



ADVISORY

Session Guides

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

10th
GRADE

The College Board

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Tenth 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

10th

*This session should occur **before** the first individual academic conferences in **newly formed** advisories.*

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

SCENARIOS

Scenario #1:

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.

- a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, other students)
- b) What might Student #2 do instead if he or she has questions about the activity?

Scenario #2:

Student #1 is conferencing with his or her adviser. Student #2 finishes the reflection sheet and begins talking to Student #3.

- a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, student #3, other students)
- b) What might Student #2 do instead when he or she finishes the reflection sheet?

Scenario #3:

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.

- a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, other students)
- b) What might Student #2 do instead if he or she needs to use the bathroom?

Scenario #4:

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

- a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, other students)
- b) What might Student #2 do instead if he or she needs to use 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	10th	<i>This session should occur when students receive their report cards. Schools will vary in the number of report cards issued during the school year. School-level advisory committees will format the number of sessions individual schools will hold for these individual academic sessions.</i>
<p>Gathering: Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary) 1 MINUTE</p>		
<p>Activity/Topic: Individual Academic Conferencing 43 MINUTES</p> <p>NOTE: <i>This session will take two periods.</i></p>		
<p>Closing: Advisees turn in Student Reflection Forms and S.M.A.R.T. Goal Worksheets 2 MINUTES</p>		
<p>Materials: Academic Advisement Protocol Sheets (for adviser’s use, one per student); What To Do When You’re Done list, written on board (see p. 8); list of students to conference with, written on board; timer; report cards; Choose from the following student reflection forms (one per student): Report Card Reflection, End of Marking Period Self-Reflection, My Political Survival Guide or Work Habits Questionnaire, S.M.A.R.T. Goal Example and Worksheet (copied back-to-back, one per student), S.M.A.R.T. Goal Worksheets from previous marking periods</p>		
<p>Grouping: Whole group, individual</p>		

Session Goal:

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

Gathering: Fist to Five

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

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

Activity/Topic: Individual Academic Conferencing

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

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

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

Closing:

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

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

WHAT TO DO WHEN YOU'RE DONE

Suggestions

- Homework
- Brainteasers

Resources include:

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

- Journaling

Resources include:

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

- Silent reading
- Board or card games



ACADEMIC ADVISEMENT PROTOCOL SHEET

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Report Card Review for _____ Date _____

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

Report Card: Trends and Opportunities

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

Which course do you think needs more attention?

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

Report Card: Trends and Opportunities

Who do you consider a support for you in school?

Support Person	How does this person help you?

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

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

If yes, my action plan is ...

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

Person/Organization	How do they help you?

Red Flags

Let's look at some attendance data ...

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

(Conversation/action plan as appropriate)

Is there anything I can do to help you?

If yes, my action plan is ...

Follow Up:

Issue	Specific Student Actions	Specific Adviser Actions

REPORT CARD REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

Summary and Reflection:

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

How do you know this? _____

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

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

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

Course: _____

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

END OF MARKING PERIOD SELF-REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

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

Course: _____

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

MY POLITICAL SURVIVAL GUIDE

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

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

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

Course: _____

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

WORK HABITS QUESTIONNAIRE

Name _____ Date _____

Adviser _____ Marking Period _____

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

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

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

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

What is one course you are feeling most proud of?

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

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

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

What work habits could you strengthen in this course?

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

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

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

EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course Science

My goal is: Study for my science unit test

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

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

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

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

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

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

Goal Review: _____ Date: _____

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

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

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Name: _____ Date: _____

Course _____

My goal is: _____

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

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

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

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

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

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

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

I will...

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

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

Goal Review: _____ Date: _____

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



ADVISORY GOAL 2

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

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

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

10th

This session is intended as an orientation session for advisories in which most of the students are returning and are familiar with advisory.

Gathering: Food for Thought

10 MINUTES

Activity/Topic: Returning Advisory Orientation: Jump-Starting Advisory¹

33 MINUTES

Closing: Signing the Group Agreements

2 MINUTES

Materials: Chart paper titled Jump-Starting Advisory, sticky notes (two different colors — enough of each color for each student)**Grouping:** Whole group**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

10th

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.

Gathering: Entrance Procedure and Rotating Interviewer (a procedure in which students form two facing rows and ask and respond to questions; see Glossary)
20 MINUTES

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

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

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:**

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

10th

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

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

Closing: Signing of Group Agreements
5 MINUTES

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

Grouping: Whole group

Session Goal:

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

Gathering: Suggestion Box Go-Round

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

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

1. Have a student remind the group in his or her own words the purpose of advisory and some of the things the group was looking forward to at their last session.

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

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

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

7. Ask if there are any agreements students feel should be added or omitted. Make sure to include any important ones you feel may have been missed.
8. Ask students, "Are there any objections to the agreements as they stand now? If you still have a strong concern or objection, it's important to bring it up now, and we can address it before we move on." If there are no other objections, ask, "Are these group agreements good enough for right now so that you can support them and use them during our time together? I will ask each of you to say 'Yes' or 'No.'"

Debriefing:

- Which group agreement do you think you will be able to help your advisory keep?
- Which group agreement is challenging and you must commit to working hard to keep?
- What should the group do if they find they aren't following the agreements?

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

Closing: Signing the Group Agreements

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

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

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

Advisory Goal 2:**Grade:**

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

10th**Gathering:** Weather Report

5 MINUTES

Activity/Topic: Student Voice and Choice Protocol

35 MINUTES

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

5 MINUTES

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

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

Gathering: Weather Report

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

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

Activity/Topic: Student Voice and Choice Protocol

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

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

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

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

Debriefing:

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

Closing: Popcorn

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

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

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

WORDS TO DESCRIBE MY EXPERIENCE IN ADVISORY TODAY

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

POSSIBLE HOT TOPICS FOR TEENS

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

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

Hot Topic Questions:

Family

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

Friends

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

School

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

Relationships

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

Future

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

All About Me

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

Miscellaneous

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

Advisory Goal 2:

Grade:

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

10th

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

Activity/Topic: Team Building: Who's Going to the Concert?³
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: Who's Going to the Concert? handout cut into strips (one strip per student)

Grouping: Whole group

Session Goal:

This session will promote team building through problem solving.

Gathering: Go-Round

Three things I love to do with my friends are ...

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: Who's Going to the Concert?

1. Explain to students that you are presenting a problem-solving activity today. The exercise will challenge the group to work together to solve the problem.
2. Give one statement to each student. There are 19 statements, so if you have fewer than 19 students, you can give some students two strips (with unrelated information). Alternatively, you may want to ask some students to take notes on what they hear and what they observe during the activity.
3. Tell students: "Each of you has a strip of paper with information on it. You can read your statement out loud, but you can't show it to others and you can't trade it. As a group, decide what the problem is, and then solve it." Emphasize that you will not provide any more information than what is on the strips — not even by telling them what the problem is that they have to solve.
4. Afterward, debrief the activity thoroughly. If there were any observers, ask them to share what they noticed and then ask the whole group to comment on the debriefing questions.

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

Debriefing:

- How did this activity work for you? What made it fun, challenging, frustrating, etc.? What strategies did you use to solve the problem?
- How would you have changed this activity?
- What behaviors helped or hindered you as you were solving the problem?
- Can you describe a turning point when you figured out a process to solve the problem? When did it happen?
- How did leadership emerge in the group? What other particularly helpful roles emerged? Name three positive behaviors that helped the group accomplish its goal.

Closing: Go-Round

What's one thing you can take away from today's activity that you can apply to your life?

WHO'S GOING TO THE CONCERT?

Answers: Juan, Terrell, Alex, Justin, Abdul, Luis, Kevin, Ashley and Kim

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Who will be going to the concert?
The concert takes place this coming Saturday night.
After being given a free ticket to the concert, Juan has decided to go.
James, Keisha and Anthony are good friends; they've agreed never to go to a concert unless all three of them can go together.
Jazmin will be going to the concert as long as she doesn't have to babysit that night. She babysits Juan's little brother on Friday or Saturday every week.
Jennifer is new in town. She knows only one person, her next-door neighbor, Rachel. Jennifer will go if Rachel goes.
Terrell doesn't really like pop music, but he's good friends with Alex; so if Alex goes, Terrell will go.
Alex got a poor grade on his last biology lab and he can't go to the concert unless someone can help him understand genetics and prepare for the next exam.
Justin wants Alex to go to the concert, since they're good friends. Justin is a science whiz. He will tutor Alex in genetics.
Michael has a 10 p.m. curfew on weeknights and a midnight curfew on weekends.
The concert is scheduled from 9:30 p.m. to 12:30 a.m.
Abdul can go to the concert if an adult drives them and picks them up.
Luis' mother will drive Luis to the concert and will volunteer to give other kids a ride.
James, Keisha and Anthony have pooled all of their money, but they still don't have enough for three tickets.
Rachel just bought a new phone and doesn't have enough money for a concert ticket.
Kevin had an argument with Ashley, and Ashley stomped off without resolving it. Kevin won't go to the concert unless Ashley apologizes.
Ashley feels bad about leaving after she got mad at Kevin. Ashley's decided to call Kevin and apologize.
Juan's family needs Jazmin to babysit this Saturday night.
Kim will go if the group is fewer than 10 people. She doesn't like big groups because there's always a conflict.

Advisory Goal 2:**Grade:**

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

10th

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: Egg Drop
35 MINUTES

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

Materials: Fresh eggs (one for each group), 25 straws and six feet of masking tape for each group, garbage bags (for placing on floor for egg drop test), tape measure

Grouping: Whole group, triads, quads

Session Goal:

This session will promote team building through problem solving.

Gathering: Whip

Choose one of the following statements:

I wish someone would invent ...

If I could have any one superpower, it would be ...

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: Egg Drop

1. Explain to students that you will present a team-building activity that will challenge them to work together to solve a problem.
2. Break your advisory into small groups of three to four students.
3. Give each group these materials: one egg, 25 straws and six feet of masking tape.
4. Explain to the groups that they will have 30 minutes to assemble a structure to keep the egg from breaking when dropped from a height of eight feet. They may **ONLY** use the materials provided to them.
5. After 30 minutes, the groups must stop working. You will then drop each egg structure from a height of eight feet while the entire advisory observes the results.

NOTE: *You must protect the floor where you are dropping the eggs! Use layers of newspaper or plastic bags. If it's nice outside, you can take your group outdoors to drop the eggs. You should cover or protect the landing surface outside as well to avoid an "eggy" mess.*

Debriefing:

- What did you observe about how your group worked together? What was easy to do? What was hard? What did your teammates do or say that helped your team be successful? Is there anything you could have done that would have helped your group be more effective as a team?
- What behaviors helped or hindered your work as a group?
- How would you describe the role you played? What would you personally do differently next time if you were involved in a similar activity?
- When would it be helpful to remember this experience?

Closing: Temperature Check

On a scale of 1 to 10, how would you rate today's advisory session?

Advisory Goal 2:

Grade:

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

10th

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

Activity/Topic: Team Building: Life Lines⁴
30 MINUTES

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

Materials: Blank paper/loose-leaf (one per student), chart paper (one per student), colored markers, adviser's own Life Line (visual presentation of his or her life with significant events — see Activity/Topic #3)

Grouping: Whole group, pairs, individual

Session Goal:

This session will provide an opportunity for students to reflect on significant events in their lives and encourage team building as students share these events with one another.

Gathering: Go-Round

“When I was young, I thought that ..., but now that I’m older, I see that ...”

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: Life Lines

1. Explain to students that today’s activity is an opportunity for them to reflect on significant events in their lives and to continue to develop relationships with one another through the sharing of these events.
2. Ask students to brainstorm on blank paper five to seven significant events from their lives. They should list only events they are willing to share with the group. (Examples might include moving to a new neighborhood or town, breaking an arm or a leg, meeting a friend, graduating from grade school, losing a relative or friend.) Emphasize that this step is just about brainstorming and getting their ideas down on paper. Model this by writing and explaining significant events from your own life on the board.
3. Give each student a piece of chart paper and colored markers. Ask students to make visual representations of their significant events. Have each student draw a line (straight, winding or circular), and then along this line draw symbols (no text) to depict his or her significant events in chronological order.

⁴Adapted from Stanley Pollack & Mary Fusoni, *Moving Beyond Icebreakers* (Massachusetts: Center for Teen Empowerment, 2005).

4. Students should indicate the year each event occurred. Sample symbols might include: a moving truck = moving, a bone with a crack through it = a broken bone, a diploma = graduation, a tombstone = death, etc. Model by showing students your own Life Line with drawings. Allow 10 minutes for this task. Circulate and confer with students as needed.
5. When students are finished, assign pairs of students to discuss their Life Lines. Alternatively and depending on time as well as the comfort level of the group, ask the whole group to share, with each student talking about one or two events. Remind students to share only what they are comfortable sharing. Tell students they can pass if they wish.

Debriefing:

- What was it like to create a Life Line?
- What was finding out about your partner's life like?
- What do you have in common with someone?
- What are some obstacles that people have had to overcome to get to where they are today?
- What is an event you would like to see on your Life Line five years from now? 10 years from now?

Closing: Popcorn

Ask students to complete the following sentence stem: "I appreciate _____ (insert student's name) and how she or he _____ (something you've appreciated about that student during today's session)."

NOTE: *The adviser should model this closing for the students.*

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	10th	<i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i>
Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part One of Three) 35 MINUTES		
Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary) 5 MINUTES		
Materials: Access to at least one computer and an LCD projector, College Door Research Worksheet (one per student)		
Grouping: Whole group, pairs, triads		

Session Goal:

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

Gathering: Whip

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

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

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

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

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

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

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

Debriefing:

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

Closing: Popcorn

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

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

COLLEGE DOOR RESEARCH

Name _____ College _____

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

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

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	10th	<i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i>
Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part Two of Three) 35 MINUTES		
Closing: Clean Up 5 MINUTES		
Materials: College Door Research Sheet from previous session, tape, construction paper, butcher paper, markers, access to one computer and printer (suggested)		
Grouping: Whole group, pairs		

Session Goal:

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

Gathering: Whip

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

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

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

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

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

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

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

Debriefing:

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

Closing: Clean Up

Ask students to clean up and put all supplies away.

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

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

10th

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.

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

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

Closing: Gallery Walk (an activity in which students walk around the classroom to view work displayed by other students; see Glossary)
5 MINUTES

Materials: Tape, construction paper, scissors, markers, butcher paper

Grouping: Whole group, individual

Session Goal:

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

Gathering: Temperature Check

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

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

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

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

Closing: Gallery Walk

Accompany students as they visit the other advisories' doors.

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

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

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

10th

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

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

Activity/Topic: End-of-Year Advisory Poem
30 MINUTES

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

Materials: Options A & B: paper and pens; Option B: Advisory Poetry Phrases cut up (three 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 instead.*

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

Lots of sharing
Everyone 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
Really opinionated

A birthday was always a reason to celebrate
D
Very 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. If your advisory has experience with the collage poem and would benefit from more of a challenge, give each group **three to four** poetry strips. Otherwise, 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. It is suggested that you 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	10th	<i>This session should be done in all advisories, and the advisory committee should collect and compile the survey results. Each adviser will receive his or her individual results; schoolwide results should be used for staff reflection and continued program improvement. The survey may be used earlier in the year for this purpose as well.</i>
Gathering: Weather Report 5 MINUTES		
Activity/Topic: Advisory Survey and Pick An Object End-of-Year Reflections 25 MINUTES		
Closing: Appreciations 15 MINUTES		
Materials: Student Advisory Survey (one per student), manila envelope, 20 small objects (from your classroom or home), copier paper or loose-leaf paper (one sheet per student), pens, markers, masking tape (two large pieces per student), adviser-created notes of appreciation for each student (suggested)		
Grouping: Whole group, individual		

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: Weather Report

What weather condition describes how you're feeling about this school year that's coming to an end?

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 Pick An Object 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 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 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.

Pick An Object End-of-Year Reflections

1. Spread out a collection of small objects. You can find such objects by looking around your desk or in junk drawers, kitchen drawers, on shelves, etc., in your home.
2. Invite students to pick an object that represents any of the following prompts (written on the board):
 - My experience in advisory this year...
 - One thing advisory helped me with...
 - One thing I like about advisory...
 - One way I contributed to the advisory group...
 - One way I would describe advisory to a parent/guardian...
3. Model your response. In a Go-Round, invite each student to share the object he or she chose and explain what it represents to the group.

Debriefing:

- What was it like to do this activity?
- Did you notice any patterns in people’s responses? Any surprises?
- What’s one hope you have for our advisory 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 and model expressing appreciation, prepare a brief note of appreciation for each advisee and present these to students before they express appreciation for one another.

- **Option #1:** Give each student a piece of loose-leaf paper and tell the student to write his or her name on it. Tell each student to pass the paper to the right. The student who receives the paper should write down something he or she appreciates about the person who passed the paper. Continue passing to the right until each student has written a note of appreciation for every one of his or her peers.
- **Option #2:** Give each student one sheet of blank copier paper and two pieces of large masking tape. Have students tape the papers to one another’s backs. Ask students to circulate around the room and write on each person’s paper one thing they appreciate about that person (something the person contributed to the group, something they will remember about the person, a way this person earned their respect, etc.). Emphasize that each student should write on every other student’s paper.

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.					
High school is more fun than middle 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.					

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

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

Thank you 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

10th

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

Activity/Topic: Personal Mission Statement: Preparation — The Great Discovery⁵ (Part One of Two)
30-35 MINUTES

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

Materials: Gathering quote written on board on chart paper, copies of The Great Discovery Worksheet (one per student), copies of sample mission statements (one per student)

Grouping: Whole group, pairs, individual

Session Goal:

To introduce students to the idea of a personal mission statement as a means of defining for themselves who they are, what they value and what they want to be now and in the future.

Gathering: Pair-Share

Ask each student to talk to a partner about the meaning of the following quote:

“Would you tell me please which way I ought to walk from here?”

“That depends a good deal on where you want to get to,” said the Cat.

“I don’t much care where,” said Alice.

“Then it doesn’t matter which way you walk,” said the Cat.

—From *Alice’s Adventures in Wonderland*, Lewis Carroll.

Activity/Topic: Personal Mission Statement: Preparation — The Great Discovery (Part One of Two)

1. If you did the suggested gathering, ask for a few volunteers to share what they think the quote means. Tell students that in order to live the best lives we can and reach the best versions of ourselves, we have to think about where we want to get to; this means planning what kind of lives we want to lead. Tell students that in the next two sessions they will work on planning and creating personal mission statements that will provide guidance as to how they want to live their lives.
2. Ask students if they know what a mission statement is. Explain that organizations, including schools, have mission statements. (A mission statement is a brief written statement of the purpose that guides actions, spells out an overall goal, provides a sense of direction and guides decision making.) It is suggested that you present your school’s mission statement and even your own personal mission statement along with the ones included in this session.

⁵Adapted from Sean Covey, *The 7 Habits of Highly Successful Teens* (New York: Fireside 1998).

3. For each statement that you show the advisory, ask students to identify what types of goals the person or group has set and what we can learn from the statement about the people or group that wrote it. Where are they going? Who do they want to be or what do they want to accomplish?
4. Emphasize that all mission statements will not be the same; they are personal and unique. The type of end product is not important; rather it's making sure the statement truly encompasses where you want to go and the true mission you desire for yourself.
5. Explain that before a person can write a mission statement, that person has to do some introspection and take the time to think about who the person is and what he or she wants to be.
6. Distribute The Great Discovery Worksheet and tell students to answer seven questions that strike them as most important or pertinent. Model how you would answer a few of the questions. Encourage students to take the time to think, be honest with themselves and reflect. Let them know that this exercise is for them, and that they will share only what they are comfortable sharing. Have students work individually. Circulate and offer support as needed.

Debriefing:

- What was completing the activity like?
- What is a question you most enjoyed thinking about or wanted to hear how others answered?
- Why do you think we did this Great Discovery Worksheet before writing a mission statement? What is one answer from your sheet that might influence what you put in your mission statement?

Closing: Pair-Share or Go-Round

At the beginning of this activity I felt ...

At the end of this activity I felt ...

Collect the worksheets so that students will have these to work from in the next session, when they will write their mission statements.

SAMPLE MISSION STATEMENTS

Mission Statement #1

Religion
Education
Succeeding
Productive
Exercise
Caring
Truthful

- Steven Strong

Mission Statement #2

Have confidence in yourself and everyone around you.
Be kind, courteous and respectful to all people.
Set reachable goals.
Never lose sight of these goals.
Never take the simple things in life for granted.
Appreciate other people's differences and see these differences as advantages.
Ask questions.
Remember, before you can change others, you must first change yourself.
Speak with your actions, not with your words.
Make time to help those less fortunate or those having a bad day.

- Adam Sosne

Mission Statement #3

Nothing Less.

- Katie Hall

Mission Statement #4

I will live by my own policies.
I will sleep with a clear conscience.
I will sleep in peace.

- Mary Beth Sylvester

Mission Statement #5

CARE — About the world
About life
About people
About myself

LOVE — Myself
My family
My world
Knowledge
Learning
Life

FIGHT — For my beliefs
For my passions
To accomplish
To do good
To be true to myself Against apathy

ROCK — The boat
Don't let the boat rock me
Be a rock

■ Whitney Noziska



Think of a person who made a positive difference in your life. What qualities does that person have that you would like to develop?

1



Imagine 20 years from now—you are surrounded by the most important people in your life. Who are they and what are you doing?

2

3

If a steel beam (6 inches wide) were placed across two skyscrapers, for what would you be willing to cross? A thousand dollars? A million? Your pet? Your brother? Fame? Think carefully ...



6 Describe a time when you were deeply inspired.

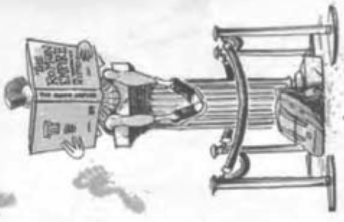
5 List 10 things you love to do. It could be singing, dancing, looking at magazines, drawing, reading, daydreaming ... anything you absolutely love to do!

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



4

If you could spend one day in a great library studying anything you wanted, what would you study?



88 THE 7 HABITS OF HIGHLY EFFECTIVE TEENS

7 Five years from now, your local paper does a story about you and they want to interview three people ... a parent, a brother or sister, and a friend. What would you want them to say about you?



8 Think of something that represents you ... a rose, a song, an animal ... Why does it represent you?



9 If you could spend an hour with any person who ever lived, who would that be? Why that person? What would you ask?



HABIT 2: BEGIN WITH THE END IN MIND 89



10 Everyone has one or more talents. Which of the ones above are you good at? Or write down ones not listed.

- Good with numbers
- Good with words
- Creative thinking
- Athletics
- Making things happen
- Sensing needs
- Mechanical
- Artistic
- Working well with people
- Memorizing things
- Decision making
- Building things
- Accepting others
- Predicting what will happen
- Speaking
- Writing
- Dancing
- Listening
- Singing
- Humorous
- Sharing
- Music
- Trivia

ALMOST THERE!

Advisory Goal 3:

Grade:

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

10th

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: Personal Mission Statement: Creation⁶ (Part Two of Two)
30 MINUTES

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

Materials: Copies of students' completed The Great Discovery Worksheets (from last session), blank copies of the worksheet for students who were absent, copies of sample mission statements (from last session), suggested but optional: materials for decorating mission statements (example: colored paper, markers, pencils, scissors, magazines, glitter)

Grouping: Whole group, individual

Session Goal:

To provide an opportunity for students to create a personal mission statement as a means of defining for themselves who they are, what they value and what they want to be now and in the future.

Gathering: Temperature Check

On a scale of 1 to 10 (1 being terrific and 10 being terrible), how has your day/week been?

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: Personal Mission Statement: Creation (Part Two of Two)

1. Remind students that today's session will be dedicated to focusing on their personal goals and beliefs and creating a personal mission statement using The Great Discovery Worksheets from the previous session. (Provide blank copies for students who were absent previously.)
2. Ask a student to remind the group of what a mission statement is and its importance in guiding their lives.
3. If necessary, review the sample mission statements, or just distribute them again for students to use as a reference. If you've written one for yourself, show it to the students.

⁶Adapted from Sean Covey, *The 7 Habits of Highly Successful Teens* (New York: Fireside 1998).

4. Tell students that they will have 20 minutes to create their personal mission statements; that they should work individually and take the time to really focus on themselves and make sure that what they write is true to their goals and principles. As an option, students can decorate their mission statements. Circulate and provide support as needed.
5. Ask volunteers to share their personal mission statements.
6. Solicit positive feedback from the group (“What line stood out to you? What is similar to something you put in your mission statement?,” etc.).

Debriefing:

- What was it like to write a personal mission statement?
- What changes to your daily life must you make to achieve your mission? (As an option, you may want to write up what students generate and have students sign them.)
- What would you like to do with your mission statements? (Possible responses: Post them in our advisory. Take them home to share with your family and/or refer to them daily.)

Closing: Go-Round

“I am committed to becoming the best version of myself, and to do so I am going to...”

Advisory Goal 3:**Grade:**

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

10th

Gathering: Stand Up If
5 MINUTES

Activity/Topic: Presenting Yourself Online: Private Today, Public Tomorrow⁷
35 MINUTES

Closing: Popcorn
5 MINUTES

Materials: Unintended Consequences of Sharing Information (1 per student), two signs posted at opposite ends of the room: “Strongly Agree” and “Strongly Disagree”

Grouping: Whole group, pairs

Session Goal:

Students will consider the possible benefits and risks of sharing information online, recognize the importance of context in posting or viewing online images and understand what choices they need to make to protect the privacy of others online.

Gathering: Stand Up If

Directions: Tell students you are going to read a series of statements and if they feel the statement applies to them, they are invited to stand without saying anything. After each statement, students sit down again. Encourage students to look around and notice how many other students are standing after each statement.

Stand up if...

- You have a profile on Facebook
- There are positive comments about you posted online
- Friends have posted pictures of you online without asking your permission
- You have a Twitter account
- You have tagged someone in a photo you posted online (tag = to add a descriptive word, label or phrase to a photo or video)
- You have ever read personal information about a friend online that you know was shared in confidence
- Someone has ever asked you whether they can post a picture of you online
- There are photos/videos of you online doing school or community activities
- You have been tagged in photos someone else has posted online
- You have ever asked someone for permission to post a picture of them online
- Someone’s reputation you know has been affected by what is posted online about him/her.

⁶Adapted from <http://www.common sense media.org/educators/lesson/private-today-public-tomorrow-9-10>. Last accessed July 2012.

Ask students:

- What patterns did you notice in the responses? (What statements did a lot of people stand up for? What statements did a lot of people not stand up for?)
- Did any of the patterns surprise you?

Activity/Topic:

Presenting Yourself Online: Private Today, Public Tomorrow

1. Explain to students that in today’s session they will have the opportunity to consider the benefits and risks of sharing information online, recognize the importance of context in posting or viewing online images and understand what choices they need to make to protect the privacy of others online.
2. Tell students that things posted online can persist (continue) even when they might prefer they didn’t. Emphasize that even when students “unpost” something, the image or information can persist because it may have been reposted, copied and passed around by others.

Ask students the following questions, charting the responses:

- a. What kinds of things might be good for your reputation in the future even if they are posted online now?
- b. What kinds of things might be harmful?

Examples

Good for My Reputation	Harmful to My Reputation
<ul style="list-style-type: none">• Positive comments about you from others• Photos and videos of you doing activities for school and community• Cool things you created for school or for fun	<ul style="list-style-type: none">• Personal information you shared in confidence• Hints of drug or alcohol use• References to illegal behavior• Photos that were taken without your consent• Embarrassing/humiliating comments or photos

3. Explain that students are going to read a short article that explores the unintended consequences of sharing information online. Distribute the Unintended Consequences of Sharing Information handout and ask a couple volunteers to read the article aloud.
4. Point out to students the two signs posted on opposite signs of the room “Strongly Agree” and “Strongly Disagree.” Tell students you are going to read a statement and that you would like them to imagine there is a continuum that runs between the two signs and to place themselves anywhere along the line that represents their response to the statement. Read the following statement aloud to the advisory and give students a minute of quiet think time to consider their response individually before taking a position along the continuum:

Millersville University was justified in disqualifying Stacy from earning her teaching degree because of her profile page.

5. Once students have taken a position along the continuum, ask them to turn and talk to someone near them about why they are standing where they are standing. Afterwards, call on individuals from different places on the continuum to share their ideas with the whole advisory.

NOTE: As you listen and respond to students, you may want to encourage them to think about the question from different perspectives, such as that of Stacy, her friends, school officials, community members or parents of Stacy’s students.

Remind students that if at any time they hear something that makes them change their mind, they are free to move to another position along the continuum.

6. Bring the group and lead them in a discussion of the article with the following questions:

- How would the situation be different if the context of the photo were taken into account? (context = different factors that surround a piece of information that help determine its meaning) For instance, what if the caption of the photo was not “Drunken Pirate,” but “Happy Halloween”? What if a post accompanying the photo said it had been taken at a children’s birthday party and Stacy was drinking punch?
- What if Stacy’s friend Joe had posted the picture of Stacy without her knowing it and tagged her with the “Drunken Pirate” caption? Does the fact that Joe posted the picture change the situation?
- Does Joe have a responsibility to ask Stacy before he posts (and tags) a picture of her? Do other people, including strangers who come across the photo online, have the responsibility to check with Stacy before they tag or repost the photo?

7. Ask students the following questions:

- a. Do you ever post things online about your friends?
- b. Do you comment or tag their posts or photos?
- c. How do you decide what is okay?
- d. What if your own judgment about a post is different from a friend’s? For example, imagine you’ve posted a photo of a group of friends and one friend comments that she loves it while another complains that he doesn’t like it and asks that you take it down? What do you do?

8. Ask students to jot down one of two questions on the back of their handout that someone should ask him or herself before posting anything about another person. Examples: Who might see what I post? Do I know my friend’s feelings about what s/he would want posted? How might the information affect the person’s reputation?

9. Invite students to turn and talk to a partner about the questions they wrote down. Then invite volunteers to share these with the group.

10. Emphasize that if students think a comment or photo might impact someone’s reputation negatively, they should avoid posting it. If they’re not sure about their friend’s feelings about a posting, they should check in with the person.

Debrief:

- What did you like/dislike about today’s session?
- What did you realize or what are you wondering?
- What’s one thing you want to remember to do based upon today’s session?

Closing: Popcorn

One word to describe today’s session...

UNINTENDED CONSEQUENCES OF SHARING INFORMATION

College Sued Over “Drunken Pirate” Sanctions⁸

Woman claims teaching degree denied because of single MySpace photo

APRIL 26, 2007 — A Pennsylvania woman claims that her teaching career has been derailed by college administrators who unfairly disciplined her over a MySpace photo that shows her wearing a pirate hat and drinking from a plastic cup. In a federal lawsuit, Stacy Snyder charges that Millersville University brass accused her of promoting underage drinking after they discovered her MySpace photo, which was captioned “Drunken Pirate.” The picture from Snyder’s MySpace page (which she says was snapped at a costume party outside school hours) can be seen above.

In her complaint, Snyder, a 25-year-old single mother of two, says that Millersville officials discovered the image last May, while she was a senior working as a student-teacher at Conestoga Valley High School. A university official told her that the photo was “unprofessional” and could have offended her students if they accessed her MySpace page. At the time the “Drunken Pirate” photo was taken, Snyder was of legal age to drink, though her lawsuit notes that the photo “does not show the cup’s contents. ” ...

Despite good grades and solid performance evaluations, Snyder claims that school officials improperly denied her a bachelor of science in education degree and a teaching certificate. The university, Snyder added, instead granted her a bachelor of arts degree last May 13. Because the school refuses to confirm that she satisfactorily completed her student teaching requirements, Snyder claims that she has been unable to secure certification from Pennsylvania’s Department of Education. Snyder’s lawyer, Mark Voigt, told TSG (TheSmokingGun.com) that his client now works as a nanny. He added that school officials should actually be “celebrating” Snyder, a mother of two young children who returned to school to get a teaching degree.

⁸Taken from <http://www.thesmokinggun.com/documents/crime/college-sued-over-drunken-pirate-sanctions>. Last accessed July 2012.

Advisory Goal 3:**Grade:**

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

10th

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

Activity/Topic: S.M.A.R.T. Goal Setting⁹
30 MINUTES

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

Materials: S.M.A.R.T. goals worksheets printed/copied double-sided (one per student), S.M.A.R.T. goal acronym and questions on chart paper (with blank spaces to fill in for a sample goal — see Activity/Topic #5; the goal-review is optional for use later in the year) S.M.A.R.T. goal worksheet (one per student)

Grouping: Whole group, pairs, individual

Session Goal:

In this session, students will identify a challenge they are facing and set a S.M.A.R.T. goal to deal with this challenge.

Gathering: Pair-Share

What is one thing that has gone well lately in your classes or in school as a whole? (Example: keeping up with homework, finding an interesting club, being assigned to a great lab partner, etc.)

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

1. Ask for volunteers to share some of the positive things that have happened for them in school.
2. Ask advisees to identify a challenge they are facing. Maybe the reading load in history is bigger than expected, or they are nervous about participating in class. Do a quick go-round to name some of the challenges (and include a challenge you are facing as well). Advisees will learn that everyone has challenges, thereby reducing a sense of isolation and failure.
3. Explain that we all have challenges. The important thing is to set goals that help us deal with these challenges.
4. Distribute the S.M.A.R.T. goal worksheet and review the definition of a S.M.A.R.T. goal and the sample goal.
5. As an advisory, work together on how to set a S.M.A.R.T. goal as a way of dealing with a particular challenge. You can use the challenge that you mentioned in #2 or the following: "Improving my understanding of what we're doing in math." Elicit from advisees how to create a S.M.A.R.T. goal to address this challenge. Make notes on chart paper.

⁹Adapted from Laurie S. Frank, *Journey Toward the Caring Classroom* (Oklahoma: Wood 'N' Barnes Publishing & Distribution, 2004).

Example:

GOAL: *To improve my understanding of what we're doing in math*

- **Specific:** What is my goal **IN DETAIL**?
I will attend math tutoring.
- **Measurable:** **HOW MUCH** or **HOW MANY** times will I do this?
I will go to lunch tutoring on Tuesdays and Thursdays.
- **Action-Bound:** What **ACTION** will I take to achieve my goal?
I will work on that day's homework assignment with the teacher's help at tutoring.
- **Realistic:** How will **I MAKE THIS HAPPEN**?
I will put sticky notes in my agenda to remind myself to go to tutoring.
- **Time bound:** What is my **DUE DATE**?
I will attend tutoring for the next two weeks.

S.M.A.R.T. Goal: *I will work on my math homework during tutoring on Tuesdays and Thursdays for the next two weeks. I will put sticky notes in my agenda to remind myself to go to tutoring.*

6. Ask students to turn over their S.M.A.R.T. Goal Worksheets and use the other side to set a S.M.A.R.T. goal. Circulate and support students.

NOTE: *It is recommended that students set goals about behavior/habits (e.g., review my science notes), which they have more control over, rather than outcomes (e.g., get an "85" in science).*

7. If there is time remaining, ask each student to share his or her goal with a partner, get feedback and revise as necessary.

Debriefing:

- What was easy about setting a S.M.A.R.T. goal? What was difficult?
- What is one obstacle that could get in your way? What is a strategy for dealing with it?
- How can we support each other in achieving our S.M.A.R.T. goals?

Closing: Go-Round

Ask each advisee to share his or her S.M.A.R.T. goal.

NOTE: *You can collect the goal-setting sheets for discussion later, have the advisees keep them or decide with the group what to do with them. Follow up in a couple of weeks with advisees through a group check-in around goals or during individual conferences. Remember to ask advisees to fill in the Goal Review portion of the sheet as a way of reflecting on their progress.*

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

EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course English

My goal is: Keep up with my English assignments

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

- **Specific:** What is my goal in detail?
Keep track of my English assignments in an assignment book.
- **Measurable:** How much or how many times will I do this?
Write down my homework assignment daily.
- **Action-bound:** What action will I take?
Before completing the "Do Now" each day, I'll write down the homework assignment so I don't forget.
- **Realistic:** How can I make this happen?
Assignment books are inexpensive - my mom will give me money to buy one.
- **Time-bound:** When is my due date?
I'll buy an assignment book by this Friday and I'll do this until the end of the marking period.

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

I will... keep track of my English assignments DAILY by writing them in an assignment book this marking period. I will ask my mom for money to buy an assignment book.

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 forget my assignment book.	I'll buy an assignment book that's made for a three-ring binder and keep it in my binder.	My adviser can check my assignment book each week to make sure I'm writing down and checking off my homework.

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

10th

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

Activity/Topic: Reflecting on Needs and Support (Part One of Two)¹⁰
35 MINUTES

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

Materials: My Needs handout (one per student); My Wish List handout (one per student)

Grouping: Whole group, pairs

Session Goal:

This session will help students identify important personal needs and understand the importance of expressing these needs clearly, directly and appropriately.

Gathering: Go-Round

On a rating scale of 1–10 (1 = very poorly and 10 = very well), how well do you express your needs to other people? Think of this in regard to parents, siblings, teachers, friends and employer.

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: Reflecting on Needs and Support (Part One of Two)

1. Explain to students that today's session will focus on identifying one's personal needs and the importance of expressing these needs clearly, directly and appropriately.
2. Begin a discussion about the difficulty most people have in addressing needs. Ask students the following questions:
 - What do you do instead of asking for what you need?
 - Do you sometimes use bad behavior to get the attention you need?
 - Do you ever drop hints about your needs or let your moods communicate them?
 - Do you ever do things for other people hoping they will do things for you?
 - Do you think that asking for something you need is wrong, not nice or too pushy?
3. Help students brainstorm some of the reasons why people find it difficult to ask for what they need. (Answers might include: They are afraid of appearing weak, they don't like to ask for things, they don't know how to ask.)

¹⁰Adapted from Jean Sunde Peterson, *Talk with Teens about Stress: 50 Guided Discussions for School and Counseling Groups* (Minnesota: Free Spirit Publishing, 1993).

4. Tell students: "Although it may be challenging to ask for what one needs, it is important to do so if you would like to have your needs met and if you want to maintain healthy relationships. If you do this appropriately, you can avoid appearing 'too pushy' or 'not nice.'" Provide students one or two examples: "I'd really appreciate it if ...," "I'm wondering if I could ask you to ...". Ask students: "Can you think of other appropriate ways to ask for what you need?"
5. Distribute the My Needs activity sheet. Tell the group to read the list and quickly put a check mark by anything that they feel they need. Model one of your own answers.
6. Have students work in pairs and each share one item that he or she checked.
7. Say to students: "Go back and look at the items you checked. Circle anything you could ask for (such as a hug, guidance, or more space) and then underline anything you could do something about starting today (such as less arguing with someone else or something to keep you busy)." Model with one or two of your own answers.
8. Invite students to share one or two items they underlined. Ask them to explain what they could do to meet those needs. Ask for a few volunteers to share their responses.
9. Say: "Now I'm going to ask you to consider what you might need from people in your life."
10. Hand out the My Wish List activity sheet. Ask the students to think about what they wish they could get from various people (meaningful things that cannot be held, touched or seen such as attention, understanding, encouragement, acceptance). Model this by mentioning something specific you need from your students (a good day's effort, respect, cooperation). Ask each student to complete the sheet.
11. Depending on time, encourage students to share one of the wishes from the list with the group or a partner.

Debriefing:

- What was it like to think about your needs?
- What is one thing you realized based on this activity?
- What do you want to do more of or less of as a result of today's session?

Closing: Whip

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



MY NEEDS

Name: _____ Date: _____

Directions: Check anything from this list that you feel you need. If something you need is not on this list, add it at the end and check it too.

I need ...

- someone to say, "I care."
- attention.
- support in a personal dilemma.
- a feeling of hope that things will improve.
- kind words.
- a conversation that doesn't get interrupted.
- privacy at home.
- peace and quiet.
- less (or no) criticism from others.
- more contact with people.
- something/someone to believe in.
- direction.
- teachers who appreciate that I am going through a tough time right now.
- kind words from my dad.
- a better relationship with my stepfather or stepmother.
- a good night's sleep.
- a decent meal.
- a feeling of success .
- fewer demands on my time.
- less chaos around me.
- less arguing with someone else.
- less arguing at home with others.
- a hug.
- someone to listen to me.
- someone to love,
- someone to love me.
- something to keep me busy.
- something to relieve boredom.
- teachers who care about me.
- a different teaching style in a teacher.
- kind words from my mom.
- approval.
- respect from my peers.
- less stress.
- fewer "pieces" in my complicated life.



MY WISH LIST



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Name: _____ Date: _____

Directions: Write about what you would most like to get or have from each person listed below. Remember, these should be meaningful things that cannot be held, touched or seen. You can put more than one thing in each category.

From my mother _____

From my father _____

From my siblings (list each separately) _____

From my friend _____

From my favorite teacher _____

From my least favorite teacher _____

From my employer _____

From _____ : _____

From _____ : _____

If you need ideas:

attention

patience

advice

affection

honesty

a shoulder to cry on

less criticism

less pressure

less jealousy

role modeling

Advisory Goal 3:

Grade:

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

10th

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

Activity/Topic: Reflecting on Needs and Support (Part Two of Two)¹¹
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: My Support Map worksheet (one per student)

Grouping: Whole group, pairs

Session Goal:

This session will help students identify supportive people in their lives as well as ways they can support themselves.

Gathering: Go-Round

What is the best present you have ever received?

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: Reflecting on Needs and Support (Part One of Two)

1. Explain to students: "In today's session you will identify supportive individuals in your life as well as ways you can support yourself."
2. Ask students: "Why is it important to have people who are supportive and positive in your life?" (Answers might include: They give us confidence, make us believe in ourselves, can be role models, hold us accountable.)
3. Emphasize that everybody needs support, and that resilient adolescents are able to reach out to an array of people for support. Say to students: "You can begin by thinking about the people in your life who can support you to do and be your best, and how you can listen to them, have a good time with them, and count on them to be there when you need them."
4. Distribute the My Support Map worksheet to each advisee. Explain that each student will create a map of his or her support system. Read the directions and review the boxes. Model with some answers from your own life. If students do not have names to fill in for some of the boxes, let them know that it is OK to leave these boxes blank.

¹¹Adapted from Jean Sunde Peterson, *Talk with Teens about Stress: 50 Guided Discussions for School and Counseling Groups* (Minnesota: Free Spirit Publishing, 1993).

5. Give students time to complete their map worksheets. Circulate and confer with students as needed.
6. Invite each student to share with a partner two boxes that he or she is comfortable discussing.
7. Say: "In addition to reaching out for support from others, it is important to reflect on how you can support yours.elf."

Debriefing:

- What was it like to think about your support system?
- What is one way you would like to try supporting yourself?
- Is there anything you might need in order to try this?
- How can I, as your adviser, be a support for you?
- How can you support one another as members of the same advisory?

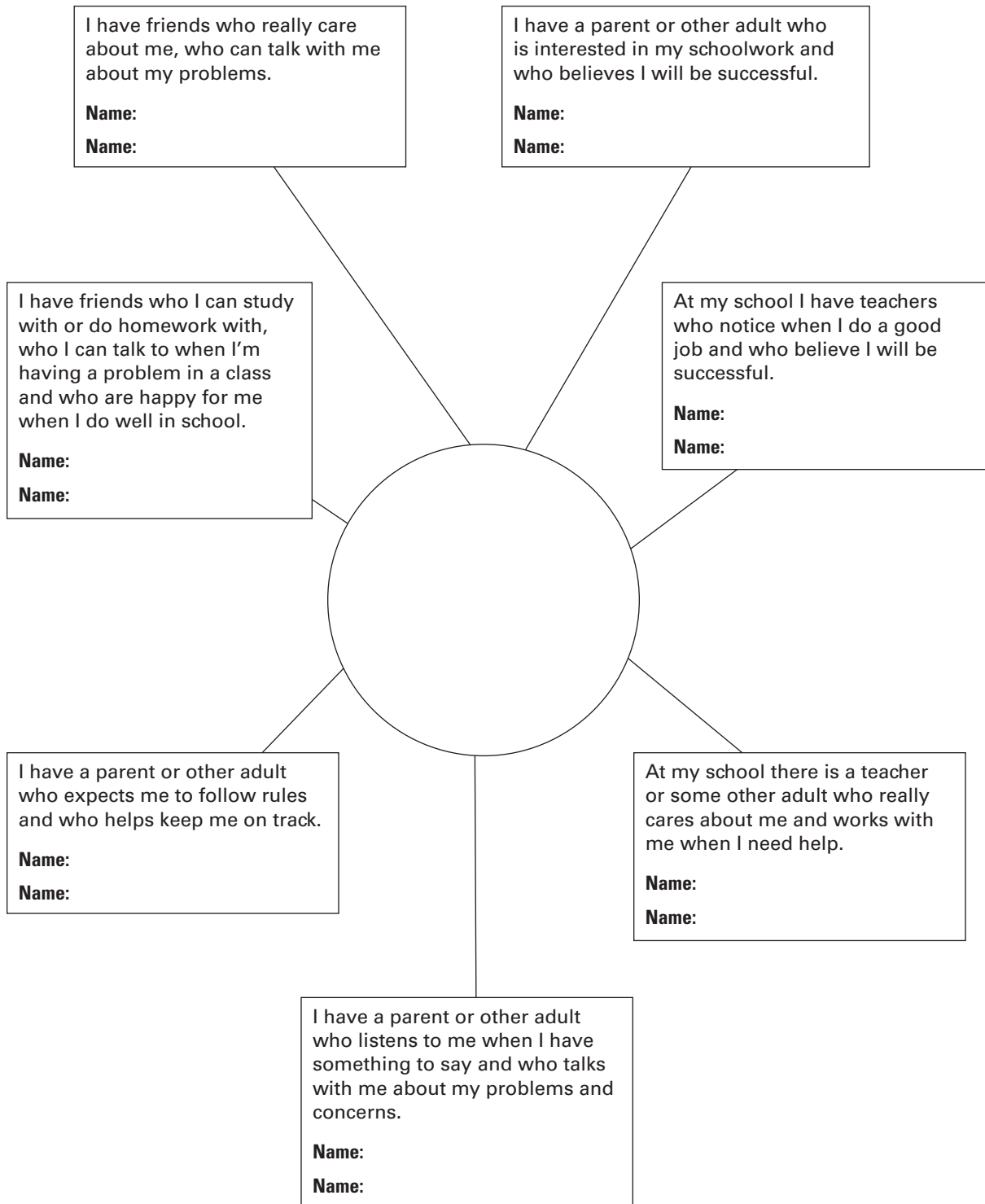
Closing: Go-Round

What is one thing you realized today?

MY SUPPORT MAP

You can create a map of your support system using the graphic below. In the center circle, put your name or a sketch of yourself. In the connecting boxes, write the names of the people you consider a part of your support system.

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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

10th**Gathering:** Stress Ball Toss

10 MINUTES

Activity/Topic: Stress and Its Effects

25 MINUTES

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

10 MINUTES

Materials: Four signs posted in the corners of the room: Very stressful, Somewhat stressful, Not that stressful, Not at all stressful; small ball for the ball toss**Grouping:** Whole group, pairs**Session Goal:**

In this session, students will examine stress in their lives and how it affects them.

Gathering: Stress Ball Toss

Have the class stand in a circle. Begin by completing the sentence, "I feel stressed when ..." Ask for a volunteer who is willing to restate what you just said. Toss that student the ball. Have that student restate what you said: "You feel stressed when..." then complete the sentence for himself or herself. She or he should then toss the ball to someone else, who will repeat what the student said, then complete the sentence for herself or himself, and so on.

Activity/Topic: Reflecting on Needs and Support (Part One of Two)

1. Explain to students that the purpose of today's session is to examine the causes of stress in their lives and its effects.
2. Draw students' attention to the signs posted in the four corners of the room: Very stressful, Somewhat stressful, Not that stressful, Not at all stressful.
3. Call out one aspect of students' lives; for example, school. Say to students: "Please move to the corner that describes how stressed that aspect of your life makes you."
4. Tell the students in each corner to have a short discussion among themselves, and then ask them to report back to the whole advisory. Encourage other students to respond as time allows.
5. Call out other aspects of students' lives — relationships, gossip, thinking about the future — one at a time, and repeat the above procedure with the posted signs.
6. Assemble the group and say: "Imagine a time when you were very stressed. Think about what was causing that stress and what your stress might have looked like to others. Share your experience with the group, if you wish."

7. Draw a T Chart and elicit answers from students:

When people are stressed ...	It can look like ...
Very stressed out	_____
Somewhat stressed out	_____
A little stressed out	_____

8. Facilitate a discussion about the effects of stress using the following questions:

- How might stress affect your interactions with others?
- How might stress affect your effectiveness?
- How might stress affect your studies?

Debriefing:

- What did you like or dislike about today's activity?
- What did you realize from listening to others talk about the stress in their lives?
- What are healthy ways of coping with stress?

Closing: Go-Round

Share with the group one thing you do to cope with stress.

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

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

10th

Before this session, the advisory committee or advisory grade leaders should identify an issue that 10th graders face in particular, so that each advisory addresses the same issue in this session. If there are any recommendations that come out of this session, they can then be given to the school administration or student council.

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

Activity/Topic: “The Talk”: Public Decorum, Restraint, Civility and Safety¹²
35 MINUTES

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

Materials: Discussion Cards (one per group)

Grouping: Whole group

Session Goal:

In this session advisees will explore different perspectives on schoolwide issues that affect the well-being and safety of students and staff.

NOTE: *These topics directly address the DO NOT ENTER universe that adolescents create for themselves and seek to protect at all costs. Adults’ efforts to tackle these topics can feel like an attack on students’ personal identity, cultural affinity and peer-group norms. What’s needed here is genuine conversation that enriches, deepens and informs students’ thinking about critical issues that impact the safety and well-being of any or all students and staff members.*

Gathering: Pair-Share

The best thing or worst thing about being a teenager is ...

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

Activity/Topic: “The Talk”: Public Decorum, Restraint, Civility and Safety

1. Before the session, choose the one issue that students will discuss today (see Discussion Card issues).
2. Explain that this session will encourage the students to explore different perspectives that affect the well-being of students and staff.

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

3. Emphasize that you are inviting them to have this conversation because everyone has the right to feel safe and respected and everyone has a responsibility to maintain a civil culture and a safe, orderly and clean learning environment.

Tell students that the issue raised today may not be easy to discuss. As a result, remind them of the group agreements they created so that today's conversation can be as productive as possible.

4. Divide students into pairs. Give each pair a discussion card related to the ONE issue you will discuss in today's advisory. Assign each pair one or two of the questions to discuss for 5 to 7 minutes.

NOTE: *Because there are six questions, some pairs may have the same question.*

5. Ask each pair to share their responses in a large group discussion. Allow other groups to respond, as time allows. Listen non-judgmentally to students. Remind them that listening does not necessarily mean you agree, but that you are interested in what others have to say. Remember that this is an opportunity for them to explore these issues from different viewpoints rather than to be told what to think. Ask questions as needed, especially to elicit evidence or examples from the students.

Debriefing:

- What did you notice about today's discussion?
- Are there situations in which what seems like a private action has very public consequences?
- What would be the impact if everyone engaged in _____ behavior?
- What happens if no one does anything about it? What is the ripple effect?
- Are there any recommendations regarding this issue that you would like to make to the student council or school administration?

Closing: Whip

One word to describe my reaction to today's session is ...

NOTE: *If students feel strongly about the issue raised today and would like to see the school take some action in regard to this, you may want to use an additional session to have students draft a proposal to the administration or school council.*

DISCUSSION CARDS

Issue: Clothing that is provocative, revealing, tight, falling down or contains curses, sexual words or images

1. Does this happen at our school? How often? In what situations? Where?
2. What evidence is there that this is a problem for some groups? (Consider: administration, students, visitors, parents, teachers)
3. What are different ways a person who engages in this behavior can be perceived?
4. What impact might this issue have on the school's entire community or reputation?
5. What is the official consequence for engaging in this behavior?
6. What recommendations would you make to the administration or school council for dealing with this issue?

Issue: Public displays of affection and inappropriate physical contact in hallways, classrooms and other public spaces

1. Does this happen at our school? How often? In what situations? Where?
2. What evidence is there that this is a problem for some groups? (Consider: administration, students, visitors, parents, teachers)
3. What are different ways a person who engages in this behavior can be perceived?
4. What impact might this issue have on the school's entire community or reputation?
5. What is the official consequence for engaging in this behavior?
6. What recommendations would you make to the administration or school council for dealing with this issue?

Issue: Graffiti, vandalism, stealing, littering

1. Does this happen at our school? How often? In what situations? Where?
2. What evidence is there that this is a problem for some groups? (Consider: administration, students, visitors, parents, teachers)
3. What are different ways a person who engages in this behavior can be perceived?
4. What impact might this issue have on the school's entire community or reputation?
5. What is the official consequence for engaging in this behavior?
6. What recommendations would you make to the administration or school council for dealing with this issue?

Issue: Bullying and harassment (in person and online)

1. Does this happen at our school? How often? In what situations? Where?
2. What evidence is there that this is a problem for some groups? (Consider: administration, students, visitors, parents, teachers)
3. What are different ways a person who engages in this behavior can be perceived?
4. What impact might this issue have on the school's entire community or reputation?
5. What is the official consequence for engaging in this behavior?
6. What recommendations would you make to the administration or school council for dealing with this issue?

Advisory Goal 3:

Grade:

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

10th

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

Activity/Topic: Time and Task Management¹³
35 MINUTES **NOTE:** *It is suggested that advisees be familiar with S.M.A.R.T. goal setting prior to doing this session.*

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

Materials: Markers, chart paper, sample Time and Task Management S.M.A.R.T. Goal sheet (one per student), blank Time and Task Management S.M.A.R.T. Goal sheet (one per student, copied back-to-back with the sample Time and Task Management S.M.A.R.T. Goal sheet)

Grouping: Whole group, triads, individual

Session Goal:

In this session students will think about challenges associated with time and task management as well as possible strategies for overcoming these challenges. As a result, they will set a S.M.A.R.T. goal around time and task management.

Gathering: Whip

An activity I enjoy spending my time doing outside of school is ...

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: Reflecting on Needs and Support (Part One of Two)

1. Explain to students that today's session will be about time and task management. Emphasize that managing time is one of the most important factors in a person's life that will help that person be successful. Remind them that time management is about prioritizing the things we have to do (things that will help us be productive and successful; things that are important for our physical and mental health, including sleeping and eating; things involving our relationships with family and friends), compared to all the other things we may want to do.
2. Explain that through a rotation station activity they are going to think about some challenges about time management that they may face as well as strategies for overcoming these challenges.

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

3. Divide students into triads and ask each group to place themselves in front of one of the following questions written on chart paper and placed around the room.

Questions:

- How do you keep track of things you need to do?
 - What tasks (school-related, household chores, etc.) generally take longer than you expect?
 - If you devoted one hour on Sunday to getting ready for the week ahead, what would you do?
Make a list of ...
Organize ...
Schedule in advance ...
 - What are your best tips for completing projects and papers?
 - What are the things that keep you from completing your homework or projects?
4. Provide each triad with a different colored marker and give them 2 minutes to write down at least three responses to the first question. Then ask the triads to rotate clockwise to the next question, again taking 2 minutes to record their responses. If a group has a similar answer to what another group wrote, they can put a check mark next to this answer. Keep rotating until each triad has responded to all five of the questions.
 5. Silent Gallery Walk: When you are finished, give everyone 3 minutes to silently take a look at the responses. Say to students: "Put a checkmark next to one thing you would be willing to try out or use more regularly that you think will help you manage your time and tasks more effectively."
 6. Tell students that they will create a S.M.A.R.T. goal around a time/task management challenge that he or she would like to work on during the next week. Distribute and review the Sample Time and Task Management S.M.A.R.T. Goal sheet. Ask students to turn their sheets over and create their own Time and Task Management S.M.A.R.T. goal. Circulate and help students as needed.

Debriefing:

- What was it like to create a Time and Task Management S.M.A.R.T. goal?
- What suggestion from the Rotation Station activity did you incorporate into a S.M.A.R.T. goal?
- How can we support each other in achieving our S.M.A.R.T. goals?

Closing: Pair-Share

Ask each student to turn to a partner and share his or her S.M.A.R.T. goal with that person.

Ask the advisory if they want you to keep the S.M.A.R.T. goal sheets in their Advisory portfolio or if they want to keep them themselves. Tell advisees you will check with them about these goals in a week's time either informally or as a gathering activity.

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

EXAMPLE

Name: Sally Sunshine Date: October 10, 2011

Course Time and Task Management

My goal is: Get to school on time

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

- **Specific:** What is my goal in detail?
Get out my clothes the night before (rather than in the morning.)
- **Measurable:** How much or how many times will I do this?
Sunday through Thursday
- **Action-bound:** What action will I take?
Before I watch TV each night, I'll get out my clothes for the next day.
- **Realistic:** How can I make this happen?
I can do my laundry over the weekend.
- **Time-bound:** When is my due date?
I'll do this next week (from Sunday through Thursday.)

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

I will... get out my clothes for the next day before watching TV on Sunday through Thursday
nights this coming week. I'll do my laundry over the weekend, so everything will be clean at the
beginning of the week.

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?
Some of my clothes will need ironing	Fold my laundry, iron clothes needing ironed and put them away properly as I do my laundry each weekend.	Other members of my household can check to see I've done my laundry, and set my clothes out each night. My adviser can ask me how it's going at the end of the week.

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

10th**Gathering:** Stand Up If . . .

5 MINUTES

Activity/Topic: Transition to the Holidays¹⁴

30 MINUTES

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

5 MINUTES

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

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

Gathering: Stand Up If . . .

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

¹⁴Adapted from Rachel A. Poliner, & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

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

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

Activity/Topic: Transition to the Holidays

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

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

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

Debriefing:

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

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

Closing: Go- Round

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

CONVERSATION STARTERS ABOUT THE HOLIDAYS

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

EMOTION CARDS

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

Advisory Goal 3:**Grade:**

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

10th

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

Activity/Topic: Gender Roles¹⁵
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: Gender Roles: Men & Women worksheet (one per student)

Grouping: Whole group, pairs

Session Goal:

The purpose of this session is for students to understand the meaning of the term gender role, identify common gender role expectations, and explore how people are pressured to conform to gender roles.

Gathering: Go-Round

What's the best thing about being a male or female?

Activity/Topic: Gender Roles

1. Explain that in today's session students will be discussing gender roles, or roles that men and women are expected to play in our society.
2. Write the words "Act like a man" on the board.
3. Ask the group what they think this statement means.
4. Ask students to name behaviors that "real men" are supposed to exhibit as they grow up. (Examples: don't cry, be tough, fight back, don't show emotion.) Draw a box around the behaviors that students offered. Explain that this could be called "The Man Box" because gender roles tell us that all men have to stay in this box at all times.
5. Distribute the worksheet and have each student fill in "The Man Box" on their worksheet.
6. Afterward, ask the group the following questions:
 - What happens when a man steps out of the box? *Examples: cries in front of friends, plays with dolls, etc.*
 - What are the words he gets called? *Examples: momma's boy, wimp, etc.*
 - What happens to him? *Examples: gets teased, beat up, etc.*

¹⁵Adapted from Kerry Moles, *The Teen Relationship Workbook* (New York: Free Spirit Publishing, 2001).

7. Have students record their answers on the answer sheet under "Words that smack males back in the box."
8. Then ask students: "What do people do when a man steps out of the box?" *Example: beat him up, etc.* Have students record their answers on the answer sheet under "Actions that smack males back in the box."
9. Ask the students to do the same procedure for "Act like a lady." *Examples of expected female roles: don't fight, be polite, don't curse, don't act smart, etc. Examples of what "out of the box" women are called: "a flirt," "tomboy," etc.* Ask students to fill in "The Lady Box" on their worksheets.
10. Ask advisees to work in pairs. Each student should share a time that he or she (or someone the student knows) was smacked back into the box and how the student (or person) felt or responded.
11. Elicit a few examples from volunteers.

Debriefing:

- What did you like or dislike about this activity?
- What does this activity make you think of?
- What effect do gender roles have on us as individuals?
- What effect do they have on our relationships?

Closing: Go-Round

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

GENDER ROLES: Men & Women

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The term “gender role” refers to the roles that males and females are expected to play. Often, gender roles are stereotypes. For example, typical gender roles say that men are supposed to be aggressive and not show emotions, while women are supposed to be very emotional and wear dresses and feminine clothes.

In the box below, write as many male gender roles as you can think of. In other words, if someone said, “Act like a man,” what would they mean? Then, think about what happens when a male steps out of “The Man Box” and doesn’t behave that way. Write the names he gets called and the actions that are taken against him that smack him back in the box.

The MAN Box

Words that smack males back in the box



Actions that smack males back in the box

Now do the same exercise for females. What does it mean when someone says “Act like a lady” and what gets said and done to her when she steps out of the box?

The LADY Box

Words that smack females back in the box



Actions that smack females back in the box

Advisory Goal 3:

Grade:

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

10th

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

Activity/Topic: Shifting Paradigms¹⁶
25 MINUTES

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

Materials: Quotes from Real People handout (can be shared between two students), Paradigms of Self Worksheet (one per student), Self-Paradigm Checklist (one per student), Self-Paradigm Builder (one per student)

Grouping: Whole group, pairs, individual

Session Goal:

Students will understand the idea of a paradigm, reflect on how they see themselves, and understand the importance of creating and maintaining a positive view and projection of themselves.

Gathering: Pair-Share

Ask students to share with a partner what the following quote means to them:

“People who look through keyholes are apt to get the idea that most things are keyhole shaped.”

Author Unknown

Ask for two volunteers to share their responses with the entire advisory.

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

Activity/Topic: Shifting Paradigms

1. Show the advisory the What Do You See? illustration by either projecting it or giving out copies. Ask several students to describe what they see. Invite the students who can see the picture only from one perspective to pair with students who can see both perspectives and ask them to make suggestions that might help them see both perspectives. Then ask the students what suggestions enabled them to see both.
2. Say to students: “I asked you to examine your perspective on this picture because today’s session is about reflecting on the perspective you have about yourself. Another word for perspective is paradigm.”

¹⁶Adapted from Rachel A. Poliner, & Carol Miller Lieber, *The Advisory Guide* (Massachusetts: Educators for Social Responsibility, 2004).

3. Tell students: “Just as when you got stuck looking at the picture a certain way (either as an old lady or as a young lady), you can get stuck looking at yourself a certain way, as in thinking “I’m not smart.” It is important to reflect on what our paradigms of ourselves are because they can affect how we act. For example, if you believe you are not smart, you might act as if you weren’t smart, never challenging yourself just because you believe it to be true. In this way, our paradigms about ourselves can be like wearing glasses with the wrong prescription.”
4. Tell students: “Today we are going to do some exploration of our paradigms of self: the way we view ourselves. Are these paradigms helping or hindering us?”
5. Have students sit in a place where they think they will be able to concentrate independently.
6. Pass out the Paradigms of Self handout and tell students to take 15 minutes to seriously think about how they see themselves, how others might see them and whether these perceptions match. Is our paradigm right or in need of a shift? Emphasize that the students will not have to share their reflections.
7. Give students time to complete the worksheets. Circulate to make sure they are focused and working individually.

Debriefing:

NOTE: *Because these questions can be considered high risk, allow students to volunteer their answers.*

- What did you think about as you completed this activity?
- What was the most useful prompt or question on the handouts?
- What are things about your paradigm that might need reevaluating?
- What are some things you are going to do to get on the right track of seeing yourself and projecting yourself positively?

Closing: Temperature Check

On a scale of 1–10 (10 = terrific, 1 = terrible), what did you think of today’s session?



¹⁷Photo designed by the American psychologist E.G. Boring. Excerpted from Lieber, Carol M. (Massachusetts: Conflict Resolution in the High School, Educators for Social Responsibility, 1998).

SELF-PARADIGM CHECKLIST¹⁸

Directions: Read each statement below and evaluate how you see yourself:

Self-Paradigm	Yes	No
I am someone who cares about the feelings of others.		
I am good at school.		
I am a kind person.		
I am generally a happy person.		
I am intelligent.		
I am helpful.		
I am a good athlete.		
I am a go-getter.		
I am talented.		
I am a good member of my family.		
I am talented.		
I am ambitious.		
I am interested in others.		
I am friendly.		
I am good at practically everything.		
I am attractive.		
I am popular.		
I am a good friend.		
I am honest.		
I am reliable.		

If you identified at least one "No" statement in the above checklist, complete the statement below:

One self-paradigm I would like to change is: _____

¹⁸Adapted from Sean Covey, *The 7 Habits of Highly Successful Teens* (New York: Fireside 1998).

PARADIGMS OF SELF¹⁹

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1. Some positive paradigms I have about myself are:

I am _____

I am _____

I am _____

2. If someone were going to name something after me, it would be:

3. Some negative paradigms I have about myself are:

I am _____

I am _____

I am _____

4. Paradigms that my parents or guardians, teachers or employer have about me are:

I am _____

I am _____

I am _____

5. The paradigms in #4 match mine. TRUE or FALSE (circle one)

I feel this way because _____

¹⁹Adapted from Sean Covey, *The 7 Habits of Highly Successful Teens* (New York: Fireside 1998).

● SELF-PARADIGM BUILDER²⁰



If your Self-Paradigms are all wrong, what do you do?

1. Spend time with someone who believes in me and recognizes my potential.

For me, this person is: _____

2. Drop friends who tear me down or believe I am like them.

Friends I may need to drop are: _____

3. Try to see things from other people's points of view to shift the paradigm.

A situation I need to see the other side of is: _____

²⁰Adapted from Sean Covey, *The 7 Habits of Highly Successful Teens* (New York: Fireside 1998).

Advisory Goal 3:**Grade:**

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

10th

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

Activity/Topic: Groups: To Belong or Not to Belong?
30 MINUTES

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

Materials: Groups: To Belong or Not to Belong? question sheet (one per student)

Grouping: Whole group, small groups

Session Goal:

This session will help students consider the impact of belonging to certain groups.

Gathering: Whip

My favorite activity to do with a group of friends is ...

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

Activity/Topic: Groups: To Belong or Not to Belong?

1. Explain that as human beings we have a natural desire to belong. We join lots of different groups, formal and informal, throughout our lives. The purpose of today's session is to consider the impact that belonging to certain groups may have on us, so that we make smart choices about which groups to join.
2. Ask the advisory to brainstorm different groups, both formal and informal, that a young person might join or be associated with. If students fail to mention the following groups, please add them to the list: sports teams, students who eat lunch together, online groups, gangs, church choir.
3. Distribute the Groups: To Belong or Not to Belong question sheet.
4. Divide the advisory into small groups of three or four students. Ask each group to choose one of the groups listed on the board and answer the questions on the sheet about the group they chose.
5. After 10 minutes, assemble the advisory. Ask each small group to report on the highlights of their conversation to the rest of the advisory.

Debriefing:

- What did this activity make you realize?
- Which kinds of groups do you belong to that you think will have a positive impact on your life?
- If you can only belong to one or two groups due to time, money, etc., how do you know which one(s) to pick?
- Why do some people join groups that they know might have a negative impact on their lives?
- What kinds of groups might you want to join in the future?
- You may want to share an experience with belonging to one or two groups and the impact these have had on you.

Closing: Go-Round

What do you consider the most important question to ask about belonging to a group?

GROUPS: TO BELONG OR NOT TO BELONG?

The following questions are designed to help you assess a group that seeks your commitment. The questions could apply not only to when you are being recruited, but also to the period after you have joined or been accepted.

1. What do members of this group value (what do they think is important)? What are the goals of this group?
2. Does this group respect a member's commitments to family and friends?
3. Can you be a member of this group and still keep your own traditions and beliefs?
4. Does this group encourage members to continue their studies, to succeed academically and to graduate?
5. How difficult is it to leave the group? Explain why.
6. Does the group require absolute obedience and devotion to its leader? How?
7. Does the group allow members to have quiet times alone or time with other friends outside the group?
8. What might someone gain from being a member of this group? How does that fit with your own goals?
9. What might be the dangers or disadvantages of being a member of this group?

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

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

10th

This can be considered a high-risk activity. You should determine the level of trust in your group before facilitating this session.

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

Activity/Topic: Ladder of Intolerance²¹
30 MINUTES

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

Materials: Martin Niemöller quote displayed on interactive whiteboard, blackboard or chart paper, a ladder with five rungs displayed or drawn on Interactive whiteboard, blackboard, sticky notes

Grouping: Whole group, pairs

Session Goal:

This session will help students understand how small acts of intolerance can have large consequences. Additionally, it will encourage students to consider what they can do individually and collectively to reduce intolerance in their school community.

Gathering: Pair-Share

1. Draw students' attention to the quote by Martin Niemöller on the board or chart paper and ask them to share their reactions with a partner.

"In Germany they came first for the Communists, and I did not speak up because I wasn't a Communist;

And then they came for the trade unionists, and I didn't speak up because I wasn't a trade unionist;

And then they came for the Jews, and I didn't speak up because I wasn't a Jew;

Then they came for the Catholics, and I didn't speak up because I was a Protestant.

And then they came for me ... and by that time there was no one left to speak up."

Martin Niemöller, 1892–1984

NOTE: In 1997, the group Toad the Wet Sprocket paraphrased this poem in their song "Amnesia" on the album *Coil*. You may want to download the song and play it for the students when they walk into the advisory.

2. Afterward, ask a few volunteers to share their responses with the advisory.

²¹Adapted from http://www.goodreads.com/author/show/65103.Martin_Niem_ller. Last accessed July 2012.

Activity/Topic: Ladder of Intolerance

1. Explain that today's session will encourage students to explore how small acts of intolerance like name calling can have large consequences.
2. Draw a ladder with five rungs on the interactive whiteboard or blackboard.
3. On one side of the ladder, and in no particular order, write down the following words:
Extermination Discrimination Physical Attack Avoidance Speech
4. Ask students how they would define these words. Offer these definitions, as needed:
 - Extermination: killing members of an unwanted group. You may want to provide examples of extermination that students may be familiar with: the Holocaust, Darfur, Rwanda, the encounter between the Europeans and New World, etc.
 - Discrimination: treating people differently based on ethnicity, gender, race, age, etc.
 - Physical attack: using violence against members of a particular group or defacing property belonging to this group
 - Avoidance: staying away from a group of people
 - Speech: talking about or joking about a group of people in a negative way
5. Have the students place these terms on the ladder in order of their severity. Encourage them to question one another and defend their ideas.
6. Afterward, point out the following:
 - The ladder begins with **speech** — people talking about one another.
 - The gossip and talk leads to **avoidance** of a group of people.
 - Once people begin to avoid one another, the **discrimination** begins (treating people differently).
 - The next level is **physical attack**.
 - Which finally leads to **extermination**.
7. On sticky notes, ask advisees to write something that has happened in the school or their community that could be posted somewhere on the ladder. (Students may be surprised that the sticky notes will be on all different rungs of the ladder.) Facilitate a discussion by asking:
 - What do you notice?
 - What stands out to you?
 - What surprises you?
 - What are you wondering?

NOTE: *At this point, it is very important to point out that this may be a “high-risk” activity. Students may share personal experiences of prejudice that may stir up heavy emotions. Heighten your sensitivity and awareness so that if a student(s) gets upset, you can refer the student to a helping professional.*

Debriefing:

- What was it like to do this activity?
- What keeps students and communities from reaching the extermination level? (laws, rules)
- What can we do to reduce intolerance in our school community?

Closing: Ticket Out the Door and Go-Round

As a result of today's session, I pledge to ...

NOTE: *Collect the tickets and post them in your advisory as a visual reminder of students' pledges.*

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ Date: _____

As a result of today's session, I pledge to ...

TICKET OUT

Name: _____ Date: _____

As a result of today's session, I pledge to ...

TICKET OUT

Name: _____ Date: _____

As a result of today's session, I pledge to ...

Advisory Goal 3:**Grade:**

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

10th

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

Activity/Topic: My Story²²
35 MINUTES

Closing: Appreciations
5 MINUTES

Materials: My Story worksheets (one per student)

Grouping: Whole group, individual, small group

Session Goal:

Students will learn that each of their lives is a story that is worth recording, hearing about and learning from. They will find that sharing parts of their personal stories helps build bridges to others and forges bonds of friendship and support. This session will also provide another opportunity for students to reflect on their lives and create a document that can be used as a starting point when they write their college admission essays.

Gathering: Whip

Someone or something that has influenced me is ...

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

Activity/Topic: My Story

1. Explain to students: "This session can help you reflect on your life and appreciate how your unique personal experiences make it interesting and different from everyone else's life. Remember that the more ongoing reflection you do about your life, the easier it will be for you to write a powerful college admission essay in 12th grade."
2. Distribute the My Story worksheets to students.
3. Tell students that they should each treat his or her life like a story. Model how you would answer a few of the questions yourself, especially the more challenging or abstract questions like "repeating personal patterns in my life" or "chapter titles for stages of my life." In addition to helping students understand how to fill out the sheet, this will allow them to get to know you better, which is an important step in the adviser–advisee relationship.

²²Adapted from Jean Sunde Peterson, *Talk with Teens about Stress: 50 Guided Discussions for School and Counseling Groups* (Minnesota: Free Spirit Publishing, 1993).

4. Emphasize that brief notes are acceptable because it is the ideas generated in this activity that are important rather than writing in complete sentences. Encourage students to answer as many questions as possible but not to belabor questions that they don't feel inspired to answer. Instead, encourage them to be creative with the questions that "tug" at their pens.
5. Circulate and confer with students as needed.
6. Invite students to share two or three highlights from their stories in pairs or with the advisory, as time permits.

Debriefing:

- What was it like to think about your life as a story?
- What stood out to you in someone else's story?
- What was the easiest or most challenging question to answer?
- What future chapter in your story are you looking forward to most?

Closing: Appreciations

Express appreciation for students sharing their stories with the group and encourage them to celebrate their uniqueness as individuals.

NOTE: *Collect these worksheets and file them in the students' advisory portfolios for reference in writing college admission essays in the future.*

MY STORY

1. Heroes/heroines/saints/angels in my life:
2. Villains/adversaries/enemies/"evil ones" in my life:
3. What/who shaped me or influenced me:
 - a.
 - b.
 - c.
4. Turning points (events in my life that changed me):
5. Very dramatic scenes from my life:
6. Very clear and powerful memories:
7. "Blank" periods in my life I can't remember much about:
8. The most compassionate, most understanding character in my life story:
9. The good neighbor
10. The best friend
11. A healer/mentor/guide
12. Repeating personal patterns in my life story:
13. If my life were a book, what would be the title?
14. What would be appropriate titles for the stages of my life so far?
 - Chapter One:
 - Chapter Two:
 - Chapter Three:
 - Chapter Four:
 - Chapter Five:
15. A possible sequel to this story will tell about:

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

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

10th

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

Gathering: Emotion Cards
10 MINUTES

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

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

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

Grouping: Whole group, pairs, individual

Session Goal:

To reflect on students' progress towards graduation.

Gathering: Emotion Cards

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

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

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

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

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

Debriefing:

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

Closing: Go-Round and Ticket Out the Door

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

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

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

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ Date: _____

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

One thing I realized or am wondering...

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

TICKET OUT

Name: _____ Date: _____

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

One thing I realized or am wondering...

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

TICKET OUT

Name: _____ Date: _____

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

One thing I realized or am wondering...

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

EMOTION CARDS

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

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

New York City Tracker

English – 8 credits needed

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

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

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

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

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

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

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

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

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

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

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

Instructions: Track Your Progress towards your diploma

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

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

(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>
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Electives Needed - 7 credits needed; only 3 for an Advanced Regents Diploma

(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>
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Art, Music, Theater, Dance - 2 credits needed

(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>	(1 credit) _____ <input type="checkbox"/> <input type="checkbox"/>
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HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Buffalo, Rochester & Yonkers Tracker

Student: _____
 Adviser: _____

English – 4 credits needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Math – 6 credits needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Science (inc. lab) – 3 credits needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Physical Science (2 credits)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Life Science (2 credits), Physical Science (2 credits), Life or	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Social Studies – 4 credits needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
American History (2 credits), American History (2 credits), Economics (1 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Global History (4 credits), American History (2 credits), Economics (1 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Participation in Government (1 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Global History (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Health & PE: - 2.5 credits needed	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Physical Education (4 credits), Health (1 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)
Participation in Government (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (.5 credit)

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

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

Instructions: Track Your Progress towards your diploma

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

Example:

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

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

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

Art, Music, Theater, Dance - 1 credit needed

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

New York State Tracker

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

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

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



ADVISORY GOAL 4

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

Advisory Goal 4:

Grade:

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

10th

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

Activity/Topic: What's the AP[®] Edge? (Part One of Two)
30 MINUTES **NOTE:** *Some schools may want to do these sessions as part of a gradewide advisory contest.*

Closing: Clean Up
5 MINUTES

Materials: What's the AP Edge? Cards (two to three per student, depending upon size of advisory), chart paper/poster board and markers (for poster groups), pens and paper

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is for students to understand the benefits of taking Advanced Placement Program[®] (AP) courses.

Gathering: Go-Round

Ask students to respond to the following prompt:

An athlete, musician or artist who embodies greatness in pursuit of his or her craft or discipline is ...

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

Activity/Topic: What's the AP Edge? (Part One of Two)

1. Explain that the purpose of today's session is to help the students understand the advantages (or "edge") associated with taking Advanced Placement[®] courses, a requirement for all students attending College Board Schools.
2. Create a K/W/L chart (see Glossary) and ask students what they think they know about the AP Program. If there is disagreement about something, turn this into a question and write it in the middle column. Ask students what other questions they have about the AP Program and add these into the middle column as well. Explain that the next two sessions will answer some of these questions.
3. As a way of explaining why the AP requirement exists at College Board Schools, tell students that they are to imagine that they have been hired by the College Board to market this program to high school students. Their goal is to create an advertisement that helps students

understand the advantages of participating in the AP Program.

NOTE: *If your school is doing the gradewide contest, explain this to students at this point.*

4. Explain that students will have the opportunity to create their “advertisement” based on their preference for either writing, drawing or performing.
5. Divide students into groups based on these preferences. If some of the groups are large, divide them into subgroups no larger than three or four students.
6. Explain that each group will receive a What’s the AP Edge? Card with one benefit of the AP Program (there are five cards so there may be repetition).
7. Distribute a benefit card to each group and tell students they have 15 minutes to begin planning a promotional poster, a 2 minute video skit or song lyrics/poem/rap that “sells” this program to students. Explain that they will have 10 minutes in the next session to finish their presentation, so they should solidify the plan today. Give out supplies, as needed.

Debriefing:

- How did this activity work for you? What was hard/easy/ comfortable/different?
- What did you accomplish? What do you have to do in the next session?
- How did your group make decisions? Was every member listened to and included in the decision? How do you know?

Closing: Clean Up

Ask students to return supplies, and collect drafts/notes for the next session.

Save Money

A passing grade on an AP exam helps you earn college credit and cuts your college tuition expenses. Savings can add up to \$3,000 per course. So whether you end up at a small liberal arts college or a large state school, AP is a good investment in your education.

Make a Good Impression and Earn Money

Wherever you want to go to college, AP can improve your chances of being admitted. Participation in AP courses is highly regarded among college admission officers. They know that AP students are often more mature than others and that college work will come as no surprise to AP students. In addition, 31 percent of colleges and universities consider a student's AP experience when making decisions about which students will receive scholarships.

Get on the Fast Track

By entering college with AP credits, you'll be able to skip introductory courses. That means you'll have the time to move into upper-level courses in your field of interest, complete an internship, pursue a double major, participate in independent study or study abroad.

Get Motivated

AP courses are not like regular high school courses. In AP classrooms the focus is not on memorizing facts and figures and giving answers that are intended to please the teacher. Busywork is not a part of the course. AP involves thinking for yourself, expressing your ideas and analyzing what you read.

Get Ready

AP can prepare you for the challenges of college, where intense course work catches far too many freshmen by surprise. AP can help you improve your writing skills, teach you problem-solving techniques and help you develop good study habits. In short, AP can give you a clear understanding of what it takes to excel in college.

Advisory Goal 4:

Grade:

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

10th

Gathering: Pair-Share (a technique enabling multiple, simultaneous conversations among students; see Glossary) or Go-Round (an activity in which students take turns responding to a question or prompt; see Glossary)
5-10 MINUTES

Activity/Topic: What's the AP[®] Edge? (Part Two of Two)
30-35 MINUTES

Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas; see Glossary) or Go-Round
5-10 MINUTES

Materials: What's the AP Edge? Presentation Feedback Sheet (three or four each, depending upon size of advisory), K/W/L chart from previous session, chart paper and markers (for flyer group), pens and paper

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is for students to understand the benefits of taking Advanced Placement Program (AP) Courses.

Gathering: Pair-Share or Go-Round

What is one new, good thing in your life?

If your school is doing the gradewide contest, you may want to do a pair-share to save time in this session.

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

Activity/Topic: What's the AP Edge? (Part Two of Two)

1. Remind students of the marketing campaign project from last session. Ask each group to report about what it needs to accomplish today.
2. Integrate any advisees who were not present last session into the groups.
3. Distribute the materials that students handed in from the last session and any necessary supplies. Tell them they will have 10 more minutes to finish their presentations.
4. Ask each group to present its marketing project. After each presentation, ask one or two volunteers from the other groups to create a headline of five words or less that explains the benefits of the AP Program, according to the presentation.
5. If there is a gradewide competition, you can also use the attached evaluation sheet to help the students evaluate presentations.

6. Ask students to vote on which presentations they would like to nominate to represent the advisory.

NOTE: *You may want students to select one presentation from each category (poster, skit, song/poem/rap).*

Debriefing:

- What do you consider the most important benefit of participating in the AP Program?
- What questions from our K/W/L chart were answered?
- What questions do we still have about the AP Program? How can we find answers? (College Board website? School counselor?)

Closing: Popcorn or Go-Round

What did you like most about this activity? What did you like least?

WHAT'S THE AP EDGE? PRESENTATION FEEDBACK SHEET

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Group	Was the benefit of taking AP classes clear? Write the main idea in five words or less.	<p>Was the presentation informative and engaging/ eye-catching?</p> <p>Circle the number that best applies:</p>
Group 1		<p>Needs Work Great Presentation</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Group 2		<p>Needs Work Great Presentation</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Group 3		<p>Needs Work Great Presentation</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Group 4		<p>Needs Work Great Presentation</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Group 5		<p>Needs Work Great Presentation</p> <p>1 2 3 4 5 6 7 8 9 10</p>
Group 6		<p>Needs Work Great Presentation</p> <p>1 2 3 4 5 6 7 8 9 10</p>

Advisory Goal 4:**Grade:**

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

10th

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

Activity/Topic: Careers and Majors Online Research²³
35 MINUTES

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

Materials: Computers with Internet access (one computer per student), Career Categories and Careers and Majors worksheets (one per student)

Grouping: Whole group, individual

Session Goal:

The purpose of this session is to provide an opportunity for students to explore college majors that will support them in pursuing careers that interest them.

Gathering: Go-Round

Distribute the Career Categories worksheet and ask students:
What is one career category that interests you? Why?

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

Activity/Topic: Careers and Majors Online Research

1. Explain to students that the purpose of today's session will be to explore college majors that will support them in pursuing careers that interest them.
2. Tell students: "Your college major is the subject in which you will specialize. For example, if the career category a student chooses is sports and fitness, possible majors that would lead to careers in this field are Exercise Science or Sports Communication, depending on the student's particular interest."
3. Say to students: "You will use the College Board website to research the connection between careers and majors and record your answers on a handout for future reference in choosing colleges. You do not have to be certain about your career or major interest at this point; many people don't know what they want to major in until after they get to college. However, the more informed you are about majors that match your current interests, the more effective your college search will be."

²³Adapted from <https://bigfuture.collegeboard.org/majors-careers>

4. Draw the student's attention to the URL on the handout and ask them to copy it into the browser: www.collegeboard.com/csearch/majors_careers/profiles/. After they have logged on to the website, demonstrate how to navigate the site, using the questions on the handout.
5. While students work independently, circulate and provide help as needed.
6. After 20 minutes, bring the group back together to debrief the activity.

Debriefing:

- What is a career and major in which you are interested based on the research you did today?
- What is one thing that surprised you?
- What do you want to find out more about? How can you do that?

Closing: Popcorn

In five words or less, what is the most important thing you learned today about possible career choices and college majors?

NOTE: *You should collect the handouts and put them in the students' advisory portfolios for future use in the college selection and admission process.*

CAREER CATEGORIES

Agriculture	Architecture, Engineering and Drafting	Arts: Visual and Performing	Business and Finance	Community and Social Services
Computers and Math	Construction	Education, Museum Work and Library Science	Environment	Health Care Support
Health Diagnosis and Treatment	Health Technology	Installation and Repair	Law and Government	Management
Media and Communications	Office and Administrative Support	Personal Care and Culinary Services	Production	Protective Services
Sales	Science	Social Science	Sports and Fitness	Transportation

CAREERS AND MAJORS WORKSHEET

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Name: _____ Date: _____

Directions: Log on to <https://bigfuture.collegeboard.org/majors-careers> and answer the following questions:

1. Choose one of the career categories. Investigate two of the careers that are listed in that category. Which one interests you the most?
2. For the career you chose, what are two majors that you can study in college that will prepare you for this career (“Related Majors” bar on the right)?
3. Choose one of the majors listed above. What are three courses you would take with this major (refer to “Typical Major Courses” bar on the right)?
4. What are two other careers you would be prepared to pursue if you chose that major in college (“Related Careers” bar on the right)?
5. What makes you think this might be a good major for you? (Pick two things from the “It Helps to Be” section to answer this).
6. Based on your research, what are two high school courses that would prepare you to pursue this major in college (“Helpful High School Courses” bar on the right)?
7. What was the most important or interesting thing you found out today from your research of careers and majors?
8. What is one thing you would like to know more about?

Advisory Goal 4:

Grade:

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

10th

Gathering: Are You More Like?

10 MINUTES

Activity/Topic: College Search Online

30 MINUTES

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

5 MINUTES

Materials: Internet Access for Each Student, LCD projector, College MatchMaker: My Recommended Matches worksheet

Grouping: Whole group, individual

Session Goal:

The purpose of this activity is to provide students with an opportunity to investigate different types of colleges that meet their needs and match their interests.

Gathering: Are You More Like?

1. Ask students to stand in the center of the classroom. Explain that they will be asked to decide if they are more like one or another thing on a continuum, with one concept or object on the left side of the room and the other on the right side of the room.
2. Ask students: "Are you more like ... " (choose one)
 - Winter or summer?
 - An open door or a closed door?
 - The inside or the outside?
3. From the left to the right of the classroom, students should stand where they feel they belong on the continuum.
4. Once they have situated themselves in the appropriate place on the continuum, say: "Look where you are in relation to others. Think about why you chose to stand where you are and consider what your location says about each of you."
5. Ask the participants to explain why they chose to stand where they are. At any point, remind the students that they can move if they hear something that encourages them to do so.

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

Activity/Topic: College Search Online

1. If you did the suggested gathering, explain that this activity allowed each student to explore her or his identity, which is an important step in choosing a college that is the best fit for that student.

2. Explain that students will do an online college search today that will provide an opportunity to explore criteria they consider important in choosing a college and to find colleges that match these criteria.
3. Using an LCD projector, go to <https://bigfuture.collegeboard.org/college-search> and demonstrate how to fill out the first page. Emphasize that it is very important for students to *Submit and Continue* after each *What's Important to You* page. Show students what happens when you hit "See Results." Point out that initially many schools will come up, but as the search is narrowed down, the list becomes smaller.
4. Instruct students to log on to the site and begin using College Search.
5. Move about the room to facilitate as the students work and to assist them when necessary.
6. If time allows when the College Search task is completed, instruct students to investigate one or two of the recommended colleges.

Debriefing:

- How many schools did your search reveal?
- What were the most important criteria (size, location, etc.) you used in choosing schools?
- Were any of the schools a surprise to you?
- What is one school you want to find out more about? How can you find out more information?

Closing: Popcorn

Now I am more aware of how important it is to ...

NOTE: *Ask students to hand in their sheets as they leave. You should file these in their advisory portfolios and make copies for the school counselor.*



COLLEGE SEARCH

My Recommended Matches at <https://bigfuture.collegeboard.org/college-search>

Name: _____ Date: _____

1. According to College Search, the following schools are a good fit for me and I would like to learn more about them:

a. _____

b. _____

c. _____

d. _____

e. _____

2. The two most important criteria (size, location, etc.) that I used in researching colleges are:

a. _____

b. _____

3. One college I researched is _____

4. Two things I found out about this college are:

a. _____

b. _____

Advisory Goal 4:

Grade:

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

10th

Gathering: Forced Choice

10 MINUTES

Activity/Topic: College BINGO²⁴

25 MINUTES

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

10 MINUTES

Materials: BINGO Sheet (one per student); Adviser's BINGO Clue Sheet

Grouping: Whole group, pair, individual

Session Goal:

This session will continue to familiarize students with the different types of colleges so that they can make informed decisions in choosing a college that is right for them.

Gathering: Forced Choice

Ask students to stand up and move to one side of the room or the other depending on their choice. Elicit from volunteers the reasons for their choices.

Would you rather ...

- Go to a sports event or go to a museum?
- Do something outdoors or indoors?
- Make something or do something?
- Go to the movies or rent a movie?
- Eat or sleep?

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

Activity/Topic: College BINGO

1. Make the connection to the suggested gathering by noting that everyone is different and, as a result, no one college is right for everyone. There are a variety of colleges to choose from, and today's BINGO game will help students become more familiar with all the possible choices so that they can make decisions that are right for them.
2. Explain that students already will know some of this information (there was a session on this topic in the ninth-grade *Advisory Session Guide*), while some of it will be brand new.

²⁴Adapted from *Get it Together for College* (New York: The College Board, 2008).

3. Distribute one BINGO game board to each student or pair depending on how you conduct the session. Direct students to randomly write the TYPES OF COLLEGES found below the game board in each square. For the first one or two rounds, read the type of college and clue to familiarize students with each one. When a student has achieved five in a row, she or he is declared a winner. During each round, ask the students to use a different symbol to mark their answers (asterisks, plus signs, exclamation points, etc.).
4. By the second or third round, depending on your group's confidence and comfort level, read just the clues and see if the students can find the type of college that matches the clue.

Debriefing:

- What was it like to do this activity?
- What is one way you would have changed the activity?
- What is one new piece of information you learned today?
- What are you wondering or are confused about?

Closing: Go-Round

What type of college would you like to find out more about?

DIFFERENT KINDS OF COLLEGES BINGO!

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B	I	N	G	O
		You have won a scholarship! Free Space		

Randomly write the following TYPES OF COLLEGES in the BINGO boxes:

- | | |
|--|-----------------------|
| Liberal Arts College | Public College |
| University | Co-Ed College |
| Agricultural College | Women's College |
| Technical/Career College | Men's College |
| Military College | In-State Colleges |
| Religiously Affiliated College | International College |
| Historically Black College or University | SUNY |
| Community College | CUNY |
| Virtual University | Residential Campus |
| Ivy League | Commuter Campus |
| International College | Branch Campus |
| Out-of-State College | Private College |

ADVISER'S BINGO CLUE SHEET

Please read the following descriptions in random order. When students have made their choices, review the correct answer. Allow students to make changes to their choices when necessary.

TYPE OF COLLEGE	CLUE
Liberal Arts College	This type of college emphasizes the humanities, social sciences, and the development of general knowledge and reasoning ability rather than specific career skills. Most liberal arts colleges are private, and the classes tend to be small. Examples: Bard College, Canisius College
Public College	This type of college is funded by state funds and tends to cost less than private schools. Examples: SUNY Albany, Baruch College
University	This school is generally larger than a college and offers more majors and research facilities. Examples: New York University, Syracuse University
Co-Ed College	Admission to this type of college is open to both male and female students. Examples: Medaille College, Queens College
Agricultural College	This type of college focuses on the study of agriculture, botany and animals. Example: Abraham Baldwin Agricultural College
Women's College	This type of college admits only female students. Examples: Mt. Holyoke, Spelman College
Career/Technical College	This type of college focuses on teaching technical skills, such as mechanics, electrical repairs and instructional technology. Example: Western Technical College
Men's College	Admission to this type of college is limited to men. Example: Morehouse College
Military College	This type of college prepares candidates for service in the officer corps of the Army, the Navy, Air Force or Coast Guard. Examples: The Citadel, The Coast Guard Academy
Religiously Affiliated College	This type of college is private (more expensive) and is associated with a particular religious faith. The religious affiliation may range from being historic only to being a big part of day-to-day student life. Examples: Fordham University, St. John Fischer College, D'Youville College
International College	This type of college is located outside the United States. Students from different national backgrounds study together. Examples: Oxford University, McGill University
Historically Black College	An institution that was founded prior to 1964 and whose mission was historically, and remains, the education of African Americans. Examples: Howard University, Tuskegee University

TYPE OF COLLEGE	CLUE
SUNY	This is the acronym for the State University of New York. These are public (government-funded and less expensive) schools located throughout the state of New York. Examples of campuses include: Buffalo, Brockport, Geneseo, Albany and Stony Brook
Community College	This is a two-year public college that offers vocational programs as well as an associate degree (a two-year degree). Students completing this program can then transfer to a four-year college to complete a bachelor's degree. Examples: Bronx Community College, Erie Community College
CUNY	This is the acronym for the City University of New York. These public (government-funded, less expensive) schools are located throughout the five boroughs of New York City. Examples: City College, Lehman College, Brooklyn College
Virtual University	This is an online school that delivers all courses by distance learning, with no physical campus. Examples: University of Phoenix, Empire State College
Residential Campus	This refers to a college that has on-campus housing for its students. Students may live in a variety of dorms and usually have meal plans. Examples: SUNY Fredonia, Pace University
Ivy League	This type of school is highly selective, with acceptance rates ranging from about 7 to 20 percent from an application pool that consists of the top high school students in the country. Examples: Cornell University, Yale University, Harvard University
Commuter Campus	This term refers to a school that does not provide on-campus housing for their students. The campus consists of college classrooms and administrative buildings. Examples: Monroe Community College, John Jay College of Criminal Justice
Hispanic Serving College	This is a college where Hispanic students make up at least 25 percent of the full-time undergraduate enrollment. Examples: CUNY York College, California State University–Los Angeles
Branch Campus	This term refers to a school that is affiliated with another college but is NOT the main campus. This type of school offers a wide variety of programs and many student services, but may not have all the majors and services offered by the main campus. Example: Monroe Community College Downtown Campus
Private College	This is a college that is not supported by public funds. It is usually more expensive than a public college. Examples: Iona College, Nazareth College
In-State College	This term refers to a college that can be found in the same state where the student resides. Examples: SUNY Brockport, SUNY Albany for students from New York
Out-of-State College	This term refers to a college that can be found in a different state than where the student resides. Examples for students from New York: University of Florida, University of Connecticut

Advisory Goal 4:

Grade:

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

10th

Gathering: Four Corners

10 MINUTES

Activity/Topic: College Admission Criteria: Who Gets Accepted? You Decide²⁵

25 MINUTES

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

10 MINUTES

Materials: College Admission Criteria: Who Gets Accepted? You Decide worksheet (one per student), four signs for gathering: SAT Score, Grade Point Average (GPA), Extracurricular Activities, Advanced Placement/Honors Courses

Grouping: Whole group, small group

Session Goal:

This session will enhance students' understanding of college admission criteria by asking them to imagine they are college admission officers.

Gathering: Four Corners

Ask students to stand in one of the corners labeled with the following signs: "SAT score," "Grade Point Average," "Extracurricular Activities" or "Advanced Placement/Honors Courses," representing the most important criteria they would consider in admitting students if they were College Admission Officers.

After the students have situated themselves, ask them to talk to students in the same corner about their reasons for choosing that particular criterion. Then, ask a few volunteers to explain their reasons to the whole advisory. Encourage students to question and respond to one another.

NOTE: Avoid reminding students of the "correct answer" until the end of the session.

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

Activity/Topic: College Admission Criteria: Who Gets Accepted? You Decide

1. Explain to students that the purpose of today's session is to enhance their understanding of *college admission criteria*.
2. Say to students: "In today's session you will imagine that you are a College Admission Officer for Aspirations College (a fictional school), and you are choosing one out of five possible

²⁵Adapted from Dibner Consulting Services (NewYork: 2008).

students for admission to Aspirations. You will need to take into consideration the high school transcript, as represented by the GPA and the quality of courses taken (AP or honors), the SAT score, and the extracurricular activities of each student as you decide whom to admit.”

3. Divide the students into small groups.
4. Hand out the sheets with the information about the school and the student profiles. Explain that advisees are to discuss which student they will admit. Emphasize that each group must come to an agreement about which student they select.
5. Circulate and answer questions as needed.
6. Ask each group to share its responses with the rest of the advisory.
7. Ask which criteria groups are considered the most important.
8. Explain that **Student E** is the strongest candidate. He has maintained a solid B average while challenging himself with honors and AP courses, which bodes well for his ability to succeed in college. Although his SAT scores are slightly lower than other candidates, his extracurricular activities reveal that he is a committed individual because he has been involved in the youth group and baseball teams throughout high school. Involvement in these activities coupled with good grades also indicates an ability to consistently balance academic and extracurricular activities. Finally, as president of his youth group, he possesses leadership skills, which give him an edge over other candidates. Remind students that the high school transcript is the most important criterion colleges consider and that the quality of the courses they take is as important as the grades they receive. Explain that SAT scores are important, but not as important as the transcript. Emphasize that extracurricular activities, both in and out of school, as well as strong recommendations and essays, can help a student get into a school that otherwise would not grant him or her admission.

Debriefing:

- What was it like imagining that you were a college admission officer?
- What was the biggest point of disagreement in your group?
- Why do you think the high school transcript is so important to college admission officers?

Closing: Go-Round

Something I want to keep in mind as a result of today’s session is ...

COLLEGE ADMISSION CRITERIA: WHO GETS ACCEPTED? YOU DECIDE

Imagine that your group members are admission officers at Aspirations College. You have one remaining slot available in your freshman class and you can choose only one of the following five students. Who will you choose? Why? Discuss with your group and be prepared to share the reasons for your selection with the rest of the advisory.

Aspirations College Admission Criteria:

The average grade point average (GPA) of students at your college is a B and the average SAT score is 1100.

- Student A:** Has a B+ average and received a score of 1050 on her SATs. In her junior year, she took AP Biology and received a C+. She has managed the wrestling team since 10th grade.
- Student B:** Has an A average and received a score of 1100 on his SATs. In his junior year he took an Introduction to Computers elective and in his senior year he took an Introduction to Psychology elective class. In both of these classes he received an A+. He did the school play in ninth grade, the school newspaper in 10th grade and the service club in 11th grade; and he is currently involved in the Robotics Club.
- Student C:** Had an A average going into her senior year and received a score of 1200 on her SATs. In her junior year she received a B in AP Biology. At the end of the fall semester of her senior year, her average is B-. She was on the softball team in 10th grade.
- Student D:** Has a C average and an SAT score of 1450. Although he did not take AP English in 11th grade, he took Honors English and received a C-, and Honors Math and received a C+. He has not participated in any extracurricular activities.
- Student E:** Has a B average and received a score of 1050 on his SATs. In his junior year, he took Honors Math and received a B, and AP English and received a C+. He has been involved in his church's youth group since ninth grade and is currently president of the group. In addition, he has played on the junior and senior varsity baseball team from ninth through 12th grades.

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

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

10th

This session is an alternative to the College Match Maker online search for advisories that do not have computer access.

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

Activity/Topic: What Are You Looking For in a College?²⁶
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: What Are You Looking For in a College? handout

Grouping: Whole group, pairs, individual

Session Goal:

This session will provide an opportunity for students to explore aspects that are important to them in choosing a college.

Gathering: Go-Round

What will be the most important thing for you to keep in mind when picking a college? Why?

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

Activity/Topic: What Are You Looking For in a College?

1. Explain that the purpose of today's session is for students to explore what they consider important in terms of choosing a college. Emphasize that different people consider different aspects important when making this decision. Draw students' attention to two sides of the room (A & B). Explain that you are going to read different criteria that they may consider in choosing a college. Ask them to stand at the side of the room that represents what they're looking for in a college. Once in position, ask a few volunteers to explain their choices. Encourage students to ask questions and respond to one another. Remind them that they can move at any time based on what someone else says. Feel free to share your own college experience and the criteria that were important to you.

Ask: Would you rather attend a college that is ...

Close to home	or	Far away
Small	or	Large
Commuter campus	or	Has on-campus housing

²⁶Adapted from *College Tools for Schools*, http://collegetools.berkeley.edu/documents/cat_1-10/Ideal_College_Activity.doc.

Diverse (has different kinds of students – race, economic status, religion, etc.)	or	Homogenous (students share a similar background – race, economic status, religion, etc.)
Urban (city)	or	Rural (countryside, small town)
Public (schools run and funded by the city or state; they are usually less expensive)	or	Private (schools that are run by institutions; they are usually more expensive)
Four year (bachelor's degree)	or	Two year (the first two years of a bachelor's degree or vocational or technical training)

2. Distribute the What Are You Looking For in a College handout. Explain any additional terms that students may not know.
3. Ask students to circle all the aspects they are considering in selecting a college. Ask them to rank their top three considerations for choosing a college, and explain their choices.
4. Divide the students into pairs and ask them to share what they are looking for in a college with their partners.
5. Ask a few volunteers to share their top three considerations in choosing a college with the rest of the advisory.

Debriefing:

- What was it like to do this activity?
- What is one thing you realized?
- What is one thing you want to know more about?
- Encourage students to keep in mind the criteria they consider important and to go to the College Board website and use the College Matchmaker Search at <http://collegesearch.collegeboard.com/search/index/jsp> to explore which colleges have the aspects they are looking for.

Closing: Go-Round

What is the most important consideration in choosing a college?

WHAT ARE YOU LOOKING FOR IN A COLLEGE?

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Directions: Circle all the aspects you are considering in a college.

Public	Private	Liberal Arts	Science/Math	Religious
Career/Technical Courses	Rural	Urban	In-State	Out of State
Close to Home	Far Away	Diverse	Single Sex	Co-Ed
Small College	Large College	Warm Weather	Cold Weather	Commuter Campus
NCAA Sports	Major/Area of Study	Intramural Sports	Clubs and Organizations	Competitive

What are your top three considerations for choosing a college? Rank the aspects you have circled above.

Consideration 1:

Why is this consideration important?

How does it fit your personality or suit your needs?

Consideration 2:

Why is this consideration important?

How does it fit your personality or suit your needs?

Consideration 3:

Why is this consideration important?

How does it fit your personality or suit your needs?

Advisory Portfolio

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

Brainstorming

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

Guidelines for Brainstorming:

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

Carousel Brainstorming

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

Concentric Circles

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

Closing

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

Guidelines for Closings:

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

Debriefing

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

Fist to Five

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

Gallery Walk

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

Gathering

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

Guidelines for Gatherings:

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

Go-Round

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

K/W/L Chart

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

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

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

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

Meet and Greet

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

Microlab

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

Opinion Continuum

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

Pair-Share

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

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

Popcorn

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

Rotating Interviewer

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

Rotation Stations

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

S.M.A.R.T. Goal

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

Talking Totem

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

Temperature Check

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

Ticket Out the Door

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

Whip

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

GATHERINGS

Positive Connections Through Gatherings

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

Guidelines for Gatherings:

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

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

ACTIVITY: Are you more like ...?

Cognitive Goals:

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

Affective Goals:

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

Directions:

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

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

Here’s the continuum: **Dog** ←————→ **Cat**

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

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

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

ACTIVITY: Concentric Circles

Directions:

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

ACTIVITY: Forced Choice

Directions:

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

ACTIVITY: Go-Rounds**Directions:**

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

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

Variations:

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

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

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

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

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

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

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

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

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

Directions:

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

Pick a card or object that reflects ...

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

ACTIVITY: Recent Experience

Directions:

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

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

ACTIVITY: Silent and Talking Lineups

Directions:

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

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

ACTIVITY: Unpacking a Sensory Memory

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

Directions:

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

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

ACTIVITY: Whip

Directions:

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

Some possible whips are:

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

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

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

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

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

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

CLOSINGS

Positive Connections Through Closings

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

Guidelines for Closings:

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

ACTIVITY: Acts of Kindness

Directions:

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

ACTIVITY: Appreciations

Directions:

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

ACTIVITY: Closing Go-Rounds

This is the same format as Gathering Go-Rounds.

ACTIVITY: Highs and Lows

Directions:

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

MATERIALS

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

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

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