



ADVISORY

Session Guides

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

8th
GRADE

The College Board

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

Session Goal:

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

Gathering: Whip

I really appreciate it when ...

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

Activity/Topic: Environment and Routines for Conferencing

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

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

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

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

Debriefing:

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

Closing: Whip

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

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



WHEN STUDENTS DON'T FOLLOW ADVISORY GUIDELINES

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SCENARIOS

Scenario #1:

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

Scenario #2:

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

Scenario #3:

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

Scenario #4:

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

Scenario #5:

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

Scenario #6:

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

● **ACADEMIC ADVISEMENT STUDENT REFLECTION FORMS** ...

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

Choose from:

- **Report Card Reflection**

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

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

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

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

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

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

- **My Political Survival Guide**

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

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

- **Work Habits Questionnaire**

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

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

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

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

Session Goal:

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

Gathering: Fist to Five

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

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

Activity/Topic: Individual Academic Conferencing

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

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

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

Closing:

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

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

WHAT TO DO WHEN YOU'RE DONE

Suggestions

- Homework
- Brainteasers

Resources include:

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

- Journaling

Resources include:

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

- Silent reading
- Board or card games



ACADEMIC ADVISEMENT PROTOCOL SHEET

FOR ADVISER'S USE ONLY

Report Card Review for _____ Date _____

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

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Report Card: Trends and Opportunities

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

Which course do you think needs more attention?

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

Report Card: Trends and Opportunities

Who do you consider a support for you in school?

Support Person	How does this person help you?

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

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

If yes, my action plan is ...

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

Person/Organization	How do they help you?

Red Flags

Let's look at some attendance data ...

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

(Conversation/action plan as appropriate)

Is there anything I can do to help you?

If yes, my action plan is ...

Follow Up:

Issue	Specific Student Actions	Specific Adviser Actions

REPORT CARD REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

Summary and Reflection:

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

How do you know this? _____

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

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

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

Course: _____

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

END OF MARKING PERIOD SELF-REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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	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: _____

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

Course: _____

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



MY POLITICAL SURVIVAL GUIDE

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

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

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

Course: _____

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



WORK HABITS QUESTIONNAIRE

Name _____ Date _____

Adviser _____ Marking Period _____

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

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

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

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

What is one course you are feeling most proud of?

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

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

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

What work habits could you strengthen in this course?

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

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



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

EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course Science

My goal is: Study for my science unit test

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

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

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

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

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

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

Goal Review: _____ Date: _____

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



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

Name: _____ Date: _____

Course _____

My goal is: _____

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

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

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

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

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

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

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

I will... _____

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

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

Goal Review: _____ Date: _____

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



ADVISORY GOAL 2

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

Advisory Goal 2:	Grade:	NOTE
develop and maintain relationships between and among advisees and the adviser	8th	<i>This session is intended as an orientation session for advisories in which most of the students are returning and are familiar with advisory.</i>
<p>Gathering: Food for Thought 10 MINUTES</p> <p>Activity/Topic: Returning Advisory Orientation: Jump-Starting Advisory¹ 33 MINUTES</p> <p>Closing: Signing the Group Agreements 2 MINUTES</p> <p>Materials: Chart paper titled Jump-Starting Advisory, sticky notes (two different colors — enough of each color for each student)</p> <p>Grouping: Whole group</p>		

Session Goal:

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

Gathering: Food for Thought

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

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

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

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

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

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

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

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

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

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

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

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

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

Debriefing:

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

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

Closing: Signing the Group Agreements

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

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

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

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	8th	<i>This session is the first of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory.</i>
Gathering: 20 MINUTES	Entrance Procedure and Rotating Interviewer (a procedure in which students form two facing rows and ask and respond to questions; see Glossary)	
Activity/Topic: 20 MINUTES	New Advisory Orientation: What Is Advisory? (Part One of Two)	
Closing: 5 MINUTES	Popcorn (a technique in which a set amount of time is allotted for sharing ideas; see Glossary)	
Materials:	Chart paper titled Our Advisory/(Teacher's Name)'s Advisory that lists the four advisory goals (see To the Adviser, p. v), index cards (one per student) with questions for the Rotating Interviewer gathering activity (one question per student), sticky notes in two colors (enough of each for all advisees)	
Grouping:	Whole group, pairs	

Session Goal:

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

Gathering: Entrance Procedure and Rotating Interviewer

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

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

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

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

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

Unveil the chart and explain the four goals of advisory:

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

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

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

Closing: Popcorn

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



ROTATING INTERVIEWER QUESTIONS



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

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

What are your favorite groups/musicians?

What is the last movie you saw and liked?

Where do you see yourself in 10 years?

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

What are three words that best describe you?

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

What's the most scared you've been?

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

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

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

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

What is the word you use the most?

What is your favorite time of day and why?

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	8 th	<i>This session is the second of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory</i>
<hr/>		
Gathering: Name and Motion 10 MINUTES		
Activity/Topic: New Advisory Orientation: Creating a Safe Space ² (Part Two of Two) 25 MINUTES		
Closing: Tangled Web 10 MINUTES		
Materials: Chart paper from previous session entitled Our Advisory/(Teacher's Name)'s Advisory with advisory goals written up, chart paper with suggested group agreements, yarn or string		
Grouping: Whole group		

Session Goal:

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

Gathering: Name and Motion

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

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

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

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

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

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

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

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

Debriefing:

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

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

Closing: Tangled Web

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

Advisory Goal 2:

Grade:

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

8th

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. 32, 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. 32, 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. 31) 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

8th

Gathering: Warp Speed

15 MINUTES

Activity/Topic: Team Building: Back-to-Back Draw³

20 MINUTES

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

10 MINUTES

Materials: Four or five soft toys/balls/beanbags, two sheets of paper per person, pens or pencils for half of the group, a hard surface (book, clipboard) for students to use as they draw

Grouping: Whole group, pairs

Session Goal:

In this session, students will understand the importance of working together to accomplish a task and of giving clear directions to ensure more effective communication.

Gathering: Warp Speed

1. Participants stand in a circle. Explain that today's gathering will require them to work together effectively to accomplish a task.
2. Person #1 says the name of a person in the circle and then tosses the first object (underhanded) to Person #2. Each participant must ALWAYS say the name of the person FIRST before tossing the ball to that person.
3. Person #2 says the name of Person #3 and then tosses the object to Person #3.
4. Students continue tossing the object to others, making sure that no one gets the object more than once.
5. Now a pattern has been established. Have students practice one more time using only one object and tossing the object in the SAME ORDER as in the first round.
6. Tell students to try to toss the object faster on the next round.
7. After a couple of rounds, introduce another soft object into the game, and then another and another. There will be lots of laughter and sometimes people will drop the object — encourage people to just pick it up and keep going. See how many objects you can juggle at once.

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

³Adapted from Stanley Pollack & Mary Fusoni, *Moving Beyond Icebreakers* (Massachusetts: Center for Teen Empowerment, 2005).

Activity/Topic: Team Building: Back-to-Back Draw

1. Explain to students that in today's session they will participate in a team-building activity that will focus on the importance of effective communication.
2. Pair up students and have each pair sit back-to-back (forming two rows).
3. Give each student in one row a pen or pencil, a sheet of paper with only a dot in the middle, and a clipboard or other hard surface. Students in this row will be the "drawers."
4. Give each person in the other row a sheet with a shape or picture on it. These students will be the "guides."
5. Explain that each guide must describe the design on his or her paper in such a way that his or her partner can reproduce it on paper. The dot in the middle and the edges of paper can be used as points of reference. Guides must not look at his or her partner's work.

NOTE: *This activity should be done in two phases. For the first 2–3 minutes, the drawer should not ask any questions of the guide. At the end of 2–3 minutes, drawers are allowed to ask questions.*

6. Each pair works until the drawer has completed the design to the best of his or her ability. Once complete, the drawer can compare his or her design to the original.
7. Drawers and guides should switch roles (not seats) and tackle a new design.

Debriefing:

- How close were the reproductions to the original design?
- What made this activity more/less difficult?
- Which role — "drawer" or "guide" — was easier for you?
- When you were a "guide," what did you assume the "drawer" would understand?
- When you were a "drawer," what did you assume the "guide" meant?
- How did those assumptions impact your directions or design?

Closing: Go-Round

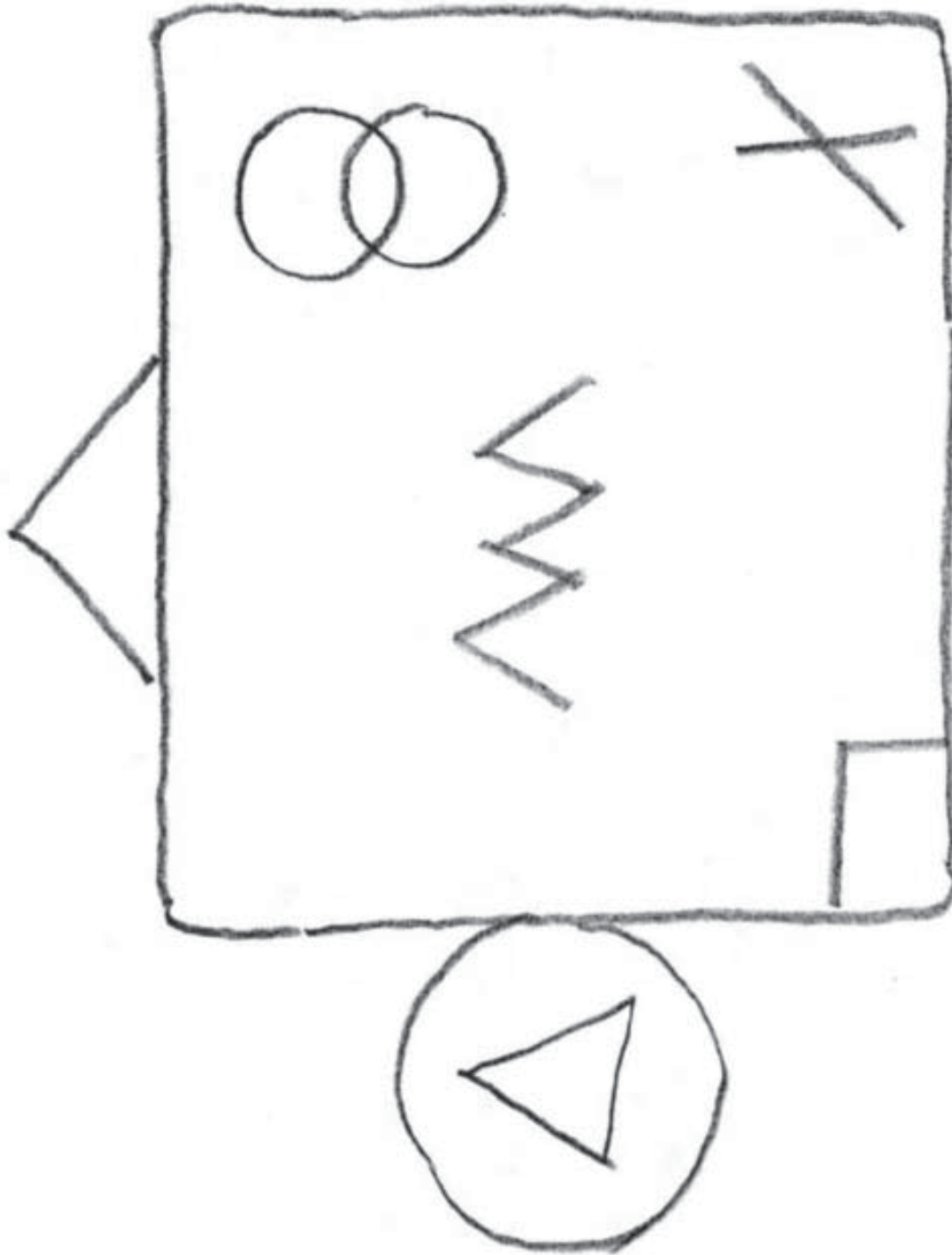
I want to remember this experience the next time I...



BACK-TO-BACK DRAW

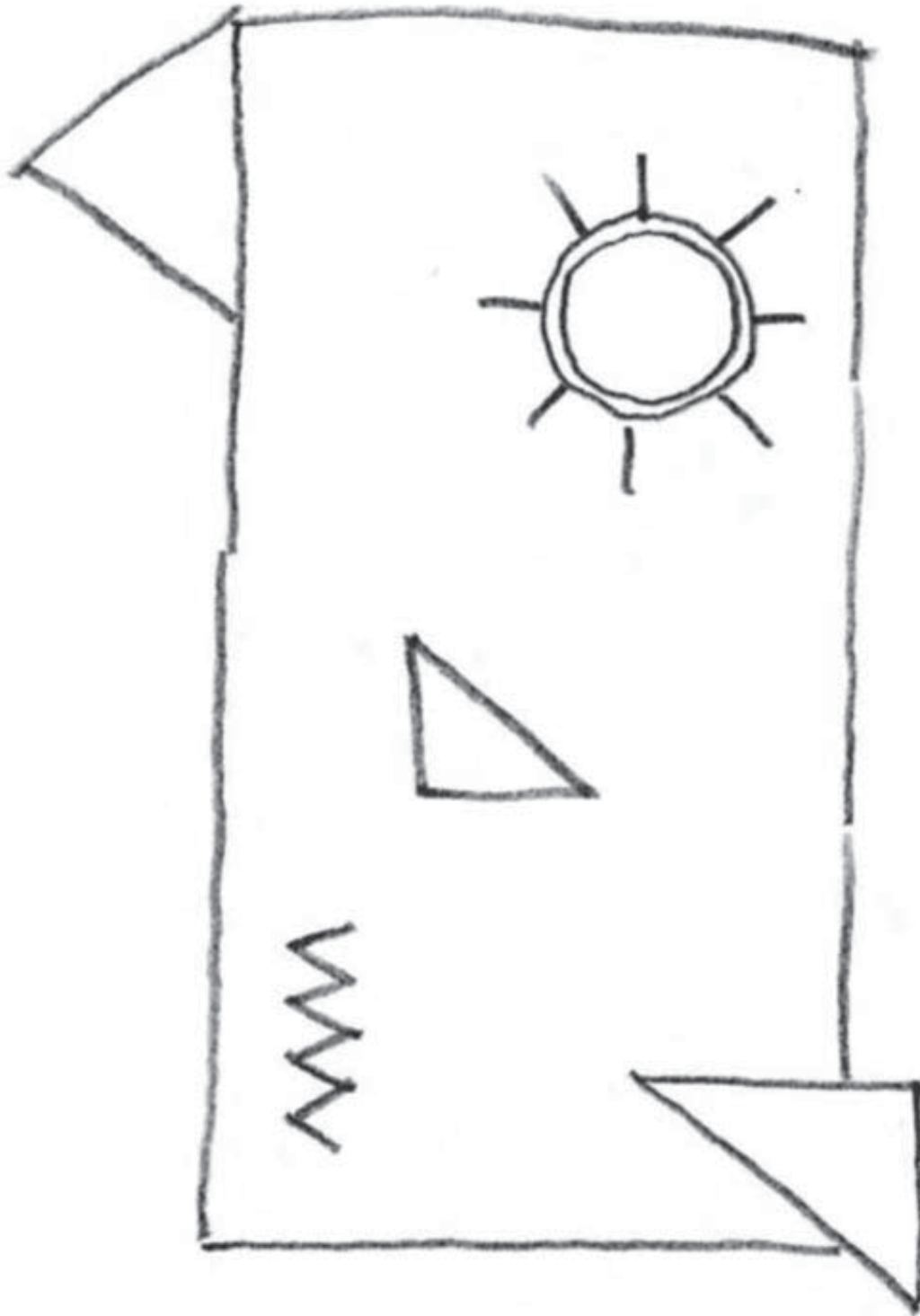
.....

DESIGN 1



● BACK-TO-BACK DRAW

DESIGN 2



Advisory Goal 2:

Grade:

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

8th

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

Activity/Topic: Team Building: "Garbage Art"⁴
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: Scissors, glue, tape, garbage items that have been cleaned for any remaining residue (egg cartons, paper towel rolls, foil, cans, string, newspaper, adviser's own model of "garbage art"), timer

Grouping: Triads, quads

Session Goal:

This session will encourage team building through the creation of a piece of "garbage art."

Gathering: Go-Round

What was the easiest/most difficult decision (choice) you made this week?

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

Activity/Topic: Team Building: "Garbage Art"

1. Explain to students that they will work in small groups to create a piece of "garbage art." Emphasize that the purpose of the activity is to encourage team building.

NOTE: If possible, create a piece of "garbage art" before this session and show this to the advisory as a model.

2. Place all "garbage" on a table.
3. Divide students into groups of three to four. Ask them to decide which pieces of garbage they want for their piece of art. (Depending upon how much garbage you brought in, you may want to limit the number of items each group is allowed to choose.) Emphasize that students are only allowed to use these items for their piece of art. Give them 3 minutes to decide. After 3 minutes, ask them to make their selections.

⁴Adapted from Allana Jones, *104 Activities That Build Self-Esteem, Teamwork, Communication, Anger Management, Self-Discovery, Coping Skills* (Washington: Rec Room Publishing, 1998).

4. Tell students they will have 15 minutes to create their piece of “garbage art.” Explain that each group will present its piece of “garbage art” to the rest of the advisory and should be prepared to answer the following questions:
 - What is it titled?
 - What, if anything, does it represent?
 - What inspired this piece of art?
 - What was the creative process?
5. Distribute scissors, glue and string to each group. After 15 minutes, allow students to have a gallery walk in the room to see the other groups’ creations. Ask each group to share its work and tell a story about it.

Debriefing:

- How did the group decide what pieces of “garbage” to use?
- How did the group decide what to build?
- Was everyone involved in the decision process? If not, why? If so, how?
- What unique thing did each person in the group contribute to the project?
- Why is it important to be able to work on group projects with others?

Closing: Ticket Out the Door

- One thing I liked/disliked about today’s activity was ...
- One thing I contributed to the group was ...
- One thing I appreciated about someone else today was ...

Ask students to complete the Ticket Out the Door. If time allows, ask advisees to share one of their answers, popcorn style (see Glossary)

NOTE: *You may want to display these pieces of “garbage art” as reminders of the collaborative teamwork the group practiced today.*

TICKET OUT

Name: _____ Date: _____

Directions: Choose two of the following prompts to answer:

- One thing I liked/disliked about today's activity was ...
- One thing I contributed to the group was ...
- One thing I appreciated about someone else today was ...

TICKET OUT

Name: _____ Date: _____

Directions: Choose two of the following prompts to answer:

- One thing I liked/disliked about today's activity was ...
- One thing I contributed to the group was ...
- One thing I appreciated about someone else today was ...

TICKET OUT

Name: _____ Date: _____

Directions: Choose two of the following prompts to answer:

- One thing I liked/disliked about today's activity was ...
- One thing I contributed to the group was ...
- One thing I appreciated about someone else today was ...

Advisory Goal 2:

Grade:

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

8th

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

Activity/Topic: Team Building: Balloon Frantic⁵
25 MINUTES

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

Materials: Balloons (two per student), timer

Grouping: Whole group

Session Goal:

This session will encourage team building as the advisory works together to keep the balloons in the air.

Gathering: Go-Round
Share the best thing that has happened today so far.

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

Activity/Topic: Team Building: Balloon Frantic

1. Explain to students that today's activity will require them to work together as a group.
2. Ask students to clear away their desks or tables and to stand in a circle facing one another.
3. Hand each student two balloons to blow up and tie off. Each person will begin the activity using one balloon. Ask students to put the extra balloons in a pile near the adviser.
4. Explain to students that the object is to keep the balloons in the air at all times. Balloons must be hit into the air — not held or stuck anywhere. Tell the students that this is a timed activity. Time stops when the group has amassed six penalties (balloon touches ground, desk, table, or stops). The students have 5 seconds to get the balloon back into the air when a penalty is called.
5. Add another balloon every 5 seconds.
6. On the sixth penalty, the time stops and the round is over.
7. In between rounds, encourage students to set goals for how long they will keep the balloons in the air and what strategies they will use to achieve their goals.

⁵Adapted from Laurie S. Frank, *Journey Toward the Caring Classroom* (Oklahoma: Wood 'N' Barnes Publishing & Distribution, 2004).

Debriefing:

- What happened during this activity?
- What did you like or dislike about this activity? What surprised you about this activity?
- What helped to make this activity more difficult? Easier?
- How can students juggle all of the things they need to do? Who can help you (as you helped one another here)?
- How do you prioritize tasks? (Example: “Drop” one thing in order to do another, more important thing.)

Closing: Popcorn

Something I noticed about myself or the group today...

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	8 th	<i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i>
Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part 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.*



Name _____ College _____

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

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

Advisory Goal 2:	Grade:	NOTE
<p>To develop and maintain relationships between and among advisees and the adviser</p>	<p>8th</p>	
<p>Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES</p>		
<p>Activity/Topic: Team Building: College Door (Part Two of Three) 35 MINUTES</p>		
<p>Closing: Clean Up 5 MINUTES</p>		
<p>Materials: College Door Research Sheet from previous session, tape, construction paper, butcher paper, markers, access to one computer and printer (suggested)</p>		
<p>Grouping: Whole group, pairs</p>		<p><i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i></p>

Session Goal:

This session will serve as a team-building exercise as students 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	8th	
Gathering: 5 MINUTES Temperature Check (a quick way to elicit individual responses from all students; see Glossary)		
Activity/Topic: 35 MINUTES Team Building: College Door (Part Three of Three)		
Closing: 5 MINUTES Gallery Walk		
Materials: Tape, construction paper, scissors, markers, butcher paper		
Grouping: Whole group, individual		

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.

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	8th	<i>This session should be done schoolwide, and advisory poems displayed for the school community to see.</i>
Gathering: 10 MINUTES Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)		
Activity/Topic: 30 MINUTES End-of-Year Advisory Poem		
Closing: 5 MINUTES Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary)		
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	8th	
Gathering: 5 MINUTES Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary)		
Activity/Topic: 25 MINUTES Advisory Survey and Tangled Web End-of-Year Reflections		
Closing: 15 MINUTES Appreciations		
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)		
Grouping: Whole group		

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.

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 onto 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 advisor 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.					

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

- What grade are you in? 7th 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 so much 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

8th

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

Activity/Topic: Stress Management
30 MINUTES

Closing: Mental Vacation
5 MINUTES

Materials: Three sheets of poster paper, sticky notes (four per student), Stressed Out! handout (one per student), pens, highlighters

Grouping: Whole group, pairs

Session Goal:

This session will raise students' awareness about the causes of stress in their lives and ways they can successfully manage it.

Gathering: Go-Round
On your first day in this school, what was scary or what worried you the most?

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: Stress Management

1. Explain to students that today's session will raise their awareness about the causes of stress in their lives and ways they can successfully manage it.
2. Put up three pieces of poster paper around the room labeled as follows:
 - Home/Family
 - Friends and Relationships
 - School, Classes and Teachers
3. Give each student four sticky notes. Ask students to write something that is stressful to them on each sticky note (one item per sticky note). For example, someone may write that an older brother picks on him or her and the writer has to share a room with him. Another sticky note may say that the writer is very anxious in math class because it is hard. It is suggested you model this activity with your own stressful items on sticky notes.
4. Ask students to put their sticky notes on the appropriate poster. They can put all their sticky notes on the same poster if they wish.

5. Read some sticky notes from the Home/Family poster. Ask students if anyone would like to volunteer and elaborate on his or her sticky note. Repeat this process with the other two posters.
6. Distribute the Stressed Out! handout and read it aloud or ask students to read it aloud.
7. Read each direction below, giving students time to complete each before moving on to the next one:
 - Put an "X" next to two techniques you have used to manage stress.
 - Circle all the strategies you have never used to manage stress.
 - Put an "!" next to two strategies you will try out to manage stress.
 - Put an " * " next to one strategy you'd like to try but would like some help with.
8. Ask students to pair up with someone and share their responses from the Stressed Out! handout. Encourage students to share only what they are comfortable sharing.
9. Ask for a few volunteers to share their responses with the entire advisory.

Debriefing:

- What did you like/dislike about today's activity?
- What is one way of managing stress that you want to try?
- What is one way of managing stress that you know wouldn't work for you?
- What is one way of managing stress that you want to know more about?
- What is one way we can support one another in advisory to reduce stress?

Closing: Mental Vacation

Ask students to sit comfortably at their desks, unfold their legs and put their feet flat on the floor. Then invite them to look down at their desks and close their eyes, if they are comfortable doing so. Tell them you're going to ask them a series of questions that you would like them to think about (but not answer aloud) in order to help them focus on this place. Pause briefly between each question.

1. What is a favorite place you could go to in your mind in order to relax? This place could be real or imagined: The beach? A park? The mountains? Outer space? Under the ocean? A waterfall? Take a few seconds to decide what favorite place you will go to.
2. Look around; what do you see? Swaying palm trees? Shooting stars? Crystal clear water? Take a few seconds to focus on what you see around you.
3. What do you hear? Crashing waves? Chirping birds? A basketball bouncing up and down? Take a few seconds to focus on what you hear.
4. What do you smell? Suntan lotion? Evergreen trees? A barbeque? Take a few seconds to focus on what you smell.
5. What can you feel? The feel of sand on your toes? Grass on your fingertips? Water running down your face? Take a few seconds to focus on what you can feel.

Tell students that they are going to have to leave this place, but remind them they can return to it anytime they might be feeling a little stressed out. Ask students to say goodbye to this place in their mind's eye, look up and open their eyes. Send your advisory off for the day.



STRESSED OUT!

- A. Put an "X" next to two techniques you have used to manage stress.
- B. Circle all the strategies you have never used to manage stress.
- C. Put an "!" next to two strategies you will try out to manage stress.
- D. Put an * next to one strategy you'd like to try but would like some help with.

Remove yourself from the situation and take a break.

Talk with a friend, teacher or family member.

Take time alone.

Exercise or do an activity you enjoy the most (basketball, go for a run, biking).

Try not to "sweat the small stuff" and learn to let go.

Eat healthy foods for more energy.

Practice taking deep breaths. (Example: Take five to 10 deep, slow-paced breaths through your mouth, inhaling and then exhaling.)

Take a nap.

Make a "To-do list" of things you need to accomplish and by when.

Learn to say "NO" to excessive demands.

Let others know your needs and be assertive.

Rethink old routines and look for new ways of doing things.

Tackle the most difficult tasks when you have the most energy.

Tighten up the muscles in your body. Example: Start with your feet, toes and ankles, tense your muscles and hold for 10 seconds. Then move to your thighs and repeat the count. You can move to your stomach, chest, arms, wrist, neck...

Other _____

Advisory Goal 3:

Grade:

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

8th

Gathering: Opinion Continuum (a technique that allows students to express their own attitudes and opinions; see Glossary)
15 MINUTES

Activity/Topic: Conflict Resolution: Conflict Microlab⁶
25 MINUTES

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

Materials: Clock, interactive whiteboard and marker for closing

Grouping: Whole group, small groups

Session Goal:

In this session, students will explore how their beliefs and attitudes about conflict and ways of managing it have been shaped by family and friends, and they will reflect on whether they want to make any changes.

Gathering: Opinion Continuum

1. Ask all participants to stand up in the center of the classroom.
2. Explain that they will be asked to share their preferences on a continuum; with agree on the left side of the room and disagree on the right side of the room.
3. Begin with a statement that indicates noncontroversial preferences like, "Chocolate is the best ice cream flavor in the world."
4. From the left to the right of the classroom, participants should stand where they feel they belong on the continuum. Do they strongly agree with your statement, strongly disagree with your statement or are they somewhere near the middle? Students who place themselves in the middle of the continuum communicate that they have no preference with regard to the statement.
5. Next, ask participants to explain why they chose to stand where they are.
6. Repeat by using two or three of the following statements:
 - In every conflict, someone always wins.
 - All conflicts can be resolved or worked out.
 - People should never physically fight.
 - People use violence because it's the only way they know how to get what they want and need.
 - Boys have more conflicts than girls.
 - Most conflicts are over disrespect.
 - The world would be boring if there were no conflicts.
 - Kids learn how to handle conflict from their families.
 - The only way to stand up to someone who is disrespecting you is to fight.
 - It's hard to keep a job if you can't handle conflicts effectively.
 - Other statements.

⁶Adapted from Carol Miller Lieber, Linda Lantieri, & Tom Roderick, *Conflict Resolution in the High School (Massachusetts: Educators for Social Responsibility, 1998).*

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: Conflict Resolution: Conflict Microlab

1. Explain to students that people have different attitudes about conflict as well as responses to it. Add that the purpose of today's session is to get students thinking about where these attitudes and ways of responding might come from, so that they can choose to deal with conflict differently if they want to.
2. Explain that a "microlab," as the name suggests, is a kind of laboratory where participants can examine their own and others' experiences. It is designed to maximize personal sharing and active listening.
3. Divide the class into groups of three, asking students to count off. In an advisory of 15, the students would count off by fives. If the number of students in the class is not divisible by three, pair up the remaining students, who can use the extra minute to ask questions of each other.
4. Explain that each person will have about 1 minute to talk to the other two people in the group, answering a question. **When one person is speaking, the other two should only listen, giving the person who is speaking their full attention.** Remind the group of the group agreements the advisory has made about respecting those who are speaking. Students can "pass" if they need more time to think or do not feel comfortable sharing.
5. Ask the first question listed below, keep time for the class and see that students take turns in the group, with each student responding to the same question. After you ask a question, take 1 minute to give your own brief answer. This will give students a model of how to participate and stimulate their thinking.
 - What happens in your family when there is a conflict — how do people deal with it?
 - How do your friends deal with conflict? Is it similar to or different from the way your family handles it?
 - What types of conflicts are most difficult for you to deal with? Physical violence? Emotional conflicts? Another type?
 - What is something you like about the way you handle conflict? What is something you would like to change about the way you handle conflict?
6. After the microlab is finished, repeat each question and ask one or two volunteers from each group to share their answers with the whole advisory.
7. Emphasize that what we have learned about conflict from others can have a big effect on how we deal with conflict throughout our lives. It is important to become aware of where our attitudes come from, so that they don't rule our lives and limit our choices.

Debriefing:

- What did you like/dislike about the microlab format? How is it different from other forms of discussion?
- Do you think friends or family have a bigger impact on how we handle conflict?
- We can choose to deal with a conflict differently. Do you feel comfortable with the way your family deals with it? When you have your own family, would you like to deal with conflict in the same way?

Adviser's Note regarding some common messages and attitudes about conflict:

In some families, conflict is ignored. In others, conflict is ever-present and chaotic. In still other families, conflict is accepted as part of everyday experience and family members are encouraged to work things out openly and fairly.

Some people grow up thinking all conflict is bad and should be avoided at all costs. Others believe that conflicts provide the only way to "get your own way" and that using power over someone else is the way to win respect and get what you want.

Not only do individuals have different beliefs about conflict, but cultural groups may have different beliefs as well. For example, in Asian and Middle Eastern cultures, conflict is rarely dealt with directly. This contrasts with an American style that often deals with conflict in a direct, confrontational and immediate way. If groups don't understand that different cultures approach conflict in different ways, misperceptions and misunderstandings can make negotiations and problem solving difficult.

Closing: Popcorn

Write the following on the board and ask students to use the prompt in their response:

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

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Personal Assets⁷
30 MINUTES

Closing: Option 1: Gallery Walk
10 MINUTES (an activity in which students walk around the classroom to view work displayed by other students; see Glossary)
Option 2: Go-Round
(an activity in which students take turns responding to a question or prompt; see Glossary)

Materials: Activity sheet (one per student), markers, crayons, Personal Asset list (one per student), adviser's personal asset crest

Grouping: Whole group, individual

Session Goal:

In this session, students will reflect on their personal assets (their own positive qualities).

Gathering: Pair-Share

What is something you are really good at outside of school, and what is a personal quality that helps you do this well?

Examples: I am a good artist and that requires patience, or I am really good with little kids and a sense of humor helps me with this.

NOTE: Advisers should model their own answers for advisees.

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: Personal Assets

1. Explain to students that today's activity will allow them to reflect on their own personal assets. Define this term as "positive qualities."
2. Ask students why it might be important to reflect on personal assets. *Example: It helps to connect our strengths to future goals.*
3. Distribute the Personal Asset list and define any words that might be unfamiliar to students.

⁷Adapted from Rachel A. Poliner, & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

4. If your advisees have been together for a while, direct each student to pair with someone he or she knows well and to share two personal assets he or she most closely associates with that partner and why these qualities fit that person. Afterward, ask a few volunteers to share their answers aloud.

NOTE: *If your advisees don't know one another well, ask them to read the sheet and check off three assets they think most clearly describe themselves. Ask each student to share with a partner.*

5. Tell students they are going to explore their own personal assets further by creating something knights had in the Middle Ages. Tell students that since most people in the Middle Ages could not read, a knight would let people know who he was and what family he was from by displaying a crest. (If you have an LCD projector, you may want to project the image of a crest to give students an idea of what one looked like.)
6. Ask each student to think about three personal assets he or she has and what symbols/visuals could be used to represent these. *Examples: Scales of justice (fairness), a heart (kindness), a smile (sense of humor), etc.* Model your own symbols and list them. Emphasize that students should use symbols rather than words. Circulate among the student and help as needed.
7. Distribute the activity sheet and ask students to complete their own crests. If you plan to do Option One for the closing, tell students NOT to put their names on the crests.

Debriefing:

- What was it like to create a personal asset crest?
- Is it possible to develop personal assets?
- Which personal asset do you think will prove most useful to you in the future?

Closing Option One:

Gallery Walk

Invite students to display their personal asset crests around the room. If your advisees know each other well, ask each student to stand in front of someone else's crest and identify possible designers based upon the personal assets symbolized on it.

Closing Option Two:

Go-Round

Ask each student to share one symbol and asset from his or her crest with the rest of the advisory.

NOTE: *It is **suggested** that you collect the crests to put in the students' advisory portfolios and/or to post in the room.*



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	



MY PERSONAL ASSET CREST

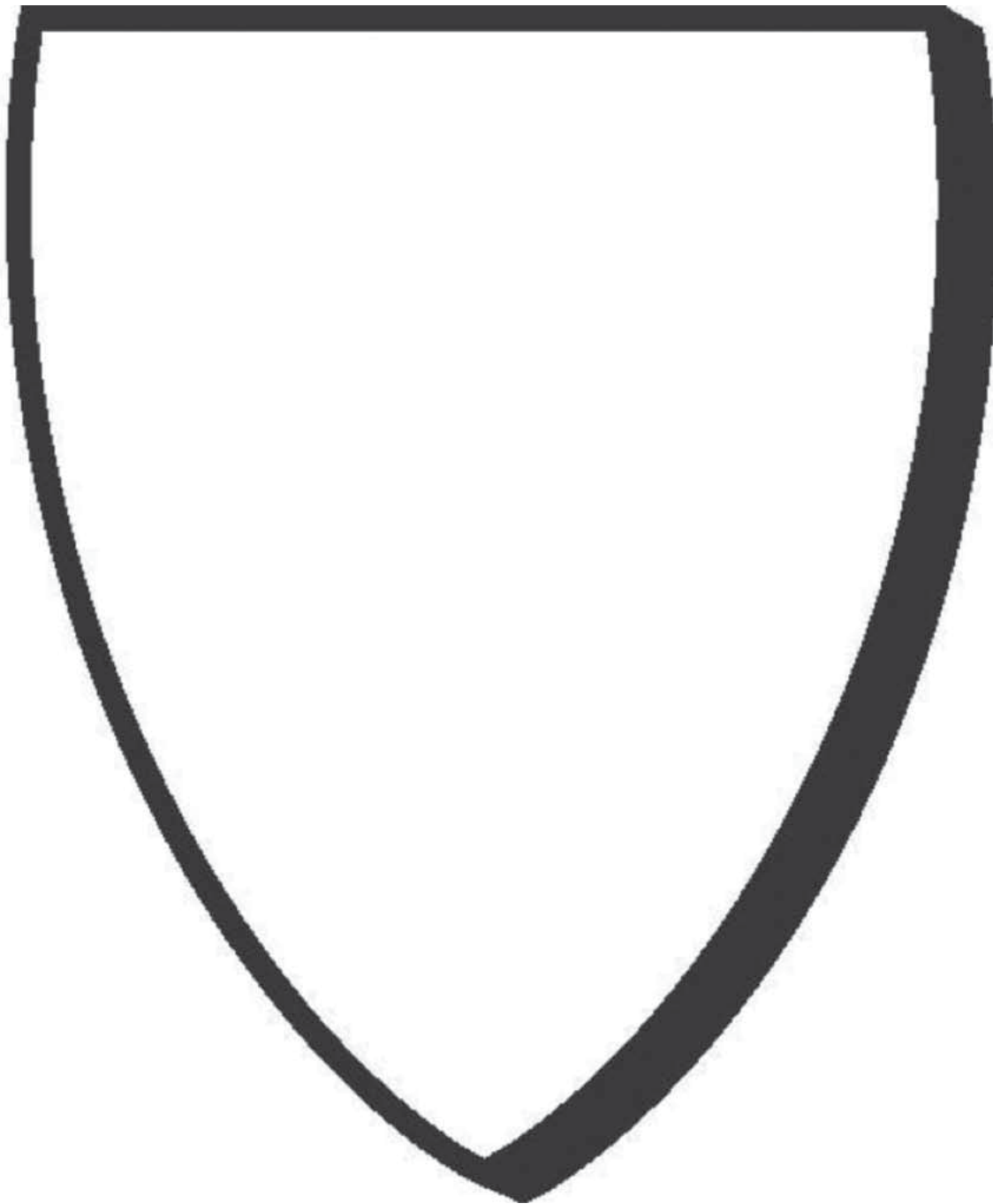


Imagine you were asked to design your personal asset crest to tell the world who you are and what is great about you. How would you design this?

What colors would you use and why? What symbols would you use? Are you sure that the symbols you would choose mean the same thing to others?

Make your crest. You may embellish it any way you wish, BUT there must be a reason for your choice of colors, designs and symbols! Your crest must tell us at least three great things about you.

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Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Personal Pathway⁸
25 MINUTES

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

Materials: Personal Pathway handout, pens

Grouping: Whole group, pairs, individual

Session Goal:

Students will reflect on the past and set goals for the coming year.

Gathering: Pair-Share

"The best predictor of future behavior is past behavior."
What does this expression mean to you?

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: Personal Pathway

1. Ask a couple of students to share their responses to the gathering activity (or if you substituted another gathering, ask for one or two students to respond to the expression in the gathering at this point).
2. Explain to students that the purpose of today's activity is to help each of them reflect on her or his past and set goals for the current year.
3. Ask students: "Reflecting on where you've been in the past, where do you think you will be in 10 years?"
4. Explain to the advisory that they are going to do an exercise that will help them think specifically about their past experiences as a way to set goals for this year. Afterward, they will have a chance to revisit the predictions they just made about their lives 10 years from now.
5. Distribute the Personal Pathway handout and model your own answers to two or three of the questions, especially the turning point question. Explain to students that a turning point is an event that changes a person in some way.

⁸Adapted from Rachel A. Poliner, & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

NOTE: *Modeling your answers is an important step in helping students understand how to do the activity as well as getting to know you better. Encourage students to fill out the Personal Pathway sheet by writing and/or drawing.*

6. Circulate and check in with students as they are working.
7. Once their work on the sheet is complete, break students into three groups and assign one topic for each group to discuss: Someone who influenced my life; a turning point in my life; a goal for this year. Invite each person in the group to share what he or she wrote or drew on the Personal Pathway sheet.

Debriefing:

- What was it like to do this activity?
- What's one thing you realized about yourself during this activity?
- What is one thing you found out about someone else?

Closing: Go-Round

Review your original prediction about your life 10 years from now. Based on what you learned from today's activity, would it stay the same or change? Why?

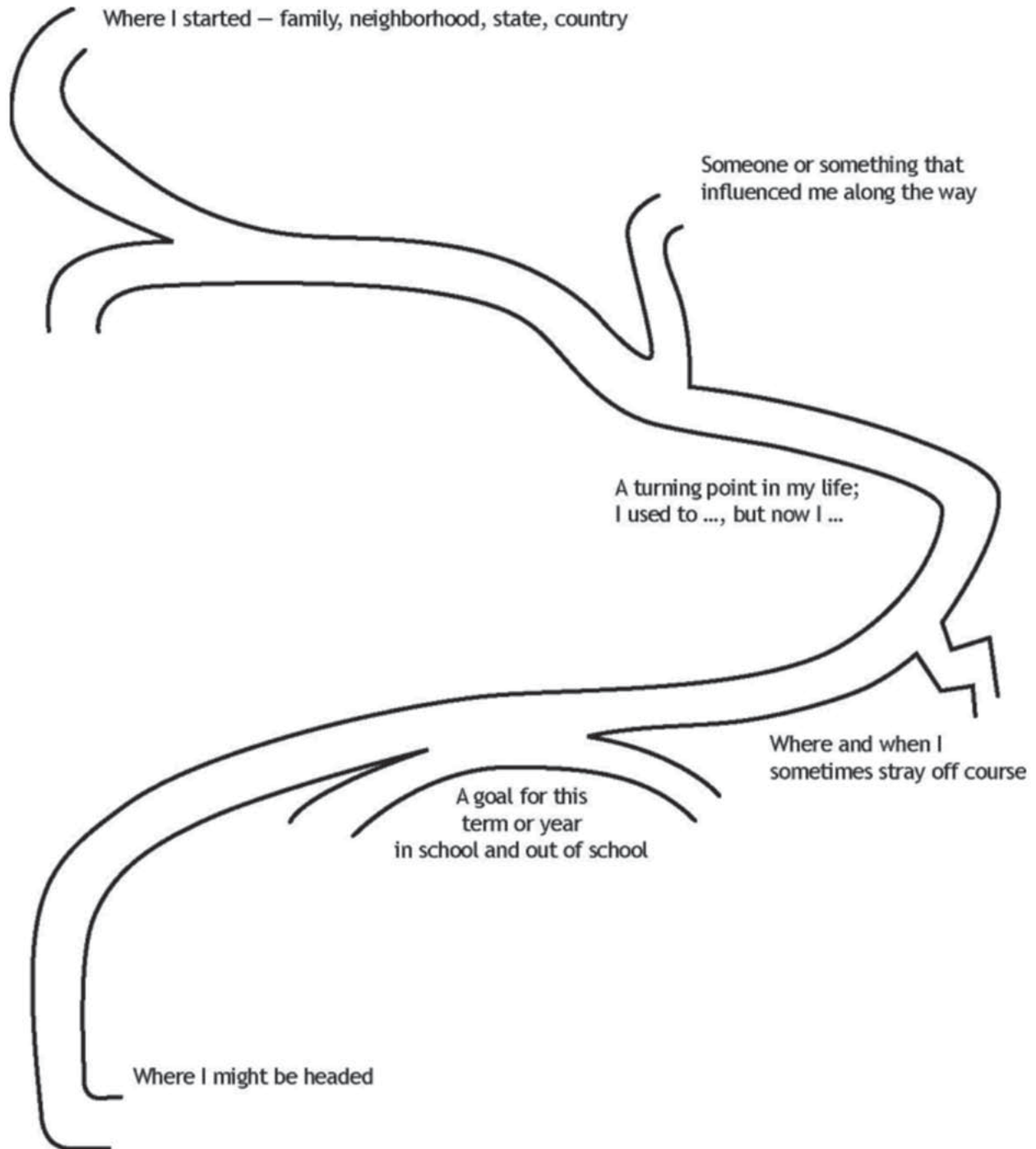


PERSONAL PATHWAY



Name _____ Date _____

Think about your life experiences, people who are important to you, and your goals. Fill in the areas along your path with drawings or writing representing where you have been, people and events along the way, and where you might be headed.



Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Respect
35 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: Three colorful poster boards, masking tape, markers, Ticket Out the Door

Grouping: Whole group, triads

Session Goal:

This session will provide an opportunity for advisees to explore what respect for self, others and the school community means to them.

Gathering: Pair-Share

- Can you teach respect? Why or why not?
- If yes, how do people learn to be respectful?

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: Respect

- 1 If you did the suggested gathering, ask a few students to share what they discussed with the whole advisory.
2. Explain that in today's session, students will create posters with recommendations for making their school a more respectful place. Tell them these will be displayed in the school hallways as one way of "teaching respect" to school community members.
3. Ask students to brainstorm about ways to make their school environment more respectful. Create a list of recommendations and place them on the whiteboard/blackboard. Add the following if students do not offer them: Treat people the way you want to be treated; respect is earned.
4. Split the advisory group into triads and hand out a poster board and markers to each group.
5. Ask students to write down what they can do to demonstrate respect in one of the three categories you will assign them. Give an example for each one to get students started.
 - Respect for Themselves
Examples: Avoid cursing; honor the dress code.
 - Respect for Others
Examples: Avoid put-downs; keep your hands to yourself.

- Respect for Their School Community

Examples: Clean up after yourself; don't deface school property.

6. After 5–10 minutes, have each group put up its poster board.
7. Invite students to position themselves in front of another group's poster and give them 2 minutes to discuss what that group wrote and add their own thoughts as well. After 2 minutes, ask each group to rotate once more and complete writing their thoughts on respect in the last category.
8. Ask each group to share its poster with the advisory.

Debriefing:

- What is one idea you notice that is repeated on several posters?
- In which category (respect for self, others, school community) do you usually demonstrate respect?
- What do you think is the most important thing students can do to make this school a more respectful place?

Closing: Ticket Out the Door

What do I want to do more of as a result of today's session?

NOTE: *You may want to ask students to hang their posters in the hallway for other students to see.*



TICKET OUT

Name: _____ Date: _____

What do I want to do more of as a result of today's session?

TICKET OUT

Name: _____ Date: _____

What do I want to do more of as a result of today's session?

TICKET OUT

Name: _____ Date: _____

What do I want to do more of as a result of today's session?

Advisory Goal 3:	Grade:	NOTE
To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life	8 th	<i>This session can be adapted to support students taking any high stakes test.</i>
<hr/>		
<p>Gathering: Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary) 10 MINUTES</p> <p>Activity/Topic: Supporting the PSAT/NMSQT® 25 MINUTES</p> <p>Closing: Go-Round 10 MINUTES</p> <p>Materials: Poster board/chart paper, markers, masking tape</p> <p>Grouping: Whole group</p>		

Session Goal:

Middle school students will support the high school students as they prepare to take the PSAT/NMSQT® or another required high school-level or eighth grade standardized assessment.

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 the 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

8th

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

Activity/Topic: S.M.A.R.T. Goal Setting
35 MINUTES

Closing: Pair-Share
5 MINUTES

Materials: S.M.A.R.T. Goals Worksheets printed/copied double-sided (one per student), chart paper or sentence strips with Sample Goals displayed around the room (see attached sheet)

Grouping: Whole group, individual, pairs

Session Goal:

Students will review the importance of creating S.M.A.R.T. goals and will create their own S.M.A.R.T. goals.

Gathering: Pair-Share

"A goal without a plan is just a wish." — Larry Elder

Ask each student to turn to his or her partner and talk about what the quote means.

Activity/Topic: S.M.A.R.T. Goal Setting

1. Ask for one or two students to share their responses to the quote.
2. Point out that some wishes we have control over and others we don't. *Example: "I wish I were a better student" versus "I wish I had a million dollars."* In order to turn a realistic wish into a goal, we have to plan specific steps to make sure we can attain it. Remind students that S.M.A.R.T. goals help us do this. (Students should have learned about S.M.A.R.T. goals in sixth grade and again in seventh grade.)
3. Distribute the S.M.A.R.T. Goal Worksheet to each student and review the example. Emphasize that S.M.A.R.T. goals are most effective when they are about work habits rather than outcomes (for example, reviewing science notes versus getting an 85 in science). Advisees should focus on shaping their own habits rather than on achieving a specific grade.
4. Point out the pre-made posters around the room featuring multiple goals. Tell students that some goals are S.M.A.R.T. and others are vague. (Do not label these.) When asked, students will stand by the goal they think meets the criteria. Say to students:
 - a. "Stand next to a goal you think is **specific** and **measurable**."
Choose one or two students (preferably at different goals) and ask them to explain why they are standing where they are.

- b. "Stand next to a goal that is **action-bound**."
Encourage students to move to another goal. Choose one or two students (preferably at different goals) and ask them to explain why they are standing where they are.
 - c. "Stand next to a goal that is **realistic** and **time-bound**."
Encourage students to move to another goal. Choose one or two students (preferably at different goals) and ask them to explain why they are standing where they are.
 - d. "Stand next to a goal you think is **too vague** to lead to success."
Choose one or two students (preferably at different goals) to explain why they are standing where they are.
5. Regroup students and explain that they will now use the other side of their S.M.A.R.T. Goals Worksheet to plan a S.M.A.R.T. goal of their own.

NOTE: *Explain to students that they should not fill out the Goal Review section of the sheet, since this will be used as a follow-up to reflect on whether they achieved their goals.*

6. Circulate and help students as they write.

Debriefing:

- What was easy about this session? What was challenging?
- What part of the S.M.A.R.T. goal will help you the most (making it specific, measurable, action-bound, realistic or time-bound)?
- What is a potential obstacle you might encounter in achieving your S.M.A.R.T. goal and a strategy for dealing with this?

Closing: Pair-Share and hand in goal worksheets

Ask each student to share his or her S.M.A.R.T. goal with a partner. End with a big round of applause to launch this effort.

NOTE: *You can collect the goal-setting sheets and put them in students' advisory portfolios, have the advisees keep them or decide with the group what to do with them. Follow up with advisees through a group check-in next week ("How's your S.M.A.R.T. goal going?"), or informally as they enter the next advisory meeting. Remember to ask your advisees to fill in the Goal Review portion of the sheet at the end of the month/marking period as a way of reflecting on their progress.*



S.M.A.R.T. GOALS

SAMPLE GOALS

Sample Goals	S	M	A	R	T	Vague
Rewrite important social studies notes on index cards each night before Friday's exam.	✓	✓	✓	✓	✓	
Get up 15 minutes earlier five days a week this marking period.	✓	✓	✓	✓	✓	
Ask for homework help.						✓
Learn a new dance.						✓
Use sticky notes to make notes in my English book three times a week this marking period.	✓	✓	✓	✓	✓	
Read two independent books by the end of this semester.	✓	✓	✓	✓	✓	
Be more creative.						✓
Get better grades this year.						✓
Finish my homework before watching TV each night this week.	✓	✓	✓	✓	✓	
Stay after school for science tutoring two times a week this marking period.	✓	✓	✓	✓	✓	
Come to school more often.						✓
Make more friends.						✓

Chart Key:

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

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

EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course Science

My goal is: Study for my science unit test

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

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

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

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

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

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

Goal Review: _____ Date: _____

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



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



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Name: _____ Date: _____

Course _____

My goal is: _____

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

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

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

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

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

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

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

I will...

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

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

Goal Review: _____ Date: _____

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

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Asking for Help in the Classroom⁹
25-30 MINUTES

Closing: Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session; see Glossary)
5-10 MINUTES

Materials: Situations Gone Wrong slips (one per group)

Grouping: Whole group, individual

Session Goal:

In this session, students will understand the importance of asking for help strategically in the classroom.

Gathering: Whip

One thing I can teach others to do is ...

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

Activity/Topic: Asking for Help in the Classroom

1. Tell students that today's session will focus on teaching one another how to ask for help in the classroom and considering what happens when they don't. Explain that it is normal to get frustrated at times in class; the important thing is to avoid acting out this frustration, which will not get students the help they need. Instead, students should try to be strategic in the way they respond in these situations. This means asking themselves, "What's my goal? What response will help me achieve this goal?"
2. Tell students that you are confident that they know a lot about responding strategically. As a result, they are going to act as experts who will come to the rescue and offer advice.
3. Explain that students will work in small groups and that each group will role-play a "situation gone wrong," while the rest of the advisory will be called on to fix the situation and help the characters respond strategically.
4. Divide students into five small groups and give out one Situations Gone Wrong slip to each group. Announce that they will only have 5 minutes to choose characters and figure out their lines. The role-playing shouldn't be long or choreographed, but instead should be just long enough for people to understand what the setting is and what is going wrong. Explain that not everyone has to act, but everyone is expected to help plan the role-play.

NOTE: If your students would prefer to discuss these situations rather than role-play them, you can ask them to discuss the two debriefing questions instead and present their answers to the rest of the advisory.

⁹Adapted from Dibner Consulting Services (New York: 2008).

5. Direct each group to a separate part of the room to rehearse.
6. After 5 minutes, call groups back together and have students present their situations one at a time.
7. After each role-play, ask the following questions:
 - a. What was NOT “strategic” about the way the student communicated? Why?
 - b. What would a more “strategic” response be? Why?

Debriefing:

- What was it like to do this activity?
- What did you realize?
- What is challenging about asking for help?
- What is one way we can support one another in asking for help?

Closing: Ticket Out the Door

One situation when I’d like to ask for help is ...

One way I can strategically ask for help is by ...

Have students complete the Ticket Out the Door. If there is enough time, they can share their responses to one of the questions with the rest of the advisory.



SITUATIONS GONE WRONG

1. You are in class completing a worksheet. Everyone is working quietly. You need help and yell, "Teacher! Teacher!" The teacher ignores you because you are calling out inappropriately.

-
2. You are working in a group in class. You need a pencil so you grab one from someone's desk when he or she is not looking. The person notices that his or her pencil is gone and starts yelling.

-
3. The teacher is passing out a difficult assignment. You were absent the previous day, and you don't understand how to do the assignment. You crumple up the sheet and put your head on the desk.

-
4. You are working on math. You don't understand how to do the assignment, and you ask a student for help. The student says, "Here, just copy my answers." The teacher sees you copying the answers and gives you a "0."

-
5. The teacher is passing out grades on tests. You get an F. You say, "The teacher hates me. I hate her too. I hate this whole school." The teacher writes up a referral on you for your inappropriate behavior.



TICKET OUT

Name: _____ Date: _____

One situation when I'd like to ask for help is ...

One way I can strategically ask for help is by ...

TICKET OUT

Name: _____ Date: _____

One situation when I'd like to ask for help is ...

One way I can strategically ask for help is by ...

TICKET OUT

Name: _____ Date: _____

One situation when I'd like to ask for help is ...

One way I can strategically ask for help is by ...

Advisory Goal 3:

Grade:

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

8th

Gathering: Temperature Check (a quick way to get a sense of how individuals are feeling as they enter advisory; see Glossary)
5 MINUTES

Activity/Topic: Bullying: Bully, Bystander or Ally? (Part One of Two)
39 MINUTES

Closing: Fist to Five (a protocol for silently and quickly responding to a question or statement; see Glossary)
1 MINUTES

Materials: Bully, Bystander and Ally posters (see Activity/Topic #3), “The New Girl” (one per student), Bullying Scenario handout (one per student), pen/pencil (one per group)

Grouping: Whole group, triads, quads

Session Goal:

This session will help advisees understand how witnesses to bullying can take on the role of bully, bystander or ally.

Gathering: Temperature Check

On a scale of 1–10, how bad of a problem is bullying at our school?
(1 = not a problem at all and 10 = a big problem.)

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: Bullying: Bully, Bystander or Ally? (Part One of Two)

1. Introduce this activity by saying that everyone is now, has been, or will be at some time a target or witness of **bullying**. Define bullying as the following: When a group or individual with more power or special advantages (example: size, strength, support, popularity, protection, etc.) acts in a way that is physically or verbally threatening.
2. Emphasize to students that we are all responsible for how people are treated within the school community, and today’s session will help students become aware of what they do to either support or stop bullies.
3. Draw students’ attention to the three posters displayed around the room:
 - **Bully:** Someone who engages in behaviors that harm, hurt or intimidate someone physically, emotionally or socially.

- **Bystander:** Someone who witnesses a bullying incident and doesn't take part in it, but by laughing at it, ignoring it, or simply doing nothing, may play a part in keeping it going.
 - **Ally:** Someone who witnesses a bullying incident and works with and acts in support of the person who is being bullied.
4. Tell students you are going to read a very brief story that demonstrates how witnesses to bullying can take on these different roles. Before you read the short story "The New Girl," ask the advisory to determine who plays the roles of bully, bystander and ally in the story. Give each student a copy of the story.
 5. Read the story aloud. Afterward, ask the students:
 - a. Along with Ashley, who took on the role of bully? (Toyia)
 - b. Who acted as bystanders? (students in the back of the room, students in the hallway, possibly the teacher)
 - c. What were they doing? (joining in the laughter, ignoring the comments)
 - d. What impact did their behavior have? (kept the bullying going)
 - e. Who acted as an ally? (Chavaughn, possibly the teacher)
 - f. What impact did this behavior have? (helping Jazmin feel less isolated, stopping the bullying for now)
 6. Explain to students that they are now going to have an opportunity to create three very short stories that demonstrate how witnesses can take on the role of either bully, bystander or ally.
 7. Divide the advisory into groups of three or four. Give each student a copy of the Bullying Scenarios handout. Explain that each group is to finish each story by making the witnesses to the bullying EITHER be bullies, bystanders or allies. Emphasize that they have to use a different role in each story (unlike in "The New Girl," where witnesses played all three roles).
 8. When students are done, ask them to read ONE of their stories aloud to the rest of the advisory, who will guess if the witnesses were being allies, bullies or bystanders. See that each group presents a story where the witnesses take on a different role. Also, ask students to discuss the impact each role has on the bullying.

Debriefing:

- What did this activity make you more aware of?
- What is the most common kind of bystander behavior at our school?
- What makes being an ally challenging?
- What can make being an ally easier?

Closing: Fist to Five

How well do you understand the difference between being a bully, a bystander and an ally? (Holding five fingers up = very well, holding up a fist = not well at all.) Students also may hold up any number of fingers in between to express their level of understanding.



THE NEW GIRL

Jazmin was new to the school and the neighborhood. She had just moved in with her grandmother after her mom lost her job and they were thrown out of their apartment. It was her first day at the new school, and the teacher had just introduced her to her first period English class. He asked her to take a seat in front of Ashley, who whispered loudly enough for others to hear, "Look at that outfit! Does this girl get her clothes from charity, or what?" The students in the back of the room laughed out loud until the teacher told them to quiet down. When the bell rang, Ashley bumped into Jazmin in the hallway on purpose and said to her friend Toyia, "Hope she knows there's no free lunch program at this school." The rest of the students in the hallway ignored Ashley's comment, but Toyia responded, "Looks like she got that whole outfit at the bargain store!" That's when Chavaughn, who had been watching this whole incident, said, "Come on, leave her alone, she hasn't done anything to us." Ashley and Toyia rolled their eyes at Chavaughn, told her to "mind your own business," and walked away. Jazmin looked up at Chavaughn and smiled.

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BULLY SCENARIOS



1. Mike, Chris, and the eighth-graders in the lunchroom

Circle the role that the eighth-graders in the lunchroom play in this scenario:

Bully

Bystander

Ally

Mike finds Chris in the lunchroom and corners him by the back table. The three tables in that corner are filled with eighth-graders who have seen this go down before.

Chris stares at the ground as Mike begins saying _____

As he continues, some of the other eighth-graders _____

Mike _____

2. Danielle, Richard, and the kids in the hallway

Circle the role that the kids in the hallway will play in this scenario:

Bully

Bystander

Ally

Danielle has hated Richard ever since he said in class that her paper was terrible. She started a rumor that he _____

and today in the hall she said _____

and all the kids who were there _____

Danielle _____

3. Jordan, Oshane, and the kids in the schoolyard

Circle the role that the kids in the hallway will play in this scenario:

Bully

Bystander

Ally

Jordan knows that Oshane is quiet and doesn't talk to anyone in the eighth grade. Jordan usually does not have problems with him, but today has been rough and Oshane's beating on the desk is bothering him so he _____

and the teacher says, _____

After school Jordan found Oshane in the yard, and he _____

There were some other kids there, and they _____

Jordan _____

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Bullying: Exploring the Roles of Bystanders and Allies (Part Two of Two)¹⁰
35 MINUTES

Closing: Ally Pledge
5 MINUTES

Materials: How to Be an Ally handout and Find the Right Words to Respond to Bullying handout (one per student), Ally Pledge handout (one per student)

Grouping: Whole class, quads

Session Goal:

The goal of this session is to explore further the roles bystanders and allies play in bullying situations.

Gathering: Whip

In our school students get bullied for...

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: Exploring the Roles of Bystanders and Allies (Part Two of Two)

1. Explain to students that today's session will explore further the roles that bystanders and allies play in bullying situations.
2. Review the definition of an ally (someone who witnesses a bullying incident and works with and acts in support of the person who is being bullied) versus a bystander (someone who witnesses a bullying incident and doesn't take part in it, but by laughing at it, ignoring it, or simply doing nothing, may play a part in keeping it going)
3. Distribute the How to Be an Ally sheet and the Find the Right Words to Respond to Bullying sheet and read them aloud.
4. Ask the advisory to brainstorm a list of five types of common bullying situations that occur in school. List these on the board.
5. Divide the advisory into groups of four and ask them to choose one of the bullying situations on the board and create two different role-plays: one in which witnesses act as bystanders in the situation and one in which the witnesses act as allies. Although not all advisees need to act out the role-plays, everyone should be involved in the planning.

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

NOTE: *Advisees can either write out their role-plays and read them aloud or plan them generally and then improvise them.*

6. Invite each group to present its role-play and ask the following questions afterward:

- What did the bystanders say and do that allowed the bullying to continue or made the situation worse?
- What did the allies do to help stop the bullying and support the person being bullied?

Debriefing:

- What did you like or dislike about today's session?
- What did the session make you realize?
- What do you plan to do as a result of today's activity?

Closing: Ally Pledge

Distribute the Ally Pledge and have the students fill it out and turn it in as their Ticket Out the Door before leaving the room. These pledges can then be posted in a place you have designated for advisory artifacts.



ALLY PLEDGE



How to Be an Ally

1. Say the bully's name and show respect.
2. Name what you see, say why you don't like it and tell the bully to STOP.
3. If there are two or more of you, the power of several allies can prevent the bully from turning on allies who take a stand. If you see an ally getting targeted, act as an ally for them.
4. Take action:
 - a. Help the targeted person leave the scene.
 - b. Go with the targeted person to report the incident.
 - c. Report the incident yourself.

ALLY PLEDGE

Name: _____ Date: _____

Here's what I can do to be a good ally to students who are bullied:

I can ...

How to Be an Ally

1. Say the bully's name and show respect.
2. Name what you see, say why you don't like it and tell the bully to STOP.
3. If there are two or more of you, the power of several allies can prevent the bully from turning on allies who take a stand. If you see an ally getting targeted, act as an ally for them.
4. Take action:
 - a. Help the targeted person leave the scene.
 - b. Go with the targeted person to report the incident.
 - c. Report the incident yourself.

ALLY PLEDGE

Name: _____ Date: _____

Here's what I can do to be a good ally to students who are bullied:

I can ...



RESPOND TO BULLYING

Find the Right Words

That looked like bullying to me. Why don't you lay off?

That does not happen here, so it is about time you back off.

If you said that to me, I'd feel dissed. Please don't say that stuff when I'm around.

Don't go there. It isn't funny anymore.

Write your own words here:

How would you like it if that was you?

I wouldn't want anyone to say that to me. Cut it out.

I know you think this is just messing around, but I think you're crossing a line.

This is getting old ... can you drop it already?

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Cyberbullying¹¹
35 MINUTES

Closing: Popcorn (a technique enabling multiple, simultaneous conversations among students; see Glossary)
5 MINUTES

Materials: Cyberbullying Scenarios (one per pair/triad), Types of Cyberbullying (one per student), Ways to Stop Cyberbullying (one per student)

Grouping: Whole group, pairs, triads

Session Goal:

In this session, advisees will identify different types of cyberbullying and explore responses that will stop the cyberbullying.

Gathering: Pair-Share

“Words are loaded pistols.” — Jean-Paul Sartre

Read the quote aloud (or write it on the board). Ask students to talk in pairs about what the quote means to them, reminds them of, or makes them wonder.

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: Cyberbullying

1. Explain to students that you will be discussing bullying and its modern version, cyberbullying. Have the group chart or verbalize what they think cyberbullying is and how it might happen online.
2. Distribute the Types of Cyberbullying handout; read aloud the different types, checking for understanding as you go. (Optional: Students can silently communicate, using thumbs up or thumbs down, if they have ever experienced or heard of the specific type of bullying.)
3. Divide students into pairs or triads. Give each pair or triad a different scenario and a Ways to Stop Cyberbullying handout. Ask them to match the scenario to one of the types of cyberbullying and to use the Ways to Stop Cyberbullying handout to decide on what advice they would give the person being bullied.
4. Circulate and answer students’ questions as needed.
5. Ask each group to report their responses and facilitate a discussion with the rest of the advisory as time allows.

¹¹Adapted from Nancy Willard. Cyberbullying, Sexting, and Predators, Oh My! Addressing Youth Risk in the Digital Age in a Positive and Restorative Manner (<http://www.embracingdigitalyouth.org/wp-content/uploads/2011/10/YouthRiskDigitalAge.pdf>) and Cyber Savvy: Embracing Digital Safety and Civility (Corwin Press, 2011).

Debriefing:

- What type of cyberbullying is most common?
- How is Internet bullying like face-to-face bullying?
- Do we have a responsibility to make sure this doesn't happen in our school?
- If you don't want this to happen in our school, what could you do to prevent it?

Closing: Popcorn

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

CYBERBULLYING SCENARIOS¹²

Directions: Cut out and distribute to groups of students for role-plays and matching game.

<p><i>Kevin and Miguel's online exchange got angrier and angrier. Insults were flying. Kevin warned Miguel to watch his back in school the next day.</i></p>	<p><i>Taysha watched closely as Malika logged on to her account and discovered her password. Later, Taysha logged on to Malika's account and sent a hurtful message to Malika's boyfriend, Adam.</i></p>	<p><i>Shannon tries hard to fit in with a group of girls at school. She recently got on the "outs" with a leader in this group. Now Shannon has been blocked from the friendship links of all of the girls.</i></p>
<p><i>Sara reported to the principal that Kayla was bullying another student. When Sara got home, she had 35 angry messages in her e-mail box. The anonymous, cruel messages kept coming—come from complete strangers.</i></p>	<p><i>Darell, a high school student, was changing in the locker room after gym class. Michael took a picture of him with his cell phone camera. Within seconds, the picture was flying around the phones of all of their classmates.</i></p>	<p><i>When Nikki broke up with Romel, he sent her many angry, threatening, pleading messages. He spread nasty rumors about her to her friends and posted a sexually suggestive picture she had given him in a sex-oriented discussion group, along with her e-mail address and cell phone number.</i></p>
<p><i>Some boys created a "We Hate Taj" website where they posted jokes, cartoons, gossip, and rumors, all "dissing" Taj.</i></p>	<p><i>Angela sent a message to Luz pretending to be her friend and asking lots of questions. Luz responded, sharing really personal information. Angela forwarded the message to lots of other people with her own comment, "Luz is a loser."</i></p>	

¹²Adapted from Sean Covey, *The 7 Habits of Highly Effective Teens* (New York: Simon & Schuster, 1998). Used with permission of FranklinCovey Co

TYPES OF CYBERBULLYING

1. **Flaming:** *Online fights using electronic messages with angry and vulgar language.* Jasmin and Cassandra's online argument over a guy got more and more explosive. Finally, Jasmin cursed Cassandra out online and warned her that if she didn't stay away from her boyfriend, she would jump her after school.
2. **Harassment:** *Repeatedly sending nasty, mean and insulting messages.* Jared is a new student in the 10th grade who's trying a little too hard to fit in with the popular students. Kyle, the unofficial leader of the popular students, sent Jared repeated nasty and insulting messages, telling him he's a loser and should move back to where he came from.
3. **Denigration:** *"Dissing" someone online.* Sending or posting gossip or rumors about a person to damage his or her reputation or friendships. Members of the football team all posted the same rumor on their Facebook pages that an unpopular student in school is a thief.
4. **Impersonation:** *Pretending to be someone else and sending or posting material to get that person in trouble or to damage that person's reputation or friendships.* Jessica was hurt when Kendra started hanging out with Ashley instead of her, so she watched as Kendra logged on to her account and found out her password. The next day, she logged on as Kendra and sent Ashley an insulting message.
5. **Outing:** *Sharing someone's secrets or embarrassing information or images online.* Jennifer and Keisha were bored one day so they decided to use their cell phones to take pictures of each other in their underwear. Jennifer sent a picture of Keisha to her friend Robert who then sent it around to all of his friends' cell phones.
6. **Trickery:** *Talking someone into revealing secrets or embarrassing information, then sharing it online.* Anthony pretended to share some personal information in an online conversation with James, so that James would confess he had a police record. When James did, Anthony forwarded the information to his friends.
7. **Cyberstalking:** *Repeated, intense harassment and denigration that includes threats or creates significant fear.* When Alex reported that it was Michael who did the graffiti in the bathroom, Michael spread nasty rumors about Alex and sent him many angry, threatening messages, promising that he would pay for what he did.
8. **Exclusion:** *Intentionally and cruelly excluding someone from an online group.* Jamel hangs out with a bunch of guys from school. Jamel recently had an argument with his friend Jose, who's the most popular kid in this group. Now Jamel has been blocked from the friendship links of all the guys.



WAYS TO STOP CYBERBULLYING

There are different ways to respond to cyberbullying. Decide what to do based on who is cyberbullying you and how bad the cyberbullying is. Try to figure out what you think might work best to get the cyberbullying to stop.

- **First of all, never retaliate!**

A bully wants you to get upset. If you get mad and strike back in an attempt to hurt the bully as badly as you were hurt, it just won't work. All it does is give the bully a "win." Retaliating can also make you look bad. You could also set yourself up for trouble. People who see your post may think you are the one who is causing the problem, not the bully. If someone shows your message to an adult, you could be the one who gets into trouble.

- **Tell the cyberbully to stop.**

Wait until you have calmed down and write a calm, strong, assertive response. You might even show it to someone else before you send it. You might not feel as strong as the person bullying you, but you can act like you are stronger and more powerful when you are online. Send the cyberbully a private message stating something like this: "Stop sending me messages" or "Remove the material you posted." Depending on your relationship with this person, you might be able to work out a friendly truce. Make sure your message is not emotional. You could also tell the cyberbully that if the activity does not stop, you will take other steps to stop it.

- **Ignore the cyberbully.**

Stop going to any group where you are being cyberbullied. Remove the cyberbully from your buddies or friends list.

- **Talk to someone at school.**

If the cyberbully goes to your school, and especially if the cyberbully is also bullying you at school, tell your principal, adviser, school counselor or social worker. Provide the harmful material you have downloaded.

- **Have your parent or guardian contact the cyberbully's parent or guardian.**

Your parent or guardian might talk with the parent or send them a letter. If they send a letter, it will be helpful if they include the harmful material you have downloaded. This is frequently the best way to get the cyberbullying to stop.

- **File a complaint with the website or service.**

Most sites and services prohibit bullying behavior. You can generally find an e-mail contact on the home page. Explain what has happened and provide the links to the harmful material or attach any messages. Request that the material be removed and that the account be terminated.

- **Contact an attorney or the police.**

You will need a parent or guardian to help you with this. Sometimes cyberbullying is so bad your parent could sue the parent of the cyberbully for money. Or the cyberbullying could be a crime. Of course, it's better if things do not get to this point — but it's important to know these options are there if things get really bad.

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Positive Group Skills and Negative Group Behaviors¹³
35 MINUTES

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

Materials: Positive Group Skills and Negative Group Behaviors handout (one per student), Positive and Negative Group Behaviors cards (cut apart two per group)

Grouping: Whole group, triads, quads

Session Goal:

This session will help students understand the positive skills that enhance group work and the negative behaviors that get in the way of effective group functioning.

Gathering: Pair-Share

Given a choice, would you rather work in a group or individually? 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: Positive Group Skills and Negative Group Behaviors

1. Affirm that everyone is different, and some people prefer working individually instead of in a group. Explain that there are times in school and in the workplace, however, when advisees will be expected to work effectively in a group. As a result, it is important to understand the specific skills that make group work more enjoyable and productive as well as those behaviors that get in the way of effective group work.
2. Give each student a copy of the Positive Group Skills and Negative Group Behaviors handout. Review the terms and check for students' understanding.
3. Explain that in order to practice identifying these skills and behaviors, students are going to role-play what they look like and sound like.
4. Divide the advisory into groups of three or four students. Give each group one Positive Group Skill card and one Negative Group Behavior card. Give the groups 10 minutes to plan two role-plays: one that demonstrates the positive group skill and one that demonstrates the negative group behavior. Emphasize that only one person in each role-play needs to demonstrate the skill or behavior.

¹³Adapted from Carol Miller Lieber, *Partners in Learning: From Conflict to Collaboration in Secondary Classrooms* (Massachusetts: Educators for Social Responsibility, 2002).

NOTE: *If your advisees are not comfortable role-playing, they can write out scripts and read these to the advisory.*

5. Ask each group to present their role-plays without telling the advisory beforehand what the skill or behavior is they are demonstrating. Encourage the advisory to guess.

Debriefing:

- What was it like to do this activity?
- What is one positive group skill you used in your group today? How did that help the group accomplish its task?
- What is one positive group skill you noticed someone in your group using? How did that help the group accomplish its task?
- When you were planning your role-plays, did you fall into any negative group behaviors that may have hindered the group from accomplishing its task?
- What can we do to support one another in letting go of negative group behaviors?

Closing: Whip

One positive group skill I use is...

NOTE: *It is **suggested** that advisers or teachers post the list of Positive Group Skills/ Negative Group Behaviors in each classroom so students can refer to it as they work in groups throughout the year.*



POSITIVE GROUP SKILLS AND NEGATIVE GROUP BEHAVIORS¹⁴

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(+) Positive group skills include:

- **Initiating/problem solving:** Proposing ideas, suggesting next steps, experimenting, carefully confronting disruptive behaviors
- **Organizing/coordinating:** keeping the group on track, focusing on goals, suggesting timelines, proposing fair division of labor
- **Seeking:** identifying what information and resources are needed for doing research, connecting different ideas, asking related questions
- **Encouraging:** encouraging everyone's participation and thinking, praising efforts, staying positive
- **Harmonizing:** checking on feelings, sensing when the group needs a break or a heart-to-heart, suggesting ways to work together
- **Clarifying/summarizing:** clearing up confusion, checking to see if everyone understands and if the topic has been discussed enough, offering conclusions

(-) Negative group behaviors include:

- **Dominating:** telling others what to do, insisting my ideas are better than the ideas of others, hogging the spotlight and the credit
- **Distracting:** talking about everything except the task at hand, fidgeting, telling jokes, calling attention to myself
- **Blocking:** being stubborn, rarely offering an idea but always finding flaws in others' ideas, disagreeing without listening carefully, playing the devil's advocate long after it's useful
- **Withdrawing:** being consistently silent or out of the loop, not sharing ideas, not doing a fair share of the work, drifting along
- **Doom and Gloom:** expecting the group to fail, claiming projects won't work and ideas are bad, spreading a sour mood

¹⁴Adapted from *Get it Together for College* (New York: The College Board, 2008).

POSITIVE AND NEGATIVE GROUP BEHAVIORS

Role-Play Cards

(+) Initiating/ Problem Solving	(+) Seeking	(+) Harmonizing
(+) Organizing/ Coordinating	(+) Encouraging	(+) Clarifying/ Summarizing
(-) Dominating	(-) Distracting	(-) Blocking
(-) Withdrawing	(-) Doom and Gloom	

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Advisory Goal 3:

Grade:

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

8th

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 Holidays¹⁵
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.

¹⁵Adapted 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

8th

Gathering: Anger Ball Toss

10 MINUTES

Activity/Topic: Dealing with Anger¹⁶

35 MINUTES

Closing: Ball Toss

5 MINUTES

Materials: Soft ball/object for Anger Ball Toss, chart paper, markers for brainstorming, Anger Mountain visual drawn on chart paper, Ticket Out the Door (one per student)

Grouping: Whole group, pairs

Session Goal:

The purpose of this session is to help students identify what makes them angry, understand the body's response to anger and consider ways of effectively reducing their anger.

Gathering: Anger Ball Toss

Have the class stand in a circle. Begin by completing the sentence, "I feel angry when ..." Ask for a volunteer who is willing to restate what you just said. Toss that student the ball. That student restates what you said ("You feel angry when ..."), then completes the sentence for herself or himself. She or he then tosses the ball to someone else, who repeats what the person said, then completes the sentence for herself or himself, and so on.

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: Dealing with Anger

1. Group students into pairs. Give each pair 2 minutes to describe to each other a recent time when each became angry. They should be specific about what led them to become angry, how they responded and what the outcome was.
2. Ask for volunteers to share their stories. As a group, create a list entitled "What Makes Me Angry." Ask students to be specific. Record their contributions on chart paper.
3. Reviewing the list, point out the different causes of anger:
 - a. When someone hurts, criticizes or embarrasses us
 - b. When we are denied what we want or need
 - c. When others have behaved in a way that we consider offensive or morally wrong
 - d. When we can't control a situation and feel powerless
 - e. When we witness or experience injustice, prejudice or violence

¹⁶Adapted from Carol Miller Lieber, Linda Lantieri, & Tom Roderick, *Conflict Resolution in the High School* (Massachusetts: Educators for Social Responsibility, 1998).

4. Remind students that anger is a normal feeling. Emphasize that it is a feeling, not a behavior. What we choose to do with the feeling is our behavior. That behavior will have positive or negative consequences.
5. Ask students if they have ever had angry moments and trouble deciding what they should do, or times when anger blotted out all the things they might have wanted to say and do. Ask for a couple of volunteers to share.
6. Unveil the Anger Mountain visual and explain it to students:
 - a. "When your 'hot button' gets pushed, you only have about 8 seconds of mental and physical alertness before the built-in physiological responses to being angry take over. After your 8 seconds are up, you start going up the anger mountain. The rush of adrenaline makes it hard to go down the mountain until all the anger is spent."
 - b. Discuss feelings of regret and guilt we experience on our way down the mountain.
 - c. Remind students of the What Makes Me Angry list. Tell them they are going to brainstorm ways people deal with their anger. Let them know that they should brainstorm all the ways they can imagine, both positive and negative. Feel free to include things students do not offer. The list might include:
 - Count to 10.
 - "I'm too angry to talk right now, but I want to talk later."
 - Remove myself from the situation.
 - Listen to music.
 - Exercise.
 - Talk it out.
 - Talk with a person who is not involved.
 - Read a book.
 - Watch TV.
 - Play a sport.
 - Go out with my friends.
 - Keep my voice quiet and calm.
7. In pairs, ask students to discuss one thing on the list they might do that would make the situation worse and one thing that might help them make it through the first 8 seconds so they don't "lose it."

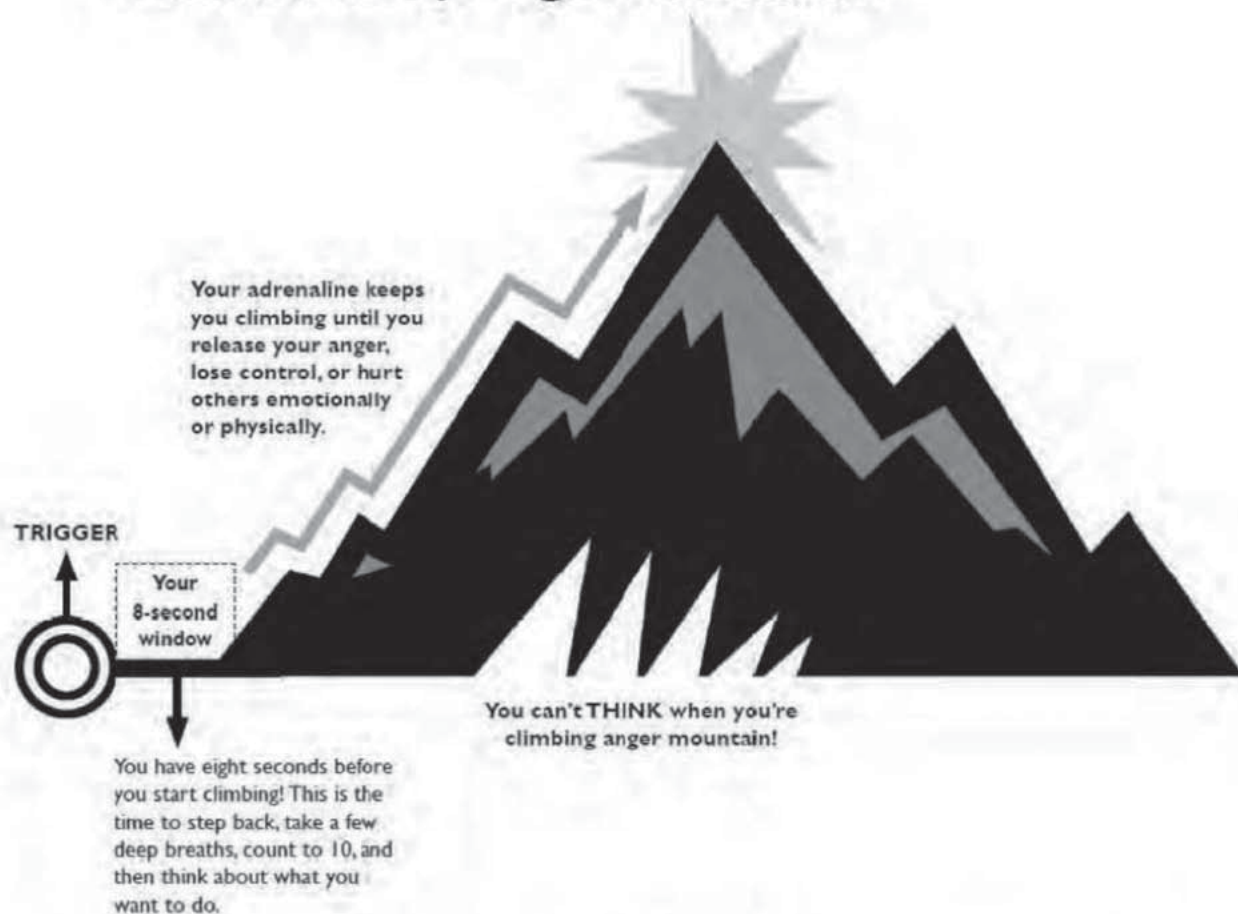
Debriefing:

- Which strategies might make the situation worse?
- Which strategies would give you a chance to stand up for yourself without being abusive or physically aggressive?
- Which strategies are hardest for you to use? Easiest?
- Which strategies would help you make it through those first 8 seconds so that you don't lose it and don't hurt others or yourself? Put a check mark next to these.

Closing: Ball Toss

Have the students stand in a circle again. Toss the ball as you did at the start. This time ask them to finish the following prompt: "When I feel angry, I am going to try ..."

When You Go Up Anger Mountain...



Know your **CUES** — — — →

How do I know that I'm getting angry?
What happens in my body, to my voice,
with my movements, or on my face?

Know your **TRIGGERS** — — — →

What sets me off? What makes me
really mad? Frustrated? Upset?

Know your **REDUCERS** — — — →

What can I do that will help me cool
down and regain control? What can
others do to help me cool down and
regain control?

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

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

8th

This session should follow the Dealing with Anger session.

Gathering: Emotion Cards

10 MINUTES

Activity/Topic: Identifying Emotions¹⁷

30 MINUTES

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

5 MINUTES

Materials: Emotion Cards (cut up and put out on table for students to choose), Emotion Cards (uncut, one per student), Identifying Emotions Scenarios (cut up, one per group), Words to Describe My Feelings handout (one per student)

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is to expand students' emotional vocabulary and help them identify emotions that often accompany anger.

Gathering: Emotion Cards

Spread the cut Emotion Cards on a table for students to choose from. Each student takes a card, reads the word on it, and finds and stands next to at least one other student in the group with a synonym or antonym for his or her word. When grouped, invite students to share an experience that explains the feeling on their card.

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: Identifying Emotions

1. If you did the suggested gathering, ask two or three volunteers to share the feeling they chose and the experience that explains the feeling.
2. Explain to students that the purpose of today's session is to practice identifying emotions, especially those that we might experience along with anger. Emphasize that it is important to develop our emotional vocabulary beyond the words "mad" and "angry," because identifying the varying emotions is an important first step in managing them effectively.
3. Break the advisory up into five to six small groups and give each group an Identifying Emotions Scenario as well as copies of the Feelings Cards handout. Ask the group to read the scenario and identify what feelings "you" in the scenario is feeling. Then ask them to prepare a short role-play to demonstrate the situation. Tell students that they don't all have to be in the role-play but they are all expected to help plan it.

¹⁷Adapted from Carol Miller Lieber, Linda Lantieri, & Tom Roderick. *Conflict Resolution in the High School*. (Massachusetts: Educators for Social Responsibility, 1998).

4. After 5–7 minutes, ask each group to present its role-play and invite the rest of the advisory to make inferences about the other emotions the person in the role-play might be feeling. Ask members of the group that presented the role-play how the advisory's inferences match up with what the group thought the person was feeling.

Debriefing:

- What was it like to do this activity?
- Were these scenarios realistic?
- Emphasize that without the vocabulary for identifying and expressing emotions clearly, we sometimes act them out instead. Which character would you say was acting out an emotion in the role-plays? What impact might the acting out have on them? On their relationships with others?
- Point out that feelings can have different intensities. For example: “worried-anxious” or “embarrassed-humiliated.” Have students refer to the Feeling Cards handout to identify other pairs of words that describe different intensities of an emotion. Possible answers include: upset-angry, sad-depressed, unsafe-threatened, relaxed-calm, hopeful-excited, etc.

Closing: Whip

Hand out the Words to Describe My Feelings handout and ask students to choose one word that describes an emotion they experienced in today's advisory session. Emphasize that students can use a word that is not on the list.



EMOTION CARDS



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



IDENTIFYING EMOTIONS SCENARIOS

Write the emotion you might feel if the following scenarios happened to you.

1. You're taking care of your younger sister or brother outside when she or he suddenly walks into the street, and you yell at her or him.
2. You find out your friend is texting bad things about you to others. You send him or her a nasty text message announcing that the friendship is over.
3. You arrive at school to find out that the paper you thought was due next Monday is due today. You start misbehaving in class, saying that you don't care about the dumb paper.
4. You are trying to get a social studies project done that you've put off working on and that is due tomorrow. Your younger brother or sister comes in to ask you for help with homework, and you respond by snapping, "You're driving me crazy! Leave me alone!"
5. You are in math class and the teacher asks you to answer a question. You take your best shot at answering it, but the teacher tells you the answer is incorrect. The students in the back of the room laugh and call you bad names. You storm out of class.
6. You just found out you didn't make the basketball team. You run into your friend in the hallway who asks if the coach announced who made the team, and you say, "Mind your own business!"



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 3:

Grade:

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

8th

Gathering: Silent Hobby Lineup
5 MINUTES

Activity/Topic: Proactive Versus Reactive Behavior¹⁸
35 MINUTES

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

Materials: Proactive Versus Reactive T-Chart (see Activity/Topic #3), Proactive Versus Reactive Behavior Scenarios (one per group), Ticket Out the Door (one per student)

Grouping: Whole group, triads

Session Goal:

In this session, students will differentiate between proactive and reactive behavior and understand the importance of being proactive.

Gathering: Silent Hobby Lineup

Ask students to line up silently in order from smallest to largest based upon the size of the equipment they use for their favorite hobby (bike, computer, skateboard, book, basketball, etc.). Students can communicate nonverbally.

Afterward, ask students to share their answers.

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: Proactive Versus Reactive Behavior

1. Explain that in today's session students will explore the difference between proactive and reactive behavior and the importance of taking responsibility for their actions, attitudes and lives.
2. Tell students that there are lots of things we have no control over. Provide a few examples: the weather, friends talking behind our back, where we were born, who will win the NBA. Ask students for examples of other things that they can't control (who their teachers are, who their parents are, the color of their skin, etc.).
3. Affirm that there are a lot of things we can't control, but emphasize that what we CAN control is our response to situations. Tell students that there are two basic ways we can choose to respond by unveiling and reading the Proactive Versus Reactive Behavior T-Chart:

¹⁸ Adapted from Sean Covey, *The 7 Habits of Highly Effective Teens* (New York: Simon & Schuster, 1998). Used with permission of FranklinCovey Co

Proactive Behavior	Reactive Behavior
<ul style="list-style-type: none"> • Push pause (stop) and think before you act • Take responsibility for your choices • Find a way to make things happen • Bounce back when something bad happens • Focus on things you can do something about and don't worry about things you can't control 	<ul style="list-style-type: none"> • Blame others • Whine and complain • Wait for things to happen to you • Act on impulse • Play the victim

- If you did the suggested gathering, ask students to think to themselves about how they responded to the Silent Hobby Lineup: Were they proactive or reactive? Did they wait for things to happen to them? Did they complain or think the task was impossible? Or did they find a way to make sure they were in the right place?
- Tell students they are going to further explore proactive versus reactive behavior by examining some fictional scenarios. Read the following scenario to students:
Your math teacher gives you a grade that you think is unfair. Then ask students to identify and explain which of the following responses to this situation would be proactive and which would be reactive:
 - Tell the teacher off in class. (reactive)
 - Make an appointment with the teacher to discuss your grade. (proactive)
 - Complain to your adviser that your teacher failed you. (reactive)
 - Strategize with your adviser about how to respond appropriately. (proactive)
- Ask students: "What is the impact of being proactive in this situation?" (You have a chance to advocate for yourself, you impress the teacher with your maturity, you can find out how you can improve, you feel empowered, etc.) "What is the impact of being reactive in this situation?" (You may regret your actions later, you demonstrate your immaturity to your teacher, you feel frustrated and angry, you have no way of knowing how to improve your grade, etc.) Explain to students that being proactive allows you to take charge and be responsible for your own actions and attitude.
- Divide students into groups of three or four, give each group a scenario and ask them to develop a proactive response and a reactive response to the situation. Students can either write out their responses and present them or role-play them for the class. Give students 5 minutes to prepare.
- Ask each group to present without identifying the type of behavior. Ask the rest of the advisory to name the behavior and consider the impact of responding each way.

Debriefing:

- What did today's activity make you realize?
- What is the most challenging thing about being proactive?
- Emphasize that being proactive doesn't ensure that we will always get what we want, but it does mean we stand a much better chance of obtaining a satisfying outcome. Even if we don't get the desired outcome, we get the satisfaction of taking responsibility for our actions, attitudes, lives.

Closing: Popcorn

One situation I'd like to "push pause" before I react is when ...



PROACTIVE VERSUS REACTIVE BEHAVIOR SCENARIOS

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Scenario #1:

You're in science class and you don't understand what's going on.

Proactive behavior

Reactive behavior

Scenario #2:

Somebody cuts in front of you in line at the cafeteria.

Proactive behavior

Reactive behavior

Scenario #3:

Your best friend is angry with you over something you didn't do.

Proactive behavior

Reactive behavior

Scenario #4:

Your parent blames you for making a mess in the kitchen when it was your sister's fault.

Proactive behavior

Reactive behavior

Scenario #5:

You're at a store and you need assistance.

Proactive behavior

Reactive behavior

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Peer Pressure and Stereotypes¹⁹
35 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: "Princess Oreo Speaks Out" (one copy per student), definition of *stereotype* on the interactive whiteboard or blackboard, discussion questions (see Activity/Topic #5) written separately on board or chart paper

Grouping: Whole group

Session Goal:

In this session, students will explore assumptions people make based on stereotypes as well as the consequences of being different.

Gathering: Pair-Share

Complete the following prompt three times:
Adults are ...

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

Activity/Topic: Peer Pressure and Stereotypes

1. Write "Adults are ..." on the board. Ask the group to brainstorm whatever comes to mind with this prompt.
2. On the board define stereotype as "an oversimplified generalization about a particular group, race or gender, usually negative." Go over the list to see which of the responses to the prompt might be stereotypes. If students resist the idea that any of these are stereotypes, ask them, "Can you think of a real adult that doesn't fit this description?"
3. Explain that you wanted to introduce the idea of stereotypes because in today's session students are going to read a text about an African American teenager whose peers pressure her to conform to their stereotypes about African Americans.
4. Distribute copies of "Princess Oreo Speaks Out" and ask for a few volunteers to read the story aloud.

¹⁹Reprinted with permission from *Growing Up Black: Teens Write About African-American Identity* Copyright 2010 by Youth Communication/New York Center, Inc. (www.youthcomm.org).

5. Ask students to stand and find a partner (if there is an uneven number of students, you can participate). Display and read the first two questions below and ask students to share their responses with their partners for 2 minutes. Repeat the process by switching partners for the other two sets of questions.

- What are some of the assumptions that people made about Dwan? How can these be considered stereotypes?
- Dwan sometimes tries to fit in by speaking slang. What are the consequences for Dwan? Have you ever tried to fit in? What were the consequences?
- What do you think helps Dwan be herself despite what other people think of her? What helps you?

6. Gather the advisory together for the debriefing.

Debriefing:

- What did this reading or discussion make you think about?
- The “acting white” issue in this reading is really about peer pressure. How big a problem is peer pressure at our school?
- Why do you think people tease their friends or pressure them to conform?
- How do you decide when to conform and when not to?

Closing: Ticket Out the Door

Ask students to reflect in writing on the following three statements

- I am like others because ...
- I am different from others because ...
- I like myself because ...

Ask for a few volunteers who are willing to share their responses aloud with the group. It is suggested you collect them and display them in advisory as a way of affirming students' differences.



TICKET OUT

Name: _____ Date: _____

I am like others because ...

I am different from others because ...

I like myself because ...

TICKET OUT

Name: _____ Date: _____

I am like others because ...

I am different from others because ...

I like myself because ...

TICKET OUT

Name: _____ Date: _____

I am like others because ...

I am different from others because ...

I like myself because ...



Princess Oreo Speaks Out

by Dwan Carter

"If I wasn't looking at chu, I'd have thought you was white."

"Say that again, you said that mad white."

"You're just weird."

I often get comments like that from classmates, friends and even my family. Sometimes I laugh back, but the comments also hurt my feelings. I know they don't mean anything by it, but I don't really like that they think I'm so strange.

I'm a dark-skinned female, a descendant of Africans. I grew up in a black family in a largely black neighborhood, and I'm conscious of the disadvantages that have plagued African Americans for generations. So what's the deal?

It seems that, for a lot of people around me, being black is an attitude. According to my peers, if you're black, you listen to hip-hop, R & B and reggae. The ability to dance is a given, and of course, you know how to do dances like the Bankhead Bounce and wining. You eat Caribbean foods and Southern-style cooking, and if you're female, you know about head wraps and weaves.

Anything beyond that and it's like you're from another planet, or at least that's how I feel. I do a lot of things that people around me don't associate with being black. My friends laugh at me because I don't like certain black rappers. They love to tease me about watching TV shows that have mostly white characters.

It doesn't seem to matter that I also watch TV shows with mostly black characters. Because of my tastes and the way I talk (I use big vocabulary words), people jokingly call me "Oreo": black on the outside, white on the inside.

But to me, being African American means my skin color shows a history of enslavement and discrimination. Knowing my history and understanding where I come from is very important to me. It's what keeps me grounded and focused on taking advantage of the opportunities that African Americans fought for.

My dad instilled that knowledge and pride in me. He says that, as African Americans, we should be in debt to those who risked their lives to give us the opportunities we have, particularly in education. His understanding of what it means to be black has a lot to do with our history and our future.

But for my peers, being black has more to do with fitting into the culture right here and now. They make me feel like I'm not black enough. And they tease me even more when I try to be (their version of) black.

When I try to be down with the slang and fit in, half the time I end up sounding like a fool.

"Ah-ight, peace yo."

"You's a Doga man."

"Peace out, boo-boo."

It just doesn't come out right. The words get all jumbled and tumble out wrong, and my friends look at me as if I've spoken to them in another language. All my efforts end in giggles (I'm laughing at myself right now) or in gut-busting laughter with tears streaming down my friends' faces.

My friends tease me even worse when I try to show them that I can dance to reggae, calypso and hip-hop. It just doesn't work well. I'd never get invited to Soul Train — more like Soul-less Train.

It's not just friends who paint me "white." One time, my sister and I were reciting some lyrics from a rap song. My sister was reciting the lyrics and I was singing the hook. I was trying to be just like the female singer — the bounce in her movements, the way she moves her neck, her hand motions, everything.

I was so into the song, I forgot my sister was in the room with me. I thought I was doing well until my sister's hard laughter broke my concentration. She was doubled over with tears streaming out of her eyes. She was laughing so hard she couldn't talk, and her hand was motioning for me to stop.

Then through bits of dying laughter she said, "Stop ... stop trying to act ghetto, girl, you making my sides hurt." She said I looked like a duck having seizures.

I didn't let it show, but it hurt that even my own sister didn't see me as black enough.

What bothers me about being called white — besides the fact that I'm not — is that it makes me feel like I'm lacking something and I'm not sure what it is.

My friend told me once, "Maybe one day you'll wake up and become Dawnesha." At the time, I was a geeky freshman in high school, insecure about who I was. I wondered if I could transform myself into someone my peers would recognize as a true black girl.

I'd have loved to put on those big hoop earrings I saw my friends wearing. I'd be wearing snake patterned denim outfits, popping my gum, and showing off a nameplate that said "Dawnesha." My hair would be dyed, fried and laid to the side. And when I'd rank on somebody, I'd use those fluid motions of the neck and hand that make the "African American girl" infamous.

Sigh. I would've loved it. I just wanted to fit in.

Then reality knocked some sense into me. I didn't have enough attitude to pull that off. And it just wasn't me.

Now, as I reach my final semester of my senior year, I'm more aware of myself, who I am, and who I want to be: me. Even saying "Dawnesha" makes me feel weird. That's not who I am. Dwan is my name and I'm comfortable with that. Being different makes me unique. I even gave myself a nickname: "Princess Oreo" (though my dad hates it).

I'm getting used to people staring at me when they hear me blasting rock music. I think it makes them feel uncomfortable because they're not used to an African American girl bobbing her head along to rock and roll.

"Hey," I want to tell them, "music is music."

My reading tastes are diverse too. I like to read books by white authors, such as Isaac Asimov and Tami Hoag, as well as my black authors, like Octavia Butler, Toni Morrison and Malcolm X. Maybe it's because I read a lot that I talk the way I do.

It's not that I'm purposely acting white — it's not even a thought that crosses my mind. I just like what I like, and I don't know why other people can't be more open-minded.

Dwan Carter was 17 when she wrote this story, and she later attended Spelman College.

Advisory Goal 3:

Grade:

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

8th

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

Activity/Topic: Growth Circles²⁰
30 MINUTES

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

Materials: Small sticky notes, growth circles drawn on interactive whiteboard, chalkboard or chart paper

Grouping: Whole group

Session Goal:

In this session, students will explore their comfort levels with various challenges and what needs to happen to support their growth as individuals.

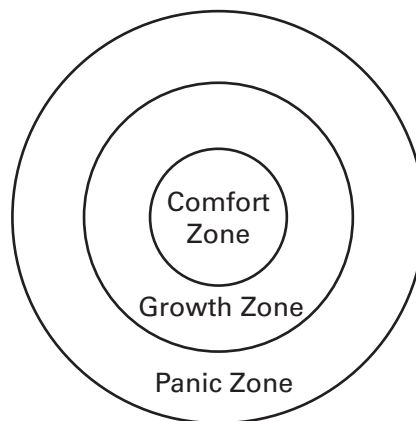
Gathering: Go-Round

Name one thing you would like to learn to do that you don't do now.

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: Growth Circles

1. Duplicate the picture of the growth circles on an interactive whiteboard, chalkboard or chart paper.



²⁰Adapted from Laurie S. Frank, *Journey Toward the Caring Classroom*. (Oklahoma: Wood 'N' Barnes Publishing & Distribution, 2004).

2. Explain to students that in today's activity they will explore their growth as individuals through challenge as well as choice.
3. Draw students' attention to the Growth Circles chart. Explain that when we are in our comfort zone each of us is in a place that is safe and secure. When we choose to challenge ourselves by stepping out of our comfort zone into the growth zone, we are open to new ideas and experiences. Although not always comfortable, this is a place for optimal learning. What we try to avoid is going beyond the growth zone into the panic zone. The panic zone is a place where learning can't take place because the threat is too great.

To help students understand this, present the example of learning how to ride a bike. Most young children do not simply hop on a two-wheel bike and take off. This would be too difficult and anxiety producing and would send them into the panic zone. They usually start with training wheels. Eventually, the training wheels become easy, and the rider moves into the comfort zone. When the training wheels come off, the rider often has an adult or older sibling holding onto the back of the bike for stability. Now back in the growth zone, the rider has more control of the bike than having training wheels, but with less support. Eventually, this too becomes easy (comfort zone), and the helping person can let go. The rider is now on his or her own and back in the growth zone, and has learned to ride a bike.

4. Model the idea of a personal growth zone by offering an example from your life. Emphasize that each person's comfort, growth and panic zones may be different.
5. Give each student a sticky note. After each question, ask students to place their sticky notes in the circle that best describes in which zone they feel they belong. Have the group observe where each student places himself or herself. Invite students to share why they placed themselves in the particular zone. During discussion, encourage students to share what needs to happen for them to move into the growth zone.
6. Ask students to remove the sticky notes for the next question. Tell them to repeat the procedure of placing the sticky notes with each question.

Suggested questions: How do you feel about ...

- Speaking in front of a large group?
- Taking a math test?
- Telling a family member that you love him or her?
- Singing solo in front of a large group?
- Singing in a choir?
- Going to a party where you don't know anyone?
- Introducing yourself to someone new?
- Confronting a friend about something he or she said or did?
- Going to high school?
- Going to a teacher for extra help outside of class?

7. If there is remaining time, ask volunteers to suggest other questions to which students can respond.

Debriefing:

- What was it like to do this activity?
- What is one new thing you learned about someone else?
- What did the activity make you realize about yourself?
- What are the benefits of challenging yourself to move into the growth zone?
- What kind of encouragement helps you step into your growth zone?

Closing: Popcorn

One way I'd like to challenge myself is ...

One type of encouragement that would help me do this 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

8th

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

Activity/Topic: Interests and Careers: Online Research²¹
35 MINUTES

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

Materials: Computer and Internet access (one per student), Career Interest Areas handout, Career Interest Tracker handout (one per student, copied back-to-back)

Grouping: Whole group, individual

Session Goal:

Students will learn what types of careers match their interests and explore the skills and education required for these careers. While acknowledging that middle school students' interests may change over time, the session intends to broaden students' knowledge about careers and provide them with information that can motivate them to set and meet short-term goals that will lead to a satisfying future.

Gathering: Pair-Share

Distribute the Career Interest Areas handout. Explain that careers can be divided into these six areas of interest. Ask each student to choose and share with a partner one career interest area that appeals to them.

Activity/Topic: Interests and Careers: Online Research

1. Ask a few volunteers to share the career interest area they chose with the rest of the advisory.
2. Acknowledge that students are still in middle school and that their interests may change over time. Emphasize that the purpose of today's session is to begin to broaden students' knowledge about careers and provide them with information that can motivate them to set and meet short-term goals that will lead to a satisfying future.
3. Explain that while students may have a particular preference for one area of interest, they may also have additional areas of interest that will inform their eventual choice of a career. With this in mind, tell them that the website they will visit today will ask them for three areas of interest in order to present them with a list of matched careers.
4. Direct students to log on to www.careerzone.ny.gov
5. Have students click on "Assess Yourself" at the top of the page, and they will see a circle of words around a darker green circle in the center of the page.

²¹Adapted from Dibner Consulting Services, (New York: 2008).

6. Point out that the six words are the same as the ones on the Career Interest Areas handout. Direct them to click on three words that describe their interests; they will see the first letters of those words on the left side of the page in the numbered circles. When they have selected these three letters, they can click on “View Occupations” in the center of the green circle.
7. Allow students to browse this page for a 1-2 minutes. Then ask them to turn over the Career Interest Areas handout to look at the Interests and Careers Tracker. Ask students to fill out the page as they explore a relevant career. Circulate and help students as needed.

Debriefing:

- What did you like or dislike about using this website?
- What was the most important or interesting thing you found out today?
- What would you still like to find out? How could you go about finding out an answer?

Closing: Whip

One career that matches my interest is ...

Collect the Interests and Careers Tracker to put in students’ advisory portfolios.



CAREER INTEREST AREAS



Career Interest Area	Description
Realistic	<p>Realistic careers frequently involve work activities that include practical, hands-on problems and solutions. They often deal with handling tools, doing mechanical tasks or athletic activities. Many of the occupations require working outside and do not involve a lot of paperwork or working closely with others.</p> <p><i>Examples: fitness trainer, firefighter</i></p>
Investigative	<p>Investigative careers frequently involve working with ideas and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.</p> <p><i>Examples: doctor, chemist, law enforcement</i></p>
Artistic	<p>Artistic careers frequently involve working with designs and patterns. They often require creativity, imagination and self-expression on projects that can be done without following a clear set of rules.</p> <p><i>Examples: writer, designer</i></p>
Social	<p>Social careers frequently involve working with, communicating with and teaching people. These occupations often involve helping or providing service to others.</p> <p><i>Examples: counselor, nurse</i></p>
Enterprising	<p>Enterprising careers frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk-taking and often deal with business.</p> <p><i>Examples: manager, educator</i></p>
Conventional	<p>Conventional careers frequently involve following set procedures and routines. These occupations require paying attention to details. Usually there is a clear line of authority to follow.</p> <p><i>Examples: banker, accountant</i></p>



CAREER INTEREST TRACKER

.....

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NAME: _____ **DATE:** _____

1. According to the Career Zone website, what are your three main interests?

1.

2.

3.

2. Select four careers you think might be a good match:

1.

2.

3.

4.

3. Select two careers that you have never heard of that you are interested in knowing more about:

5.

6.

Of these six careers listed above, select one (click on the career title) and complete this information:

- Career:
- Write a one-sentence summary of this job description:
- Write down two of the job tasks that you think you would enjoy:
 - _____
 - _____
- What is one skill listed that you already have?
- What is one skill that you need to work on?
- What is the average wage for this job? \$
- How much and what kinds of education are necessary for this job?

Advisory Goal 4:**Grade:****NOTE**

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

8th

This session is an alternative to the Interests and Careers online session.

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

Activity/Topic: Career Interest Stations²²
25 MINUTES

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

Materials: Career Interest Areas handout (one per student), Career Reflection Sheet (one per student), Career Interviews (five copies of each), career interest area station signs (realistic, investigative, artistic, social, enterprising, conventional), Ticket Out the Door (one per student)

Grouping: Whole group, pairs, small groups

Session Goal:

Students will learn what types of careers match their interests and explore the skills and education required for these careers. While acknowledging that middle school students' interests may well change over time, the session intends to broaden students' knowledge about careers and provide them with information that can motivate them to set and meet short-term goals that will lead to a satisfying future.

Gathering: Concentric Circles

- If you could make money doing whatever you wanted, what would it be?
- If you had a choice between working with people, things or numbers, what would you choose?
- What have people always told you that you are very good at?
- If you had a choice between a job using your hands, one that required you to think through complex problems or one that required communication with lots of people all day, which would you choose? Why?
- Of all the adults you know, who is doing the most interesting job?

Afterward, ask a few volunteers to share answers to one or two of the questions with the whole 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: Career Interest Stations

1. Explain to students that the purpose of today's session is to help them explore their interests and how these may connect to future career choices. Note that although students are still in middle school and their interests may change over time, this session can motivate them to set and meet short-term goals that will lead to a satisfying future.

²²Adapted from SaskNetwork <http://www.sasknetwork.ca/html/Home/Imi/occlist.htm#art> ©2009.

2. If you did the suggested gathering, explain that you would like students to keep their answers in mind as they look at six types of career interest areas; distribute the Career Interest Areas handout and review the different areas.
3. Afterward, draw students' attention to the station signs around the room: realistic, investigative, artistic, social, enterprising and conventional. Emphasize that any career is a combination of several of these areas, but today each student will choose the ONE area he or she thinks is the best match for his or her interests.
4. Explain that at each station there are one or two interviews with real people who describe careers that fall into this category. Ask students to read the interviews and choose one to respond to in writing on the Career Reflection Sheet.
5. Students should gather at their chosen categories and read the interviews individually, in pairs or in a group. Then each student completes the Career Reflection Sheet based on the information from one interview.
6. Ask a volunteer from each group to explain briefly one of the careers he or she read about to the rest of the advisory and what he or she might have in common with the person. Also have the student tell one thing he or she likes and one thing he or she dislikes about this career.

Debriefing:

- What did you like or dislike about today's activity?
- What is one new career that you read or heard about today?
- Why might it be important to explore careers that match your interests?
- What could you do to find out more about careers that match your interests?

Closing: Ticket Out the Door

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

One thing I want to know more about as a result of today's activity is ...

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

NOTE: *It is suggested that you collect the Career Reflection Sheets and the Tickets Out the Door to put in the students' advisory portfolios for future reference.*



CAREER INTEREST AREAS



Career Interest Area	Description
Realistic	<p>Realistic careers frequently involve work activities that include practical, hands-on problems and solutions. They often deal with handling tools, doing mechanical tasks or athletic activities. Many of the occupations require working outside and do not involve a lot of paperwork or working closely with others.</p> <p><i>Examples: fitness trainer, firefighter</i></p>
Investigative	<p>Investigative careers frequently involve working with ideas and require an extensive amount of thinking. These occupations can involve searching for facts and figuring out problems mentally.</p> <p><i>Examples: doctor, chemist, law enforcement</i></p>
Artistic	<p>Artistic careers frequently involve working with designs and patterns. They often require creativity, imagination and self-expression on projects that can be done without following a clear set of rules.</p> <p><i>Examples: writer, designer</i></p>
Social	<p>Social careers frequently involve working with, communicating with and teaching people. These occupations often involve helping or providing service to others.</p> <p><i>Examples: counselor, nurse</i></p>
Enterprising	<p>Enterprising careers frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk-taking and often deal with business.</p> <p><i>Examples: manager, educator</i></p>
Conventional	<p>Conventional careers frequently involve following set procedures and routines. These occupations require paying attention to details. Usually there is a clear line of authority to follow.</p> <p><i>Examples: banker, accountant</i></p>



Realistic: Environmental Technologist



My name is Troy Herring, and I'm an environmental technologist for Whitford Environment Company.

When I first started school, I really thought I wanted to be a geologist because I've always just picked up rocks.

My formal education is a diploma in Water Resources Engineering Technology. That course mostly deals with ground water quality and a lot of computer stuff. Presently I am finishing a degree in engineering.

I clean up things such as contaminated water systems. I'm making sure that the waterways that we have right now stay as pure and clean as possible. I believe that when a person leaves a place, there shouldn't be evidence left that he was there — if at all possible. And in doing so, I guess I'm trying to clean it up and leave it the way it was.

So what does my job entail? For example, if someone wants to get a loan from a bank to buy a building, the bank will have us check out the environmental status of the site. The client comes to me, and I go through a review of the history of the site. So, for example, I might find that in 1955 there was a gas station on this site and they had 300 ground storage tanks, one of which leaked 3,000 gallons of petroleum in 1958. And from there, I make my recommendation. "Probably you should slow down. Maybe go in with a drill rig and just confirm that this was cleaned up."



Realistic: Technical Analyst



My name is Shan Noyes. I'm a technical analyst with Advance Interactive Solutions, and our main focus is working with the Internet. As a technical analyst, I spend my time solving problems our customers are having with the Internet.

To be a technical analyst, you need a degree, whether it's a computer science degree or a degree in a related field.

As a technical analyst, probably one of the most important things is leadership ability. You've got to be able to get out there and have initiative to keep up with what's going on in the industry of technology. You're looking at new trends and stuff like that so you have to be able to work on your own.

You don't walk in and say, "OK. These are the tasks I'm going to do today. I'll walk in at 8 a.m. and at 5 p.m. I'm done for the day." In our jobs there may be some things you have planned to do, but if something happens on the Internet, something breaks or a customer phones with a difficulty, then our priority is to work with that customer and solve their problems, because customers are our business and without them we wouldn't have a job.

Trying to keep current is an ongoing struggle. It's up to you to keep reading stuff on the Internet, keeping up with trends that way. We also attend courses sometimes if it will help us out. As a matter of fact, I just finished three courses.

Today I walked into the office at 7 a.m. to get a few things done before we officially opened and the phone started ringing. Well, I got through everything, and the other things I had planned for the day I never did get to because a bunch of customers had a few issues that came up. So I was working on solving their problems, consulting with them and advising them how to fix the things that weren't working for them.

A typical day is customer-focused and beyond that the other thing that's consistent is change. You've got to be willing to adapt to change all the time.



Investigative: Pharmacist

My name is Darcy Scherle. I'm a community pharmacist.

I've always had an interest in the science end of education, and I enjoy working with people and found that pharmacy was a good mix of the two.

Pharmacy entails a lot of things. I imagine a lot of people think of pharmacy as mainly just going into the pharmacy and getting your medication and leaving. But basically pharmacy has changed over the years to incorporate a lot of information.

You need a lot of skills. Communication skills are probably still the number one thing, as well as the ability to work well with people, a good knowledge of your sciences and a curious mind, because you are always dealing with questions. Besides providers of medication, we've become providers of information (educating people on diseases and that type of thing).

Over the years, I've found that teamwork is the number one thing in pharmacy. As a pharmacist, in order to do your job properly, you have to have time to sit down and chat with your patient and often that's difficult in a busy situation. You have to make use of your staff (other pharmacists) so that you can coordinate your efforts to have the time to deal with your patients.

Since I've been involved in the pharmacy, probably the only thing that's stayed constant is that it is changing all the time, whether it's technology, as far as computers, or the information on new medications.

Basically, on a day-to-day basis you're dealing with patient care and patient outcomes, so you're dealing with patients coming in to get refills on their prescriptions and that sort of thing. Even when a patient is getting refills, it is important to touch base with them and see how they're doing. If it's a blood pressure medication, it is important to check and see that they're taking it on a regular basis. If it's a blood sugar medication, you chat with them regarding their blood sugar and see how they're doing.

Then you're usually dealing with questions and answers from patients as far as their medications, and also from doctors phoning in asking for some information on some particular medication.

Pharmacy itself, on a day-to-day basis, is fairly challenging, but probably the biggest thing is to remember that each person is an individual and no two situations are the same. What set of circumstances and decisions would be good for one situation doesn't necessarily follow for the next.



Artistic: Graphic Designer



My name is Mark Sexton. I'm a graphic designer.

A lot of people come to us for posters, letterhead or whatever. I can do a logo for a company and put it on a business card or I can do a large, trade show display, which can be as big as 10 feet by 10 feet.

The first thing I do is turn on the computer, and then I start designing. It's all computer-generated now. I don't take pencil to paper at all anymore. People are always looking for an image to present. You know, look around you: packaging, boxes, books, bus stops. All of them employ the skills of a graphic designer somehow. So, it's a big field, and it's growing all the time. You can make it, but you've got to persevere.

When I graduated high school, I had an artistic bent. I knew I wasn't interested in doing anything other than creating, so I went to art college. I learned how to paint and I graduated.

Then I fell into an advertising company. And through that company we bought a Macintosh, which is the industry standard computer for graphics. We all took turns learning how to use this thing. I just kind of love it. Through courses, I learned how I could create logos, manipulate photographs and do page layouts — all on the computer — which kind of grew from there. Now I find myself able to do almost anything creatively that I want using the computer.

More than experience and training in this industry, you have to have the "gift" in the first place. You have to be a creative person. If you are not a creative person — if you don't walk, sleep, eat, think, breathe creativity and art and have the appreciation for color and composition and texture — you can go ahead and buy the equipment, you can learn the programs, but you'll never be very good because you don't have an intuitive instinct to create.

You really have to exercise a lot of patience because — let's assume that you are creative and you are interested in pursuing innovative ideas and not the old standard — well, nine times out of 10, you'll be working for somebody who wants you to do something that's safe. It's been done before; it's worked time and time again, so do it just like it's been done before. You have to just swallow your pride and do it. You work as a team. You have to respect the people as well. You may not agree with what they're saying, but you've got to listen to their needs.

You have to be true to yourself. The money's not great, but I love what I do. I look forward to coming to work every day.



Artistic: Interior Decorator

My name is Linda Alberts, and I own an interior decorating service. I go right to your home or office.

I think my personality suits something like this. I think I have lots of patience. I think I have a creative mind and can visualize, which you need to have in doing this sort of business. I love working with people.

Even though I'm virtually on my own, I work with a whole team of tradespeople and other business people. Say a project involves a complete renovation or a major renovation; you have a lot of tradespeople in, and I've really been fortunate in getting working relationships with plumbers, painters and electricians. So, I call on those people, and we work as a team. Having a positive attitude is important as well because there are some bad days and you get down. And especially working more or less on your own, you think, "Why am I doing this? What have I done?" You have to be able to pull yourself out of that.

Change is a constant in this field. Things are always changing. You have to learn, be aware of what's coming on the horizon and what new trends are coming out. Also, you have to be flexible with your customers because sometimes they can change in midstream. You go into a home with them with one idea in mind and you sort of focus on that and then it may switch. So, you have to be able to make those adjustments.

I think people skills are very important in this job. I think customers will only work with someone a second time if they trust them, if they feel comfortable with them, if they're listened to, and if they're feeling that they're getting their money's worth. All those things are very important to customers, and I think strong people skills are what a person needs to have in order for a customer to feel those things.

When I'm not making appointments, I'm either working, running around, picking up, dropping off, going to the work room, checking on how orders are doing, placing orders, but ... every day is different.



Social: Physical Therapist



My name is Leslie Beck, and I'm a physical therapist.

Physical therapy is a field that appeals to me because I'm able to meet a lot of people and work with people throughout the day, as well as draw on my love of science. I have a bachelor's degree in physical therapy.

To be a successful physical therapist, it's really important to love people and to really show an interest in your patients, a love of learning (because there's always new things going on in the field), as well as a genuine interest in health care and, you know, excellence — working hard each day to do the best for your patient.

Teamwork is very important. We work quite closely with many other disciplines — nursing staff, the physicians, the occupational therapists, working with other therapists (within our own department) and all the staff within the entire hospital.

I think there are certain skills that you come to the job with. You certainly look to being a physical therapist with a team attitude, but then those skills are developed as you work with the team members — as you get to know them. Some of it is theoretical — things that you learn from school — but you certainly develop it on the job.

A typical day will usually start off in the staff room in our department, usually meeting with your other co-workers and arranging any events that you have going together. For example, if we're sharing a room or something, we might have to discuss whether it's available at a certain time. Also, spending some time with the paperwork, getting your list organized for the day — which patients you're going to see — perhaps prioritizing which patients need more attention, which patients need less, designing any teaching sessions you need to get ready for, that sort of thing. Then probably by, say, 9 o'clock in the morning, I'm off to see patients. Also, occasionally I have meetings to attend in the afternoon regarding patient care or committee work that's designed for improving patient care.

A positive attitude goes a long way for you, and you certainly get a lot more from your patients as well as your co-workers if you're exhibiting a positive attitude. We find that it's very important. It certainly makes your job a lot more enjoyable and certainly makes you a more pleasant person to work with.

The most satisfying part of my particular job right now is seeing a very sick person progress to being able to return home and be functional.



Social: Career Counselor



My name is Karen Winsor, and I work as a career counselor.

I have a Bachelor of Arts in history and psychology and a master's degree in education. I started out working as an instructor in a literacy program for adult students. Part of working as an instructor in that field was being able to do counseling with students, which led me into career counseling.

One of the most important skills is being interested in people, being able to listen to their problems and assist them in coming up with solutions. In terms of career paths, sometimes what people need is a kick-start to just help them to make decisions. It may be some questions you ask or some kinds of career self-assessments they may do, and the interpretation that may help them in terms of what choices they need to make. These skills are a very important part of being a career counselor.

To be able to think and act independently is important in this career because when you are in a one-to-one situation with a client, you need to be able to gather information from that person, make suggestions and offer options for the person to follow up.

To be successful, the first criterion is people skills. You need to like people, and you need to want to work with them. The second criterion is training. You need to learn an approach to what you are going to do and combine it with the experience. Experience is also very important because it is a great teacher.

In order to remain current in this career, you constantly need to be taking workshops, and you need to do a lot of reading.



Enterprising: Corporate Sales Manager

My name is Ken Burdon. I work for Communications and Entertainment. My job title is corporate sales manager, and I work for the communications end of the company.

I've been in sales for most of my adult life. I got into sales primarily because I enjoy working with people. I've always been able to strike up conversations with people and talk at a level that people can understand. Also, I was born and raised here, and I've made a lot of contacts in the number of years that I've lived here, so I know many people. Sales seem to come easy to me. That's a big part of why I decided to get into sales. I have a degree in business administration. That has helped me in understanding organizations, and understanding businesses and how they run.

Sales are kind of a different game though. You need to obviously know the business background, but sales are a person-to-person thing. If people don't like you, trust you or understand you, they're not going to buy from you, no matter how much you know about business. You can have a lot of education, but that doesn't necessarily make you good in the sales field.

You need to have a positive attitude, be aggressive in what you're doing and have empathy (understanding) for the customers and their needs. A big thing is honesty, integrity and sincerity. People like dealing with people that they like and they can trust.

Teamwork skills are very, very important. I can't say enough about that. If you're not willing to work in a team atmosphere with individuals that are striving for the same goals as you're striving for, the business is the one that suffers.

Being able to adapt to change, again, is extremely important. Businesses these days with downsizing and the rapid advancement of technology, all of these things have a real effect on the success of your business. It's very, very important to be able to not only change with what's happening, but in fact, constantly change yourself within the organization.

Being the corporate sales manager here, certainly I have a lot of individuals that look to me for certain guidance and things. But like I say, everybody within the organization should be leading by example. That's the way I like to look at things.

Without a doubt the most satisfying part is closing the sale and writing up the invoice and delivering the invoice. There's nothing quite like the thrill of the sale, and that's another reason why I got into this business.



Enterprising: Lawyer

My name is Margot Dynna and I'm a lawyer. I decided to become a lawyer when I was in high school. I think I was very curious about the legal system, with the laws and how they were made, and with how people resolve their disputes, whether it was in court or outside of court.

Well, lawyers do a lot of different things. I'm a courtroom lawyer, so I'm in court a lot. I generally have two very different days.

One day I would be in the office and I would be meeting with clients and I would be on the phone a lot, talking to clients or talking to people working in the court about cases and how they're proceeding. That would be one general type of day.

My other kind of day is one I spend in court, not on the phone, but I actually would be down at the courthouse in front of a judge, with my client or without my client, in the court system. So, those are the two different kinds of days that I have. I usually alternate about half the time between both of them.

I generally get into the office between 8 and 8:30 a.m. And I stay probably 'til 5 or 5:30 p.m., and I do sometimes take work home, so I'll do it in the evening, and sometimes on the weekend. But it's very flexible in that I don't have an employer who's saying what time I have to be there, or if I get a coffee break. And for days off, I don't have to ask anybody. But having said that, I'm also very much at the beck and call of my clients. You have to be there for them. It's hard to get away for a long duration of time without touching base with some of them.

The most challenging aspect would be keeping up on the different areas of the law; that would be the most challenging.

A good result is the most satisfying. A good result for your client, something that they can be happy with that meets their needs. And when that happens, you get a sense of satisfaction from having done a job well.

To get into law school you have to have a bachelor's degree. You can take anything though. You can study arts or business administration. And what I actually took was my business administration degree. Law school is an additional three-year program. I would say to be successful, you have to be well spoken and you need to be able to get your point across and that would be as a courtroom lawyer. But there are a lot of lawyers that never see the inside of a courtroom. They do real estate or corporate commercial work. They have to be very good at writing legal documents. So, different people might have different skills and end up in different areas within the law profession.



Conventional: Accountant

I am Blaine Steffan, and I'm an accountant.

I've always liked numbers. I guess that accounting has always been my area of things I wanted to do.

I help people with their tax returns. During tax season (in the spring), you have to know that you have to work long hours. It is not just a 9-to-5 job and you're finished on Friday. Lots of times we will be working on weekends. It gets pretty crazy around here, and we have a lot of people coming and going. And the work has to be done and kept up.

In addition to dealing with numbers, you also have to learn how to deal with people. There are good days and bad days. You still have to put on that smile and try to be at your best. And you are dealing with a wide variety of people.

In addition to having a bachelor's degree in accounting, I think experience is very important. Real-life situations are much different than textbook training.

There is very seldom a typical day that you can really pinpoint. As I mentioned, the phone can ring, and you're off on a totally separate topic. And that happens very frequently. But of course, you have your mental plan of what you want to do today, what you want to start on, get at and hopefully complete. Things like that. And that is what you zero in on when you get here first thing in the morning.

Let's say today I plan on finishing this one person's tax return that I'm working on, and I get that out of the way. Hopefully I don't run into any snags. And from there I get a call from another client about his return, and I need to get some more information to answer his question, so I will be going on to that as soon as I am done with the return that is spread out on my desk right now.

Satisfying the clients and keeping your workload up quite high so that you can pay the bills, that is an everyday challenge!

HOLLAND CODE PARTY STATION DESCRIPTIONS

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REALISTIC – Group R	INVESTIGATIVE – Group I
<p>Doers.</p> <p>They are...</p> <ul style="list-style-type: none"> • Practical • Physical • Like to work with their hands, tools, machines and things <p>Jobs include:</p> <ul style="list-style-type: none"> • Barber/Hairdresser • TV Camera Operator • Carpenter • Electrician • Plumber • Landscaper • Jeweler • Animal Breeder • Fitness Trainer 	<p>Thinkers.</p> <p>They enjoy...</p> <ul style="list-style-type: none"> • Working with ideas, theories and information <p>They are...</p> <ul style="list-style-type: none"> • Analytical • Intellectual • Scientific <p>Jobs include:</p> <ul style="list-style-type: none"> • Ultrasound Technician • Aerospace Engineer • Biochemist • Economist • Surgeon • Historian
ARTISTIC – Group A	SOCIAL – Group S
<p>Creators.</p> <p>They are...</p> <ul style="list-style-type: none"> • Independent • Impulsive • Creative <p>They have...</p> <ul style="list-style-type: none"> • Originality <p>Jobs include:</p> <ul style="list-style-type: none"> • Photographer • Actor/Actress • Model • News Analyst • Choreographer • Interior Designer • Graphic Designer • Hair Stylist • Cosmetologist 	<p>Helpers.</p> <p>They enjoy...</p> <ul style="list-style-type: none"> • Helping • Teaching • Inspiring <p>Jobs include:</p> <ul style="list-style-type: none"> • Teachers • Health Aide • School Counselor • Nurse • Clergy • Child-care Worker • Dental Hygienist • Social Worker

ENTERPRISING – Group E	CONVENTIONAL – Group C
<p>Persuaders.</p> <p>They are...</p> <ul style="list-style-type: none"> • Energetic • Sociable • Risk-takers <p>Jobs include:</p> <ul style="list-style-type: none"> • Insurance Sales Agent • Chief Executive • Real Estate Agent • Hotel Manager • Store Manager 	<p>Organizers.</p> <p>They enjoy being...</p> <ul style="list-style-type: none"> • Orderly • Structured • Careful • Self-Controlled <p>Jobs include:</p> <ul style="list-style-type: none"> • Secretary • Legal Assistant • Bank Clerk • Bookkeeper • Librarian • Office Manager • Proofreader • Accountant



CAREER REFLECTION SHEET



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Name: _____ Date: _____

Career Interest Area:

Career I read about:

1. One thing I have in common with the person I read about is ...

2. One thing I don't have in common with the person I read about is ...

3. One thing that I like about this career is ...

4. One thing that I don't like about this career is ...

5. One **other** career that falls into this career interest area that I might like to explore is ...

TICKET OUT

Name: _____ Date: _____

Choose **ONE** of the following to answer:

- One thing I realized as a result of today’s activity is ...
- One thing I want to know more about as a result of today’s activity is ...
- One thing I plan to do as a result of today’s activity is ...

TICKET OUT

Name: _____ Date: _____

Choose **ONE** of the following to answer:

- One thing I realized as a result of today’s activity is ...
- One thing I want to know more about as a result of today’s activity is ...
- One thing I plan to do as a result of today’s activity is ...

TICKET OUT

Name: _____ Date: _____

Choose **ONE** of the following to answer:

- One thing I realized as a result of today’s activity is ...
- One thing I want to know more about as a result of today’s activity is ...
- One thing I plan to do as a result of today’s activity is ...

Advisory Goal 4:

Grade:

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

8th

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

Activity/Topic: High School Requirements: Each One Teach One
35 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: High School Requirements: Each One Teach One Cards (one per student), High School Requirements: Each One Teach One Note-Taking Sheet, loose-leaf paper (18 pieces for game — see Activity/Topic #8), Ticket Out the Door (one per student), candy prizes (optional)

Grouping: Whole group

Session Goal:

The purpose of today's session is to provide students with information about the high school program and the requirements for graduation. Giving students access to this information as soon as possible will support a smooth transition into ninth grade and will enable them to make smart choices throughout their high school careers.

Gathering: Pair-Share

What is one thing you think you know about the high school program and graduation requirements?

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

Activity/Topic: High School Requirements: Each One Teach One

1. Explain to the students that the purpose of today's session is to provide them information about the high school program and the requirements for graduation. Emphasize that having this information now will help them make a smooth transition into ninth grade and enable them to make smart choices right from the beginning of their high school career.
2. If you did the suggested gathering, elicit and list on the board three things students think they know about the high school program. Explain to students that today's activity will help them know whether this information is accurate.
3. Explain that each student will receive one piece of information about the high school program to teach others. Hand out one High School Requirements: Each One Teach One Card to each participant on a random basis. (There are five cards so more than one student may have the same information to teach.)

4. Students should spend a few minutes reading the information on the fact card. Circulate and answer questions as needed.
5. Distribute the High School Program: Each One Teach One Note-Taking handout and review the five categories of information students are seeking to learn about. Encourage students to take brief notes (not full sentences) in order to answer each question based on what other students “teach” them. Explain that taking notes can help them remember information. Emphasize that they should pay particular attention to the numbers they hear (numbers of courses, credits or exams), because there will be a game afterward that will require them to explain what piece of information connects to each number.
6. Each student has 10 minutes to “teach” or transfer his or her knowledge verbally and individually to as many other participants as possible. Explain that there are five cards so some students will have the same cards. As a result, they should “teach” only students whose cards are different from theirs. Encourage students to explain the information in their own words rather than read from the card. Circulate around the room to help with the activity.
7. At the end of 10 minutes, collect all the Each One Teach One Cards.
8. Form small groups of three to four students and distribute nine pieces of blank paper to each group. Explain that you will write a number on the board and the groups will have 1 minute to review their notes and discuss what piece of information connects to the number. They will be asked to write their answers on a blank piece of paper and hold it up. Each team that gets the correct answer earns a point.

NOTE: *Those outside New York state can use the following handouts as a reference to create Each One Teach One Cards specific to your High School Requirements. Please double-check the answers to ensure they are accurate for your location.*

New York City Numbers and Answers:

- 44 = number of credits needed to graduate
- 8 = number of credits required in English and social studies
- 6 = number of credits required in math and science
- 4 = number of credits in physical education
- 1 = number of credits in health education or number of credits you usually earn for a semester-long course
- 2 = number of credits in a foreign language or number of credits in fine arts or number of semesters in a year or number of credits you usually earn for a yearlong course
- 5 = number of tests needed to earn a Regents Diploma.
(Give an extra point if they can identify the tests!)
- 7 = number of elective credits for a Regents Diploma
- 8 = number of tests needed to earn an Advanced Regents Diploma. (Give an extra point if they can identify the additional tests!)

Yonkers, Rochester and Buffalo Numbers and Answers:

- 22 = number of credits needed to graduate
- 4 = number of credits required in English and social studies
- 3 = number of credits required in math and science
- 2 = number of credits in physical education or number of semesters in a year
- .5 = number of credits in health education or number of credits you usually earn for a semester-long course

- 3.5 = number of elective credits
- 1 = number of credits in a foreign language or number of credits in fine arts or number of credits you usually earn for a yearlong course
- 5 = number of tests needed to earn a Regents Diploma. (Give an extra point if they can identify the tests!)
- 8 = number of tests needed to earn an Advanced Regents Diploma. (Give an extra point if they can identify the additional tests!)

Debriefing:

- What did you like or dislike about this activity?
- What information did you already know?
- What information was new or surprised you?
- What remaining questions do you have about the high school program?
How can you find answers?

Closing: Ticket Out the Door

Before this session I thought... Now I realize ...

NOTE: *It is **suggested** that you collect the Each One Teach One Note-Taking Sheets and put them in the students' advisory portfolios to be used for future reference.*



Why do credits matter? How do they work?

Credits matter because you need to earn 44 credits in order to graduate. There are two semesters in a year, and you earn credits per semester. Each course is usually one credit. For example, if you are registered for six classes a semester and each class is one credit, after completing all course requirements successfully, you will earn six credits for the semester and 12 for the year. Completing course requirements successfully means you will have to study, complete all assignments, pass tests and go to class regularly.

What are the graduation requirements for English, social studies, science and math?

All New York City high school students are required to have eight credits each in both English and social studies. In addition, a New York City graduate must have six credits each in math and science. Of the science classes, one must be a lab science, such as earth science.

What about physical education, language and the arts?

Students in New York City must also successfully complete four credits of physical education and one credit in health. New York City students are required to take two credits of a foreign language. College Board schools [reference OK?] encourage students to earn more than two credits of a foreign language because most four-year colleges and universities require two years of a foreign language for admission. Finally, students are required to take two credits of fine arts courses, which include music, chorus, dance, studio art and theater.

What are electives? Why do they matter?

An elective is a course you select from among a variety of alternatives, such as journalism, computers or psychology, depending on what each school offers. All New York City high school students are required to take seven credits of electives in order to graduate. Electives offer opportunities for students to explore subjects that are of personal interest to them.

What is the difference between a Regents Diploma and an Advanced Regents Diploma?

In New York State, most high school students are required to earn a Regents Diploma in order to graduate. A Regents Diploma is given only to students who have passed five Regents exams (the New York State exams) in the following areas: math, global history, U.S. history and government, science and English. In contrast, to earn an Advanced Regents Diploma, students must pass eight exams, which include a second lab science, a second math and a world language. Earning an Advanced Regents diploma is a great accomplishment and makes a student's college application more competitive.



YONKERS, ROCHESTER AND BUFFALO

HIGH SCHOOL PROGRAM

Each One Teach One

.....

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Why do credits matter? How do they work?

Credits matter because you need to earn 22 credits in order to graduate. There are two semesters in a year, and you earn credits per semester. Each course is usually one-half credit. For example, if you are registered for six classes a semester and each class is one-half credit, after completing all course requirements successfully, you will earn three credits for the semester and six for the year. Completing course requirements successfully means you will have to study, complete all assignments, pass tests and go to class regularly.

What are the graduation requirements for English, social studies, science and math?

All high school students are required to have four credits each in both English and social studies. In addition, a graduate must have three credits each in math and science. Of the science classes, one must be a lab science, such as earth science.

What about physical education, language and the arts?

Students must also successfully complete two credits of physical education and one-half credit in health. Students are required to take one credit of a foreign language. College Board schools [reference OK?] encourage students to earn more than two credits of a foreign language because most four-year colleges and universities require two years of a foreign language for admission. Finally, you are required to take one credit of fine arts courses, which include music, chorus, dance, studio art and theater.

What are electives? Why do they matter?

An elective is a course you select from among a variety of alternatives, such as journalism, computers or psychology, depending on what each school offers. All New York State high school students are required to take three and one-half credits of electives in order to graduate. Electives offer opportunities for students to explore subjects that are of personal interest to them.

What is the difference between a Regents Diploma and an Advanced Regents Diploma?

In New York State, most high school students are required to earn a Regents Diploma in order to graduate. A Regents Diploma is given only to students who have passed five Regents exams (the New York State exams) in the following areas: math, global history, U.S. history and government, science and English. In contrast, to earn an Advanced Regents Diploma, students must pass eight exams, which include a second lab science, a second math and a world language. Earning an Advanced Regents diploma is a great accomplishment and makes a student's college application more competitive.



HIGH SCHOOL REQUIREMENTS

Note-Taking Sheet



Name _____ Date _____

Why do credits matter? How do they work?

What are the graduation requirements for English, social studies, science and math?

What about physical education, language and the arts?

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What are electives? Why do they matter?

What is the difference between a Regents Diploma and an Advanced Regents Diploma?

TICKET OUT THE DOOR

TICKET OUT

Name: _____ Date: _____

Before this session, I thought ...

Now I realize ...

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TICKET OUT

Name: _____ Date: _____

Before this session, I thought ...

Now I realize ...

TICKET OUT

Name: _____ Date: _____

Before this session, I thought ...

Now I realize ...

Advisory Goal 4:	Grade:	NOTE
<p>To provide advisees with the resources and information necessary to make thoughtful decisions about the future</p>	<p>8th</p>	<p><i>This session is the first of two sessions and requires that your advisory group team up with a high school advisory (preferably 12th grade) for the second session.</i></p>
<p>Gathering: Fear in a Hat 10 MINUTES</p> <p>Activity/Topic: What I Really Need to Know About High School (Part One of Two) 25 MINUTES</p> <p>Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas; see Glossary) 10 MINUTES</p> <p>Materials: Index cards, chart paper for K/W/L chart</p> <p>Grouping: Whole group, pairs</p>		

Session Goal:

This session will provide an opportunity for eighth-graders to prepare for interviewing a high school student about the high school experience.

Gathering: Fear in a Hat

Advisees should write anonymously on index cards their personal fears about making the transition to high school. These should be collected and placed in a hat or other container. Each advisee then will randomly select and read someone else's fear to the group and explains why this student may be concerned about this issue and how his or her peer might feel.

NOTE: *If you are concerned about students being able to read one another's handwriting, you may want to collect the cards and read each one aloud yourself before asking individuals to comment.*

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 High School (Part One of Two)**

1. Affirm that the transition to high school, even if it is within the same building, can be intimidating. Explain that one way to cope with this feeling is to get as much information as possible beforehand. With this in mind, inform the advisory that they will have an opportunity in the next session to ask a group of high school students questions about what it's really like to be a high school student.
2. Using a K/W/L chart (see Glossary) written on chart paper or a whiteboard, ask students to brainstorm what they think they know about what it means to be a high school student. (Provide an example: You get to take elective classes.) 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 (at least two eighth-grade students and two high school students in a group). Here they will have a chance to interview high school students about their experiences. As a result, they will want to develop additional questions that will help them prepare for making a successful transition to high school.
4. Emphasize the importance of asking open versus closed questions in an interview. Explain that closed questions allow the speaker to answer with only 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 say more than a few words. Example of an open question: In what ways is high school harder than middle school?
5. Ask students to work in pairs to generate additional open questions they would like to ask high school students.
6. After 5–7 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 each question is closed or open. If closed, invite the group to make it open. Explain that you will type up all the questions and students will have these to refer to in the next session.
7. If there is remaining time, 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 why this made the interview more effective.

Debriefing:

- What was it like to express your fears about high school anonymously?
- What was one thing you learned today?
- What concerns or questions do you have about the session with the high school students?

Closing: Popcorn

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

Advisory Goal 4:	Grade:	NOTE
To provide advisees with the resources and information necessary to make thoughtful decisions about the future	8th	<i>This session is the second of two sessions and requires that your advisory group team up with a high school advisory (preferably 12th grade) for the second session.</i>
Gathering: 5 MINUTES Temperature Check (a quick way to get a sense of how individuals are feeling as they enter advisory; see Glossary)		
Activity/Topic: 25 MINUTES What I Really Need to Know About High School (Part Two of Two)		
Closing: 10 MINUTES Ticket Out the Door (a closing activity in which students reflect on their experience in the advisory session; see Glossary)		
Materials: List of questions generated in previous session (one per student), 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 eighth-graders to obtain information about high school by interviewing a high school student.

Gathering: Temperature Check

Remind students that they will be interviewing high school students today about what it's like to be a high 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 High 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 high school student. Distribute the list of interview questions students generated in the previous session. Ask them to put a check mark next to four to five questions they want to make sure they ask in their small groups.
2. After the high school students have arrived, make groups of three to four students, ensuring that there are at least two eighth-grade students in each group.

3. As a quick way for students to get to know one another, ask them to introduce themselves, identify a recorder for the group, and write down a list of things on a piece of loose-leaf paper they all have in common. You may want to give one or two examples: We all go to ___ High School. We all like ice cream. Afterward, ask each group to report how many things the students have listed. For fun, ask them to announce some of the most interesting items on their lists.
4. Explain that the eighth-grade students will now have an opportunity to interview the high school students about what it's like to be a high school student. Emphasize that the purpose of the interview is to prepare eighth-graders for what to expect once they get to high school.
5. Circulate and monitor the groups.
6. After 10 minutes, invite the eighth-graders to thank the high school students for their willingness to be interviewed today. After the high school students have left, continue with the debriefing.

Debriefing:

- What was it like to interview the high school students?
- What was easy or challenging about the interviews?
- What surprised you?
- Which of our questions from our K/W/L chart were answered?
(Add answers to the K/W/L 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

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 4:

Grade:

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

8th

Gathering: Select a Color

10 MINUTES

Activity/Topic: High School Question

30 MINUTES

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

5 MINUTES

Materials: Variety of different colored construction paper cut up into 4x4 squares, colored markers, highlighters, instructions written or displayed, five pieces of chart paper pre-labeled with High School Knowledge categories and posted in five locations in the room:

1. Academics/Classes/Teachers
2. Clubs, Sports and Activities
3. Schedule and Workload
4. Social Scene
5. School Choice Options and Choice Process

Grouping: Whole group in a circle, five small groups

Session Goal:

This session will help advisees brainstorm questions about high school and begin to clarify important questions about high school and planning for the future.

Gathering: Select a Color

1. Spread out the construction paper squares and ask students to select a color that reflects how they're feeling about the transition to high school next year.
2. Invite each student to share his or her square and why that color was selected.

Tell students: "Transitioning to high school brings up a lot of different feelings. This is natural when you're facing change. One way to navigate this transition successfully is to reflect on the questions you have about high school, so that you can get the answers you need. Today's session will help you with this."

Activity/Topic: High School Questions Carousel

1. Point out the five carousel charts you have posted around the room.
2. Explain that students will participate in a Brainstorm Carousel and review the instructions:
 - You will move in groups. (You are encouraged to talk and discuss your thinking throughout the activity.)
 - You will have 3 minutes at each chart.

- On each chart, groups should write at least two questions or identify at least two subtopics they want to learn more about.
 - At a signal each group will rotate to the right until they have visited all five charts.
 - When you get to a new chart, review the questions and topics that have already been listed and mark an asterisk (*) next to any questions you are also curious about, and then add your own.
3. Divide students into five groups, assign each group a starting poster, give each student a marker and begin.
 4. When the students have finished with the last poster, say “Stop please” and ask them to review the questions on the poster in front of them and then decide which question they want addressed first.
 5. Have one student in the group circle the agreed-upon topic or question.
 6. Invite students to return to the circle.
 7. Tell students: “The important questions you have generated are going to be our guide for the next several weeks. It might take us a while, but together we will work to uncover many, if not all, of the answers and the details you are curious about.”

Debriefing:

- Take a look at the highlighted questions/topics and pick one you feel comfortable exploring with the group.
- Ask students: “Who in our advisory knows something about this topic?”
- Students should share information with each other. Help students by providing whatever answers you can. You should encourage students to take unanswered questions to a school counselor.

Closing: Go-Round

One thing I realized or one thing I’m wondering...

NOTE: *Keep the posters and discuss a few questions each time your advisory group meets. Having students explore their future with peers is an important way to support their goals for high school and beyond.*

Advisory Portfolio

This is an ongoing collection of the advisee's work that supports the student in reflecting upon his or her academic progress, emotional/social growth and postsecondary plans. It is also a valuable resource for the adviser, who can refer to its contents during one-to-one conferences with students. The advisory portfolio follows the advisee from year to year.

Brainstorming

Brainstorming is a process for generating ideas that fosters creative thinking. The adviser proposes a topic or question and lists students' responses on the board or on chart paper. The idea is to generate the maximum number of solutions for consideration.

Guidelines for Brainstorming:

- All ideas are accepted; every idea will be written down.
- There should be no comments, either positive or negative, on any of the ideas presented.
- Say anything that comes to mind, even if it sounds silly.
- Think about what others have suggested and use those ideas to get your brain moving along new lines.
- Push for quantity — the more ideas the better.

Carousel Brainstorming

Students will rotate around the classroom in small groups, stopping at various stations for a designated amount of time. While at each station, students will activate their prior knowledge of different topics or different aspects of a single topic through conversation with peers. Ideas shared will be posted at each station for all groups to read and add additional information if necessary.

Concentric Circles

Concentric circles give students a chance to share with a variety of partners. Divide students into two equal groups. Ask one group to form a circle facing outward. Then ask the other group to form a second circle around that one, facing inward. Each person in the inner circle should be facing a partner in the outer circle. Tell students that they will each have about 45 seconds to share with their partners their responses to a question you will pose. All pairs of partners will speak simultaneously. Identify whether the inside partners or the outside partners will speak first. After the first partner has had a chance to share, signal that the other partner should begin speaking. When both partners have answered the question, ask students to move one, two or three spaces to the right, and pose another question to the group. Have students change partners for each new question.

Closing

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

Guidelines for Closings:

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

Debriefing

The debriefing is the part of the session plan that provides students an opportunity to reflect on the activity. A debriefing is a series of questions that encourages and offers practice in critical thinking, responsibility and communication. The suggested time for the activity includes the debriefing component of the session.

Fist to Five

This is a protocol for silently and quickly responding to a question or giving feedback on a statement. When someone wants to indicate a strong, positive response or strong agreement to a statement, he or she holds out his or her hand with five fingers spread. In contrast, holding out a fist indicates a strong negative, a low response or a strong disagreement with the statement. All the numbers/fingers in-between offer a range for responding. With adolescents, it is always important to point out that they need to use their thumbs for a number 1. Thumb and pointer finger equal a 2, etc.

Gallery Walk

Students perform a gallery walk when they walk around a classroom or other space and view work displayed by other students.

Gathering

The gathering is a short exercise that brings everyone together at the beginning of an advisory group session and marks the transition from the rest of the day to advisory time. It provides a structure for listening and speaking in ways that demonstrate and offer practice in respect, understanding and empathy. Everyone is acknowledged and invited to share, although there is the option to pass. Gatherings are often centered on questions but can also be short exercises like a name game. The gatherings in this curriculum are usually connected to the topic of the session plan. Advisers may want to substitute gatherings they do regularly in advisory that are unconnected to the activity.

Guidelines for Gatherings:

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

Go-Round

In a go-round, students take turns responding to a question or prompt, going around the room. A person has the right to pass when it's his or her turn to speak. After most students have spoken, you can go back to those who passed to see if they want to say something now.

K/W/L Chart

This three-column organizer/chart is used to record students' prior knowledge and questions about a topic as well as what they've learned about the topic. In the first column, the facilitator writes down everything students **know** or think they know about the topic. In the second column, she or he writes down what students **want** to know about the topic.

NOTE: *Questions can also be added to this column based upon information students could not agree on putting in the first column.*

The last column is reserved for recording what students' have **learned** after engaging in an activity on the topic.

K	W	L
<i>What I know...</i>	<i>What I want to know...</i>	<i>What I have learned...</i>

Meet and Greet

At the start of every advisory session, the adviser will greet each student by name at the door with a handshake/high five, etc. The Meet and Greet is a ritual that allows each student to feel known and acknowledged, and builds the relationship between adviser and advisee.

Microlab

As the name suggests, a microlab is a kind of laboratory where participants can examine their own and others' experiences in the intimacy of a small group. It is designed to maximize personal sharing and active listening. In groups of three or four, students take turns responding to questions. Each person has a specified period of time to respond. When one student is speaking, other students should not interrupt or ask questions and should give the speaker their full attention.

Opinion Continuum

This technique allows students to express their own attitudes and opinions, and most important, to realize that it is OK to hold a different opinion from others in the class. To begin activities using this technique, a line is drawn on the board or students are asked to imagine a line on the floor with "Strongly Agree" at one end, "Strongly Disagree" at the other and "Unsure" in the middle (or other words to generate opinions). The teacher reads a statement and students position themselves along the line to indicate their opinions. Students can then be invited to explain their positions.

Pair-Share

This technique enables multiple, simultaneous conversations among students, rather than a one-way conversation between the adviser and the group. Students share responses in one of two ways:

1. One student focuses on practicing listening skills while the other partner speaks, then partners switch roles.
2. Students engage in an informal, back-and-forth dialogue.

Popcorn

In this technique, a set amount of time (usually about 5 minutes) is allotted for the whole group to share ideas on a topic. The sharing is a "popcorn," meaning that rather than going around a circle one by one, students are welcome to voice their opinions in a random order. There is no pressure for students to share if they don't want to.

Rotating Interviewer

Ask students to help you move the chairs into two rows facing one another. Students will sit in row A or B, so that each student has a partner. (If there are an uneven number of students, the adviser can join the activity.) Distribute index cards with questions on them. Explain that the interviewers will have an opportunity to ask the facing students the first question. Tell students that the activity will begin with all the students in Row A asking their questions and listening to their partners respond for 30 seconds. Afterward, you will call B, and all the students in this row will ask their questions and listen while their partners respond for 30 seconds. After the 1 minute sharing, the student on the end of Row A will stand and move to the opposite end of this row, and each person in Row A will move down one place so that everyone faces a new partner. Repeat the process for additional rounds, as time allows.

Rotation Stations

This technique allows students to brainstorm responses to a series of questions in a small group. Write questions on large sheets of chart paper. Post the questions in different areas around the room. Divide the class into groups of three or four, and ask each group to stand at one of the stations. Give each group 2 minutes to brainstorm two or three responses to the question or problem. Students can write their responses on the paper. Then ask each group to move to the next station and respond to another question.

S.M.A.R.T. Goal

S.M.A.R.T. is an acronym used to describe a goal that has built-in steps for planning. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**ction-bound, **R**ealistic and **T**ime-bound.

Talking Totem

The talking totem is an instrument passed around from member to member allowing only the person holding the instrument to speak. This enables all those present to be heard, especially those who may be shy; consensus can force the stick to move along to assure that the “long winded” don’t dominate the discussion; and the person holding the stick may allow others to interject.

Temperature Check

As a gathering, this strategy is a quick way to get a sense of how students are feeling as they enter advisory. Example: “Using a scale of 1 to 10 (1 = terrible and 10 = terrific), how is your day going?” Alternatively, you can ask students to respond using a color or a weather report. Example: Bright and sunny now with a 30 percent chance of thundershowers.” As a closing, a temperature check is a quick way to find out individuals’ responses to an activity. Example: “Using a scale of 1 to 10 (1 = terrible and 10 = terrific), how do you feel about today’s activity?”

Ticket Out the Door

A Ticket Out the Door is used as a closing activity in which students reflect on their experience in the advisory session by responding to a question or prompt in writing and handing this to the adviser on the way out. The Ticket Out the Door helps the adviser get a sense from the group that will help shape future sessions.

Whip

A whip is a positive, incomplete statement that is completed in turn by each person in a circle. It goes quickly with each person responding with one word or a short phrase. Example: I wish someone would invent ...

Positive Connections Through Gatherings

Gatherings are short exercises that bring everyone together at the beginning of an advisory group session and mark the transition from the rest of the day to advisory time. They provide a structure for listening and speaking in ways that demonstrate and offer practice in respect, understanding and empathy. Everyone is acknowledged and invited to share stories, responses to interesting questions, appreciations, or reflections about what's happening in their lives. This format creates a powerful opportunity to know others and be known. The invitation to express one's thoughts and feelings strengthens the perception that everyone is important and everyone has something important to say. Gatherings usually take 5 to 10 minutes.

Guidelines for Gatherings:

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

Build from exercises that are easy and safe (name games, group BINGO-type games, sharing summer stories) to exercises that encourage more bonding (peer interviews, sharing stories of family culture and heritage, compiling hopes and goals for the year). Everyone wants to be known and feel welcome, so the initial "too-cool-to-play" attitude usually subsides quickly. These experiences will be especially important for curtailing cliques and isolation.

ACTIVITY: Are you more like ...?

Cognitive Goals:

1. To understand the meaning and explore the impact of metaphors.
2. To move from the concrete to the abstract in understanding relationships of seemingly different objects.

Affective Goals:

1. To examine advisees' understandings, attitudes and values that lead to their choice of preferred metaphors.
2. To gain a clearer understanding of how members of the advisory perceive themselves and their relationships to the others.

Directions:

1. Ask all participants to stand up in the center of the classroom. Explain that they will be asked to decide if they are more like one object/noun or another on the continuum, with one object/noun on the left side of the room and the other on the right side of the room. **In other words, on one end of the continuum will be one object or noun, and on the other end of the continuum will be a second.**

Sample question: "Are you more like a dog or a cat?"

Here's the continuum: **Dog** \longleftrightarrow **Cat**

From the left to the right of the classroom, participants should stand where they feel they belong on the continuum. Are they more like a dog or a cat or somewhere near the middle? Students who place themselves in the middle of the continuum communicate that they either share the values or meanings of both objects/nouns or of neither of them. Once participants have located themselves in the appropriate place on the continuum, ask them to:

- a. Look where they are in relation to others.
 - b. Think about why they chose to stand where they are.
 - c. Consider what their location on the line says about each of them.
2. Next, if you feel like the group is ready, ask participants to explain why they chose to stand where they have. Why is each person more like one animal than the other or somewhere in between? Ideally, this will help participants self-disclose in a nonthreatening manner. After this first exercise, continue to create contrasts for students to consider. Over time, the comparisons can become increasingly abstract. Here are a few ideas:

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

ACTIVITY: Concentric Circles

Directions:

1. Divide students into two equal size groups.
2. Ask one group to form a circle facing outward.
3. Then ask the other group to form a second circle around that one, facing inward. Each person in the inner circle should be facing a partner in the outer circle.
4. Tell students that they will each have about 45 seconds to share with their partners their responses to a question you will pose.
5. All pairs of partners will speak simultaneously. Identify whether the inside partners or the outside partners will speak first. After the first partner has had a chance to share, signal that the other partner should begin speaking.
6. When both partners have answered the question, ask the outside circle to move one, two or three spaces to the right, and pose another question to the group.
7. Have the outside circle move and change partners for each new question.

ACTIVITY: Forced Choice

Directions:

1. Begin with a simple forced-choice activity to get the students up and moving while they consider their options. Have students stand up and move to one side of the room or the other depending on their choice.
2. Ask students, would you rather
 - go to a sports event or go to a museum? make something or do something?
 - go to the mall or go to the library? go to the movies or rent a movie?
 - do something outdoors or indoors? eat or sleep?

ACTIVITY: Go-Rounds**Directions:**

1. Ask students to sit in an arrangement where they can all see one another.
2. Introduce the Go-Round topic in the form of a statement or question.
3. Students then take turns responding, going around the room. A person always has the right to pass when it's his or her turn to speak.
4. After most students have spoken, you can go back to those who passed to provide them a second opportunity to speak.

NOTE: *Topics should be ones that all students can comment on without feeling vulnerable, embarrassed or defensive.*

Variations:

If you don't feel you have enough time for everyone to speak during one advisory period, introduce variations where some, but not all, students will get the opportunity to speak.

- Set the timer for 5 to 7 minutes, and invite anyone who wants to share to speak to the statement or question.
- Invite half the group to speak on one day and the other half to speak on the next day.
- Invite students to speak to the statement or question on the basis of a specific category: everyone who's wearing glasses; everyone who ate breakfast this morning; everyone who's wearing black; girls only or boys only; anyone whose last name ends in F through P, etc.
- Limit responses to the first 10 students who volunteer.

However you choose to mix it up, be sure that everyone gets a chance to speak at some point during the week.

ACTIVITY: Group Feelings Check-in**Directions:**

1. Pass out markers and 5" x 8" blank index cards.
2. Invite each student to write on his or her index card in large letters one word that describes how he/she is feeling right now.
3. Then ask students to hold up their cards and look at the range of responses in the room.
4. Point out that people seldom bring the same exact feelings to an experience or situation. And that's OK. We need to recognize that we're at different places and then do what we can to get ready and focused.
5. Invite students to share why they wrote down their particular words.

ACTIVITY: Pick a Color that Reflects ...**Directions:**

1. Cut up a large quantity of 4" x 4" construction paper squares in a wide variety of colors. Be sure to include colors that are light and dark, intense and muted. Ask each student to choose a color that reflects:
 - how you're feeling today
 - how you're feeling about your ACADEMIC progress right now
 - your idea of _____ (i.e., core school values and expectations)
 - your feelings about the coming week/the weekend
 - your thoughts/feelings about _____

2. Either in the large group or in smaller groups of five or six, have students share the colors they chose and why they chose them.

ACTIVITY: Pick an Object ... Card ... Photo

Directions:

Create a set of photos or cards or collect a set of objects and toys to use for gatherings with this instruction:

Pick a card or object that reflects ...

- the best thing you bring to the group
- your big hope for the future
- your best asset in a job or college interview
- the biggest annoyance in your life right now
- the biggest challenge in your life right now
- what you need from the group to do your best thinking today
- the one big thing you hope to accomplish this week
- your best quality that you bring to a friendship
- one thing you like about _____
- your idea of _____

ACTIVITY: Recent Experience

Directions:

1. What was the most interesting/unusual/relaxing thing you did over the weekend/vacation/summer?
2. Insert your choice of adjectives and time frames.

Framing the question carefully can help to avoid competition and self-consciousness about finances and travel.

ACTIVITY: Silent and Talking Lineups

Directions:

- **Silent:** Ask everyone to line up silently according to ...
 - Your birthday (January on the left ⇒ December on the right)
 - How many siblings you have (0 on the left ⇒ increasing in number to the right)
 - First or last names in alphabetical order (A on the left ⇒ Z on the right)
 - Your favorite color in alphabetical order (A on the left ⇒ Z on the right)
- **Talking:** Ask everyone to talk with one another to line up according to ...
 - How far you live from school (closest on the left ⇒ farthest away on the right)
 - Where you were born (closest on the left ⇒ farthest away on the right)

When everyone is in place, ask everyone to recite their response quickly (Whip fashion).

ACTIVITY: Unpacking a Sensory Memory

This simple, elegant activity creates powerful connections within the group.

Directions:

1. Invite students to share a sensory memory from their past that took place in a very particular setting they can remember like a photograph or painting; included friends or family members; and involved an event or activity that evokes particular sounds, tastes, smells or tactile experiences.

2. One person shares his or her memory and the next person states one brief sentence that captures the previous person's memory and then shares his or her own sensory memory.

ACTIVITY: Whip

Directions:

A whip is a positive, incomplete statement that is completed in turn by each person in a circle. It goes quickly with each person responding with *one word or a short phrase*.

Some possible whips are:

- Something I'm good at that ends with "-ing"
- I hate to spend time ...
- If you could trade places for one week with anyone currently living, who would it be?
- If you could invite one famous person to have dinner with you and your best friend, who would you choose?
- I wish someone would invent ...
- The best ice cream flavor is ...
- My favorite word is ...
- My least favorite word is...
- One job I would never like to do is ...
- My favorite time of day is ...

GROUP SHARING PROMPTS: Low-Risk, Fun, Favorites and a Light Touch

- The most boring thing in my life right now is ...
- The most exciting thing in my life right now is ...
- The worst thing about being a teenager is ...
- The best thing about being a teenager is ...
- Three things I love to do with my friends are ...
- My favorite _____ is...
 - music group
 - TV show
 - website
 - athlete
 - radio station
 - food
 - flavor
 - smell
 - movie
 - clothes designer
 - personal possession
 - place
 - street
 - natural setting
 - city
 - building
 - color
- What's one place you would like to visit in your lifetime? Why do you want to go there?
- If you had to eat the same meal every day for a month, what would it be?
- What's one thing you would like to change about your neighborhood that would make it a better place to live?
- What's your favorite holiday of the year? What makes this holiday your favorite?
- If you were a TV reporter right now, what story would you want to investigate?
- So far this year, who is the character you've read about with whom you identify the most?

- If you were a scientist, what problem would you most like to explore and solve?
- What century would you most like to live in if you were not growing up in the 21st century?
- If you were given \$500 today what would you do with it?
- What movie is worth watching 20 times?
- Who are you listening to currently in music?
- What are you reading? Any recommendations?
- What three toys should every child get to play with? Why?
- Who is a sports figure, musician or artist who embodies perfection in pursuit of her or his craft or discipline?
- The perfect meal is ...
- A perfect day would include ...
- The perfect dress or outfit is ...
- The perfect boyfriend/girlfriend is ...
- The best car on the market is ...
- If you weren't in school, what do you think you would be doing today/this week?
- Who gets more respect at school — females or males?
- If you were a teacher, how would you keep students your age interested in learning?
- How much of a friend do you think teachers should be with their students?
- Would you rather be rich, famous or happy?
- What is the most unusual sandwich you have ever made?
- What are two ways you think you'll change in the next five years?
- Who has it easier today — girls or boys?
- What is a childhood toy you will probably never outgrow?
- If you were a chair, what kind of chair would you choose to be? Why?

GROUP SHARING PROMPTS: Personal Disclosure, Family/Friends/Growing Up

- Something I think about all the time is ...
- Something I worry about is ...
- I make my family proud when I ...
- Something I do outside of school that is very important in my life is ...
- Does it get easier or more difficult to make friends as you get older?
- One thing I can teach others to do is ...
- What is a difficult decision you had to deal with lately? What made it difficult?
- Is belonging to the "right" group in school important to you? Why or why not?
- What would make life easier for someone your age? Why?
- How do you decide whether something is right or wrong?
- What is a "burning" question you wish you had the answer to right now? Why?
- Do you need more or fewer events and drama in your life right now? Why?
- What would have to happen for you to be completely happy? Why?
- How do you know when you're grown up?
- One thing my family expects of me is to ...
- One thing that makes my family special/different/fun is ...

CLOSINGS

Positive Connections Through Closings

Closing activities provide a way to conclude the time the group has spent together and send them off at the end of advisory, the end of the week or the end of the semester. Like gatherings, closings create opportunities for every student to be heard. Where gatherings focus mostly on sharing personal stories and reflections, closings provide an excellent vehicle for students to give feedback on what they've experienced during the session or week, communicate what they've been learning, and assess their progress and personal development. The adviser can get a quick sense from the group that helps shape advisory topics and activities and even guides connections and conferencing with individual advisees.

Guidelines for Closings:

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

ACTIVITY: Acts of Kindness

Directions:

1. Have students brainstorm about specific acts of kindness that they might do for one another, their teachers and administrators or other school personnel. For example: holding the door open for someone, complimenting someone, cleaning up the table in the cafeteria, saying "please" and "thank you," etc.
2. Challenge everyone to engage in an "act of kindness" before the next advisory session.

ACTIVITY: Appreciations

Directions:

Close the advisory session by asking students to complete the sentence stem "I appreciate..." and share something they've appreciated about another student, an adult, an event, a class, an activity, etc. during the week.

ACTIVITY: Closing Go-Rounds

This is the same format as Gathering Go-Rounds.

ACTIVITY: Highs and Lows

Directions:

Share one high and one low for the week. Alternatively can be called Roses and Thorns.

MATERIALS

Advisory sessions are enhanced if instructional materials are readily available. These include but are certainly not limited to:

- “Garbage” items: egg cartons, string, paper towel rolls, newspapers
- 8 ½ x 11 paper
- Balloons
- Beach balls
- Butcher paper
- Chart paper
- Clipboards
- Color pencils
- Crayons
- Glitter
- Glue
- Highlighters
- Indelible markers
- Index cards (various sizes and colors)
- Markers
- Masking tape
- Pencils
- Pens
- Poster board (various sizes and colors)
- Rubber bands (various sizes)
- Scissors
- Scotch tape
- Soft toys, balls, beanbags
- Sticky notes (various sizes and colors)
- Straws
- String or yarn
- Timer

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