beginning of the next session, ask students to share one thing they learned about another school during the activity.*

Advisory Goal 2:**Grade:**

To develop and maintain relationships between and among advisees and the adviser

12th

Gathering: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Activity/Topic: Good-bye/Hello: End-of-Year Farewell
35 MINUTES

Closing: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5 MINUTES

Materials: T-shirt drawings with GOOD-BYE and HELLO copied back-to-back onto two large pieces of chart paper (three to four copies, depending on the size of your advisory — see attached models), markers

Grouping: Whole group, small groups

Session Goal:

This session will provide an opportunity for students to reflect on things, people and experiences they will be “saying good-bye” to upon graduation, as well as things they look forward to “saying hello” to next September.

Gathering: Popcorn

What will you remember most about your high school years?

Activity/Topic: Good-bye/Hello: End-of-Year Farewell

1. Explain that the purpose of today’s session is to provide an opportunity for students to reflect on experiences they will be saying GOOD-BYE to upon graduation (if your advisory has been together for several years, emphasize saying “good-bye” to the advisory experience in particular), as well as things they look forward to saying HELLO to in September.
2. Divide students into three or four small groups, depending upon the size of your advisory. Give each group a copy of the T-shirt drawing with GOOD-BYE on one side and HELLO on the other.
3. Invite each group to develop a list of things they will be saying good-bye to. Model one or two things you might list. Distribute markers to each group, and encourage students to use words, pictures or anything else they choose to symbolize their good-byes. Encourage students to be creative as they decorate the T-shirt.
4. When the groups have completed the GOOD-BYE side, ask them to turn the paper over and begin the HELLO side. Ask students to think about their hopes, fears, expectations and unknowns that they will be saying HELLO to next year. Model with one or two things that you might list.
5. Ask each group to share their T-shirt drawings with the rest of the advisory.

Debriefing:

- What was it like to do this activity?
- What did you learn about yourself? What did you learn about the group?
- What is one thing you look forward to most next year?

Closing: Go-Round

As I began this activity, I felt ... Now I feel ...

GOOD-BYE SHIRT







ADVISORY GOAL 3

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5 MINUTES

Activity/Topic: College Planning Task List⁵
37 MINUTES

Closing: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)
3 MINUTES

Materials: College Planning Task List (one per student), College Application Timeline (one per student)

Grouping: Whole group, pair, individual

Session Goal:

The purpose of this session is to support students in keeping track of their fall semester college preparation responsibilities.

Gathering: Go-Round

Name an opportunity that you missed because you did not meet a deadline or an opportunity you got because you met a deadline.

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: College Planning Task List

1. Encourage students to think about the need to plan backwards and understand deadlines by posing the following scenario:
"You want to get a job for the first time. What steps do you have to take in order to get that job?" *Examples: get application, complete application, get a physical, get parent signature, return to counselor/drop off.* Ask: "Can you skip any of the steps in the sequence? What happens if you miss one or are late completing any of the steps?"
2. Tell students: "Larger goals or tasks that need to be completed often have many smaller steps that must be done on time to effectively meet a goal. Planning ahead, identifying deadlines and sticking to them can help you immensely in reaching a goal or completing a task. As seniors, it is time to start thinking about how you will get through the college application process. In this session, you will design a task list to make sure you meet all deadlines."

⁵Adapted from The College Board. *Get It Together for College* (New York: College Board Publications, 2008), pp. 107 and 116–117.

3. Give an example of one thing that needs to be completed this year (*Examples: college application recommendation letters*). Elicit and write on the board what steps might have to be taken to get that done (*Examples: identify which colleges require recommendations, create a list of teachers you think would write good recommendations, ask them well in advance, provide lists of qualifications, follow up and submit to counselor or directly to college*). Help students understand the importance of planning backwards by asking them the following question: "If October is the suggested deadline for asking teachers to write recommendations, when would you need to identify which colleges require recommendations?"
4. Explain that this example demonstrates the importance of setting deadlines for steps associated with the college application process, which is what they are invited to do today.
5. Pass out copies of the College Planning Task List and College Application Timeline to each student. Tell students: "You should use the timeline and the given deadlines to fill in your task list. I will be checking in with each of you weekly this semester during the advisory gathering to ensure that you stay on track to complete all of the relevant tasks. You should fill in deadlines for recommendations and college essays even if you are not sure whether the schools you are applying to will require these. Remember, it is always better to be prepared."
6. If there are tasks students can't fill in answers for now (*Example: finalized list of colleges*), tell students to leave these blank and to fill them in after they meet with their counselor.
7. Circulate, and help students fill in their task lists.

Debriefing:

- How are you feeling about the tasks that must be completed this fall?
- Which items on the task list will be easiest for you to complete?
- Which items on the task list were the hardest to set deadlines for?
- How can you ensure that you follow through on all of these items?
- What people (at school or home) can support you in keeping up with your task list?

Closing: Whip

The first item on the list that I will work on this week is ...

NOTE: You should collect the task lists, make a copy for your own reference during future gatherings and return the originals to students in your next session.

COLLEGE PLANNING TASK LIST

Directions: Complete the tasks below to build your College Plan. Set deadlines for the tasks to ensure you stay on-track to meeting college application deadlines. When you finish a task, mark it complete so you can celebrate your accomplishments along the way.

MY COLLEGE LIST

REFLECTION: What are my “reach,” “match” and “safety” schools?⁶

- **REACH:** I think this college may be more of a challenge to get into, but getting in is realistic enough to be worth the effort of applying even if it isn’t a sure thing. I should apply to one or two reach colleges.
- **MATCH:** I think I have a good chance of getting into this college and it is a good fit for me overall. I should apply to two to four match colleges.
- **SAFETY:** I feel I have a very good chance of getting into this college and I would be happy to attend. I think that I can afford to attend, too. I should apply to one or two safety colleges.

Task 1

Deadline: _____ **Complete:** _____

List colleges you would like to consider below. Circle the descriptors next to each college name you list to help you remember the type of college (public or private, 2-year or 4-year) and how it fits into your application strategy (reach, match or safety).

Colleges I want to attend:

1. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
2. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
3. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
4. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
5. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
6. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
7. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety
8. _____	Public	Private	2-Year	4-Year	Reach	Match	Safety

⁶Adapted from <https://bigfuture.collegeboard.org/get-in/applying-101/how-to-finalize-your-college-list-admissions-college-application>. Last accessed August 2012.

Task 2**Deadline:** _____ **Complete:** _____

Make an appointment with my School Counselor to finalize a list of colleges. *This is up to you, not your adviser!* Bring the list you created in Task 1 with you to use as a starting point for the conversation with your School Counselor.

MY TEST PREPARATION

- REFLECTION:**
- What month will I take the SAT®?
 - Am I enrolled in AP® classes?
 - Do I need to find help for SAT prep?
 - Am I applying to schools that require SAT Subject Tests™?

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Task 3**Deadline:** _____ **Complete:** _____

Register for the SAT.

Task 4**Deadline:** _____ **Complete:** _____

Identify which colleges require SAT Subject Tests. Refer to the list of colleges I finalized with my School Counselor in Task 2. If we have not yet finalized my list of colleges, I'll refer to the list of colleges I created in Task 1.

Which colleges require SAT Subject Tests?

Which SAT Subject Tests am I taking?

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

4. _____

4. _____

5. _____

5. _____

Task 5**Deadline:** _____ **Complete:** _____

Register for the SAT Subject Tests identified in Task 4.

Task 6**Deadline:** _____**Complete:** _____

Begin preparing for the SAT.

1. When will I prepare? How frequently?

2. How will I prepare? What resources or materials will I use?

Task 7**Deadline:** _____**Complete:** _____

Take the SAT.

Task 8**Deadline:** _____**Complete:** _____

Take the SAT Subject Tests.

Task 9**Deadline:** _____**Complete:** _____

Create a study plan for my AP Exams.

1. Which AP subjects am I taking?

2. When will I prepare? How frequently?

3. How will I prepare? What resources or materials will I use?

- REFLECTION:**
- Are any of the schools I'm applying to Early Decision/Early Action schools?
 - What colleges require letters of recommendation?
 - Who am I going to ask to write my letters of recommendation?
 - What colleges require application essays?
 - Who will review my college essays?

Task 10**Deadline:** _____ **Complete:** _____

Using my list of colleges finalized in Task 2, identify Early Decision/Early Action schools and which colleges require letters of recommendation. Write the college names below, circle if I will be applying for Early Decision/Early Action and indicate how many letters of recommendation are required with your application.

My College List:	Early Decision/ Early Action?		How many letters of recommendation are needed?
1. _____	Yes	No	_____
2. _____	Yes	No	_____
3. _____	Yes	No	_____
4. _____	Yes	No	_____
5. _____	Yes	No	_____
6. _____	Yes	No	_____
7. _____	Yes	No	_____

Task 11**Deadline:** _____ **Complete:** _____

Ask for letters of recommendation. List the teachers, coaches, and employers you have asked for recommendations:

Adults I've asked to write letters of recommendation:

1. _____
2. _____
3. _____

Task 12**Deadline:** _____ **Complete:** _____

Provide a resume/list of my qualifications to adults writing letters of recommendation in Task 11.

Task 13**Deadline:** _____ **Complete:** _____

Identify which colleges require application essays. Write the colleges which require essays and the suggested essay topics for each school below:

Which colleges require application essays?	What are the suggested topics for each school?
--	--

1. _____	_____
----------	-------

2. _____	_____
----------	-------

3. _____	_____
----------	-------

4. _____	_____
----------	-------

5. _____	_____
----------	-------

6. _____	_____
----------	-------

7. _____	_____
----------	-------

8. _____	_____
----------	-------

Task 14**Deadline:** _____ **Complete:** _____

- Which teacher/adult will help me proofread and review my draft essays?

Task 15**Deadline:** _____ **Complete:** _____

Write final drafts of college essays.

Task 16**Deadline:** _____ **Complete:** _____

Complete college applications.

MY FINANCIAL AID

REFLECTION: • *Do I need to fill out the CSS/Financial Aid PROFILE®?*
• *For which scholarships might I apply?*

If you're not sure, ask your School Counselor.

Task 17

Deadline: _____ **Complete:** _____

Fill out the CSS/Financial Aid PROFILE.

Task 18

Deadline: _____ **Complete:** _____

Get my PIN for the FAFSA for myself and my parents or guardians.

Task 19

Deadline: _____ **Complete:** _____

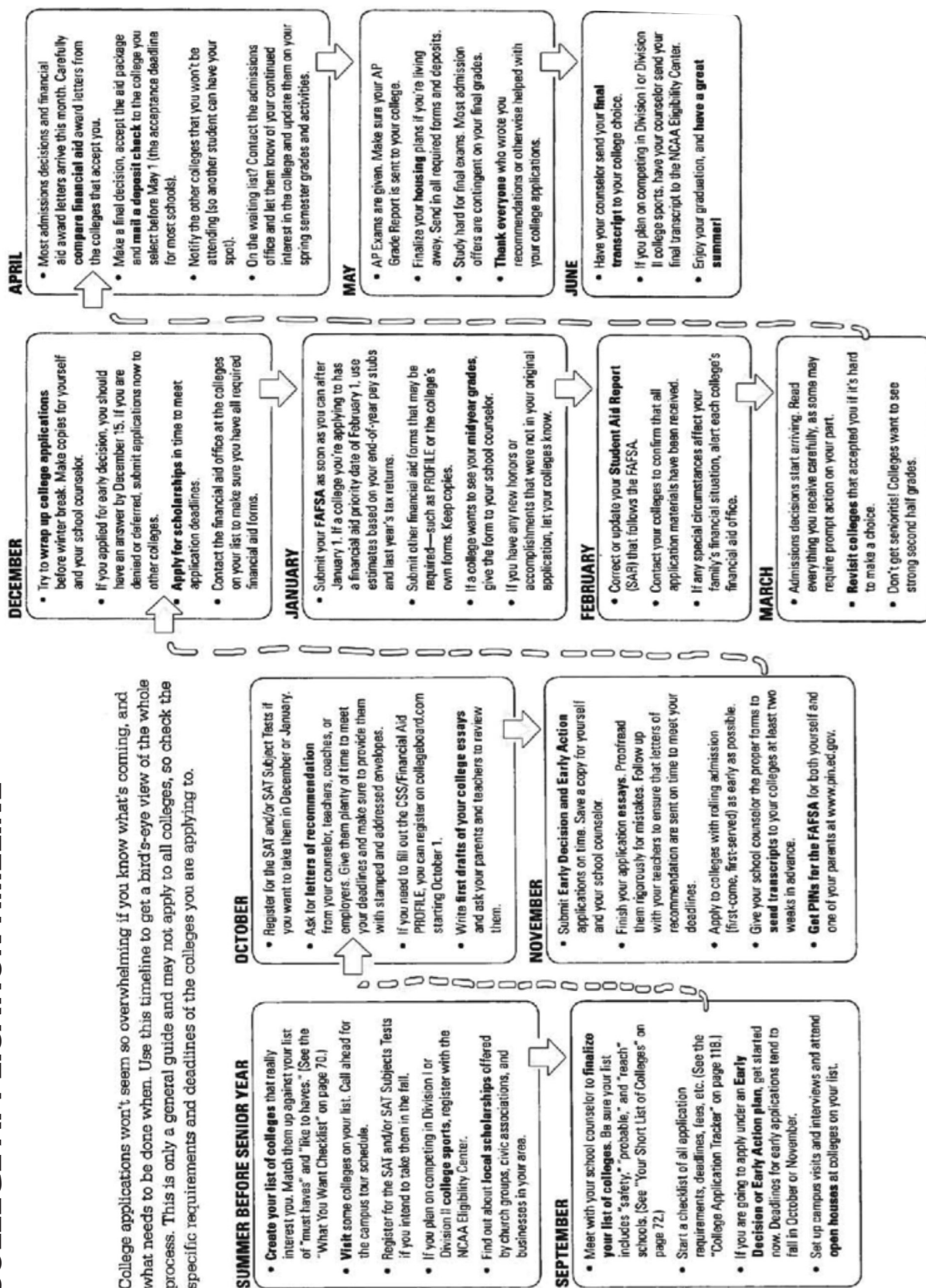
Apply for outside scholarship. Conduct research on scholarships for which I qualify.

I will apply for the following scholarships which I have researched:

1. _____
2. _____
3. _____
4. _____

COLLEGE APPLICATION TIMELINE⁷

College applications won't seem so overwhelming if you know what's coming, and what needs to be done when. Use this timeline to get a bird's-eye view of the whole process. This is only a general guide and may not apply to all colleges, so check the specific requirements and deadlines of the colleges you are applying to.



⁷Adapted from The College Board. *Get It Together for College* (New York: College Board Publications, 2008), pp. 116–117.

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)

10 MINUTES

Activity/Topic: Procrastination Guided Discussion⁸

25 MINUTES

Closing: Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session; see Glossary)

10 MINUTES

Materials: Chalkboard, interactive whiteboard, or chart paper, markers

Grouping: Whole group

Session Goal:

This session helps students look objectively at procrastination, including its causes and how it affects them personally.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

What is the biggest challenge you are facing right now?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: Procrastination Guided Discussion

NOTE: Guided discussion technique is used to meet the need of students to “just talk” — to share their thoughts, concerns and feelings with supportive peers and an attentive adult. “Just talking” can help lower stress levels, normalize “weird” thoughts and sort out personal conflict. Guided discussions provide practice putting feelings and concerns into words. Please note that not everyone has to answer every question; however, it is suggested that you ask students to respond to one another and to think about whether someone’s answer applies to them. Because guided discussions encourage self-awareness, advisers should give students sufficient wait time to answer questions.

⁸Adapted from Jean Sunde Peterson, *Talk with Teens About Self and Stress* (Minnesota: Free Spirit Publishing 1993), p. 170.

1. Explain to students that you are inviting them to engage in a guided discussion today. Define this as a technique to encourage people to “just talk” in order to lower stress levels, normalize “weird” thoughts and sort out personal conflict.

Further explain that a guided discussion can provide practice putting feelings and concerns into words. Tell students you will ask a series of questions to the whole group and that anyone is free to answer. Finally, explain that you will provide time for students to reflect before responding.

2. Introduce the topic by asking, “What does it mean to procrastinate?” If students are unable to answer this, offer the following definition: “Procrastinate: to put off intentionally the doing of something that should be done.” Ask students: “Are there any procrastinators in this group?” Share a personal example of a procrastination with the group. After a certain amount of denial and joking, most students will admit to procrastinating. Then ask, “What kinds of things do you procrastinate about?” List responses on the board or chart paper.
3. Affirm that many students procrastinate and that today’s session will help students consider the reasons for procrastinating as well as the impact of this behavior on themselves and others.
4. Ask the group, “Does procrastination ever cause problems for you? For other people in your life? What kinds of problems?”
5. Encourage students to consider what might contribute to their procrastination by asking the following guided questions:
 - a. Does procrastination have a payoff? If so, what?
 - b. Does it motivate you to do other things first?
 - c. Do you feel that you work more efficiently or less efficiently when you do things at the last minute?
 - d. Do you think procrastination is a kind of rebellion (against what?) or resistance (to what?)
6. Help students identify the areas where they tend to procrastinate by asking the following guided questions:
 - a. How many of you procrastinate only in schoolwork?
 - b. Only with household chores?
 - c. Only with tasks that involve planning for the future, such as college applications or course choices?
 - d. Was there a time in your past when you didn’t procrastinate?
7. Help the group make the connection between procrastination and other issues by asking the following guided questions:
 - a. Do other people worry about the things you have to do — and remind you to do them?
 - b. Have you developed a habit of waiting for others to tell you what to do and when?
 - c. Is your procrastination the result of stress?
 - d. How do you feel when you procrastinate?
8. Ask the students to consider what might happen if they stopped procrastinating. Invite them to explore this idea by asking the following guided questions:
 - a. Who would be affected if you stopped procrastinating?
 - b. How would your life change?
 - c. What would you gain?
 - d. Would you feel more or less stress in your life?

Debriefing:

- What did you like most about this activity? What did you like least?
- What is one thing a peer said today that stood out to you?
- Were there any surprises?
- What do you want to remember the next time you might be tempted to procrastinate?

Closing: Ticket Out the Door

An important thing I learned today is ...

I want to remember today’s discussion the next time I ...

TICKET OUT

Name: _____ Date: _____

An important thing I learned today is ...

I want to remember today's discussion the next time I ...

TICKET OUT

Name: _____ Date: _____

An important thing I learned today is ...

I want to remember today's discussion the next time I ...

TICKET OUT

Name: _____ Date: _____

An important thing I learned today is ...

I want to remember today's discussion the next time I ...

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)

10 MINUTES

Activity/Topic: What Motivates You?

25 MINUTES

Closing: Go-Round

10 MINUTES

Materials: Quotes Café Sheet, Chalkboard, interactive whiteboard or chart paper, markers

Grouping: Whole group, pairs, triads

Session Goal:

In this session, students will reflect on what motivates them to persist with the college application process, despite the challenges.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

Who or what motivates you to do and to be your best?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: What Motivates You?

1. Explain to students that the purpose of today's session is to reflect on what motivates them to continue with the college application process, despite the challenges. Explain that they will do this by reading quotes from students who are the first in their families to attend college.
2. Distribute the Quotes Café Sheet, and ask for volunteers to read the quotes aloud.
3. When students have completed reading the quotes, say: "Now each of you should choose one quote that you connect with the most. Next, I will play music as you circulate around the room. Stop circulating when I stop the music (or call 'time'). At that point you should each find a partner and share your quote and your reasons for selecting it."

NOTE: If there are an uneven number of students in your advisory, put three students in one group. Encourage students to respond to one another. After 3 minutes, repeat the process, and ask students to each find a new partner and share their responses.

4. Repeat one more time until students have shared their quotes with three different partners.
5. Call the students back to the large group and ask the following questions:
 - Who would like to share his or her quote?
 - Why did you choose this quote?
 - What other quotes were chosen?

Debriefing:

- How did this activity work for you?
- What did you realize from listening to your partners talk?
- Why might it be important to think about what motivates you?
- When would it be helpful to remember today's activity?

Closing: Go-Round

After participating in the activity I realized ...

1. *Most of all, I am thankful to be where I am right now in my life, with the ability to shape my own future. I am thankful to be in college, doing well and on my way to a successful career, because my own parents never had that chance. –Lysa*
2. *The opportunities in college are endless, and the experiences you have here are going to stay with you forever. For example, I met Dolores Huerta on Friday! She was the co-founder of the United Farm Workers (UFW) along with César Chávez. She is a major civil rights leader who pioneered the way not only for Chicanos but for all oppressed people. –Jesse*
3. *So, after waiting for a few months, I started receiving the college decisions in the mail. My first acceptance letter was amazing ... I can't quite describe the feeling. I was wanted ... on a four-year college campus. For someone from a family who doesn't pump out college graduates, this was something new ... a goal apart from everything else I'd worked for. All of the work ... the stress ... the time management ... the effort ... the tears and the struggling ... it was all worth it. –Seanna*
4. *It's been a lot of missed opportunities. In my family, we have a lot of males that just don't do anything; they're real athletic in high school and then just stop. My uncle, who's working in a factory now, he dropped out of high school when his mom died. I kind of made up my mind that I needed to do something to set the standard, make everyone want to do something. –Mike*
5. *I got a close-up view of what it's like to be out there in the real world, without a high school diploma, without any college education. Finding a job is murder. You cannot work anywhere for more than \$7 an hour! And that's not the way I want to live. There are people who do that and work very hard at it, and you know, I have respect for them! Because I couldn't do it. I would collapse in a quivering mass of flesh. –Jackie*
6. *I'm in college for them — to better them, give them a chance. As long as I can get my aunt her first house, her first land of her own, and help my cousin out with her child, I'm happy. –Mike*
7. *I saw this quote "God provides food for the birds, but he doesn't throw it in the nest." That to me, means everything. Dreams are out there waiting for me, but I've got to do the work to make them happen. If I want my children to be successful, I don't leave that in someone else's hands. If I want to do well in school, then I'm the one responsible for it. That's what drives me. –Debra*
8. *My identity in my house, 'cause I come from a big family, is "The one that goes to college. The one that's trying to do something for her life." My brother's the one with the three kids who lives with us. My other sister's the single mother raising two kids on her own. My other sister's only 19 with a 1-year-old son. The other one is working in food services — the same job like my mother. Everybody looks at me. They're proud of me. Just to know that somebody is proud of you makes you reach even more. –Aileen*

⁹Adapted from Kathleen Cushman & Center for Student Opportunity Blog, *First in the Family: Advice About College* (Rhode Island: Next Generation Press, 2005). www.csopportunityscholars.org

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5-10 MINUTES

Activity/Topic: Resiliency and the College Admission Process¹⁰
30-35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: Resiliency Scenario Cards (one per group)

Grouping: Whole group, small groups

Session Goal:

Advisees will identify characteristics that show resiliency and a lack of resiliency in relation to the college application process.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

1. Read aloud the poem "I Won't Be Left Behind."
2. Pause when you are finished reading to give advisees a moment to reflect on what they have just heard.
3. Ask each student to share one word that comes to mind that summarizes his or her reaction to the poem.

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: Resiliency and the College Admission Process

1. If you did the suggested gathering, point out that "I Won't Be Left Behind" is a poem about resiliency. Ask advisees for thoughts about the word resiliency. Have they heard of it? What does it mean? (Resiliency is the ability to overcome obstacles and bounce back.) After defining it, ask students: "When someone is resilient, what is that person showing or doing?" Comments should include dealing with problems, bouncing back from challenges, taking charge of his or her life or other phrases. Emphasize that resiliency is especially important in the college admission process.
2. Ask advisees what somebody looks and sounds like when they are **not** resilient. *Examples: They're down and they don't bounce back, they can't solve problems or other related descriptors.*

¹⁰Adapted from Rachel A. Poliner & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

3. Read aloud the following situation: **A student has failed a test.**

Ask students to think about the resilient reaction to this situation. What might the student be thinking? What might he or she say or do? Chart responses.

Examples might include:

- *I didn't study enough. I can study harder for the next test.*
- *Maybe I should try taking notes differently, or find a study partner.*

Then ask students to think about the reaction of a student who is not resilient, who is stuck. What might the student be thinking? What might he or she say or do? Chart some of the **nonresilient** responses.

Examples might include:

- *I am so stupid. I'll never learn this stuff.*
- *It's the teacher's fault. He or she doesn't like me.*

4. Ask advisees: "What are the differences you hear in these responses?" They might offer, or you can suggest:

- The nonresilient student felt defeated and blamed other people or causes. He or she gave up.
- The resilient student came up with improvement ideas, thought about his or her own responsibility for the challenge.

5. Ask advisees which student is more likely to be successful in life? Which one is likely to be happier? Use wait time and encouragement to help advisees see that blaming others is less likely to bring about success and happiness.

6. Divide the class into groups of three or four. Explain that each group will get a different scenario having to do with the college admission process. Give one of the six Resiliency Scenario Cards to each group. Ask them to plan two brief role-plays that demonstrate a resilient response and a nonresilient response to the situation. Emphasize that not everyone has to be in the role-play, but all group members are expected to contribute their ideas.

7. Have each group present their role-plays to the rest of the advisory.

Debriefing:

- What are the patterns in the resilient responses?
- What are the patterns in the nonresilient responses? What kinds of experiences might hinder someone from learning to be resilient?
- Do the responses in these situations sound familiar? When have you reacted in ways that are resilient or nonresilient?

Closing: Popcorn

When things are pulling me down, I can ...

I WON'T BE LEFT BEHIND¹¹

I run my fastest
But still get beat.
I land on my head
When I should be on my feet.
I try to move forward,
But I am stuck in rewind.
Why do I keep at it?
I WON'T BE LEFT BEHIND.

The harder I am thrown,
The higher I bounce.
I give it my all,
And that's all that counts.
In first place,
Myself, I seldom find.
So I push to the limit —
I WON'T BE LEFT BEHIND.

Some people tell me you can't,
Some say don't.
Some simply say give up.
I reply, I won't.
The power is here,
Locked away in my mind.
My perseverance is my excellence,
I WON'T BE LEFT BEHIND.

Make the best of each moment,
The future is soon the past.
The more I tell myself this,
The less I come in last.
Throughout my competitions,
I've learned what winning is about.
A plain and clear lesson —

Giving up is the easy way out.
So every night before I go to bed,
I hope in a small way I have shined.
Tomorrow is a brand-new day,
And I WON'T BE LEFT BEHIND.

—Sara Nachtman

¹¹Taken from <http://www.scrapbook.com/poems/doc/4583/198.html>. Last accessed August 2012. Emphasis added.

RESILIENCY SCENARIO CARDS

<p>I was rejected by my first-choice college.</p> <p>What messages might I be thinking or saying if...</p> <ol style="list-style-type: none"> 1. I'm not resilient? 2. I am resilient? 	<p>My counselor can't see me today to help me with my college application.</p> <p>What messages might I be thinking or saying if...</p> <ol style="list-style-type: none"> 1. I'm not resilient? 2. I am resilient?
<p>My teacher wants me to suggest what to include in her letter of recommendation for me.</p> <p>What messages might I be thinking or saying if...</p> <ol style="list-style-type: none"> 1. I'm not resilient? 2. I am resilient? 	<p>My GPA is not high enough for my first-choice college.</p> <p>What messages might I be thinking or saying if...</p> <ol style="list-style-type: none"> 1. I'm not resilient? 2. I am resilient?
<p>My English teacher criticized my college application essay.</p> <p>What messages might I be thinking or saying if...</p> <ol style="list-style-type: none"> 1. I'm not resilient? 2. I am resilient? 	<p>I just looked at the FAFSA (financial aid application), and I have no idea how it should be filled out.</p> <p>What messages might I be thinking or saying if...</p> <ol style="list-style-type: none"> 1. I'm not resilient? 2. I am resilient?

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5-10 MINUTES

Activity/Topic: Professional E-Mail Etiquette
25-30 MINUTES

Closing: Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session; see Glossary)
5 MINUTES

Materials: E-Mails Dos and Don'ts sheet (one per student), samples of e-mails (one per student), chart paper, overhead projector (optional)

Grouping: Whole group, small groups

Session Goal:

Advisees will gain an understanding of the proper etiquette for sending and receiving e-mails, particularly in the college environment.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

Name a bad habit that you have.

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: Professional E-Mail Etiquette

1. Explain that the purpose of today's session is to learn about e-mail etiquette. Ask students what they think e-mail etiquette means. (It means guidelines for professional, effective e-mail communication.) Emphasize that an understanding of e-mail etiquette is essential in the college environment, where e-mail is the most common way they will communicate with professors.
2. Ask students to brainstorm things that might be considered "bad e-mail habits." The purpose of this is to assess how much prior knowledge they have about e-mail etiquette. Write all responses on the board, overhead projector or chart paper.
3. Pass out the E-Mail Dos and Don'ts sheet. Ask students to look at the list and:
 - a. Identify one thing they already knew about e-mail etiquette.
 - b. Identify one new piece of information about e-mail etiquette.Elicit answers from a few volunteers. Answer any questions as needed.
4. Explain that students will have an opportunity to identify the Dos and Don'ts in some sample e-mails.

5. Put students into groups of four. Distribute copies of all four e-mails to each student in the group. Ask each student in the group to choose one of the e-mails to review, identify the Dos and Don'ts and make a suggestion to the writer of the e-mail.
6. After a few minutes, invite each student to share the Dos and the Don'ts he or she identified in the e-mail as well as his or her suggestion with the rest of the small group.

Debriefing:

- How comfortable or uncomfortable are you using e-mail as a communication device?
- Do you have concerns about adapting to the role of e-mail in your college experience? If so, what are they?
- What is one thing you know you need to change about the way you currently use e-mail (i.e., your e-mail address, inclusion of "texting" lingo in your e-mail, etc.)?
- What is one step you can take this year to accustom yourself to the role of e-mail at college?

Remind students of the following points:

- No matter how familiar or unfamiliar you are with using e-mail now, in college e-mail is going to play a major role in your life.
- E-mail is the preferred method for contacting professors, classmates, teaching assistants, advisers, and student clubs and organizations.
- People will form opinions about you based on how you conduct yourself through e-mail.
- As helpful as e-mail can be, it can have its drawbacks as well. E-mail is as good as a public record. Your private message to someone can be forwarded to the entire campus by the simple click of a mouse.

Closing: Ticket Out the Door

One thing I want to remember from today's session is ...

E-MAIL DOS AND DON'TS

Do...

- Use proper spelling, grammar and punctuation.
- Use a relevant Subject line that identifies the purpose of your e-mail.
- Think about the content of your message before sending it: Is there anything you would regret sending later?
- Be professional. Address adults and professors using titles, such as "Dr.," "Professor," "Mr." or "Mrs."
- Consider to whom you are writing. E-mailing your professor calls for more professionalism than e-mailing your best friend.
- Always sign your name so the receiver of your e-mail knows who sent it. Remember, when e-mailing a professor or other adult, sign your given name (Quinton Jones), not your nickname (Q-Dawg).
- Choose an e-mail address that is easy to identify and appropriate.
- Be brief. People get so many e-mails every day that they don't have the time or patience to read long, drawn-out messages. Say what you need to say politely and concisely.

Don't...

- Don't write an e-mail as you would write a text message.
- Don't leave the Subject line blank, or use an irrelevant greeting such as "Hi."
- Don't write an e-mail when you are angry or upset. You might end up saying something you can't take back after you hit "Send."
- Don't leave out a salutation. Always include a greeting line, such as "Dear _____," ...
- DON'T TYPE IN ALL CAPITALS — IT IS CONSIDERED SHOUTING.
- Don't forward chain letters, spam, irrelevant messages, jokes, etc., to large groups of people.
- Don't use a brightly colored, hard-to-read font when composing e-mail. Keep it simple so your recipient can read your message without trouble.
- Don't create an inappropriate or suggestive e-mail address — it gives people the wrong impression of you. Examples of poor choices include: sexylatinagurl14@_____, or gangstaDZee@_____.
- Don't overuse punctuation!!!!!!!!!!!!
- Don't send anything unsuitable, especially things of a sexual nature that others may find offensive or that may be against the rules of your school.

Above all, always remember that anything you send over e-mail can be forwarded to anybody, at any time.

Sample E-Mail #1

To: Professor David Williams [david.williams@columbia.edu]
From: Andre Whitman [andrewhitman92@yahoo.com]
Subject: (none)

I'm not going to be in class today. Can you get me the notes?
-A

1. What are two "Dos" of e-mail etiquette that this writer follows?
 - a.
 - b.
2. What are two "Don'ts" of e-mail etiquette that this writer ignored?
 - a.
 - b.
3. What is one suggestion you have for this writer?

Sample E-Mail #2

To: Coach Steven McKinley [smckinley@plattsburgh.edu]
From: Shawna Rodriguez [hotdominicanmommy@hotmail.com]
Subject: Friday's Game

coach,
i just wanted to let you know that im not gonna make it 2 the game tommorow. i got real sick 2day i dont know when im gonna be ok 2 play. if u need me to get a note from the health center i can do that. just let me know cuz i can get u a note if you need it.
L8ter,
shawna rodriguez

1. What are two "Dos" of e-mail etiquette that this writer follows?
 - a.
 - b.
2. What are two "Don'ts" of e-mail etiquette that this writer ignored?
 - a.
 - b.
3. What is one suggestion you have for this writer?

Sample E-Mail #3

To: Buffalo State Tutoring Center [tutoring@buffstate.edu]
From: Colin Jones [cjonesrun@gmail.com]
Subject: I NEED HELP

I NEED TO COME TO THE TUTORING CENTER BECAUSE I AM FAILING MY CHEMISTRY CLASS. I AM FAILING BECAUSE MY GIRLFRIEND SHE BROKE UP WITH ME AND SHE USED TO HELP ME WITH MY CHEM HOMEWORK. SHE WAS REAL GOOD AT CHEM AND NOW I DON'T KNOW HOW I AM GOING TO PASS THE CLASS WITHOUT HER HELP!!! WHEN ARE YOU OPEN? WHO CAN HELP ME WITH MY CHEM?
THX
COLIN JONES

1. What are two "Dos" of e-mail etiquette that this writer follows?
 - a.
 - b.
2. What are two "Don'ts" of e-mail etiquette that this writer ignored?
 - a.
 - b.
3. What is one suggestion you have for this writer?

Sample E-Mail #4

To: Financial Aid Office [finaid@citycollegeny.edu]
From: Mercedes Brown [jacqlynjones@yahoo.com]
Subject: Financial Aid Check

I didn't get my financial aid check yet and I keep getting letters from the school saying that if I don't pay they're gonna drop me!!!!!!!!!!!!!! Why didn't I get my check yet??? I filled out the application on time. This school sucks.
Jacqlyn Jones

1. What are two "Dos" of e-mail etiquette that this writer follows?
 - a.
 - b.
2. What are two "Don'ts" of e-mail etiquette that this writer ignored?
 - a.
 - b.
3. What is one suggestion you have for this writer?

TICKET OUT THE DOOR

TICKET OUT

Name: _____ Date: _____

One thing I want to remember from today's session is ...

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TICKET OUT

Name: _____ Date: _____

One thing I want to remember from today's session is ...

TICKET OUT

Name: _____ Date: _____

One thing I want to remember from today's session is ...

Advisory Goal 3:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th**Gathering:** Stand Up If . . .

5 MINUTES

Activity/Topic: Transition to the Holidays¹²

30 MINUTES

Closing: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)

5 MINUTES

Materials: Conversation Starters about the Holidays (one per student), pen or pencil (one per student), Emotion Cards**Grouping:** Whole group, pairs, triads**Session Goal:**

This session will provide an opportunity for students to prepare emotionally for the winter holidays.

Gathering: Stand Up If . . .

1. Tell students you are going to read a series of statements aloud, and if they think a statement applies to them, they are invited to stand without saying anything.
2. After each statement, students will sit down again.
3. Encourage students to look around and notice how many other students are standing after each statement.
4. Read the following statements aloud, pausing after each one:
Stand up if over the holidays...
 - You're looking forward to eating some really good food.
 - You're going to travel out of town.
 - You're planning to catch up on your sleep.
 - You're going to spend time with family.
 - You might get bored.
 - You'll keep the peace in your family.
 - You're going to do something fun with a friend.
 - You're going to have to watch/take care of a younger sibling.
 - You're going to miss your friends from school.
 - You might see a family member you don't normally see.
 - You're going to work.
 - You're going to travel out of state.
 - You might feel stressed out.
 - You're going to do something nice for somebody else.

¹²Adapted from Rachel A. Poliner, & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

- You're going to travel out of the country.
- You're planning on doing something nice for yourself

5. Ask students: "What did you notice during this activity? Were there any surprises?"

Activity/Topic: Transition to the Holidays

1. Explain to students that in today's session they will have the opportunity to reflect on the upcoming winter holidays. Through discussion with their peers, they will anticipate events they are looking forward to as well as those that may cause stress and consider strategies to help them manage this stress effectively.
2. Give out the list of Conversation Starters about the Holidays. Ask students to put a star next to two questions they would like to discuss with a partner or small group.
3. Ask students to spend a couple of minutes jotting down responses to the questions they chose.
4. Group students into pairs or triads.
5. Ask students to share the questions they chose and their responses with their partner or group. Afterwards, they can invite their partners/group members to respond to the same questions.

NOTE: *Emphasize that advisees should share only what they are comfortable sharing.*

6. After a few minutes, call on volunteers to offer highlights from their conversations. Facilitate a conversation by asking follow-up questions and inviting other students to share their responses.

Debriefing:

- What did you like or dislike about having this discussion?
- What did you realize as a result of this conversation?
- What's one thing you want to keep in mind during the holidays?

NOTE: *Remind students that holidays and vacations are not always entirely positive, from the interruption of reassuring school routines and the loss of daily social connections, to stressful family dynamics when "family" may look different and involves more people. Emphasize that experiencing stress during this time is not unusual and that preparing for this ahead of time is key.*

Closing: Go- Round

Choose an Emotion Card that describes how you're feeling about the upcoming winter holidays.



CONVERSATION STARTERS ABOUT THE HOLIDAYS

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1. What are two good things that come out of the holidays?
2. What are two stressful things that come out of the holidays?
3. When you feel stressed, what are one or two things you do to take care of yourself?
4. How are you different this year from last year?
5. What are one or two traditions you look forward to over the holidays?
6. What kind of plans are you making so you can connect to people in ways that are important to you?
7. What is one special thing you would like to do for a family member that would let that person know you care about him or her?
8. What is one way you keep peace in the family over the holidays?
9. What is one thing that you could have or do that would help make this vacation a good experience for you?
10. What is one way you would like these holidays to be different?
11. Other: _____?

EMOTION CARDS

Confident	Stretched	Comfortable
Hopeful	Focused	Excited
Alert	Clear	Stressed
Relaxed	Shocked	Puzzled
Dismayed	Uncertain	Skeptical
Sad	Defeated	Rejected
Lonely	Depressed	Afraid
Tense	Unsafe	Upset
Threatened	Stuck	Angry
Hostile	Satisfied	Relieved
Amused	Proud	Energized
Accepted	Friendly	Secure
Included	Calm	Loved

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Advisory Goal 3:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5-10 MINUTES

Activity/Topic: Letters to Ninth-Graders
25-30 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: Internet and overhead projector access (optional), lyrics to “Everybody’s Free (to Wear Sunscreen)” (one per student), loose-leaf paper, pens

NOTE: The video and lyrics for “Everybody’s Free to Wear Sunscreen” can be accessed at <http://www.mikharam.com/>. Last accessed September 2012.

Grouping: Whole group, individual

Session Goal:

This session will provide an opportunity for 12th-graders to reflect on the past four years and offer advice to ninth-graders on achieving success in high school.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

If you were to go through high school again, what is one thing you would do the same or one thing you would do differently?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: Letters to Ninth-Graders

1. Introduce the day’s activity by showing the Baz Luhrmann video “Everybody’s Free (to Wear Sunscreen). If you do not have Internet access, distribute the lyrics and ask students to read aloud.
2. Ask students for their reactions to the video/lyrics: “What is a line that stood out to you? How did the video/lyrics make you feel? What did you like? What did you agree with?”
3. Explain that you showed the video or gave out the lyrics because students are going to write letters to ninth-graders today, giving them advice about what they can do in order to have a successful high school experience. Remind them that, as 12th-graders, they have gained a lot of wisdom over the past four years, most recently by going through the college application process. Emphasize that we learn just as much from our failures as from our successes.

4. Ask a few students to share aloud some pieces of advice they might give a ninth-grader based upon their experiences.
5. Give out the suggested prompts for the letter. Point out that these are taken from the Baz Luhrmann lyrics. Emphasize that students are free to use the prompts as much or as little as they like. Have each student sign his or her name if a response is desired, and also include his or her adviser's name.

Debriefing:

- What advice did you share with a ninth-grader?
- What was it like to write your letter?
- What is the most important lesson you learned since ninth grade?

Closing: Popcorn

Ask students to share favorite lines from their letters.

NOTE: *Collect students' letters and give them to the advisory coordinator at your school, who can distribute them to ninth-grade advisories.*



Suggested Prompts

Dear Ninth-grader,

- If I could offer you one tip for success in high school ...
- Don't waste your time on ...
- Enjoy ...
- Do one thing every day that ...
- Remember ...
- Keep ...
- Be nice to ...
- Get to know ... you never know ...
- Respect ...
- Don't be reckless with ...
- Accept certain truths ...
- Read ...
- Don't take short cuts ...
- Don't expect ...
- Don't mess too much with ...
- Don't put up with people who are ...
- Understand that ...
- Work hard to ...
- Maybe you'll ... Maybe you won't. Whatever you do, don't ...
- Be careful ...
- Keep a journal to ...
- But trust me on ...

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Activity/Topic: Academic Self-Reflection¹³
25 MINUTES

Closing: Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session; see Glossary)
10 MINUTES

Materials: Concentric Circle Questions (see Activity/Topic #4)

Grouping: Whole group, pairs, small groups

Session Goal:

This session will give students the opportunity to identify the behaviors, attitudes and skills that helped them be successful learners during the first marking period and consider how this self-reflection can inform their future choices.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

What are two courses you performed the best in or enjoyed the most this marking period?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: Academic Self-Reflection

1. Explain that today's activity is an opportunity for students to reflect about what they have learned and experienced in courses that they have done well in and/or courses that they really enjoy. The purpose is to have students identify the behaviors, attitudes and skills that helped them be successful learners and to consider how this self-reflection can inform their future choices.
2. Say to students: "Think about the first marking period and choose two courses in which you have performed your best or that you have enjoyed the most."

¹³Adapted from Rachel A. Poliner, & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

3. Divide students into two equal-size groups and tell them they are going to do an activity called Concentric Circles. Ask one group to form a circle facing outward. Then ask the other group to form a second circle around that one, facing inward. Each person in the inner circle should be facing a partner in the outer circle. Tell students that each person will have 1 minute to answer a question that you pose. Identify whether the inside partners or the outside partners will speak first. Then have all the first speakers answer the question simultaneously, followed by all their partners.
4. When both partners have answered the question, ask the outside circle to move one, two or three spaces to the right, and pose another question to the group. Have outside partners move and change partners for each new question.

NOTE: *You may want to vary how many spaces students move each time so they can't predict who their partners will be each time.*

Questions:

- What are two things you want to remember most from each course?
- What is a skill you have learned that you are sure to use again?
- Give one example of what you understand about yourself as a learner as a result of your work in one of these courses.
- In which course did you do what you needed to do without being pushed? Why?
- When in the course(s) did you overcome feelings of frustration? How did you do this?
- When did you feel self-motivated?
- When did you go the "extra mile" to finish a project or assignment?
- Describe two activities that you liked best.
- What did you do that most impressed your teacher(s)?

Debriefing:

- What is one thing you realized from reflecting on this marking period?
- What is one thing you realized from listening to a peer?
- Were there any surprises?
- How can reflecting on your successes help you make choices about your future (including the next marking period, college major, career choice, etc.)?

Closing: Ticket Out the Door

One thing I will do differently in a course that I didn't do well in this last marking period is ...

TICKET OUT THE DOOR

TICKET OUT

Name: _____ Date: _____

One thing I will do differently in a course that I didn't do well in this last marking period is ...

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TICKET OUT

Name: _____ Date: _____

One thing I will do differently in a course that I didn't do well in this last marking period is ...

TICKET OUT

Name: _____ Date: _____

One thing I will do differently in a course that I didn't do well in this last marking period is ...

Advisory Goal 3:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)

5 MINUTES

Activity/Topic: Adjusting to College Life¹⁴

35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)

5 MINUTES

Materials: First in the Family Readings #1–6 (three to four copies of each, depending upon the size of your advisory), six pieces of chart paper with reading topics (see Activity/Topic #2 below), discussion prompts written on board (see Activity/Topic #4), markers (six different colors)

Grouping: Whole group, triads, small groups

Session Goal:

This session will raise awareness about the adjustments first-generation students must make in order to take advantage of the opportunities and face the challenges that college offers.

Gathering: Whip

Next year I am looking forward to ...

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Adjusting to College Life

1. Explain to advisees that college will present many new opportunities as well as challenges. Tell them that this session will raise their awareness about the adjustments required of first-generation students to take full advantage of the opportunities and meet the challenges successfully. Tell advisees they will accomplish this by reading and discussing excerpts from a book called *First in the Family: Advice About College from First-Generation Students*, in which they'll read direct quotes from actual students who were the first in their families to attend college.
2. Draw students' attention to the five pieces of chart paper around the room, each with one topic at the top: *Personal Growth*, *Self-Discipline*, *Time Management*, *Making New Friends*, *Academic Support*.

¹⁴Adapted from Kathleen Cushman, *First in the Family: Advice About College from First-Generation Students* (Rhode Island: First Generation Press, 2006).

3. Divide students into five different groups, giving each group a different colored marker. Place each group in front of one of the pieces of chart paper.
4. Explain that the groups will have 5 minutes at each station to read the excerpt, discuss it and jot down a brief response on the chart paper. Draw students' attention to possible sentence starters written on the board:
 - One thing that stood out to us ...
 - One thing that surprised us ...
 - We wonder ...
5. After 5 minutes, ask each group to move one station to the right, and repeat the process. Emphasize that students can either respond to a previous comment from another group or record a new response after reading the excerpt. Continue until the groups have visited all the stations.
6. Gather the advisory together to debrief the activity.

Debriefing:

- What did you realize based upon this activity? What are you wondering?
- What do you think will be the biggest adjustment for you next year?
- What is a personal asset that will help you make this adjustment successfully?

Closing: Popcorn

My most important take-away from today is ...

First in the Family: Personal Growth #1

As you get to know more about your choices at college, you may start to discover new interests and develop in new directions. You could change your ideas of who you are and what your future might hold. Those close to you might understand and support your new ideas, or maybe you will feel their disapproval.

Stephen Torres grew up, the son of a barber, in a Mexican American neighborhood near Austin, Texas. An excellent math student in high school, he attended a summer course at the University of Texas that introduced minority students to the field of engineering. When he won a scholarship and began his first year at the university, everybody thought he would go on to be an engineer. But as he became involved in Latino groups on campus, his interest turned to politics.

"I thought, wow, this is college, so let me get a little understanding of what it really has to offer. I love engineering, but when I realized how much my identity and my background meant to me, I changed my major to Mexican American Studies. I didn't want to sit by myself in an engineering bubble, stuck on that side of campus among the same people. I could a lot more by working to define policy-making for urban and rural school districts and things like that." —Stephen

First in the Family: Personal Growth #2

Raja's father wanted him to study business in college, but his first few courses did not interest him. His criminal justice class, on the other hand, began to answer a lot of the questions he used to have when harassed by the cops.

"If I'm going to college for four years, I want to be interested for the time I'm there. I want to learn things that I haven't ever been introduced to before. I stuck with justice studies, so I would never get bored." —Raja

As a first-generation student, college is your time to find yourself in your learning.

First in the Family: Self-Discipline #3

First-generation students who succeed in college say that one key move — going to all their classes — gives them a huge advantage. And if they don't, their grades suffer.

"Everyone else is skipping class, it's like 'Oh, might as well.' And my mom's not saying, 'It's time to get up for school.' But if you don't go to class, you can't get good grades. For me it was a learning experience, to not do good that semester." —Stephanie

First in the Family: Self-Discipline #4

Aileen has made getting to class a rule she never breaks, even if she feels like sleeping late.

"I don't miss a class just to be home or hang out with somebody. I don't miss a class unless it's an emergency. Even when I'm like, 'Oh, I'm so tired.' I just get up and go to school. Just get it over with, every single day. You really have to have a determination, 'cause if you don't have that, what else is going to push you to do it?" —Aileen

First in the Family: Self-Discipline #5

Some students think they shouldn't go to class if they haven't done all the reading — that they might embarrass themselves if called on in class. But it's not true. Even if you can't get through all the reading, you can gain knowledge and understanding by paying attention in class — and having stimulating discussions. Being in class also helps you identify your questions and gives you important time to think about the material.

"You have to be in that class, because you lose so much if you miss lectures. Sure, maybe you can get the notes from a student, but you're not hearing the lecture firsthand. You miss the opportunity to ask questions." —Karen

First in the Family: Time Management #6

During her first year at college, Stephanie lived at home with her mother, her two younger brothers and their grandfather, a short drive from the Ohio state university she attends. It was a tough year. Her parents were in the middle of a divorce, and Stephanie felt the stress of staying loyal to both of them, while also helping her younger brothers deal with their feelings.

"I had my own room, and I would close my door a lot. During the week, when it was just the family there, it was like, 'She's in college, and you have to be quiet.' But on the weekends, I still have to study. And since my grandpa lives with my mom, many of my aunts and uncles and cousins come over a lot, so you can't get work done."

Stephanie's strategies paid off, and she finished her first year with very good grades. But by living at home, she felt that she was missing out on the college social scene. For her sophomore year, she moved into a dorm on campus:

"That semester I got the worst grades in my whole history at school. I skipped classes, too, like, 'Oh, I need to sleep in.' I joined more groups, and I didn't manage my time as far as studying. And I barely read at all."

For her third year, Stephanie moved into an apartment near the campus, sharing it with a cousin, but she soon found herself running low (on money), so she decided to move back home, this time to her father's house.

"I didn't want to have to stress about paying the bills and getting good grades all at the same time. I knew that it would be quieter at my dad's, so I could get more schoolwork done. And also he doesn't live in my old neighborhood, where I would be distracted by a lot of other things." —Stephanie

First in the Family: Making New Friends #7

Like many first-generation college students, you can make friendships that expand your world, help you learn and also provide you with emotional support.

When she first got to college, Jackie's homework took up her time to make new friends. Looking at the problem more closely, she decided that she would try to make friends by studying together.

"I would talk to people in my class, a little at a time. I would ask them a question or crack a joke, and then I would get someone's phone number and say, 'Let's study together' or something like that." —Jackie

First in the Family: Making New Friends #8

Karen, a Native American student in Oklahoma, reminded herself that cultural factors might be preventing students like her from making that first move.

"A lot of Native students, they don't want to make a scene. The way I was raised, when you're quiet, it shows respect. You have to get out of that mindset, put your hand out there, open your mouth. You might have to take that first step. You know, the other students are just as scared as you are. But someone has to break that ice." —Karen

First in the Family: Making New Friends #9

Stephanie lived at home during her first year in college, which did save some money. But she looked wistfully at the new friendships made by her best friend from high school, who lived in a dorm.

"So for my sophomore year, I actually moved to the dorm, and I made a lot of friends. I didn't think it would be all it was, and I was wrong. It's something that everyone should do for at least one year, because you meet a lot of people and it's a lot of fun." —Stephanie

First in the Family: Academic Support #10

If you are stuck on how to organize a paper or solve a math problem, your college has places you can turn to for help. At tutoring and resource centers — and sometimes right in your dormitory — advanced students or special staff members will coach you on writing, math or other academic issues you have.

“Don’t be ashamed to go to a tutor. In high school, I thought I was supposed to know everything, but when I got here, it was like, ‘I need help!’” —Eric

First in the Family: Academic Support #11

John started college without the basic writing skills he needed. During his first year, he took two remedial writing courses in a row, and he also used peer editors at the college’s writing center.

“My writing teacher got to the point: ‘You can do better than this.’ She’s like, ‘I can see you have good ideas, you just don’t know how to put them together.’ So I would write my first draft and take it in to the writing center. A half hour to an hour later, you have all these ideas how to shorten it, expand it, correct grammar and everything.”

When you have trouble in a particular class, you should ask the professor if tutoring can be arranged. Most likely, you will be paired with a student who is paid by the college to help you.

“The student tutors at the writing center had a background in English, and you could tell they knew what they were talking about. They worked with you, they took their time with you, and that’s how I really did well with English and got my skills up for writing research papers. Now I have this real good tutor for biology, and I’m trying to get her for chemistry, too. She is a student, but she happens to be a really good teacher as well.” —John

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Activity/Topic: College Challenge Role-Plays¹⁵
30 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: Student A Scenarios (enough copies for half of the advisory), Student B Scenarios (enough copies for half of the advisory)

Grouping: Whole group, pairs

Session Goal:

In this session, advisees will explore, through role-plays, common challenges that college students face and strategies for meeting these challenges successfully.

Gathering: Go-Round

What is one challenge that you have faced this year and how did you overcome it?

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: College Challenge Role-Plays

1. Explain to your advisees that in today's session they will explore, through role-plays, some challenges that college students face and strategies that can be used to meet these successfully.
2. Divide the group in two by having students count off "one, two." Ask the two groups to line up facing one another. Tell students that the person standing opposite is his or her partner.

NOTE: If there are an uneven number of students in the advisory, you can participate.

3. Give one group of students Sheet A and the other group Sheet B. Tell students to read Scenario #1 silently. Explain that when you give the signal, each pair of partners will role-play the scenario simultaneously. Encourage students to improvise and have fun with the role-play while keeping it realistic. Give students 2 minutes to complete the role-play.

¹⁵Adapted from ECMC Foundation, Center for Educational Outreach, *Realizing the College Dream: Teacher Advisory Guide* (California: University of Berkeley, 2006).

4. Debrief the role-play by asking: "Did Student B say anything that was effective in convincing Student A to change his or her mind about dropping out?"
5. Direct the line of students with Sheet A to move one person to the right. Ask each pair of partners to read Scenario #2 silently. Upon your signal, tell students to role-play this scenario.
6. Debrief the role-play by asking: "Did Student A say anything that was effective in convincing Student B that she or he shouldn't drop out?"
7. Direct the line of students with Sheet A to move one person to the right again. Ask pairs to read Scenario #3 and at your signal, begin the role-play.
8. Debrief the role-play by asking: "Did Student B say anything that was effective in convincing Student A not to drop out of college?"
9. Direct the Sheet A students to move one more person to the right. Ask students to read Scenario #4 and at your signal, begin the role-play.
10. Debrief the role-play by asking: "Did Student A say anything effective in convincing Student B to study instead of going to the party?"

Debriefing:

- What was it like to do these role-plays?
- What is the biggest challenge you think you will face in college?
- What kind of support will help you meet this challenge?

Closing: Popcorn

What's a banner headline of seven words or less that would best summarize what we discussed today?



STUDENT A SCENARIOS



Scenario #1

Pretend that you are a first-year college student, and you are upset because you are not doing well in most of your classes. You are considering dropping out because you think you are failing your classes. You decide to mention your situation to Student B.

Scenario #2

Pretend you're a college freshman, and you've struggled with getting your finances under control. At one point you considered dropping out because you were tired of being broke, but then you decided to make some changes. The first thing you did is take your credit card out of your wallet and keep it in your room to use only in emergencies. You've also opened a savings account and begun to make sure you "pay yourself" every time you get your work-study check by putting some amount in the savings account first. Finally, you've learned to avoid your favorite fast food place and use the college meal plan that you've already paid for. You try to persuade Student A to do the same.

Scenario #3

Pretend this is your first week in college and you are homesick for family and friends. You feel like you don't belong, and you are seriously thinking of just leaving college and going home. You tell Student B about your plans about dropping out of college.

Scenario #4

Pretend you are a classmate and new friend of Student B, and that your advice is there will always be another party but the priority is to do well academically. You also remind Student B that scholarships are very difficult to get and once you lose a scholarship you cannot get it back. Finally, remind Student B that if people are your true friends, they will understand why you can't go to the party.



STUDENT B SCENARIOS

.....

Scenario #1

Pretend you are a first-year college student and that you are not doing well in your classes, but you decide to get tutoring and attend a study group that will help you do better. When Student A shares his or her problem with you, tell Student A about the choices you've made and encourage that person to consider what he or she can do to improve his or her grades.

Scenario #2

Pretend it is the first semester of your freshman year and you're always broke. You have a work-study job and some summer savings, but it doesn't seem to be enough. You have opened a credit card account, and now you have a big monthly bill. By the end of the month, you don't have any money left to pay for the fast food you love. You're thinking about dropping out and getting a full-time job so you have more money in your pocket.

Scenario #3

Pretend this is your first week in college and you are missing your family and friends from home, but you decide to get involved in different activities to keep busy. You've also decided to speak to a peer counselor and told your new friends about how much you miss your family. This makes a difference because you now realize that you are not the only person who is missing home. You want to persuade Student A to do the same.

Scenario #4

Pretend you are a freshman in college. You enjoy going to parties. You received a scholarship based on your high school grades. You need to maintain a good GPA to continue receiving the scholarship, but unfortunately you are doing very badly in one of your classes and you need to get at least a C to keep your scholarship. The only way you can pass the course is by earning a C on your next test. However, you have promised friends from your dorm that you will join them for a party the night before the big test. You've decided to speak to Student A, a new friend you've recently met in your freshman composition class, about your situation.

Advisory Goal 3:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)

5 MINUTES

Activity/Topic: Study Strategies and Time Management in College¹⁶

35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)

5 MINUTES

Materials: Study Strategies and Time Management Tips (copied back-to-back, one per student), Study Strategies and Time Management in College Scenarios #1–4 (three to four copies per group), Study Strategies and Time Management Scenario #5 (one per student or projected for whole advisory to see), Study Strategies and Time Management in College Adviser Reference Sheet, sticky notes

Grouping: Whole group, small group

Session Goal:

This session will provide students with strategies for managing time and studying effectively in college.

Gathering: Whip

My favorite time-waster is ...

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Study Strategies and Time Management in College

1. Explain to students that the purpose of today's session is to introduce them to strategies for managing time and studying effectively in college.
2. Distribute the Study Strategies and Time Management in College handout. Ask volunteers to read it aloud.
3. Divide the students into small groups. Give each group a scenario sheet. Instruct the students to read the scenario and discuss the question that follows.
4. Ask each group to summarize its scenario as well as the most important strategy that will help the student in the scenario study and manage time effectively.

¹⁶Adapted from Study Guides and Strategies, <http://www.studygs.net/timman.htm>. Last accessed September 2012.

5. Explain that the whole advisory will look at one final scenario that describes a student who is using effective study strategies and managing her time successfully. Distribute Study Strategies and Time Management in College Scenario #5, and elicit responses about what Vicki is doing to study and manage her time effectively.

Debriefing:

- What was it like to read and respond to these Study Strategies and Time Management scenarios?
- What do you think will be the biggest challenge you'll face next year in terms of managing your time and tasks?
- What can you do to meet this challenge effectively?

Closing: Popcorn

One tip I want to keep in mind next year is ...



STUDY STRATEGIES AND TIME MANAGEMENT IN COLLEGE

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Scenario 1

Jamilla is struggling to get it together during her freshman year. She can't seem to get her assignments in on time or prepare for her tests. In the upcoming week alone she has a mid-term in Economics 101, her most challenging class, and a group project due in English Composition. She also has a number of assignments due in Spanish 101 and Calculus 101. Her friends have been pressuring her to go shopping with them this weekend. She is so overwhelmed she does not know where to begin.

Name three strategies that Jamilla can use to help her manage her time more efficiently.

- 1.
- 2.
- 3.

Scenario 2

Michael is feeling like a small fish in a big pond. When he was a student at College Prep High School, he was always prepared for class and consistently participated. Since entering college, however, he feels completely lost. He sits through class and never participates. He feels like he has no information to share and can barely remember the information that was presented in the previous class session.

Name three strategies that Michael should use to help prepare for class.

- 1.
- 2.
- 3.

Scenario 3

Jazmin loves college. She has plenty of free time, after her three hours of classes on Monday and Tuesday. On Friday she goes to the gym, hangs out with friends, watches TV and is up really late. On Wednesday and Thursday, she sleeps until noon and then is on social networking sites. Jazmin has always been a good student, so she has been surprised by the grades that she is earning in her classes. On her most recent tests she earned C's and D's; this is surprising since she was used to getting A's and B's in high school. Jazmin is beginning to feel disappointed in herself and wonders whether college is really for her.

Name three strategies that Jazmin should use to help her manage her study time better.

1.

2.

3.

Scenario 4

José isn't sure college is for him. He is either in classes or studying all the time. He thought that he would have time to get involved in some extracurricular activities but can't seem to find time for anything. He is doing well in his classes, but he is stressed because he has no free time. If he doesn't find a way to balance his life, he isn't sure he will stay in school.

Name three strategies that Jose should use to help him manage his study time better.

1.

2.

3.

STUDY STRATEGIES AND TIME MANAGEMENT IN COLLEGE

Scenario 5

Vicki has transitioned to college life very well. She is midway through her freshman year and is very happy with her progress. Because she is a commuter student, she was able to set up her schedule so that Mondays and Wednesdays she has a light load, Tuesdays and Thursdays she has a heavy load and Fridays she has no classes.

Take a look at her schedule below. What is she doing that has helped her be successful?

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 A.M.	Commutes on Public Transportation Reviews Notes for Classes		Commutes on Public Transportation Reviews Notes for Classes		
8:00 A.M.	8:00–10:00 Economics 101	Commutes on Public Transportation	8:00–10:00 Economics 101	Commutes on Public Transportation	Commutes on Public Transportation
9:00 A.M.		Reviews Notes for Classes		Reviews Notes for Classes	Work-Study in the Campus Bookstore
10:00 A.M.		10:00–12:00 Psychology 101		10:00–12:00 Psychology 101	
11:00 A.M.		Tutoring at the Writing Lab			
12:00 P.M.					
1:00 P.M.	Studies at the Library	12:30–3:00 Biology 101	Studies at the Library	12:30–3:00 Biology 101	
2:00 P.M.				Weekly Review of Notes at the Library	
3:00 P.M.					
4:00 P.M.		Study Group for Biology 101		Study Group for Biology 101	
5:00 P.M.					
6:00 P.M.	Work-Study in the Campus Bookstore			Work-Study in the Campus Bookstore	
7:00 P.M.					
8:00 P.M.					
9:00 P.M.					

Adviser Reference Sheet

Three strategies that could be used to help the student in the scenario manage his or her study time better include:

Scenario 1

1. Tell her friends she can go shopping in the evening or next weekend after she finishes her work.
2. Prioritize assignments.
3. Develop a study plan.

Scenario 2

1. Review his notes right before class.
2. Set up a weekly review schedule.
3. Identify “free times” when he can study, such as taking the subway.

Scenario 3

1. Postpone unnecessary activities until she finishes her work.
2. Visit the writing center to sign up for tutoring, or ask a friend from her most challenging classes to study with her.
3. Set aside blocks of time each week to study in a space that is free from distractions, like the library.

Scenario 4

1. Develop a weekly schedule, with blocks of time to study.
2. Use free time, such as his commute, to study.
3. Prioritize his assignments to ensure he is using his time more efficiently.

Scenario 5

1. She reviews her class notes weekly and studies in the library.
2. She goes to tutoring sessions.
3. She participates in a study group.

STUDY STRATEGIES AND TIME MANAGEMENT TIPS

Blocks of study time and breaks

- Develop and plan for blocks of study time in a typical week.
- Blocks ideally are around 50 minutes, but you may become restless after only 30 minutes. Some difficult material may require more frequent breaks. Shorten your study blocks if necessary — but don't forget to return to the task at hand!
- What you do during your break should give you an opportunity to have a snack, relax or otherwise refresh or re-energize yourself.
- Place blocks of time when you are most productive: Are you a morning person or a night owl?

Dedicated study spaces

- Determine a place free from distraction (no cell phone or text messaging!) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring!
- Have a back-up space that you can escape to, like the library or even a coffee shop, where you can be anonymous. A change of venue may also bring extra resources.

Weekly reviews

- Weekly reviews and updates are also an important strategy.
- Each week, review your assignments, your notes and your calendar.
- As deadlines and exams approach, your weekly routine must adapt to them!

Prioritize your assignments

- When studying, get in the habit of beginning with the most difficult subject or task. You'll be fresh, and have more energy to take them on when you are at your best.
- For more difficult courses of study, try to be flexible: For example, build in "reaction time" when you can get feedback on assignments before they are due.

Achieve "stage one" — get something done!

- First, launch the project!
- Second, by starting, you may realize that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment.
- Given that you build in review, roughly draft your idea and get going! You will have time to edit and develop later.

Postpone unnecessary activities until the work is done!

- Postpone tasks or routines that can be put off until your school work is finished! This can be the most difficult challenge of time management.
- Distracting activities will be more enjoyable later without the pressure of the test, assignment, etc., hanging over your head. Think in terms of pride of accomplishment. Instead of saying "no," learn to say "later."

● **STUDY STRATEGIES AND TIME MANAGEMENT TIPS**

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Identify resources to help you

- Are there tutors to help you? An “expert” friend?
- Have you tried a keyword search on the Internet to get better explanations?
- Are there specialists in the library that can point you to resources?
- What about professionals and professional organizations?
- Form a study group with other students in your class.
- Using outside resources can save you time and energy, and solve problems.

Use your free time wisely

- Think of times when you can study in “bits,” such as when walking, riding the bus, etc. Perhaps you’ve got music to listen to for your course in music appreciation, or drills in language learning. If you are walking or biking to school, this might be a perfect time to do this. Think about other times, like when you are on the subway or in a line waiting, when you can do routine tasks like reviewing flash cards.

Review notes and readings just before class

- This may prompt a question or two about something you don’t quite understand, to ask about in class or after class.
- It also demonstrates to your professor that you are interested and have prepared.

Review lecture notes just after class

- The first 24 hours are critical. Forgetting is greatest within 24 hours without review!

Advisory Goal 3:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Concentric Circles (an activity that gives students a chance to share responses with a variety of partners; see Glossary)
10-15 MINUTES

Activity/Topic: Letters to the Future
20-25 MINUTES

Closing: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Materials: “Letter to My Future Self” handout (one per student), loose-leaf paper (one per student), envelopes (one per student)

Grouping: Whole group, individual

Session Goal:

This session will provide an opportunity for students to reflect on what motivates them to achieve their goals.

Gathering: Concentric Circles

- What are you most proud of accomplishing in terms of getting this far in the college admission process?
- Why do you want to go to college? What is your goal?
- Describe your life five years from now. Where do you hope to be living? What kind of work will you be doing? What are your hopes and dreams for your personal life?
- What is one challenge you might face in obtaining a degree or certificate? What can you do in order to meet this challenge?
- What is one personal asset that will help you achieve your goal of graduating from college?

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Letters to the Future

1. Explain that this session will provide an opportunity for students to reflect on what motivates them to achieve their goal of obtaining a college degree or certificate. Emphasize that it is important for students to envision where they want to be in the future, since this can carry them through challenges they may face on the journey to achieving their goals. Tell students they will do this by writing a letter to themselves that they can read when faced with future challenges.
2. Pass out the “Letter to My Future Self” handout and a piece of loose-leaf paper to each student. Invite students to jot down ideas on the handout prior to writing a letter to themselves. Emphasize that the prompts are suggestions only. Students can choose which ones to respond to as well as create their own.

3. Give students 15 minutes to complete their letters.

Debriefing:

- What was it like to write a letter to your future self?
- When might it be helpful to read this letter in the future?
- Where might you put this letter for safekeeping?

Closing: Go-Round

Invite each student to share one sentence from his or her letter with the rest of the advisory.

Afterward, distribute envelopes, ask students to address them to themselves, place their letters inside and seal the envelopes. They should keep their envelopes safe, to be opened as they graduate from college.

● LETTER TO MY FUTURE SELF

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Date:

Dear Future Self,

How I've gotten this far

- In terms of getting this far in the college admission process, I am most proud of ...
- One person who has supported me in the college admission process is ... by ...

Why I want to go to college

- I want to go to college in order to ...
- One person or thing that motivates me to achieve this goal is ...
- One personal asset that will help me achieve this goal is ...
- Five years from now, I envision myself living ... working ... enjoying ...

Obstacles along the way

- If I were to drop out of college before earning a degree or certificate, I would feel ... because ...
- One challenge I might face to earning a degree or certificate is ...
- One thing I can say to myself to help me face this challenge is ...
- One person who can be a support to me when I face this challenge is ...

You made it!

- When I read this letter at my college graduation, I will feel ... because ...
- One person I'd like to share this letter with at my graduation is ... because ...

Advisory Goal 3:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Pair-Share a technique enabling multiple, simultaneous conversations; see
5 MINUTES Glossary)

Activity/Topic: Facing the Culture Shock of College¹⁷
35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing
5 MINUTES ideas in a random order; see Glossary)

Materials: Facing the Culture Shock of College handout (one per student, copied back-to-back), discussion questions printed or projected on board (see Activity/Topic #6)

Grouping: Whole group, pairs

Grouping: Pair-Share

In what ways might students at college be different from you?

Activity/Topic: Facing the Culture Shock of College

1. Explain to students that the transition to college includes interacting with different types of students. Emphasize that this is an exciting opportunity and it **can** also present challenges, which may result in “culture shock,” especially for many first-generation college students (those who are the first in their families to attend college).
2. Ask students to share some ways students in college might be different from them. *Examples include: race, class, privilege, the way people speak and dress, academic preparation.*
3. Tell students that the purpose of today’s session is to explore what helps first-generation students succeed in dealing effectively in college with people who are different from those they are accustomed to. Explain that they will do this by reading and responding to quotes from actual first-generation college students about how they successfully faced college culture shock.
4. Distribute the Facing the Culture Shock of College handout. Ask volunteers to read the quotes aloud.
5. Invite each student to put a star next to one quote that he or she feels is an important way of facing the culture shock of college. Tell each student that he or she will share this quote with a partner.
6. Ask students to stand and partner up with someone. Draw students’ attention to the following questions on the board and have them discuss the questions with their partners:
 - What quote did you pick?
 - Why did you pick this quote?

¹⁷Adapted from Kathleen Cushman, *First in the Family: Advice About College from First-Generation Students*, Rhode Island: Next Generation Press, 2006) and “Facing the Culture Shock of College,” *Educational Leadership*, vol. 64, no. 7 (April 2007).

- What did the students do that helped them deal successfully with the culture shock of going to college?
6. After 2 or 3 minutes, ask students to find new partners and share their quotes. Repeat a third time.
 7. Gather the group together and ask students to brainstorm the different ways first-generation students face the culture shock of college effectively. Write these on the board. Answers will include: keeping an open mind; shifting between two cultures; staying in touch with mentors; joining cultural groups, clubs, organizations; staying true to themselves; succeeding academically; challenging stereotypes.

Debriefing:

- What was it like to read these quotes by first-generation college students?
- What do you think will be the biggest culture shock you will face in going to college?
- What is a personal asset that will help you deal with this challenge successfully?

Closing: Popcorn

What are the benefits of going to school with students from different cultures?

Student Quotes

1. "I learned not to assume, because I had to deal with so many people. Even just making a bulletin board (as a residential adviser in a dorm), I couldn't assume that everyone was a certain religion or a certain race. How to interact with people became very important."
—Milenny
2. "The Latino Studies class was cool because everyone was speaking their mind and the minority in that class was Caucasian people. It definitely helped you feel like you're not leaving your people behind. Maybe we (Latinos) didn't all come from the exact same background, but we pretty much felt the same way about different things we talked about in class. Which is really different, and it opened up the eyes of the other kids in class."
—Stephanie
3. "When I first came, I used a lot of slang. But some of the stuff that I can say and do at home — like 'Yo, what's up, ZXZDX ?' — I can't do it here. They just looked at me real funny, like, 'What did you just call me?!' So I've calmed down a lot of my street slang: You can't say this, watch how you say that. Because that's too much of a culture shock for them." —Eric
4. "Some of the teachers look at me and figure, 'This guy's a clown, he's not here to learn. He looks like he's urban, his pants are sagging, he's got his hat on backward,' or something like that. They're going to look at what you wear and how you're walking and they're basically going to judge your personality on that ... basically. I just had to get an A on their test so they'll know that I'm not a clown." —Raja
5. "A lot of people here have led sheltered lives — even now, they do. They grew up where it's easy to get away from people not like them, to only see rich people that look just like themselves. And sometimes it causes heat for me to say things from what I know about the world. It's not as sheltered as they think it is! I'm not going to be fake with anybody, I want to be as real as I possibly can. Sometimes they teach me stuff, sometimes I teach them stuff. I mean, that's college for you." —Eric
6. "We all represent our groups — no matter what we do, our actions, or lack of action, will show it. I found ways to take pride in my culture and to feel confident without having to worry about what other people think. By succeeding in school, I am representing my group in a good way." —Jackie
7. "The international students association is by far the best organization on campus. They're so welcoming, everybody's integrating, and it's not just about one culture or one person. We're learning about everybody, we're learning about everything." —Maly
8. "I had never worn khakis in my life. I would come to class in saggy jeans with a do-rag on and a cap turned to the side. But then I found out I could buy four pairs of khakis for what I would pay for one jeans outfit. So now I'm mixing both of them. My earrings and my necklace — that's me. It's not being white, it's not being black, it's embracing hip-hop culture and it's embracing another culture." —Eric
9. "A lot of my (Latino) fraternity brothers are first-generation college students. They know what it was like to grow up in a humble household, for your parents not to be able to support you in the ways they wanted to. They don't have a lot of the same motivations and pushes as white students, but they are very determined, and I really appreciate and respect that." —Stephen
10. "Being around people that are openly gay shocked the heck out of me. But if you come to college with a closed mind, you're not going to get very far. You can't come to college and not try to be receptive to everything else that's going on around you. You don't have to do what other people are doing, you just tolerate what people do." —Eric

11. "I've grown very confident of what I believe in and what I am. Being in a very homogeneous college, it's very easy to either go their way or completely isolate yourself from them. But I've learned how to stay in between — still participating in social events that they go to, but doing it in my own way. Always, always, stay true to yourself." –Maly
12. "My high school teachers are still behind me. I've gotta call, 'cause they'll find out I'm struggling. If I'm having trouble in my class, they're like, 'We know somebody who's going to give you a call tomorrow.' And when I go back, they use me as an example for other kids." –Eric

Advisory Goal 3:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10-15 MINUTES

Activity/Topic: Academic Expectations: High School *versus* College
20-25 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
10 MINUTES

Materials: High School versus College Academic Expectations chart (written or projected on board or chart paper), College Academic Expectations scenario cards (cut apart, one card per pair or triad), High School versus College Academic Expectations Adviser Reference Sheet, College Academic Expectations Adviser Reference Sheet

Grouping: Whole group, triads, pairs

Session Goal:

In this session, students will explore the difference in academic expectations between high school and college.

Gathering: Go-Round

What is one way college classes will be different from high school classes?

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Academic Expectations: High School *versus* College

1. Explain to students that in today's session, they will explore the differences in academic expectations between high school and college.
2. Draw students' attention to the High School *versus* College Academic Expectations chart written or projected on the board. Ask students to keep in mind the answers to the Gathering question, and for each category predict differences between high school and college academic expectations. Model with the first entry on the chart: "Dropping a Course from Your Schedule." In high school, you are NOT expected to drop and add courses based upon your preference for certain teachers, while in college you can do this but only in the beginning of the semester (during the first week or two.)

NOTE: Emphasize that it is OK if students cannot predict all the differences. Tell students that they will discover these throughout the course of the session.

3. Divide the class into pairs or triads, and tell them you are giving each group a scenario that connects to one of the expectations on the chart. Ask a volunteer in each group to read the expectation and scenario aloud, and invite the group members to discuss their answers.

NOTE: *Depending upon the size of your advisory, some groups may receive the same scenario.*

4. After 5 minutes, bring the advisory back together and ask each group to share its expectations, scenario and responses. Encourage groups to respond to and question one another.
5. Fill in any missing expectations on the High School versus College Academic Expectations chart.

Debriefing:

- What is one thing you realized based upon today's activity?
- Were there any surprises?
- What is one way your high school experience has prepared you for the academic expectations of college?

Closing: Popcorn

I used to think ... now I think ...

HIGH SCHOOL *VERSUS* COLLEGE

Academic Expectations Chart

High School Academic Expectations	<i>versus</i>	College Academic Expectations
	Dropping a Class from Your Schedule	
	Deadlines	
	Communication About Absences	
	Extra Help	
	Knowing About Upcoming Assignments	



COLLEGE ACADEMIC EXPECTATIONS: WHAT WOULD YOU DO?

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SCENARIO CARDS

College Academic Expectation: You will seek help when you need it.

The Situation: You are taking a calculus class in college. The material is hard, and you find yourself leaving class feeling lost. You struggle with the homework assignments and fail the first test. What would you do?

College Academic Expectation: You will attend class regularly.

The Situation: Your freshman history class is on Mondays, Wednesdays and Fridays at 8 a.m. The professor gives a lecture and then leads a discussion on the assigned readings each class period. It's Friday and you didn't do the reading. Your roommate is in the same class and she or he wants to start the weekend early by not going to class because she or he didn't do the reading either. What would you do?

College Academic Expectation: You will drop and add classes only at the beginning of the semester.

The Situation: You were a good math student in high school, yet after the first two meetings of your freshman math class, you're lost. You talk to a friend of yours who has the same class but with a different professor, and she or he understands the material. There is one more week left before you can drop and add a course at the Registrar's office. What would you do?

College Academic Expectation: If you must miss class, you will let the professor know and get the notes from another student.

The Situation: You come down with a terrible cold and make an appointment at the Student Health Center to be seen by the doctor. The only problem: The appointment is during your history class. What would you do?

College Academic Expectation: All work will be submitted on time.

The Situation: You have a final project for your psychology class, and the teacher assigns you to a group for completing it. The deadline is quickly approaching, and your group is nowhere close to being done. One of your group members suggests turning the project in late, as she or he used to do that all the time in high school. "It's no big deal," she or he says, "I'm sure the professor will accept it next week instead of this one." What would you do?

College Academic Expectation: You will be responsible for keeping track of assignments and due dates.

The Situation: On the first day of class, your art history professor gives out the syllabus — a list of all readings and assignments for the entire semester. You stick it in your pocket and by the time you get back to your dorm room, you can't find it. "Oh well," you think, "I'm sure the professor will remind us every week what the homework is." You don't give it another thought until you arrive at class next week to find most students have read chapter one of the textbook, which was the first assignment on the syllabus. What would you do?

Academic Expectations Adviser Reference Sheet

High School Academic Expectations	<i>versus</i>	College Academic Expectations
Students are not allowed to drop a course from their schedule based upon preferences for particular teachers.	Dropping a Class from Your Schedule	Students can drop and add a course based upon preferences for particular professors, but only by a particular date at the beginning of the semester.
Although it varies from teacher to teacher, students can often negotiate deadlines with teachers.	Deadlines	In general, students are expected to meet deadlines that appear on the course syllabus.
Students tell teachers why they were absent or bring a note from home upon returning to school. In general, teachers will provide materials and notes to a student who was absent.	Communication About Absences	Students are expected to communicate with professors prior to an absence and to get class notes from another student.
Teachers are expected to offer extra help to students who need it.	Extra Help	Students are expected to seek out extra help when they need it.
Teachers usually remind students regularly of upcoming assignments.	Knowing About Upcoming Assignments	Students are expected to keep track of upcoming assignments and due dates by regularly reviewing their course syllabus.



COLLEGE ACADEMIC EXPECTATIONS: WHAT WOULD YOU DO?

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Adviser Reference Sheet

SCENARIO CARDS

College Academic Expectation: You will seek help when you need it.

Suggested responses: *Seek out extra help from the professor during office hours or sign up for tutoring at the Tutoring/Writing Center.*

College Academic Expectation: You will attend class regularly.

Suggested responses: *Go to class, take notes and participate as much as possible by asking relevant questions. Some students may say they would skip class and get the notes from a classmate — emphasize that many professors take attendance and even if they don't, being in class will help students understand the material better and demonstrate their commitment to learning.*

College Academic Expectation: You will drop and add classes only at the beginning of the semester.

Suggested responses: *Investigate whether you could drop this section of the class and add the section your friend is in during the next week. Otherwise, you would have to stay in the class and if you fail, you would take it again the next semester and take the better grade.*

College Academic Expectation: If you must miss class, you will let the professor know and get the notes from another student.

Suggested response: *Prior to class, e-mail your professor, whose e-mail address will appear on the course syllabus, explaining the situation and letting him or her know that you will get the notes from a classmate.*

College Academic Expectation: All work will be submitted on time.

Suggested response: *Remind your group members that this is not high school and that the professor expects your group to meet the deadline. If the group still feels it cannot meet the deadline, contact the professor immediately, explain the situation and request an extension.*

College Academic Expectation: You will be responsible for keeping track of assignments and due dates.

Suggested response: *Download a copy of the syllabus from the professor's Web page or borrow a syllabus from a classmate and make a copy.*

Advisory Goal 3:**Grade:****NOTE**

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

This session can be used at the end of each semester to track progress towards graduation.

Gathering: Emotion Cards
10 MINUTES

Activity/Topic: Graduation Roadmap: Tracking Progress Towards a Diploma
25 MINUTES

Closing: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary) and Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session)
10 MINUTES

Materials: Emotion Cards, student report cards or transcripts, NYC or Buffalo, Rochester, Yonkers Graduation Requirements Credits Tracker / New York State Regents Requirements Tracker (one per student, copied back-to-back), Ticket Out (for students who have tracked their progress), pens

Grouping: Whole group, pairs, individual

Session Goal:

To reflect on students' progress towards graduation.

Gathering: Emotion Cards

1. Have the group form a circle. Spread the Emotions Cards on the floor or a table so all students can see them.
2. Tell students that all of the words on the cards are emotions, and ask if you can clarify any of the meanings. (Take a few minutes to do this.)
3. Ask students: "What emotion matches how you are feeling about high school?"
4. Ask students to wait until you say "go" before selecting a word for their response to the question. Let them know that they can share a word with someone else. To allow students time to think, wait 30 seconds before saying "go."
5. Model for students by sharing your word first and the reason behind your choice of that word. Then ask for a volunteer to begin and proceed in go-round style.

Activity/Topic: Graduation Roadmap: Tracking Progress Towards a Diploma

1. Review with students how to track their progress. Modeling with a sample grade report and sample graduation tracker is recommended.

NOTE: *Those outside New York state can use the included handouts as a reference to create Graduation Tracker Forms that match your High School Credit Requirements.*

2. Distribute to students the Trackers they have previously filled out or hand out new ones for students who have not done this before.
3. Distribute report cards or transcripts and ask students to use these to fill in their trackers.
4. Distribute Tickets Out the Door and ask students to fill them out.

Debriefing:

- What was it like to track your progress?
- What did you realize or what are you wondering?
- What is one specific thing you could do to make sure you are on track to graduate?

Closing: Go-Round and Ticket Out the Door

1. Have each student complete a Ticket Out the Door
 - I am or am not on track to graduate (circle one).
 - One thing I realized or am wondering...
 - One thing I can do to stay on track or get back on track is...
2. Go-Round: Choose an emotion card that describes how you're feeling after tracking your progress.

Choose an emotion card that describes how you're feeling after tracking your progress.

NOTE: *Collect students' trackers for future use as well as their Tickets Out the Door for conferences.*

TICKET OUT THE DOOR

TICKET OUT

Name: _____ Date: _____

I am or am not on track to graduate (circle one).

One thing I realized or am wondering...

One thing I can do to stay on track or get back on track is...

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TICKET OUT

Name: _____ Date: _____

I am or am not on track to graduate (circle one).

One thing I realized or am wondering...

One thing I can do to stay on track or get back on track is...

TICKET OUT

Name: _____ Date: _____

I am or am not on track to graduate (circle one).

One thing I realized or am wondering...

One thing I can do to stay on track or get back on track is...

EMOTION CARDS

Confident	Stretched	Comfortable
Hopeful	Focused	Excited
Alert	Clear	Stressed
Relaxed	Shocked	Puzzled
Dismayed	Uncertain	Skeptical
Sad	Defeated	Rejected
Lonely	Depressed	Afraid
Tense	Unsafe	Upset
Threatened	Stuck	Angry
Hostile	Satisfied	Relieved
Amused	Proud	Energized
Accepted	Friendly	Secure
Included	Calm	Loved

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

New York City Tracker

English – 8 credits needed

(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Math – 6 credits needed

(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Science (inc. lab) – 6 credits needed-- Life Science (2 credits), Physical Science (2 credits), Life or Physical Science (2 credits)

(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Social Studies – 8 credits needed -- Global History (4 credits), American History (2 credits), Economics (1 credit), Participation in Government (1 credit)

Global History (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Global History (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Global History (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Global History (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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American History (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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American History (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Economics (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Participation in Government (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Health & PE: - 5 credits needed-- Physical Education (4 credits), Health (1 credit)

Phys Ed (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Phys Ed (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Phys Ed (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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Phys Ed (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
--------------------	--------------------------	--------------------------

Health (1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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NYC GRADUATION CREDIT REQUIREMENTS

Subject	Credits Needed (semester = 1 credits)
English	8
Mathematics	6
Science	6
Social Studies	8
Health & PE	5
Second Language	2
Electives	7
Music, Art, Dance, Theater	2
Total	44

*To receive an Advanced Regents Diploma, you need **6 credits in a Second Language** and only **3 Elective credits**.

Instructions: Track Your Progress towards your diploma

1. If necessary write in the title of your course
2. Check first box if you passed class
3. Place letter grade in second box.

Second Language - 2 credits needed; 6 needed for Advanced Regents Diploma

(1 credit) □ □	(1 credit) □ □	(1 credit) □ □	(1 credit) □ □	(1 credit) □ □
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Electives Needed - 7 credits needed; only 3 for an Advanced Regents Diploma

(1 credit) □ □	(1 credit) □ □	(1 credit) □ □	(1 credit) □ □	(1 credit) □ □
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Art, Music, Theater, Dance - 2 credits needed

(1 credit) □ □	(1 credit) □ □
-------------------	-------------------

Student: _____
 Adviser: _____

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global History (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global History (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global History (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Global History (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

American History (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

American History (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Economics (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Participation in Government (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Phys Ed (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Phys Ed (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Phys Ed (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Phys Ed (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health (.5 credit)	____	____	____	____	____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Buffalo, Rochester & Yonkers Graduation Credit Requirements	
Subject	Credits Needed (semester = .5 credits)
English	4
Mathematics	3
Science	3
Social Studies	4
Health & PE	2.5
Second Language	1
Electives	3.5
Music, Art, Dance, Theater	1
Total	22

**To receive an Advanced Regents Diploma, you need 3 credits in a Second Language and only 1.5 Elective credits.*

- If necessary write in the title of your course
- Check first box if you passed class
- Place letter grade in second box.

Example:

Second Language - 1 credits needed; 3 needed for Advanced Regents Diploma

<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>
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Electives Needed - 3.5 credits needed; only 1.5 for an Advanced Regents Diploma

<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>
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Art, Music, Theater, Dance - 1 credit needed

<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>	<div><div>(.5 credit)</div><div><input type="checkbox"/><input type="checkbox"/></div></div>
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REGENTS REQUIREMENTS

New York State Tracker

Fill in your scores and put a check in the box if this is a passing score.

You must earn a “65” or greater to have a passing score. The “with honors” designation is added to either Regents Diploma option for students with an average score of “90” or greater on all required Regents exams.

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Subject Area	Regents Diploma Score	Advanced Regents Diploma Score
English Language Arts	One Exam	
• Comprehensive English	_____	
Mathematics	One Exam	Two Exams
• Integrated Algebra I	_____	_____
• Geometry	_____	
• Algebra II/Trigonometry	_____	
• Mathematics B		_____
Social Studies	Two Exams	
• Global History and Geography	_____	
• U.S. History and Government	_____	
Science	One Exam	Two Exams
• Chemistry	_____	_____
• Earth Science	_____	_____
• Living Environment	_____	_____
• Physics	_____	_____
Language Other than English	Not Applicable	One Exam
• French		_____
• German		_____
• Hebrew		_____
• Italian		_____
• Latin		_____
• Spanish		_____



ADVISORY GOAL 4

**To provide advisees with the resources and information
necessary to make thoughtful decisions about the future**

Advisory Goal 4:	Grade:	NOTE
To provide advisees with resources and information necessary to make thoughtful decisions about the future	12th	<i>This session requires computer/Internet access for each student. Also, the adviser should obtain student profile information (high school transcript, SAT score, GPA and class rank) from the school counselor for each advisee.</i>
Gathering: 10 MINUTES Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)		
Activity/Topic: 30 MINUTES How Do I Stack Up?		
Closing: 5 MINUTES Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)		
Materials: Individual student profile information obtained from school counselor (transcript, SAT score, current GPA, class rank), Internet access (one computer per student), Am I on Track? How Do I Stack Up? worksheets (two per student)		
Grouping: Whole group, individual		

Session Goal:

This session will provide each student with the opportunity to evaluate how his or her student profile (courses taken, GPA, SAT, class rank) stacks up against admission requirements of colleges he or she would like to attend. In this way, the student can make informed decisions about which schools to apply to.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

If you could attend any college or university, which one would it be and why?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: How Do I Stack Up?

1. Explain that the purpose of today's session is to find out how each student's profile (courses taken, GPA, SAT score, class rank) stacks up against the admission requirements of schools he or she would like to attend. In this way, students will make informed decisions about which schools they apply to.
2. Distribute each student's profile information. Emphasize that if students are missing pieces of this information, they will still be able to complete the activity and find out some information that will help them determine which schools are the best fit for them.

3. Distribute the Am I On Track? How Do I Stack Up? worksheets, and direct the students to follow the directions listed. Circulate and help students as needed.

Debriefing:

- What is the most important thing you learned today?
- Were there any surprises?
- What are you wondering as a result of today's activity?

Closing: Whip

Now that I know ... I will ...

AM I ON TRACK? HOW DO I STACK UP?¹⁸

Identify two colleges to which you would like to apply. List one in each of the college columns in the “How do I stack up?” charts.

How do I stack up? Academics	College 1:	College 2:
REQUIRED COURSES / YEARS OF HIGH SCHOOL CLASSES		
How many years of these high schools classes have I completed, or do I expect to complete? • Computer Science _____ • English _____ • Foreign Language _____ • History _____ • Math _____ • Science _____ ◦ Science - Lab _____ • Visual/Performing Arts _____ • Academic Electives _____	This college/university seeks: • Computer Science _____ • English _____ • Foreign Language _____ • History _____ • Math _____ • Science _____ ◦ Science - Lab _____ • Visual/Performing Arts _____ • Academic Electives _____ <input type="checkbox"/> I am on track with the required courses for this school. <input type="checkbox"/> I am <u>not</u> on track with the required courses for this school.	This college/university seeks: • Computer Science _____ • English _____ • Foreign Language _____ • History _____ • Math _____ • Science _____ ◦ Science - Lab _____ • Visual/Performing Arts _____ • Academic Electives _____ <input type="checkbox"/> I am on track with the required courses for this school. <input type="checkbox"/> I am <u>not</u> on track with the required courses for this school.
HIGH SCHOOL CLASS RANK		
My class rank is _____ of _____ students. Relative to my class size, this ranks puts me in the: • Top Tenth _____ • Top Quarter _____ • Top Half _____ • Bottom Half _____ • Bottom Quarter _____	This college seeks: • a class rank of _____ <input type="checkbox"/> My class rank puts me in the competitive range for this school. <input type="checkbox"/> My class rank is <u>not</u> competitive for this school.	This college seeks: • a class rank of _____ <input type="checkbox"/> My class rank puts me in the competitive range for this school. <input type="checkbox"/> My class rank is <u>not</u> competitive for this school.
HIGH SCHOOL GPA		
My GPA is _____.	• a GPA of _____ <input type="checkbox"/> My GPA puts me in the competitive range for this school. <input type="checkbox"/> My GPA is <u>not</u> competitive for this school.	• a GPA of _____ <input type="checkbox"/> My GPA puts me in the competitive range for this school. <input type="checkbox"/> My GPA is <u>not</u> competitive for this school.

¹⁸Adapted from <https://bigfuture.collegeboard.org/find-colleges>. Last accessed September 2012.

How do I stack up? SAT® & ACT Scores	College 1:	College 2:
HIGHEST SAT SCORES		
What are your highest SAT scores (real or predicted)? • SAT Critical Reading _____ • SAT Math _____ • SAT Writing _____	This college/university seeks: • SAT Critical Reading _____ • SAT Math _____ • SAT Writing _____ <input type="checkbox"/> My SAT scores put me in the competitive range for this school. <input type="checkbox"/> My SAT scores are <u>not</u> competitive for this school.	This college/university seeks: • SAT Critical Reading _____ • SAT Math _____ • SAT Writing _____ <input type="checkbox"/> My SAT scores put me in the competitive range for this school. <input type="checkbox"/> My SAT scores are <u>not</u> competitive for this school.
HIGHEST SAT SCORES (if applicable)		
What are your highest ACT scores (real or predicted)? • ACT Composite _____ • ACT English _____ • ACT Math _____	This college seeks: • ACT Composite _____ • ACT English _____ • ACT Math _____ <input type="checkbox"/> My ACT scores put me in the competitive range for this school. <input type="checkbox"/> My SAT scores are <u>not</u> competitive for this school.	This college seeks: • ACT Composite _____ • ACT English _____ • ACT Math _____ <input type="checkbox"/> My ACT scores put me in the competitive range for this school. <input type="checkbox"/> My SAT scores are <u>not</u> competitive for this school.

Complete the “How do I stack up?” column with your academic and assessment results. Then, log on to <https://bigfuture.collegeboard.org/> to research the academic and assessment expectations of the two colleges you previously identified, following the steps below:

1. In the “Find Colleges” search, type the name of the first school on your list and click “Go” or select the school name from the drop-down box which will pop-up once you start typing the school name.
2. Once the new page opens up, select “Applying” from the left navigation menu. When the page refreshes, scroll down and select the “Academics” tab.
3. Update the information under “Are You on Track?” for the “Years of High School Classes” section. Don’t forget to click “Save” when you finish. You may be prompted login to your account if you have not already signed in.
4. If the school has reported requirements for this section, record them in the appropriate section of the charts above.
5. Scroll further down the page and repeat step #4 to update and save your information in the “How Do You Stack Up?” column for the “High School Class Rank” and “High School GPA” sections. Record your findings above.
6. Now click the “SAT & ACT Scores” tab in the navigation menu. Update and save your information for the Highest SAT Scores section on this page and record your findings. If you’ve taken the ACT, update and record your results for the ACT as well.
7. Take a moment to review what you have recorded in the charts above and reflect on what you have learned. On another sheet of paper, write down any questions you have after comparing your information to this college.
8. When you have finished, type the second college’s name in the “Find Colleges” search at the top right hand corner of the web page. To analyze how you stack up with the second college, repeat these steps beginning with step #2.

Advisory Goal 4:**Grade:**

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

Gathering: 5-10 MINUTES Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary) or Temperature Check (a quick way to elicit individual responses from all students; see Glossary)

Activity/Topic: 30-35 MINUTES College Application/Student Profile

Closing: 5 MINUTES Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)

Materials: Download the SUNY Supplemental Application Worksheet from https://www.suny.edu/student/apply_supp_apps.cfm. Print one per student, Letters of Recommendation Preparation Form (one per student), pens, loose-leaf paper (for brainstorming essay responses)

Grouping: Whole group, pairs, individual

Session Goal:

The purpose of this session is to support students in organizing their student profile information in preparation for filling out college applications.

Grouping: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

Temperature Check

On a scale of 1 to 10 (1 = not organized at all, 10 = super organized), how organized are you?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: College Application/Student Profile

1. Explain to students that the purpose of today's session is to organize their student profile information in preparation for filling out college applications. Explain that they will use the SUNY Supplemental Application Worksheet to do this because this is a user-friendly form that contains the basic information they will be required to submit with any application. Emphasize that organizing this information prior to filling out actual applications will make the process easier and more efficient.

2. Distribute the application worksheets and letters of recommendation preparation forms, and review the questions with students. Make sure students indicate the level of each of their courses. Tell students that the Personal Statement is optional; however if their transcript shows widely inconsistent academic performance over their high school years, the Personal Statement may help explain the variation to admissions officials.
3. Explain to students that **if** they finish filling out the application worksheet and preparation form, they should choose one of the essay prompts and begin brainstorming a response. Emphasize that although these are questions from the SUNY application, they could use their responses for most colleges since they are usually allowed to write about a topic of their own choice.
4. Circulate and help students as needed.
5. Have each student pair up with someone and share something from his or her brainstormed response to one of the essay questions or from his or her responses to the Letters of Recommendation Preparation Form.

Debriefing:

- What was it like to fill out this application?
- What did filling out this application make you realize?
- Which essay prompt did you choose? What would you want the college to know about you by responding to that prompt?
- Is there any information you still have to find out?
- Where do you want to keep this form for safekeeping?

Closing: Whip

One thing I plan to do as a result of today's session is ...



LETTERS OF RECOMMENDATION



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Preparation Form

1. Identify two courses that you have done well in and for which the teacher would have an interesting story to tell about you:

Course #1:

Course #2:

2. What did you like about each course?

Course #1:

Course #2:

3. What did you learn about yourself in each course?

Course #1:

Course #2:

4. What is a skill or asset that you demonstrated in each course? What is an anecdote (short story) the teacher could tell that would reveal this skill/asset?

Course #1:

Course #2:

5. Did either of these courses lead you to think about a particular career or college major? Why?

Course #1:

Course #2:

Advisory Goal 4:

Grade:

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Activity/Topic: College Application Essay Dos and Don'ts
30 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: Sample College Application Essays (one copy per pair), Why Do Colleges Ask for the College Application Essay? (written on chart paper, board or interactive whiteboard), Sample Essay Critiques, College Application Essay Dos and Don'ts

Grouping: Whole group, pairs

Session Goal:

The purpose of this session is to provide students with an opportunity to evaluate college application essays to determine the dos and don'ts of writing an effective essay.

Grouping: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

If the college you were applying to this year had only one space left in its freshman class, why should that space be offered to you?

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: College Application Essay Dos and Don'ts

1. If you did the suggested gathering, explain that the question is a common one that appears on college application essays. Explain that the essay, when required, is an important part of the college application. The purpose of today's session is to familiarize students with the Dos and Don'ts of writing an effective college application essay.
2. Draw students' attention to the chart paper, which lists the reasons why colleges require the application essay:
 - to tell admission officers something about you that may not be evident in the rest of your application (special interests, your values, significant experiences, expectations for the future)

- to reveal your creativity
 - to assess your writing and critical thinking abilities.
3. Say to students: “I am going to give you three college application essays to review. Imagine you are a college admission officer, and decide which essay you think best fits the criteria stated in step #2.

NOTE: *Emphasize that while two essays best fit the criteria, each essay has strengths.*

4. Divide students into pairs, and give one copy of the Sample College Application Essays to each pair. Give students time to read each essay.
5. Ask each pair to discuss which single essay best serves the purposes discussed in step #2. Emphasize that they do not have to agree with each other; if they disagree, they can try to convince each other of their position.
6. Afterward, call on a few volunteers to share their opinions with the rest of the advisory. Encourage students to respond to one another.
7. Distribute the critiques of the three essays. Ask volunteers to read the critiques aloud.
8. Invite students to respond to the critiques:
- What did the evaluators say that students noted earlier?
 - What is the biggest difference between the essays according to the evaluators?
 - Did you find any surprises?

NOTE: *The biggest difference between the essays is that the writers of Sample Essays B and C use vivid details to share dimensions of their character and personal qualities by connecting these traits to stories of an activity they enjoy (Essay B) and literary characters and adults they admire (Essay C), while the writer of Sample Essay A tells about his newfound confidence but does not include a story to demonstrate how this confidence has made a difference in his life.*

9. Create a T-chart and ask the class to brainstorm a few Dos and Don'ts about the college application essay, and record their answers on the board. *Example of Dos: Have a tight focus. Example of Don'ts: Tell them what they already know.*
10. Distribute the list of Dos and Don'ts and ask volunteers to read it aloud. Afterward, ask:
- What's one tip you already knew?
 - What tip is something new?
 - What's one tip you have a question about?

Debriefing:

- What was it like to look at the sample essays?
- What are you still wondering about the college application essay?
- Who can support you in writing your essay?

Closing: Popcorn

When it comes to the college application essay, I used to think ... Now I know ...

Sample A¹⁹

I have learned a great many things from participating in varsity football. It has changed my entire outlook on and attitude toward life. Before my freshman year at [high-school], I was shy, had low self-esteem and turned away from seemingly impossible challenges. Football has altered all of these qualities. On the first day of freshman practice, the team warmed up with a game of touch football. The players were split up and the game began. However, during the game, I noticed that I didn't run as hard as I could, nor did I try to evade my defender and get open. The fact of the matter is that I really did not want to be thrown the ball. I didn't want to be the one at fault if I dropped the ball and the play didn't succeed. I did not want the responsibility of helping the team because I was too afraid of making a mistake. That aspect of my character led the first years of my high school life. I refrained from asking questions in class, afraid they might be considered too stupid or dumb by my classmates. All the while, I went to practice and every day, I went home physically and mentally exhausted.

Yet my apprehension prevailed as I continued to fear getting put in the game in case another player was injured. I was still afraid of making mistakes and getting blamed by screaming coaches and angry teammates. Sometimes these fears came true. During my sophomore season, my position as backup guard led me to play in the varsity games on many occasions. On such occasions, I often made mistakes. Most of the time the mistakes were not significant; they rarely changed the outcome of a play. Yet I received a thorough verbal lashing at practice for the mistakes I had made. These occurrences only compounded my fears of playing. However, I did not always make mistakes. Sometimes I made great plays, for which I was congratulated. Now, as I dawn on my senior year of football and am faced with two starting positions, I feel like a changed person.

Over the years, playing football has taught me what it takes to succeed. From months of tough practices, I have gained a hard work ethic. From my coaches and fellow teammates, I have learned to work well with others in a group, as it is necessary to cooperate with teammates on the playing field. But most important, I have also gained self-confidence. If I fail, it doesn't matter if they mock or ridicule me; I'll just try again and do it better. I realize that it is necessary to risk failure in order to gain success. The coaches have always said before games that nothing is impossible; I know that now. Now, I welcome the challenge. Whether I succeed or fail is irrelevant; it is only important that I have tried and tested myself.

¹⁹From <http://www.internationalstudent.com/>, essay supplied by EssayEdge.com. Last Accessed April 2011.

Sample B²⁰

It is the simplest of movements: right foot, left foot, right foot. It is the simplest of actions: run, relax, breathe. For me, running is both the most basic and the most complex activity I perform in any day. While my body adjusts to the challenges of gravel paths and steep inclines, my mind is free to drift, to sift through whatever needs sorting or disposing -- the upcoming day's tasks, an argument with a friend, some nagging stress.

As my calf muscles loosen and my breathing settles into its deep rhythm, I am able to release that stress, forget that argument, and set my mind in order. And at the midway point, two miles into the course, I stop at the hilltop vista overlooking my little town and the surrounding woodlands. For just a moment, I stop to listen to my own strong heartbeat. Then I run again.

Sample C²¹

Of all the characters that I've "met" through books and movies, two stand out as people that I most want to emulate. They are Attacus Finch from *To Kill A Mockingbird* and Dr. Archibald "Moonlight" Graham from *Field of Dreams*. They appeal to me because they embody what I strive to be. They are influential people in small towns who have a direct positive effect on those around them. I, too, plan to live in a small town after graduating from college, and that positive effect is something I must give in order to be satisfied with my life.

Both Mr. Finch and Dr. Graham are strong supporting characters in wonderful stories. They symbolize good, honesty, and wisdom. When the story of my town is written I want to symbolize those things. The base has been formed for me to live a productive, helpful life. As an Eagle Scout, I represent those things that Mr. Finch and Dr. Graham represent. In the child/adolescent world I am Mr. Finch and Dr. Graham, but soon I'll be entering the adult world, a world in which I'm not yet prepared to lead.

I'm quite sure that as teenagers Attacus Finch and Moonlight Graham often wondered what they could do to help others. They probably emulated someone who they had seen live a successful life. They saw someone like my grandfather, 40-year president of our hometown bank, enjoy a lifetime of leading, sharing, and giving. I have seen him spend his Christmas Eves taking gifts of food and joy to indigent families. Often when his bank could not justify a loan to someone in need, my grandfather made the loan from his own pocket. He is a real-life Moonlight Graham, a man who has shown me that characters like Dr. Graham and Mr. Finch do much much more than elicit tears and smiles from readers and movie watchers. Through him and others in my family I feel I have acquired the values and the burning desire to benefit others that will form the foundation for a great life. I also feel that that foundation is not enough. I do not yet have the sophistication, knowledge, and wisdom necessary to succeed as I want to in the adult world. I feel that college can guide me toward the life of greatness that will make me the Attacus Finch of my town.

²⁰Adapted from <http://collegeapps.about.com/od/essays/qt/short-answer-essay.htm>. Last accessed September 2012.

²¹Source: <http://www.quintcareers.com/collegegate10.html>. Last accessed September 2012.

Sample A

- The strength of this essay is that it is well organized\
- The focus is clear – how the applicant has matured and changed since freshman year as revealed through the topic of football.
- The essay would have been better if the applicant showed us where his confidence made a difference by including a story. As it is, he only tells us about his newfound confidence and drive.

Sample B

- The strength of this essay is that although it is short, it is very concise and the author is able to paint a picture of an activity she values.
- The focus of this essay is very clear – how something as simple and commonplace as running helps this author mentally review her goals, deal with stress and find peace and equilibrium in her life. We are able to see dimensions of her character and personal qualities which we value at our college.

Sample C

- The strength of this essay is that the author selected literary characters that possess specific traits that reflect on his own personality. He managed to reveal a good deal about himself through his selection of literary personalities.
- The essay makes readers feel the author is sincere because the author gives a personal basis for his values and future goals; for instance: being from a small town, learning from his grandfather's example, etc.

TIPS FOR WRITING AN EFFECTIVE COLLEGE APPLICATION ESSAY²²

College application essays are your opportunity to:

- Show admission officers who you are
- Provide information about yourself that didn't fit into other areas of your application
- Demonstrates your creativity

RULE 1: Be yourself!

Present yourself as who you are to a college, rather than how you imagine they want you to be. You want a college to take you – not your imaginary friend. Right? Presenting yourself as who you are is your best bet in the college admissions process.

—Jeff Brenzel, *Dean of Undergraduate Admissions, Yale University*; paraphrased

RULE 2: Start early!

Sooner rather than later, during your senior year. So you can do a draft – like any good writing assignment – maybe put it aside, pick it up again, have somebody read it, and then kind of work on the piece of writing.

—Mike Sexton, *Vice President for Enrollment Management, Santa Clara University (CA)*; paraphrased

Check out these other tips and apply them to your essay writing to craft your best college essay.

Choose a Topic That Will Highlight You

- Share your personal story and thoughts
- Take a creative approach and highlight areas that aren't covered in other parts of the application.
- Connect the topic back to you – don't focus on the great aspects of a particular college or the dedication generally required to become a doctor

Keep Your Focus Narrow and Personal

- Focus on one aspect of yourself so the readers can learn more about who you are; selecting a single topic allows you to write about that aspect of yourself in depth.
- Remember admission officers are using the application essay to get to know you better – trying to write about too many topics prevents you from covering any of them in detail.
- Remember the readers must identify your main idea and follow it from beginning to end; have a parent or teacher read your introduction and tell you what he or she thinks your essay is about

²²Adapted from <https://bigfuture.collegeboard.org/get-in/essays/tips-for-writing-an-effective-application-essay-college-admissions>. Last accessed September 2012.

Show, Don't Tell

- Include specific details, examples, reasons and so on to develop your ideas.
- Be descriptive! You want to tell a story, not just state facts.
- Consider the following questions if you get stuck stating a fact to get an idea across:
Fact: "I like to surround myself with people with a variety of backgrounds and interests."

Consider:

- What were you doing?
- Whom did you talk with?
- What did you take away from the experience?

Use Your Own Voice

- Write in your own voice. Avoid overly formal or business-like language and don't use unnecessary words
- Remember admission officers will be able to tell if your essay was edited by an adult
- Consider the following if you get stuck relying on phrases or ideas that people have used many times before:
Overused statement: "There is so much suffering in the world that I feel I have to help people."

Consider:

- What is a real experience that you had and how did it make you feel you had to take action?
- What action did you take?
- What were the results?
- What would you do differently or want to know if something similar happened again?

Ask a Teacher or Parent to Proofread

Ask a teacher or parent to proofread your essay to catch mistakes – remember a computer's spell check won't catch all mistakes.

Examples of typos a computer will miss:

- "After I graduate form high school, I plan to get a summer job."
- "From that day on, Daniel was my best fried."
- Ask those proofreading for you if the writing sounds like you.

Advisory Goal 4:

Grade:

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Activity/Topic: College Application Essay Concentric Circles (an activity that gives students a chance to share responses with a variety of partners; see Glossary)
30 MINUTES

Closing: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary)
5 MINUTES

Materials: Sample Essay Topics and Essay Worksheet Notes handout (one per student copied back-to-back), Personal Asset List (one per student), timer

Grouping: Whole group, pairs

Session Goal:

In this session, students will explore potential topics for the college application essay.

Grouping: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

What is a personal asset you would like colleges to know you possess?
(Hand out the Personal Asset List for students' reference.)

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: College Application Essay Concentric Circles

1. Remind students that the college application essay is an opportunity for them to tell colleges something about themselves, including personal assets they possess, that may not be evident in the rest of the application. Explain to students that today's session will provide an opportunity for them to explore a variety of college application essay topics they can choose from in order to communicate what they want schools to know about themselves.
2. Divide students into two equal groups and arrange them for a concentric circles activity. Emphasize that students should share only what they're comfortable sharing.

Prompts:

- Describe someone who has been a significant influence in your life, and describe the influence.
- Describe a significant experience or risk you've faced or a significant achievement you have had and its impact on you.

- Choose an issue that's facing your school, community, country or world today, and share why it's important to you.
 - If the college/university you're applying to had one space left, why should that space be offered to you?
 - How would your academic interests, personal perspectives and life experience add to the diversity of a college campus?
3. Distribute the list of sample essay topics to demonstrate the range of essay prompts. Point out that the SUNY application and the Common Application have a number of similar topics.

NOTE: *Those outside New York State can update the Sample Essay Question worksheet to include essay questions for local universities in addition to the Common Application questions.*

4. Say to students: "Put a check mark next to the prompt that interested you the most during the concentric circles activity. Many colleges allow applicants to choose an essay topic, so you may be able to use this prompt even if you are applying to a different school."
5. Invite students to think back to what they shared with their partners and to take down notes on the back of the handout that can help them draft an essay in response to these topics.
6. Circulate and help students as needed.

Debriefing:

- What was it like to share responses to these college essay questions?
- Which topic interested you the most? Why?
- What is a next step you can take in preparing to write a college application essay?
- Remind students to keep their essays personal, focused and specific. Tell students to write a draft and show it to a trusted adult (school counselor, English teacher, yourself), get feedback and revise. Finally, emphasize the importance of proofreading their essays! Encourage students to hold on to their notes from today as well as the Personal Asset List to use when writing their college application essay.

Closing: Whip

One thing I want a college to know about me based upon my essay is ...

Essay Prompts Shared by the Common Application and SUNY:

- Tell us about a person or experience you have encountered. Describe how that encounter challenged you and resulted in personal growth.
- Indicate a person who has had a significant influence on you, and describe that influence.
- Evaluate a significant experience, achievement, risk you have taken or ethical dilemma you have faced and its impact on you.
- How would your academic interests, personal perspectives and life experiences add to the diversity of a college campus?
- Given your personal background, describe an experience that illustrates what you would bring to the diversity in a college community, or an encounter that demonstrated the importance of diversity to you.
- Choose an issue impacting your high school, community, country or the world, and share why it is important to you.
- Discuss some issue of personal, local, national or international concern and its importance to you.

Common Application Essay Prompt:

- Describe a character in fiction, a historical figure or a creative work (as in art, music, science, etc.) that has had an influence on you, and explain that influence.

SUNY Application Essay Prompt:

- If the college/university you are applying to had only one space left in its freshman class, why should that space be offered to you?



CONCENTRIC CIRCLES SHARING

College Application Essay Notes

Essay Topic:

Capture the key elements of your conversation related to the essay topic above. What else would you want to include in your essay that you didn't have time to share during the Concentric Circles Activity? Use additional pages to write your thoughts, as needed.

Notes:



PERSONAL ASSET LIST

Assertive	Detail-oriented	Helpful	Organized	Studious
Attentive	Determined	Honest	Patient	Supportive
Careful	Efficient	Humorous	Perceptive	Thoughtful
Caring	Encouraging	Imaginative	Powerful	Tolerant
Committed	Energetic	Inclusive	Prepared	Trustworthy
Communicative	Enthusiastic	Independent	Problemsolver	Understanding
Compassionate	Fair	Joyful	Purposeful	Warm
Concerned	Flexible	Kind	Reasonable	Other:
Confident	Focused	Leader	Reliable	
Consistent	Forgiving	Logical	Resourceful	
Cooperative	Friendly	Loving	Respectful	
Courageous	Generous	Loyal	Self-disciplined	
Creative	Gentle	Observant	Self-motivated	
Curious	Goal-oriented	Open-minded	Sensitive	
Decisive	Hardworking	Optimistic	Skillful	

Advisory Goal 4:**Grade:**

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary) or Pair-Share (a technique enabling multiple, simultaneous conversations; see Glossary)
10 MINUTES

Activity/Topic: FAFSA Scavenger Hunt
30 MINUTES

Closing: Words of Encouragement
5 MINUTES

Materials: Download the Free Application for Federal Student Aid (one per student) at <http://www.studentaid.ed.gov/resources>; FAFSA Reference Sheet (one per student), FAFSA Scavenger Hunt (one per pair), FAFSA Scavenger Hunt Answer Sheet

Grouping: Whole group, individual

Session Goal:

Students will gain a basic familiarity with the FAFSA.

Gathering: Go-Round

What have you accomplished this past week on your College Planning Task List, and what is your goal for this week?

Or

Pair-Share

Ask students to respond to the following quote with a partner:

The elevator to success is broken. You'll have to take the stairs. –Joe Girard²³

NOTE: This is a **suggested** gathering for 12th-grade advisories that meet once a week. If you meet more regularly, you may want to use the alternative gathering.

Activity/Topic: FAFSA Scavenger Hunt

1. Begin today's session by explaining to students the importance of the FAFSA. Define this as the Free Application for Federal Student Aid. Make the following points:
 - The FAFSA is completely dependent upon you and your family. No one else can file it for you.
 - In order to file the FAFSA, you must meet four eligibility criteria:

²³Source: <http://www.resiliencyforlife.com/Quotes>. Last accessed September 2012.

- a. You must be a United States citizen or an eligible noncitizen (*i.e., United States permanent resident holding a Green Card, or a refugee granted permanent, legal residence in the United States*).
 - b. You must have a valid Social Security number.
 - c. You must not have been convicted of sale or possession of drugs.
 - d. If you are male and at least 18 years old, you must be registered with the Selective Service.
- You should plan to file the FAFSA as soon as possible after January 1 of your senior year.
 - Even though you are responsible for filing the FAFSA, there are many resources available to help you. We will discuss these resources today.
2. Give each student a copy of the FAFSA Reference Sheet.
 3. Briefly go over the list of words and terms on the Reference Sheet. Do not cover the Resources section at this time; explain that you will discuss it at the conclusion of the activity.
 4. Instruct students that today they will familiarize themselves with the FAFSA by conducting a scavenger hunt with a partner.
 5. Divide students into pairs and distribute the FAFSA Scavenger Hunt sheet. Give students 10 minutes to complete the activity.
 6. Review the pairs' answers as a whole group. Define any terms as needed.
 7. Ask students to look at the Resources section of the FAFSA Reference Sheet. It is important for the students to know where they can get help with this process. Review this section with the students.

Debriefing:

- What is the most important thing you learned about the FAFSA today?
- What do you plan to do as a result of today's session?

Closing: Words of Encouragement

Congratulate students on getting this far along on the college application process. Let students know that you are confident they will be able to complete this next step and encourage them to reach out for support in completing the FAFSA.

FAFSA SCAVENGER HUNT

Use the Free Application for Federal Student Aid to answer the following questions.

1. Review the steps for completing the form. Steps identify who should be responding to the corresponding numbered items. Who may need to provide information for you to complete the FAFSA?
 -
 -
2. Do you have to enter something for every numbered item to complete the FAFSA?
3. See Step 1. What are three pieces of information required about you, the student?
 - a.
 - b.
 - c.
4. See Step 3. What is one possible reason why a student would NOT have to provide parental information?
5. For Step 4, if a student's parents are divorced or separated, for which parent would he/she have to provide financial information?
6. Assuming your parents need to complete Step 4, what is the only reason why your parents wouldn't enter their adjusted gross income?
7. How many colleges can receive your FAFSA information?
8. According to the first page of FAFSA instructions, what are two ways to submit your application for Federal Student Aid?
 - a.
 - b.
9. What are two terms that are new to you and that are not included on the FAFSA Reference Sheet?
 - a.
 - b.

Answer Sheet

Use the Free Application for Federal Student Aid to answer the following questions.

1. Review the steps for completing the form. Steps identify who should be responding to the corresponding numbered items. Who may need to provide information for you to complete the FAFSA?

- *Student (Self)*
- *Parent*

2. Do you have to enter something for every numbered item to complete the FAFSA?

No. Each step and some numbered items have instructions. Based on the answers you provide, the form may instruct you to skip steps or leave questions that do not apply to you blank.

3. See Step 1. What are three pieces of information required about you, the student?

Students can name any of the items in Step 1, #1 – 31. A sample of responses may include:

- a. Social Security Number*
- b. Drivers License Number*
- c. E-mail Address*
- d. U.S. Citizenship Status*
- e. Marital Status*
- f. Drug Convictions*
- g. Highest Level of Parental Schooling*
- h. High School Completion Status*

4. See Step 3. What is one possible reason why a student would NOT have to provide parental information?

Students can name any of the items in Step 3, #45 – 57:

- a. The student was born before January 1, 1989.*
- b. As of today, the student is married.*
- c. The student will be working on a master's or doctorate program.*
- d. The student is currently serving on active duty in the U.S. Armed Forces.*
- e. The student is a veteran of the U.S. Armed Forces.*
- f. The student has children who will receive more than half their support from the student during the school year.*
- g. The student has dependents (other than children or spouse) who live with him/her and who receive more than half of their support from the student.*
- h. At any time after age 13, both of the student's parents were deceased and he/she was in foster care or were a dependent or ward of the court.*
- i. If the student is an emancipated minor.*
- j. If the student is in legal guardianship.*
- k. If, after the start of the year, an appropriate authority determined the student was an un-accompanied youth who was homeless.*
- l. If, after the start of the year, an appropriate authority has determined the student was self-supporting and at risk of being homeless.*

5. For Step 4, if a student's parents are divorced or separated, for which parent would he/she have to provide financial information?

The parent the student lived with most in the last 12 months

6. Assuming your parents need to complete Step 4, what is the only reason why your parents wouldn't enter their adjusted gross income?

They did not file taxes.

7. How many colleges can receive your FAFSA information?

10

However, only four colleges can be listed on the FAFSA paper form. If you submit the paper form and want to add more colleges, you will need to get your Federal Student Aid PIN and "correct" your FAFSA online at www.fafsa.gov to add up to six more schools.

8. According to the first page of FAFSA instructions, what are two ways to submit your application for Federal Student Aid?

a. Online at www.fafsa.gov

b. Complete the paper FAFSA, make a copy of it for your records, then mail the original.

9. What are two terms that are new to you and that are not included on the FAFSA Reference Sheet?

a.

b.

Answers will vary

Important Terms:

- **FAFSA:** Free Application for Federal Student Aid.
- **PIN:** A personal identification number that serves as your electronic signature for filing the FAFSA online. You must visit www.pin.ed.gov to obtain a PIN for yourself and your parent prior to filing the FAFSA.
- **W-2:** A tax form prepared by the employer stating how much taxable income they paid you last year and other information.
- **1040:** The main form of your tax return, a summary of all the taxable income you or your parents made last year.
- **Dependent/Independent Student:** Your dependency status has nothing to do with whether you have a job or live on your own. You must meet a specific set of criteria to be determined independent. If you have questions about your status, check with your counselor.
- **Adjusted Gross Income:** Your income after certain allowable deductions are subtracted.

You are not alone!

Even though it is the responsibility of you and your family to file the FAFSA, there are many resources available to assist you. These people are ready, willing and well-equipped to help you through the process, so don't hesitate to contact any of the following:

- The financial aid office at ANY school you are applying to. They honestly want to help you navigate the process and would be happy to talk with you. Give the financial aid office a call, or stop by if it's local. You'll be glad you did.
- FREE assistance from the Federal FAFSA Hotline: 1-800-4-FED-AID (1-800-433-3243). They can assist you over the phone with any questions you have about the process.
- FREE online assistance from the federal government. If you'd prefer to chat online about your FAFSA, simply click the "Live Help" button that is located within the online application or at <http://www.fafsa.ed.gov/contact.htm>.
- Within New York State, attend your local College Goal Sunday event! These events are free and give you the opportunity to sit down and complete your FAFSA with a financial aid professional. There's no better way to get assistance! Visit www.collegegoalsundayny.com for event locations, program information and other financial aid resources.
- Visit bigfuture (<https://bigfuture.collegeboard.org>) and select "Pay for College" to access financial aid resources, links and videos including information on how to complete the FAFSA.
- Your school counselor. Although counselors are not experts on financial aid, they will be able to guide you in the direction of where to find more specific answers to your questions and support you along the way.

After you file once, the FAFSA's easier next year!²⁴

"The financial aid process at my school was very confusing for me because I didn't have many people to ask about it. My school helped me out a lot, but I had to fill out the FAFSA, and I had to get all my mom's tax records and my tax records, and do all that. It was overwhelming at first, but now it's not hard at all. Once you do it and know what to do, then it's not hard. The first time it took me, probably, a couple of days to get everything, because I'd always forget something and have to redo something and ask my school. But this last FAFSA I did just took me an hour or so on the computer — just whip it out — once I had everything done."

—Elijah, College Sophomore

²⁴Source: <https://bigfuture.collegeboard.org/get-started/video-transcription/after-you-file-once-fafsa-easier-next-year>. Last accessed September 2012.

Advisory Goal 4:

Grade:

To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10 MINUTES

Activity/Topic: Confessions of a Poor College Student²⁵
30 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: “Confessions of a Poor College Student” article (one per student),
“Confessions of a Poor College Student” Notes (one per pair/ triad),
“Confessions of a Poor College Student” Adviser Reference Sheet

Grouping: Whole group, triads, pairs

Session Goal:

This session will raise awareness about the challenges college students face when learning how to manage money and offer tips for meeting these challenges effectively.

Gathering: Go-Round

What is one thing that you spent money on and now regret?

NOTE: This is a **suggested** gathering connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Confessions of a Poor College Student

1. Explain to students that the purpose of today’s session is to raise awareness about the challenges college students face when learning how to manage their own finances and offer tips for meeting these challenges effectively.
2. Ask students if they can predict what type of challenges they might face when managing money once they get to college.
3. Divide students into pairs or triads, and distribute the “Confessions of a Poor College Student” article. Explain that this is an article written by a college student. Direct students to read the article together and to collaboratively fill in their notes sheet.
4. Bring the advisory back together and ask each pair/triad to share one or two notes they took for each column. (Suggested answers to the Notes chart for discussion are listed on the following page.)

²⁵Adapted from ©Austin (TX) Independent School District E-Lesson Team, Akins HS, 2010.

Debriefing:

- What did you realize as a result of reading this article? Were there any surprises?
- What concerns you most about managing your own finances next year?
- What is the best piece of advice you'd give a college freshman about managing his or her finances?

Closing: Popcorn

I had no idea that ... Now I know ...

CONFESSIONS OF A POOR COLLEGE STUDENT²⁶ (OR HIGH SCHOOL GRADUATE)

By Paige Presley, Middle Tennessee State

The first year of life after high school is a tough test. For the first time in their lives, young people must be able to handle their own finances. For many students, managing their finances is a difficult task simply because there is not a lot of money available to manage. They will usually only be able to work part-time jobs, if any at all, which leaves them with little income. To avoid pressures from lack of funds, students sometimes go to extremes. Some students have been known to skip meals, charge friends for car rides or even take money for dares.

Key Bank conducted a nationwide survey of 1,000 college upperclassmen in order to help younger students avoid the same money problems experienced by their older peers.

Nearly 75 percent of those surveyed admitted they had made mistakes in handling their money. Most felt that overspending on food was the biggest reason, with others blaming overspending on entertainment, cell phone bills, gas and other expenses adding to their credit card debt. With food expenses being a major drain on their wallets, students explained that eating out too often with their friends was the major cause.

Along with the questions about their past financial discrepancies, students were asked what specific advice they could give freshmen. Regarding credit card usage, more than 40 percent of upperclassmen said credit cards should only be used for emergencies. Another 40 percent of respondents suggested that buying items on credit can be done as long as the balance is paid off every month.

Students were also asked what they would tell freshmen about saving money on necessary purchases. Nearly 30 percent of those surveyed agreed that college students should buy used textbooks instead of new ones. Others said students can save money by not making fast food a staple, avoiding extra fees from debit cards and ATMs, and walking or using public transportation instead of driving.

The single piece of advice that more than half of those surveyed agreed on was that students should get a job while in college because it will help them become more responsible with their money.

Many student problems stem from excess use of their credit cards, according to Andy Will, an executive vice president at Key Bank. Being able to buy things on credit allows people to spend money without immediate consequences. However, it also presents the opportunity to spend more than a budget allows, creating more and more debt. "Credit card purchases must be paid back," says Will. "Just because money does not slip through your fingers does not mean that you are not spending money."

In addition to the advice that the college juniors and seniors had to offer in the survey, students can also benefit from reading "40 Money Management Tips Every College Freshman Should Know." This booklet can be downloaded at: <http://www.meritusfund.org/files/40moneytips.pdf>. It provides several solutions to problems addressed in the survey. The book stresses the importance of having a financial plan, and then presents ways that students can solve their money problems. Because eating out is one of the biggest strains on students' budgets, they are urged to choose an economical school meal plan that is best for them and

²⁶Adapted from http://www.youngmoney.com/credit_debt/money_management/budgeting/061115_122/. Last accessed September 2012.

to stick to that plan. The book also addresses use of credit as a spending option by breaking it down into three parts. First, students are encouraged to build good credit by paying bills early or on time and paying off loans as promised. Second, they should avoid “credit card pushers,” and third, overspending on credit cards.

Finally, students should open savings accounts that yield interest and then deposit a portion of money they receive from work or from their parents. The idea of “paying yourself first” refers to putting some amount of money, small or large, from each paycheck into a savings account before paying any other expenses. “Think about a savings amount that you can stick with,” Will adds. “Even if it’s not a large amount, starting small is better than not saving.”



Notes

Mistakes that college students said that they had made (survey)	College students' suggestions for avoiding those mistakes	Advice from "40 Money Management Tips"
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
	5.	
	6.	

Directions: Circle the letter that represents the correct answer:

"Paying yourself first" means:

- A. spending money on fun items before worrying about bills.
- B. taking care of your job first and not letting school get in the way.
- C. putting some amount into a savings account each month before paying other expenses.
- D. spending money on your own needs before paying back any loan.

CONFESSIONS OF A POOR COLLEGE STUDENT

Adviser Reference Sheet

Mistakes that college students said that they had made (survey)	College students' suggestions for avoiding those mistakes	Advice from "40 Money Management Tips"
1. overspending on food (eating out too often) 2. overspending on entertainment 3. excessive cell phone bills 4. creating too much credit card debt	1. Buy used textbooks. 2. Use credit cards only for emergencies, or keep credit card spending at a level where you can pay the balance each month (so no interest is charged). 3. Eat at home (or make a sandwich instead of getting fast food). 4. Walk or use public transportation when possible. 5. Avoid unnecessary fees from debit cards and ATMs. 6. Get a job while in college.	1. Have a financial plan — don't drift along taking your expenses as they come each month. 2. Choose a school meal plan and stick to it. 3. Build good credit: pay on time and avoid the "credit card "pushers." 4. Open an interest-bearing savings account and" pay yourself first"*

"Paying yourself first" means: putting some amount into a savings account each month before paying other expenses.

Advisory Goal 4:

Grade:

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5-10 MINUTES

Activity/Topic: Accessing College Supports
30-35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: College Support Services sheet, Problem Solving sheet

Grouping: Whole group, triads

Session Goal:

This session will familiarize students with the wide range of support services available at college.

Grouping: Go-Round

If you had a school-related problem right now, who would you go to for support?

NOTE: This is a **suggested** connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Accessing College Supports

1. Remind students that before they know it, they will be navigating a college campus, whether they commute to college or are a resident. Explain that this can be an overwhelming experience at first: considering what classes to take, how to register for classes, how to join a club, etc. As a result, emphasize that every college campus has numerous offices, departments and services available to assist and support students. Tell students that today they will learn about many of these services and then, working with their classmates, problem-solve with some “real life” examples.
2. Hand out the College Support Services sheet. Ask volunteers to read the sheet aloud, and address any questions students might have.
3. Divide the group into triads.
4. Hand out the Problem Solving sheet, and have students work in their groups to answer the questions.
5. Bring the whole group together to review answers.

Debriefing:

- What is one new resource you learned about today?
- Were there any surprises?
- What is one office, service or department you want to keep in mind when you get to college?

Closing: Popcorn

One thing I appreciated about advisory today is ...

Health Center	<p>The Health Center provides a range of services from acute care to prevention, including:</p> <ul style="list-style-type: none"> • General medical care • HIV testing • Immunization • Laboratory tests • Pharmacy • Psychiatrist
Student Association	<p>This is an undergraduate student government usually funded by the student activity fee that students pay each semester. The Student Association represents the interests of the student body to the faculty, administration and government. It is the “legal voice” at a college. In addition, it provides funds for student groups, teams, intramural sports, legal services and more.</p>
Counseling Center	<p>This center promotes the intellectual, emotional and psychological development of all students through psychological services and prevention programs. Individual counseling is offered on a short-term basis. Common concerns addressed at the Counseling Center:</p> <ul style="list-style-type: none"> • Adjustment problems • Depression • Relationship differences • Sleep problems • Eating disorders • Stress and anxiety
Career Center	<p>The Career Center empowers students to make career decisions and to transition into, function and develop successfully in a diverse and global society. Services include:</p> <ul style="list-style-type: none"> • Career and college major exploration • Internships • On-campus recruiting • Résumé/cover letter/interview workshops • Networking

Registrar	<p>This office provides a number of important student services, including:</p> <ul style="list-style-type: none"> • Transcripts • Declaring majors and minors • Enrollment verification • Transfer of credits • Registration procedures • Registration calendars • Schedule of classes • Academic calendars • Final exam schedules • Drop/add courses • Graduation requirements
Library	<p>A college library provides the information and media collections needed to support and enhance learning and discovery. As well as holding books, magazines and other media (DVDs, CDs, etc.), a college library provides access to thousands of online resources and research tools.</p>
Writing Center	<p>The Writing Center offers individual and small-group tutoring in a variety of courses, including liberal arts and sciences, fine and performing arts, business and education. Tutors are hired from the college community. The goal of the tutoring program is to help students become active, confident and independent learners. The Writing Center also offers individual assistance in writing papers for classes.</p>
Financial Aid Office	<p>The Financial Aid Office is responsible for the administration of state, federal and institutional aid programs. This program helps students and families in navigating the financial aid process.</p>
University Police	<p>The University Police is responsible for the safety and security of those who live, work and study within the college's physical space. Of equal importance is the commitment to the protection of property, both public and private.</p>

PROBLEM SOLVING

1. The Registrar's office sends you a letter stating that you are missing the meningitis vaccine. Where should you go to clear this up?
2. You are living on campus. You get back to your room after a long day of classes and discover that your computer is missing. Your roommate is out of town. Who should you contact?
3. You begin to notice that your best friend isn't eating, seems tired all the time and doesn't want to go out anymore. Where would you suggest he or she go to get some help?
4. You have just completed your first year at a local community college. You have decided to apply to a four-year school. The four-year school's Office of Admission is requesting an official transcript. Where do you go to request this?
5. Your sociology professor has assigned a research paper. The syllabus states that you must use the APA format for citing references. Where should you go to learn about this?
6. After attending your calculus class for two weeks, you are still struggling with the material. You have decided that you don't really need this class. Where should you go and what can you do for this problem?
7. You want to get a head start on planning for next semester's registration. What information will you need and where would you get it?
8. You are about to buy all of your required textbooks at the college bookstore. The cashier tells you that your voucher for buying books has not been posted to your student account. Classes begin in two days! Where should you go to solve this problem?
9. You want to make sure that your credits from your AP[®] class (you scored a 4 on the AP Spanish Literature Exam!) are transferred to your college. Where should you go?

10. You didn't find any student club that you wanted to join after spending the day at the "club fair." You and a few of your friends are interested in starting a step dance club. Where would you go to get more information about starting a new club?
11. You have failed your biology midterm exam. You need this class so you cannot drop it. Where would you go to get help understanding the material?
12. It is the end of your sophomore year in college, and you will be declaring a major in accounting. You are interested in getting an internship at a big corporation for the summer. Where would you go to learn more about this?
13. You are falling behind in your homework and class preparation because you don't have a quiet space to study. Where could you go?
14. You have just spent a night out with friends. It is close to midnight and there are not many people walking around the campus. Your dorm is off by itself, and you can't find your entrance key. Who can you contact on campus for help?
15. You have received a "D" on your first English essay. Your professor has told you to hand in a revised draft next week. Where can you go to get help with this?
16. You need a hard copy of the Federal Stafford Loan Master Promissory Note. Where should you go to get this?
17. You read on a bulletin board that there will be corporate recruiters on campus in two weeks. You would like to submit your résumé to a few companies, but you are not sure what should go into a good résumé. Where would you go to get help with this?
18. You have received your paper back from your political science class. You are very upset because the professor is accusing you of plagiarism. You used many different sources, but you thought you were very careful about proper citation. You want to know your legal rights. Where should you go to get this information?

● PROBLEM SOLVING SHEET

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Adviser Reference Sheet

1. The Registrar's office sends you a letter stating that you are missing the meningitis vaccine. Where should you go to clear this up?

Health Center

2. You are living on campus. You get back to your room after a long day of classes and discover that your computer is missing. Your roommate is out of town. Who should you contact?

Campus Police

3. You begin to notice that your best friend isn't eating, seems tired all the time and doesn't want to go out anymore. Where would you suggest he or she go to get some help?

Counseling Center

4. You have just completed your first year at a local community college. You have decided to apply to a four-year school. The four-year school's Office of Admission is requesting an official transcript. Where do you go to request this?

Registrar

5. Your sociology professor has assigned a research paper. The syllabus states that you must use the APA format for citing references. Where should you go to learn about this?

Writing Center

6. After attending your calculus class for two weeks, you are still struggling with the material. You have decided that you don't really need this class. Where should you go and what can you do for this problem?

Writing Center — Tutoring

7. You want to get a head start on planning for next semester's registration. What information will you need and where would you get it?

Registrar: Schedule of Classes/Registration Calendar

8. You are about to buy all of your required textbooks at the college bookstore. The cashier tells you that your voucher for buying books has not been posted to your student account. Classes begin in two days! Where should you go to solve this problem?

Registrar

9. You want to make sure that your credits from your AP® class (you scored a 4 on the AP Spanish Literature Exam!) are transferred to your college. Where should you go?

Student Association

10. You didn't find any student club that you wanted to join after spending the day at the "club fair." You and a few of your friends are interested in starting a step dance club. Where would you go to get more information about starting a new club?

Student Association

11. You have failed your biology midterm exam. You need this class so you cannot drop it. Where would you go to get help understanding the material?

Writing Center

12. It is the end of your sophomore year in college, and you will be declaring a major in accounting. You are interested in getting an internship at a big corporation for the summer. Where would you go to learn more about this?

Counseling Center

13. You are falling behind in your homework and class preparation because you don't have a quiet space to study. Where could you go?

Library

14. You have just spent a night out with friends. It is close to midnight and there are not many people walking around the campus. Your dorm is off by itself, and you can't find your entrance key. Who can you contact on campus for help?

Campus Police

15. You have received a "D" on your first English essay. Your professor has told you to hand in a revised draft next week. Where can you go to get help with this?

Writing Center

16. You need a hard copy of the Federal Stafford Loan Master Promissory Note. Where should you go to get this?

Financial Aid Office

17. You read on a bulletin board that there will be corporate recruiters on campus in two weeks. You would like to submit your résumé to a few companies, but you are not sure what should go into a good résumé. Where would you go to get help with this?

Counseling Center

18. You have received your paper back from your political science class. You are very upset because the professor is accusing you of plagiarism. You used many different sources, but you thought you were very careful about proper citation. You want to know your legal rights. Where should you go to get this information?

Student Association

Advisory Goal 4:

Grade:

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

Gathering: Opinion Continuum (a technique that allows students to express their own attitudes and opinions; see Glossary)
10 MINUTES

Activity/Topic: Interacting with College Professors
30 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)
5 MINUTES

Materials: Interacting with College Professors Jigsaw Readings (4–5 copies of each, depending upon the size of your advisory)

Grouping: Whole group, triads

Session Goal:

This session will acquaint students with ways of interacting effectively with college professors.

Grouping: Opinion Continuum

Students will be asked to offer their opinion on the following statement:
Interacting with college professors is the same as interacting with high school teachers.

NOTE: Avoid offering a “correct” answer during the gathering; encourage students to respond to and question one another. Tell them they will gather information in regard to the above statement during the course of the session.

NOTE: This is a **suggested** connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Interacting with College Professors

1. Explain to students that the purpose of today’s session is to find out how to interact effectively with college professors. Explain that they will do this using a modified jigsaw activity in which each student will read a different document on this topic and share what they have learned with their group members.
2. Divide the class into triads.

NOTE: If there are four students in a group, two students can read the same document.

Give each student in each group one of the readings. Direct students to read the handouts and find two to three Golden Nuggets (words, phrases or sentences) that capture important ideas about interacting with college professors. Ask students to underline or put a star next to their Golden Nuggets.

3. After a few minutes, ask each student to share his or her Golden Nuggets with the group and explain why he or she thought these were particularly important or significant.
4. Bring the group back together and ask them to share things they noticed that were repeated or that stood out to them in the documents.

Debriefing:

- What is one way that interacting with college professors is similar to interacting with high school teachers?
- What is one way that interacting with college professors is different from interacting with high school teachers?
- Why might it be important to develop relationships with your professors?
- What do you want to keep in mind next year when interacting with professors?

Adviser Talking Point: "One professor summed it up best when she said, 'Show your professor the same respect you give your grandma. You talk and act differently when you're with your friends compared to when you're with your grandma. Treat your professor with the same deference you give Grandma.' Remember the Grandma Rule, and you'll ace College Etiquette 101."

Closing: Popcorn

When it comes to interacting with college professors, I used to think ... Now I think ...

Jigsaw Reading # 1: What to Keep in Mind When Talking to Your Professors²⁷

There are a few things you should keep in mind when you talk to your professors, especially if you're going to be asking for a particular favor:

- **Call them by the right title.** A "Doctor" is someone with a PhD; not all professors have a PhD. "Professor" is usually appropriate, unless you've been told otherwise. If you're totally unsure, a "Mr." or "Ms." is usually fine. Do not use "Mrs." unless the professor herself uses it; after 30 years of women making this point, it's time to recognize that not all adult women are or want to be married.
- **Tell the truth.** After the first couple of semesters of teaching, your average professor has pretty much heard it all. If a professor thinks s/he's being played, they're not going to respond very well to whatever request you have to make, so you might as well be honest.
- **Be prepared to do the work.** If you've missed an assignment or a test or are falling behind in your reading, and you are seeking help to get caught up or a special dispensation to make up the assignment, you'd better be prepared to do the work — and generally under more difficult circumstances.
- **Be clear and concise.** Unless you're paying a "social call," get to the point quickly: tell your professor what you need or want and be done with it. Don't spend 30 minutes explaining your childhood and family arrangements and how hard it is getting a job, blah blah blah. Simply say "Professor, I missed an assignment, how can I make it up?"
- **Pay social calls.** Your professor is probably required by school policy to be in his or her office and available to students for a set number of hours per week. Pay your professor a visit or two, just to talk. Tell him or her about the work you're interested in or about problems you're having. Build relationships with your professors — at the very least, they'll remember you when you call up three years later asking for a reference letter.
- **Prepare for disappointment.** Depending on how far you've let your studies slide, there might not be anything a professor can do and still be fair to the rest of her or his students. Your only option might be to shift into damage control, see what you can do, and ask honestly if you should continue in the class. And learn from your failure; take the class again and do it right.

²⁷Adapted from <http://www.lifehack.org/articles/communication/advice-for-students-how-to-talk-to-professors.html>. Last accessed September 2012.

Jigsaw Reading #2: A Guide to Interacting With Your Professors²⁸

Professors really do teach because they care and because they want us to succeed! Sometimes, it may seem as if they are giving you a hard time deliberately, but I promise that if you follow these few simple steps, your professors will greet you with a smile when you walk in the room!

1. **Do not be late.** Being late is a sign of disrespect for your professor; it is a way of saying that he or she is not important enough for you. The easiest way to make a good impression is to be on time. All you have to do is arrive an extra five minutes early, and that will show your professors that you are a serious student.
2. **Choose a seat towards the front of the room.** Not only will it help you focus more, but sitting in the first few rows of the room will tell your professor that you want to be engaged in the topic of study.
3. **Go introduce yourself.** Why would you settle to be known as a number when your professor can know you by name? Each person is different, so many professors may not remember your name after only one encounter, but they will now remember your face as you sit enthralled during discussions.
4. **Talk to them.** After all, professors are people too! It can be pretty lonely standing up behind a podium with four hundred students staring at you like you are an alien, so make them feel comfortable in their own classrooms. Ask them how their weekends were, make small talk, or ask them about a question you have on the material. Most professors enjoy office meetings and encourage students to visit “just to say hello” when the opportunity is there for them.”
5. **Email is also a great tool** to use to talk to your professors because you will often get a quick response, and they can still make the connection that you are trying to succeed in their classes.

See! It is actually easy to get to know your professors. Just make that extra little effort, and your GPA should be sitting pretty—as long as you put in the required time and effort.

²⁸Adapted from <http://www.collegemagazine.com/editorial/51/passing-grade-guide-interacting-your-professors>. Last accessed September 2012.

Jigsaw Reading #3: College Classroom Etiquette and “The Grandma Rule”²⁹

Here are five tips — suggested by professors — that can lead to a successful freshman year. Remember you only have one chance to make a good first impression.

1. Get to class on time. Actually, arrive a few minutes early so you can pick out a seat. If you arrive late, you distract other students and the professor. It’s not only rude; it could affect your grade.
2. Put your cell phone on vibrate. A ringing cell phone distracts the class. And, of course, don’t make or take any calls during class. That would be disrespectful, to put it mildly.
3. Don’t text or e-mail during class. Not only will you miss what the professor is saying but if the professor spots you, he or she won’t appreciate it. And later, when you go to the professor to say you don’t understand something, don’t be surprised if your professor tells you to pay better attention in class.
4. When you speak in class, remember where you are. It’s not a football stadium, your dorm room or a pizza joint. Many words you may use in casual conversation shouldn’t be uttered in a classroom.
5. When speaking with teachers, use their proper titles. Should you call a teacher Professor, Doctor, Mr., Miss or Mrs.? The teacher will usually let you know. If he or she wants to be addressed as “Doctor,” that’s what you should do. If the teacher says, “Call me Professor,” do it. Some of your teachers may be assistant professors, associate professors, lecturers or instructors. Again, they’ll let you know how to address them. When in doubt, use Professor. If a teacher says that he or she wants to be called by his or her first name, I suggest you still refer to that teacher as “Professor” unless he or she absolutely insists on something less formal. Even then, refer to that teacher as Professor in class. Only address the teacher less formally when speaking one on one in his or her office or in some other campus setting. Anytime you and your professor are in a group setting with other students or other professors, address that professor using a formal title.

In summary, there are certain formalities you should abide by when interacting with your teachers in college. It’s not “sucking up”; it’s showing proper respect just as you would do with your doctor or religious leader.

One professor summed it up best when she said, “Show your professor the same respect you give your grandma. You talk and act differently when you’re with your friends compared to when you’re with your grandma. Treat your professor with the same deference you give Grandma.” Remember the Grandma Rule and you’ll ace College Etiquette 101.”

²⁹Adapted from http://blog.mycollegecalendar.org/2009/08/college-classroom-etiquette-101-and_13.html. Last accessed September 2012.

Advisory Goal 4:

Grade:

To provide advisees with the resources and information necessary to make thoughtful decisions about the future

12th

Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5 MINUTES

Activity/Topic: Decoding Financial Aid Award Letters
35 MINUTES

Closing: Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary)
5 MINUTES

Materials: Financial Aid Award Letter Reference Sheet (one per student), Financial Aid Award Letters Decoder Worksheet (one per pair), three sample financial aid award letters (one copy of each per pair), calculators (suggested: one per pair)

Grouping: Whole group, pairs

Session Goal:

Students will gain an understanding of how to read financial aid award letters and how to compare and contrast different financial aid packages offered to the same student.

Grouping: Go-Round

What is one word that comes to mind when you hear the phrase “financial aid award letter”?

NOTE: This is a **suggested** connected to the activity. You may want to substitute a gathering you do routinely in your advisory that is unconnected to the activity.

Activity/Topic: Decoding Financial Aid Award Letters

1. Say to students: “An important part of the college application process is filing the FAFSA in order to qualify for financial aid. Sometime in the spring, all students who applied to college and filed the FAFSA will receive financial aid award letters from each school they applied to. The term “award letter” does NOT mean that these students won anything! These letters are simply called financial-aid award letters, and they describe ALL forms of aid that the school might offer, not just “free money” such as scholarships and grants. Should you receive an award letter, it will tell you how much aid you are receiving for one year. It is important to be able to read and understand award letters clearly so you can determine which school is offering you the best financial aid package. Today’s session will provide an opportunity to practice doing this by comparing and contrasting three different award letters offered to the same student.”
2. Pass out a Financial Aid Award Letter Reference Sheet to each student and take a few moments to review the information on the sheet with the whole group. This is the information each pair of students will refer to as they navigate through today’s activity.

3. Explain to students that they will work in pairs to read three different award letters offered to the same fictional student, Giselle Smith, a New York State resident. After reading the letters, they will make a recommendation as to which school she should attend based upon the financial aid package. Tell students that Giselle Smith has a GPA of 90 (3.5) and an SAT score of 1050. Emphasize that her academic performance in high school makes her eligible for some grants and scholarships that are not offered to other students.
4. Divide the group into pairs. Give each pair a packet of sample award letters, a decoder worksheet and a calculator, if available. Go through the decoder worksheet, pointing out how students will have to review each letter and refer to the Financial Aid Letter Reference Sheet to fill in the appropriate information. Circulate and help students as needed.
5. After 15 minutes, review the Decoder sheet together as a group. Make sure that students understand that the number in the third row ("Amount of additional money owed each year by student that is not met by financial aid") is money Giselle will have to pay IN ADDITION to whatever loans she may have received.
6. Ask volunteers to share their recommendations as to which college Giselle should attend. Encourage students to respond to and question one another.

Debriefing:

- What was it like to do this activity?
- Were there any surprises?
- What is the one piece of information you learned today that you feel is most important to share with your parent or guardian?

Closing: Fist to Five

On a scale of fist to five (fist = not informative at all, five fingers = very informative), how informative was today's activity?

Ask students to respond by raising their hands simultaneously when you give the signal.

● FINANCIAL AID AWARD LETTER REFERENCE SHEET

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Financial aid award letters spell out the details of your financial aid package from each school to which you applied. These letters typically contain many different sources of aid; some will not require you to pay them back (known as gift aid), others will require you to make payments after graduating (known as loans). It is very important for you to understand the difference between these types of aid when evaluating your award letters. Refer to the information below when reading your sample letters and completing the decoder worksheet.

- **Scholarship:** This is a form of aid given to you by the school that does NOT need to be paid back. Scholarships can be either renewable, meaning you will receive the money every year you are enrolled, or nonrenewable, meaning the amount of time you can receive the money is limited (i.e., freshman year only).
- **Grant:** A grant is a form of aid that does NOT need to be paid back. Grants can be given to you by the school or the government. They may be renewable or nonrenewable.
- **Loan:** A loan is borrowed money! You are required to pay back loans after graduating or leaving college. Always keep in mind that when loans are part of your financial aid package, you are acquiring debt that must be paid back. Loans are not free money.
- **Subsidized Loan:** For this type of loan, while you are in college the government pays the interest (the ongoing fee charged for borrowing money) on the loan.
- **Unsubsidized Loan:** For this type of loan, while you are in college you are responsible for the interest that accrues on the loan.
- **Work-Study:** If Work-Study is part of your financial aid package, it will require you to work a campus job 10 to 15 hours per week to offset personal expenses. Note that Work-Study cannot be used to pay for tuition, fees, room, board or books. While Work-Study does not need to be paid back, keep in mind that it requires a time commitment on your part during the school year.

(An out-of-New York State large, public university)

Office of Financial Aid

Dear Giselle Smith:

Based on the information you submitted on your FAFSA and to our office, Blue State University is pleased to offer you the following financial aid package for the upcoming academic year.

Cost of Attendance

Blue State Resident Costs

Tuition and Fees \$9,040
 Room and Board \$9,050
 Books and Supplies \$1,300
 Personal Expenses \$1,200
 Transportation \$1,300

TOTAL \$21,890

Non-Blue State Resident Costs

Tuition and Fees \$24,240
 Room and Board \$9,050
 Books and Supplies \$1,300
 Personal Expenses \$1,200
 Transportation \$1,600

TOTAL \$37,390

Aid Award	Fall	Spring	Total
Federal Stafford Loan (subsidized)	\$1,750.00	\$1,750.00	\$3,500.00
Federal Stafford Loan (unsubsidized)	\$500.00	\$500.00	\$1,000.00
Federal Perkins Loan	\$1,000.00	\$1,000.00	\$2,000.00
Federal PLUS Loan	\$3,800.00	\$3,800.00	\$7,600.00
Federal Pell Grant	\$2,750.00	\$2,750.00	\$5,500.00
University Scholarship	\$6,500.00	\$6,500.00	\$13,000.00
Federal Work-Study	\$850.00	\$850.00	\$1,700.00
Total Aid Awarded	\$17,150.00	\$17,150.00	\$34,300.00

Please finalize your award as soon as possible by signing the form included with this letter and returning it to our office.

Sincerely,

Office of Financial Aid



(A New York State large, public university)

Office of Student Financial Planning

Dear Giselle Smith:

Please find below your anticipated financial aid package for the upcoming academic year at Green State University.

Cost of Attendance

Tuition and Fees	\$7,230
Room and Board	\$10,000
Books and Supplies	\$1,300
Personal Expenses	\$1,460
Transportation	\$1,060
TOTAL	\$21,050

Aid Award	Fall	Spring	Total
Federal Stafford Loan (subsidized)	\$1,750.00	\$1,750.00	\$3,500.00
Federal Stafford Loan (unsubsidized)	\$500.00	\$500.00	\$1,000.00
Federal Perkins Loan	\$1,000.00	\$1,000.00	\$2,000.00
Federal PLUS Loan	\$ 2,425.00	\$ 2,425.00	\$4,850.00
Federal Pell Grant	\$2,750.00	\$2,750.00	\$5,500.00
NY State Tap Grant	\$ 1,250.00	\$ 1,250.00	\$2,500.00
Federal Work-Study	\$850.00	\$850.00	\$1,700.00
Total Aid Awarded	\$10,025.00	\$10,025.00	\$21,050.00

Please finalize your award as soon as possible by signing the form included with this letter and returning it to our office.

Sincerely,

Office of Financial Aid

(A small, private liberal arts college in New York State)

Office of Student Financial Planning

Dear Potential Student:

Please find below your anticipated financial aid package for the upcoming academic year at Purple College.

Cost of Attendance

Tuition and Fees	\$33,000
Room and Board	\$9,200
Books and Supplies	\$1,100
Personal Expenses	\$1,400
Transportation	\$1,200
TOTAL	\$45,900

Aid Award	Fall	Spring	Total
Federal Stafford Loan (subsidized)	\$1,750.00	\$1,750.00	\$3,500.00
Federal Stafford Loan (unsubsidized)	\$500.00	\$500.00	\$1,000.00
Federal Perkins Loan	\$1,000.00	\$1,000.00	\$2,000.00
Federal PLUS Loan	\$3,800.00	\$3,800.00	\$7,600.00
Purple College Loan	\$1,000.00	\$1,000.00	\$2,000.00
Federal Pell Grant	\$2,750.00	\$2,750.00	\$5,500.00
NY State Tap Grant	\$1,250.00	\$1,250.00	\$2,500.00
Purple College Academic Grant	\$1,000.00	\$1,000.00	\$2,000.00
University Scholarship	\$6,500.00	\$6,500.00	\$13,000.00
Federal Work-Study	\$850.00	\$850.00	\$1,700.00
Total Aid Awarded	\$20,400.00	\$20,400.00	\$40,800.00

Please finalize your award as soon as possible by signing the form included with this letter and returning it to our office.

Sincerely,

Office of Financial Aid

Decoder Worksheet

Criteria	Blue State University	Green State University	Purple College
The amount of financial aid that needs to be paid back			
The amount of financial aid that does not need to be paid back (including Work-Study)			
Amount of additional money owed each year by student that is not met by financial aid . (HINT: Subtract the total aid awarded from Cost of Attendance.)			
Amount of additional money owed by student over the course of four years , assuming her family's financial situation stays the same. (HINT: Take the answer from the row above and multiply by 4.)			

Task:

Giselle Smith's first choice is Purple College, a small, private liberal arts college in New York State. Based upon the financial aid packages offered to Giselle, would you recommend she attend Purple College? Why or why not?



Decoder Worksheet Adviser Reference Sheet

Criteria	Blue State University	Green State University	Purple College
The amount of financial aid that needs to be paid back	\$14,100	\$11,350	\$16,100
The amount of financial aid that does not need to be paid back (including Work-Study)	\$20,200	\$9,750	\$24,700
Amount of additional money owed each year by student that is not met by financial aid . (HINT: Subtract the total aid awarded from Cost of Attendance.)	\$3,090	\$0	\$5,100
Amount of additional money owed by student over the course of four years* , assuming her family's financial situation stays the same. (HINT: Take the answer from the row above and multiply by 4.)	\$12,360	\$0	\$20,400

***Note to Adviser:** Emphasize that the amount in this row is **in addition to** any money Giselle might owe in loans.

Giselle Smith's first choice is Purple College, a small, private liberal arts college in New York State.

Based upon the financial aid packages offered to Giselle, would you recommend she attend Purple College? Why or why not?

Students' responses will vary. Some students will recommend Giselle attend Purple since:

- it is her first choice
- the loan amount is not dramatically higher than the other schools
- the amount of money owed that is not met by financial aid would be worth it, (\$5,100 per year), given the benefits of attending a small, private school.

Other students may assert that it makes more financial sense to go to the in-state school since the financial aid package matches the cost of attendance and Giselle will already have \$11,350 in loans each year.

Finally, there may be some students who recommend Giselle attend Blue, the out-of-state university, to experience life in another part of the country, since the loan amount and additional money owed are only a few thousand dollars more each year compared to Green State University.

Advisory Portfolio

This is an ongoing collection of the advisee's work that supports the student in reflecting upon his or her academic progress, emotional/social growth and postsecondary plans. It is also a valuable resource for the adviser, who can refer to its contents during one-to-one conferences with students. The advisory portfolio follows the advisee from year to year.

Brainstorming

Brainstorming is a process for generating ideas that fosters creative thinking. The adviser proposes a topic or question and lists students' responses on the board or on chart paper. The idea is to generate the maximum number of solutions for consideration.

Guidelines for Brainstorming:

- All ideas are accepted; every idea will be written down.
- There should be no comments, either positive or negative, on any of the ideas presented.
- Say anything that comes to mind, even if it sounds silly.
- Think about what others have suggested and use those ideas to get your brain moving along new lines.
- Push for quantity — the more ideas the better.

Carousel Brainstorming

Students will rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students will activate their prior knowledge of different topics or different aspects of a single topic through conversation with peers. Ideas shared will be posted at each station for all groups to read and add additional information if necessary.

Concentric Circles

Concentric circles give students a chance to share with a variety of partners. Divide students into two equal groups. Ask one group to form a circle facing outward. Then ask the other group to form a second circle around that one, facing inward. Each person in the inner circle should be facing a partner in the outer circle. Tell students that they will each have about 45 seconds to share with their partners their responses to a question you will pose. All pairs of partners will speak simultaneously. Identify whether the inside partners or the outside partners will speak first. After the first partner has had a chance to share, signal that the other partner should begin speaking. When both partners have answered the question, ask students to move one, two or three spaces to the right, and pose another question to the group. Have students change partners for each new question.

Closing

The closing provides a way to conclude the time the group has spent together and send students off at the end of advisory. Like gatherings, closings create opportunities for every student to be heard. Closings provide an excellent vehicle for students to give feedback on what they've experienced, communicate what they've learned and assess their progress and development. The adviser can get a quick sense from the group that helps shape advisory topics and even guides connections and conferencing with individual advisees.

Guidelines for Closings:

- Respect the *right to pass* — choosing to listen is as powerful as choosing to speak.
- Ask questions that are closely linked to the advisory experience and that all students can address without feeling vulnerable, embarrassed or defensive.

Debriefing

The debriefing is the part of the session plan that provides students an opportunity to reflect on the activity. A debriefing is a series of questions that encourages and offers practice in critical thinking, responsibility and communication. The suggested time for the activity includes the debriefing component of the session.

Fist to Five

This is a protocol for silently and quickly responding to a question or giving feedback on a statement. When someone wants to indicate a strong, positive response or strong agreement to a statement, he or she holds out his or her hand with five fingers spread. In contrast, holding out a fist indicates a strong negative, a low response or a strong disagreement with the statement. All the numbers/fingers in-between offer a range for responding. With adolescents, it is always important to point out that they need to use their thumbs for a number 1. Thumb and pointer finger equal a 2, etc.

Gallery Walk

Students perform a gallery walk when they walk around a classroom or other space and view work displayed by other students.

Gathering

The gathering is a short exercise that brings everyone together at the beginning of an advisory group session and marks the transition from the rest of the day to advisory time. It provides a structure for listening and speaking in ways that demonstrate and offer practice in respect, understanding and empathy. Everyone is acknowledged and invited to share, although there is the option to pass. Gatherings are often centered on questions but can also be short exercises like a name game. The gatherings in this curriculum are usually connected to the topic of the session plan. Advisers may want to substitute gatherings they do regularly in advisory that are unconnected to the activity.

Guidelines for Gatherings:

- Respect the *right to pass* — choosing to listen is as powerful as choosing to speak.
- Use topics and questions that all students can address without feeling vulnerable, embarrassed or defensive.

Go-Round

In a go-round, students take turns responding to a question or prompt, going around the room. A person has the right to pass when it's his or her turn to speak. After most students have spoken, you can go back to those who passed to see if they want to say something now.

K/W/L Chart

This three-column organizer/chart is used to record students' prior knowledge and questions about a topic as well as what they've learned about the topic. In the first column, the facilitator writes down everything students **know** or think they know about the topic. In the second column, she or he writes down what students **want** to know about the topic.

NOTE: *Questions can also be added to this column based upon information students could not agree on putting in the first column.*

The last column is reserved for recording what students' have **learned** after engaging in an activity on the topic.

K	W	L
<i>What I know...</i>	<i>What I want to know...</i>	<i>What I have learned...</i>

Meet and Greet

At the start of every advisory session, the adviser will greet each student by name at the door with a handshake/high five, etc. The Meet and Greet is a ritual that allows each student to feel known and acknowledged, and builds the relationship between adviser and advisee.

Microlab

As the name suggests, a microlab is a kind of laboratory where participants can examine their own and others' experiences in the intimacy of a small group. It is designed to maximize personal sharing and active listening. In groups of three or four, students take turns responding to questions. Each person has a specified period of time to respond. When one student is speaking, other students should not interrupt or ask questions and should give the speaker their full attention.

Opinion Continuum

This technique allows students to express their own attitudes and opinions, and most important, to realize that it is OK to hold a different opinion from others in the class. To begin activities using this technique, a line is drawn on the board or students are asked to imagine a line on the floor with "Strongly Agree" at one end, "Strongly Disagree" at the other and "Unsure" in the middle (or other words to generate opinions). The teacher reads a statement and students position themselves along the line to indicate their opinions. Students can then be invited to explain their positions.

Pair-Share

This technique enables multiple, simultaneous conversations among students, rather than a one-way conversation between the adviser and the group. Students share responses in one of two ways:

1. One student focuses on practicing listening skills while the other partner speaks, then partners switch roles.
2. Students engage in an informal, back-and-forth dialogue.

Popcorn

In this technique, a set amount of time (usually about 5 minutes) is allotted for the whole group to share ideas on a topic. The sharing is a "popcorn," meaning that rather than going around a circle one by one, students are welcome to voice their opinions in a random order. There is no pressure for students to share if they don't want to.

Rotating Interviewer

Ask students to help you move the chairs into two rows facing one another. Students will sit in row A or B, so that each student has a partner. (If there are an uneven number of students, the adviser can join the activity.) Distribute index cards with questions on them. Explain that the interviewers will have an opportunity to ask the facing students the first question. Tell students that the activity will begin with all the students in Row A asking their questions and listening to their partners respond for 30 seconds. Afterward, you will call B, and all the students in this row will ask their questions and listen while their partners respond for 30 seconds. After the 1 minute sharing, the student on the end of Row A will stand and move to the opposite end of this row, and each person in Row A will move down one place so that everyone faces a new partner. Repeat the process for additional rounds, as time allows.

Rotation Stations

This technique allows students to brainstorm responses to a series of questions in a small group. Write questions on large sheets of chart paper. Post the questions in different areas around the room. Divide the class into groups of three or four, and ask each group to stand at one of the stations. Give each group 2 minutes to brainstorm two or three responses to the question or problem. Students can write their responses on the paper. Then ask each group to move to the next station and respond to another question.

S.M.A.R.T. Goal

S.M.A.R.T. is an acronym used to describe a goal that has built-in steps for planning. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**ction-bound, **R**ealistic and **T**ime-bound.

Talking Totem

The talking totem is an instrument passed around from member to member allowing only the person holding the instrument to speak. This enables all those present to be heard, especially those who may be shy; consensus can force the stick to move along to assure that the “long winded” don’t dominate the discussion; and the person holding the stick may allow others to interject.

Temperature Check

As a gathering, this strategy is a quick way to get a sense of how students are feeling as they enter advisory. Example: “Using a scale of 1 to 10 (1 = terrible and 10 = terrific), how is your day going?” Alternatively, you can ask students to respond using a color or a weather report. Example: Bright and sunny now with a 30 percent chance of thundershowers.” As a closing, a temperature check is a quick way to find out individuals’ responses to an activity. Example: “Using a scale of 1 to 10 (1 = terrible and 10 = terrific), how do you feel about today’s activity?”

Ticket Out the Door

A Ticket Out the Door is used as a closing activity in which students reflect on their experience in the advisory session by responding to a question or prompt in writing and handing this to the adviser on the way out. The Ticket Out the Door helps the adviser get a sense from the group that will help shape future sessions.

Whip

A whip is a positive, incomplete statement that is completed in turn by each person in a circle. It goes quickly with each person responding with one word or a short phrase. Example: I wish someone would invent ...

Positive Connections Through Gatherings

Gatherings are short exercises that bring everyone together at the beginning of an advisory group session and mark the transition from the rest of the day to advisory time. They provide a structure for listening and speaking in ways that demonstrate and offer practice in respect, understanding and empathy. Everyone is acknowledged and invited to share stories, responses to interesting questions, appreciations, or reflections about what’s happening in their lives. This format creates a powerful opportunity to know others and be known. The invitation to express one’s thoughts and feelings strengthens the perception that everyone is important and everyone has something important to say. Gatherings usually take 5 to 10 minutes.

Guidelines for Gatherings:

- Respect the *right to pass* — choosing to listen is as powerful as choosing to speak.
- Use topics and questions that all students can address without feeling vulnerable, embarrassed or defensive.

Build from exercises that are easy and safe (name games, group BINGO-type games, sharing summer stories) to exercises that encourage more bonding (peer interviews, sharing stories of family culture and heritage, compiling hopes and goals for the year). Everyone wants to be known and feel welcome, so the initial “too-cool-to-play” attitude usually subsides quickly. These experiences will be especially important for curtailing cliques and isolation.

ACTIVITY: Are you more like ...?

Cognitive Goals:

1. To understand the meaning and explore the impact of metaphors.
2. To move from the concrete to the abstract in understanding relationships of seemingly different objects.

Affective Goals:

1. To examine advisees’ understandings, attitudes and values that lead to their choice of preferred metaphors.
2. To gain a clearer understanding of how members of the advisory perceive themselves and their relationships to the others.

Directions:

1. Ask all participants to stand up in the center of the classroom. Explain that they will be asked to decide if they are more like one object/noun or another on the continuum, with one object/noun on the left side of the room and the other on the right side of the room. **In other words, on one end of the continuum will be one object or noun, and on the other end of the continuum will be a second.**

Sample question: “Are you more like a dog or a cat?”

Here’s the continuum: **Dog** \longleftrightarrow **Cat**

From the left to the right of the classroom, participants should stand where they feel they belong on the continuum. Are they more like a dog or a cat or somewhere near the middle? Students who place themselves in the middle of the continuum communicate that they either share the values or meanings of both objects/nouns or of neither of them. Once participants have located themselves in the appropriate place on the continuum, ask them to:

- a. Look where they are in relation to others.
 - b. Think about why they chose to stand where they are.
 - c. Consider what their location on the line says about each of them.
2. Next, if you feel like the group is ready, ask participants to explain why they chose to stand where they have. Why is each person more like one animal than the other or somewhere in between? Ideally, this will help participants self-disclose in a nonthreatening manner. After this first exercise, continue to create contrasts for students to consider. Over time, the comparisons can become increasingly abstract. Here are a few ideas:

- | | |
|-----------------------------------|------------------------------|
| • A sitcom or a drama? | • Down or up? |
| • Winter or Summer? | • A moon or a star? |
| • Figure skater or speed skater? | • The inside or the outside? |
| • Salt or sugar? | • A field or a forest? |
| • Bicycle or a skateboard? | • Hello or good-bye? |
| • Oil or lotion? | • A wish or an idea? |
| • Spring or Fall? | • Enough or too much? |
| • Candy or popcorn? | • Fireworks or a laser show? |
| • A river or the ocean? | • Meatballs or spaghetti? |
| • A one-way trip or a round-trip? | • Museum or a circus? |
| • Flashlight or a candle? | • Pizza or ice cream? |
| • An open or a closed door? | • Critic or a fan? |
| • Hamburger or French Fries? | • An apple or an orange? |
| • Hardboiled or scrambled eggs? | • A canoe or a rowboat? |

ACTIVITY: Concentric Circles

Directions:

1. Divide students into two equal size groups.
2. Ask one group to form a circle facing outward.
3. Then ask the other group to form a second circle around that one, facing inward. Each person in the inner circle should be facing a partner in the outer circle.
4. Tell students that they will each have about 45 seconds to share with their partners their responses to a question you will pose.
5. All pairs of partners will speak simultaneously. Identify whether the inside partners or the outside partners will speak first. After the first partner has had a chance to share, signal that the other partner should begin speaking.
6. When both partners have answered the question, ask the outside circle to move one, two or three spaces to the right, and pose another question to the group.
7. Have the outside circle move and change partners for each new question.

ACTIVITY: Forced Choice

Directions:

1. Begin with a simple forced-choice activity to get the students up and moving while they consider their options. Have students stand up and move to one side of the room or the other depending on their choice.
2. Ask students, would you rather
 - go to a sports event or go to a museum? make something or do something?
 - go to the mall or go to the library? go to the movies or rent a movie?
 - do something outdoors or indoors? eat or sleep?

ACTIVITY: Go-Rounds**Directions:**

1. Ask students to sit in an arrangement where they can all see one another.
2. Introduce the Go-Round topic in the form of a statement or question.
3. Students then take turns responding, going around the room. A person always has the right to pass when it's his or her turn to speak.
4. After most students have spoken, you can go back to those who passed to provide them a second opportunity to speak.

NOTE: *Topics should be ones that all students can comment on without feeling vulnerable, embarrassed or defensive.*

Variations:

If you don't feel you have enough time for everyone to speak during one advisory period, introduce variations where some, but not all, students will get the opportunity to speak.

- Set the timer for 5 to 7 minutes, and invite anyone who wants to share to speak to the statement or question.
- Invite half the group to speak on one day and the other half to speak on the next day.
- Invite students to speak to the statement or question on the basis of a specific category: everyone who's wearing glasses; everyone who ate breakfast this morning; everyone who's wearing black; girls only or boys only; anyone whose last name ends in F through P, etc.
- Limit responses to the first 10 students who volunteer.

However you choose to mix it up, be sure that everyone gets a chance to speak at some point during the week.

ACTIVITY: Group Feelings Check-in**Directions:**

1. Pass out markers and 5" x 8" blank index cards.
2. Invite each student to write on his or her index card in large letters one word that describes how he/she is feeling right now.
3. Then ask students to hold up their cards and look at the range of responses in the room.
4. Point out that people seldom bring the same exact feelings to an experience or situation. And that's OK. We need to recognize that we're at different places and then do what we can to get ready and focused.
5. Invite students to share why they wrote down their particular words.

ACTIVITY: Pick a Color that Reflects ...**Directions:**

1. Cut up a large quantity of 4" x 4" construction paper squares in a wide variety of colors. Be sure to include colors that are light and dark, intense and muted. Ask each student to choose a color that reflects:
 - how you're feeling today
 - how you're feeling about your ACADEMIC progress right now
 - your idea of _____ (i.e., core school values and expectations)
 - your feelings about the coming week/the weekend
 - your thoughts/feelings about _____

2. Either in the large group or in smaller groups of five or six, have students share the colors they chose and why they chose them.

ACTIVITY: Pick an Object ... Card ... Photo

Directions:

Create a set of photos or cards or collect a set of objects and toys to use for gatherings with this instruction:

Pick a card or object that reflects ...

- the best thing you bring to the group
- your big hope for the future
- your best asset in a job or college interview
- the biggest annoyance in your life right now
- the biggest challenge in your life right now
- what you need from the group to do your best thinking today
- the one big thing you hope to accomplish this week
- your best quality that you bring to a friendship
- one thing you like about _____
- your idea of _____

ACTIVITY: Recent Experience

Directions:

1. What was the most interesting/unusual/relaxing thing you did over the weekend/vacation/summer?
2. Insert your choice of adjectives and time frames.

Framing the question carefully can help to avoid competition and self-consciousness about finances and travel.

ACTIVITY: Silent and Talking Lineups

Directions:

- **Silent:** Ask everyone to line up silently according to ...
 - Your birthday (January on the left ⇒ December on the right)
 - How many siblings you have (0 on the left ⇒ increasing in number to the right)
 - First or last names in alphabetical order (A on the left ⇒ Z on the right)
 - Your favorite color in alphabetical order (A on the left ⇒ Z on the right)
- **Talking:** Ask everyone to talk with one another to line up according to ...
 - How far you live from school (closest on the left ⇒ farthest away on the right)
 - Where you were born (closest on the left ⇒ farthest away on the right)

When everyone is in place, ask everyone to recite their response quickly (Whip fashion).

ACTIVITY: Unpacking a Sensory Memory

This simple, elegant activity creates powerful connections within the group.

Directions:

1. Invite students to share a sensory memory from their past that took place in a very particular setting they can remember like a photograph or painting; included friends or family members; and involved an event or activity that evokes particular sounds, tastes, smells or tactile experiences.

2. One person shares his or her memory and the next person states one brief sentence that captures the previous person's memory and then shares his or her own sensory memory.

ACTIVITY: Whip

Directions:

A whip is a positive, incomplete statement that is completed in turn by each person in a circle. It goes quickly with each person responding with *one word or a short phrase*.

Some possible whips are:

- Something I'm good at that ends with "-ing"
- I hate to spend time ...
- If you could trade places for one week with anyone currently living, who would it be?
- If you could invite one famous person to have dinner with you and your best friend, who would you choose?
- I wish someone would invent ...
- The best ice cream flavor is ...
- My favorite word is ...
- My least favorite word is...
- One job I would never like to do is ...
- My favorite time of day is ...

GROUP SHARING PROMPTS: Low-Risk, Fun, Favorites and a Light Touch

- The most boring thing in my life right now is ...
- The most exciting thing in my life right now is ...
- The worst thing about being a teenager is ...
- The best thing about being a teenager is ...
- Three things I love to do with my friends are ...
- My favorite _____ is...
 - music group
 - TV show
 - website
 - athlete
 - radio station
 - food
 - flavor
 - smell
 - movie
 - clothes designer
 - personal possession
 - place
 - street
 - natural setting
 - city
 - building
 - color
- What's one place you would like to visit in your lifetime? Why do you want to go there?
- If you had to eat the same meal every day for a month, what would it be?
- What's one thing you would like to change about your neighborhood that would make it a better place to live?
- What's your favorite holiday of the year? What makes this holiday your favorite?
- If you were a TV reporter right now, what story would you want to investigate?
- So far this year, who is the character you've read about with whom you identify the most?

- If you were a scientist, what problem would you most like to explore and solve?
- What century would you most like to live in if you were not growing up in the 21st century?
- If you were given \$500 today what would you do with it?
- What movie is worth watching 20 times?
- Who are you listening to currently in music?
- What are you reading? Any recommendations?
- What three toys should every child get to play with? Why?
- Who is a sports figure, musician or artist who embodies perfection in pursuit of her or his craft or discipline?
- The perfect meal is ...
- A perfect day would include ...
- The perfect dress or outfit is ...
- The perfect boyfriend/girlfriend is ...
- The best car on the market is ...
- If you weren't in school, what do you think you would be doing today/this week?
- Who gets more respect at school — females or males?
- If you were a teacher, how would you keep students your age interested in learning?
- How much of a friend do you think teachers should be with their students?
- Would you rather be rich, famous or happy?
- What is the most unusual sandwich you have ever made?
- What are two ways you think you'll change in the next five years?
- Who has it easier today — girls or boys?
- What is a childhood toy you will probably never outgrow?
- If you were a chair, what kind of chair would you choose to be? Why?

GROUP SHARING PROMPTS: Personal Disclosure, Family/Friends/Growing Up

- Something I think about all the time is ...
- Something I worry about is ...
- I make my family proud when I ...
- Something I do outside of school that is very important in my life is ...
- Does it get easier or more difficult to make friends as you get older?
- One thing I can teach others to do is ...
- What is a difficult decision you had to deal with lately? What made it difficult?
- Is belonging to the "right" group in school important to you? Why or why not?
- What would make life easier for someone your age? Why?
- How do you decide whether something is right or wrong?
- What is a "burning" question you wish you had the answer to right now? Why?
- Do you need more or fewer events and drama in your life right now? Why?
- What would have to happen for you to be completely happy? Why?
- How do you know when you're grown up?
- One thing my family expects of me is to ...
- One thing that makes my family special/different/fun is ...

CLOSINGS

Positive Connections Through Closings

Closing activities provide a way to conclude the time the group has spent together and send them off at the end of advisory, the end of the week or the end of the semester. Like gatherings, closings create opportunities for every student to be heard. Where gatherings focus mostly on sharing personal stories and reflections, closings provide an excellent vehicle for students to give feedback on what they've experienced during the session or week, communicate what they've been learning, and assess their progress and personal development. The adviser can get a quick sense from the group that helps shape advisory topics and activities and even guides connections and conferencing with individual advisees.

Guidelines for Closings:

- Respect the *right to pass* — choosing to listen is as powerful as choosing to speak.
- Ask questions that are closely linked to the advisory experience and that all students can address without feeling vulnerable, embarrassed or defensive.

ACTIVITY: Acts of Kindness

Directions:

1. Have students brainstorm about specific acts of kindness that they might do for one another, their teachers and administrators or other school personnel. For example: holding the door open for someone, complimenting someone, cleaning up the table in the cafeteria, saying "please" and "thank you," etc.
2. Challenge everyone to engage in an "act of kindness" before the next advisory session.

ACTIVITY: Appreciations

Directions:

Close the advisory session by asking students to complete the sentence stem "I appreciate..." and share something they've appreciated about another student, an adult, an event, a class, an activity, etc. during the week.

ACTIVITY: Closing Go-Rounds

This is the same format as Gathering Go-Rounds.

ACTIVITY: Highs and Lows

Directions:

Share one high and one low for the week. Alternatively can be called Roses and Thorns.

MATERIALS

Advisory sessions are enhanced if instructional materials are readily available. These include but are certainly not limited to:

- “Garbage” items: egg cartons, string, paper towel rolls, newspapers
- 8 ½ x 11 paper
- Balloons
- Beach balls
- Butcher paper
- Chart paper
- Clipboards
- Color pencils
- Crayons
- Glitter
- Glue
- Highlighters
- Indelible markers
- Index cards (various sizes and colors)
- Markers
- Masking tape
- Pencils
- Pens
- Poster board (various sizes and colors)
- Rubber bands (various sizes)
- Scissors
- Scotch tape
- Soft toys, balls, beanbags
- Sticky notes (various sizes and colors)
- Straws
- String or yarn
- Timer

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