



ADVISORY

Session Guides

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

9th
GRADE

The College Board

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Ninth 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	9th	<i>This session should occur before the first individual academic conferences in newly formed advisories.</i>
<p>Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES</p>		
<p>Activity/Topic: Environment and Routines for Conferencing 35 MINUTES</p>		
<p>Closing: Whip 5 MINUTES</p>		
<p>Materials: Academic Advisement Student Reflection Form (adviser’s choice; one per student), S.M.A.R.T. Goal Example and Worksheet (copied back-to-back, one per student), When Students Don’t Follow Advisory Guidelines Scenarios handout (one per group), What to Do When You’re Done Conferencing list (adviser’s choice) on chart paper/board (see Individual Academic Conferencing session, p. 8), chart paper, markers</p>		
<p>Grouping: Whole group, pairs, small group</p>		

Session Goal:

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

Gathering: Whip

I really appreciate it when ...

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

Activity/Topic: Environment and Routines for Conferencing

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

3. Distribute copies of whichever academic advisement form you plan to use and model how students should work with this worksheet.
4. Emphasize that advisers need to create an environment where each student can work on his or her individual reflection as well as have a productive conference with his or her adviser. Tell students you will put a list on the board of students' names in the order of the conferences. Also explain the seating arrangement you plan to use. Tell students that when they are done filling out their worksheets, they should choose a task from the What to Do When You're Done Conferencing list (adviser's choice of what goes on this list). Options include: homework, journaling, brainteasers, and board games. See the suggested resources in the Individual Academic Conferencing session, p. 8.
5. Ask students: "If the goal is to have everyone complete an individual reflection and to get individual attention from the adviser, what should it look like and sound like in this room?"
 - a. Create a T-chart on chart paper and label one side "Look Like" and one side "Sound Like."
 - b. Have students come up with guidelines for the group at the bottom of the T-Chart.Tell students that if these guidelines are not followed, the group could be negatively affected as an advisory.
6. At this point, it is important to explain to students what procedures to follow if they need to use the bathroom during conferencing (wait to ask for permission until a conference is over, sign themselves out, etc.) or if they need supplies (borrow the item from the adviser's supplies, wait until a conference is over, etc.).
7. Explain that students are going to act out scenarios that demonstrate what could happen when these guidelines are not followed.
8. Ask for two volunteers to act out the first scenario with you.
9. Group the remaining students and distribute scenarios; give each group 3 minutes to plan their scenario.
10. Have groups act out their scenarios for the other students.

Debriefing:

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

Closing: Whip

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

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

WHEN STUDENTS DON'T FOLLOW ADVISORY GUIDELINES

SCENARIOS

Scenario #1:

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

Session Goal:

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

Gathering: Fist to Five

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

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

Activity/Topic: Individual Academic Conferencing

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

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

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

Closing:

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

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

WHAT TO DO WHEN YOU'RE DONE

Suggestions

- Homework
- Brainteasers

Resources include:

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

- Journaling

Resources include:

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

- Silent reading
- Board or card games

ACADEMIC ADVISEMENT PROTOCOL SHEET

FOR ADVISER'S USE ONLY

Report Card Review for _____ Date _____

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

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Report Card: Trends and Opportunities

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

Which course do you think needs more attention?

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

Report Card: Trends and Opportunities

Who do you consider a support for you in school?

Support Person	How does this person help you?

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

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

If yes, my action plan is ...

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

Person/Organization	How do they help you?

Red Flags

Let's look at some attendance data ...

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

(Conversation/action plan as appropriate)

Is there anything I can do to help you?

If yes, my action plan is ...

Follow Up:

Issue	Specific Student Actions	Specific Adviser Actions

REPORT CARD REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

Summary and Reflection:

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

How do you know this? _____

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

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

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

Course: _____

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

END OF MARKING PERIOD SELF-REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

	<p>1.</p> <p>2.</p> <p>3.</p>	<p><input type="checkbox"/> This material is too difficult.</p> <p><input type="checkbox"/> The teacher moves too fast.</p> <p><input type="checkbox"/> I don't like to read.</p> <p><input type="checkbox"/> I don't like to write.</p> <p><input type="checkbox"/> I don't have time to do the homework.</p> <p><input type="checkbox"/> I get distracted easily.</p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Tests</p> <p><input type="checkbox"/> Homework</p> <p><input type="checkbox"/> Class Notes</p> <p><input type="checkbox"/> I do not attend regularly.</p> <p><input type="checkbox"/> I am late for class.</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Labs</p> <p><input type="checkbox"/> Projects</p>
	<p>1.</p> <p>2.</p> <p>3.</p>	<p><input type="checkbox"/> This material is too difficult.</p> <p><input type="checkbox"/> The teacher moves too fast.</p> <p><input type="checkbox"/> I don't like to read.</p> <p><input type="checkbox"/> I don't like to write.</p> <p><input type="checkbox"/> I don't have time to do the homework.</p> <p><input type="checkbox"/> I get distracted easily.</p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Tests</p> <p><input type="checkbox"/> Homework</p> <p><input type="checkbox"/> Class Notes</p> <p><input type="checkbox"/> I do not attend regularly.</p> <p><input type="checkbox"/> I am late for class.</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Labs</p> <p><input type="checkbox"/> Projects</p>
	<p>1.</p> <p>2.</p> <p>3.</p>	<p><input type="checkbox"/> This material is too difficult.</p> <p><input type="checkbox"/> The teacher moves too fast.</p> <p><input type="checkbox"/> I don't like to read.</p> <p><input type="checkbox"/> I don't like to write.</p> <p><input type="checkbox"/> I don't have time to do the homework.</p> <p><input type="checkbox"/> I get distracted easily.</p> <p><input type="checkbox"/> Other: _____</p>	<p><input type="checkbox"/> Tests</p> <p><input type="checkbox"/> Homework</p> <p><input type="checkbox"/> Class Notes</p> <p><input type="checkbox"/> I do not attend regularly.</p> <p><input type="checkbox"/> I am late for class.</p> <p><input type="checkbox"/> Other: _____</p> <p><input type="checkbox"/> Quizzes</p> <p><input type="checkbox"/> Labs</p> <p><input type="checkbox"/> Projects</p>

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

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

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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

9th

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

9th

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:	NOTE
To develop and maintain relationships between and among advisees and the adviser	9th	<i>This session is the second of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory</i>
Gathering: Name and Motion 10 MINUTES		
Activity/Topic: New Advisory Orientation: Creating a Safe Space ² (Part Two of Two) 25 MINUTES		
Closing: Tangled Web 10 MINUTES		
Materials: Chart paper from previous session entitled Our Advisory/(Teacher’s Name)’s Advisory with advisory goals written up, chart paper with suggested group agreements, yarn or string		
Grouping: Whole group		

Session Goal:

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

Gathering: Name and Motion

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

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

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

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

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

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

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

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

Debriefing:

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

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

Closing: Tangled Web

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

Advisory Goal 2:

Grade:

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

9th

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

9th

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

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

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

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

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

Grouping: Whole group

Session Goal:

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

Gathering Option 1: Two Truths and a Fib

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

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

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

Activity/Topic: Nonverbal Birthday Lineup

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

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

Debriefing:

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

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

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

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

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

Debriefing:

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

Closing: Popcorn

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

“FIND SOMEONE WHO...” BINGO!

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

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

Advisory Goal 2:**Grade:**

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

9th

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

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

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

Closing: Go-Round
5 MINUTES

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

Grouping: Whole group, pairs

Session Goal:

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

Gathering Option 1: Go-Round

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

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

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

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

Activity/Topic: What Do We Have in Common?

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

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

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

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

Debriefing:

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

Activity/Topic: M&M's game

OPTION 1

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

OPTION 2

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

Debriefing:

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

Closing: Go-Round

Choose one word to describe your experience in advisory today.

See "Words to Describe My Experience in Advisory Today," p. 40, for possible words.

WORDS TO DESCRIBE MY EXPERIENCE IN ADVISORY TODAY

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

Advisory Goal 2:

Grade:

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

9th

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

Activity/Topic: Team Building: High-Risk, Low-Risk³
30 MINUTES

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

Materials: High-Risk, Low-Risk cards, blank cards

Grouping: Whole group

Session Goal:

This session will explore the idea of taking risks and promote team building through students learning more about each other.

Gathering: Go-Round

Name one risk you have taken that you wish you hadn't or that you're glad you did.

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

Activity/Topic: Team Building: High-Risk, Low-Risk

1. Explain to students that they will participate in an activity today that will allow them to get to know each other better.
2. Explain that they will choose one card from either the high-risk or low-risk pile and read it. Ask students what they think a high-risk card might mean (more revealing information). Give an example of a high-risk card and a low-risk card. Explain that students will do whatever is on the card or answer its question. Explain to students that they can choose to pass.
3. Explain that it is the group's task to be supportive during this activity. Ask students what supportive behavior might look like (eye contact, smiling) and sound like ("Thank you for sharing," "Good job").
4. When a student chooses a high-risk card with a question, encourage other members of the advisory to share their responses to the question that was answered.
5. Continue until all students have had a turn.

³Adapted from Laurie S. Frank, *Journey Toward the Caring Classroom* (Oklahoma: Wood 'N' Barnes Publishing, 2004).

NOTE: *After having completed one round, you may want to ask students to suggest some ideas for high-risk and low-risk cards and add these to the piles.*

6. Ask students to give back their original cards and mix all the cards together, adding any additional ones. Repeat the process until all students have taken a second turn.

Debriefing:

- What was difficult or easy about this activity?
- Were you glad you had the choice to do this or not? How would it have been different if you were forced to do it?
- Was there a card labeled low-risk that you think should have been high-risk? One labeled high-risk that you think should have been low-risk?
- What makes a high-risk card high-risk? Is it the same for everyone? Why not?
- What did you need from the group in order to try to answer a high-risk card?

Closing: Popcorn

What's one thing you learned about someone today?

HIGH RISK, LOW RISK CARDS

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<p>Hum a sound.</p> <p>Low-Risk</p>	<p>Shake hands with each person in the group.</p> <p>High-Risk</p>
<p>Tell us your favorite TV show.</p> <p>Low-Risk</p>	<p>Do a one-minute dance.</p> <p>High-Risk</p>
<p>Look one person in the eye for 30 seconds.</p> <p>High-Risk</p>	<p>Take a bow.</p> <p>Low-Risk</p>
<p>Favorite ice cream flavor.</p> <p>Low-Risk</p>	<p>Touch your head and rub your stomach at the same time.</p> <p>Low-Risk</p>

<p>One thing I think should change in my school.</p> <p>Low-Risk</p>	<p>Best school lunch.</p> <p>Low-Risk</p>
<p>Without using any words, show us something you like to do.</p> <p>Low-Risk</p>	<p>Name a class you would like to take that is currently not offered.</p> <p>Low-Risk</p>
<p>Name a time you were glad to get home.</p> <p>High-Risk</p>	<p>What magical power would you want to have? What would you do?</p> <p>High-Risk</p>
<p>What really gets on your nerves?</p> <p>High-Risk</p>	<p>If you were to offer your parents one tip on how to be better parents, what would you tell them?</p> <p>High-Risk</p>

<p>When was the last time you felt completely happy? What made you feel that way?</p> <p>High-Risk</p>	<p>What do your friends like most about you?</p> <p>High-Risk</p>
<p>Choose one person in the group and tell him or her two positive things about them.</p> <p>High-Risk</p>	<p>Talk about a time when you were either:</p> <ul style="list-style-type: none"> • Scared • Embarrassed • Proud <p>High-Risk</p>
<p>After being given a truth pill, you are asked to describe your family. What is one thing you would say?.</p> <p>High-Risk</p>	<p>Say one thing you have said to another person that has made him or her feel appreciated.</p> <p>High-Risk</p>
<p>_____ -Risk</p>	<p>_____ -Risk</p>

_____ -Risk	_____ -Risk
_____ -Risk	_____ -Risk
_____ -Risk	_____ -Risk
_____ -Risk	_____ -Risk

Advisory Goal 2:

Grade:

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

9th

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

Activity/Topic: Team Building: Silent Squares Puzzle⁴
25 MINUTES

Closing: Appreciation Ball Toss
10 MINUTES

Materials: Puzzle handout (one envelope per group with all of the puzzle pieces), small ball (a rolled-up ball of paper will work)

Grouping: Whole group, groups of five

Session Goal:

This session will explore problem-solving tools and promote team building through exploring group member roles and responsibilities.

Gathering: Go-Round

Name one positive thing you bring to any group effort.

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: Silent Squares Puzzle

1. Explain that today's activity will require patience, teamwork, problem-solving and leadership skills.
2. Divide students into groups of five. If you have uneven numbers, assign some students to be observers.
3. Cut up the puzzles into pieces and place all the pieces into envelopes. Each group should have an envelope containing the pieces to all five puzzles.
4. Explain that in this exercise students will solve puzzles without speaking. Emphasize that the reason for not speaking is to encourage the groups to exercise creativity and problem-solving skills. Sometimes when we take away something we rely on, like speech, we are required to challenge ourselves in other ways.
5. Ask for one volunteer from each group to hand out three puzzle pieces to each group member.
6. Explain that the goal for each group is to have five completed puzzles on the table. Each puzzle should be the same size and have three pieces.

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

7. Rules:

- a. Participants must not speak.
 - b. You may only give away puzzle pieces to another group member.
 - c. You may not take pieces away from any member of the group.
 - d. No finger pointing, grabbing, groaning or grunting.
8. If a student gets stuck, ask if he or she would like a clue. If the student communicates “yes’ nonverbally, the adviser can take one incorrectly placed piece and place it in the correct position.

Debriefing:

- What did you like, dislike or find surprising about this activity?
- What happened during this activity?
- What feelings arose for you at the beginning of the activity, during the activity and at the end? How are feelings connected at times to past experiences? Explore the fact that how we approach a new learning experience is often shaped by feelings associated with prior similar experiences.
- Name three different ways people participated or contributed to the group.
- What are the tools, skills and attitudes that helped you solve the puzzle? Chart these responses and refer to them for the next two questions:
 - a. In what ways are these same skills and tools useful to you as a student, a friend and a family member?
 - b. In what courses or activities does it feel particularly important to apply and use these skills regularly?

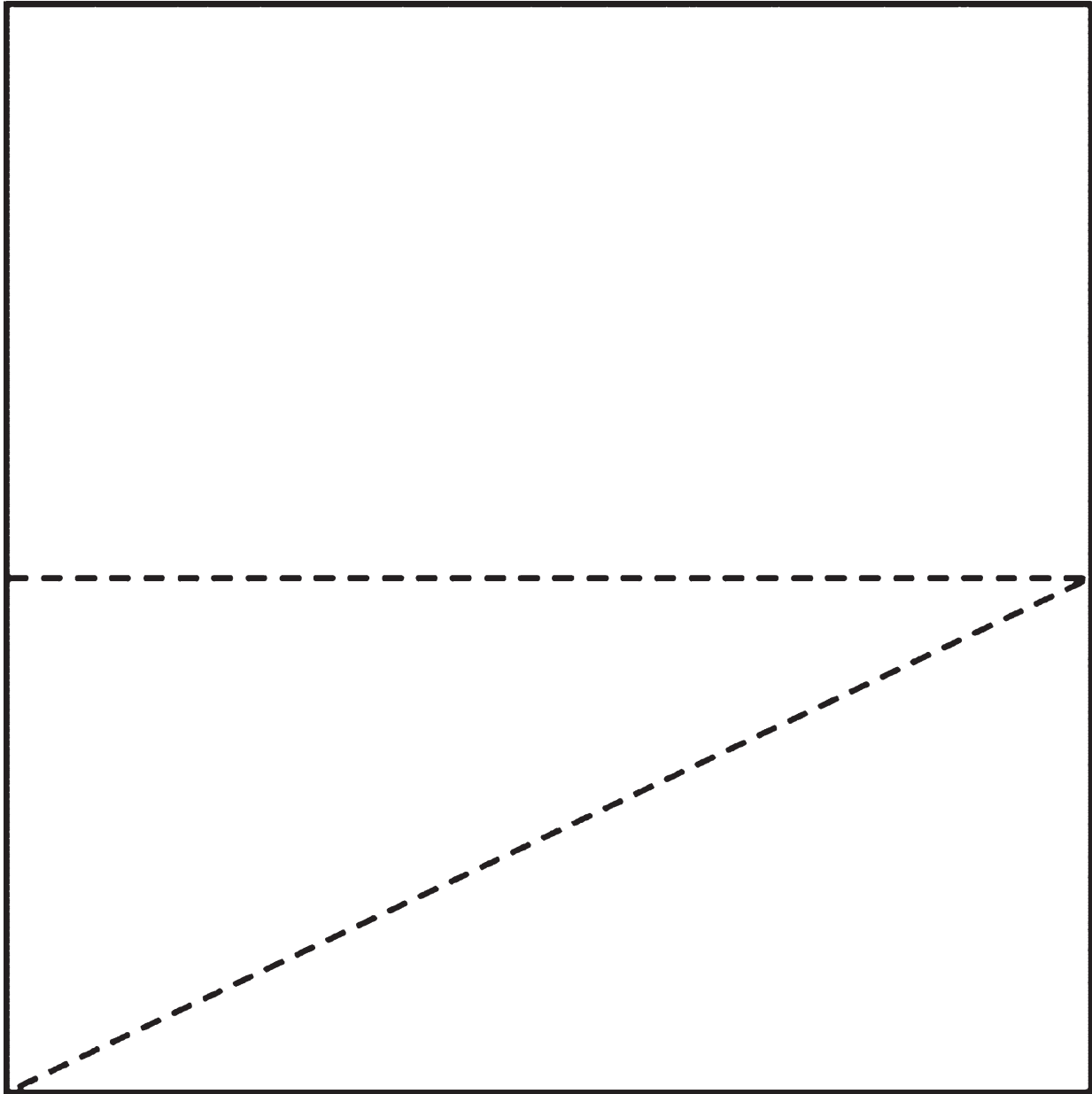
Closing: Appreciation Ball Toss

Ask the group to stand in a circle and have a student toss the ball to someone else in the group while saying something he or she appreciated about that person today. The student who received the ball should then throw it to someone else and say something he or she appreciated about that person. Repeat until everyone has gotten the ball once.

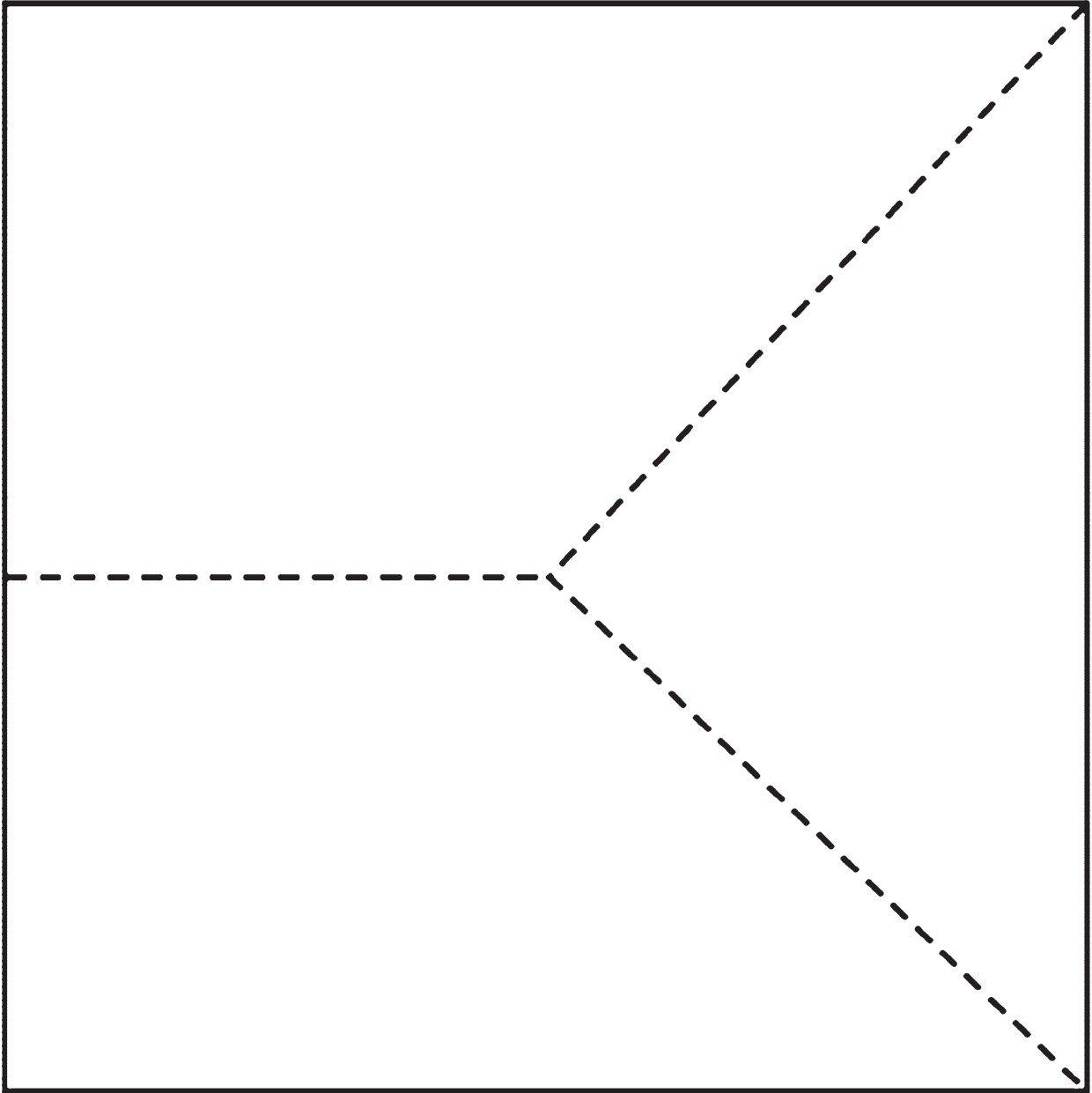
NOTE: If a student wants to pass, she or he can throw it back to the adviser, who will toss it to someone else.

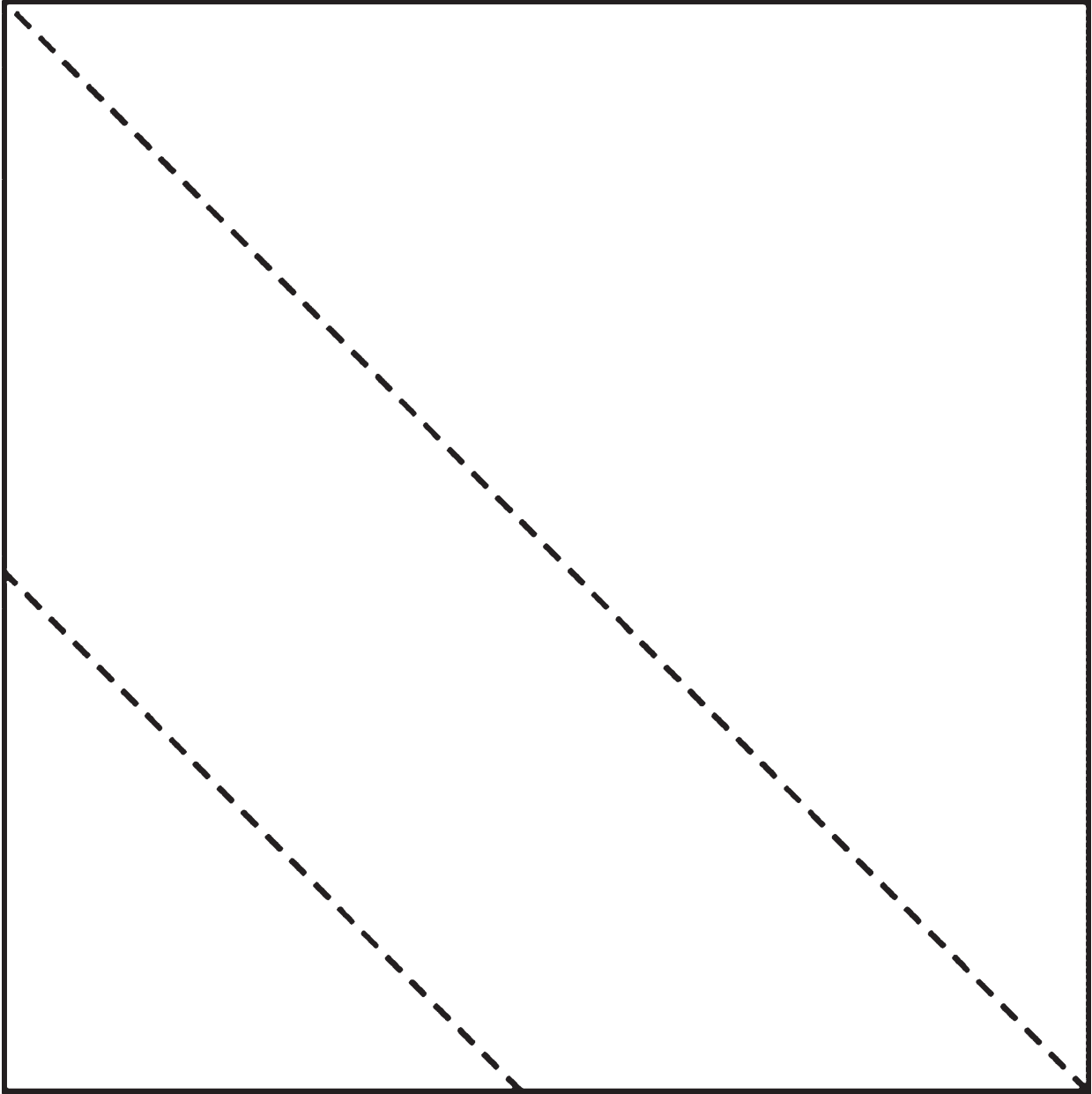
SILENT SQUARES

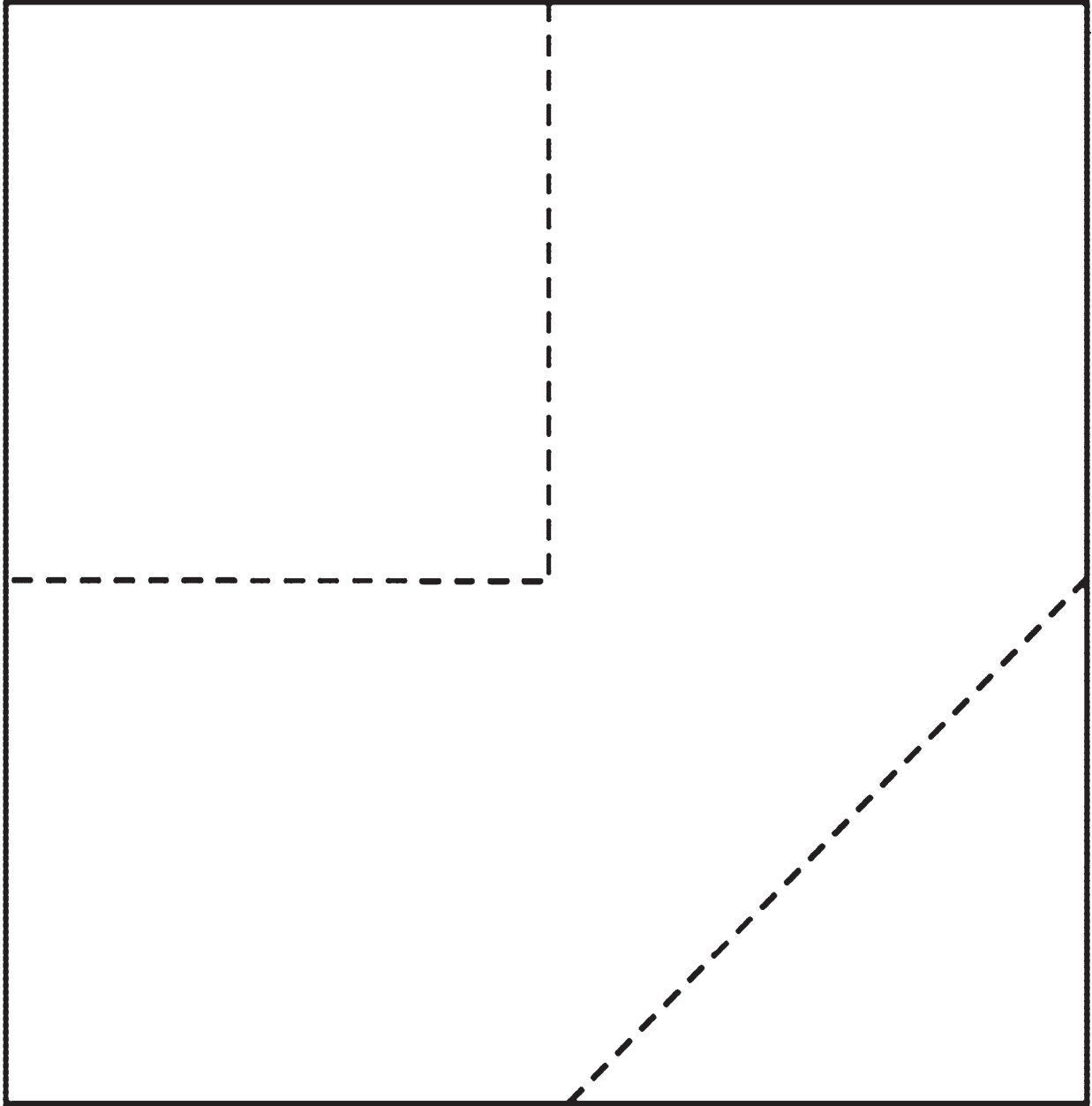
Puzzle Pieces

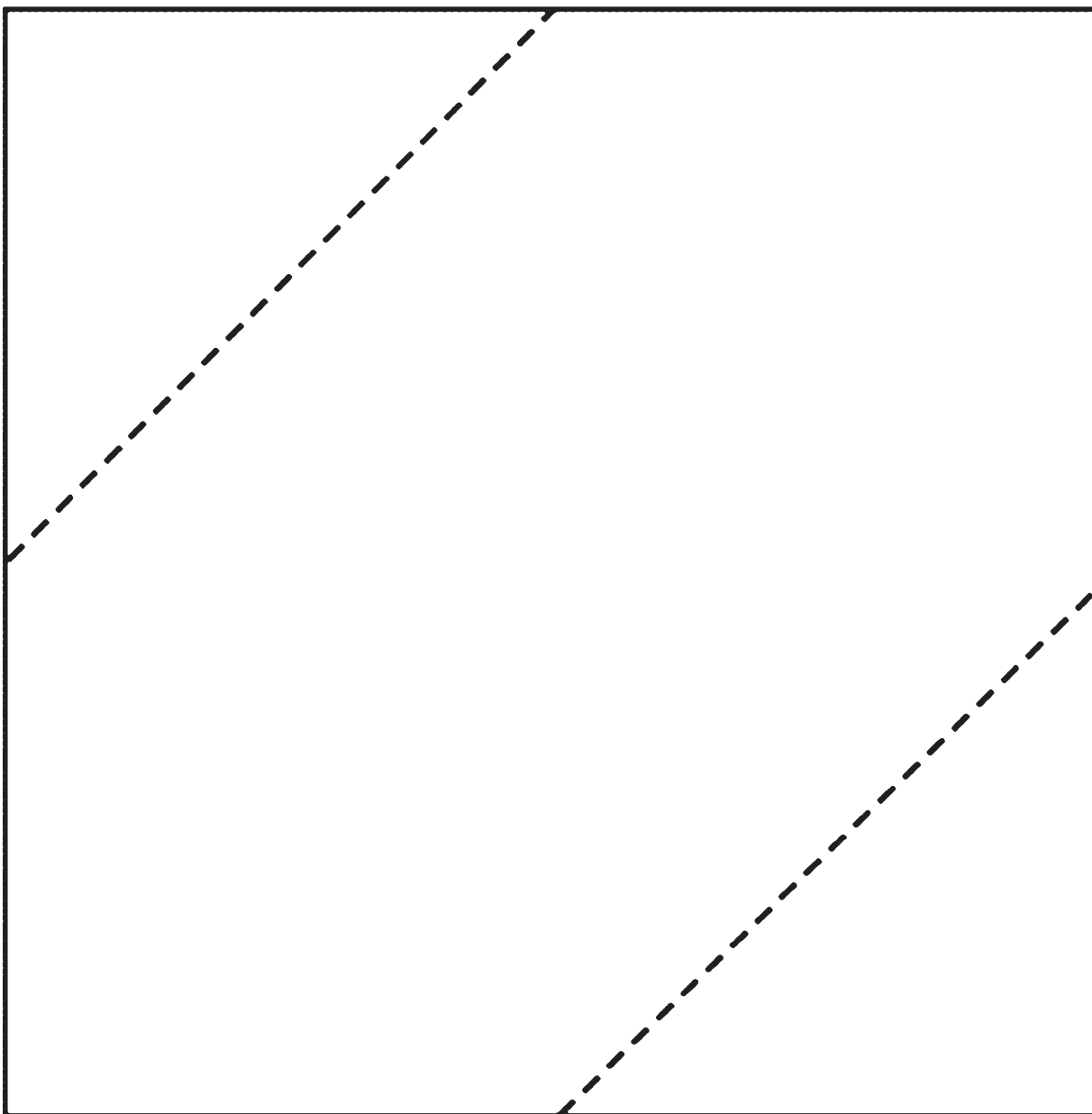


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Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	9th	<i>This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.</i>
Gathering: Whip (a positive, incomplete statement that is completed in turn by each person in a circle; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part One of Three) 35 MINUTES		
Closing: Popcorn (a technique in which a set amount of time is allotted for sharing ideas in a random order; see Glossary) 5 MINUTES		
Materials: Access to at least one computer and an LCD projector, College Door Research Worksheet (one per student)		
Grouping: Whole group, pairs, triads		

Session Goal:

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

Gathering: Whip

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

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

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

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

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

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

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

Debriefing:

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

Closing: Popcorn

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

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



Name _____ College _____

TOPIC	NOTES
<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	9th	<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	9 th	<i>This session should be done schoolwide at the same time and culminate in a series of workshops on college and/or a competition for the most informative and creative door.</i>
Gathering: Temperature Check (a quick way to elicit individual responses from all students; see Glossary) 5 MINUTES		
Activity/Topic: Team Building: College Door (Part Three of Three) 35 MINUTES		
Closing: Gallery Walk 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

9th

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
L ots of sharing

E veryone included

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

O

U

R eally opinionated

A birthday was always a reason to celebrate

D

V ery hard to live up to the group agreements at times

I

S

O

R

Y

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

Option B: Collage Poem

1. 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

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Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	9 th	<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 high 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.

1. What grade are you in? 9th 10th 11th 12th
2. How many years have you been at this school?
 Less than 1 year 1 year 2 years 3 years 4 years
3. How many years have you been with your current adviser?
 Less than 1 year 1 year 2 years 3 years 4 years
4. What is your gender? Male Female
5. What is your ethnicity?
 Black/African American
 White
 Hispanic
 Native American
 Asian/Pacific Islander
 Other: _____
6. 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

9th

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

Activity/Topic: Conflict Resolution: “You” Versus “I” Messages⁵ (Part One of Two)
30 MINUTES

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

Materials: Script (two copies), “You” Versus “I” Messages sheet (one per student)

Grouping: Whole group, pairs

Session Goal:

In this session, students will examine the difference between “You” messages and “I” messages.

Gathering: Go-Round

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

Activity/Topic: Conflict Resolution: “You” Versus “I” Messages (Part One of Two)

1. Explain to students that today they will be learning about a way of communicating that is more likely to result in them getting what they want when they are in a conflict.
2. Ask for two volunteers to read aloud Skit #1. Facilitate a discussion about the skit using the following questions:
 - How do you think Maria felt about Ashley in this skit?
 - How do you think Ashley felt about Maria in this skit?
 - Do you think Ashley is going to stop spreading her things around the room?
 - Why or why not?
3. Ask for two more volunteers to read aloud Skit #2. Facilitate a discussion about the skit using the following questions:
 - How do you think Maria felt about Ashley in this skit?
 - How do you think Ashley felt about Maria in this skit?
 - Do you think Ashley is going to stop spreading her things around the room?
 - Why or why not?

⁵Adapted from Lieber, Carol Miller, Lantieri, Linda, & Roderick, Tom. *Conflict Resolution in the High School*. Massachusetts: Educators for Social Responsibility. 1998.

4. Ask students what were some differences about the way these two communicated in the two scripts? Which way is better for getting what you want? Why?
5. Point out that the first skit contained “you” messages and the second skit contained “I” messages. “You” messages are aggressive and tend to attack and blame the other person. The receiver of a “You” message feels judged and blamed; therefore, he or she will go on the defensive. As a result, the receiver of the “You” message will usually either counterattack or withdraw from the relationship. Example: “You never take a turn helping around here and doing your share.” The second skit contained “I” messages. With an “I” message, the speaker is assertive and communicates his or her wants or needs, but a door is left open for dialogue. Example: “I am uncomfortable when people stand very close to me and speak loudly.”
6. Write the following “I” message formula on the board:
 - I feel ... (state the feeling)
 - When you ... (state the behavior)
 - Because ... (state the effect the behavior has on you)
7. Ask students to help you change the following “You” statement into an “I” statement: “Shut your mouth.” Example: “I feel frustrated when you keep talking because I can’t concentrate.”
8. Pair up students and pass out the “You Messages” to “I Messages” sheet.
9. Assign each pair one “You” Message to change into an “I” Message.
10. Ask each pair to share their responses with the rest of the advisory.

Debriefing:

- What was it like for you to change a “You” message into an “I” message?
- What did today’s activity make you think about/realize?

Closing: Pair-Share

When would you be willing to give someone an “I” message to let them know what you feel and need? Make a commitment to try it before our next advisory session.



CONFLICT RESOLUTION Scenarios



Maria and Ashley share a room at home.

Script #1:

Maria: I can't stand sharing a room with you. You're just a slob. Every time I try to straighten up in here so I can find my things when I want them, you mess it up again. Where do you get so much stuff? There's no room for me in here. I just can't live with you, and I hope you plan on living alone because nobody in the world is going to put up with this mess.

Ashley: Where do you get off calling other people slobs? You're really conceited. You think you're so perfect. Well, let me tell you, not everybody thinks you're great. You should know some of the things I've heard people saying about you. You can spend all your time housekeeping if you want to, but I don't see the necessity of fussing with stuff all the time. I clean up once in a while. It's not dirty in here, only a little messy.

Script #2:

Maria: I'm really having trouble living in this room. It makes me really upset when I come home to this room looking for a little peace and there is stuff all over the place. I can't think when there is a mess all around me. Plus my things get lost, and I can't find them when I need them. Sometimes they're just buried. I need to have more order in here.

Ashley: I'm sorry Maria. I'll try to be neater. My mind's just on other things, and this mess doesn't bother me. Is there some way we can divide the room so my clutter doesn't get in your way? Maybe we can clear a space just for you.

● “You” Messages to “I” Messages

Directions:

Turn one of the following “You” messages into an “I” message.

Use this formula:

- I feel ... (state the feeling)
- When you ... (state the behavior)
- Because ... (state the effect the behavior has on you)

Example:

“You message”: Shut up!

“I” message: **I feel** frustrated **when you** keep talking, **because** I can’t concentrate.

Now practice.

1. You better get out of my chair.

I feel _____

when you _____

because _____

2. Don’t tell me you understand. You don’t know anything.

3. Why don’t you let someone else have a chance?

4. I’m busy, so go bother someone else.

5. Leave me alone.

6. Stop touching my things.

7. Stop giving me advice. You think you know everything.

8. Put that down. It’s not yours.

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Conflict Resolution: “You” Versus “I” Messages⁶ (Part Two of Two)
25 MINUTES

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

Materials: “You” Versus “I” Messages Role-Plays (one per student), Role-Play slips (precut, one per pair), index cards, Closing Scenarios written on board (see Closing)

Grouping: Whole group, pairs

Session Goal:

In this session, students will identify the difference between “You” messages and “I” messages and practice turning “You” messages into “I” messages to avoid conflict.

Gathering: Go-Round

A time when I stood up for myself ...

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: “You” Versus “I” Messages (Part Two of Two)

1. Remind students that in the previous session they explored the difference between “You” messages and “I” messages. Ask students the difference between a “You” message and an “I” message. Ask them the benefits of using an “I” message versus a “You” message. Emphasize that “You” messages blame the other person and tend to escalate conflict. “I” messages express what the speaker feels, what’s happened to make him or her feel that way and what the speaker needs. “I” messages allow the speaker to stand up for himself or herself and prevent the escalation of conflict because they allow the other person to save face and to understand what the speaker is feeling.
2. Invite students to share situations in which they were able to practice using an “I” message since the last session. For each situation, ask how the receiver responded and how the student felt about using an “I” message. If students weren’t able to use this method, ask them what prevented them from doing so.
3. Remind students of the formula that is useful in creating an “I” message when we are just learning about them:

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

- I feel ... (state the feeling)
- When you ... (state the behavior)
- Because ... (state the effect the behavior has on you)

Explain to students that they will now have a chance to practice turning “You” messages into “I” messages.

4. Ask advisees to pair off.
5. Give out Role-Play #1 to each pair of students and ask them to determine which one lives closest to school. This person asks the questions for Role-Play #1 while the other person responds.
6. After 2 minutes, ask for one or two volunteers to share their responses with the whole advisory.
7. Distribute Role-Play #2. Ask students to find new partners, with the older student in each pair asking the question for Role-Play #2. Repeat this process, with students changing partners three more times, using the following prompts to determine who asks the question each round:
 - Who has the most siblings?
 - Who has lived in more places?
 - Who got up earlier this morning?

Debriefing:

- What was it like to do this activity?
- Was it difficult or easy to make “I” messages?
- Are there some situations where it might be easier to use an “I” message?
- Can you see yourself trying this in a real situation?

Closing: Ticket Out the Door

Give each student an index card and ask him or her to choose a situation in which he or she would like to use an “I” message. Students can select their own situations or choose one of the following:

- Tell your best friend one thing he or she does that really bugs you.
- Tell a teacher something he or she does that you think is unfair.
- Tell your parents about something they don’t understand.

Ask students to write down the “I” statement they would like to use. If time allows, ask each advisee to share his or her “I” statement with a partner or the whole advisory.

● "YOU" VERSUS "I" MESSAGES

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ROLE-PLAY SHEET

Role-play #1

Your best friend copied your homework without even asking and now you're both in trouble.

- What would be a "You" message in this situation?
- What would be an "I" message in this situation?

Role-play #2

Your brother/sister is always borrowing your things without asking.

- What would be a "You" message in this situation?
- What would be an "I" message in this situation?

Role-play #3

Your lab partner always makes you clean up after the lab experiment.

- What would be a "You" message in this situation?
- What would be an "I" message in this situation?

Role-play #4

You got a D on a paper you worked very hard on. You think the grade is unfair.

- What would be a "You" message to the teacher in this situation?
- What would be an "I" message to the teacher in this situation?

Role-play #5

Your younger brother/sister is always interrupting you while you're doing your homework.

- What would be a "You" message in this situation?
- What would be an "I" message in this situation?

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

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

9th

Since many ninth-graders may not have been previously exposed to S.M.A.R.T. goals, this is the first of two introductory sessions on S.M.A.R.T. goal setting.

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

Activity/Topic: Identifying S.M.A.R.T. Goals⁷
30 MINUTES

Closing: Advisory Vote
5 MINUTES

Materials: S.M.A.R.T. Goal Acronym, definition and example on big paper, Sample Goals (each on a different piece of chart paper, sticky notes (two different colors, two per student)

Grouping: Whole group, small groups

Session Goal:

In this session, students will identify S.M.A.R.T. goals.

Gathering: Go-Round

What is one wish you have?

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

Activity/Topic: Identifying S.M.A.R.T. Goals

1. Point out to students that the difference between a wish and a goal is that we usually have no control over the outcome of a wish (“I wish I had a million dollars”), whereas a goal describes something we can actively pursue and accomplish (“My goal is to arrive at school on time this week”).
2. Explain to students that not all goals are alike. The kinds of goals we are more likely to achieve are called S.M.A.R.T. goals, since they have built-in steps that make it easy to ensure that we achieve them. Explain that S.M.A.R.T. is an acronym in which each letter represents one of the steps.
3. Explain to students that they are going to explore the different steps by looking at how a student turns a vague goal of wanting to “do better in math” into a S.M.A.R.T. goal.
4. Draw their attention to the five pieces of paper around the room (see below). Point out that each one represents one of the steps of a S.M.A.R.T. goal:

Specific: What is my goal **IN DETAIL**?

To keep track of my math assignments in an assignment pad.

⁷ Adapted from Laurie S. Frank, *Journey Toward the Caring Classroom* (Oklahoma: Wood ‘N’ Barnes Publishing, 2004).

Measurable: HOW MUCH or HOW MANY times will I do this?

I will write down my assignments and check them off when completed DAILY.

Action-bound: What ACTION will I take to achieve my goal?

I will write down the assignments before completing the Do Now every day.

Realistic: How will I MAKE THIS HAPPEN?

I will ask my mom for money for an assignment pad.

Time-bound: What is my DUE DATE?

I will keep track of my assignments until the end of the marking period.

5. Break up your advisory into five groups and assign each group one of the letters of the S.M.A.R.T. goal acronym. Ask them to discuss in their group how the example answers the question associated with that step.
6. Ask each group to report the results of their discussion.
7. After groups have reported out, show them on the board/chart paper how you can combine all the steps to come up with a S.M.A.R.T. goal:

This marking period I will keep track of my math assignments DAILY by writing them down in an assignment book and checking them off when they are completed.

8. Give each student two different colored sticky notes. Tell students that they will read some sample goals and identify whether they are S.M.A.R.T. goals or not. They will “vote” with their sticky notes. (One color sticky note will mean YES and one color sticky note will mean NO.) Remind them that in order for a sample goal to be a S.M.A.R.T. goal, it needs to be specific, measurable, action-bound, realistic and time-bound.
9. Reveal one goal at a time and ask each student to vote by placing a sticky note on the chart paper. If the sticky notes reveal there is a consensus, ask a volunteer to explain the group’s vote. If the sticky notes reveal there is a disagreement, ask for volunteers to explain their reasons for voting YES or NO and facilitate a discussion about whether or not the goal is a S.M.A.R.T. goal. In between rounds, ask students to collect their sticky notes.

NOTE: *Keep goals posted for closing activity.*

Debriefing:

- What did you like or dislike about this activity?
- What is one thing you want to remember from today about S.M.A.R.T. goals?

Closing: Advisory Vote

Ask advisees to place their vote in “Battle of the Goals” for the “S.M.A.R.T.-est” and “least-S.M.A.R.T.” goal by standing by it.

S.M.A.R.T. GOALS

Sample Goals

Sample Goals	S	M	A	R	T	Notes
I will work on my math homework during tutoring on Tuesdays and Thursdays for the next two weeks.	✓	✓	✓	✓	✓	
I will study in the kitchen for 3 hours the night before next week's history test.	✓	✓	✓		✓	Students may say this is S.M.A.R.T., but ask them if this is a realistic goal.
I will pass every class by paying attention and trying harder so that my grades will improve on tests and projects.		✓	✓	✓		
I will rewrite my science notes on index cards two times a week this marking period.	✓	✓	✓	✓	✓	
I will take a deep breath and walk away every time my little brother bothers me this week.	✓	✓	✓		✓	Students may say this is S.M.A.R.T., but ask them if this is a realistic goal.
I will complete one essay a week and hand it in to my English teacher so that I will have three essays done by November 3.	✓	✓	✓	✓	✓	
I will get an 85 in Spanish this semester.	✓			✓	✓	
I will come to school on time at least three days a week.	✓	✓	✓	✓		

Chart Key:

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

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

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

9th

Since many ninth-graders may not have been previously exposed to S.M.A.R.T. goals, this is the first of two introductory sessions on S.M.A.R.T. goal setting.

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

Activity/Topic: Creating S.M.A.R.T. Goals
30 MINUTES

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

Materials: Write quotes on board, write steps to creating a S.M.A.R.T. goal and Sample S.M.A.R.T. goal on board (see #2), S.M.A.R.T. Goal Worksheet (one per student), S.M.A.R.T. Goal Peer Evaluation sheet (one per student), paper, pens, basket (or suitable container) for the goals

Grouping: Whole group, triads

Session Goal:

Advisees will create S.M.A.R.T. goals and provide feedback about each other's goals.

Gathering: Pair-Share

Write one of the following quotes on the board and ask advisees to share their responses with a partner.

You have to set goals that are almost out of reach. If you set a goal that is attainable without much work or thought, you are stuck with something below your true talent and potential.

— Steve Garvey

The tragedy of life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach.

— Benjamin Mays

Activity/Topic: Creating S.M.A.R.T. Goals

1. Remind advisees that not all goals are alike. Some goals are very vague and therefore difficult to measure, such as "do better in math." S.M.A.R.T. goals, on the other hand, have built-in steps that make it easier to ensure that we achieve them.
2. Draw students' attention to the example of how to turn a vague goal into a S.M.A.R.T. goal

(written on board):

Vague goal: Do better in math.

Steps to make this into a S.M.A.R.T. goal:

Specific: What is my goal in detail?

I will go to math tutoring.

Measurable: How much or how many times will I do this?
I will go to math tutoring during lunch on Tuesdays and Thursdays.

Action-bound: What action will I take?
I'll work on my homework during tutoring.

Realistic: Can I make this happen? How?
I'll put sticky notes in my agenda to help me remember.

Time-bound: When is my due date?
I'll go to lunch tutoring until the unit test in two weeks.

Now you've got a S.M.A.R.T. goal:

I will work on my math homework during lunch tutoring on Tuesdays and Thursdays for the next two weeks. I'll put sticky notes in my agenda to help me remember.

3. Ask advisees each to write out one S.M.A.R.T. goal on a blank sheet of paper without signing his or her name on it.

NOTE: *The goal does not have to have personal meaning for them, but it can if they wish. Students do not have to write out every step of the goal; they can write it in one sentence. When done, they should crumple their papers and toss them in a basket. Mix up the balls of paper and ask each advisee to take one at random. (It does not matter if they get their own.)*

4. Break your advisory into triads and ask them to read the goals and evaluate them in relation to how S.M.A.R.T. they are, using the S.M.A.R.T. Goal Peer Evaluation Sheet (one per goal). Groups should then make any corrections necessary. Circulate and help the students as needed.
5. After 10 minutes, ask each group to share their evaluation of one of the goals with the rest of the advisory.

Debriefing:

- What is the most important part of a S.M.A.R.T. goal? Why?
- What part of a S.M.A.R.T. goal is most difficult for you to create? Why is that?
- How can the advisory support each other in setting and achieving S.M.A.R.T. goals?

Closing: Ticket Out the Door

Distribute a S.M.A.R.T. Goal worksheet to each student and ask students to write a S.M.A.R.T. goal that has personal meaning for them. Ask each student to put his or her name on the sheet this time.

NOTE: *Collect these sheets and follow up with advisees in the next couple of weeks informally, during individual conferences, or as a whole group gathering to determine how everyone is coming along with their goals.*

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:

S.M.A.R.T. GOAL PEER EVALUATION

Evaluator(s): _____

Criteria	Evaluation: Yes/No	If "No," suggested revisions:
Is this goal specific ?		
Is this goal measurable ?		
Is this goal action-bound ?		
Is this goal realistic ?		
Is this goal time-bound ?		

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S.M.A.R.T. GOAL PEER EVALUATION

Evaluator(s): _____

Criteria	Evaluation: Yes/No	If "No," suggested revisions:
Is this goal specific ?		
Is this goal measurable ?		
Is this goal action-bound ?		
Is this goal realistic ?		
Is this goal time-bound ?		

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Understanding Stress⁸
30 MINUTES

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

Materials: Stress Box handout (one per student)

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is to help students identify the stressors in their lives as well as possible coping and problem-solving strategies.

Gathering: Whip

Something in my life that gives me stress 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: Understanding Stress

1. Explain to students that in today's session they will identify stressors in their lives and explore how to deal with stress effectively.
2. Hand out the "Stress Boxes" activity sheet. Instruct students to connect the upper boxes to the lower boxes with straight lines. Then tell them to write the name or description of a specific stressor in each of the large boxes across the top. Encourage students to be as specific as possible. *Example: An upcoming exam in third period math class.* Model with your own examples.
3. Before students fill out their boxes, explain that they will be asked to share their stress boxes in small groups. They should keep this in mind as they decide what stressors to put on their sheet.
4. When students have finished, ask them to add up to five connecting lines depending upon how much stress they associate with that stressor. *Example: One line = "It bugs me"; five lines = "It makes me ready to explode."*

⁸Adapted from Peterson, Jean Sunde. *Talk with Teens About Stress: 50 Guided Discussions for School and Counseling Groups.* Minnesota: Free Spirit Publishing. 1993.

5. Instruct students to write an “X” above each box containing a *short-term* stressor (something that is causing stress in their lives right now) and a larger square around each box containing a long-term stressor (something that might be with them for many years — possibly a lifetime).
6. Then ask students to put a “+” above each box containing a stressor that they could do something about if they chose to. Model with your own examples.

IMPORTANT: *During this activity, watch for students who seem unable to discriminate among their stressors, or who have drawn dark, wide lines to all of them, which may indicate imminent overload. Arrange to meet with those students privately at some other time. You might invite them to talk to you about the stress they are experiencing. Or, depending on your assessment of the situation, you might suggest that they talk to a school counselor.*

7. Explain that students will be sharing their stress boxes in small groups and offering suggestions for coping and problem solving. To prepare students for this, provide a couple of examples and ask them to brainstorm suggestions as a whole advisory. Possible examples:
 - Short-term stressor: Too much make-up homework.
Suggestions: Try harder to complete assignments on time; get better organized (use a calendar?) so you won’t forget assignments.
 - Short-term stressor: A big research paper that is due soon.
Suggestion: Stop procrastinating and start working on it today. Break it down into smaller steps and finish each step one at a time.
 - Long-term stressor: Worried about college.
Suggestions: Talk to a school counselor. Talk to someone who graduated from college recently. Talk to someone who currently attends college.
8. Put students into groups of three or four and encourage them to share their stress boxes with the group. One way to do this is to list their stressors in order of intensity, and then explain which ones are short term, which ones they could do something about if they chose to, and which ones (if any) might be long term. Encourage other group members to offer suggestions for coping and problem solving.
9. To conclude this part of the discussion, say something like this: “We can’t eliminate all stressors from our lives, but we can learn to accept that they exist, and we can alter the way we respond to them. We can also make sure that we take care of our health, so that during stressful times we remain healthy and able to cope well.”

Debriefing:

- What was it like to do this activity?
- What did you learn about what causes stress in your life?
- Who are some adults you could go to who could support you when you are feeling stressed? (social worker, coach, school counselor, parent, etc.)

Closing: Go-Round

What are two changes that you will make in your life to address the levels of stress?

STRESS BOXES

Name _____ Date _____

--	--	--	--	--

<i>Me</i>	<i>Me</i>	<i>Me</i>	<i>Me</i>	<i>Me</i>
-----------	-----------	-----------	-----------	-----------

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Adding or Subtracting: What's my Impact?⁹
30 MINUTES

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

Materials: Adding or Subtracting: What's My Impact? worksheet (one per student), Discussion questions (one per group), Positive Group Skills and Negative Group Behaviors (to be posted in your room)

Grouping: Whole group, pairs, small groups

Session Goal:

This session will introduce students to group behavior terms and encourage them to identify and reflect on skills and behaviors that may add to or subtract from the effectiveness of the group. This session is most useful after the group has been together for two or three months (or possibly sooner if advisory meets more than once a week) but before negative behaviors have become entrenched.

Gathering: Opinion Continuum
Choose one or two from the following

- I like working in groups.
- Working in groups is an important skill I will need in the future.
- Everyone can get better at working in groups.

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

Activity/Topic: Adding or Subtracting: What's My Impact?

1. Explain to students that the purpose of today's session is to re-introduce them to terms for skills and behaviors that may add to a group's effectiveness or subtract from it. Emphasize that even though some students may not like working in groups, it is an important skill in school, college and life, and that knowing about these skills and behaviors and being able to talk about them will help students improve the way they work together in groups. Also, remind students that it's okay to admit that our behavior might subtract from a group at times (including yours – the adviser's). Noting that we sometimes use behaviors that have a negative impact on others does not mean we are bad people; it means that we are honest with ourselves and can be responsible for changing.

⁹Adapted from Poliner, Rachel A. & Lieber, Carol Miller. *The Advisory Guide*. Massachusetts: Educators for Social Responsibility. 2004.

2. Give each student a copy of the Adding or Subtracting: What's My Impact? worksheet. Read through the sheet with your advisory and define or clarify terms. Explain to students that you want them to reflect on their group behaviors in advisory.
3. Model how you would answer two of the prompts from both the positive and negative skills/behaviors.
4. Ask students to complete their sheets individually. Encourage them to take their time and think about how they interact in advisory as they fill out the worksheets.
5. Divide the students into pairs or triads and give each group a set of discussion questions. Model how you would answer #1 and #4.
6. Encourage students to discuss their answers, explaining that they need not share with the group

Debriefing:

- What was it like to reflect on how you add to or subtract from the group?
- How do you think that negative attitudes or actions impact our advisory as a whole?
- We all have moments when we exhibit negative behavior. What are some ways we can support each other to avoid behaviors that subtract from the group and instead use more positive skills?

Closing: Popcorn

What's one skill/behavior you want to work on in advisory?

NOTE: *It is suggested that you post the attached Adding or Subtracting: What's My Impact? – List of Positive and Negative Group Behaviors in your capacity as a teacher/counselor as well as adviser in an effort to create a consistent, school-wide vocabulary for positive as well as negative group behaviors.*

● **ADDING OR SUBTRACTING: WHAT'S MY IMPACT?**

Discussion Questions

Discuss your responses to the following questions with your group.

1. What is a positive group skill that you enjoy using/use well?

2. Describe one of the people you mentioned as a good model of the positive skills.

3. What might you do to add more to the advisory group?

4. When you find yourself subtracting from the group, what do you notice yourself doing?
 - How might this impact the advisory?

 - What has helped you get out of this role in the past?

 - What support would you like in order to get out of this role next time?

● ADDING OR SUBTRACTING: WHAT'S MY IMPACT?

Behaviors that Encourage or Discourage Collaboration

The Positives (Adding)

There are many different skills and behaviors that add to a group's cohesiveness. When everyone knows about these skills and behaviors and can talk about them, the group can more easily improve the way it works together. On the chart below, rate yourself on a scale from one to five where one is low (you don't like or are not great at this role) and five is high (you like this role and play it well). Then think of a person — in or out of school — who uses a positive skill really well.

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(+) Positive group skills and behaviors that ENCOURAGE COLLABORATION	Rate yourself Low (1) – High (5)	Name a role model
Initiating/problem-solving: <i>proposing ideas, suggesting next steps, experimenting, carefully confronting disruptive behaviors</i>	1 2 3 4 5	
Organizing/coordinating: <i>keeping the group on track, focusing on goals, suggesting timelines, proposing fair division of labor</i>	1 2 3 4 5	
Seeking: <i>identifying what information and resources are needed for doing research, connecting different ideas, asking related questions</i>	1 2 3 4 5	
Encouraging: <i>encouraging everyone's participation and thinking, praising efforts, staying positive</i>	1 2 3 4 5	
Harmonizing: <i>checking on feelings, sensing when the group needs a break or a heart-to-heart, suggesting ways to work together</i>	1 2 3 4 5	
Clarifying/summarizing: <i>clearing up confusion, checking to see if everyone understands and if the topic has been discussed enough, offering conclusions</i>	1 2 3 4 5	

THE NEGATIVES (Subtracting)

Everyone has moments when they make it harder for their group to work, when they subtract ideas and energy. When we engage in any of the behaviors below, we push the group off track, undermine confidence, or damage the way people talk and work together. What can you do to get out of this role next time?

(—) Negative group roles and behaviors that DISCOURAGE COLLABORATION	Your experience: <ul style="list-style-type: none"> • When have you fallen into the role? • What helped you get out of the role?
Dominating: <i>telling others what to do, insisting my ideas are better than others, hogging the spotlight and the credit</i>	
Distracting: <i>talking about everything except the task at hand, fidgeting, telling jokes, calling attention to myself</i>	
Blocking: <i>being stubborn, rarely offering an idea but always finding flaws in others' ideas, disagreeing without listening carefully, playing the devil's advocate long after it's useful</i>	
Withdrawing: <i>being consistently silent or out of the loop, not sharing ideas, not doing a fair share of the work, drifting along</i>	
Doom and Gloom: <i>expecting the group to fail, claiming projects won't work and ideas are bad, spreading a sour mood</i>	



POSITIVE GROUP SKILLS AND NEGATIVE GROUP BEHAVIORS¹⁰

(+) Positive group skills include:

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

(-) Negative group behaviors include:

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

¹⁰Adapted from *Get it Together for College* (New York: The College Board, 2008).

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Time and Task Management¹¹

35 MINUTES

Closing: Whip

5 MINUTES

Materials: Color Chart (one per student), My Week at a Glance Sheet (one per student, copied back-to-back with Color Chart), crayons/ markers (one per every two students — see colors in Color Chart), Task Log for the Week (one per student), adviser’s task list log written on board/chart paper

Grouping: Whole group, pairs, individual

Session Goal:

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

Gathering: Pair-Share

What do you make time to do every week that’s really important to you?

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

Activity/Topic: Time and Task Management

1. Explain to the students that the purpose of today’s session is to reflect on how they spend their time and to practice a strategy that will help them with time and task management, which are vital to success in school and life.
2. Distribute the My Week at a Glance Sheet and color markers/crayons. (See the colors noted in the Color Chart found at the end of this session plan.) Emphasize that students, as they fill out this chart, should think about how they spent their time during the past week.
3. Ask students to use a red crayon/marker to mark in the times for the “official” school day.
4. Then ask students to use an orange crayon/marker and color in the time slots that they devoted to TV, computer, DVD, iPod, and gaming systems during the past week. Emphasize that you are asking students to approximate the time spent on this activity.
5. Distribute the Color Chart. Ask students to refer to this and color in the rest of the activities on their chart.

¹¹Adapted from Poliner, Rachel A. & Lieber, Carol Miller. *The Advisory Guide*. Massachusetts: Educators for Social Responsibility. 2004.

NOTE: *Remind students that they are basing this on the past week and that they are approximating the time they spent on each activity.*

6. Have students tally their hours for the week in three of the categories where they spent most of their time (except red, white and black) and fill this in on their Color Charts.
7. Ask each student to share his or her Week at a Glance and Color Chart with a partner and discuss the following questions: What stood out to you when you looked at how you spent your time? Were there any surprises? Were there any changes you'd like to make in terms of how you will spend your time in the coming week?
8. Now that students have reflected on how they spent their time during the past week, explain that you will be introducing them to a strategy to plan effectively for the coming week.
9. Distribute the Task Log for the Week.
10. Ask students to write down in the middle column everything they want to get done over the next week. Using your own list as a model on the board, guide students through prioritizing, reorganizing, eliminating and planning ahead (using the PREP tips on the handout).

Debriefing:

- What was it like to look at how you spent your time last week?
- What did you realize from filling out the Task Log for next week?

Closing: Whip

A priority for the coming week is ...

During the next session, you should do a group check-in or talk to students informally as they enter advisory about how the Task Log helped them manage their time and tasks during the past week.

COLOR CHART

Color	Activity	Hours Devoted to this Activity
Orange	TV/computer/DVD/iPod/Gaming Systems	
Red	Official school day	
Green	"After school" help and homework	
Purple	Spending time with friends	
Blue	Work	
Yellow	Work at home: chores, babysitting, etc.	
Pink	Extracurricular activities: sports/clubs	
Brown	Other: volunteering, church, etc.	
White	Meals	
Black	Sleeping	

MY WEEK AT A GLANCE

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30 a.m.							
7:00 a.m.							
7:30 a.m.							
8:00 a.m.							
8:30 a.m.							
9:00 a.m.							
9:30 a.m.							
10:00 a.m.							
10:30 a.m.							
11:00 a.m.							
11:30 a.m.							
12:00 p.m.							
12:30 p.m.							
1:00 p.m.							
1:30 p.m.							
2:00 p.m.							
2:30 p.m.							
3:00 p.m.							
3:30 p.m.							
4:00 p.m.							
4:30 p.m.							
5:00 p.m.							
5:30 p.m.							
6:00 p.m.							

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MY WEEK AT A GLANCE

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
6:30 p.m.							
7:00 p.m.							
7:30 p.m.							
8:00 p.m.							
8:30 p.m.							
9:00 p.m.							
9:30 p.m.							
10:00 p.m.							
10:30 p.m.							
11:00 p.m.							
11:30 p.m.							
12:00 a.m.							
12:30 a.m.							
1:00 a.m.							
1:30 a.m.							
2:00 a.m.							

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TASK LOG FOR THE WEEK

Review your task log list using these PREP tips:

PRIORITIZE:

Sort the tasks into three groups:

- **1's** are absolutely essential for having a productive, successful week at school
- **2's** are important for your physical and mental health and your relationships with family and friends
- **3's** are everything else.

REORGANIZE:

Predict how much time the most important tasks will take. Write in a day of the week next to each 1 and 2 task. These are the two things each day that you will make sure you do. If you have multiple tasks that will take significant amounts of time, spread them out.

ELIMINATE:

Cross out two things from your list that are either unrealistic expectations for the coming week or things that won't have a negative impact on your life if they don't get done.

PLAN AHEAD:

Forecast two important To Dos that you know you will need to schedule time for during the next week. Write these at the bottom of the page.

Name: _____

Week Start Date: _____ End Date: _____

Write down everything you want to get done during this week in the Task List in the first column below. Then review and edit your list by using the PREP tips found to the left.

At the end of the week, put an "X" next to the tasks that you completed and circle three incomplete tasks that are on the top of your list for next week.

Task List / To Do List	Priority (1, 2, 3)	Day	"X"

Two things I know I will need to schedule time for during the next week:

1. _____
2. _____

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

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

9th

This session is considered a high-risk activity. Therefore you should assess the level of trust in your group before facilitating it.

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

Activity/Topic: Privilege Walk/Understanding “-isms”
30 MINUTES

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

Materials: Privilege Walk statements and definitions (one for adviser), cleared out large space for the “walk”

Grouping: Whole group

Session Goal:

This session will raise students’ awareness that there are various forms of identity, some of which may offer an advantage while others may result in discrimination in our society.

Gathering: Go-Round

How would you finish the following sentence starter three times?

“I am a/an...” (Ex: female, brother, African American, athlete, student, etc.).

Model several answers of your own for the students.

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: Privilege Walk/Understanding “-isms”

1. Prepare advisees by telling them that they are going to do an activity and engage in a discussion about how identity can affect the way our society responds to us.
2. Remind students of the group agreements for your advisory and that you want to make sure this is a safe space for everyone. Acknowledge that you are going to be asking them to take risks with what they divulge during this activity, and that you encourage them to push themselves out of their comfort zones; at the same time, they will want to decide their own limits and share as much as they think they can.
3. Explain that this is a physical exercise and that they will be moving. Ask students to line up, all facing the same direction. *(Make sure there is enough space in front of and behind each student for him or her to take a step forward or backward.)*
4. Announce that you will read aloud a series of statements. If a statement is true for a student, he or she should take one step *forward or backward* according to the facilitator’s instructions. (Depending on the size of your space, decide how big or small students’ steps should be.)

5. Tell students this is a silent exercise.

6. Read each statement, allowing enough time for participants to think about the statement and step forward or backwards if appropriate; remind them that there is no talking until the end of the exercise. Monitor the time; keep the activity to no longer than 10 minutes.

7. Re-group and facilitate discussion using the following questions:

- What did you notice about how you moved, backward or forward, during the activity?
- What identities of yours did you feel caused you to move forward, or give you an advantage over others? Explain that an advantage in society is often called “privilege.”
- Which identities of yours did you feel caused you to move backward, or feel like you were at a disadvantage compared to others? Make the connection between *disadvantage and discrimination*.
- Each of these identities can be discriminated against if you are in the minority group. Can we link the identity to the type of “ism” or form of discrimination that goes along with it? For example, discrimination based on race is called racism. *Write up the names of the -isms associated with each identity, providing students, as needed, with names of the less well-known ones. Isms can include: ageism, racism, sexism, homophobia, classism, abilism, lookism, xenophobia, elitism.*

Debriefing:

- What was it like to do this activity?
- Why did we do this activity?
- What does this demonstration mean for you in our society?

NOTE: *You may want to point out to students that our identities (based upon race, gender, class, ability, etc.) can define us in the eyes of society but do not have to limit us. Emphasize that the point of this session was to raise awareness about how identity plays a role in how society responds to us. Once students are conscious of this, they can then strategize how to deal with this reality.*

Closing: Whip

One “ism” I am aware of now that I wasn’t aware of before is _____.

TYPES OF DISCRIMINATION

Definitions

- **Abilism:** Discrimination based on physical or mental ability
- **Ageism:** Discrimination based on age
- **Classism:** Discrimination based on income/socioeconomic class
- **Elitism:** Discrimination based on perceived intelligence, education (simplified!)
- **Ethnocentrism:** Privileging one ethnicity over others
- **Homophobia:** Discrimination based on sexual orientation
- **Lookism:** Discrimination based on appearance
- **Racism:** Discrimination based on race
- **Religious Prejudice:** Discrimination based on religion (Islamophobia, Anti-Semitism)
- **Sexism:** Discrimination based on sex
- **Xenophobia:** Discrimination against (fear of) foreigners/noncitizens or immigrants

PRIVILEGE WALK STATEMENTS:

Choose 10–15 statements from the list below that are applicable to your advisory group. Choose a mix of *forward* and *backward* direction statements and try to include the different abilities.

- Take a step **forward** if you speak the same language at school and with your family. **(ethnicity)**
- Take a step **forward** if your parents own their own home. **(class)**
- Take a step **backward** if you are from what some might describe as a “bad neighborhood.” **(class)**
- Take a step **backward** if you will be the first person in your family to go to college. **(education)**
- Take a step **backward** if you are a member of a biracial or multiracial family. **(race)**
- Take a step backward if mistakes you’ve made have ever been attributed to “people like you” by other people or the media. **(race/ ethnicity/sexual orientation)**
- Take a step **forward** if you often see images of your holiday celebrations in stores and in advertisements. **(religion)**
- Take a step **backward** if characters that look like you on television or the movies are often negative. **(race)**
- Take a step **forward** if your family home has a computer. **(class)**
- Take a step **backward** if your physical appearance causes people to stare at you or ask you personal questions. **(physical ability, race, etc.)**
- Take a step **forward** if your parents were allowed to vote in the last election. **(citizenship)**
- Take a step **forward** if you can walk down the street without being whistled at or approached by members of the opposite sex. **(gender/sex)**
- Take a step **forward** if your education and career possibilities would not be hurt by having a child. **(gender)**
- Take a step **backward** if you think about your race every day. **(race)**
- Take a step **forward** if you don’t need to worry about wheelchair access when you go to stores or theaters. **(physical ability)**
- Take a step **forward** if you can afford to live on more than a dollar a day. **(citizenship/ class)**
- Take a step **backward** if you or members of your immediate family share part of their income with extended family members. **(class/citizenship)**
- Take a step **forward** if it is possible for you to be in the company of people of your own race most of the time. **(race)**
- Take a step **backward** if you worry about walking alone at night. **(gender, race, age)**
- Take a step **forward** if you do not have to work a part-time job in order to help your family out financially. **(class)**
- Take a step **backward** if your ideas are ignored or discounted because of your age. **(age)**
- Take a step **backward** if you have been singled out by police because of your race. **(race)**
- Take a step **forward** if your family has insurance that will cover your medical expenses if you get sick. **(class)**
- Take a step **backward** if you are asked to go to school on your important religious holidays. **(religion)**
- Take a step **forward** if you’ve never been teased or made to feel bad about your weight. **(physical appearance)**
- Take two steps **backward** if your great grandparents (and their parents, etc.) were not paid for their labor. **(class)**
- Take a step **forward** if you and your family can get up the stairs of a building with no problem. **(physical ability)**
- Take two steps **backward** if your parents or grandparents were forced to give up their language, religion or other aspects of their culture **(religion, ethnicity, race etc.)**
- Take a step **forward** if you do not have to think about whether you are going to eat tomorrow. **(class)**
- Take a step **forward** if you can buy “flesh-colored” band-aids that match your skin. **(race)**

- Take a step **forward** if you feel comfortable within your own body. **(appearance)**
- Take two steps **backward** if your native language is not taught in the public school system. **(ethnicity)**
- Take a step **backward** if you speak English with an accent. **(race/citizenship/language)**
- Take a step **backward** if one of your identities requires constant explanation. **(all)**
- Take a step **backward** if you cannot hold hands, touch, and dance with the person you love in public without fear of others' reactions. **(race, sexual orientation)**
- Take a step **backward** if you have been followed around in a store by personnel who suspect you of shoplifting. **(age, race)**
- Take a step **forward** if you are able to say what you need without an interpreter. **(language)**
- Take two steps **forward** if you grew up in a building with heat, electricity and a roof. **(class)**
- Take a step **forward** if you have never been asked to represent your entire race. **(race)**
- Take a step **backward** if, when you walk down the street, strangers cross to the other side of the street, clutch their bags and purses, or lock their doors. **(race)**

Advisory Goal 3:

Grade:

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

9th

Gathering: Stand Up If . . .

5 MINUTES

Activity/Topic: Transition to the Holidays¹²

30 MINUTES

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

5 MINUTES

Materials: Conversation Starters about the Holidays (one per student), pen or pencil (one per student), Emotion Cards

Grouping: Whole group, pairs, triads

Session Goal:

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

Gathering: Stand Up If . . .

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

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

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

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

Activity/Topic: Transition to the Holidays

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

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

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

Debriefing:

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

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

Closing: Go- Round

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

CONVERSATION STARTERS ABOUT THE HOLIDAYS

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

EMOTION CARDS

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

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Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Different Types of Relationships¹³
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: Different Types of Relationships worksheet (one per student)

Grouping: Whole group, pairs, individual

Session Goal:

The session will help students identify the needs that are met by different types of relationships. As a result, students will understand the importance of a diverse support network.

Gathering: Go-Round
An important relationship in my life 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: Different Types of Relationships

1. Ask the group to define **relationship**. After several suggestions, offer the following definition: "A **Relationship** is a connection between two or more people."
2. Discuss the idea that there are many different types of relationships that meet many different needs. Brainstorm and list different types of relationships.
3. Discuss how to define the different types of needs that relationships fulfill:
 - Social (personal satisfaction, belonging)
 - Emotional (love, intimacy)
 - Survival (basic necessities like food and shelter)
4. Have students think of a relationship they have with someone. Ask them: "What basic need does this relationship meet? In other words, what do you get out of the relationship with _____?" Then model an answer. (Example: In my relationship with Chris, I get the following needs met: he or she gives me advice, we have fun, etc.) Ask students what kind of needs this relationship meets. (Emotional)

¹³Adapted from Moles, Kerry. *The Teen Relationship Workbook*. New York: Free Spirit Publishing. 2001.

5. Distribute worksheets and read the directions aloud.
6. Have students complete the worksheets.
7. Encourage advisees to decorate the page with symbols that represent the different kinds of needs.
8. Ask each student to share with a partner two of the relationships he or she describes on the worksheet. Ask volunteers to share these with the whole group.

Debriefing:

- What relationships help you meet your survival needs? Emotional needs? Social needs?
- Is one kind of relationship more important than another? Why or why not?
- To what extent is it important to have a variety of relationships?

Closing: Go-Round

One thing I learned from today's session was . . .

DIFFERENT TYPES OF RELATIONSHIPS

1. Listed in the box below are different types of relationships. Pick six different relationships and write them in the boxes provided. Then write the names of two people who have that type of relationship.
2. Next, think about the different things these two people get out of the relationship. These could be emotional needs, social satisfactions or basic necessities like food and shelter. Write a few of the things the relationship provides.

Examples of Different Types of Relationships:

- Friendship
- Teammate
- Boyfriend/Girlfriend
- Boss-Worker
- Acquaintance
- Mentor
- Neighbor
- Co-worker
- Parent-Child
- Sibling
- Teacher-Student
- Classmate

Type of relationship:

between:
_____ & _____

provides:

Type of relationship:

between:
_____ & _____

provides:

Type of relationship:

between:
_____ & _____

provides:

Type of relationship:

between:
_____ & _____

provides:

Type of relationship:

between:
_____ & _____

provides:

Type of relationship:

between:
_____ & _____

provides:

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Habits and Strategies That Help Me Do Well in School¹⁴
35 MINUTES

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

Materials: Habits and Strategies That Help Me Do Well in School checklist (one per student), 15 signs posted around the room with numbers (see Activity/Topic #6)

Grouping: Whole group, pairs

Session Goal:

Gathering: Whip

Something I'm really good at OUTSIDE OF SCHOOL 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: Habits and Strategies That Help Me Do Well in School

1. Acknowledge that there are different kinds of "smarts" that students need in order to survive and succeed. Ask students: "What do you need to know or be able to do to be 'street smart'?" Using a T-Chart, write students' answers on the left-hand side of the chart.
2. Ask students: "What do you need to know or do to be 'school smart'?" Possible examples: how to get a teacher's positive attention; managing time to meet school obligations. List as many answers as students offer on the right-hand side of the T-Chart. If students can't name very many, reassure them that today's session will provide a list of other ways of being school smart.
3. Ask students the following questions: "Are there any 'street smart' skills that can also be listed under 'school smart' skills? What skills are different?" Discuss with students that being smart and adept in different settings is important. It expands our ability to interact effectively in a variety of situations, which gives us more power and will lead to our having more choices in our lives.
4. Explain that students will fill out a Habits and Strategies That Help Me Do Well in School checklist. This will help them assess where they are in terms of being school smart as well as determining ways they could become more school smart. Make sure students know they will

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

not have to share their assessments with their peers if they do not choose to, but that you will collect them in order to refer to them during individual conferences.

5. Distribute the Habits and Strategies checklist for students to complete individually. Circulate and answer students' questions.
6. Draw students' attention to the signs around the room. (Each one has a number between 1 and 15.) Explain that the numbers refer to the habits and strategies on the checklist. Ask students to stand next to one strategy or habit they use and that they find helpful. Ask for two or three volunteers to report when or how they use this strategy and why they find it useful.
7. Ask students to move to a strategy or habit that they would like to start using. Ask two or three students to share why they chose this strategy and what support, if any, they might want in order to start using this strategy.

Debriefing:

- What was it like to complete the Habits and Strategies That Help Me Do Well in School checklist?
- Were there any surprises?
- What habit or strategy would you like to learn more about?
- What can we do to support each other in practicing these strategies?

Closing: Pair-Share

Now I'm more aware of how important it is to ...

HABITS AND STRATEGIES THAT HELP ME DO WELL IN SCHOOL

Please place an "x" in the column that best describes how you feel about each of the statements below.

What works for you?	I do this A LOT and it works.	It would help if I did this MORE OF- TEN.	I'd like to TRY this out.	This would NEVER work for me.
1. Sometimes I let my parent/guardian/adviser know what I need to do so he or she can help me keep my commitments by checking in with me or helping me stick to a schedule that keeps me on track.				
2. When I'm upset or angry, I know how to "chill out" and not make a major production out of it in class. I can postpone dealing with it until later.				
3. Around school I know the teachers and administrators who will cut me some slack and those who won't.				
4. I can tell the difference between quality work and work that is not quality work. I know what I do differently when I make an effort and when I don't.				
5. I make good choices about when and where to do what kind of homework. For example, I know what is easier to do when I'm tired and what kind of work requires me to be totally focused and alert with no distractions.				
6. I manage my time consistently to meet school obligations.				
7. I map out plans for completing a complex task. I identify steps and materials needed to complete it. I divide a big task into smaller parts so it is easier to check what I accomplished and what I have left to do.				

What works for you?	I do this A LOT and it works.	It would help if I did this MORE OF- TEN.	I'd like to TRY this out.	This would NEVER work for me.
8. I accurately predict how long it will take to do various kinds of school tasks and assignments.				
9. I know when it's important to use Standard English and when it's okay to use different dialects and slang.				
10. When I'm distracted, I use strategies that will help me refocus and pay attention.				
11. I use an agenda or date book to keep track of assignments and due dates.				
12. I use sticky notes for summarizing information, for reminders, and for markers of things I need to read over or review.				
13. I highlight or circle words or concepts that might be hard to remember.				
14. I rewrite information on note cards that will help me review and study.				
15. When I take notes, I leave space to correct things, add new information, create questions and write summary points.				

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

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

9th

This is a two-week consecutive session

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

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

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

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

Grouping: Whole group, pairs, individual

Session Goal:

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

Gathering: Concentric Circles

Choose four or five of the following questions:

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

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

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

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

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

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

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

Debriefing:

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

Closing: Whip

One word to describe how I will feel when I get my letter back at graduation is ...

NOTE: *Collect students' question sheets.*

LETTER TO THE FUTURE

Question Worksheet

Name _____ Adviser _____ Date _____

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

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

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

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

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

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

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

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

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

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

Conclusion Question

21. Remembering what you just said your goals and dreams are, how do you think you will feel about yourself when you get this letter back before graduation?

Advisory Goal 3:

Grade:

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

9th

Gathering: Are You More Like...?

5 MINUTES

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

35 MINUTES

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

5 MINUTES

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

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

Grouping: Whole group, individual

Session Goal:

In this session, students will write letters to themselves that will allow them to reflect on who they are, how they have changed and what their goals are for the future. These letters will be given back to them shortly before high school graduation.

Gathering: Are You More Like ... ?

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

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

5. From the left to the right of the classroom, participants should stand where they feel they belong on the continuum. Are they more like a lined index card or a blank index card or somewhere near the middle? Students who place themselves in the middle of the continuum communicate that they either share the values or meanings of both objects/nouns or of neither of them.
6. Next, ask participants to explain why they chose to stand where they are. Why is each person more like a lined index card or a blank index card or somewhere in between?

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

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

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

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

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

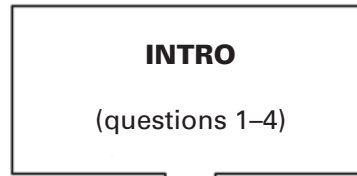
Debriefing:

- What was it like to write a letter to your future self?
- In what ways can it be helpful to write a letter like this?
- What will you be most interested in reading about when you get the letter back shortly before high school graduation?

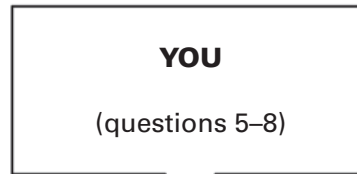
Closing: Go-Round or Pair-Share

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

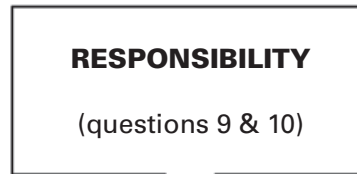
The **INTRODUCTION** is your 1st paragraph



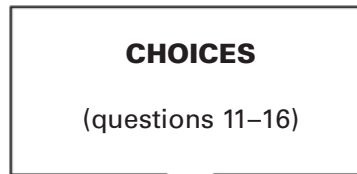
YOU is your 2nd paragraph



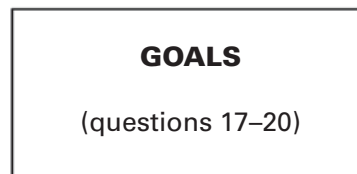
RESPONSIBILITY is your 3rd paragraph



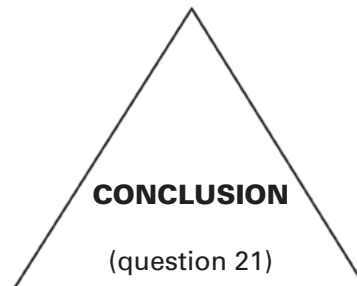
CHOICES is your 4th paragraph



GOALS is your 5th paragraph



The **CONCLUSION** is your 6th paragraph



Advisory Goal 3:

Grade:

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

9th

Gathering: Are You More Like?

5 MINUTES

Activity/Topic: Being Creative About Flexibility¹⁵

38 MINUTES

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

2 MINUTES

Materials: Metaphor List displayed on interactive whiteboard, blackboard or chart paper

Grouping: Whole group, small groups

Session Goal:

This session will help students understand the importance of being flexible in a group setting.

Gathering: Are You More Like?

1. Ask participants to stand in the center of the classroom.
2. Explain that they will be asked to decide if they are more like one object or another on a continuum, with one object on the left side of the room and the other on the right side of the room.
3. Ask students: "Are you more like a rubber band or a staple?"
4. After participants have located themselves on the continuum and noticed where they are in relation to others, you may want to ask them why they chose to stand where they are. Emphasize that students can move at any time based on something they hear in the discussion.

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: Being Creative About Flexibility

1. Explain to students that in today's session they will do a team-building exercise that will explore the idea of flexibility. If you did the suggested gathering, make the connection between flexibility and what some students may have said about being similar to a rubber band.
2. Ask students the following questions about flexibility: "What does it mean to be flexible? How do you know when you are being flexible? What does flexibility have to do with working in a group or being part of a community?"

¹⁵Adapted from Frank, Laurie S. *Journey Toward the Caring Classroom*. Oklahoma: Wood 'N' Barnes Publishing, 2004.

3. Emphasize that you would like students to keep the idea of flexibility in mind when they work together in small groups today. Explain that their task will be to explore metaphors about being flexible.
4. Explain that a metaphor is a figure of speech that is an indirect comparison of two things. For example, the metaphor "I'm all ears" is comparing the notion of one huge pair of ears to the idea of listening intently.
5. Draw students' attention to the 20 metaphors on the board that have something to do with being flexible.
6. Explain that you will either assign or allow groups to choose two metaphors. Then students will:
 - a. Discuss what each metaphor has to do with being flexible.
 - b. Choose one metaphor to present to the whole group (using creative presentations such as visuals, poems, skits, infomercial, etc.).
7. Model for the students the example of "I'm all ears." Explain how it describes flexibility as being open-minded to others' ideas. You could draw someone with thought bubbles coming from the top of his or her head with statements like: "I never thought of that," "I'm here for you," "Good point."
8. Break students up into groups of three or four and assign or allow them to choose two metaphors.
9. If a group is struggling with its metaphors and it isn't going anywhere, model flexibility by allowing them to choose another.
10. Invite each group to present its metaphor to the rest of the advisory.

Debriefing:

- What was it like to do this activity?
- Name one positive behavior you noticed that helped the group meet its goal and complete the task.
- Is there anything you could have done that would have helped your group be more effective as a team?
- When might you want to remember to be flexible?

Closing: Temperature Check

On a scale of 1 to 5 (1 = not flexible at all, to 5 = extremely flexible), how flexible was your group?

● BEING CREATIVE ABOUT FLEXIBILITY

Metaphor List

1. It will all come out in the wash
2. No strings attached
3. Bend the rules
4. Bite your lip
5. Water under the bridge
6. Wipe the slate clean
7. Every cloud has a silver lining
8. We'll cross that bridge when we come to it
9. There are many ways to cook an egg
10. Don't judge a book by its cover
11. Get off the fence
12. Jumping in feet first
13. Turning over a new leaf
14. Mind over matter
15. Look outside the box
16. Pull out all the stops
17. Read between the lines
18. Make hay while the sun shines
19. Take the good with the bad
20. Breaking down the barrier

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Plagiarism: Packaging an Idea as Your Own
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: A variety of small, non-see-through empty containers such as cereal boxes, aspirin bottle, game box, plain cardboard, a variety of items to put in the containers (beads, rocks, buttons), pencil, pens, paper

Grouping: Whole group

Session Goal:

This session will raise students' awareness about the impact of plagiarizing.

Gathering: Go-Round

How do you decide whether something is right or wrong?

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: Plagiarism: Packaging an Idea as Your Own

1. Before the advisory session, fill each container with something that is different from what it advertises. For example, you could put beads in the aspirin bottle, buttons in the cereal box, rocks in the game box, etc.

NOTE: For this activity, the more the box advertises something desirable and the contents aren't desirable, the better. Before the session, line the boxes up by your board or on tables in the front of the room with numbers written above them.

2. If you did the suggested gathering, explain to students that its connection to the session will be made clear in a little while. Distribute to each student a piece of paper and pencil and say that students are going to be taking a test today. After their reaction subsides, tell them it is an easy test that they should all pass since they are all paying attention so well.

3. Emphasize that this is a **silent** activity.
4. Tell advisees to write down in order from left to right what they think is in each container. Inform them that the more descriptive details they can give, the better their score will be.
5. Try to address all questions about the test by repeating the two directions. Students can manipulate the boxes and shake them — but don't tell them this.
6. After everyone is done with the test, go through each item and ask students for their answers. After each round of answers, open the container and show them the contents.
7. After you finish with all the containers, ask students the following questions:
 - “How would you feel if you bought one of the items only to find (rocks, etc.) inside? What impression would you have of the person who sold it to you? What would you do?”
 - Explain that the purpose of today's activity is to discuss plagiarism. Define **plagiarism** as the act of passing off someone else's words from the Internet, published text, etc. as your own.

NOTE: Emphasize that it is still plagiarism when you change some of the words but copy someone else's ideas without giving them credit. Just as you tried to deceive the students about what was in the box, when you plagiarize, you are deceiving people by “packaging” an idea as if it were your own when it belongs to someone else.

- “What impression might people have of you if they discover you have plagiarized information?” (They might assume you are being dishonest and that you might be dishonest in other ways.)
- “Why do people make such a big deal out of plagiarizing? Why do they consider it wrong?” (Connect this idea to the gathering.) (Plagiarism is presenting something in false packaging, as in the Gathering activity. It is like lying or stealing, and it's not fair to the person who originally did the work.)
- “Even if you get away with the plagiarism, what effect can it have on you?” (Possible answers include: You might decide to do it again and run the risk of getting in trouble next time; you can't learn writing skills or show your own knowledge about the content; you might feel guilty about your secret.)

Debriefing:

- What did you like most about this activity? The least?
- What is one way you would have changed today's activity?
- What is one thing you're wondering?

Closing: Go-Round

What is a five-word headline that summarizes what you learned today?

Advisory Goal 3:

Grade:

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

9th

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

Activity/Topic: Why College?
35 MINUTES

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

Materials: Excerpts from *First in the Family*, cut into individual strips (one per student); questions written or projected on board (see Activity/Topic #2); chart paper (one piece per small group); markers; crayons; timer

Grouping: Whole group, triads, pairs

Session Goal:

This session will encourage students to reflect on the importance of going to college and why they may want to attend.

Gathering: Pair-Share

What is one thing your family expects of you?

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

Activity/Topic: Why College?

1. Ask students if they have thought about the reasons people go to college. Ask if they have thought of reasons they would want to go to college.
2. Tell students there are many reasons to go to college, and teachers and counselors can give them a whole host, but today they are going to be looking at some reasons from other young people who decided to be the first in their families to attend college.
3. Divide the group into pairs; tell them that each pair will work together in this activity. Explain that they are going to be reading one quote (there are four quotes, so some pairs will get the same one) and thinking about these questions on the board:
 - What is the student's experience? What did the student do?
 - What was the student motivated by? What did the student like about college?
 - Can you relate to this student?
 - What thoughts do you have about his or her decisions or reflections?

4. Tell students that they will have 5 minutes in their pairs to read through their quote and discuss these questions together.
5. When students are finished, make groups of four by joining pairs that read different quotes. (Suggested groups: Quote #1 and Quote #4, Quote #2 and Quote #3.) Ask each pair to discuss with the new pair the quote that they read and their responses. Afterward, the group should:
 - a. visually represent (in words, pictures, charts, etc.) the reasons for going to college as described in the quotes they read or heard summarized.
 - b. visually represent (in words, pictures, charts, etc.) one reason they particularly connected with as a group.Tell students they will be sharing this work with the advisory.
6. Monitor students during pair sharing and small group sharing, letting them know when to switch and checking in for time.
7. Bring students back to the whole group; allow students to present their posters or other visuals and what they learned from the quotes.

Debriefing:

- What was it like to hear young people talk about their reasons for going to college and their experiences after they got there?
- What did you realize as a result of today's activity?
- What do you consider the most important or compelling reason to go to college?
- Which of these students would you like to talk to more? Why?

Closing: Popcorn

One thing you might share with a friend or family member based upon today's activity.

WHY COLLEGE?

Excerpts from *First in the Family*¹⁶

1. Mike, p. 8:

“It’s been a lot of missed opportunities. In my family, we have a lot of males that just don’t do anything; they’re real athletic in high school and then just stop. My uncle, who’s in a factory now, he dropped out of high school when his mom died. I kind of made up my mind I needed to do something to set the standard, make everyone want to do something.”

2. Stephen, p. 10:

“In high school ... I never would have expected college to be like this. I saw college as ‘get this degree, this piece of paper, so you can move on to get a good job and make some money and have a family and do great things with your life.’ And there’s so much more! It’s interesting to realize how much power we have as students. We organize and coordinate all the events for the Latino community. We’re in charge of making groups united on campus and fostering communication and empowerment among the community. I worked for the City Council this past summer, so people know who I am when I walk into City Hall. It sounds kind of stupid to say, but I feel like I’m important!”

3. Hazel, p. 12:

“I got a close-up view of what it’s like to be out there in the real world, without a high school diploma, without any college education. Finding a job is murder. You cannot work anywhere for more than seven dollars an hour! I called jobs every day in the paper, and even for a door-to-door job they wouldn’t let me earn more! So I figured out early on that if I didn’t get any more schooling, this was going to be my life. I would be working maybe three jobs, just to pay for one crappy apartment. And that’s not the way I want to live. There are people who do that and work very hard at it, and you know, I have respect for them — because I couldn’t do it! I would collapse in a quivering mass of flesh.”

4. Niema, p. 13

“In college there’s more leeway, and that’s something else a lot of people don’t know. They go, ‘Oh, I don’t want people telling me what to learn, I’m so sick and tired of people being on my case. And college is going to be too much work.’ And that’s really not the case, you know. I have to take three literature classes, and I don’t want to read any more Shakespeare ever again in my life. So, my choice? This quarter I’m going to take an African-American Lit class, and next year I’m going to take Japanese Literature. You have that choice. College gives you options, and there’s so many things to learn about that you couldn’t find in high school.”

¹⁶Adapted from Cushman, Kathleen. *First in the Family: Your High School Years*. Rhode Island: Next Generation Press. 2005

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

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

9th

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

Gathering: Emotion Cards
10 MINUTES

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

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

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

Grouping: Whole group, pairs, individual

Session Goal:

To reflect on students' progress towards graduation.

Gathering: Emotion Cards

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

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

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

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

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

Debriefing:

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

Closing: Go-Round and Ticket Out the Door

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

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

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

TICKET OUT THE DOOR

TICKET OUT

Name: _____ Date: _____

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

One thing I realized or am wondering...

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

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

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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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Math – 6 credits needed

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

(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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(1 credit)	<input type="checkbox"/>	<input type="checkbox"/>
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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"/>	(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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Second Language - 1 credits needed; 3 needed for Advanced Regents Diploma

$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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Electives Needed - 3.5 credits needed; only 1.5 for an Advanced Regents Diploma

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$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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Art, Music, Theater, Dance - 1 credit needed

$\frac{\text{(.5 credit)}}{\text{_____}}$	<input type="checkbox"/>	<input type="checkbox"/>
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$\frac{\text{(.5 credit)}}{\text{_____}}$	<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

9th**Gathering:** Stand Up If . . .

10 MINUTES

Activity/Topic: PSAT/NMSQT® Preparation: Each One Teach One

30 MINUTES

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

5 MINUTES

Materials: PSAT/NSMQT Each One Teach One Cards (duplicated and cut apart — one per student), PSAT/NSMQT Each One Teach One Graphic Organizer (one per student), pens, K/W/L chart (see Glossary) on board**Grouping:** Whole group, small group, individual**Session Goal:**

This session will provide a general orientation to the PSAT/NMSQT.

Gathering: Stand Up If...

Tell students you will read 10 statements. Invite students to stand silently if a statement applies to them. Ask them to sit down between statements.

1. You have taught someone something.
2. You have heard about the PSAT or the SAT.
3. You like to write.
4. You have taken standardized tests.
5. You have talked to your family or friends about your plans after high school graduation.
6. You like math.
7. You're interested in applying for scholarships to go to college.
8. You know something about what it takes to apply to and get accepted into college.
9. You like to read.
10. You have gotten better at something by practicing it.

Activity/Topic: PSAT/NMSQT Preparation: Each One Teach One

1. Explain to students that the purpose of today's session is to provide them with information about the PSAT/NMSQT (or another high school-level standardized assessment), a test they will take starting in the 9th grade. Explain that the acronym PSAT/NMSQT stands for Preliminary SAT/National Merit Scholarship Qualifying Test.

2. Ask students to turn and talk to a partner about what they think they know about the PSAT/NMSQT.
3. Create a K/W/L chart on the board and ask volunteers what they know about the PSAT/NMSQT. Write these responses in the first column. If there is disagreement in the group, turn it into a question and put it in the middle “W” column. Tell students they will learn more about the PSAT and get answers to some of their questions by teaching each other about the PSAT. Add any additional questions students might have in the middle column.
4. Explain that each student will receive one piece of information about the PSAT/NMSQT to teach others. Hand out one card to each participant on a random basis. (There are five cards so more than one student may have the same information to teach).
5. Ask students to read through the information together and underline or circle key words. Circulate and answer questions as needed.
6. Give out the PSAT/NMSQT Each One Teach One Graphic Organizers. Tell each student to jot down two or three facts for each question on his or her graphic organizer as he or she learns these from other students.
7. Each student should find someone who has a different card. Explain that each pair will have 2-3 minutes for partners to teach each other the information on their respective cards and to take notes. Encourage students to talk to each other rather than read directly from the cards. After 3 minutes, give a signal and ask students to find a new partner with different information. Repeat two more times.
8. Review information for each of the five questions. Try to call on students who had to learn individual pieces of information from partners. Fill in the new information learned in the third column of the K/W/L chart.

Debriefing:

- What is the most important piece of information you remembered? Why do you consider this important?
- What questions from our K/W/L chart got answered?
- What remaining questions do you have? How can we find answers?
- What’s one thing you plan to do as a result of today’s activity?

Closing: Popcorn

One thing I learned today about the PSAT/NMSQT...



Each One Teach One

What is the PSAT/NMSQT?

The Preliminary SAT is also the National Merit Scholarship Qualifying Test. It's a standardized test that provides practice for the SAT, which is a required entrance exam for many colleges and universities. It also gives you a chance to enter NMSC scholarship programs and gain access to college and career planning tools.

What's on the PSAT/NMSQT?

The PSAT/NMSQT measures critical reading, math and writing skills. These are skills you have developed over many years, both in and out of school. This test doesn't require you to recall specific facts from your classes.

The PSAT/NMSQT includes five sections:

- Two 25 minute critical reading sections with 48 questions
- Two 25 minute math sections with 38 questions
- One 30 minute writing skills section with 39 questions

When is the PSAT/NMSQT?

The 2012 PSAT/NMSQT test date will be on a specific Wednesday in October. Students will take the PSAT three times — in ninth, 10th and 11th grades.

Why take the PSAT/NMSQT?

The most common reasons for taking the PSAT/NMSQT are to:

- Receive feedback on your strengths and weaknesses on skills necessary for college study. You can then focus your preparation on those areas that could most benefit from additional study or practice.
- Enter the competition for scholarships from NMSC (grade 11).
- Help prepare for the SAT. You can become familiar with the kinds of questions and the exact directions you will see on the SAT.
- Receive information from colleges when you check "yes" on Student Search Service.

How Do I Prepare for the PSAT (and later the SAT)?

Spending your school years taking challenging academic courses and reading widely is the best way to get ready for the PSAT/NMSQT.

Ready to give the questions a test run?

Go online to www.collegeboard.com, click on the PSAT/NMSQT link and you'll find tips and practice questions with answers and explanations for each type of question. You can also obtain the Official Student Guide to the PSAT/NMSQT from your school counselor in September, and this includes a full-length practice test.



Each One Teach One Graphic Organizer

1. What is the PSAT/NMSQT?
2. What's on the PSAT/NMSQT?
3. When is the PSAT/NMSQT?
4. Why take the PSAT/NMSQT?
5. How Do I Prepare for the PSAT (and later the SAT)?
6. Ready to give the questions a test run?

Advisory Goal 4:

Grade:

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

9th

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

Activity/Topic: PSAT/NMSQT® Results Follow-Up
30 MINUTES

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

Materials: PSAT/NMSQT Score Reports for your advisees (obtain from testing coordinator), LCD Projector, Understanding the PSAT/NMSQT Results Reflection Sheet (one per student)

Grouping: Whole group, individual

Session Goal:

Advisees will understand how to read their PSAT/NMSQT results and strategize how to improve their skills before taking the test again.

Gathering: Pair-Share

What is one thing (outside of school) that you have gotten better at or would like to get better at through practicing?

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: PSAT/NMSQT Results Follow-Up

1. If you did the suggested gathering, invite a few students to share their responses with the advisory. Explain to students that in today's session they are going to receive the results of the PSAT/NMSQT test they took in October. Remind them that the PSAT/NMSQT is a test designed to let students practice for the SAT, as well as identify candidates for the National Merit Scholarship Competition. (That's the "NMSQT part": National Merit Scholarship Qualifying Test). Explain that students will take two more practice tests (in 10th and 11th grades) before taking the SAT. Emphasize that a big part of being successful on a standardized test like the SAT is being familiar with the test itself and the testing situation. Each time they take the PSAT/NMSQT, they are increasing their familiarity and comfort with the test. Emphasize that no college will see their PSAT/NMSQT scores; the results are intended for them to understand how they did and strategize how they can improve their skills before taking the test again. Finally, explain that if students did poorly this time, it only means they need to practice more!
2. Explain to students that before they receive their own reports, you will guide them through how to understand the report.
3. Ask if there are any questions about understanding PSAT/NMSQT results.

4. Explain that you will distribute students' individual reports as well as a reflection sheet about understanding the results. Tell students you would like them to fill out the sheets and that you will collect them. Emphasize that this was the first of three times that students will take the test and that reading the results is an opportunity to plan how to improve.

NOTE: *Understand that some students may have a strong reaction to seeing their results. Consequently, as students are filling out the reflection sheet, circulate and be available to confer with those who may be upset or resistant to looking at their scores.*

NOTE: *Because of the time needed for students to reflect upon their scores, no debriefing questions are included in this session. Instead, a final closing question will serve as the debriefing.*

Closing: Go-Round

What is one specific thing you can do to improve your skills before taking the PSAT/NMSQT again in the 10th grade?

NOTE: *Collect the Understanding My PSAT/NMSQT Results Reflection Sheet to file in the student's Advisory Portfolio and for use in follow-up, check-in conferences.*

● UNDERSTANDING MY PSAT/NMSQT® RESULTS

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Reflection Sheet

Name _____ My College QuickStart™ Code _____ Date _____

1. What was your score in critical reading? _____
What is the highest possible score on this part of the exam? _____ Lowest? _____
2. What was your percentile in critical reading? _____
3. What was your score in math? _____
What is the highest possible score on this part of the exam? _____ Lowest? _____
4. What was your percentile in math? _____
What does this mean?
5. What was your score in writing? _____
What is the highest possible score on this part of the exam? _____ Lowest? _____
6. What was your percentile in writing? _____
What does this mean?
7. List two reasons your percentile scores are likely to increase by the time you take the PSAT/NMSQT in 10th grade.
 - a. _____
 - b. _____
8. What are three specific strategies you can use to improve your skills before you take the PSAT/NMSQT in 10th grade?
 - a. _____
 - b. _____
 - c. _____
9. Name two people who can support you in improving your skills for the PSAT/NMSQT.
 - a. _____
 - b. _____
10. What questions/concerns do you have about your PSAT/NMSQT results?

Advisory Goal 4:

Grade:

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

9th

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

Activity/Topic: Building an Extracurricular Résumé
35 MINUTES

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

Materials: Sample Extracurricular Résumé (one per student), Extracurricular Résumé Student Worksheet (one per student), Opinion Continuum Statements and Adviser Talking Points Sheet (for Adviser only), timer

Grouping: Whole group, pairs

Session Goal:

Students will know what an extracurricular résumé is and understand the importance of extracurricular activities in the college admissions process.

Gathering: Whip

Something that I am good at doing that ends in “ing”

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: Building an Extracurricular Résumé

1. Introduce the activity by explaining that colleges are interested in knowing as much as they can about what makes students “tick.” As part of the admissions process, candidates will be asked to highlight their extracurricular activities.
2. Ask students to stand in the front of the room. Explain that you will make statements and that those who strongly agree with the statement should move toward the right and those who strongly disagree with the statement should move toward the left. Explain that students can arrange themselves anywhere along the imaginary continuum between “strongly agree” and “strongly disagree” as fits their response to the statement. Students who do not have a strong opinion either way should move to the middle.
3. Choose three of the statements on the Opinion Continuum Statements and Adviser Talking Points sheet and ask students to arrange themselves according to their responses. After each statement, ask students to discuss why they are standing where they are. If students change their minds, they can move at any point. Restrict this activity to 10 minutes.

NOTE: *After the activity, bring up talking points from the Opinion Continuum Statements and Adviser Talking Points sheet that have not already been addressed.*

4. Distribute the Sample Extracurricular Résumé and ask students the following questions about it:
 - What kind of information is included?
 - What surprises you?
 - If you were a college admissions counselor, based upon reading this résumé, what would be your impression of this student?
5. Explain that students will not create an extracurricular résumé this year because they are only in the ninth grade, but they will begin to think about what they want theirs to look like by the time they are in 12th grade by filling out an Extracurricular Résumé Student Worksheet.
6. Distribute the Extracurricular Résumé Student Worksheet and ask students to complete it. Remind them that the extracurricular activities in which they become involved should match their interests and abilities. Circulate and confer with students as they fill out their worksheets.
7. If there is time, put students into pairs and ask them to share the answers on their worksheets, encouraging them to discuss the answers and provide suggestions to one another.

Debriefing:

- What was it like to fill out the worksheet?
- What extracurricular activities are you involved in already?
- What extracurricular activities would you like to get involved in or find out more about?
- How can you find out about these activities?

Closing: Popcorn

What is a headline of five words or less that would best summarize what you learned today?

NOTE: *Collect student worksheets to file in each student's Advisory Portfolio.*

EXTRACURRICULAR RÉSUMÉ

Sample

Kendra Smith
 123 Avenue K
 Anytown, USA 12345
 (123) 456-7890
 ksmith@address.com

Academic Honors and Recognitions
 Ridge HS Honor Roll (Grades 9, 10, 11, 12)

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Extracurricular and Personal Activities

Activity	Position/Role	Grade Levels	Time Spent Hrs/Wk	
			Hrs/Wk	Wk/Yr
Basketball	Defense	9, 10, 11, 12	21	20
Softball	Shortstop	9, 10, 11, 12	21	15
Student Mediation Team	Member	10, 11, 12	1	12

Volunteer Work

Organization/Group	Position/Role	Grade Levels	Time Spent		Description of Activity
			Hrs/Wk	Wk/Yr	
My Church Mission Trip	Builder	10, 11	120	2	Repaired homes for the less fortunate
American Cancer Society	Fundraiser	10, 11	3	6	Relay for Life

Summer and Work Experience

Employer	Position/Role	Date Range		Hours/Week
		From	To	
Wiley's	Cashier	9/11	Present	7
The Hurley Agency	Office Assistant	6/11	9/11	30
The Soup Shoppe	Waitress	9/10	5/11	7
Neighbors	Babysitting	9/08	9/10	4

EXTRACURRICULAR RÉSUMÉ

Template

Full Name:

Home Address:

Phone Number:

E-mail Address:

Academic Honors and Recognitions

Extracurricular and Personal Activities

Activity	Position/Role	Grade Levels	Time Spent Hrs/Wk	
			Hrs/Wk	Wk/Yr

Volunteer Work

Organization/Group	Position/Role	Grade Levels	Time Spent		Description of Activity
			Hrs/Wk	Wk/Yr	

Summer and Work Experience

Employer	Position/Role	Date Range		Hours/Week
		From	To	

BUILDING AN EXTRACURRICULAR RÉSUMÉ

Opinion Continuum Statements and Adviser Talking Points

- **Only extracurricular activities at school count toward college admission.**

Students who are involved in community or religious organizations should highlight this involvement in their extracurricular résumé. Colleges are interested in students who can participate in many campus activities, not just sports or academic clubs.

- **Extracurricular activities are more important than grades.**

Although extracurricular activities help to strengthen your candidacy for college, your grades are still the most important factor in gaining admittance. Don't let your grades suffer because of extracurricular activities.

- **Working counts toward building your extracurricular résumé.**

Some students work or volunteer after school. It is important to highlight your work and volunteer experience in your extracurricular résumé as well. This shows that you are responsible and that you can manage your time and responsibilities.

- **Students who are involved in extracurricular activities often have better grades.**

Students who are involved in extracurricular activities often have better grades because they manage their time and priorities well. When these students apply to colleges, they are seen as very strong candidates.

- **You should join as many extracurricular activities as you can**

When it comes to extracurricular activities, more is not always better. You should consider your interests and abilities before joining extracurricular activities. It is more important to be an active member of a group than just belonging to a number of different groups.

● EXTRACURRICULAR RÉSUMÉ

Student Worksheet

Name _____ Date _____

1. What interests you?

2. What are your abilities? What are you good at?

3. In what extracurricular activities are you currently involved?

4. What are some other groups that you can join or things that you can do after school to build a comprehensive extracurricular résumé?

Advisory Goal 4:

Grade:

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

9th

Gathering: Are You More Like?

10 MINUTES

Activity/Topic: Different Types of Colleges¹⁷

25 MINUTES

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

10 MINUTES

Materials: Different Types of Colleges Each One Teach One cards (cut up, one per student), Note-Taking Sheet (one per student)

Grouping: Whole group, individual

Session Goal:

This session will familiarize students with the different types of colleges.

Gathering: Are You More Like?

1. Ask participants to stand in the center of the classroom.
2. Explain that they will be asked to decide if they are more like one object or another on the continuum, with one object on the left side of the room and the other on the right side of the room.
3. After participants have located themselves on the continuum and noticed where they are in relation to others, you may want to ask them why they chose to stand where they are. Emphasize that students can move at any time based on something they hear.
3. Are you more like ...
 - A cat or a dog?
 - A river or the ocean?
 - Peanut butter or jelly?

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

Activity/Topic: Different Types of Colleges

1. Explain to students that in today's session they will teach each other about the different types of colleges. If you did the suggested gathering, make a connection by emphasizing that it is important to know the variety of colleges available so that students can choose one that best fits their interests, backgrounds and personalities.

¹⁷Adapted from The College Board, *Get it Together for College* (New York: The College Board, 2008).

2. Hand out one card to each participant on a random basis. (There are six cards, so more than one student may have the same information to teach). Because some of the cards have more information on them than others, you may want to consider which students receive which cards.
3. Students (individually or in pairs) should spend a few minutes reading the information on the fact card. Circulate and write down which students were given specific cards. Answer any questions students may have.
4. Distribute the Note-Taking Sheet and ask students to jot down a few notes as they listen to their peers.
5. Each student has 10 minutes to “teach” or transfer his or her knowledge verbally and individually to as many other participants as possible and also to listen and take notes to learn facts from the other participants. Encourage students to explain the information rather than reading from the card. Circulate around the room to help with the activity.
6. Ask the following questions to review some of the information in the activity by calling on students who learned the fact rather than students who taught it. Turn to the fact “teachers” to check whether the fact was understood correctly:
 - What does a liberal arts college focus on?
 - What kind of degree do you get from a community college?
 - What’s one advantage of attending a public school like SUNY Brockport or Hunter College, as opposed to a private school like St. John Fisher College or Pace University?

Debriefing:

- What is one new piece of information about colleges that you learned today?
- What did you learn that surprised you?
- What information is not clear?
- What questions do you have? How might we find the answers?

Closing: Go-Round

What is one type of college you’d like to learn more about?

DIFFERENT TYPES OF COLLEGES

Each One Teach One

Liberal Arts Colleges

At a liberal arts college, you receive a bachelor's degree after completing four years of full-time study. Liberal arts colleges focus on the humanities (for example, literature and philosophy), social sciences, natural sciences and the development of general knowledge and reasoning ability rather than specific career skills.

Examples: Canisius College, Mercy College

Community Colleges

At a community college, you receive an associate degree after the completion of two years of full-time study. Community colleges can serve as a bridge between high school and college because you usually can transfer your credits from a community college to a four-year college. Community colleges also frequently offer technical programs that prepare students for immediate entry into the job market.

Examples: Monroe County Community College, Kingsborough Community College

Public Versus Private

Public colleges are usually less expensive, particularly for students who live in the same state as the college. Private colleges are usually much more expensive. On the other hand, private colleges usually are smaller and can offer more personalized attention. Some people think of private schools as more prestigious or fancy.

Examples of public colleges: SUNY Brockport and Hunter College

Examples of private colleges: St. John Fisher College, Pace University

Technical and Career Colleges

These schools offer training for specific occupations or industries. Examples include art schools and music conservatories, business colleges, schools of health science and maritime colleges.

Examples: Fashion Institute of Technology, Eastman School of Music

Hispanic-Serving Colleges

Colleges are called Hispanic-serving colleges if at least 25 percent of their full-time students getting bachelor's degrees (undergraduates) are Latino.

Examples: Lehman College, CUNY, California State University, Los Angeles

Historically Black Colleges

These colleges first started in the time when African American students were denied access to most other colleges and universities. Their mission remains focused on the education of African Americans.

Examples: Morehouse College, Lincoln University

DIFFERENT TYPES OF COLLEGES

Note-Taking Sheet

College Type: _____

College Type: _____

College Type: _____

College Type: _____

College Type: _____

College Type: _____

Advisory Goal 4:

Grade:

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

9th

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

Activity/Topic: Transcript Scavenger Hunt
35 MINUTES

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

Materials: Transcript Scavenger Hunt sheet (one per student), two different student transcripts (one per student), High School Graduation Credit Requirements handout and New York State Regents Exam Requirements handout (one per student, copied back-to-back), adviser answer sheets for scavenger hunt questions

Grouping: Whole group, small groups

Session Goal:

This session will familiarize students with a high school transcript as well as graduation requirements.

Gathering: Popcorn

What are two ways you would like to change during the next three years?

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: Transcript Scavenger Hunt

1. If you did the suggested gathering, make a connection by explaining that the next three years in high school will be important in terms of what will appear on students' transcripts and the "story" each student's transcript will tell about her or him to prospective colleges.
2. Explain that the purpose of today's session is twofold: to familiarize students with high school graduation requirements, and also to provide practice in reading a transcript and seeing how it can tell a story about a student. Toward this end, explain that students will go on a scavenger hunt with a 12th-grader's transcript to determine if the student is on track to graduate and what story the transcript tells about the student.
3. Explain that before students look at a transcript, you want to review the high school graduation requirements. Distribute the credit requirements and Regents exam requirements handout (copied back-to-back) for your district and review with the students. Ask students if they have any questions.

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

4. Divide the advisory into pairs. Each pair of students can work on one transcript together.
5. Provide each person or pair with a different transcript and a copy of the Transcript Scavenger Hunt sheet.

NOTE: *Two different transcripts for the districts of New York City, Rochester and Yonkers are attached; the Buffalo district has only one transcript provided.*

6. Explain that students will have 15 minutes to fill out the sheet. Circulate and help students as needed. Adviser answer sheets for each transcript are attached to this session. Consider that the story students take away from each transcript may be different than the one included on the answer sheet. Encourage students to use evidence to support their reasoning.
7. Ask one person in each group to explain the story his or her transcript tells by providing two or three pieces of evidence as the other group members look at copies of the transcript. When this student is done, the other students will repeat the process until each group member has reviewed all the transcripts.

Debriefing:

- What was it like to read another student's transcript?
- What surprised you?
- Which student is definitely on track to graduate? Which student has some catching up to do?
- What story does each student's transcript tell?
- What story would you like your transcript to tell?

Closing: Whip

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

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

New York City

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Subject Area	Regents Diploma Number of Credits	Advanced Regents Diploma Number of Credits
English	8	8
Social Studies	8	8
• Global History	4	4
• American History	2	2
• Economics	1	1
• Participation in Government	1	1
Science (including lab)	6	6
• Life Science	2	2
• Physical Science	2	2
• Life Science or Physical Science	2	2
Math	6	6
Visual Art, Music, Dance and/ or Theater	2	2
Second Language	2	6
Health and Physical education	5	5
• Physical Education	4	4
• Health Education	1	1
Elective Areas	7	3
Total	44	44

HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Buffalo, Rochester and Yonkers

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Subject Area	Regents Diploma Number of Credits	Advanced Regents Diploma Number of Credits
English	4	4
Social Studies	4	4
• Global History	1	1
• American History	1	1
• Economics	.5	.5
• Participation in Government	.5	.5
Science (including lab)	3	3
• Life Science	1	1
• Physical Science	1	1
• Life Science or Physical Science	1	1
Math	3	3
Visual Art, Music, Dance and/or Theater	1	1
Second Language	1	3
Health and Physical education	2.5	2.5
• Physical Education	2	2
• Health Education	0.5	0.5
Elective Areas	3.5	1.5
Total	22	22

REGENTS REQUIREMENTS

New York State

Subject Area	Regents Diploma Score	Advanced Regents Diploma Score
English Language Arts	One Exam	
<ul style="list-style-type: none"> Comprehensive English 	65 or above passes / 90+ passes with honors	
Mathematics	One Exam	Two Exams
<ul style="list-style-type: none"> Integrated Algebra I 	65+ pass / 90+ honors	65+ pass / 90+ honors
<ul style="list-style-type: none"> Geometry 	(any mathematics)	(any mathematics AND
<ul style="list-style-type: none"> Algebra II/Trigonometry 		Mathematics B)
<ul style="list-style-type: none"> Mathematics B 		
Social Studies	Two Exams	
<ul style="list-style-type: none"> Global History and Geography 	65+ pass / 90+ honors	
<ul style="list-style-type: none"> U.S. History and Government 	(Global History AND U.S. History)	
Science	One Exam	Two Exams
<ul style="list-style-type: none"> Chemistry 	65+ pass / 90+ honors	65+ pass / 90+ honors
<ul style="list-style-type: none"> Earth Science 	(any science)	(any one life science AND
<ul style="list-style-type: none"> Living Environment 		any one physical science)
<ul style="list-style-type: none"> Physics 		
Language Other than English	Not Applicable	One Exam
<ul style="list-style-type: none"> French 		65+ pass / 90+ honors
<ul style="list-style-type: none"> German 		any language other
<ul style="list-style-type: none"> Hebrew 		than English)
<ul style="list-style-type: none"> Italian 		
<ul style="list-style-type: none"> Latin 		
<ul style="list-style-type: none"> Spanish 		

TRANSCRIPT SCAVENGER HUNT

Buffalo Public Schools: Student B

Directions: Use the sample transcript to find the answers to the following questions:

1. “Class rank” refers to how this student’s transcript compares to other students’ transcripts in the 12th grade. For example, a class rank of “20 out of 100” means out of 100 students in the 12th grade, there are 19 students whose grades are stronger than this student’s and 80 students whose grades are weaker. What is this student’s class rank? _____ out of _____
2. This is a transcript of a student who has finished three years of high school.

NOTE: A numerical grade in the “FINAL MARK,” column along with a number in the credits column, including zero, indicate this was a course a student attempted to earn credit in. Ignore any course title that has an “S” or no mark filled in under “FINAL MARK.” As well, any course title that has no mark in the credits column indicates this was a Regents exam score rather than a course grade

- Buffalo requires four credits in English to graduate with a Regents Diploma. Look for “English I,” “English II,” “English III,” “English IV.”

How many credits in English has she or he attempted (classes she or he has taken)? _____

How many credits in English has she or he earned (passed with 65 or higher)? _____

- Buffalo requires four credits in social studies to graduate with a Regents Diploma. Look for “Global History,” “U.S. History,” “Government,” “AP Human Geography.”

How many credits in English has she or he attempted (classes she or he has taken)? _____

How many credits in English has she or he earned (passed with 65 or higher)? _____

- Buffalo requires three credits in math to graduate with a Regents Diploma. Look for “Geometry,” “Algebra,” “Algebra 2,” “Trigonometry.”

How many credits in English has she or he attempted (classes she or he has taken)? _____

How many credits in English has she or he earned (passed with 65 or higher)? _____

- Buffalo requires three credits in science to graduate with a Regents Diploma. Look for “Earth Science,” “Biology,” “Chemistry,” “Phys Setting/EA,” “Phys Setting/CH,” “Physics,” “Environmental Science,” “AP Biology.”

How many credits in English has she or he attempted (classes she or he has taken)? _____

How many credits in English has she or he earned (passed with 65 or higher)? _____

3. How many credits has this student earned? _____

This student needs 22 credits to graduate.

4. To graduate with a Regents Diploma, this student needs to pass the following five Regents exams with a grade of 65 or higher. Which exams has this student passed? (For 2006–07, look in the “Final Mark” column where it says “Living Environment-Re or Mathematics A-June-Regents; for 2007-08 and 2008-09 school years, look in the “Exam” column.)

Math _____

Global History _____

Science _____

English _____

U.S. History _____

5. What is this student's cumulative average (grade point average)? _____
6. Based on your answers to numbers 3, 4 and 5, is this student on track to graduate? Why or why not?
7. What story does the transcript tell about this student? What do you find out about this student from looking at the transcript?

TRANSCRIPT SCAVENGER HUNT

Buffalo Public Schools: Student B

Adviser Answer Sheet

Directions: Use the sample transcript to find the answers to the following questions:

1. "Class rank" refers to how this student's transcript compares to other students' transcripts in the 12th grade. For example, a class rank of "20 out of 100" means out of 100 students in the 12th grade, there are 19 students whose grades are stronger than this student's and 80 students whose grades are weaker. What is this student's class rank? 31 out of 55
2. This is a transcript of a student who has finished three years of high school.

NOTE: A numerical grade in the "FINAL MARK," column along with a number in the credits column, including zero, indicate this was a course a student attempted to earn credit in. Ignore any course title that has an "S" or no mark filled in under "FINAL MARK." As well, any course title that has no mark in the credits column indicates this was a Regents exam score rather than a course grade

- Buffalo requires four credits in English to graduate with a Regents Diploma. Look for "English I," "English II," "English III," "English IV."
How many credits in English has she or he attempted (classes she or he has taken)? 7.0
How many credits in English has she or he earned (passed with 65 or higher)? 4.0
 - Buffalo requires four credits in social studies to graduate with a Regents Diploma. Look for "Global History," "U.S. History," "Government," "AP Human Geography."
How many credits in English has she or he attempted (classes she or he has taken)? 4.0
How many credits in English has she or he earned (passed with 65 or higher)? 3.0
 - Buffalo requires three credits in math to graduate with a Regents Diploma. Look for "Geometry," "Algebra," "Algebra 2," "Trigonometry."
How many credits in English has she or he attempted (classes she or he has taken)? 3.0
How many credits in English has she or he earned (passed with 65 or higher)? 3.0
 - Buffalo requires three credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Biology," "Chemistry," "Phys Setting/EA," "Phys Setting/CH," "Physics," "Environmental Science," "AP Biology."
How many credits in English has she or he attempted (classes she or he has taken)? 3.0
How many credits in English has she or he earned (passed with 65 or higher)? 2.0
3. How many credits has this student earned? 18.5

This student needs 22 credits to graduate.

4. To graduate with a Regents Diploma, this student needs to pass the following five Regents exams with a grade of 65 or higher. Which exams has this student passed? (For 2006–07, look in the "Final Mark" column where it says "Living Environment-Re or Mathematics A-June-Regents; for 2007-08 and 2008-09 school years, look in the "Exam" column.)

Math	<u>X</u>
Global History	<u>X</u>
Science	<u>X</u>
English	<u>X</u>
U.S. History	<u>X</u>

5. What is this student's cumulative average (grade point average)?

72.94

6. Based on your answers to numbers 3, 4 and 5, is this student on track to graduate? Why or why not?

Yes. This student has all required credits and Regents.

7. What story does the transcript tell about this student? What do you find out about this student from looking at the transcript?

This student usually fulfills course requirements, but the student's absences may have affected his or her ability to excel in studies, especially in English, which the student has failed several times.

SAMPLE STUDENT TRANSCRIPT

Buffalo Public Schools: Student B

Student Number _____ School _____ Social Security Number _____ Telephone _____
 School Address _____ Name _____ Home Address _____ Date Graduated _____
 Sex _____ Birth Date _____ Place _____ Parent/Guardian _____

Curriculum _____

Cummulative Average: 72.94 Class Rank: 31 out of 55 Passing Grade: 65

SUB	SUBJECTS COMPLETED	UNITS	SUB	SUBJECTS COMPLETED	UNITS	SUB	SUBJECTS COMPLETED	UNITS	COURSE	FINAL MARK	CRS	COURSE	EXAM NAME	MARK	EXAM	CRS
L.A.	Eng I	1.00	Tech.	Word	0.50	Arts	StudioArt	0.50	LivEnvrReg	73	1.00	07-08	ABS32			
	Eng II	1.00		WordProces	1.00	Mus	Instrum	0.50	MathReg	75	1.00	PhySet		71		1.00
	Eng III	1.00					Chorus	1.00	SpmProf	66	1.00	Word		94		0.50
	Eng V	1.00							Eng II	72		Eng II		72		1.00
									Geo AB	72		Geo AB		72		1.00
									Global	70		Global		70		1.00
									06-07			Health		79		0.50
SocSt	WildRegions								Algebra	76	1.00	Health		70		1.00
	Eur.Cultur								English 1	62	0.00	PhyEd		83		0.50
	AmHis	1R							GlobStu 9	67	1.00	Spm I		52		0.00
	Global 9	1.00							InstMus	89	0.50	StudSup				0.00
	Global 10	1R	IndArts						LivEnvrLAB	S	0.00	Eng I				1.00
			HmEco						LivEnvr	69	1.00	AVG72.71				6.00
Math	Gen. Math								Word 2000	S	0.00					
	Apl. Math								PhyEd 1	85	0.50	08-09				
	Course I								Sem Eng	S	0.00	Rng III		86		1.00
	Course II								Sem Math	S	0.00	USHis		70		1.00
	Course III								Spm Lev 1	67	1.00	AVG65.60				2.00
	Algebra	1.00	ForLgn	Spanish	1.00	PhyEd	PhyEd 9	.50	Studio Art	71	0.50					
	Geometry	1R					PhyEd 10	.50	ABS:28	68.29	5.50					
	Adv.Algebr	1.00					PhyEd 11	.05								
									08-09	ABS39						
									Alg2 Trig	70	1.00					
									Chorus	83	1.00					
									Power Pt I	83	1.00					
									English V	71	1.00					
									PhyEd	95	0.50					
									AP Biolab	S	0.00					
									AP Biology	43	0.00					
									English III	47	0.00					
									US HisGov	56	0.00					
									AVG 61.83	63	4.50					

TRANSCRIPT SCAVENGER HUNT

New York City Department of Education: Student _____

Directions: Use the sample transcript to find the answers to the following questions:

1. Which student transcript do you have? Student A Student B
2. This is a transcript of a student who has finished three years of high school.

NOTE: *On this transcript "2006 Term 1" is one full year. Therefore, please pay particular attention to the number of credits earned for each course that year.*

- New York City requires eight credits in English to graduate. Look for "English" or "AP English."
How many credits in English has she or he attempted (classes she or he has taken)? _____
How many credits in English has she or he earned (passed with 65 or higher)? _____
- New York City requires eight credits in social studies to graduate. Look for "Global History," "American or U.S. History," "Government," "Economics."
How many credits in social studies has this student attempted (classes the student has taken)? _____
How many credits in social studies has this student earned (passed with 65 or higher)? _____
- New York City requires six credits in math to graduate. Look for "Math A," "Math B," "Geometry," "MT A," "Pre Calc," "Accounting."
How many credits in math has this student attempted (classes the student has taken)? _____
How many credits in math has this student earned (passed with 65 or higher)? _____
- New York City requires six credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Biology," "Chemistry," "Physics," "Environmental Science," "Science," "Marine Biology."
How many credits in science has this student attempted (classes the student has taken)? _____
How many credits in science has this student earned (passed with 65 or higher)? _____

3. This student needs 44 credits to graduate.

How many credits has this student attempted to earn (see "Actual Credits")? _____
How many credits has this student earned (see "credits earned")? _____

4. To graduate with a Regents Diploma, this student needs to pass the following five Regents exams with a grade of 65 or higher. Which exams has this student passed?

Math _____
Global History _____
Science _____
English _____
U.S. History _____

5. What is this student's cumulative average (grade point average)? _____

6. Based on your answers to numbers 2, 3 and 4, is this student on track to graduate? Why or why not?

7. What story does the transcript tell about this student? What do you find out about this student from looking at the transcript?

TRANSCRIPT SCAVENGER HUNT

New York City Department of Education: Student A Adviser Answer Sheet

Directions: Use the sample transcript to find the answers to the following questions:

- Which student transcript do you have? Student A Student B
- This is a transcript of a student who has finished three years of high school.

NOTE: On this transcript "2006 Term 1" is one full year. Therefore, please pay particular attention to the number of credits earned for each course that year.

- New York City requires eight credits in English to graduate. Look for "English" or "AP English."
How many credits in English has she or he attempted (classes she or he has taken)? 8
How many credits in English has she or he earned (passed with 65 or higher)? 8
- New York City requires eight credits in social studies to graduate. Look for "Global History," "American or U.S. History," "Government," "Economics."
How many credits in social studies has this student attempted (classes the student has taken)? 12
How many credits in social studies has this student earned (passed with 65 or higher)? 8
- New York City requires six credits in math to graduate. Look for "Math A," "Math B," "Geometry," "MT A," "Pre Calc," "Accounting."
How many credits in math has this student attempted (classes the student has taken)? 9
How many credits in math has this student earned (passed with 65 or higher)? 6
- New York City requires six credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Biology," "Chemistry," "Physics," "Environmental Science," "Science," "Marine Biology."
How many credits in science has this student attempted (classes the student has taken)? 4
How many credits in science has this student earned (passed with 65 or higher)? 4

- This student needs 44 credits to graduate.

How many credits has this student attempted to earn (see "Actual Credits")? 67.82
How many credits has this student earned (see "credits earned")? 53.32

- To graduate with a Regents Diploma, this student needs to pass the following five Regents exams with a grade of 65 or higher. Which exams has this student passed?

Math _____
Global History _____
Science _____
English X
U.S. History _____

- What is this student's cumulative average (grade point average)? 69.81%

6. Based on your answers to numbers 2, 3 and 4, is this student on track to graduate? Why or why not?

Yes and No. This student has the required credits but only ONE Regents. The student has some catching up to do. She or he will have to pass the remaining Regents in January and June of senior year.

7. What story does the transcript tell about this student? What do you find out about this student from looking at the transcript?

Although she or he may struggle in school and may not be a good test-taker, this student has attended summer school twice (Term 7) to make up credits, which reveals a determination to graduate.

TRANSCRIPT SCAVENGER HUNT

New York City Department of Education: Student B Adviser Answer Sheet

Directions: Use the sample transcript to find the answers to the following questions:

1. Which student transcript do you have? Student A Student B
2. This is a transcript of a student who has finished three years of high school. Note that on this transcript “2006Term 1” is one full year. As a result, please pay particular attention to the number of credits earned for each course that year.

- New York City requires eight credits in English to graduate. Look for “English” or “AP English.”
How many credits in English has she or he attempted (classes she or he has taken)? 8
How many credits in English has she or he earned (passed with 65 or higher)? 8
- New York City requires eight credits in social studies to graduate. Look for “Global History,” “American or U.S. History,” “Government,” “Economics.”
How many credits in social studies has this student attempted (classes the student has taken)? 8
How many credits in social studies has this student earned (passed with 65 or higher)? 8
- New York City requires six credits in math to graduate. Look for “Math A,” “Math B,” “Geometry,” “MT A,” “Pre Calc,” “Accounting.”
How many credits in math has this student attempted (classes the student has taken)? 7
How many credits in math has this student earned (passed with 65 or higher)? 7
- New York City requires six credits in science to graduate with a Regents Diploma. Look for “Earth Science,” “Biology,” “Chemistry,” “Physics,” “Environmental Science,” “Science,” “Marine Biology.”
How many credits in science has this student attempted (classes the student has taken)? 5
How many credits in science has this student earned (passed with 65 or higher)? 5

3. This student needs 44 credits to graduate.
- How many credits has this student attempted to earn (see “Actual Credits”)? 54.78
How many credits has this student earned (see “credits earned”)? 53.78

4. To graduate with a Regents Diploma, this student needs to pass the following five Regents exams with a grade of 65 or higher. Which exams has this student passed?

Math	<u>X</u>
Global History	<u>X</u>
Science	<u>X</u>
English	<u> </u>
U.S. History	<u>X</u>

5. What is this student’s cumulative average (grade point average)? 80.90%

6. Is this student on track to graduate? Why or why not?

Yes. The student has the required credits and Regents.

7. What story does the transcript tell about this student? What do you find out about this student from looking at the transcript?

This student has worked hard to consistently improve his or her average since ninth grade.

SAMPLE STUDENT TRANSCRIPT

New York City Department of Education: Student A

Name/ID _____ Address: _____
 Gender ____ OfCI ____ Grade Level: ____ Status ____ Admit Date _____ Discharge Date _____
 DOB _____ Graduation Date _____ Rank _____ Counselor _____

07Term 2	Course	Mark	Num.EQ	Credits	05/Term 1	Course	Mark	Num. EQ	Credits
VCEB	Electrical Inst 2	65	65	4.00	05Term 2				
A2	Art Required	80	80	1.00	E4	English	85	85	1.00
BR1	Accounting Math	65	65	1.00	FS4	Spanish	75	75	1.00
E8	English 12 Term 2	67	67	1.00	GM	Senior Seminar	92	92	0.50
EA2	Art Elective	80	80	0.50	HS2C	Global Studies	75	75	1.00
G12G2	Advisory	100	100	1.00	MS4	Math A	72	72	1.00
H8	Economics	75	75	1.00	PS2A	Health Phy Ed	90	90	0.58
HGRXDHS	Global REG	65	65	1.00	SE2	Earth Science	70	70	1.00
HP2	Eco Portfolio 2	80	80	0.50	SEL	Earth Science	P	P	0.00
PPS	Phy Ed 12	80	80	0.60	AVG 78.00	LAB			6.08
AVG 68.47				11.60					
07Term 1					05/Term 1	Art	75	75	1.00
VCEA	Electrical Inst 1	65	65	4.00	AIR	English 3	71	71	1.00
A1	Art Required	80	80	1.00	E3	Foreign Lgn	79	79	1.00
BF1	Business FinanceMa	90	90	1.00	FS3	Study Skills	75	75	0.60
E7	English 12 Term 1	70	70	1.00	GSSV	Global History	75	75	1.00
EA1	Arts Elective 1	70	70	0.50	HS1	Math A	84	84	1.00
G12G2	Human Develop	65	65	0.50	MS3	Health Phy Ed	90	90	0.58
H7	US Gov	65	65	1.00	PS	Social Sci Elec	70	70	1.00
HGRXDHS	Global REG	P	P	1.00	SB2	Human Develop	75	75	0.50
HP7	Global Portfolio T 1	65	65	0.50	SBL				7.68
PPS	Phy Ed 12	80	80	0.60	AVG 75.58				
AVG 66.63				11.10	04/Term 7	SEQ Math	65	65	1.00
06Term 7					M5B				1.00
					AVG 65.00				

SAMPLE STUDENT TRANSCRIPT

New York City Department of Education: Student B

Name/ID _____ Address: _____
 Gender ____ OfCI ____ Grade Level: ____ Status ____ Admit Date _____ Discharge Date _____
 DOB _____ Graduation Date _____ Rank _____ Counselor _____

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07Term 2	Course	Mark	Num.EQ	Credits	05/Term 1	Course	Mark	Num.EQ	Credits
A2	Required Art Term 2	80	80	1.00	05 Term 2				
BRI	Acct Math	95	95	1.00	E4	English	94	94	1.00
E8	Eng 12Term 2	85	85	1.00	FS4	Spanish	90	90	1.00
EA2	Art Elec	80	80	0.50	GM	Senior Seminar	92	92	0.50
G12G2	Advisory	100	100	1.00	HS2C	Global Studies	83	83	1.00
H6	Economics	78	78	1.00	MS4	Math A	89	89	1.00
HP6	EcoPortfolio	80	80	0.50	PS2A	Health Phy Ed	85	85	0.58
PP8	PhyEd 12Term 2	80	80	0.60	SE2	Earth Science	70	70	1.00
AVG 80.23				6.60	SEL	Earth Science LAB	P	P	0.00
					AVG 85.82				6.08
07Term 1									
H7	US Government	80	80	1.00	05/Term 1				
HP7	Gov Portfolio	80	80	0.50	AIR	Art	100	100	1.00
PP7	PhyEd 12Term 1	80	80	0.60	E3	English 3	69	69	1.00
TCA 12	Tech Office Skills	90	90	1.00	FS3	Foreign Lgn	87	87	1.00
A1	Required Art Term 1	80	80	1.00	GSSV	Study Skills	65	65	0.60
BF	Business Finance Math	100	100	1.00	HS1	Global History	70	70	1.00
E7	English 12Term 1	85	85	1.00	MS3	Math A	89	89	1.00
EA	Arts Elective Term 1	80	80	0.50	PS	Health Phy Ed	85	85	0.58
F8X2	Spanish AP LIT	55	55	1.00	SB2	Biology	85	85	1.00
G12G2	Human Development	98	98	0.50	SBL	Sciences	P	P	0.00

AVG 81.17	Health				8.10	AVG 80.61					7.18
06Term 1	English AP LIT					04/Term 2					
PH 1	African Ame LIT	80	80		1.00	E2	English	70	70		1.00
ESXLIT	Spanish AP LANG	97	97		2.00	FS4	Spanish	95	95		1.00
EE1	Senior Seminar	90	90		2.00	H6	American His	65	65		1.00
FSXLang	Global Studies	82	82		2.00	KH1	Human Devel 1	80	80		0.50
GL1	Geometry	83	83		1.00	MS2	Math A	75	75		1.00
HS3A	Health Physical Ed	70	70		2.00	PE	Health Phy Ed	85	85		0.58
MSGA	Marine Biology	96	96		2.00	SB2	Biology	65	65		1.00
PS3A	Marine BiolAB	90	90		1.16	SBL	Sciences	P	P		0.00
SM1A		82	82		2.00	AVG 74.55					6.08
SM11A		P	P		0.00						
AVG 81.17	US His REG				15.16	04/Term 1					
	US Gov REG					E1	English	75	75		1.00
EXAM	US His REG	72				FS3	Foreign Lang	95	95		1.00
SUMMARY	Math A REG	72				HS	Social Studies	65	65		1.00
SM1LA	ELA REG	28				MS1	Math A	70	70		1.00
PH	Global His	70				PE	Health Phy Ed	85	85		0.58
AVG 74.00	Living Envir REG	91				SB1	Science	70	70		1.00
	Spanish REG	75				SBL	Sciences	P	P		0.00
EXAM	Math A REG	73				AVG 75.80					5.58
SUMMARY	PHSET ES REG	94									
	RCT READ	57				Cum AVG:					
	RCT SCI	68				80.90				EarnedCr	CumCre
	US His REG	F								53.78	54.78
	RCT Global	P									AVG 48.30
	RCTWriting	46									
	Math A REG	34									
	RCT Math	P									
	PHSET ES REG	43									

AUTHORIZATION _____

Date _____



TRANSCRIPT SCAVENGER HUNT

Rochester City School District: Student _____

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Directions: Use the sample transcript to find the answers to the following questions:

1. Which student transcript do you have? Student A Student B
2. This is a transcript of a student who has finished three years of high school.
 - Rochester requires four credits in English to graduate. Look for “English,” “AP English.”
 How many credits in English has she or he attempted (classes she or he has taken)? _____
 How many credits in English has she or he earned (passed with 65 or higher)? _____
 - Rochester requires four credits in social studies to graduate with a Regents Diploma. Look for “Global Hist./Geo.” “US Hist./Gov,” “AP World History.”
 How many credits in social studies has this student attempted (classes the student has taken)? _____
 How many credits in social studies has this student earned (passed with 65 or higher)? _____
 - Rochester requires three credits in math to graduate with a Regents Diploma. Look for “Geometry,” “Algebra,” “Pre-Calc.”
 How many credits in math has this student attempted (classes the student has taken)? _____
 How many credits in math has this student earned (passed with 65 or higher)? _____
 - Rochester requires three credits in science to graduate with a Regents Diploma. Look for “Earth Science,” “Biology,” “Chemistry,” “Physics,” “Environmental Science.”
 How many credits in science has this student attempted (classes the student has taken)? _____
 How many credits in science has this student earned (passed with 65 or higher)? _____
3. This student needs 22 credits to graduate. How many credits has this student earned? _____
4. To graduate with a Regents Diploma, this student needs to pass five Regents exams with a grade of 65 or higher. Which exams has this student passed (look in the “Exam” column for each year)?

Math	_____
Global History	_____
Science	_____
English	_____
U.S. History	_____
5. Weighted G.P.A. refers to the student’s grade point average that is determined by taking into consideration the difficulty of honors or AP courses and assigning them more weight.

 The highest weighted GPA is 6.5. What is this student’s weighted GPA? _____

6. Unweighted GPA refers to the student's grade point average that is determined without taking into consideration the difficulty of any of the courses.

The highest unweighted GPA = 4.5. What is this student's unweighted GPA? _____

7. "Class rank" refers to how this student's transcript compares to other students' in the 12th grade. For example, a class rank of "20 out of 100" means out of 100 students in the 12th grade, there are 19 students whose grades are stronger than this student's and 80 students whose grades are weaker.

What is this student's class rank? ____ out of ____

8. Based on your answers to numbers 2, 3 and 4 in Side 1, is this student on track to graduate? Why or why not?

9. What story does the transcript tell about this student? What do you find out about the student from looking at the transcript?

TRANSCRIPT SCAVENGER HUNT

Rochester City School District: Student A

Adviser Answer Sheet

Directions: Use the sample transcript to find the answers to the following questions:

1. Which student transcript do you have? Student A Student B
2. This is a transcript of a student who has finished three years of high school.
 - Rochester requires four credits in English to graduate. Look for "English," "AP English."
 How many credits in English has she or he attempted (classes she or he has taken)? 5
 How many credits in English has she or he earned (passed with 65 or higher)? 4
 - Rochester requires four credits in social studies to graduate with a Regents Diploma. Look for "Global Hist./Geo." "US Hist./Gov," "AP World History."
 How many credits in social studies has this student attempted (classes the student has taken)? 5
 How many credits in social studies has this student earned (passed with 65 or higher)? 4
 - Rochester requires three credits in math to graduate with a Regents Diploma. Look for "Geometry," "Algebra," "Pre-Calc."
 How many credits in math has this student attempted (classes the student has taken)? 4
 How many credits in math has this student earned (passed with 65 or higher)? 3
 - Rochester requires three credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Biology," "Chemistry," "Physics," "Environmental Science."
 How many credits in science has this student attempted (classes the student has taken)? 4
 How many credits in science has this student earned (passed with 65 or higher)? 3
3. This student needs 22 credits to graduate. How many credits has this student earned? 21
4. To graduate with a Regents Diploma, this student needs to pass five Regents exams with a grade of 65 or higher. Which exams has this student passed (look in the "Exam" column for each year)?

Math	
Global History	
Science	
English	X
U.S. History	X
5. Weighted G.P.A. refers to the student's grade point average that is determined by taking into consideration the difficulty of honors or AP courses and assigning them more weight.

The highest weighted GPA is 6.5. What is this student's weighted GPA? 1.78

6. Unweighted GPA refers to the student's grade point average that is determined without taking into consideration the difficulty of any of the courses.

The highest unweighted GPA = 4.5. What is this student's unweighted GPA?

1.21

7. Is this student on track to graduate? Why or why not?

Yes and No. This student has the required credits, but is missing three Regents exams. The student will have to pass these in January or June of his or her senior year to graduate.

8. What story does the transcript tell about this student? What do you find out about the student from looking at the transcript?

Although this student struggles in school as evidenced in the cumulative average and Regents scores, she or he has managed to make up missing credits. The student may not be a good test-taker.

TRANSCRIPT SCAVENGER HUNT

Rochester City School District: Student B

Adviser Answer Sheet

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Directions: Use the sample transcript to find the answers to the following questions:

1. Which student transcript do you have? Student A Student B
2. This is a transcript of a student who has finished three years of high school.
 - Rochester requires four credits in English to graduate. Look for "English," "AP English."
 How many credits in English has she or he attempted (classes she or he has taken)? 3.0
 How many credits in English has she or he earned (passed with 65 or higher)? 3.0
 - Rochester requires four credits in social studies to graduate with a Regents Diploma. Look for "Global Hist./Geo." "US Hist./Gov," "AP World History."
 How many credits in social studies has this student attempted (classes the student has taken)? 3.0
 How many credits in social studies has this student earned (passed with 65 or higher)? 3.0
 - Rochester requires three credits in math to graduate with a Regents Diploma. Look for "Geometry," "Algebra," "Pre-Calc."
 How many credits in math has this student attempted (classes the student has taken)? 4.0
 How many credits in math has this student earned (passed with 65 or higher)? 4.0
 - Rochester requires three credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Biology," "Chemistry," "Physics," "Environmental Science."
 How many credits in science has this student attempted (classes the student has taken)? 4.0
 How many credits in science has this student earned (passed with 65 or higher)? 4.0
3. This student needs 22 credits to graduate. How many credits has this student earned? 22.50
4. To graduate with a Regents Diploma, this student needs to pass five Regents exams with a grade of 65 or higher. Which exams has this student passed (look in the "Exam" column for each year)?

Math	<u> X </u>
Global History	<u> X </u>
Science	<u> X </u>
English	<u> X </u>
U.S. History	<u> X </u>
5. Weighted G.P.A. refers to the student's grade point average that is determined by taking into consideration the difficulty of honors or AP courses and assigning them more weight.

 The highest weighted GPA is 6.5. What is this student's weighted GPA? 3.88

6. Unweighted GPA refers to the student's grade point average that is determined without taking into consideration the difficulty of any of the courses.

The highest unweighted GPA = 4.5. What is this student's unweighted GPA?

2.86

7. Is this student on track to graduate? Why or why not?

Yes. The student has the required credits and Regents.

8. What story does the transcript tell about this student? What do you find out about the student from looking at the transcript?

Although this student does not have outstanding grades, she or he has worked hard to take several honors classes and has consistently met all course requirements.

SAMPLE STUDENT TRANSCRIPT

Rochester City School District: Student A

Name _____

Counselor _____

Address _____

ABC High School _____

Address _____

Cumulative Unweighted	Cumulative Weighted	Earned Credits
1.21	1.78	21.00

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	Course	Course Level	Final Mark	Credit	RCT	Lct	Reg	Pro
2008-2009 7.50 Credits	Global His/Geo II (Yr) Adv	Regents	D NE	1.00		54	56	
	Integr Algebra Ex	Regents						
	US His/Gov (Yr)	Regents	D	1.00			77	
	Studio in Ceramics (Sem)		C	0.50		86		
	Parenting (Sem)		D	0.50		50		
	English III (Sem)	Regents	C	1.00			65	
	Participation Gov (Sem)		F					
	Math A Exam	Regents	NE				56	
	Studio in Sculpture (Sem)		F					
	Heath (Sem)		C+	0.50		67		
	English IV (Yr)	Regents	D	1.00				
	Adv Integr Algebra (Yr)	Regents	D	1.00				
Chemistry-Gen (Yr)		C	1.00			61		
2007-2008 4.50 Credits	English III (Yr) Global His/Geo II (Yr)	Regents Regents	FF				42	
	Geometry (Yr)	Regents	D	1.00		51		
	Math A Exam	Regents	NE					
	Living Env (Yr)	Regents	C	1.00			51	
	PhysEd 9-12		C+	0.50			60	
	Computer Essentials (Yr)		C+	1.00		80		
	Studio in Art Ext (Yr)		C	1.00		44		
2006-2007 5.50 Credits	English II (Yr) Global His/Geo I (Yr)	Regents Regents	D C	1.00 1.00		56 50		
	Algebra (A) (Yr)	Regents	C	1.00		59		
	Environmental LifeSci (yr)		C	1.00		55		
	Spanish III (Yr)	Regents	F			63		
	PhyEd 9-12		B	0.50				
	Video Art II (Sem)	Regents	C	0.50				
	Video Art I (Sem)	Regents	B	0.50				
2005-2006 2.00 Credits	Global History & Geography I (Yr) Spanish II (Yr)	Regents Regents	FF			46		
	Environmental Science (Yr)		F			37		
	Algebra (A) (2PD)	Regents	F					
	English I (Yr)	Regents	C	1.00		55		
	High School Experience (Yr)		B	0.50				
Physical Education		C+	0.50					
2004-2001 1.50 Credits	Physical Education 9-12 Spanish I C (Yr)	Regents	C C+	0.50 1.00				79

A+ -Superior

B – Good (80-84)

C – Below Average

AUD – Audit

MED – Medical Exempt

A – Excellent

C+ -Above Average

F – Failure

EX – Excellent

P – Passing

NE -Not Eligible

SAMPLE STUDENT TRANSCRIPT

Rochester City School District: Student B

Name _____

Counselor _____

Address _____

ABC High School _____

Cumulative Unweighted	Cumulative Weighted	Earned Credits
3.66	4.79	27.00

Address _____

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	Course	Course Level	Final Mark	Credit	RCT	Lct	Reg	Pro
2008-2009 7.50 Credits	English Comp Exam Pre Calculus (Yr)	Regents	NE C+	1.00		73	92	
	Physics-R (Yr)	Regents	B	1.00			65	
	AP English Language (Yr)	Honors	B+	1.00		92		
	US HisGov (Yr)	Regents	A	1.00			91	
	Career Management		A	0.50				
	Instrumental Lessons (Yr)		P					
	PhyEd 9-12		A	0.50				
	TLI Seminar III (Sem)		A	0.50				
	Adv Band 9-12	Regents	A+	1.00				
	Piano I (Sem)	Regents	A+	0.50		100		
	English Comp Exam	Regents	NE				79	
Health (Sem)		B+	0.50		54			
2007-2008 7.50 Credits	Phy Ed 9-12 TLI Seminar II (Sem)		A A	0.50 1.00				
	Adv Band 9-12	Regents	A+	1.00				
	AP World His (Yr)	Honors	B+	1.00			95	
	AP Spanish Literature (Yr)	Honors	A	1.00		100		
	English III H (Yr)	Honors	B	1.00		77		
	Algebra II H (Yr)	Honors	C	1.00			55	
Chemistry-R (Yr)	Regents	B+	1.00			69		
2006-2007 8.00 Credits	Adv Band 9-12 (Yr) High School Experience (Sem)	Regents	A+ A+	1.00 0.50				
	Phy Ed		A	0.50				
	Math A Exam	Regents	NE				83	
	English I H (Yr)	Honors	A	1.00		90		
	Global HisGeo I H (Yr)	Honors	A	1.00		53		
	Geometry (A&B)H (Yr)	Honors	B	1.00		69		
	Earth Science (Yr)	Regents	A	1.00			89	
	Spanish III (Yr)	Regents	A+	1.00			100	
	Earth Sci Performance		NE			73		
	TLI Seminar (Yr)		B+	0.50				
	Computers in Education		A	0.50				
Instrumental Lessons (Yr)		NE						
2005-2006 3.00 Credits	Algebra (A) H (Yr) Spanish II (Yr)	Honors	B B C+	1.00 1.00		84 96	85	
	Living Environment (Yr)	Regents		1.00				
2004-2001 1.00 Credit	Spanish I (Yr)	Regents	A	1.00				98

A+ -Superior

B – Good (80-84)

C – Below Average

AUD – Audit

MED – Medical Exempt

A – Excellent

C+ -Above Average

F – Failure

EX – Excellent

P – Passing

NE -Not Eligible



TRANSCRIPT SCAVENGER HUNT

Yonkers Public Schools: Student _____

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Directions: Use the sample transcript to find the answers to the following questions:

- Which student transcript do you have? Student A Student B
- This is a transcript of a student who has finished at least three years of high school. To figure out how many credits the student has attempted and earned, please check in the credit column. If there is an "R" here, this means this was not a course but a Regents exam. Note that if there is an "N" in the credit column, this means the student received no credit due to attendance.
 - Yonkers requires four credits in English to graduate. Look for "English," "Comp English 12," "AP English."

How many credits in English has she or he attempted (classes she or he has taken)? _____

How many credits in English has she or he earned (passed with 65 or higher)? _____
 - Yonkers requires four credits in social studies to graduate with a Regents Diploma. Look for "Global Hist./Geo." "US Hist./Gov," "AP World History," "AP US History," "Eco/Gov."

How many credits in social studies has this student attempted (classes the student has taken)? _____

How many credits in social studies has this student earned (passed with 65 or higher)? _____
 - Yonkers requires three credits in math to graduate with a Regents Diploma. Look for "Math A," "Math A1," "Math A2," "Math B," "Math B1," "Math B2," "Geometry," "Algebra" "Con Bus Math."

How many credits in math has this student attempted (classes the student has taken)? _____

How many credits in math has this student earned (passed with 65 or higher)? _____
 - Yonkers requires three credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Chemistry," "Living Environment," "Environmental Studies."

How many credits in science has this student attempted (classes the student has taken)? _____

How many credits in science has this student earned (passed with 65 or higher)? _____
- This student needs 22 credits to graduate. How many credits has this student earned? _____
- To graduate with a Regents Diploma, this student needs to pass five Regents exams with a grade of 65 or higher. Which exams has this student passed (look in the "Exam" column for each year)?

Math _____

Global History _____

Science _____

English _____

U.S. History _____
- Weighted G.P.A. refers to the student's grade point average that is determined by taking into consideration the difficulty of honors or AP courses and assigning them more weight.

The highest weighted GPA is 6.5. What is this student's weighted GPA? _____

6. Unweighted GPA refers to the student's grade point average that is determined without taking into consideration the difficulty of any of the courses.

The highest unweighted GPA is 100. What is this student's unweighted GPA? _____

7. "Class rank" refers to how this student's transcript compares to other students' in the 12th grade. For example a class rank of "20 out of 100" means out of 100 students in the 12th grade, there are 19 students whose grades are stronger than this student's and 79 students whose grades are weaker. What is this student's class rank? _____ out of _____

8. Is this student on track to graduate? Why or why not?

9. What story does the transcript tell about this student? What do you find out about the student from looking at the transcript?

TRANSCRIPT SCAVENGER HUNT

Yonkers Public Schools: Student A

Adviser Answer Sheet

Directions: Use the sample transcript to find the answers to the following questions:

- Which student transcript do you have? Student A Student B
- This is a transcript of a student who has finished at least three years of high school. To figure out how many credits the student has attempted and earned, please check in the credit column. If there is an "R" here, this means this was not a course but a Regents exam. Note that if there is an "N" in the credit column, this means the student received no credit due to attendance.
 - Yonkers requires four credits in English to graduate. Look for "English," "Comp English 12," "AP English."
How many credits in English has she or he attempted (classes she or he has taken)? 4.0
How many credits in English has she or he earned (passed with 65 or higher)? 2.0
 - Yonkers requires four credits in social studies to graduate with a Regents Diploma. Look for "Global Hist./Geo." "US Hist./Gov," "AP World History," "AP US History," "Eco/Gov."
How many credits in social studies has this student attempted (classes the student has taken)? 6.0
How many credits in social studies has this student earned (passed with 65 or higher)? 2.0
 - Yonkers requires three credits in math to graduate with a Regents Diploma. Look for "Math A," "Math A1," "Math A2," "Math B," "Math B1," "Math B2," "Geometry," "Algebra" "Con Bus Math."
How many credits in math has this student attempted (classes the student has taken)? 3.0
How many credits in math has this student earned (passed with 65 or higher)? 3.0
 - Yonkers requires three credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Chemistry," "Living Environment," "Environmental Studies."
How many credits in science has this student attempted (classes the student has taken)? 5.0
How many credits in science has this student earned (passed with 65 or higher)? 2.5
- This student needs 22 credits to graduate. How many credits has this student earned? 18.75
- To graduate with a Regents Diploma, this student needs to pass five Regents exams with a grade of 65 or higher. Which exams has this student passed (look in the "Exam" column for each year)?

Math	_____
Global History	_____
Science	<u> X </u>
English	_____
U.S. History	_____
- Weighted G.P.A. refers to the student's grade point average that is determined by taking into consideration the difficulty of honors or AP courses and assigning them more weight.
The highest weighted GPA is 6.5. What is this student's weighted GPA? 68.15

6. Unweighted GPA refers to the student's grade point average that is determined without taking into consideration the difficulty of any of the courses.

The highest unweighted GPA is 100. What is this student's unweighted GPA?

68.15

7. "Class rank" refers to how this student's transcript compares to other students' in the 12th grade. For example "20 out of 100" means out of 100 students in the 12th grade, there are 19 students whose grades are stronger than this student's and 80 students whose grades are weaker. What is this student's class rank? **220** out of **279**

8. Is this student on track to graduate? Why or why not?

No. The student is missing English credits and four Regents. The student will have to work hard during his or her senior year to make up the English credits and missing Regents.

9. What story does the transcript tell about this student? What do you find out about the student from looking at the transcript?

This student has attended different schools and either the change in educational environment or personal circumstances may have affected his or her uneven academic performance.



TRANSCRIPT SCAVENGER HUNT



Yonkers Public Schools: Student B

Adviser Answer Sheet

Directions: Use the sample transcript to find the answers to the following questions:

- Which student transcript do you have? Student A Student B
- This is a transcript of a student who has finished at least three years of high school. To figure out how many credits the student has attempted and earned, please check in the credit column. If there is an "R" here, this means this was not a course but a Regents exam. Note that if there is an "N" in the credit column, this means the student received no credit due to attendance.
 - Yonkers requires four credits in English to graduate. Look for "English," "Comp English 12," "AP English."

How many credits in English has she or he attempted (classes she or he has taken)? 3.0

How many credits in English has she or he earned (passed with 65 or higher)? 2.0
 - Yonkers requires four credits in social studies to graduate with a Regents Diploma. Look for "Global Hist./Geo." "US Hist./Gov," "AP World History," "AP US History," "Eco/Gov."

How many credits in social studies has this student attempted (classes the student has taken)? 3.0

How many credits in social studies has this student earned (passed with 65 or higher)? 3.0
 - Yonkers requires three credits in math to graduate with a Regents Diploma. Look for "Math A," "Math A1," "Math A2," "Math B," "Math B1," "Math B2," "Geometry," "Algebra" "Con Bus Math."

How many credits in math has this student attempted (classes the student has taken)? 3.0

How many credits in math has this student earned (passed with 65 or higher)? 3.0
 - Yonkers requires three credits in science to graduate with a Regents Diploma. Look for "Earth Science," "Chemistry," "Living Environment," "Environmental Studies."

How many credits in science has this student attempted (classes the student has taken)? 3.0

How many credits in science has this student earned (passed with 65 or higher)? 3.0
- This student needs 22 credits to graduate. How many credits has this student earned? 17.5
- To graduate with a Regents Diploma, this student needs to pass five Regents exams with a grade of 65 or higher. Which exams has this student passed (look in the "Exam" column for each year)?

Math _____

Global History _____

Science _____

English _____

U.S. History _____
- Weighted G.P.A. refers to the student's grade point average that is determined by taking into consideration the difficulty of honors or AP courses and assigning them more weight.

The highest weighted GPA is 6.5. What is this student's weighted GPA? 70.667

6. Unweighted GPA refers to the student's grade point average that is determined without taking into consideration the difficulty of any of the courses.

The highest unweighted GPA is 100. What is this student's unweighted GPA? 70.667

7. "Class rank" refers to how this student's transcript compares to other students' in the 12th grade. For example "20 out of 100" means out of 100 students in the 12th grade, there are 19 students whose grades are stronger than this student's and 80 students whose grades are weaker. What is this student's class rank? 194 out of 275

8. Is this student on track to graduate? Why or why not?

No. She or he is missing English and all Regents. Although she or he can catch up and graduate, she or he will have to work hard during 12th grade to make up these credits and pass the Regents.

9. What story does the transcript tell about this student? What do you find out about the student from looking at the transcript?

This student usually meets course requirements but does not excel in his or her classes. She or he may not be a good test taker; she has not passed any Regents.

SAMPLE STUDENT TRANSCRIPT

Yonkers Public Schools: Student B

Student Name _____ Student ID _____ Grade _____ Gender _____ Enter
 Date: _____ Birth Place _____ DOB _____ Ethnic Code _____ Leave Date: _____
 Parent/Guardian _____ Address _____
 Class of: 2010 Diploma Type _____

Crs ID	Course Title	Mark	Credit	Work in Progress	
Lincoln HS Grd 09 6/2007 MUS 105 Intro Music YEG 104 English 9 FLG 103 Spanish Cp A MTH 121 Bus Math PED 100 PhyEd-boys SCI 202 RGT Liv Environ SST 101 Glob His/Gov TEC 103 ExplOco BusMgm SVG111 Intro Marine JROTC Cmp 7.000 GPA Summary		76 0.500 83 74 1.000 84 1.000 69 0.500 54 R 81 1.000 80 0.500 65 1.000 76.500		Course Title Studio Draw Paint 1.000 Lunch PhyEd English 10 Comp. English 12 Ess. Topics Math Eco/Gov	Credit 1.000 1.000 0.000 0.500 1.000 1.000 1.000 1.000
Lincoln HS Grd 10 6/2006				NGA Summary	
SST 202 RGT Glob His/Geo Cmp 0.000 GPA Summary Lincoln HS Grd 10 6/2008 ENG 282 English 10 MTH 110 Algebra I PED 100 PhyEd SCI 202 Liv Environ R SCI 202 Liv Environ LAB FLG 103 Spanish CPA SST 202 Glob His/ Geo YCM 201 Prin Marketing I Cmp 5.500 GPA Summary Lincoln HS Grd 1 1/2009 MTH 149 RGT Algebra Cmp 0.000 GPA Summary Lincoln HS Grd 11 6/2009 CBM 101 Comp Tech/Comm PED 100 PhyEd PED 100 PhyEd SST 202 RGT Glob His/Geo YCM 233 Prin Marketing II ENG 104 English 11 MTH 111 Algebra II SCI 106 Environ Studies 72 SST 302 RGT US His/Gov SST 202 Glob His/Gov 75 Cmp 5.000 GPA Summary		24 R 0.000 56 E 69 1.000 65 0.500 71 1.000 57 69 1.000 73 1.000 73 1.000 66.625 55 R 0.000 85 N 55 N 56 N 38 R 76 R 77 1.000 73 1.000 1.000 34 R 1.000 68.875		Weighted GPA Unweighted GPA Class Rank: Total Credits Earned:	70.867 70.667 194 of 275 17.500
GRADING KEY A+ = 97-100 A = 90-93 B = 80-82		A = 93-95 B+ = 87-88		GRADING KEY C+ = 77-79 C = 73-76 C- = 70-72	COURSE TITLE INDEX R = Regents CH = Honors AP = Advanced Placement IB = International Baccalaureate

School Official's Signature: _____ Date: 12/1/09

Advisory Goal 4:

Grade:

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

9th

Gathering: Two Truths and a Lie

10 MINUTES

Activity/Topic: College Lingo Balderdash

30 MINUTES

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

5 MINUTES

Materials: Index cards, Balderdash rules of play (one per student), College Lingo Balderdash cards (cut apart), paper, pens

Grouping: Whole group, pairs, small groups, triads

Session Goal:

This session will begin to familiarize students with college “lingo.”

Gathering: Two Truths and a Lie

1. Give each student an index card and ask the student to write down two things that are true about himself or herself and one that is a lie. Encourage students to make the lie as believable as possible, because the goal of the activity is to challenge their partners to figure out which is the lie. Model the activity by sharing two truths and one lie about yourself and asking the advisory to decide which one is the lie.
2. Divide the group into pairs and ask each student to read their two truths and a lie. Invite each partner to say what she or he thinks is the lie.
3. Ask one or two volunteers whose partners were unable to determine the lie to see if the rest of the advisory can guess correctly.

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: College Lingo Balderdash

1. Explain to students that they are going to play a game today that will increase their awareness of college “lingo” — vocabulary that is associated with applying to and attending college. Emphasize that they can succeed at the game even if they don’t know all the vocabulary, because

the game is called “College Lingo Balderdash.” Explain that “balderdash” means nonsense, so if they don’t know the real answer, they can come up with a “nonsense” answer that is so convincing it will fool the other team into believing it is true. Repeat that “lingo” refers to words associated with a specific topic — in this case, words related to applying to and going to college. Emphasize that the more familiar students are with college lingo, the less intimidating the process will be when the time comes for them to apply.

2. Divide the students into pairs or triads.
3. Distribute and explain the rules of the game.
4. Play the role of scorekeeper. This means you will regulate play, gather the student-written definitions to read aloud and record all answers.

Debriefing:

- What was one new word or term you learned today? What does it mean?
- What was the most surprising thing you learned today?
- What was one way you might have changed this activity?
- What are the benefits of a ninth-grader knowing some of these words?

Gathering: Popcorn

As I began this activity, I felt ... At the end of this activity, I feel ...

● COLLEGE LINGO BALDERDASH

Game Rules

1. The game begins with an explanation to the players that the object is to supply the correct definition of a word, phrase or acronym read aloud by the scorekeeper. Teams get points for correct answers.
2. The scorekeeper selects a “definition card” and reads aloud to the entire group the word, phrase or acronym on the card (BUT NOT THE DEFINITION).
3. The teams then have one minute to decide on a definition of the word, phrase or acronym, write it down and submit it to the scorekeeper, along with their names. If a team is not sure what the word means, the team should try to come up with a definition that will fool the other teams into thinking it is the correct answer.
4. When all the teams’ responses have been turned in, the scorekeeper reads aloud all the answers, asking each group to identify what it thinks is the correct answer, if any (from the other teams’ answers). The scorekeeper records which answer the groups choose.
5. The scorekeeper then reveals the correct definition on the definition card.
6. Two points are awarded for every team with a correct answer, and one point is awarded for any team that fooled other teams into believing its answer was the correct one. In some cases, if an answer is close to but does not exactly match the correct answer, the scorekeeper may need to decide whether points are awarded.
7. The team that accumulates the most points wins the game.

Game Cards

<p>2 + 2</p> <ul style="list-style-type: none"> No, the answer is not 4! 2 + 2 refers to a partnership between two colleges in which a student completes their first two years of study at one school and is automatically admitted to the partner school for the final two years. Example: starting at a community college that is partnered with a 4-year college. 	<p>Common Application</p> <ul style="list-style-type: none"> A standard application used by many colleges. Students need to fill it out only once, and they can send it to any number of participating colleges.
<p>Early Decision</p> <ul style="list-style-type: none"> Students who apply to a school under early decision make a binding commitment to attend that school if admitted. You may apply to only one college under early decision and, if admitted, you must withdraw applications from all other colleges. 	<p>FAFSA</p> <ul style="list-style-type: none"> <u>F</u>ree <u>A</u>pplication for <u>F</u>ederal <u>S</u>tudent <u>A</u>id
<p>Residence Hall</p> <ul style="list-style-type: none"> An on-campus living facility, also known as a dorm. 	<p>Study Abroad</p> <ul style="list-style-type: none"> A program in which a student completes part of his or her college program studying in another country.
<p>ACT</p> <ul style="list-style-type: none"> <u>A</u>merican <u>C</u>ollege <u>T</u>est A college admission test given at test centers in the United States and other countries on specified dates. Visit the American College Test website for further information. 	<p>HBCU</p> <ul style="list-style-type: none"> <u>H</u>istorically <u>B</u>lack <u>C</u>ollege or <u>U</u>niversity

<p>Bachelor's Degree</p> <ul style="list-style-type: none"> • A degree awarded after completing four years of study at a college or university. 	<p>Tuition</p> <ul style="list-style-type: none"> • The cost of instruction at a college or university.
<p>Early Action</p> <ul style="list-style-type: none"> • A program in which a student can receive an admission decision earlier than the standard date but is not required to accept the offer. 	<p>SAT®</p> <ul style="list-style-type: none"> • This is a trick question! • The SAT used to stand for Scholastic Aptitude Test; however, it no longer stands for anything. It is now simply the SAT.
<p>Double Major</p> <ul style="list-style-type: none"> • A program in which the student completes the requirements of two majors. 	<p>Reply Date</p> <ul style="list-style-type: none"> • The date by which accepted students must accept or decline an offer of admission (usually May 1.)
<p>EFC</p> <ul style="list-style-type: none"> • <u>E</u>xpected <u>F</u>amily <u>C</u>ontribution (What a student's family is expected to contribute toward the cost of attending the college.) 	<p>Undergraduate</p> <ul style="list-style-type: none"> • A student in the freshman, sophomore, junior or senior year of college who has not yet received his or her bachelor's degree.
<p>AP® Program</p> <ul style="list-style-type: none"> • AP® stands for <u>A</u>dvanced <u>P</u>lacement® – a program in which students take college-level courses in high school and have the opportunity to earn credits toward college. 	<p>Work–Study</p> <ul style="list-style-type: none"> • A program in which a college offers a student an on-campus job as a means of helping to pay for tuition.

<p>Associate Degree</p> <ul style="list-style-type: none"> • A degree granted after completing two years of study at a college or university. 	<p>Wait List</p> <ul style="list-style-type: none"> • A list of students who meet the admission requirements for a school but will be offered a place only if space becomes available (if other students decline their offers of admission).
<p>General Ed Requirements</p> <ul style="list-style-type: none"> • Required courses at all colleges that give students a background in math, science, social studies, fine arts, English and literature. 	<p>Major</p> <ul style="list-style-type: none"> • The subject or field in which a student specializes.
<p>Minor</p> <ul style="list-style-type: none"> • A secondary, less extensive subject or field that a student may study in addition to his or her major. 	<p>Grant</p> <ul style="list-style-type: none"> • Money given to a student to pay tuition that does not have to be paid back.

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Advisory Goal 4:

Grade:

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

9th

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

Activity/Topic: Education and Earning Power

30 MINUTES

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

Materials: Budget Worksheet (one per group), Budget Guidelines

Grouping: Whole group, small groups

Session Goal:

This session will help students connect the level of education they achieve to their future earning power.

Gathering: Go-Round

What's a difficult decision you've had to make?

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: Education and Earning Power

1. Explain to students that they will work in small groups today to understand how education is connected to income. Make a connection to the suggested gathering by explaining that this activity will require them to make some difficult decisions about how they will manage their budgets based on the income and education level they have.
2. Divide students into four small groups. Explain to the advisory that each small group represents a different educational level and has a different income. Each group will be required to budget its income to cover expenses for a family of four.
3. Divide students into triads and give them each an envelope. Explain that in the envelopes are strips of paper with different careers. The students' task is to match the career with the career cluster by putting the strip on the correct box in the chart.
4. Give each group a Budget Worksheet along with the Budget Guidelines (upstate or downstate). Explain that the group must come to agreement about how to budget its money using the guidelines provided. Circulate to be sure each group understands the directions and its task.

NOTE: Those outside New York state can use the included handouts as a reference to create your own examples with costs relevant to your location.

5. When every group has finished, each one should share its results. As the students share their budgets, be sure that they begin by telling the entire group what their educational level and income were.

Debriefing:

- What was the hardest decision your group had to make?
- What did you notice about the budgets of the different groups?
- What did this activity make you realize?
- How do YOU want to live? What do you want for yourself?
- What are you willing to do to get there?

Closing: Go-Round

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



BUDGET WORKSHEET



Group #1

Directions: Fill in the budget below based on your yearly salary. Remember to use your monthly income as the basis for your calculations.

Group #1: Two adults and two children

Educational achievement: Dropped out of high school

Yearly salary: \$20,488*

Monthly income after taxes: \$1,500

Housing choice: _____ Cost: _____

Groceries: _____ Cost: _____

Gas/Electric: _____ Cost: _____

Transportation choice: _____ Cost: _____

Extra stuff:

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

Total expenses: _____

Amount left for savings: _____

*Income levels based on data from the Bureau of Labor Statistics for 2008



BUDGET WORKSHEET



Group #2

Directions: Fill in the budget below based on your yearly salary. Remember to use your monthly income as the basis for your calculations.

Group #1: Two adults and two children

Educational achievement: High school graduate

Yearly salary: \$28,368*

Monthly income after taxes: \$2,050

Housing choice: _____ Cost: _____

Groceries: _____ Cost: _____

Gas/Electric: _____ Cost: _____

Transportation choice: _____ Cost: _____

Extra stuff:

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

Total expenses: _____

Amount left for savings: _____

*Income levels based on data from the Bureau of Labor Statistics for 2008



BUDGET WORKSHEET



Group #3

Directions: Fill in the budget below based on your yearly salary. Remember to use your monthly income as the basis for your calculations.

Group #1: Two adults and two children

Educational achievement: Associate (two-year) degree

Yearly salary: \$35,328*

Monthly income after taxes: \$2,550

Housing choice: _____ Cost: _____

Groceries: _____ Cost: _____

Gas/Electric: _____ Cost: _____

Transportation choice: _____ Cost: _____

Extra stuff:

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

Total expenses: _____

Amount left for savings: _____

*Income levels based on data from the Bureau of Labor Statistics for 2008



BUDGET WORKSHEET



Group #4

Directions: Fill in the budget below based on your yearly salary. Remember to use your monthly income as the basis for your calculations.

Group #1: Two adults and two children

Educational achievement: Bachelor's (four-year) degree

Yearly salary: \$46,944*

Monthly income after taxes: \$3,345

Housing choice: _____ Cost: _____

Groceries: _____ Cost: _____

Gas/Electric: _____ Cost: _____

Transportation choice: _____ Cost: _____

Extra stuff:

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

_____ Cost: _____

Total expenses: _____

Amount left for savings: _____

*Income levels based on data from the Bureau of Labor Statistics for 2008



Upstate New York

Housing: You must choose one option:

- One-bedroom, one-bathroom city apartment. No parking included. Rent is \$470 per month.
- Two-bedroom, one-bathroom apartment just outside the city line. Includes one parking spot. Rent is \$725 per month.
- Two-bedroom, one-and-a-half-bathroom townhouse in the suburbs. Driveway parking. Mortgage plus taxes is \$860 per month.
- Three-bedroom, two-bathroom house with attached garage in the suburbs. Mortgage plus taxes is \$1,110 per month.

Transportation: You must choose one option

- You take public transportation such as a subway or bus everywhere. Cost is \$56 per month (per adult).
- You share one car with the other adult in your house. The car payment, insurance and gas cost \$495 per month.
- Both adults have their own car. The total payments, insurance and gas for the two vehicles costs \$995 per month.

Transportation: You must choose one option

- Groceries cost
 - \$340 a month
- Gas and electric costs:
 - \$92 a month for the one-bedroom apartment
 - \$117 a month for the two-bedroom apartment
 - \$138 a month for the two-bedroom townhouse
 - \$155 a month for the three-bedroom house

Extra Stuff: Can you afford it?

- \$448 per month for health insurance for your family of four
- Cell phone or landline phone:
 - \$79.95 a month for a two-person cell phone contract
 - \$39.95 a month for a landline phone
- \$100 a month to spend on family vacations or outings
- \$40 a month for school supplies, clothes and miscellaneous expenses for your children
- \$39.95 a month for Internet service (if you can afford \$900–\$1,100 for the computer)
- \$60 a month for cable service
- \$70 a month to pay a sitter so you and your partner can get out for an evening and have dinner

BUDGET GUIDELINES

Downstate New York and New York City

Housing: You must choose one option:

- One-bedroom, one-bathroom apartment. Rent is \$1,000 per month.
- Two-bedroom, one-bathroom apartment. Rent is \$1,400 per month.
- Three-bedroom, two-bathroom apartment. Rent is \$1,700 per month.

Transportation: You must choose one option

- You take public transportation such as a subway or bus everywhere. Cost is \$89 per month (per adult).
- You share one car with the other adult in the house. The car payment, insurance and gas cost \$700.
- Both adults have their own cars. The total payments, insurance and gas for the two vehicles cost \$1,400 per month.

Nonnegotiables: You must choose one option

- Groceries for your family cost \$340 a month
- Gas and electric costs:
 - \$92 a month for the one-bedroom apartment
 - \$117 a month for the two-bedroom apartment
 - \$155 a month for the three-bedroom apartment

Extra Stuff: Can you afford it?

- \$448 per month for health insurance for your family of four
- Cell phone or landline phone:
 - \$79.95 a month for a two-person cell phone contract
 - \$39.95 a month for a landline phone
- \$100 a month to spend on family vacations or outings
- \$40 for school supplies, clothes and miscellaneous expenses for your children
- \$39.95 a month for Internet service (if you can afford \$900–\$1,100 for the computer)
- \$60 a month for cable service
- \$70 a month to pay a sitter so you and your partner can get out for an evening and have dinner

Advisory Goal 4:

Grade:

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

9th

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

Activity/Topic: Virtual College Field Trip
35 MINUTES

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

Materials: LCD projector, computer and Internet access for all students, Virtual College tour sheet (one per student)

Grouping: Whole group, individual

Session Goal:

This session will familiarize students with a college campus through a virtual college tour.

Gathering: Whip

One college I would like to visit 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: Virtual College Field Trip

1. Explain to students that today's session will familiarize them with a college campus.
2. Using an LCD projector, show students the website www.knowhow2go.org and direct them to click on the "Take the Tour" link. Show students how to navigate through the different campus buildings, clicking on the red circles to learn more about college.
3. Distribute the Virtual College Tour handout and instruct students to pick four places on campus to visit and record their answers to the questions about each place.
4. Circulate and help students as needed.
5. Elicit answers to the questions on the handout as time allows.

Debriefing:

- What was it like to go on a virtual college tour?
- What did this activity make you realize?
- When you go on an actual college field trip, where would you like to visit first? Why?

Closing: Popcorn

What is the most important thing you learned today?



Name _____

Date _____

1. Student Center

What is one club or activity you might like to join?

2. Athletic Center

Take the Are You Ready for College? Quiz. What was your score?

3. Library

What is one study tip you plan on using in college?

4. Academic Center

Which type of classroom (large versus small) would feel more comfortable for you? Why?

5. Dorms

What is one piece of furniture you chose to put in your dorm room?

6. Admission

What is the most important fact you learned about the college admission process?

7. Financial Aid

What does the acronym FAFSA stand for?

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** \longleftrightarrow **Cat**

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

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

- A sitcom or a drama?
- 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 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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