



ADVISORY

Session Guides

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

6th
GRADE

The College Board

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Sixth Grade

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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	6th	<i>This session should occur before the first individual academic conferences in newly formed advisories.</i>
<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: Environment and Routines for Conferencing 35 MINUTES</p>		
<p>Closing: Whip 5 MINUTES</p>		
<p>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</p>		
<p>Grouping: Whole group, pairs, small group</p>		

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

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	6th	<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>
<p>Gathering: Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary) 1 MINUTE</p>		
<p>Activity/Topic: Individual Academic Conferencing 43 MINUTES</p> <p>NOTE: <i>This session will take two periods.</i></p>		
<p>Closing: Advisees turn in Student Reflection Forms and S.M.A.R.T. Goal Worksheets 2 MINUTES</p>		
<p>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</p>		
<p>Grouping: Whole group, individual</p>		

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

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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.*

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>I'll get tired after doing my other homework and not want to review my notes.</i>	<i>I'll review my notes before doing my other homework.</i>	<i>My adviser can check my science notes to see if they are highlighted.</i>

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

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:**

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

6th

Gathering: Entrance Procedure and Name Toss
20 MINUTES

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

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

Materials: Three-to-four soft “toss-able” objects (balls of paper, Koosh ball, stuffed animals, beanbags, etc.), College Board advisory goals written on chart paper (four different pieces of paper), What Is Advisory? Cards (cut apart), What Is Advisory? Adviser Reference Sheet, sticky notes

Grouping: Whole group, pairs, triads

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 Name Toss

1. Have your advisees line up outside the room and explain that when they enter, you would like them to arrange the chairs/desks in a circle or in a configuration where they can all see one another. Tell students they will do this every time they enter advisory.

NOTE: *This is your first routine, which if consistently reinforced, will become automatic. As each student enters the room, greet them individually.*

2. Once the students are in a circle, give the “toss-able” object to someone and ask that student to hand it off to the person on his or her right, while saying the person’s first name. This round will allow all the students to hear one another’s names.
3. Once the object has gone around the circle one time, ask someone (Person #1) to toss the object underhand to someone else in the circle who is not standing next to him or her. Explain that Person #1 must say the name of the receiving person FIRST before tossing the object.
4. Person #2 says the name of Person #3 and then tosses the object to Person #3. Encourage students to toss the object to someone who is NOT standing next to them.
5. Have students continue tossing the object to others, making sure that no one gets the object more than once.
6. Having established a pattern, have students toss the object around again in the same order as the first round. Then have them try to toss it faster on successive rounds.

- 7 . After several rounds introduce another soft object into the game and then another. There will be lots of laughter and some will drop the ball, but encourage them to pick it up and keep playing. See how many objects you can “juggle” at once.

NOTE: *If you use a rubber chicken, Koosh ball or stuffed animal in this game, you can use it as a “talking totem” (see Glossary) and also use it in future discussions in which only the person holding it can talk.*

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

1. Tell your advisees that since advisory will be an important part of their school experience, in today’s session they will learn about what to expect from their advisory experience.
2. Unveil charts and quickly explain the four goals of advisory:
 - Advisory Goal 1: To help advisees reflect upon and monitor their academic progress through a formal conferencing structure
 - Advisory Goal 2: To develop and maintain relationships between and among advisees and the adviser
 - Advisory Goal 3: To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life
 - Advisory Goal 4: To provide advisees with the resources and information necessary to make thoughtful decisions about the future
3. Explain that students will be given cards with words connected to topics and activities that they can expect to engage in during advisory and that they will be asked to connect each topic and activity to an advisory goal.
4. Put students into pairs or triads, and give each two to three “What is Advisory?” cards. Tell students to discuss with their partners where they would place each card (under which goal).
5. After they have decided the connection between the cards and the advisory goals, ask students to write the word(s) from the cards on sticky notes (one on each sticky note) in preparation for posting their responses.
6. Ask each pair to present their answers to the group by putting their sticky notes under the appropriate goal and explaining their answers.

NOTE: *If students really don’t know where to put a card, encourage them to put the sticky note to the side, and the advisory can decide as a group where it might go once all pairs have presented.*

7. Once all sticky notes are up, identify any sticky notes that need to be moved to another goal and encourage the advisory to work as a group to figure out where to move the card.
8. As soon as all sticky notes are in the correct place, take some time to explain your role as adviser:
 - Group facilitator (facilitators help make sure everyone works well together, feels safe to express their thoughts and feelings, and has fun).
 - One-on-one conferencing (academic advising, personal conferencing, as needed).
 - Liaison between the parent and the school, if this is relevant to your school.

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.*

9. Ask students what questions they have about advisory.

Debriefing:

- What did you like/dislike about today's session?
- What is the most important thing you found out about advisory today?
- What is one thing you are looking forward to discussing in advisory?

Closing: Temperature Check

On a scale of 1 to 10 (1 being the lowest and 10 being the highest), how well do you feel you understand advisory as a result of today's activity?

WHAT IS ADVISORY? CARDS

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Confidentiality	Get To Know One Another	Teamwork	Study Skills	Solving Problems
Make Friends	College Knowledge	Making Goals	Conflict Resolution	Our Similarities and Differences
Time Management	Report Cards	Internet Safety	Careers	Personal Responsibility
Safe Space	Peer Pressure	Support	Bullying	Diversity

● WHAT IS ADVISORY? CARDS

Adviser Reference Sheet

Advisory Goal 1: To help advisees reflect upon and monitor their academic progress through a formal conferencing structure

- report cards
- making goals

Advisory Goal 2: To develop and maintain relationships between and among advisees and the adviser

- get to know one another
- teamwork
- solving problems
- safe space
- support
- make friends
- confidentiality
- our similarities and differences

Advisory Goal 3: To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life

- bullying
- conflict resolution
- diversity
- Internet safety
- personal responsibility
- study skills
- time management
- peer pressure

Advisory Goal 4: To provide advisees with the resources and information necessary to make thoughtful decisions about the future

- college knowledge
- careers

Advisory Goal 2:**Grade:**

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

6th

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

Activity/Topic: New Advisory Orientation: Creating Group Agreements¹ (Part Two of Two)
25 MINUTES

Closing: Signing of Group Agreements
5 MINUTES

Materials: Shoebox with a small hole cut in a removable top, 3" x 3" piece of paper with a symbol/word that represents the adviser, 3" x 3" pieces of paper (two per student), chart paper, markers

Grouping: Whole group

Session Goal:

The purpose of this session is to create group agreements that will make advisory a safe and productive place.

Gathering: Suggestion Box Go-Round

1. Prior to this advisory session, create a suggestion box out of a shoe box with a small hole cut in a removable top. In addition, draw a symbol or word that represents you on a 3" x 3" piece of paper.
2. As students enter, meet and greet students by name at the door and remind them to make a circle with their chairs/desks.
3. Show students the box and explain that it will be a suggestion box where students can place their suggestions or questions about advisory throughout the year. Explain that students will decorate the box today with a symbol or word that describes them. Show students your symbol/word and explain how it represents you.
4. Pass out a 3" x 3" piece of paper and a marker to each student, and ask them to draw a symbol or write a word that represents them.
5. Ask each person to share their symbol or word and how it represents them.
6. Collect the papers, and explain that you will decorate the box before the next session.

Activity/Topic: New Advisory Orientation: Creating Group Agreements (Part Two of Two)

1. Have a student 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 session.

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

2. Explain that students will create group agreements today that will help advisory be a safe and productive space for everyone. Model an example of a couple of group agreements:
 - Give everyone a chance to speak.
 - What happens in advisory stays in advisory.
3. Give out a piece of 3" x 3" paper to each student, and invite students to write down a group agreement they think will help advisory be safe and productive. Emphasize that students do not have to write down a suggested agreement.
4. Pass around the suggestion box, and ask students to put in their proposed group agreements.
5. Pull the suggestions from the box and write them on a large chart paper. If there are repeats, you can write the suggestion once and put checks next to it, indicating that more than one person suggested this agreement.
6. After all are posted, ask if there are any agreements that need to be clarified.

NOTE: *Be careful to help students be specific about certain words they bring up. For example, the word "respect" can mean different things for different students. Ask for examples of what respecting and disrespecting someone in this space might look like/sound like. Help students express agreements in the positive. Example: "No putdowns" might be better worded as, "Be mindful of people's feelings."*

7. Ask if there are any agreements students feel should be added or omitted. Make sure to include any important ones you feel may have been missed.
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.'"

Debriefing:

- Which group agreement do you think you will be able to help your advisory keep?
- Which group agreement is challenging and you must commit to working hard to keep?
- 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' role to hold one another accountable for the agreements, since they were created by the group. Emphasize that if anyone, including you, is not living up to the agreements, anyone in the group might say, "What can we do to help you get back on track with our agreements?" You may want to ask students to suggest other language/ wording they can use to help one another live up to the group agreements.

Closing: Signing the Group Agreements

Ask each student to sign the group agreements as a symbol of their commitment to upholding them.

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

- What have you noticed that indicates that we are keeping most of our agreements?
- Have you noticed anything that indicates that we are not keeping some of our agreements?
- Which agreements are hardest for the group as a whole to keep? What can we do to help everyone get better at keeping these agreements?
- 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:

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

6th

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, p. 31, 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, p. 31, 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 p. 30) 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

6th

Gathering: Option 1: Two Truths and a Fib
10-15 MINUTES Option 2: Name Card Match

Activity/Topic: Team Building: Getting to Know One Another
25-30 MINUTES

- Nonverbal Birthday Lineup
- “Find Someone Who ...” BINGO

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: “Find Someone Who ...” BINGO worksheet (one per student), 5” x 8” index cards, timer, pens

Grouping: Whole group

Session Goal:

This session will help new sixth-graders get to know one another.

Gathering Option 1: Two Truths and a Fib

1. Ask advisees to write down on an index card two truths about themselves and one fib.
2. Model with your own two truths and a fib so students understand that the fib should not be very obvious.
3. Have advisees share what they have written with the group. The others have to guess what the fib is.

Gathering Option 2: Name Card Match (for advisories in which students are still learning one another’s names)

1. Give one 5” x 8” index card to each student and ask everyone to write one word that begins with the first letter (or sound) of their first name that reflects something positive about themselves. (Example: Chris — creative; Sandy — smiling).
2. Have students form a circle, and ask everyone to say their names, the words and the connection that they have to the words they chose. Then ask everyone to toss their cards into the circle.
3. Using a timer, ask for two volunteers to see how fast they can return the correct cards to the people who wrote them.
4. Ask advisees to move to a different place in the circle, and ask two more volunteers to beat the previous time.

Activity/Topic: Nonverbal Birthday Lineup

1. Ask everyone to line themselves up according to the month and day of their birthdays without talking. Tell them where in the room the line should begin and end.
2. When the line is completed, start at the beginning and ask students to say their birthdays aloud.

NOTE: *As you are debriefing the activity, you may want to pass a paper around and have each student sign his or her name and birthday so you have a record to use in a follow-up discussion about how your advisory wants to acknowledge birthdays.*

Debriefing:

- What did you have to do to accomplish the task?
- What did the exercise show you about your abilities to communicate?
- What do you think you learned from this simple exercise that you might apply elsewhere?

Activity/Topic: "Find Someone Who ..." BINGO

1. Create a space in the room so that students can move about freely.
2. Distribute one BINGO sheet to each student. Explain that students will walk around the room getting information about one another to complete their BINGO cards. When they find someone whose information matches the questions on their BINGO card, they should write the student's name in the box. Emphasize that they should not have more than two of the same names on any BINGO card.

NOTE: *Encourage students to write down the names rather than handing over their BINGO card for the other person to sign.*

3. Students should complete as much of the card as they can in 10 minutes.

Debriefing:

- Who in this advisory ...
 - has a dog?
 - loves camping?
 - plays on a team sport?
 - has gotten stitches?
 - has traveled outside of the United States?
 - loves roller coasters?
 - is left-handed?
 - was born on a holiday?
 - takes public transportation to school?
 - plays an instrument?
 - other (adviser supplies)
- With whom do you have something in common?
- Is there anyone you would like to have a follow-up conversation with?

Closing: Popcorn

What is one thing you found out today about someone in our advisory?

"FIND SOMEONE WHO..." BINGO!

Directions: Complete the entire BINGO card without using anyone's name more than two times. Write the person's name in the box when you find someone who matches the information.

	B	I	N	G	O
B	Find someone born the same month as you.	Find someone whose favorite color is green.	Find someone born in the summer.	Find someone who was born outside the United States.	Find someone who attended the same elementary school as you.
I	Find someone who enjoys reading.	Find someone whose favorite subject is math.	Find someone whose last name begins with the same letter as yours.	Find someone who loves camping.	Find someone whose favorite TV show is the same as yours.
N	Find someone who is the same height as you.	Find someone with the same number of brothers and sisters as you.	FREE SPACE	Find someone who has a dog.	Find someone who has gotten stitches.
G	Find someone who is left-handed.	Find someone who was born on a holiday.	Find someone who has different color eyes than you.	Find someone who has a pet other than a dog or cat.	Find someone who plays an instrument.
O	Find someone who likes to fish.	Find someone who takes public transportation to get to school.	Find someone who likes roller coasters.	Find someone who has traveled outside the United States.	Find someone who plays on a team sport.

Advisory Goal 2:**Grade:**

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

6th

Gathering: Option 1: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
10-15 MINUTES
Option 2: Name and Motion

Activity/Topic: Team Building: Getting To Know One Another
25-30 MINUTES

- What Do We Have in Common?
- M&M's Game

Closing: Go-Round
5 MINUTES

Materials: Blank paper (one per student), one large bag of M&M's or small bags of M&M's (one per student), Words to Describe My Experience in Advisory Today sheet (one per student)

Grouping: Whole group, pairs

Session Goal:

This session will help new advisories continue to get to know one another.

Gathering Option 1: Go-Round

Name one thing you want a teacher to know about you.

Gathering Option 2: Name and Motion (for advisories in which students are still learning one another's names)

1. Have everyone in the small group stand in a circle, including the facilitator (or adviser).
2. One by one, go around the room and have everyone state his or her name and something he/she loves to do, and make a sign/mime/motion that represents that particular activity.
3. Go around the circle and have each person repeat the names and signs 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.*

Activity/Topic: What Do We Have in Common?

1. Explain that in this activity students will try to find out as many things as possible that they have in common with other students.
2. Give each student a blank piece of paper, and explain that they will use this to take notes on similarities they have with their partners in this activity.

3. Ask each student to find a partner who is wearing at least one piece of clothing that is the same color or style as his/hers.

NOTE: *If there are an uneven number of students in your advisory, you can participate. Explain that students have 90 seconds to write down all the similarities they can think of (physical characteristics, family stuff, things they both do, possessions they both own, etc.).*

4. After 90 seconds are up, tell students to switch partners by finding a partner who has at least one initial that is the same as theirs (first name, middle name or last name). Tell students they have 90 seconds to find out what they have in common with their new partners.

Debriefing:

- Who had five things in common with someone else? Seven? 10? More than 10?
- What did this activity make you realize?
- Any surprises?

Activity/Topic: M&M's game

OPTION 1

1. Pass around a bag of M&M's and have students take as many M&M's as they would like. Instruct students not to eat any of their M&M's
2. Explain that students are to share as many things about themselves as they have M&M's. (Example: five M&M's = five pieces of information.)
3. After they have shared, they can eat their candy.

OPTION 2

1. Distribute small bags of M&M's (one per student).
2. Assign a category of questions to each color. (Examples: Yellow = family; red = likes/interests; green = favorite TV shows, etc.)
3. Choose a color and go around the circle with each person sharing one answer per M&M.
4. After they have shared answers to a question, students can eat those M&M's.
5. Continue to go around the room until each color topic has been shared.

Debriefing:

- Which of today's activities did you like best? Why?
- Would you have changed any of the activities? If so, how?
- What is one thing you found out about someone today?

Closing: Go-Round

Choose one word to describe your experience in advisory today.

See "Words to Describe My Experience in Advisory Today," p. 38, for possible words.

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

Advisory Goal 2:**Grade:****NOTE**

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

6th

*This activity should occur **after** students have gotten to know each other, so that they have meaningful things to share about one another.*

Gathering: Name and Asset Pair-Share

10 MINUTES

Activity/Topic: Supporting One Another: Balloon Bust²

25 MINUTES

Closing: Appreciations

10 MINUTES

Materials: Package of balloons (one balloon per student and adviser), Personal Asset list (one per student), permanent markers, 2" x 2" pieces of paper (one per student), pens**Grouping:** Whole group, pairs**Session Goal:**

The purpose of this session is to create a culture of support by encouraging advisees to give and receive positive comments from their peers and adviser.

Gathering: Name and Asset Pair-Share

1. Hand out the Personal Asset list and define any unfamiliar words for students.
2. Put students into pairs and have each member of the pair choose a word that describes his or her partner and explain the choice

Activity/Topic: Supporting One Another: Balloon Bust

1. Explain to students that the purpose of today's session is to create a culture of support within the group by providing an opportunity for students to give and receive positive comments about one another.
2. Give each student one piece of 2" x 2" paper for every student in the advisory.
3. Give each advisee a balloon. Instruct them to blow up the balloons without tying them off and write their names on them with the permanent markers. Once all the students have their names on their own balloons, ask them to let the air out.
4. Now you can instruct each student to pass his or her balloon to the person sitting next to him/her.

²Adapted from Alana Jones. *104 Activities that Build: Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills* (Washington: Rec Room Publishing, 1998).

5. Once everyone has somebody else's balloon, ask each person to write a positive comment, compliment or observation on a 2" x 2" piece of paper and then put it in the balloon. It is a good idea to put the name of the person on the comment in case they scatter later in the activity.

It is also a good idea to emphasize that all comments should be positive. Suggest that students refer to the Personal Asset list when making supportive comments.

6. Continue to pass the balloons around the room so everyone gets the opportunity to write a compliment to everyone else in the group. Don't forget to include yourself in this process!
7. Once this process is completed, ask everyone to hand the balloon that he or she has back to the person whose name is on it.
8. Ask the group if they want to read their compliments now or if they want to save them for a time in the future when they may really need to hear something positive about themselves.
9. Have students brainstorm how they will get the positive messages out (by blowing them up and popping them). You can make an analogy to the way pressure and stress can "blow you up." Before students "blow up," they can pop their balloons and see how it can help them.
10. Tell your advisees to come to you when they need to pop their balloons in school or tell you when they popped them at home so that they create a habit of coming to you when they are feeling down.

Debriefing:

- How did it feel to do this activity?
- Is it easier to give and receive compliments anonymously or directly? Why?
- Why is it important to practice making supportive comments to one another?

Closing: Appreciations

1. Model expressing appreciation by turning to the student on your right and saying something you appreciate about him or her. Example: "I appreciate how you always participate."
2. Encourage the student to say "thank you" and then turn to the person on his or her right and say something she or he appreciates about that student.
3. Go around the circle, repeating the process, until everyone has given and received appreciations.

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 2:**Grade:**

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

6th

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: Paper Tower
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: 15–20 sheets of scrap or printer paper per small group, chart paper

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is to build relationships as students work together to create a paper tower. It will also encourage cooperation, communication, leadership and problem solving.

Gathering: Whip
Working in a group is ...

Activity/Topic: Team Building: Paper Tower

1. Explain to students that they are going to engage in a team-building exercise in small groups that will help them strengthen their skills of communication, cooperation, leadership and problem solving.
2. Emphasize that working in a group can be fun and productive as well as challenging. In order to support students in enjoying today's task and working effectively together, explain that you are going to ask them to brainstorm some things they might hear and see if a group is working effectively together. Give an example for each to get students started and write these in a T-chart like the one below:

Effective Group Work Sounds Like/Looks Like ...

What would you hear ...?	What would you see ...?
<ul style="list-style-type: none"> • If members were affirming one another's ideas? <i>Ex: Good job, I like that, that works...</i> • If members were problem solving? <i>Ex: What I ..., I wonder ..., How can we ...?</i> 	<ul style="list-style-type: none"> • If members were affirming one another's ideas? <i>Ex: Nodding heads, thumbs up</i> • If members were problem solving? <i>Ex: Huddled together, making eye contact, trying out different ideas</i>

3. Explain to students that you will observe groups today to see how many of these behaviors students are using to work effectively together.
4. Divide the advisory into groups of three or four. Instruct groups that they must build the tallest tower they can, using only the paper given to them. Explain that they must begin working without speaking for 5 minutes.
5. Tell students you will answer three questions about the activity before they begin.
6. Hand out pieces of paper to each group and ask them to begin.
7. Indicate to students when 5 minutes are up and they can begin speaking.
8. At the end of 20 minutes, tell the students some of the things you saw and heard groups doing effectively.

Debriefing:

- What happened? Was it easier or harder to work together when you were allowed to speak?
- As a member of the team, what role did you take? Were you a Leader, Co-Leader, Worker or Observer? How did it feel to take on this role?
- What three specific positive behaviors helped your group meet your goal and complete the task? Were there any behaviors that hindered the group from accomplishing the task?
- What would you personally do the same or differently next time if you were involved in a similar activity?

Closing: Popcorn

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

Advisory Goal 2:**Grade:**

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

6th

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

Activity/Topic: Team Building: Lava River³
30-35 MINUTES

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

Materials: Masking tape or rope or four chairs, "lava rocks" made from 8 to 12 pieces of 8½" x 11" construction paper

Grouping: Whole group

Session Goal:

The purpose of this session is to continue to build relationships and strengthen the skills of cooperation, communication, leadership and problem solving by getting the entire advisory over the lava river.

Gathering: Temperature Check

On a scale of 1 to 10, how comfortable do you feel working in a group? (1 = feel very uncomfortable, 10 = feel very comfortable).

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: Lava River

1. Point out that people's comfort level working in a group varies. Emphasize, however, that it is helpful to develop skills needed to work in a group effectively, since this is an important aspect of school as well as the workplace. As a result, tell students that they are going to participate in a challenge that will help them build relationships with each other as they strengthen their skills of cooperation, leadership, communication, strategic thinking and problem solving.
2. Create a space that is approximately 25 feet long and a few feet wide. This space will be the Lava River in this team-building exercise. Indicate the beginning and end of the Lava River with two strips of masking tape or two chairs (one at each end).
3. Explain to the group, "The space between the marks on the floor is a hot, boiling lava river. The masking tape or chairs indicate where the lava river begins and ends. The pieces of construction paper represent floating lava rocks you must use to get across the river of lava."

³Adapted from Rachel A. Poliner & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

The problem is that falling in would be a disaster. The goal is to get everyone across the river from one side to another on floating lava rocks. There is a problem: If you fall off the lava rock or touch the lava river at any point, you have to go back and start over.

“Also, I, your adviser, represent the lava monster in the river. If I see a floating rock in the river without a foot on it, I will eat it up and you will lose one of your rocks.” (The adviser is to take away a lava rock when a student does not have his or her foot in place).

4. Give the group their floating lava rocks. (15 students = 8 pieces of construction paper or lava rocks, 20 students = 12 pieces of construction paper or lava rocks).
5. Tell students you will answer three questions before they begin.
6. Students will have up to 5 minutes to strategize about how to proceed. If students do not need to use all the prep time, you may begin the activity.
7. You may want to refer back to your group agreements before students begin.

NOTE: *During the activity, if the group members are having a lot of difficulty listening to one another or working cooperatively, stop the activity, asking everyone to “freeze.” Take three comments from the group, saying: “I’m open to hearing three observations from the group that help to describe what’s not working.” Then say, “I’ll take three suggestions from the group about strategies that you think will help you achieve the goal of getting everyone across the lava river.”*

Debriefing:

- What happened in the Lava River activity?
- How did the group decide what strategy to use? Was each group member listened to or included in the decision? How do you know?
- What did you observe about how the group worked together? What did your teammates do or say that helped your team be successful? Is there anything you could have done that would have helped your group be more effective as a team?
- How would you describe the role you played? How did it feel to be a leader or a follower? What would you personally do differently next time if you were involved in a similar activity?
- What learning can you take from this experience that you can apply to our work as a group in the advisory?

Talking Point: Remind students that we’re not born with the skills to work together effectively in a group. We learn these skills by watching other people work together and by practicing these skills ourselves.

Closing: Go-Round

In five words or less, what is the most important thing you learned about yourself or the group today?

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	6th	<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 One of Three) 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: Access to at least one computer and an LCD projector, College Door Research Worksheet (one per student)		
Grouping: Whole group, pairs, triads		

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.*



COLLEGE DOOR RESEARCH



Name _____ College _____

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TOPIC	NOTES
<p>1. Admission Criteria</p> <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? 	
<p>2. Academics</p> <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? 	
<p>3. Location</p> <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?) 	
<p>4. Athletics</p> <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? 	
<p>5. Extracurricular Activities</p> <ul style="list-style-type: none"> • What clubs are there on campus? • What sororities or fraternities, if any, are on campus? 	

TOPIC	NOTES
<p>6. Student Body</p> <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? 	
<p>7. Housing Options</p> <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? 	
<p>8. Supports</p> <ul style="list-style-type: none"> • What academic support is available? • What internships are available? • What career counseling services are available? 	
<p>Other:</p>	

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	6th	<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	6th	<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: Temperature Check (a quick way to elicit individual responses from all students; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part Three of Three) 35 MINUTES		
Closing: Gallery Walk (an activity in which students walk around the classroom to view work displayed by other students; see Glossary) 5 MINUTES		
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:****NOTE**

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

6th

This session should be done schoolwide, and advisory poems displayed for the school community to see.

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

Activity/Topic: End-of-Year Advisory Poem
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: Options A & B: paper and pens; Option B: Advisory Poetry Phrases cut up (six to eight per group)

Grouping: Whole group, small group

Session Goal:

The purpose of today's session is to provide an opportunity for students to reflect on and celebrate their experience in advisory by creating advisory poems.

Gathering: Go-Round

In September, I thought advisory was ... Now I think advisory is ...

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

Activity/Topic: End-of-Year Advisory Poem

Explain to students that today's activity of writing advisory poems will provide a fun, creative way for the group to reflect on and celebrate their experience in advisory this year.

Option A: Acrostic Poem

1. Ask students if they've ever heard of an acrostic poem. If not, tell them it is a poem that uses each letter of a "spine" word or phrase to begin a line of a poem.
2. Tell students that they are going to work in small groups to create an acrostic poem that describes their experience in advisory this year. You can either:
 - a. elicit possible advisory-related spine words or phrases from students (examples might include "circle," "sharing," "rituals") and have each group pick a "spine word" or phrase for their group poem or
 - b. all groups can use the same spine word or phrase ("Our advisory"); it might be interesting to see how each group goes about the same task differently.
3. Get students started by providing an example:

C ommunicate
I sabella always helped
R eally strange at first

C ause we're used to rows
L ots of sharing
E veryone included

or if they're all using the same "spine word/phrase," you might want to start them off with a couple lines they can all use:

O
U
R eally opinionated

A birthday was always a reason to celebrate
D
V ery hard to live up to the group agreements at times
I
S
O
R
Y

4. Emphasize that the poem does not have to rhyme and a line can be a word or a phrase. Ask if there are any questions.
5. Divide your advisory into groups of three or four, distribute paper and pens and circulate and help as needed.
6. After about 10 minutes, bring the groups together to share their poems.
7. If this activity is schoolwide, ask students which poem they want to submit to be displayed for the school community to see.
8. Ask everyone to sign the poem.

Option B: Collage Poem

1. Distribute six to eight of the poetry strips to each group.
2. Tell the students to think about their advisory: what makes it unique, funny experiences, memorable moments, etc. Explain that each small group's task is to integrate the words on the strips with their own words to create a poem. Tell students that they may change the tense of the words from past to present and/or from singular to plural. Emphasize that the poem does not have to rhyme.
3. You should model the task by showing students one or two lines you have written about the advisory.

NOTE: *There are blank strips if you want to create your own lines or if the advisory wants to suggest a line that all groups will incorporate into their poems.*

4. Circulate and help students as needed.
5. After 15 minutes, have each group share its poem.
6. If this activity is schoolwide, ask students which poem they want to submit to be displayed for the school community to see.
7. Ask everyone to sign the poem.

Debriefing:

- What was it like to create an advisory poem?
- What three behaviors helped your group accomplish the task?
- What was a favorite word, phrase or line you heard today?

Closing: Popcorn

One thing I will remember most from this year's advisory is...

ADVISORY POETRY PHRASES

my adviser said	like monkeys, wild with excitement
it is good to see him smile	he took a chance
in a soft voice	with her mouth full of food
her heart was broken	the sun filtering through the windows
nobody seemed to care	all talking at the same time
we all needed a break	we were so worried
nothing comes from nothing	we never thought it could happen
I didn't know what to say	like a cloud over his head
they thought he was in trouble	crying in the corner
everyone burst out laughing hysterically	with the chairs in a circle
happy faces	absolutely wild
you could tell she was angry	listening to the music in her head

looking directly in her eyes	she felt sick and dizzy
it felt like family	I never knew that
she didn't want to think about it	we realized that 2+2 is <i>not</i> always 4
a very rude comment	what happened?
it was an embarrassing moment	she decided to leave
you wouldn't understand	are you okay?
excitement in the air	it's all a matter of perception
dancing in the aisles	bored out of his mind

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	6th	<i>This session should be done in all advisories, and the advisory committee should collect and compile the survey results. Each adviser will receive his or her individual results; schoolwide results should be used for staff reflection and continued program improvement. The survey may be used earlier in the year for this purpose as well.</i>
<p>Gathering: Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary) 5 MINUTES</p>		
<p>Activity/Topic: Advisory Survey and Tangled Web End-of-Year Reflections 25 MINUTES</p>		
<p>Closing: Appreciations 15 MINUTES</p>		
<p>Materials: College Board Student Advisory Survey (one per student), manila envelope, index cards (three per student), adviser-created notes of appreciation for each student (suggested)</p>		
<p>Grouping: Whole group</p>		

Session Goal:

This session will offer students an opportunity to reflect on their experience in advisory over the course of the year as well as express appreciation for one another. Additionally, the survey will provide feedback for continued program improvement.

Gathering: Fist to Five

- How focused are you right now?
- How are you feeling about the school year ending?
- I like taking surveys.

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

Activity/Topic: Advisory Survey and Tangled Web End-of-Year Reflections

Directions and suggested script for administering the **Advisory Survey:**

1. Say to students: “We’re asking you to fill out a survey that will help us continue to improve our advisory program. The survey is private and confidential. This means that your individual responses will not be shared with your adviser, school staff, administration or your parents.”
2. Ask for a volunteer to collect the responses when all students are done, put them in an envelope and seal it. If the Advisory Coordinator at your school has arranged for a place where this student can return the surveys afterwards, inform him/her of this now.
3. Distribute the survey and say to students: “Please look at the example while I read aloud.” Read the statement and the five different possible responses. Say: “Notice that this student put a

check mark in the box for *rarely*. 'Rarely' means infrequently, or not usually. This means that this student disagrees with the statement, 'I like to eat pizza.'

4. Say: "Now let's practice before starting the survey." Read aloud the first example, "I like to play sports," and model how you might respond.
5. Say: "Now you try it. Put a check mark in the box that represents your answers for the first three practice statements. Please check only one box for each statement."
6. Invite a few students to share their responses to the practice statements, eliciting reasons for their responses.
7. Say: "What questions might you have before we begin?" Answer any questions the students have.
8. Say: "Thank you for your care and attention in filling out the survey. When you are done, please turn your survey over and put your pen down. You may begin."
9. When students are done, ask a volunteer to collect the surveys and take them to the advisory coordinator.

Tangled Web End-of-Year Reflections

1. Gather your advisees in a circle. Hold a large ball of yarn or string.
2. Select any of the following prompts for students to respond to (written on board):
 - One thing advisory got me to think about...
 - One thing advisory helped me with...
 - One thing I like about advisory...
 - One way I contributed to the group...
 - One thing I'd like to tell my parent/guardian about the advisory experience is . . .
3. Give students a minute to consider how they might finish the prompt.
4. Model a response. Afterward, toss the ball of yarn to an advisee without letting go of the end of the yarn.
5. The advisee who gets the ball of yarn should share his/her response and toss to another advisee while continuing to hold the other end.
6. Continue in this way until all advisees have the opportunity to answer once.
7. After students have created a giant web, ask them to continue to hold on to the yarn while you debrief.

Debriefing:

- What do you observe about the yarn?
- What does a web represent? (Be sure to discuss how each of the advisees creating the web are supporting one another and working as a team.)
- What are some ways we supported one another this past year?
- Do you have any suggestions for working together as a team even more effectively next year?

Thank advisees for all the ways they worked together and supported each other this year. Express your confidence that advisees will continue to grow in their capacity to support each other next year.

Closing: Appreciations

To set the tone for this activity, prepare a brief note of appreciation for each advisee and present these to students before they express appreciation for one another.

1. Give each student three index cards with the names of three advisees on them (one on each card).
2. Ask him or her to write a note of appreciation to each student on the index cards.
3. When students are done, ask them to give the index cards to the students they were assigned.

COLLEGE BOARD ADVISORY STUDENT SURVEY

Advisory: _____

Please read the example below.

Example:

	Never	Rarely	Sometimes	Often	Always
I like to eat pizza.		✓			

New Practice:

	Never	Rarely	Sometimes	Often	Always
	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
I like to play sports.					
Middle school is more fun than elementary school.					
Music is a big part of my life.					

Please begin the survey.

	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
1. I understand the purpose of advisory.					
2. In my advisory, we practice cooperation and teamwork.					
3. Advisory provides me with information that helps me plan and prepare for life after middle school.					
4. My advisory has group agreements that we follow consistently.					
5. My adviser does not help me set academic goals.					
6. My adviser gets to know me and cares about me as a person.					

<i>Advisory discussions and activities help me...</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
7. ... handle tough situations inside and outside of school.					
8. ... develop positive communication skills.					
9. ... understand who I am and what is important to me.					
10. ... manage my feelings and behavior.					
11. ... feel positive about succeeding in school.					
12. ... feel positive about life after middle school.					

<i>Advisory discussions and activities help me...</i>	<i>Strongly Disagree</i>	<i>Disagree</i>	<i>Neutral</i>	<i>Agree</i>	<i>Strongly Agree</i>
13. My adviser follows up with me about my academic goals.					
14. My adviser helps me understand the importance of good work habits.					
15. My advisory is a safe and supportive environment where I can express my thoughts and feelings without fear of being hurt, embarrassed or targeted.					
16. Advisory does not provide me with information that helps me see the connection between success in school and options for the future.					
17. I feel a sense of belonging to my advisory group.					
18. My adviser meets with me regularly about my progress report/report card throughout the year.					
19. My advisory has routines that we follow consistently.					

Directions: Please **circle** your response to the questions below.

- What grade are you in? 6th 7th 8th
- How many years have you been at this school?
 Less than 1 year 1 year 2 years 3 years 4 years
- How many years have you been with your current adviser?
 Less than 1 year 1 year 2 years 3 years 4 years
- What is your gender? Male Female
- What is your ethnicity?
 Black/African American
 White
 Hispanic
 Native American
 Asian/Pacific Islander
 Other: _____
- What language(s) do you speak at home?
 English
 Spanish
 French
 Chinese
 Other: _____

Thank you for completing this survey!



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

6th

Gathering: Food for Thought

10 MINUTES

Activity/Topic: Study Skills and Habits: Remembering What You Need to Know⁴

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: 5" x 8" Index cards (one per student); pens; **two sets** of 20 small objects placed on trays or arranged in the middle of the room and covered by a sheet, cloth or chart paper.

NOTE: *You can use small objects from home and school: magnet, corkscrew, tape, souvenirs, key chains, etc. You can find objects by looking in "junk" drawers, kitchen drawers and on shelves at home.*

Grouping: Whole group, individual

Session Goal:

This session will raise students' awareness about different memorization strategies as well as help them identify strategies they already employ successfully.

Gathering: Food for Thought

1. Have each advisee state his or her name and a favorite food that begins with the same first letter as the name. For example: "Hi, my name is Latrece, and I like liver." (If a student cannot think of a favorite food that begins with the same first letter as his or her name, he or she can pick any food). As each advisee introduces himself or herself, he or she must repeat the names and favorite foods of the students who came before or, if it is a large group, the previous five students.
2. Afterward, ask students what made it easy to remember the favorite food for each person (the use of words that began with the same letter as the name, which is called alliteration).

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 Skills and Habits: Remembering What You Need to Know

1. Prior to the session, arrange 20 small objects on a tray or in the middle of the advisory circle/room, and cover them with a sheet/cloth/chart paper.

⁴Adapted from Rachel A. Poliner & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

2. Explain to students that the purpose of today’s session is to explore a variety of memorization strategies that they can use successfully in their academic classes.
3. Tell students that you are going to show them 20 small objects, and they will have 2 minutes to remember all of them. Ask students to predict how many they think they will remember and to write that number on the back of the index card they used for the gathering.
4. Tell students that talking, writing or touching the objects is not allowed, although students can stand and move, as needed. Explain that after 2 minutes, you’ll cover the objects again and give them 2 minutes to write down as many objects as they can remember.
5. Uncover the objects. Give students 2 minutes to study the objects without talking, writing or touching the items.
6. Cover the objects. Give students 2 minutes to write down as many of the objects as they can remember, alone and silently.
7. Ask the following questions:
 - Who remembered as many objects as they predicted? What purpose does it serve to set your own predictions (or goals)?
 - If you didn’t reach your prediction, what would you predict next time? How would adjusting your prediction affect you?
 - What strategies did you use to remember the objects? (categorizing by color, shape, size, kinds of objects; repeating the names of objects over and over, creating a picture where you walk through the scene studying the objects, etc.) List the strategies that the students name.
 - Who else used that strategy? With any variations?
 - Why do you think people used different strategies to meet the same goal?
8. Tell students you have another set of objects. They can use the same strategy as last time or try out a new one.
9. Clear away the first set. Repeat all the round #1 steps: students predicting how many they’ll remember, closing their eyes while you set up round #2, getting 2 minutes to study the objects and 2 minutes to write them down.

Debriefing:

- Who increased their prediction for round #2? Who decreased it? What was your thinking behind those changes?
- Who tried a new strategy? What was it? Did you remember more or fewer objects with the new strategy? (Remind students that many times a new strategy might lead to a worse result at first. After all, it’s new. Our best strategies are the ones we get to practice. So the best time to try a new strategy is when there’s time to try it out, practice it and improve it. The best time to switch tools is probably not the night before a test.)
- What did you learn about yourself — how you remember things, how accurate your predictions are, how much patience you have, etc?
- What strategy might help you with a class that you currently have?

Closing: Ticket Out the Door

1. Ask students to fill out the Ticket Out the Door.
2. Ask a few volunteers to share their responses, as time allows.
3. Collect the tickets and put them in students’ advisory portfolios to refer to during individual conferencing.

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ Date: _____

The two best ways for me to remember information are:

- 1.
- 2.

TICKET OUT

Name: _____ Date: _____

The two best ways for me to remember information are:

- 1.
- 2.

TICKET OUT

Name: _____ Date: _____

The two best ways for me to remember information are:

- 1.
- 2.

Advisory Goal 3:

Grade:

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

6th

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

Activity/Topic: Study Skills and Habits: Time and Task Management
35 MINUTES

Closing: Whip
5 MINUTES

Materials: Color Chart (one per student), My Day After School At a Glance sheet (one per student, copied back-to-back with Color Chart), crayons, markers (one per every two students — see colors in Color Chart), Have-Tos and Want-Tos handout (one per student)

Grouping: Whole group, individual, pairs

Session Goal:

The purpose of this session is to raise students' awareness about how they spend their time and to provide them with a task management strategy.

Gathering: Whip

One thing I always make time to do every week ...

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 Skills and Habits: Time and Task Management

1. Explain to the students that the purpose of today's session is to reflect on how they spend their time and to understand the importance of prioritizing those tasks that are "have-tos" — things we have to accomplish in order to fulfill our family responsibilities and succeed in school.
2. Distribute the My Day After School At a Glance sheet and color markers or crayons (see colors noted in Color Chart found at the end of this session plan). Emphasize that you want students to think about how they spent their time yesterday after school in filling out this chart.
3. Ask students to use an orange crayon or marker and color in the time slots that they devoted to TV/computer/DVD/iPod/Gaming Systems yesterday (or the last weekday they were in school). Emphasize that you are asking students to approximate the time spent on this activity.
4. Distribute the Color Chart. Ask students to refer to this and color in the rest of the activities on their chart.
5. Have students tally their hours for yesterday in three of the categories where they spent most of their time and fill this in on their Color Charts. Afterward, ask them what they noticed.

6. Explain that there are lots of things we can spend our time on, some of which are “want-tos” — things we enjoy doing and help us relax, and some are “have-tos” — things we have to do, like chores or schoolwork. Distribute the handout “Have-tos and Want-tos” and read aloud.
7. Ask students how much of their time yesterday was spent on have-tos? How much on want-tos? Explain that it is important to prioritize the “have-tos” (putting them first) so we can fulfill our responsibilities and succeed academically and still have time for “want-tos,” in order to have some fun and feel happy. You may also want to point out that prioritizing the “have-tos” reduces stress caused by not getting important tasks done.
8. Distribute Jahaira’s Day handout and, depending upon time, work on this as a whole group or in pairs for a share out.
9. Ask volunteers to share their responses with the advisory.

Debriefing:

- What was it like to look at how you spent your time yesterday?
- What did you realize from setting priorities for Jahaira?
- How can today’s activity help you be a better student?

Closing: Whip

One thing that is a priority for me tomorrow is ...



COLOR CHART

Color	Activity	Hours devoted to this activity
Orange	TV/computer/DVD/iPod/Gaming Systems	
Green	"After school" help and homework	
Purple	Hanging out with friends	
Yellow	Work at home: chores/babysitting	
Pink	Extracurricular activities: sports/clubs	
Brown	Other: volunteering, church, etc.	
White (Leave blank)	Meals	

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● MY DAY AFTER SCHOOL AT A GLANCE

Write down what you were doing yesterday at each of the times listed.

Time	Yesterday
3:00 p.m.	
3:30 p.m.	
4:00 p.m.	
4:30 p.m.	
5:00 p.m.	
5:30 p.m.	
6:00 p.m.	
6:30 p.m.	
7:00 p.m.	
7:30 p.m.	
8:00 p.m.	
8:30 p.m.	
9:00 p.m.	

JAHAIRA'S DAY

Jahaira has a lot she wants to do tomorrow after school. She has to help her little brother with his homework. (Her mom insists!) She also needs to start studying for her big social studies unit test on Friday, and her independent reading log is due tomorrow. However, her friends from the old neighborhood expect her to update her social network page everyday to keep in touch with them. Also, basketball tryouts are in two weeks, so she has to practice to be ready for them. It's also her job to set the table and clean up the dishes after dinner. And she almost forgot — she promised she'd watch that DVD her friend lent her. There is a lot to do!

Answer the following questions.

1. What are her "have-tos"? What are her "want-tos"?

What are Jahaira's "have-tos"?	What are Jahaira's "want-tos"?

2. What should be a priority for Jahaira? In what order should she complete her tasks so that she accomplishes her "have-tos" but also gets to have some fun and do her "want-tos"?

“HAVE-TOS AND WANT-TOS”⁵

What are the things we **have** to do in our lives? What are the things we **want** to do? All of these take TIME!

Have-Tos:

“Have-tos” need to be a part of almost every day. Whether we like it or not, we all have to find time to get them done.

- **Family responsibilities:** You know the drill: household chores, helping your little brother with homework, keeping your room clean.
- **School and homework:** You won’t always be a student, but while you are, it’s your job to give time and energy to your education.
- **Sleep:** This may seem like a big “DUH,” but it helps to be reminded: Sleep is a must for our bodies and minds, and doctors agree that young people need at least 8 hours every night. If you think you can squeeze more time into your schedule by cutting back on Zzzzs, you’ll probably find that you’re sleepy and sluggish during the day, and wind up taking longer to do things anyway.
- **Eating and personal hygiene:** Exactly, another big “DUH.” But many people skip meals because they’re running late. Taking enough time to eat so that you actually enjoy it, rather than just shoving cereal down your throat, will help you develop healthy food habits. The same goes for bathing, dressing and other things that make you presentable to the world. If you block out time to do them and enjoy them, you’re likely to feel better about yourself that day.

Want-Tos:

Fortunately, our time isn’t just about responsibilities — we get to have some fun, too! “Want-tos” make our lives a little more fulfilling.

- **Activities:** You might be a gymnast, a soccer player, a painter, a poet or a ballet dancer. Sports, the arts and other hobbies are important because they help make us well-rounded and develop our bodies and minds. Plus, they simply make us happy.
- **Chill time:** OK, let’s not forget that you also deserve some time to just be you and do whatever you feel like, whether it’s going to the park, hanging out with friends, reading a book or being alone with your thoughts.

⁵From PBS Kids/It’s My Life. CastleWorks, Inc. (<http://pbskids.org/itsmylife/school/time/article2.html>)

Advisory Goal 3:**Grade:**

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

6th**Gathering:** Stand Up, Sit Down

5 MINUTES

Activity/Topic: Study Skills and Habits: Organizational Strategies⁶

30 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: Each One Teach One Cards: Organizational Strategies and Organizational Strategies Note-Taking Sheet (one per student)**Grouping:** Whole group, pairs**Session Goal:**

The purpose of this advisory session is for students to recognize the importance of being organized and explore strategies for keeping track of assignments, storing notes and keeping an organized binder and locker.

Gathering: Stand Up, Sit Down

1. Have all students stand up.
2. Explain to students that you are going to make some statements about organization, and if they can relate to them they should remain standing. If they cannot relate to them, they should sit down. Repeat with each question.

Do you:

- Keep an organized notebook/binder/folder?
- Write down assignments on random pieces of paper?
- Put papers in the correct section of a folder/notebook as soon as you receive them?
- Fold papers up and put them in your pocket?
- Periodically go through your notebook and file away papers?
- Use your locker as a trash can?
- Put the most recent papers in chronological order — front to back? (Different teachers may or may not ask for this.)
- Shove returned assignments into your backpack?
- Have a specific place in your locker for supplies?

⁶Adapted from Dibner Consulting Services. Based upon content from <http://susan-camey.suite101.com/organizational-skills-for-teens-a29802> & Woodcock, Susan Kruger. *SOAR Study Skills*, (Michigan: Grand Lighthouse Publishers, 2006), p. 44.

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 Skills and Habits: Organizational Strategies

1. Explain to students that organizing themselves is a challenge for many middle school students. Tell them that in today's session they will teach one another about four basic organizational strategies.
2. Hand out one card to each student on a random basis. (There are four different cards, so some students will have the same information.)
3. Students should spend a few minutes reading the information on the study strategy card, either individually or in a pair with someone who has the same card. Circulate and answer any questions students may have about the information on their cards.
4. Distribute the Organizational Strategies Note-Taking Sheet, and review the four different organizational strategies.
5. Explain that each student has 10 minutes to "teach" or transfer his or her knowledge verbally and individually to as many other participants as possible and also to listen and take notes in order to remember facts from the other participants. Emphasize that students should explain the information rather than read from the card. (Tell students not to hand over their card to another student.) Also, encourage students to write down key words and phrases to remember important tips rather than writing in full sentences.
6. After 10 minutes, gather the group together and ask the following questions to check for students' understanding (calling on those who learned the information and turning to the fact "teacher" to see whether the information was understood correctly):
 - What can you do with papers that you take out of your binder periodically?
 - What can you do at the end of every day to keep your locker organized?
 - What is one way you can keep your binder organized?
 - When is a good time to copy assignments into an assignment book or agenda?

Debriefing:

- What did you like/dislike about today's activity?
- Which of these strategies are you already using?
- Which of these strategies wouldn't work for you? Why?
- Does anyone have an alternative skill to share regarding organization?

Closing: Ticket Out the Door

Two organizational strategies I plan to use are:

EACH ONE TEACH ONE

Home Filing System:

Buy folders (file or pocket folders) for each of your classes and label these. You might want to buy a different color folder for each of your classes. Store these in a safe place in your home (a milk crate, a box, a drawer, a file cabinet) — whatever you have available. The important thing is to determine one specific place so you will not lose these folders. Periodically (once or twice a marking period) go through your binder/notebooks, remove papers and put them in the folders. Do not throw away any papers until you have received a final grade for the class. These papers will help you create a good study guide for big unit tests or final exams and also help you prove your grade if a mistake shows up on your report card.

Lockers:

Don't be tempted to use your locker as a catchall, or even worse, as a trashcan. At the end of each day, take home any trash, clothing, unneeded items or other things that are just getting in the way. Keeping your locker clutter-free will help keep important things from getting lost. Use magnets to post important reminders or To Do lists on the inside of the door. You can even buy magnetic pencil holders, clips and other supplies to help keep small items in view. Find a specific place in your locker for your backpack, binders, textbooks, supplies, lunch and jacket, and then return each item to that same spot each time. Knowing where things are will save you time and stress during the few minutes you have between classes.

Binders and Notebooks:

Use dividers to keep your binder organized. Often teachers will require you to have certain sections; otherwise, make common sense divisions (notes, returned homework, homework to be handed in, returned tests, etc.). Keeping things together helps you find them quickly. Most important, file each piece of paper in the proper section immediately. Don't be tempted to shove things in randomly without clipping or to "temporarily" put things in the pockets to organize later. These types of To Do piles have a tendency to grow quickly, and you may be tempted to procrastinate about sorting a huge pile. Keep lots of extra paper on hand in each binder. It's probably a good idea to keep a copy of your schedule in the front of each binder as well.

Assignment Book/Agenda:

Don't rely on writing assignments on random scraps of paper. They always get lost, and it's much easier to have everything in one centralized location. Use a small notebook or, even better, a structured assignment book. These are usually dated and have space devoted to each subject. Get in the habit of copying your assignments down as soon as you get into class or as soon as the assignment is given. Refer to the assignment book as you're packing up to leave to make sure you have everything you need to complete your homework. Also refer to it while doing your homework; it's a mistake to rely solely on your memory. Check things off as you complete them.

● ORGANIZATIONAL STRATEGIES

NOTE-TAKING SHEET

Home Filing System
Lockers
Binders and Notebooks
Assignment Book/Agenda

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TICKET OUT

Name: _____ Date: _____

Two organizational strategies I plan to use are:

1.

2.

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TICKET OUT

Name: _____ Date: _____

Two organizational strategies I plan to use are:

1.

2.

TICKET OUT

Name: _____ Date: _____

Two organizational strategies I plan to use are:

1.

2.

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

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

6th

This is the first of two sessions that require your advisory to team up with an eighth-grade advisory.

Gathering: Fear in a Hat

10 MINUTES

Activity/Topic: What I Really Need to Know About Middle School (Part One of Two)

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: Ball of yarn, 8½" x 11" paper, pens (one per pair), K/W/L chart on chart paper (see Glossary for directions)

Grouping: Whole group, pairs

Session Goal:

This session will provide an opportunity for sixth-graders to prepare for interviewing an eighth-grader about what they need to do to be successful in middle school.

Gathering: Fear in a Hat:

1. Ask advisees to write down a personal fear, concern or worry they have about middle school **anonymously** on index cards that will be collected and placed in a hat or other container. Emphasize that advisees should write clearly so that someone else can read their cards. Put a card of your own in the container as well.
2. Each advisee randomly selects a card, reads someone else's fear to the group and explains how his/her peer might feel. Model this by pulling out a card, reading aloud and explaining how the student might feel.

NOTE: *This gathering fosters interpersonal empathy.*

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: What I Really Need to Know About Middle School (Part One of Two)

1. Affirm that the transition to middle school can be challenging. Explain that one way to cope with this feeling is to get as much information as possible beforehand. As a result, explain that the advisory will have an opportunity in the next session to ask a group of eighth-graders questions about what it's really like to be a middle school student. Emphasize that the goal is for students to find out information that will help them be successful in middle school.

2. Using a K/W/L chart, ask students to brainstorm what they think they know about what it means to be a middle school student. (Provide an example: You have more homework than in elementary school.) Record students' answers in the first column. If students cannot agree on an answer, encourage them to turn this into a question, and put it in the middle column.
3. Explain that students will be organized into small groups in the next session (with at least two sixth-graders and two eighth-graders in a group). Here they will have a chance to interview the eighth-grade students about their experience in middle school. As a result, they will want to develop additional questions that will help them prepare to make a successful transition to middle school.
4. Emphasize the importance of asking "open" versus "closed" questions in an interview. Explain that closed questions require the speaker to answer only in a few words. Example of a closed question: Is high school harder than middle school? Explain that open questions, on the other hand, are questions that encourage the speaker to elaborate. Example of an open question: In what ways is middle school harder than elementary school?
5. In pairs, ask students to generate additional open questions they would like to ask the eighth-grade students.
6. After 5 to 7 minutes, ask students to share their questions with the rest of the advisory, and add these to the second column of the K/W/L chart. Ask the rest of the advisory to decide whether questions are closed or open. If closed, invite the group to make them open. Explain that students will refer to these questions when interviewing the eighth-graders in the next session.

NOTE: *Keep the K/W/L chart for use in Part Two.*

7. If there is time remaining, explain the importance of asking follow-up questions in order to encourage the interviewee to elaborate on his or her answers. Model this by asking for a volunteer to interview. Ask a few questions about the advisee — for example, what do you like to do in your free time? What's your favorite subject? After each answer, ask a follow-up question that encourages the student to elaborate. Afterward, ask the advisory to identify the follow-up questions you asked and tell why this made the interview more effective.

Debriefing:

- What was it like expressing your concerns about middle school?
- What was one thing you learned/realized today?
- What concerns/questions do you have about the session with the eighth-graders?

Closing: Popcorn

One question I'm looking forward to asking is ...

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

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

6th

This is the second of two sessions that require your advisory to team up with an eighth-grade advisory.

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

Activity/Topic: What I Really Need to Know About Middle School (Part Two of Two)
30 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: K/W/L chart from previous session, loose-leaf paper, pens

Grouping: Whole group, small groups

Session Goal:

This session will provide an opportunity for sixth-graders to obtain information that will help them be successful in middle school by interviewing eighth-graders.

Gathering: Temperature Check

Remind students that they will be interviewing eighth-graders today about what it's like to be a middle school student. On a scale of 1 to 10, ask students how they are feeling about the interviews (1 = terrible, 10 = terrific).

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: What I Really Need to Know About Middle School (Part Two of Two)

1. Explain that the purpose of today's session is to find out as much as possible about what it is like to be a middle school student.
2. Put students into pairs or triads, and draw their attention to the K/W/L chart and the list of interview questions they generated in the previous session. Invite them to choose three to four that they want to be sure to ask in their small groups.
3. Once the eighth-graders have arrived, ask at least two eighth-graders to join each small group.
4. As a quick way for students to get acquainted, ask them to introduce themselves to one another, identify a recorder for the group, and instruct that person to write down on loose-leaf paper as many things as possible that they all have in common. You may want to give one or two examples: We all go to _____ school. We all like ice cream. Afterward, ask each group to report how many things they have listed. For fun, ask them to announce some of the most interesting items on their lists.

5. Explain that they will now have an opportunity to interview the eighth-graders about what it's like to be a middle school student. Emphasize that the goal is to find out information that will help them be successful in middle school.
6. Circulate, and monitor groups.
7. After 15 minutes, invite the sixth-graders to thank the eighth-graders for their willingness to be interviewed today. Once the eighth-graders leave, continue with the debriefing.

Debriefing:

- What was it like to interview the eighth-graders?
- What was easy/challenging about the interviews?
- What surprised you?
- Which of our questions from our K/W/L chart were answered? Add answers to the chart.

Closing: Ticket Out the Door

Before today's session I thought ... Now I'm thinking ...

Ask students to share their tickets aloud, as time allows.

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ Date: _____

Before today's session, I thought ...

Now, I'm thinking ...

TICKET OUT

Name: _____ Date: _____

Before today's session, I thought ...

Now, I'm thinking ...

TICKET OUT

Name: _____ Date: _____

Before today's session, I thought ...

Now, I'm thinking ...

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

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

6th

This session should be done before the first individual academic conferencing session since students will be asked to set S.M.A.R.T. goals at this time.

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

Activity/Topic: S.M.A.R.T. Goals (Part One of Two)
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: S.M.A.R.T. Goal Acronym, definition and examples on five pieces of chart paper; S.M.A.R.T. Goal Game Board (one piece of 8½" x 11" paper per letter, taped together on the floor); one piece of paper crumpled up into a ball; S.M.A.R.T. Goal worksheet (one per student)

Grouping: Whole group

Session Goal:

In this session advisees will learn what a S.M.A.R.T. goal is and will practice identifying S.M.A.R.T. goals.

Gathering: Pair-Share
What is one wish you have?

Ask a few volunteers to share their wishes.

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: S.M.A.R.T. Goals (Part One of Two)

1. Point out to students that the difference between a wish and a goal is that a wish is something we usually have no control over ("I wish I had a million dollars") versus a goal, which describes something we can control ("I will arrive at school on time this week"). Explain to students that not all goals are alike. Some goals are general or vague, and therefore not very helpful, while other goals are S.M.A.R.T. goals since they have built-in steps to make sure we achieve them.
2. Explain to students that they are going to explore the different steps of creating a S.M.A.R.T. goal through the example of planning an advisory party.

NOTE: *This is an example of a goal. The intention is to choose something students might find motivating such as an advisory party. Feel free to edit the goal or change it completely to suit your advisory and school culture.*

3. Draw students' attention to the five pieces of paper around the room, pointing out that each one represents one of the steps of a S.M.A.R.T. goal:
 - **Specific:** What is my goal **IN DETAIL**?
To have an advisory birthday party
 - **Measurable:** **HOW MUCH** or **HOW MANY** times will I do this?
We'll have a party one time each semester/marking period (adviser's choice).
 - **Action-Bound:** What **ACTION** will I take to achieve my goal?
Everyone will sign up to bring in something for the party.
 - **Realistic:** How will **I MAKE THIS HAPPEN**?
We'll reserve the cafeteria so we can have food.
 - **Time bound:** What is my **DUE DATE**?
We'll have our first party by _____.
4. Break up your advisory into five groups, and assign each group one of the letters of the S.M.A.R.T. goal acronym. Ask each group to briefly discuss among themselves how the example answers the question associated with that step.
5. Ask each group to report out.
6. Tell students they are going to participate in a game to see if they can identify whether a goal is S.M.A.R.T. or not.
7. Divide students into two teams. Draw students' attention to the S.M.A.R.T. goal board on the floor. Explain that one member from each team will throw their paper ball onto the board. You will read a goal to the team (see S.M.A.R.T. Goals Game Sample Goals, p. 84), and they will have to decide whether or not the goal meets that particular criteria for the goal. (For example, is the goal action-bound?) Emphasize that each team will have 30 seconds to quietly discuss their answer before the person who threw the ball is required to answer. Correct answers earn a point for the team. Play until all players have had a turn. Keep track of points on the board.

NOTE: *Correct answers are included. If a goal does not meet the criteria, it is described as "vague."*

Debriefing:

- Hand out the S.M.A.R.T. goal example. Ask students: "Which step of setting a S.M.A.R.T. goal might be most useful for you?"
- "What step might be challenging? Why?"
- Explain to students that they will set S.M.A.R.T. goals during individual academic conferencing.

Closing: Fist to Five

How comfortable are you identifying whether a goal is S.M.A.R.T. or not?

Hold up five fingers if you're very comfortable, a fist if you're not comfortable at all and any number of fingers in between to reveal your comfort level.

S.M.A.R.T. GOALS GAME

SAMPLE GOALS

Sample Goals	S	M	A	R	T	Vague
Complete my English homework by writing it down in my agenda book. I'll ask my mom to buy me an assignment book.	✓		✓	✓		
Get extra help in math for three weeks.	✓				✓	
Not get involved in drama.						✓
Improve my science grade by the end of the marking period.					✓	
Learn to speak a foreign language.						✓
Be nicer to my sister/brother/mother.						✓
Learn how to hit a baseball by the end of baseball season by practicing with my brother after school.	✓		✓	✓	✓	
Read two books for pleasure by the end of January by getting recommendations from my friend who loves to read.	✓	✓	✓	✓	✓	
I want to make the basketball team.	✓					
Save enough money for the sneakers I want by bringing my lunch to school.	✓		✓			
I want to play for the NBA.						✓
Play the flute in the spring concert.	✓					
Walk a marathon.						✓
Improve my grade in Spanish.						✓

Chart Key:

- S - Specific
- M - Measurable
- A - Action-bound
- R - Realistic
- T - Time-bound

S.M.A.R.T. GOALS GAME BOARD

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SAMPLE GOALS

S	SPECIFIC What exactly is the desired goal?
M	MEASURABLE How much/How many?
A	ACTION-BOUND What will I do to achieve the goal?
R	REALISTIC Can I make this happen? How?
T	TIME-BOUND What date is it due?

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?
<u>I'll get tired after doing my other homework and not want to review my notes.</u>	<u>I'll review my notes before doing my other homework.</u>	<u>My adviser can check my science notes to see if they are highlighted.</u>

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 3:

Grade:

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

6th

Gathering: Option 1: Moon Ball⁷

10 MINUTES Option 2: Count to 10

Activity/Topic: S.M.A.R.T. Goals (Part Two of Two)

25 MINUTES

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

10 MINUTES

Materials: S.M.A.R.T. Goal Worksheet (one per student, see p. 87), beach ball or other lightweight ball.

NOTE: *If a beach ball is not available, an alternative activity is offered.*

Grouping: Whole group

Session Goal:

This session will deepen students' understanding of how to create a S.M.A.R.T goal.

Gathering Option 1: Moon Ball

1. Have students stand in a circle.
2. Tell the students that the object is to hit the ball in the air. Each time the ball is hit, it counts as a point. (Adviser should keep score). The ball cannot be hit by the same person twice in a row. If that happens or if the ball stops or touches the ground, students must start over. Throw the ball in the air for them to start. (You don't want them to have any planning time at first).
3. Play for three rounds.

Gathering Option 2: Count to 10

1. Have students stand in a circle.
2. Explain that the goal is for the group to count to 10 in consecutive order without using physical signals or announcing who will go next. If two people say the same number at the same time, the group has to start from the beginning.
3. Say "Begin," and play a few rounds. If the group is successful, it can set a goal of 15 or 20.

Activity/Topic: S.M.A.R.T. Goals (Part Two of Two)

1. Ask students if they remember from last session what the S.M.A.R.T. goal acronym stands for (specific, measurable, action-bound, realistic, time-bound).
2. Distribute the S.M.A.R.T. Goal Worksheet and quickly review it.

⁷Adapted from Laurie S. Frank, *Journey Toward a Caring Classroom*. (Oklahoma: Wood 'N' Barns Publishing and Distribution, 2004), p. 161.

3. Explain to students that today they are going to create a S.M.A.R.T. goal together to help them improve their Moon Ball or Count to 10 game. Emphasize that making a general goal of “getting better at Moon Ball” isn’t necessarily effective because it doesn’t contain built-in steps that will help the group meet its goal.
4. Help the group set a S.M.A.R.T. goal by asking the following questions and record the group’s answers on the board. Here is an example:
 - **S**pecific: If we want to get better, what exactly is our desired goal?
To increase our score
 - **M**easurable: How many points do we want to set as a goal?
We’ll increase our score by five points.
 - **A**ction-Bound: What action will we take to achieve our goal?
We’ll move closer together; we’ll back away after we’ve hit the ball, etc.
 - **R**ealistic: Can we make this happen? How?
We can score __ points since now we will be using a strategy.
 - **T**ime bound: When is our deadline?
We’ll score __ points by the end of two rounds.
5. Play Moon Ball or Count to 10 again to see if the group meets its goal.

Debriefing:

- What happened?
- What effect did setting a S.M.A.R.T. goal have?
- If we were to play another round, would you change the S.M.A.R.T. goal? If so, how?
- What is a course you’d like to set a S.M.A.R.T. goal for?
- Remind students that they will be setting S.M.A.R.T. goals during individual academic conferencing.

Closing: Go-Round

What is the most important thing you learned?

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

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

6th

This session can be adapted to support students taking any high stakes test.

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

Activity/Topic: Supporting the PSAT/NMSQT®
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: Poster board/chart paper, markers, masking tape

Grouping: Whole group

Session Goal:

Middle school students will support the upperclassmen as they prepare to take the PSAT/NMSQT® or another high stakes test.

NOTE: *This session should be done in all the middle school advisories at the same time and the products displayed in a common area.*

Gathering: Go-Round

What are encouraging words you remember?

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: Supporting the PSAT/NMSQT®

1. Explain to advisees that upperclassmen will take the PSAT/NMSQT (or another high stakes assessment) on the second Wednesday of October (or the other assessment's test date). Describe the purpose of the assessment, for example the PSAT/NMSQT is a standardized test taken in preparation for the SAT®, which students take to gain entrance into college. In an effort to build a supportive school community, all middle school advisory groups will create a piece encouraging the upperclassmen prior to the test. All advisory pieces will be posted in the school's common areas.
2. Point out that specific words of encouragement are useful ("Eat a healthy breakfast and you'll be set!") rather than general words of encouragement ("You can do it!").
3. As a result, invite the group to brainstorm answers to the following questions:
 - What do you need to do to be successful before a big exam?
Examples: Get enough rest, wear comfortable clothes.

- What do you need to do to be successful during a big exam?
Examples: Read the directions carefully, watch the time, etc.
4. Write down responses on the board and invite students to use these specific tips in the pieces they will create to encourage the high school students.
 5. Organize students into small groups (three to four students). Each group should decide on an expression of their support. *Examples: poster, letter, poem.* Each group creates its final product.
 6. Ask the groups to post the products in the designated area.

Activity/Topic Add-ons:

The following activities will need advanced planning by all middle school advisers and advisory groups.

Advisers could choose one activity in which the middle school community can participate. To show schoolwide support, middle school advisory groups can host:

- PSAT/NMSQT breakfast the morning of the test (food can be provided by all middle school advisory groups)
- Snack delivery the morning of the test (food can be provided by all middle school advisory groups)
- Pep rally the week of the test

Debriefing:

- How would you describe the role you played in your group today?
- Name three specific positive behaviors you noticed that helped your group meet your goal and complete the task.

Closing: Go-Round

What did you like about today's activity?

Advisory Goal 3:

Grade:

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

6th

Gathering: Who's in the Room?

5 MINUTES

Activity/Topic: Sharing Cultures⁸ (Part One of Two)

30 MINUTES

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

10 MINUTES

Materials: Sharing Cultures Interview Questions (one per student)

Grouping: Whole group, pairs

Session Goal:

This session will help students understand the definition of culture and learn about each other's culture. They will begin to understand how their own culture could be a source of pride and a positive addition to their advisory group.

Gathering: Who's in the Room?

1. Sit in a circle.
2. Say the suggested statements about students' cultural identities. Tell students that if the statement applies to them, they are invited to stand up and silently look around the circle to see who else identified themselves this way. Emphasize that the activity should be done in silence.
3. Once you say "thank you," students should sit down and you can ask the next question.

Suggested Statements:

Stand up if ...

- your family or your ancestors (grandparents, great-grandparents) are from Latin America.
- your family or ancestors are from Europe, including _____ (name specific European ethnicities of people in the room).
- your family cooks "soul food" at home.
- you listen to hip-hop or R & B music.
- you will have a *Quinceañera* instead of a Sweet Sixteen.
- you have parents who are from two different countries.
- your family attends church, mosque, synagogue, temple (or other place of worship) regularly.
- you ever have holidays on which you give up meat or food.
- your family plays *merengue* or *salsa* at parties or celebrations.
- your family or ancestors are from the southern United States (e.g., North Carolina, Georgia).
- your family or your ancestors are from Africa.

⁸Adapted from Dibner Consulting Services (New York, 2009).

- rice is a big part of what you eat at home.
- you speak more than one language.
- your family or your ancestors are from Asia.
- you go to parades that celebrate your culture.

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: Sharing Cultures (Part One of Two)

1. If you did the suggested gathering, ask students what today's session might be about based upon the statements you read (culture). Tell them that today you will be thinking about what *culture* is, how it impacts who we are, and how it makes our advisory group rich and varied.
2. On the board, define culture as "the traditional customs, art, attitudes and behaviors of a specific group." Ask students to brainstorm those aspects that make up culture (language, food, music, religion, typical dances, beliefs, values, etc.).
3. Explain to students that they are going to interview one another today about these different aspects of their cultures.
4. Distribute the Interview sheet and review the questions. Tell students to put a check mark next to five questions they would like to ask their peers.
5. Ask students if they can think of any other questions about family/culture that they would like to ask one another. Put any additional questions on the board and invite students to add one of these to their sheets if they choose.
6. Explain that they will have 15 minutes to walk around the room and obtain answers by interviewing at least 10 different students. Encourage them to listen and take notes. Every 2 minutes remind them of the time.
7. Gather the advisory together for the Debriefing.

Debriefing:

- What did this activity make you realize?
- What is one thing that some people you interviewed have in common?
- What is one new thing you found out about someone else's family/culture today?
- Why do you think we did this activity?

Debriefing: Go-Round

What is one thing you would like to learn more about your own or another culture?

Collect students' interview questions for use in Part Two of this activity.

CULTURE INTERVIEW QUESTIONS

Name: _____ Date: _____

Question	Response	Response	Response
Where were your grandparents / or parents born / or raised? What is one thing they have told you about this place?	Name:	Name:	Name:
What languages do you hear and/or speak at home?	Name:	Name:	Name:
What is a piece of advice your parents or grandparents always tell you?	Name:	Name:	Name:
What is a holiday your family always celebrates? Give at least one detail about how your family celebrates this holiday.	Name:	Name:	Name:
What is a favorite food that your family always eats on special occasions?	Name:	Name:	Name:

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Question	Response	Response	Response
What is your racial/ethnic background?	Name:	Name:	Name:
What do you like about your culture?	Name:	Name:	Name:
What is one thing your family believes that is very important to you, too?	Name:	Name:	Name:
What is one thing you want others to know about your culture?	Name:	Name:	Name:
Other:	Name:	Name:	Name:

Advisory Goal 3:

Grade:

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

6th

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

Activity/Topic: Sharing Cultures⁹ (Part Two of Two)
25 MINUTES

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

Materials: 8½" x 11" copier paper (one piece per student), interview questions from last session (one per student), masking tape, pencils, markers, crayons, adviser's own culture map

Grouping: Whole group, individual

Session Goal:

Students will create an advisory culture "quilt" as a visual reminder of cultural similarities as well as diversity within the group.

Gathering: Whip

Have students think back to the last advisory session when they interviewed one another about their cultures. Ask each student to guess how many cultures are represented in the advisory.

I think there are _____ cultures represented in this advisory.

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: Sharing Cultures (Part Two of Two)

1. Explain that today students will each create a "map" that represents his or her own culture and which, when put together with other students' maps, will form a culture "quilt." This will be a visual reminder of the cultural similarities and differences in the advisory.
2. Explain that you would like students to draw three symbols/words that represent their culture. *Examples: a food, a flag, a common saying, song lyrics, an object that symbolizes a belief (a cross, a star, etc.).*
3. Model with your own culture map, asking students to make inferences about the symbols on your map and your culture.
4. Distribute interview questions from last session. Remind students they can use these questions to help them think of symbols for their maps.

⁹Adapted from Dibner Consulting Services (New York, 2009).

5. Distribute an 8½" x 11" sheet of copier paper to each student along with pencils and markers or crayons, emphasizing that students should use color to make their maps stand out. Give students 20 minutes to finish their maps.

Debriefing: Clean Up

Ask students to clean up and return all materials to the designated location.

Closing: Go-Round

Ask each student to show his or her culture map to the advisory. As each student does so, ask a volunteer to make an inference about the symbols on the map and the student's culture. Encourage the creator of the map to confirm whether the inferences are correct or not.

After everyone has presented, have the group determine how many cultures are represented in the culture quilt to see whose guesses during the gathering were accurate.

If you have a designated space for advisory in your room, ask students to tape up their maps after they present them, placing them right next to one another; in this way, each map represents a piece of an advisory culture "quilt."

Advisory Goal 3:**Grade:**

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

6th

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

Activity/Topic: Transition to the Holidays¹⁰
25 MINUTES

Closing: Mix and Mingle
10 MINUTES

Materials: Three pieces of chart paper, marker, sticky notes, index cards, pens, music (optional)

Grouping: Whole group, pairs, small groups

Session Goal:

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

Gathering: Go-Round

What is your favorite holiday of the year? What makes this holiday your favorite?

Activity/Topic: Transition to the Holidays

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.

1. Take three pieces of chart paper and title them:
 - Things I'm looking forward to over the holidays
 - Things that make the holidays stressful
 - Ways to take care of myself when things get stressful

Draw advisees' attention to the charts.

2. Divide students into triads, give each triad sticky notes and ask them to brainstorm responses for each of the three pieces of chart paper. Circulate and check in with groups, as needed. Model a response for each one.
3. After 5-7 minutes, ask each member of the triad to take one set of their sticky notes and put them on the appropriate piece of chart paper. Each member of the group should then take a moment to review the sticky notes that are being posted by other groups so they can make observations with the rest of their group.

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

4. Lead the advisory in a discussion of what's posted on the charts by asking:
 - What do you notice about what people are looking forward to?
 - What do you notice about what people find stressful?
 - What is one suggestion that might help you take care of yourself?
 - What's one suggestion that might work for someone else but wouldn't work for you?

Debriefing:

- What did you like/dislike about having this discussion?
- What did you realize as a result of this conversation?
- What do you want to do more of/less of during the holidays?

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: Mix and Mingle

1. Give students index cards. Ask them to write down a sentence of encouragement they might offer another advisee based upon today's discussion. Put up the following prompts to help students:
 - Remember to enjoy...
 - When things get stressful, it might help to...
2. Ask students to stand up and move around the room while you either play music or chant, "Mingle, mingle, mingle."
3. When the music or chanting stops, ask them to find a partner, read their sentence of encouragement and exchange index cards with that partner.
4. Repeat two more times.

NOTE: *Each time, students are exchanging cards and sharing someone else's sentence of encouragement. On the last round, ask for a few volunteers to read theirs aloud to the whole advisory.*

Advisory Goal 3:

Grade:

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

6th

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

Activity/Topic: Negative Effects of Name-Calling
25 MINUTES

Closing: Go-Round
15 MINUTES

Materials: One large Bluey (a life-size blue silhouette of a young person on butcher or chart paper), masking tape

Grouping: Whole group

Session Goal:

This session will explore the negative effects of name-calling.

Gathering: Go-Round

What would make life easier for someone your age? Why?

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: Negative Effects of Name-Calling

1. Prior to the session, draw a life-size silhouette of a young person on butcher or chart paper, color it blue, and hang it up so that all students can see it.
2. If you did the suggested gathering, mention that eliminating name-calling is something that would make life easier for middle school students. Explain that the purpose of today's session is to explore the negative effects of name-calling.
3. Ask students what names they have heard people being called in or out of school. *Examples: four eyes, whale, buck teeth, cross-eye, etc.*
4. Ask students: "How do people feel when they are called a name?" *Examples: Their feelings are hurt, they get angry, etc.*
5. Explain that today's activity is going to provide an opportunity for students to visualize how name-calling can change us.
6. Introduce Bluey, the life-size silhouette of a student. Explain to students that individually, they are going to walk up to Bluey, call it a name and then rip off a piece of Bluey. Tell students to take the piece they ripped off back to their desks. (For larger groups, more than one Bluey will be necessary.)

7. After all advisees have taken a turn tearing off a piece of Bluey, ask students:
 - What does Bluey look like now that we have all called it names?
Examples: It is not whole. It's all messed up.
 - How might Bluey feel?
Examples: really angry, sad, depressed.
8. Explain now that students have torn Bluey apart, they're going to put it back together. Ask advisees what types of things would need to be done to put it back together? *Examples: apologies, words of encouragement, supportive comments.*
9. Have advisees now go up, one at a time, to either apologize or make an encouraging/supportive comment to Bluey and use masking tape to tape the torn piece of the body back onto Bluey.
10. Once all pieces are back on Bluey, ask students, what does Bluey look like now? How has Bluey changed from when we began the activity? *Examples: it's together but not the same; Bluey looks off balance; the pieces never come together perfectly.* Emphasize that words are powerful and can do lasting damage.

Debriefing:

- How did you feel tearing up/putting Bluey back together?
- What did you observe during this activity?
- What did this activity remind you of?
- How can we change what we say to people?

Closing: Go-Round

What is a banner headline of five words or less that would best summarize what we learned or discussed during today's session?

NOTE: *It is recommended that Bluey remain hanging in an area in your advisory space for the entire year.*

Advisory Goal 3:

Grade:

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

6th

Gathering: What Color Is Conflict?

5 MINUTES

Activity/Topic: What Is Conflict?¹¹

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: Construction paper in different colors, cut into squares, including lots of black, brown, red and gray; whiteboard or chart paper for conflict web charts; blank paper for student web charts (two per group); pens (one per group)

Grouping: Whole group, pairs, small groups

Session Goal:

The purpose of this session is to broaden students' understanding of conflict.

Gathering: What Color Is Conflict?

1. Put out a number of cut up squares of construction paper in a variety of colors. Be sure to have plenty of red, black, brown and gray.
2. Ask advisees to choose a color that they think best represents conflict.
3. Have students pair-share the colors they chose and why.
4. Bring pairs back to the group, and have several students share the color they chose and why.

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: What Is Conflict?

1. Explain to students that the purpose of today's session is to broaden their understanding of conflict. Emphasize that this is an important first step in terms of responding to conflict effectively.
2. Create a web (see sample web, p. 104) [page number will need to be updated upon layout.] by writing the word "conflict" in the center of either chart paper or a whiteboard and circling it.
3. Ask students what words, images, phrases or examples they associate with the word "conflict." Record student answers in a web format. Group together any related ideas or words.

¹¹Adapted from William J. Kreidler, *Conflict Resolution in the Middle School* (Massachusetts: Educators for Social Responsibility, 1997)

4. Once complete, facilitate a discussion with the web. Some questions could be:
 - What do you notice about the web? (Chances are there won't be many positive things about conflict.)
 - What does this tell you about conflict?
 - Looking at this chart, what feelings do we have about conflict?
 - Are there any positive things at all about conflict?
5. Draw students' attention to the following definitions written previously on chart paper:
 - Conflict: a dispute or disagreement between two or more people
 - Violence: force used to injure, hurt, threaten or take advantage of someone
6. Ask students, "What is the difference between conflict and violence?" Point out that violence and conflict are not the same because not all conflict results in violence.
7. Divide students into small groups of three or four and give each group two pieces of paper and pens. Have each group create two web charts, one with negative things about conflict and another with positive things about conflict. If students prefer, they can make lists rather than web charts. Model an example of each: negative — stress; positive — new ideas.
8. Begin a discussion of the webs by having each group share one item from their negative web. (Each group should share something different). As they share, record their contributions on a large web chart on the board. When every group has contributed, go around the room once more, and have each group share something else from their chart. Continue to record the contributions. Finally, allow anyone to add some final additions to the web chart.
9. Repeat the process with the positive web chart, recording items on a new chart. When you are finished, there will be a negative and positive chart in view. The pace of this sharing should be very fast.
10. Continue the discussion by using the following questions:
 - Looking at both of these web charts, what conclusions can you draw about conflict?
 - Which chart was easier or more difficult?
 - Why do we tend to think of negative things when we think about conflict?
 - Can you think of an example of a conflict that had a positive result?
11. Adviser's Talking Point: "It can be hard to think of positive things about conflict. Most of our lives we learn that conflict is negative and bad. And in fact, conflict that ends in violence can be very negative. But conflict also has the potential to be used in a constructive way. The important thing to learn is that conflict is a normal part of life — everyone of every age has conflicts — and it can be dealt with in ways that are constructive, not destructive."

Debriefing:

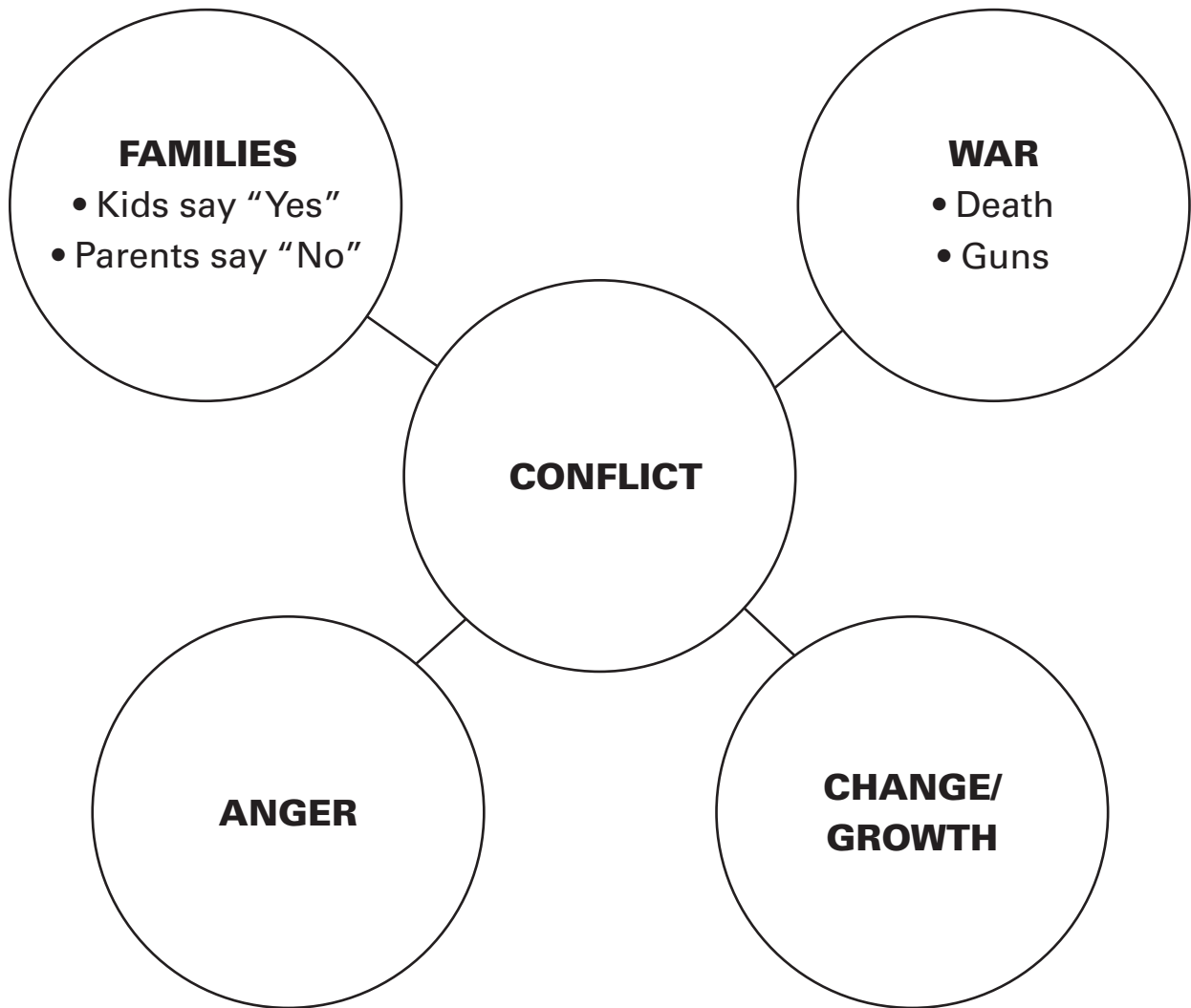
- How did this activity make you feel?
- What are the benefits of studying conflict and conflict resolution?
- When do you want to remember today's session?

Closing: Popcorn

When it comes to conflict, I used to think ... Now I think ...

CONFLICT WEB CHART

Example



Advisory Goal 3:

Grade:

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

6th

Gathering: What's Your Opinion?

5 MINUTES

Activity/Topic: Conflict Escalator¹²

30 MINUTES

Closing: Post-Up

10 MINUTES

Materials: Conflict Escalator drawn on chart paper or board, Conflict Escalator Scenario (one per student), sticky notes (one per pair for the activity, one per student for the closing)

Grouping: Whole group, pairs

Session Goal:

This session will help students understand how conflict escalates as a result of personal choices and actions.

Gathering: What's Your Opinion?

1. Have students stand up and split into two groups on opposite sides of an imaginary line.
2. Tell students: When I make a statement you agree with, step onto the imaginary line. Take a look around to see where your fellow students are, and then step off the line into your group.
 - I have conflicts in my life.
 - Sometimes I have had conflicts with my closest friends.
 - Good things can come out of conflicts.
 - I get angry easily.
 - It takes a lot to get me angry.
 - I avoid conflict.
 - Usually, I can work through my conflicts.
 - I have conflicts with family members.
 - When I have a conflict with someone, I have a hard time resolving it.
 - In order to resolve a problem you have to get what you want.
 - Conflict is a normal part of our lives.
3. Afterward, make an observation to the group. For example: You can see in our group that people have different opinions or feelings about conflict.

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.

¹²Adapted from Carol Miller Lieber, Linda Lantieri, & Tom Roderick, *Conflict Resolution in the High School* (Massachusetts: Educators for Social Responsibility, 1998).

Activity/Topic: Conflict Escalator

1. Tell students that in today's session they are going to explore how a simple conflict can grow. It can escalate and intensify unless it is resolved.
2. Draw a staircase on chart paper or the board. Write the word escalator above the staircase and show how the word escalates is related. Once you take the first step on an escalator you are on your way up.
3. Tell students you are going to read a story aloud and that you want them to listen and watch for how the conflict escalates. Distribute the conflict escalator scenario and read aloud.
4. After the reading, ask students the following:
 - Who took the first step on the escalator?
Chart the event on the escalator.
 - What happened after that?
Continue to chart until you are at the top.
5. Keep students focused by asking them:
 - What behaviors did you see?
 - What language did you hear?
 - At what point did each character lose control of the conflict?
6. Once the escalator is complete, ask students "How might Jenna and Keela have avoided this conflict? What could they have done to step off the escalator?" Put students in pairs and ask them to discuss and write down on a sticky note an alternate action that would have gotten them off the escalator at any point in the story. Have each pair share their sticky note and place it on the escalator at the appropriate step.

Debriefing:

- What did you like/dislike about today's activity?
- What did this activity make you realize?
- What might you do to help yourself get off the escalator during a conflict?

Closing: Post-Up

1. Ask each student to write down on a sticky note a response to the following question:

What actions, language or behaviors do you notice in the school that cause students to "go up the escalator" during a conflict?
2. Invite each student to share his or her sticky note and put it on the escalator.

● CONFLICT ESCALATOR

Scenario

Jenna is walking down the hallway when she looks up and sees Keela looking right at her with a mean look on her face. Jenna says, "What are you looking at?" in a harsh tone. Keela responds with, "None of your business." Jenna continues on to class but not before muttering, "Whatever, freak" under her breath.

At lunch, Keela walks by a group of Jenna's friends and hears her name. On the way to third period, she walks by Jenna and says, "If you and your friends keep talking stuff about me, I'm going to give you something to talk about." Jenna snaps back, "Why would we talk about you? Nobody likes you anyway."

Both girls have the same gym class and their teacher, not aware of the situation, asks the two girls to form a group for the next activity. Keela loudly exclaims, "No way am I working with that *@&\$*&#!" The teacher immediately sends Keela to the dean and writes her a referral.

After school, Keela is very angry and knows she is going to get in big trouble at home for getting a referral. She walks by her friend's locker and says, "Go tell Jenna to meet me in the park after school." Keela's friend walks over to Jenna's friend and says, "Keela is going to beat Jenna up after school in the park."

Advisory Goal 3:

Grade:

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

6th

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

Activity/Topic: I Was Just Kidding: Teasing Versus Bullying¹³
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: “Teasing or Bullying?” handout (one per student), “I Was Just Kidding” scenarios (one per small group), pens

Grouping: Whole group, small groups, pairs

Session Goal:

The purpose of this session is to help students understand the difference between harmless teasing and verbal, hurtful name-calling or bullying.

Gathering: Pair-Share

1. Write the following phrases on the board:
 - I was just kidding.
 - I didn’t mean anything by it.
 - Can’t you take a joke?
2. In pairs, ask students if they have ever witnessed **or** experienced someone talk to someone else **or** themselves disrespectfully only to say these words afterward. Tell students not to use the person’s name when they share their stories.

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: “I Was Just Kidding”: Teasing Versus Bullying

1. Explain to students that the purpose of today’s activity is to help them understand when harmless joking crosses the line to become something disrespectful or mean. Emphasize that most of us enjoy teasing that is done in fun but sometimes teasing can go too far. We all need to be sensitive to topics and behaviors that may not be appreciated by others.
2. Ask students to think about how they know when a comment has “crossed the line” from being harmless teasing to hurtful name-calling. List one or two standards on the board by having the class finish the following sentence starter: Harmless teasing crosses the line into hurtful name-calling when ...

¹³Adapted from “I was Just Kidding!” from http://www.nonamecallingweek.org/binary-data/NoNameCalling_ATTACHMENTS/file/4-1.pdf.

- it continues even when the person being teased shows she or he is upset.
 - it is accompanied by an angry tone of voice.
3. Explain to students they are going to have an opportunity to explore this further by looking at some fictional scenarios to determine whether they are examples of harmless teasing or bullying.
 4. Divide students into groups of three or four, and distribute the “I Was Just Kidding” scenario sheet, assigning one scenario to each group.
 5. Ask students to work with their group to read each scenario and to discuss whether the incident described is harmless teasing or bullying. If they feel they need more information before making a decision, ask them to make a note of what they might need to know.
 6. After 5 minutes, bring the groups together, discuss their conclusions as a class and add key ideas to the list you started in #2 above. Distribute the “Teasing or Bullying?” handout, which provides very specific guidelines about types of teasing that are “off limits.” Review the information with students to reinforce their understanding of the difference between good-natured teasing and hurtful language.

Debriefing:

- What was one thing you liked the most about this activity? The least?
- What did today’s session make you realize?
- What would you advise if someone doesn’t know whether a comment they are going to make might be considered harmless teasing or bullying?

Closing: Popcorn

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

I WAS JUST KIDDING!

Scenarios

When teasing or name-calling leads to hurt feelings or consequences, “I was just kidding!” is a common response. Most of us enjoy good-natured teasing that is done in fun. And people vary in how they react to teasing or joking. So how do we know when we have crossed the line? When are we no longer “just kidding,” but participating in mean behavior?

Read the scenarios below. With a partner or in a small group, discuss whether you think each situation is an example of harmless teasing or hurtful language. Explain how you came to your decisions or what additional information you need to make a decision.

Scenario #1:

Sonia recently moved to Lincoln Heights and just finished her first week at the local middle school. At 5 feet 8 inches, she towered over most of the students in her seventh-grade class. While looking for a place to sit during lunch, another student called to her, “Hey, Shorty, there’s a spot over here!” Sonia paused for a moment and another girl from the group waved her over. “Don’t pay attention to her,” she told Sonia. “That’s just the way we talk to one another. They call me ‘Einstein’ because I got all C’s on my last report card.”

1. Harmless teasing or hurtful language? Why?

2. Additional information we need to make the decision:

Scenario #2:

For years, Angel has made fun of his best friend Dave’s peanut butter obsession. “You’d eat my gym sock if it was covered in peanut butter,” he once told Dave. One day in science lab, the students designed mazes to test the intelligence of white mice. When the teacher told the class that they would be baiting the mazes with peanut butter, Angel called out, “Better be careful — Dave might get to the end of the maze before the mice!” The other students broke out in laughter.

1. Harmless teasing or hurtful language? Why?

2. Additional information we need to make the decision:

Scenario #3:

On Monday afternoon, Rob used his recess time to hang campaign posters around the school. The posters read, "Vote for Rob for Student Council President." On Tuesday morning in homeroom, Rob found one of his posters taped to the blackboard in the front of the classroom. Someone had crossed out the word "President" and replaced it with "First Lady." One of Rob's classmates pointed to a girl in the first row, indicating that Maria had altered the poster. Rob glared at her as he tore down the poster. "It's just a joke," Maria said laughing. "Lighten up — I'm gonna vote for you."

1. Harmless teasing or hurtful language? Why?

2. Additional information we need to make the decision:

Scenario #4:

D'Razja is a seventh-grade student who is big for his age. D'Razja towers over his peers at 5 feet 11 inches and weighs over 200 pounds. Kadeem is a ninth-grade student at the same school who has been calling D'Razja "Tiny" when they play basketball together outside of school. At first, D'Razja liked the attention from Kadeem, whom he looks up to. Now he's not so sure, since Kadeem makes the other students laugh by calling D'Razja "Tiny" in a loud voice in the hallways when they change classes.

1. Harmless teasing or hurtful language? Why?

2. Additional information we need to make the decision:

● TEASING OR BULLYING?

Most of us enjoy teasing that is done in fun. Sometimes, though, our joking goes too far. We all need to be sensitive to topics and behaviors that may not be appreciated by others. Use the information below to help evaluate when teasing is good-natured and when it has crossed the line. Remember, everyone deserves the right to feel safe and to be left alone.

GOOD-NATURED TEASING:

- Involves a playful back-and-forth between both parties
- Is accompanied by a friendly tone of voice and laughter
- Is accompanied by affectionate gestures or expressions
- Brings people closer and encourages friendships
- Sometimes helps to lighten a tense or angry situation
- Does not lead to physical confrontations

HURTFUL TEASING OR BULLYING:

- May be accompanied by an angry tone of voice
- May be accompanied by angry body language, such as clenched fists
- Continues even when the person being teased shows distress
- Continues even when the person teasing knows the topic is upsetting to others
- Is sometimes accompanied by showing off in front of others

THINK FIRST! Consider the following three areas before engaging in what may seem like good-natured teasing. If your answer to any of these questions is yes, you may be crossing the line.

THE PERSONALITY AND EXPERIENCES OF THE OTHER PERSON:

- Are you aware that the person has not appreciated teasing in the past?
- Are you aware that certain subjects are touchy for the other person?
- Are you aware of a factor in the other person's life that may make them especially sensitive to teasing?

THE RELATIONSHIP BETWEEN YOU AND THE OTHER PERSON:

- Is the person a stranger or someone you don't know very well?
- Do you have a history of social problems with the person?
- Is he or she likely to misunderstand your intentions or sense of humor?
- Is there gender, race or other differences between you that may make some topics inappropriate?

THE TOPIC OF THE TEASING:

- Is the teasing about identity (race, ethnicity, religion, sexual orientation, gender, weight)?
- Is the teasing about appearance (body size, shape, complexion, clothing, physical attractiveness)?
- Is the teasing about ability (intelligence, physical strength or skill)?
- Is the teasing about social status (friends, family, class, wealth)?
- Does the teasing compare someone with an object or animal in an offensive way?
- Does the teasing have sexual content?

Advisory Goal 3:**Grade:**

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

6th

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

Activity/Topic: What’s the Big Deal? Exploring the Effects of Misusing Technology¹⁴
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: “What’s the Big Deal” Scenarios sheet (cut apart, one per small group), Technology Safety Reference Sheet (one per student), pens (one per small group)

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is to explore the effects of misusing technology (Internet, chat rooms, social networking sites, phone texting, phone pictures and videos, etc.).

Gathering: Go-Round

What is your favorite way of using technology to stay in touch with friends? (Chat room, e-mail, Facebook, Myspace, texting, sending pictures/videos)

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: What’s the Big Deal? Exploring the Effects of Misusing Technology

1. Affirm that technology, when used appropriately, has many benefits, especially in helping us keep in touch with friends. Explain that when technology is misused, however, it can have serious effects. Tell students that the purpose of today’s session is to explore some of these.
2. Explain to students that they will use Internet Traffic Light Descriptions to rate each scenario:

Red Light	STOP! The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Yellow Light	Slow down, be cautious—and be prepared to stop. Something about this conversation makes you feel uncomfortable. You’re alert for any signs of inappropriate or suspicious behavior.
Green Light	Coast is clear (but look both ways!) You feel safe and enjoy interacting with this person online. But you also know that all conversations can take unexpected turns, so you’re prepared to put the brakes on if you need to.

¹⁴Adapted from <http://www.common sense media.org/educators/lesson/safe-online-talk-6-8>.

3. Divide students into small groups, and distribute one scenario to each group.
4. Have each group read over the scenario and talk among themselves for 5 minutes. As a group, decide if the scenario is a Green Light, Yellow Light or Red light scenario. Write down the group's choice and the reasons why.
5. Gather students together, and ask each group to read its scenario to the whole advisory and share what color traffic light the group gave to the scenario and their reasons.
6. Hand out the Technology Safety Reference Sheet and review it.

Debriefing:

- What did you like or dislike about today's activity?
- What did the scenarios make you think about/wonder?
- What are other ways technology is sometimes misused?

Closing: Popcorn

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

WHAT'S THE BIG DEAL?

SCENARIOS

Scenario #1: Kathy

Internet Traffic Light Descriptions

Red Light	STOP! The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Yellow Light	Slow down, be cautious—and be prepared to stop. Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Green Light	Coast is clear (but look both ways!) You feel safe and enjoy interacting with this person online. But you also know that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to.

Kathy is 14. Yesterday was her friend Rosa's Sweet Sixteen and Kathy chatted with some of her relatives at the party. Today, she logs on to her social networking site and sees a "friend request" from Rosa's uncle. She doesn't know him very well, but they did chat a little about school at the party.

Is this a Red Light, Yellow Light or Green Light situation? Explain your choice.

Scenario #2: Jessica

Internet Traffic Light Descriptions

Red Light	STOP! The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Yellow Light	Slow down, be cautious—and be prepared to stop. Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Green Light	Coast is clear (but look both ways!) You feel safe and enjoy interacting with this person online. But you also know that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to.

Jessica, who is 15, logs on to a chat room for teenagers. Her screen name is JessicaKisses15. A guy calling himself MikeyMike said hi to her and they've chatted every day since. He's really easy to chat with and Jessica likes venting to him about things that annoy her at school and at home. She hasn't told him anything too personal yet but now he says, "U seem so mature. UR 15 right? I'm 20. Don't tell anyone about our special friendship, OK?"

Is this a Red Light, Yellow Light or Green Light situation? Explain your choice.

Scenario #3: Keith

Internet Traffic Light Descriptions

Red Light	STOP! The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Yellow Light	Slow down, be cautious—and be prepared to stop. Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Green Light	Coast is clear (but look both ways!) You feel safe and enjoy interacting with this person online. But you also know that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to.

Keith is 13 and often plays Whatville, a virtual world for middle school students. One day, while playing, a player throws a heart his way. Keith knows that throwing hearts is a common way to flirt on Whatville. He feels a little uncomfortable but it's only online, so he figures it's no big deal.

Is this a Red Light, Yellow Light or Green Light situation? Explain your choice.

Scenario #4: Anthony

Internet Traffic Light Descriptions

Red Light	STOP! The person you are talking to is clearly acting inappropriately, and the conversation needs to end.
Yellow Light	Slow down, be cautious—and be prepared to stop. Something about this conversation makes you feel uncomfortable. You're alert for any signs of inappropriate or suspicious behavior.
Green Light	Coast is clear (but look both ways!) You feel safe and enjoy interacting with this person online. But you also know that all conversations can take unexpected turns, so you're prepared to put the brakes on if you need to.

Anthony is 13 and enjoys playing a massively multiplayer online role-playing game (MMORPG). The game involves players from all over the world. Sometimes while playing, he messages other players, usually swapping game strategies. He frequently runs into one particular player who is always nice to him and helped him learn the rules of the game. The player offers to send Anthony a book about gaming tips, and asks him for his name, address and phone number. Anthony sends his personal information along.

Is this a Red Light, Yellow Light or Green Light situation? Explain your choice.

WHAT'S THE BIG DEAL?

ADVISER SCENARIOS REFERENCE SHEET

Scenario #1: Kathy

Yellow – Slow down, be cautious.

Kathy should think twice about this one. She should discuss the situation with her parents. She should consider putting him on a limited profile setting so that he can't see her personal information.

Scenario #2: Jessica

Red – STOP! Too dangerous to proceed.

Jessica should be aware that her screen name makes her a potential target for inappropriate contact. She should be cautious about treating MikeyMike as her confidant. She knows that he is older than her. She should also be uncomfortable that he is asking her to keep their online relationship private. She needs to immediately stop talking with Mike.

Scenario #3: Keith

Green – Coast is clear but look both ways.

Keith can choose to throw a heart back or not—it's his decision. If Keith starts feeling very uncomfortable, he should immediately stop contact with this person.

Scenario #4: Anthony

Red – STOP! Too dangerous to proceed. .

It is exciting to be able to collaborate and strategize with players online. It is also flattering when someone takes a special interest in you. However, Anthony must be aware that he is communicating online with strangers and it is NEVER a good idea to reveal personal contact information.

TECHNOLOGY SAFETY REFERENCE SHEET

Much information is shared when surfing the net, using chat rooms or sending pictures or videos. Information that is NOT appropriate to share includes:

1. Private Information that identifies you and can be used to steal your identity. This information should never be shared even if you know who is asking for it.

Examples of private information:

- full (first and last) name
- postal address
- e-mail address
- phone numbers
- passwords
- calling card numbers
- credit card numbers
- Social Security number
- mother's maiden name

2. Pictures, videos, webcam that show people dressed inappropriately or engaging in inappropriate actions:

- pictures of yourself or others dressed inappropriately or undressed
- videos of people fighting, arguing, engaging in explicit activities
- webcam streaming of you/friends doing inappropriate things

Effects of Misusing Technology

All of the actions we take on the Internet, chat rooms, social networking sites, phone texting, phone pictures, or videos have an effect on ourselves and others.

The following are some effects that you want to be aware of:

- hurt feelings
- feeling threatened
- identity theft
- exposing ourselves and others to dangers: choosing to meet people we speak to in chat rooms greatly exposes one to abduction or sexual predators
- creating rumors about oneself/others
- school suspension
- arrest: sexual harassment, threatening statements, pornography

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

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

6th

This is a two-week consecutive session.

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

Activity/Topic: Letter to the Future (Part One of Two)
28 MINUTES

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

Materials: Letter to the Future Question Worksheet (one per student), pens

Grouping: Whole group, pairs, individual

Session Goal:

Over the next two sessions, students will write letters to themselves in order to reflect on who they are, how they have changed and what their goals are for the future. These letters will be given back to them shortly before middle school graduation.

Gathering: Concentric Circles

Choose four or five of the following questions:

- What are your favorite things to do?
- What is one way you are different from when you were in elementary school?
- What makes you unique? How can this quality help you in the future?
- Who makes you feel that you should be responsible? How do you show this person that you are responsible?
- What motivates you to succeed? What is one choice you've made that has helped you succeed?
- What is one long-term goal you have? What is one specific step you can take now to make this goal a reality?
- What is one way you would like to change by the time you start high school in order to achieve your goals?

NOTE: *If there are an uneven number of students in your advisory, you can participate in the concentric circles gathering.*

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: Letter to the Future (Part One of Two)

1. Explain that the purpose of today's session is to reflect on who students are now and what their goals are as sixth-graders and to record these thoughts in a letter to themselves, which they will read when they are in 12th grade. Tell students that in today's session they will prepare to write this letter by reflecting on specific questions.

NOTE: *If you did the gathering activity, you can tell students that they have already begun reflecting upon some of these questions.*

2. Distribute the Letter to the Future Question Worksheet, and explain that these questions are the basis of the letter they will write in the next advisory session. Point out that the directions indicate that they have a choice about which questions from each section they would like to answer. (They can choose more if they like.) Circulate and confer with students as needed.
3. When students are done and if there is remaining time, invite them to share a few of their responses with a partner.

Debriefing:

- What question(s) did you enjoy answering?
- What question(s) were challenging to think about?
- What did you realize?
- Were there any surprises?

Closing: Whip

One word to describe how I will feel when I get my letter back at the end of eighth grade is ...

NOTE: *Collect students' question sheets.*

LETTER TO THE FUTURE

Question Worksheet

Name _____ Adviser _____ Date _____

Introduction Questions: Choose two of the following questions to answer.

1. Who do you live with?
2. How would the people you live with describe you?
3. Who is your best friend?
4. How would your best friend describe you?

Questions about YOU: Choose three of the following questions to answer.

5. What are your favorite things to do?
6. What things make you unique?
7. How are you different now than you were in elementary school?
8. What is one thing people don't know about you just by looking at you?

Questions about RESPONSIBILITY: Choose one of the following questions to answer.

9. Who makes you feel that you should be responsible? (Example: my parents, my younger brother) How do you demonstrate you are responsible to this person?
10. What is one way you would like to become more responsible? How will you know you've become more responsible?

Questions about CHOICES: Choose three of the following questions to answer.

11. What motivates you to succeed academically?
12. What motivates you to succeed socially?
13. What choices have you made that help you to succeed academically?
14. What choices have you made that help you to succeed socially?
15. What choices have you made that DO NOT help you to succeed academically?
16. What choices have you made that DO NOT help you to succeed socially?

Questions about YOUR GOALS: Choose two of the following questions to answer.

17. What long-term goals do you have? (Example: college, career or life goals)
18. What is one personal asset (positive quality) you possess that will help you achieve your goals? (Examples: patience, sense of humor, determination, trustworthiness, cooperativeness, self-discipline, etc.)
19. What is one way you would like to change by the time you start high school in order to help you achieve your goals?
20. What is one specific step you can take now to make your goals a reality?

Conclusion Question

21. Remembering what you just said your goals and dreams are, how do you think you will feel about yourself when you get this letter back at the end of eighth grade?

Advisory Goal 3:

Grade:

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

6th

Gathering: Are You More Like ... ?

5 MINUTES

Activity/Topic: Letter to the Future (Part Two of Two)

35 MINUTES

Closing: Option 1: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)

5 MINUTES

Option 2: Pair-Share (a technique enabling multiple, simultaneous conversations; see Glossary)

Materials: Letter to Myself Guide (one per student), Letter to the Future Question Worksheet (filled out in previous session), lined paper (two sheets per student), envelope (one per student), pens

Grouping: Whole group, individual

Session Goal:

In this session, students will write letters to themselves that will allow them to reflect on who they are, how they have changed and what their goals are for the future. These letters will be given back to them at the end of eighth grade.

Gathering: Are You More Like ... ?

1. Explain to students that they are going to do an activity that will help them reflect on themselves, find out about others and practice the college-readiness skill of symbolic or metaphorical thinking. If needed, define symbolic or metaphorical thinking for your students.
2. Ask all participants to stand up in the center of the classroom.
3. Explain that they will be asked to decide if they are more like one object or another on a continuum; with one object on the left side of the room and the other on the right side of the room.
4. Sample question: "Are you more like a lined index card or a blank index card?"

Here's the continuum: **lined index card** ←————→ **blank index card**

5. 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 lined index card or a blank index card 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.
6. Next, ask participants to explain why they chose to stand where they are. Why is each person more like a lined index card or a blank index card or somewhere in between?

7. Repeat by asking, Are You More Like ...

- a river or the ocean?
- a moon or a star?
- spring or fall?

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: Letter to the Future (Part Two of Two)

1. Ask someone to remind the group what they did last session (especially for students who were absent).
2. Hand out the Letter to the Future Question Worksheet to those students who completed it. Distribute blank copies to those students who were absent.
3. If you did the suggested gathering, you can encourage students to include something they realized about themselves from that activity in the “You” section on the handout.
4. Distribute lined paper and the Letter to the Future Guide that demonstrates a suggested layout for their letters. Tell students to address their letters to themselves.
5. As students write, circulate and confer with them as needed. Encourage students who were absent to answer the questions today, write the letter at home and bring it back to advisory.

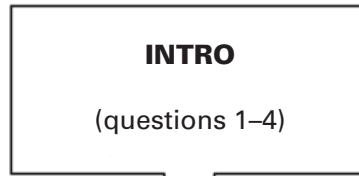
Debriefing:

- What was it like to write a letter to your future self?
- In what ways can it be helpful to write a letter like this?
- What will you be most interested in reading about when you get the letter back at the end of eighth grade?

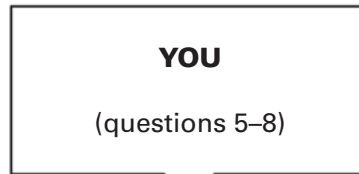
Closing: Go-Round or Pair-Share

Depending upon time, ask students to share a favorite line from their letters with the whole group (Go-Round) or with a partner (Pair-Share).

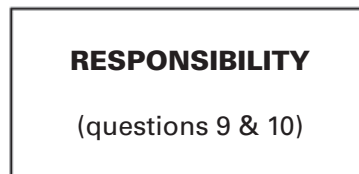
The **INTRODUCTION**
is your 1st paragraph



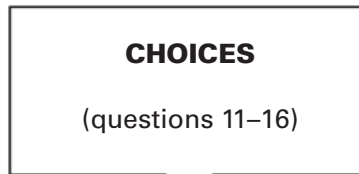
YOU is your
2nd paragraph



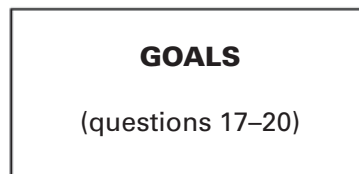
RESPONSIBILITY
is your 3rd paragraph



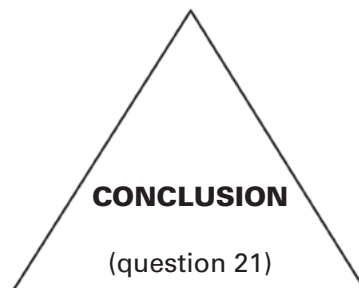
CHOICES is your
4th paragraph



GOALS is your
5th paragraph



The **CONCLUSION**
is your 6th paragraph



Advisory Goal 3:

Grade:

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

6th

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

Activity/Topic: Personal Responsibility
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: Personal Responsibility Reflection Worksheet (one per student), sticky notes (one per student), Ticket Out the Door (one per student), Personal Responsibility Chart on chart paper or on the board (three circles inside one another labeled: Friends, Family, School)

Grouping: Whole group, small group, individual

Session Goal:

The purpose of this session is for students to reflect on personal responsibility, including its benefits as well as the impact on themselves and others when they do not demonstrate responsibility.

Gathering: Go-Round

What is one thing you can always count on asking a friend, family member or trusted adult at school to do for you?

Activity/Topic: Personal Responsibility

1. Explain to students that the purpose of today's session is to reflect on personal responsibility. Just as students talked about people in their lives whom they can count on in the suggested gathering, they will be invited to reflect on the extent to which they can be counted on by others and the benefits of being responsible as well as the impact when they are not.
2. Explain that you will ask students to reflect on their own sense of responsibility by briefly responding to a few questions individually. Distribute the Personal Responsibility Reflection Worksheet and explain the word "benefits" (something good that happens as a result of taking an action). Give students 5 minutes to complete.
3. Divide students into groups of three. Invite students to choose something they are comfortable sharing from their reflection sheet with the group.
4. Give each triad three sticky notes. Ask them to decide on one example of how someone can demonstrate personal responsibility with **friends**, with **family** and at **school**. Ask them to write each example on a separate sticky note.

5. Invite each group to put up and share their sticky notes on the Personal Responsibility Chart (three circles drawn inside one another; the inside circle is labeled “Friends,” the second circle is labeled “Family” and the outside circle is labeled “School”).
6. Facilitate a conversation about personal responsibility using the following questions:
 - In what areas of your life do you feel most responsible? With friends? Family? School? Other Groups? What makes you feel this way?
 - What are the benefits of being responsible? (Increased trust and respect from others, increased self-esteem, reduced conflicts, decreased stress)
 - What effect does it have on ourselves when we do not demonstrate responsibility?
 - What effect does it have on others?
 - What helps you be responsible?
 - What would you like to be more responsible about?

Debriefing:

- What did you like/dislike about today’s session?
- What’s one thing you realized?
- When do you want to remember today’s discussion?

Closing: Ticket Out the Door

One thing I could say to myself when I am tempted to act irresponsibly is ...

If there is time, ask students to share their tickets with the rest of the advisory.

PERSONAL RESPONSIBILITY REFLECTION WORKSHEET

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Directions: Consider each statement. Rate yourself using the scale below, and then answer the questions that follow each statement.

- 1 = This **never** describes me.
- 2 = This **sometimes** describes me.
- 3 = This **usually** describes me.
- 4 = This **always** describes me.

With my friends: I am reliable and dependable. Rating: _____

Why do I think this statement does (or does not) describe me?
What is a benefit of being reliable and dependable with friends?
What effect does NOT being reliable and dependable have on me? On my friends?

With my family: I do what needs to be done. Rating: _____

Why do I think this statement does (or does not) describe me?
What is a benefit of doing what needs to be done with my family?
What effect does NOT doing what needs to be done have on me? On my family members?

With my teachers: I make excuses or blame others for my actions.

Rating: _____

Why do I think this statement does (or does not) describe me?

What is a benefit of NOT making excuses/blaming others?

What effect does making excuses and blaming others have on me? On my teachers?

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ Date: _____

One thing I could say to myself when I am tempted to act irresponsibly is ...

TICKET OUT

Name: _____ Date: _____

One thing I could say to myself when I am tempted to act irresponsibly is ...

TICKET OUT

Name: _____ Date: _____

One thing I could say to myself when I am tempted to act irresponsibly is ...



ADVISORY GOAL 4

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

Advisory Goal 4:**Grade:**

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

6th

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

Activity/Topic: School Policies and Procedures Jeopardy¹⁵
30 MINUTES

Closing: Go-Round
5 MINUTES

Materials: Jeopardy Questions (attached), Jeopardy board projected or written on board or interactive whiteboard

Grouping: Whole group, small groups

Session Goal:

The purpose of this advisory session is to raise students' awareness about important information that will help them navigate their new school.

Gathering: Go-Round

Select one:

- What would a perfect day in school include?
- What's one thing you would like to change about your school?

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: School Policies and Procedures Jeopardy

1. Prior to the session, review the suggested Jeopardy answers. Change/delete/add answers as needed to suit your particular school and assign point values, depending upon which ones you think your students would find the most difficult. Project/reproduce the Jeopardy board on your chalkboard or interactive whiteboard.
2. Explain to students that the purpose of today's session is to raise their awareness about important information that will help them successfully navigate through their new school.
3. Tell students they will participate in a Jeopardy game, and divide them into four or five small groups.

¹⁵Adapted from Rachel A. Poliner & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

4. Explain that when each team has a turn, the whole team should consult on the question. Emphasize the importance of working together, since you will call on a representative from the team to respond. Encourage other teams to prepare a response quietly as well during this time, in case the first team does not know the question or provides an incorrect one.

Rotate from team to team, inviting each team to select a category and point value of the answer. Tell students to state their responses in the form of questions. If a team doesn't know the question or responds incorrectly, the opportunity to respond goes to the next team(s).

5. Teams receive points for correct questions. Incorrect responses get subtracted from a team's total score.

Debriefing:

- What was it like to participate in this activity?
- What is one new piece of information you learned today?
- What is one piece of information that you would recommend including as an answer?

Closing: Go-Round

What is one thing you want to remember from today's session?

● JEOPARDY: SCHOOL POLICIES AND PROCEDURES

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Game Board

School Rules and Expectations	Location, Location, Location	People You Should Know	School History and Rituals	School Events and Activities
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

JEOPARDY: SCHOOL POLICIES AND PROCEDURES

Suggested Answers

ANSWER	POINT VALUE
<p>School Rules and Expectations</p> <ul style="list-style-type: none"> • This is the official school uniform. • This is the number of minutes for passing between classes. • This is the consequence for arriving late to school. • These devices are not allowed to be used in the classroom. • This is what happens when you get into a physical altercation with another student. • Other: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Location, Location, Location</p> <ul style="list-style-type: none"> • This is where the nurse’s office is located. • This is where the guidance office is located. • This is where the library is located. • This is where you go to talk about problems with your schedule. • This is where the Assistant Principal’s office is located. • This is where we go if we had to exit advisory during a fire drill. • This is where the gym is located. • Other: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>People You Should Know</p> <p>NOTE: Encourage students to provide the names of the following people:</p> <ul style="list-style-type: none"> • This person collects all absence notes. • This person helps to keep our school safe. • This person helps to keep our school clean. • This person prepares our meals. • This person helps when students are having conflicts. • This person answers the phone in the office. • Other: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

ANSWER	POINT VALUE
<p>School History and Rituals</p> <ul style="list-style-type: none"> • This happens every morning over the PA system. • This person/These persons are the most famous former students from our school. • These are the school colors. • This is the school's mascot. • This is how students receive copies of their report cards. • All students belong to one of these groups that meets each week. • Other: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>School Events and Activities</p> <ul style="list-style-type: none"> • This is when teachers stay late to help students. • This is an assembly to honor students who have excelled in their classes. • This is a ceremony that seniors participate in every June. • This day/night is when all parents are invited to meet their child's teachers. • This is the week when high school students take the state exams. • This is when we get to see what a real campus looks like (college visit). • Other: 	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Advisory Goal 4:

Grade:

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

6th

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

Activity/Topic: What I Know About College BINGO

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: What I Know About College BINGO Sheet (one per student), College Words and Definitions handout (one per student), College Words and Definitions (cut into strips for advisory), bag or shoebox (to put College Words and Definitions strips into), prizes for BINGO winners (candy, Bargain Store items, etc.)

Grouping: Whole group, individual or pairs

Session Goal:

The goal of this session is to familiarize students with vocabulary associated with college.

Gathering: Go-Round

Share one thing you think of when you think of college (a word, phrase, image, etc.).

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: What I Know About College BINGO

1. Explain that it's never too early to think about college. Emphasize that the sooner students can envision themselves going to college, the sooner they can have a long-term goal that can motivate them to do and be their best in the present. Explain that the purpose of today's session is to familiarize students with some basic college vocabulary.
2. Distribute one BINGO game board to each student or pair, depending upon how students will play. Direct students to write at random one of the "College Words" found on the game board in each square.
3. Distribute the College Words and Definitions sheet. Explain that you will randomly select words and read both the word and its matching definition aloud. Once students have marked off five of the words in a vertical, horizontal or diagonal line (including the free space), they should say, "BINGO!" and they will be declared a winner. During each round, ask the students to use a different symbol to mark their answers (asterisks, plus signs, exclamation mark).
4. By the third or fourth round, depending upon your group's confidence and comfort level, read just the clues and see if students can find "College Words" without help from their handout.

5. Play as many rounds as time permits. Remember to allow time for debriefing questions and closing.

Debriefing:

- What was it like to do this activity?
- What is one new piece of information you learned today?
- What do you want to know more about? How could you find this out?

Closing: Popcorn

When it comes to college, I used to think ... now I know ...

What I Know About College BINGO

	B	I	N	G	O
B					
I					
N			You have won a scholarship! FREE SPACE		
G					
O					

Randomly write the following COLLEGE WORDS in the BINGO boxes:

- ACT
- AP® Courses
- Associate Degree
- Bachelor's Degree
- Certificate
- College
- College Fair
- Community College
- Commuter Student
- Cooperative Education
- Core Curriculum
- Degree
- Dormitory
- Financial Aid
- Graduate Degree
- Internship
- Major
- Minor
- PSAT/NMSQT®
- SAT®
- Transcript
- Trade/Vocational School
- Undergraduate
- University

COLLEGE WORDS AND DEFINITIONS

ACT: A college entrance examination that includes tests in English, mathematics, reading and science.

AP[®] Courses: Advanced Placement[®] courses are college-level classes you can take in high school.

Associate Degree: A college degree you earn after finishing a two-year, full-time program of study at a college or university. Examples are A.A. (Associate of Arts) or A.S. (Associate of Science).

Bachelor's Degree: A college degree you earn after finishing a four-year program of study at a college or university. Examples are B.A. (Bachelor of Arts) and B.S. (Bachelor of Science).

Certificate: An award for completing a non-degree program or course of study, usually given by two-year colleges or vocational/technical schools. Examples: Automotive Technician Certificate, Cosmetology Certificate.

College: This word describes an institution of higher learning (after high school) that offers an associate or bachelor's degree. Examples: Brooklyn College, Canisius College.

College Fair: An event where representatives from different colleges are available for questions and hand out information on their institutions.

Community College: A two-year public college that usually offers vocational programs and associate degrees. Examples: Borough of Manhattan Community College, Monroe Community College.

Commuter Student: A college student who travels from home to campus instead of living at the college.

Cooperative Education: In this type of program, you earn a bachelor's degree, rotating a semester of course work with a semester of PAID work placement. Examples: Northeastern University in Boston, Temple University in Philadelphia.

Core Curriculum: Required courses that give college students background in the natural sciences, social sciences, math, literature, languages and fine arts.

Degree: An award given by a college or university certifying that a student has completed a course of study. Examples: bachelor's degree or associate degree.

Dormitory: An on-campus living facility, also known as a residence hall.

Financial Aid: Money you can get to help you pay for college.

Graduate Degree: A degree pursued after a student has earned a four-year bachelor's degree. Examples: master's degree, doctoral degree.

Internship: A short-term, supervised work experience, usually related to a student's major field, for which the student earns academic credit. The work can be full- or part-time, on or off campus, paid or unpaid.

Major: The field of study in which students specialize during their undergraduate study. Examples: Accounting, English

Minor: Course work that is not as extensive as that in a major but gives students some specialized knowledge of a second field. Examples: communications, political science

PSAT/NMSQT®: The test that 9th-, 10th- and 11th-graders take to prepare for the SAT®.

SAT®: The College Board's test of critical reading, writing, and mathematical reasoning abilities. This test is required by many colleges to determine admission.

Trade/Vocational Schools: Mostly nondegree programs that offer training in specific skills, like electronics or culinary arts. Examples: Technical Career Institute, Institute of Culinary Education.

Transcript: A copy of a student's official academic record listing all courses taken and grades received.

Undergraduate: A student in the freshman, sophomore, junior or senior year of study at a college.

University: An institution of higher learning that includes several colleges and graduate schools. Example: State University of New York.

Advisory Goal 4:**Grade:**

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

6th**Gathering:** A-Z Career Circle

10 MINUTES

Activity/Topic: Career Clusters Card Sort

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: Career Cluster handout (one per student), Career Cluster Cards (one set per group), sticky notes or index cards (4-5 per group), pens, envelopes (one per group)**Grouping:** Whole group, small group**Session Goal:**

To raise students' awareness about different careers and how they can be grouped together into career clusters.

Gathering: A-Z Career Circle

1. Tell students you are confident they all have some thoughts about what they might want to do in the future. Ask students to think of a career that sounds interesting to them or that they'd like to learn more about.
2. Ask them to stand in a circle according to the first letter of this career (A's to my right and Z's to my left), without saying the name of the career.
3. One by one, go around the circle and invite students to say the career and why they chose it.

Activity/Topic: Career Cluster Card Sort

1. Explain that the purpose of today's session is to raise students' awareness about different careers and how they can be sorted into 16 categories called career clusters.
2. Distribute the Career Cluster handout and review it. Explain that a variety of careers fall under each cluster so that the descriptive bullets may not apply to all the careers in a cluster. For example, both a social worker and a cosmetologist are considered Human Service careers because they help people, but the focus is different. The social worker helps individuals improve their lives and the cosmetologist helps individuals look better.
3. Divide students into triads and give them each an envelope. Explain that in the envelopes are strips of paper with different careers. The students' task is to match the career with the career cluster by putting the strip on the correct box in the chart.
4. Circulate and help students as needed. If some students finish early, ask them to brainstorm additional careers, write them on sticky notes or index cards and match them to the correct cluster.

5. Review students' choices by charting them on the board and adding additional careers students may have generated.

Debriefing:

- What was it like to match careers to career clusters?
- What did you realize or what are you wondering?
- What is one career you would like to know more about?

Closing: Popcorn

One career cluster that interests me...

<p>Agriculture, Food and Natural Resources Careers in this cluster involve...</p> <ul style="list-style-type: none"> • working with plants and animals • protecting the environment • working outdoors 	<p>Hospitality and Tourism Careers in this cluster involve...</p> <ul style="list-style-type: none"> • work in restaurants, cruise ships or hotels • travel • helping other people enjoy themselves
<p>Architecture and Construction Careers in this cluster involve...</p> <ul style="list-style-type: none"> • making designs or models • working with your hands • visualizing projects in your mind 	<p>Human Services Careers in this cluster involve...</p> <ul style="list-style-type: none"> • helping other people feel better or look better • teaching other people ways to improve their lives • organizing events
<p>Arts, Audio-Video Technology and Communications Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • journalism • working with technology used in the arts • performing or visual arts 	<p>Information Technology Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • designing computer programs • math and logic • helping people set up or use computers
<p>Business, Management and Administration Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • organizing and planning • working with numbers and people • leading people 	<p>Law, Public Safety, Corrections and Security Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • respect for the law • helping people • working in a courtroom
<p>Education and Training Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • helping people learn new skills • public speaking • having patience and creativity 	<p>Manufacturing Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • producing or fixing things • working with your hands • learning about and using new technology

<p>Finance</p> <p>Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • working with numbers • handling other people’s money • helping people plan their financial futures 	<p>Retail/Wholesale Sales and Service</p> <p>Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • selling products • creating advertisements • managing a store
<p>Government and Public Administration</p> <p>Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • being involved in politics • working in another country • making sure communities and businesses comply with laws 	<p>Science, Technology, Engineering and Mathematics</p> <p>Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • working in a lab • finding answers to questions • building and fixing things
<p>Health Science</p> <p>Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • science • working in a hospital or other medical facility • helping people feel better and live a healthy lifestyle 	<p>Transportation, Distribution and Logistics</p> <p>Careers in this cluster can involve...</p> <ul style="list-style-type: none"> • moving people and products by road, pipeline, air, rail and water • understanding mechanics • solving problems

CAREER CARDS

Baker	Electrician
Sound Engineering Technician	Administrative Assistant
Fitness Trainer	Personal Financial Adviser
Soldier	Registered Nurse
Hotel Manager	Massage Therapist
Web Designer	Machine Operator
Real Estate Agent	Environmental Scientist
Bus Driver	Legal Secretary
Groundskeeper	Carpenter
Photographer	Middle School Teacher
Bank Teller	CIA Agent
Physical Therapist	Tour Guide
Substance Abuse Counselor	Computer Programmer
Astronomer	Locksmith
Court Reporter	Aerospace Engineer
Cashier	Firefighter
Flight Attendant	Geographic Information Systems Analyst

CAREER CARDS MATCHED TO CAREER CLUSTERS

Adviser's Reference Sheet

Baker Agriculture, Food & Natural Resources	Electrician Architecture & Construction
Sound Engineering Technician Arts, Audio-Video Technology & Communication	Administrative Assistant Business, Management & Administration
Fitness Trainer Training & Education	Personal Financial Adviser Finance
Soldier Government & Public Administration	Registered Nurse Health Science
Hotel Manager Hospitality & Tourism	Massage Therapist Human Services
Web Designer Information Technology	Machine Operator Manufacturing
Real Estate Agent Retail, Wholesale, Sales & Service	Environmental Scientist Science, Technology, Engineering & Mathematics
Bus Driver Transportation, Distribution & Logistics	Legal Secretary Business, Management & Administration
Groundskeeper Agriculture, Food & Natural Resources	Carpenter Architecture & Construction
Photographer Arts, Audio-Video Technology & Communication	Middle School Teacher Training & Education
Bank Teller Finance	CIA Agent Government & Public Administration
Physical Therapist Health Science	Tour Guide Hospitality & Tourism
Substance Abuse Counselor Human Services	Computer Programmer Information Technology
Astronomer Science, Technology, Engineering & Mathematics	Locksmith Manufacturing
Court Reporter Law, Public Safety, Corrections & Security	Aerospace Engineer Science, Technology, Engineering & Mathematics
Cashier Retail, Wholesale, Sales & Service	Firefighter Law, Public Safety, Corrections & Security
Flight Attendant Transportation, Distribution & Logistics	Geographic Information Systems Analyst Science, Technology, Engineering & Mathematics

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 ...

GATHERINGS

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** ←————→ **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?
- Winter or Summer?
- Figure skater or speed skater?
- Salt or sugar?
- Bicycle or a skateboard?
- Oil or lotion?
- Spring or Fall?
- Candy or popcorn?
- A river or the ocean?
- A one-way trip or a round-trip?
- Flashlight or a candle?
- An open or a closed door?
- Hamburger or French Fries?
- Hardboiled or scrambled eggs?
- Down or up?
- A moon or a star?
- The inside or the outside?
- A field or a forest?
- Hello or good-bye?
- A wish or an idea?
- Enough or too much?
- Fireworks or a laser show?
- Meatballs or spaghetti?
- Museum or a circus?
- Pizza or ice cream?
- Critic or a fan?
- An apple or an orange?
- 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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