



Learning today...Leading tomorrow

Career  
Awareness

Personal, Social,  
Physical and  
Emotional  
Development

Academics

## Gearing Up For Student Success

A Student Advisement Program

Implementation Guide

## **STUDENT ADVISEMENT PROGRAM**

**Student Advisement Program** is a guidance delivery system whereby students are divided into smaller groups and each group is facilitated by an adult in the school. These adults (advisors) meet with the students (advisees) on a regular basis throughout the school year for the purpose of academic, career, and personal/social advisement. The overall purpose of this program is to encourage a connection with a caring adult to help students better understand themselves, their strengths and to plan for their future. GaDOE.com

The Richmond County School System is dedicated to the success of all students. This is a collective responsibility, premised on helping each student transition through each grade level to high school and selecting a career path. Following the successful completion of high school, students will be encouraged to continue on to post-secondary educational opportunities, which will ultimately lead to a career.

Students need to feel safe, valued, respected, and most importantly, connected to someone who genuinely cares about them and their future. Therefore, this guide is designed to assist each school in implementing an *Advisement Program*. While these activities are not exhaustive, they represent a foundation that may be built upon. Please feel free to edit, re-design and use to fit the needs of your students and school.

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Dr. Debbie Alexander, Associate Superintendent of Curriculum and Instruction

Dr. Maria Brown - Director of Student Services

Ms. Rochelle Davis, Counselor – Hephzibah High School

Dr. Aronica Gloster – Coordinator –Student Services Department

Mr. Bruce Flournoy, Counselor – Deer Chase Elementary School

Ms. Laurie Montgomery, Counselor – C.T. Walker Magnet School

Ms. Megan Ray, Counselor –Hephzibah Elementary School

Dr. Victoria Sanders, Retired Coordinator -Student Services Department

Dr. Jackie Travis, Assistant Principal – Murphey Middle School

Ms. Vera Williams, Counselor – Hephzibah Middle School

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**Elementary, Middle and High Schools**

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## **OVERVIEW**

### **Student Advisement Program**

The Georgia Teachers-As-Advisors Framework represents a series of collaborative efforts between the Georgia Department of Education, Georgia educators representing Grades 6-12, Georgia students and parents representing Grades 6-12, Georgia postsecondary education systems, and representatives from Georgia business and industry.

Strongly linked to the National Career Development Guidelines, the Georgia Teachers-As-Advisors Framework serves as a structure for developing, implementing, and evaluating both district and school-level programs that are laser-focused on the educational and career planning process for ALL Georgia students

Further evidenced in the framework, is the overarching emphasis on the acquisition and development of 21st Century Skills that will lead ALL Georgia students to high-skill, high-demand, and high-wage jobs. These jobs will have a significant impact on, not only individuals, but growing a healthy state economy

The framework will serve, as well, as the structure from which an online repository of Teachers-As-Advisor lessons available from the Georgia Department of Education. Practitioners from across the state will be able to contribute to and draw from the repository as the Georgia Teachers-As-Advisors Initiative matures.

A Student Advisement Program is a systemic, systematic method of delivery wherein all students are assigned to a trained, caring adult advisor in their school. This adult serves as an advocate for the student and facilitates sessions focused on:

- 1) Career Management: Awareness, Exploration, and Planning,
- 2) Academic Achievement, Educational Attainment and Lifelong Learning: Thinking and Learning Skills
- 4) Life Skills: Personal and Social Development
- 5) More specifically, advisement is a time for:
  - Building relationships
  - Self-discovery
  - Trouble shooting
  - Team building
  - Education and career investigation and exploration
  - Connection with parents/guardians
  - Enhanced academics
  - Post-secondary exploration/planning

*Source: GADOE, Teachers-as-Advisors*

## **RICHMOND COUNTY SCHOOLS**

### **Mission**

The Mission of the Richmond County School System is to build a world-class school system through education, collaboration, and innovation.

### **Beliefs**

We believe that....

- every person has a right to a quality education;
- education is the shared responsibility of the individual, home, school and community;
- every person can learn;
- respect and acceptance are essential for learning and personal development;
- a safe, healthy and orderly environment is essential to learning;
- communication is the key to understanding among people, and;
- excellence cannot be compromised.

### **RATIONALE FOR ADVISEMENT PROGRAM IN RICHMOND COUNTY**

- There is overwhelming research that supports the importance of a student advisement program. A positive culture in a school where students feel respected, valued and important will foster a sense of belonging and connectivity between students and adults.
- Students get much more frequent one-on-one advice than is possible with the typical school's high ratio of counselor to student.
- Students are much more likely to have a clear focus on their future and a plan for getting there through relationships with adults in the school and more frequent interaction.
- Students improve performance when they have a mentor who is keeping close track of their progress and providing more timely help with academic problems.
- Students will have a better understanding of what is expected in high school and the requirements to be successful.
- Students will develop strong bonds with their advisees that continue long after students have left school.

Samples of research on the effectiveness of student advisement programs can be found at:

<http://epaa.asu.edu/ojs/article/viewFile/719/845>

<http://www.nmsa.org/Publications/RMLEOnline/tabid/101/Default.aspx>

<http://essentialschools.org/resources/282>

<http://www.brown.edu/academics/education-alliance/publications/changing-systems-personalize-learning-power-advisories>

<http://www.principals.org/portals/0/content/57358.pdf>

<http://www.nmsa.org/Publications/MiddleSchoolJournal/Articles/September2009/tabid/2011/Default.aspx>

## **RICHMOND COUNTY STUDENT ADVISEMENT PROGRAM**

### **Mission**

The mission of the Student Advisement Program in the Richmond County School System is to ensure that all students are assigned to one adult in the school who will serve as a special support person for that student.

### **Goal**

The primary goal of this program is to provide an ongoing mentoring relationship between students and advisors that will promote a systemic, scheduled process for advising students in academic and career planning and to enlighten students to their individual post-secondary options.

### **Objectives**

- To assist students in setting goals and making decisions about their future
- To create a school environment where students feel a sense of belonging
- To provide opportunities for students to meet and discuss a variety of topics that will assist them in making choices that will affect the rest of their lives
- To provide opportunities for the school staff to work with students on a different level from instruction
- To ensure that students get support and a total understanding of educational experiences such as: career planning, self-awareness, goal setting, etc.
- To assist students in planning a program that is consistent with their ideas, dreams, interests and abilities

## **BENEFITS OF A STUDENT ADVISEMENT PROGRAM**

### **Benefits to Students**

- Students get more frequent one-on-one guidance than is possible with the typical school's high ratio of students to counselors.
- Students are much more likely to have a clear focus for their future and a plan for getting there.
- Students take higher-level academic courses, including advanced placement, and a concentration of career technical courses beyond the core.
- Students do not waste their electives. Instead, they fill them with those courses most likely to help them reach their career and education goals.
- Students see a connection between their classes and future goals.
- Students experiencing problems have the benefit of more timely help when they have a mentor who is keeping track of their progress. As a result, student performance improves.

### **Benefits to Parents**

- Parents know there is someone at the school with a strong interest in their child and they feel they have a contact they can call.
- Parents have a better understanding of the courses their child will need in high school to prepare them for post-secondary education or for a career.

### **Benefits to Teachers**

- Teachers have a much better understanding of graduation requirements and of all the school's offerings.
- Teachers develop strong bonds with their advisees that continue long after graduation.
- Teachers learn how to work as part of a team.
- Teachers see students from a different perspective that helps them understand how to structure classroom instruction to each student more effectively.

*Career Development Program Manual, 2005*

## **HISTORY OF ADVISEMENT IN RICHMOND COUNTY**

The concept of a student advisory system is not new to Richmond County Schools. During the 1977-78 school year, a student advisory program was implemented in all high schools. This system linked one professionally - certified person to a homeroom for the sole purpose of academic and career advisement and accountability.

To comply with state recommendations for maintaining accountability, all school systems began utilizing this approach. It provided a means of insuring that every student in the school system was well known by at least one adult. The exact format varied from school to school, but the overall plan was cooperatively developed by the School's Administration and the Guidance Staff. It provided for "controlled caring" in each school. It enabled each staff member to work with a small group of students to build rapport between the student and his/her advisor. Through this program, the teacher used his/her expertise as an instructional specialist to provide general guidance for the student assigned to him/her. More specifically, it assured that students were proceeding systematically toward graduation and the world beyond.

## GETTING STARTED

The planning process begins with the identification of the roles and responsibilities of everyone involved. While the list below provides information on specific duties of school staff and personnel, it is important that the organization of your staff meets the needs in your building, *so feel free to make changes as necessary.*

## ROLES AND RESPONSIBILITIES

### Leadership Team

The leadership team consists of a cross section of the school's population – teachers, administrators, counselors, students, parents, classified staff, etc. This team may be appointed by the principal.

Responsibilities include:

1. Providing professional learning to faculty and staff on the implementation of a Student Advisement Program in your school. The presentation to the faculty and staff should include, but is not limited to:
  - the rationale for implementing a student advisement program in your school;
  - an overview of all school data (achievement test data, graduation rate, failure rate, attendance data, discipline referrals, suspensions, retention, etc.). Data reinforces the need for such a program in the schools. Gather data from all available sources (school profile, data director, GOSA, SLDS, I-Ready, SLOs, Infinite Campus, etc.)
2. Establishing roles and responsibilities for every group in the school;
3. Setting a monthly calendar/schedule for advisement meetings for the year;
4. Continually monitoring of the program throughout the year; and
5. Making changes as necessary to ensure that objectives are being met.

### Important Questions for the Leadership Team

- Who will chair the leadership team?
- Who will be included on the leadership team? What role will they play/
- Who will be the advisors? Will they include teachers, support staff, classified staff, etc.?
- What criteria will be used to pair advisors with advisees? (Grade level, alphabetically, etc.)
- How many advisees will be in a group?
- How often will we meet?
- What will our schedule look like?
- What subjects/lessons are mandatory?
- Who will provide the lessons?
- How will we select lessons that are not on the mandatory list?
- How long will each session/lesson last?
- Who will train the staff?
- How will the program be evaluated?

### Principal

1. Serves as chairperson of the leadership team and of the school-wide advisement program (*principal may appoint a designee to serve in this position*)
2. Works closely with the leadership team in planning, setting the calendar and monitoring the process
3. Provides continuous support throughout the year to advisors, students, parents, etc.
4. Ensures that all mandatory lessons/activities are completed during the school year
5. Communicates regularly with advisors, students and parents on progress of program
6. Completes end-of-year evaluation of program and submits to Dr. Debbie Alexander, Associate Superintendent
7. Visits classes during advisement day and provide feedback to advisors
8. Support! Support! Support!

### **Advisors**

1. Serve as advocates for a small group of students (advisees).
2. Meet regularly with advisees
3. Provide information and assist advisees in personal, social, and academic development
4. Assist advisees with career planning and personal goals
5. Provide information to advisees that will empower them to make good decisions about their lives and their future
6. Create an environment of trust with his/her advisees so that they feel a sense of belonging within the group
7. Communicate regularly with advisees to monitor their progress

### **Parents**

1. Communicate periodically with student's advisor to offer support
2. Encourage students to actively participate in advisement sessions/activities
3. Discuss outcomes of advisement sessions
4. SUPPORT! SUPPORT! SUPPORT!

### **Students**

1. Attend advisement sessions regularly
2. Participate in activities/sessions
3. Ask questions and seek information about future goals and opportunities
4. Keep up with assignments and work hard to ensure a successful elementary, middle and high school career.

## **TRAINING ADVISORS**

It is important that advisors understand how their role differs from that of a teacher, counselor or friend. Advisors' first focus is on their advisees. Therefore, there is less pressure to cover content areas or prepare for tests.

In comparison to counselors, advisors typically work with ten to twenty students, whereas counselors often have a caseload of several hundred students. Counselors and social workers have special training that enables them to work with students who have particular psychological, crisis or social needs. Advisors may be the first to notice that a student needs a referral to a counselor or other support personnel.

While developing supportive relationships with students is fundamental to the success of a TAA program, advisors must operate in a professional role. Students find it insincere when advisors try to act like peers. Although the relationship is less formal, it is imperative that advisors still maintain appropriate professional to student boundaries.

### ***Professional Development***

When implementing a TAA program, it is important to consider whether or not training needs to be held in the following areas:

- Group facilitation
- Active listening skills
- Learning styles
- Referral options for students who need additional help
- Handling sensitive topics
- Debriefing skills

## SELECTING GROUPS

In order to allow opportunities for students to build meaningful relationships with their advisor, the optimal student –to- advisor ratio is 15 to 1. All certified staff should be utilized as advisors to allow for the creation of smaller groups. Research indicates that students benefit from having a consistent advisor from year to year. When assigning students to advisors, consideration should be given to factors that might impede the development of a quality relationship between the advisor and advisee.

## PARENTAL SUPPORT

To continue developing positive home-school relationships, parents should be made aware of the TAA program. Explaining the parameters of the program and its benefits will help to allay parent concerns about their child participating. Parents can benefit from the implementation of a TAA program by:

- Having a primary and consistent contact at the school
- Developing strengthened awareness of school activities related to their child
- Partnering with advisors to support and encourage their child's success

## PROGRAM EVALUATION AND ACCOUNTABILITY

Consideration should be given to how the TAA program will be evaluated, as well as how students and advisors will be held accountable. Advisory leadership teams should discuss how they will handle student attendance and participation. Additionally, advisors may be encouraged to take part in periodic self-assessments regarding their participation in the TAA program. Adequate supervision is requisite for successful implementation.

Formal and informal feedback from students and advisors reflecting their experiences in the TAA program can be useful data for measuring the impact of the program and providing guidance for adjusting the program to best meet participants' needs.

Pre- and Post – school climate surveys are one way to evaluate the effectiveness of a TAA program. Additional data, such as changes in graduation rates, dropout rates, attendance and behavior referrals, might be gathered to help evaluate the TAA program.

## ESTABLISHING YOUR CALENDAR AND SELECTING LESSONS/ ACTIVITIES

The topics below may serve as a guide for selecting lessons and/or activities to utilize in implementing your TAA program. Some topics are required of all schools in Richmond County and are indicated with an asterisk (\*). However, your TAA program should be designed to meet the *specific* needs of **your** student population. Therefore, it may be necessary to include additional topics in planning your program. BRIDGE Bill (HB400) and elementary career awareness lessons prescribed by the GADOE can be implemented through your TAA program.

To maximize the effectiveness of the TAA program, the optimal frequency of sessions is one time weekly for thirty (30) minutes. At a minimum, sessions are suggested to be held twice per month with students having a minimum of sixty (60) minutes of interaction per month with their advisor.

## YEARLY CALENDAR

### Suggested Topics

#### **AUGUST**

Overview of Student Handbook/Code of Conduct \*  
Bullying\*  
New Year Orientation  
Getting Acquainted  
Time Management  
Study Skills  
Interpersonal Skills  
Respect  
Getting Along With Others

#### **SEPTEMBER**

Promotion/Graduation Requirements\*  
How to Study  
Test-Taking Skills  
Career Awareness  
Goal Setting  
Time Management  
Managing Conflict  
Social Skills

#### **OCTOBER**

Academic Check-up\*  
Bullying\*  
Being Safe and Drug Free\*  
How to Handle Conflict  
Respect for Self and Others  
Post-Secondary Options (middle & high)  
Applying for College  
Financial Aid/Scholarships (high school)  
Calculating GPA (high school)  
Exploring Careers

#### **NOVEMBER**

Course selection (middle & high)\*  
Move on When Ready (MOWR)  
(middle and high school)\*  
Communication Skills  
Peer Relationships  
Conflict Management  
Time Management  
Exploring Careers  
Suicide Prevention

#### **DECEMBER**

Social Skills  
Academic Checkup/Promotion\*  
Bullying  
Course selection (middle & high)

#### **JANUARY**

Financial Aid/Scholarships (high school)  
Applying for College (high school)  
SAT/ACT (high school)  
Respect  
Decision Making  
Career Awareness  
Test-Taking Skills

#### **FEBRUARY**

Self-Discipline  
Post-Secondary Options  
Communication Skills  
Time Management  
Career Awareness  
Cyber-bullying

#### **MARCH**

Academic Checkup/Promotion Requirements\*  
Testing/ Test-Taking Skills  
Time Management  
Decision Making  
Social Skills  
Respect for Self and Others  
Texting & Driving

#### **APRIL**

How to Stay Safe and Drug Free  
Motivation  
Conflict Resolution  
Financial Literacy

#### **May**

Graduation (high school)  
Career Exploration  
HOPE Scholarship and Financial Aid (high school)  
Anger Management  
Promotion  
\*Academic Success  
\*Program Evaluation

\* Required Advisement Topics

# Elementary School Advisement Activities Sample Lessons

See the links below for advisement activities appropriate for elementary students:

- GA DOE site for elementary career awareness lessons:  
<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Pages/Elementary-Cluster-Activities.aspx>
- <http://character.org/lessons/lesson-plans/>
- [http://www.practicalmoneyskills.com/foreducators/lesson\\_plans/](http://www.practicalmoneyskills.com/foreducators/lesson_plans/)
- <http://www.goodcharacter.com/ESTopics.html>
- <http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Parent%20Engagement/Final%20Middle%20School%20Transition%20Toolkit.pdf>

## Conflict Management: Grades 3 - 5

### Materials

Popsicle sticks, glue, aluminum foil, construction paper, scissors, straws

### Activity

Ask the children to give examples of when they need to cooperate--work together--with others. Accept a variety of answers, and stress that almost every job requires working with others.

Explain that cooperating involves a number of things, like being patient and accepting differences. Ask the children for other characteristics (communication, compromise). Explain that they are going to need to use these skills for the following activity.

Have the children work in pairs. Each pair receives the same amount of materials— 50 popsicle sticks, glue, one 2" X 2" square of aluminum foil, one 8 1/2" x 11" piece of construction paper, one pair of scissors, and two straws.

Ask the children to make some kind of creation with the materials. (They don't have to use all of the materials.) Anything is acceptable, as long as each person in the pair contributes to the creativity.

Allow 30 minutes for this part of the activity. Have children walk around and look at the others' creations.

Back in the large group, discuss what compromise or discussions and skills were required during the activity:

Did you get angry or frustrated with your partner while doing this?

Did you like the way your project turned out?

What kind of voice did you use to tell your partner what to do?

What would you do differently next time?

Source: <http://www.ncpc.org/topics/conflict-resolution/activities-and-lesson-plans/conflict-management-grades-3-5>

## Motivating Yourself to Study (Grades 3 – 12)

If you find that you lack motivation to study, welcome to the club. Just about every student experiences this problem at one time or another.

Motivation is important for good studying. When you are motivated, you will find it easy to stay focused over a period of time. When you are not motivated, you will not only find it difficult to stay focused, but you will find it difficult to get started in the first place.

Here are some ways to increase your motivation to study.

- A. **Reward yourself for studying.** For example, after a successful study session, have a treat like a nice big ice cream cone. Go crazy and add some cherries and nuts.
- B. **Study with your friends.** Don't make it party time, but you can have fun as you do this.
- C. **Remind yourself of your long-term goals.** Achievement of your goals likely requires educational success. Educational success requires studying.
- D. **Eliminate distractions.** If you are surrounded by things you would rather do than study, you will probably do those things instead of studying.
- E. **Develop interest in what you have to study.** This will make studying more enjoyable.
- F. **Take breaks.** When you feel that you need to take a break, try to stop at a point where it is logical to stop. This will make it easier for you to resume studying after your break.
- G. **Establish a comfortable environment.** You will be more inclined to study if you feel comfortable.
- H. **Establish reasonable goals for a study session.** You probably won't get very far if you look at your study session as "mission impossible."
- I. **Use a motivational poster.** Place the poster where you can see it as you study. The poster should include positive words and a picture depicting success. You can buy one or even make your own. You can also read inspirational stories about real people who have achieved success through effort.
- J. **Just do it.** Once you do, you will feel a lot better than if you are worried about getting it done.



## **Conflict Resolution Activities**

### **Grade Levels: 3 – 8**

Here is a list of five to ten minute activities that are intended to promote positive community-building. In all activities, students should have the opportunity to pass if they so desire.

#### **A. Anger Ball-Toss**

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

#### **Feelings Check-In**

Pass out markers and 5x8 index cards. Ask each student to write on the card in large letters one word that describes how he or she is feeling right now. Then ask students to hold up their cards and look at the variety of responses. Point out how rare it is for different people to bring the same feelings to an experience or situation. Invite students to share why they wrote down the words that they did.

#### **"I Got What I Wanted ..."**

Have students complete the following sentence: "A time I got something I wanted was when ..."

#### **B. I Represent Conflict**

Place yourself in the middle of the room and say, "Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby. Then place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction that you're facing, and the distance from conflict."

Once students have found a position relative to you in the room, ask individuals to explain why they are standing where they are. You might also want to ask, "If this represents your first reaction, what might your second reaction be, after thinking about the conflict?"

#### **C. Putting Up a Fight**

Go around the group and have students answer: "What is something you have that you would put up a serious fight for--even risk your life for--if someone tried to take it away?" (This can be a material thing, like a gold chain, or something intangible, like a good reputation.) Then ask: "Why is this so important to you?"

**D. Standing Up**

Have students describe a time they felt they were being taken advantage of and they stood up for themselves.

**E. What Color is Conflict?**

Cut up a large quantity of 4x4 construction-paper squares in a wide variety of colors. Be sure to have plenty of red, black, brown, and gray. Ask each student to choose a color or group of colors that she thinks represents conflict. Either in the large group or in smaller groups of five or six, have participants share the colors they chose and why they chose them. (If you split up into smaller groups, come back together at the end and have volunteers share with the whole group which colors they chose and why.)

**F. "What Would You Do ...?"**

Go around the group asking each student to respond to this question: "If you saw a fight starting in the street between two people you didn't know at all, what would you do?"

**G. "When I'm in a Conflict..."**

Go around the group, asking each student to complete the sentence, "When I get into a conflict, I usually ..."

Excerpted from *Conflict Resolution in the High School* by Carol Miller Lieber with Linda Lantieri and Tom Roderick.

Original URL: <https://www.teachervision.com/classroom-management/activity/2922.html>

**ACADEMIC CHECK-UP**  
**Elementary Advisement Lesson**

**Name:** \_\_\_\_\_

**Grade:** \_\_\_\_\_ **Advisor:** \_\_\_\_\_

**Goal Setting Log (First Nine Weeks)**

My grades for the *first nine weeks* were:

Reading \_\_\_\_\_ Language Arts: \_\_\_\_\_ Mathematics: \_\_\_\_\_ Social Studies: \_\_\_\_\_

Science: \_\_\_\_\_ P.E. \_\_\_\_\_

My school strengths (the things that are easy or that help me succeed in school) are:

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My school weaknesses (the things I struggle with or that make it harder for me to succeed in school) are:

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My action plan to improve before the next 9-weeks' report card is:

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Two good habits I want to practice that will help me this grading period are:

1. \_\_\_\_\_
2. \_\_\_\_\_

## **Improving Myself as a Student Elementary Advisement Activity**

### **Title of Lesson: The Many Sides of Me (Goal Setting)**

Audience: Classroom or Small Group

Grades: 3-5

### **COUNSELING STANDARDS**

#### **ACADEMICS**

Students will acquire attitudes, knowledge and skills that contribute to effective learning in school and across their life span.

#### **COUNSELING COMPETENCY**

Learn basic goal-setting techniques

#### **MATERIALS/RESOURCES:**

8 1/2 X 11 papers

#### **ACTIVITY:**

Hand out blank paper and ask the students to fold the paper in half-twice. (This creates four areas on the paper.) Tell students they are going to set some goals for personal improvement. Establish the meaning of the word goal. It is important that students set attainable goals.

In the upper left hand corner have students write one goal for improving study skills.

Have students complete the following sentences: I will improve my study skills by\_\_\_\_\_.

I will start working on my goal\_\_\_\_\_.

I might need help from\_\_\_\_\_.

I will know I have improved when\_\_\_\_\_.

In the upper right hand corner write one goal for improving study skills in one subject. In the lower left hand corner write one goal for improving one of the following: reading, writing, and math. Again, use the same questions with a slight variation on the first question. In the lower right hand corner have students write something they already enjoy doing well. Have students answer the following questions: how did I learn to do this thing well; how much time did it take; did I need help; did I have to work hard; Was it worth my effort?

#### **EVALUATION:**

Pretest/Posttest: What is a goal?

How did the student change as a result of this lesson? Students will see that setting goals creates a path to success.

## **CAREER AWARENESS**

### **Elementary**

**Georgia's Education and Career Planning** is a process whereby students define and re-define career-related information to make informed decisions about their future. The process is based on the National Career Development Guidelines (NCDG) and is also found in the Professional School Counselors National Standards. The NCDG are divided into three major domains: Personal/Social, Educational Achievement, and Lifelong Learning and Career Management with aligned goals and indicators at each level of learning (knowledge, application and reflection).

The following activities either directly or indirectly align with the NCDG standards. The activities are designed to assist students and their families with answers to the following questions (comprehensive career development):

#### **Grades 3-5**

- Students use informal career inventories to identify possible occupations
- Students use assessment tools to explore their skills
- Students are introduced to career decision-making models
- Students learn about occupations in the various career clusters
- Students continue to develop good work-place skills
- Students continue with developing awareness of Georgia's 17 Career Clusters- including the Energy Cluster
- Students begin the transition process into middle school
- **Who am I?** By answering this question, students learn about themselves and become aware of the world of work. During the earlier grades, students begin to think about the concept of work/vocation and the numerous work opportunities available in their future. Students take required career-related assessments during the middle grades to assist with identifying personal strengths and weaknesses as well as likes and dislikes. At the elementary level, it is important that students are exposed to all career options, especially those considered to be nontraditional.
- **Where am I going?** By answering this question, students will explore and investigate the world of work to discover which career, based on previous assessments and experiences, would best "fit" them as an individual. Much of the exploration takes place during the middle grades resulting in an individual graduation plan (IGP) by the end of the 8th grade. This plan guides the student in grades 9-12 and leads to a high school diploma. All students are encouraged to continue their education after high school by exploring all levels of educational options related to their selected career.
- **How am I going to get there?** By answering this question, students begin to develop a plan to manage previous information and continue to gather career-related information in an educational and career planning portfolio beginning in the middle grades. Planning is the key for students and their families to reach educational and career-related goals. An important part of this process is for students to take appropriate coursework at the secondary level to prepare them for the next step after high school. In addition, students and their families need assistance in the process for postsecondary admissions and financial aid. A systemic program, coupled with the development of an educational and career portfolio, can result in higher student achievement and a more qualified workforce.

## **Do I Have What it Takes?**

The student will understand and value the importance of not stereotyping job characteristics.

**Grade Level:** Elementary

**Related Subject:** Social Studies, Health

**Concept:** Self-Evaluation

**Related Occupations:** All occupations

**Type of Activity:** Individual/small groups

**National Career Development Guidelines:**

Master academic, occupational, and general employability skills in order to obtain, create, maintain, and/or advance your employment. (CM 4)

**Materials/Supplies**

"Job Characteristics" worksheet, pen/pencil

**Activity**

- Distribute the "Job Characteristics" worksheets.
- Take each occupation individually and let students select the characteristics they think apply.
- Have students pick out characteristics necessary for all given occupations.
- Emphasize to the students that many occupations require common personality characteristics.
- Explain to the students that we stereotype men's and women's jobs. Look at the qualifications and see if the jobs would apply for either men or women.
- Form small groups and have students write a job description for a chosen occupation.

**Evaluation:**

Students will have identified necessary job characteristics for male and female occupations and developed a job description for a specific career.

Source: Oklahoma Department of CareerTech

<https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/elementary-career-development-lessons>

## Job Characteristics

Name \_\_\_\_\_

- |  |                                      |
|--|--------------------------------------|
| A. Help people                           | I. Have good work habits             |
| B. Be able to read well                  | J. Be able to talk to people         |
| C. Be a good driver                      | K. Be able to handle many situations |
| D. Be able to type well                  | L. Know where things belong          |
| E. Be able to do things quickly and well | M. Work well with hands              |
| F. Be able to understand people          | N. Like his/her work                 |
| G. Be able to run machinery              | O. Be able to work as a team member  |
| H. Be able to make good decisions        |                                      |

## **Sample Occupations**

Fire Fighter \_\_\_\_\_

Police Officer \_\_\_\_\_

Mail Carrier \_\_\_\_\_

Office Manager \_\_\_\_\_

Doctor \_\_\_\_\_

Teacher \_\_\_\_\_

Nurse \_\_\_\_\_

Farmer \_\_\_\_\_

Bus Driver \_\_\_\_\_

Sales Clerk \_\_\_\_\_

Machinist \_\_\_\_\_

Receptionist \_\_\_\_\_

Dentist \_\_\_\_\_

Construction Worker \_\_\_\_\_

Day Care Worker \_\_\_\_\_

Chef \_\_\_\_\_

Pharmacist \_\_\_\_\_

## **Everybody Is Unique:** A Lesson in Respect for Others

**Grades:** K-2, 3-5, 6-8

### **Brief Description**

Teaches about respect for others' unique qualities in this lesson that combines art and language arts.

### **Objectives**

Students will

- Talk about the meaning of the word *unique*.
- Draw a truly unique person, one part at a time.
- Create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another.
- Define the most positive qualities of this person.
- Write about why this person is one of your new best friends.

### **Keywords**

Unique, friend, writing, friendship, self-esteem, appreciation, differences

### **Materials Needed** [shop materials]

- 2-inch square of white drawing paper, one sheet per student
- 3-inch square of white drawing paper, one sheet per student
- 4-inch square of white drawing paper, one sheet per student
- art supplies (might include crayons, markers, or paints)
- writing paper and pen/pencil

### **Lesson Plan**

In this lesson, students search for the most positive aspects of some very unusual "people." The activity reinforces the idea that one can't always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.

To begin the lesson, write the word *unique* on the chalkboard or on a chart. Younger students, especially, will be intrigued by this "unique" word! Ask students what the word means to them. Ask: *What is it that makes you unique among your classmates?*

Next, draw a simple outline of a person on the board or chart. Draw two horizontal lines across the person's body. One line should divide the person's head (including the neck) and torso (shoulders to waist); the other should divide the torso and leg area (from the waist-down). Talk about one section of the body at a time.

- Discuss some of the features that might make up a person's head/neck. Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat, and so on. Write students ideas about a person's head on the board or chart next to the head area of the person you drew.
- Discuss some of the ways in which people's bodies might be different. Lead students to understand that people can be skinny or heavy, muscular or frail, square- or round-shouldered, and so on. Talk about the kinds of clothing people might wear -- a T-shirt, a sweater, a feathered boa. Write down some of the possibilities for students' names.
- Finally, focus on the lower body (from the waist down). Point out that people can have skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants, dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on. Write down students' ideas.

When you are satisfied that students have the three parts of the body sorted out, provide each student with a piece of white drawing paper measuring 2 inches square. Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this *unique* person should come from their imaginations. Remind them to think first about the features the persons head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person's head. Also, remind them their head could use a neck to sit on!

When students finish drawing a unique head, provide them with a sheet of paper that measures 4 inches square. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the person's torso. How is the body shaped? What clothing is the person wearing? Once again, students should fill the entire space and draw as much detail as possible. *Think unique!*

When students finish drawing a torso, hand them a third sheet of paper; this time a 3-inch square. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to *think unique!*

As students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

## Putting It Together

This part of the lesson might be done the same day or the next day.

Distribute to each student a head, a torso, and a set of legs. Students should not get a body part that they drew. Have students tape together the three body parts to create a totally *unique* "friend." The new friends will be pretty unusual-looking people, to say the least! But...

Here is the crux of the lesson...

*Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...*

After students have had a good laugh about how the three body parts came together to create an unusual-looking person, ask each student to think up a name for his or her new "friend" and to give some thought to some of the characteristics the new friend might have. Ask: What special qualities does this unique person have? What special talents does the person possess? What do you have in common with your new friend? How are you different?

After students have decided what qualities their new friends have, tell them you would like them to write about their new friends. You might ask each student to begin a story with the words: *I would like you to meet my new friend, [name goes here]....* Then give students the freedom to choose what they will write as they go on to describe exactly what it is they like so much about their new buddies.

When students have finished their stories, invite them to share them with their classmates. You might use this read-aloud session as an opportunity to reinforce the lesson you hope they will take from this activity: *What a person looks like on the outside has nothing to do with what that person is like on the inside!*

[http://www.educationworld.com/a\\_lesson/03/lp294-05.shtml](http://www.educationworld.com/a_lesson/03/lp294-05.shtml)

# Middle School Advisement Activities Sample Lessons

See the links below for advisement activities appropriate for middle school students:

- <http://character.org/lessons/lesson-plans/>
- [https://www.practicalmoneyskills.com/foreducators/lesson\\_plans/teens.php](https://www.practicalmoneyskills.com/foreducators/lesson_plans/teens.php)
- <http://wvde.state.wv.us/counselors/links/advisors/ms-lesson-plans.html>
- <http://www.expectrespectaustin.org/uploads/general/pdf/middle-school-advisory-lessons.pdf>
- <http://blogs.ksbe.edu/kmssac/files/2011/06/Middle-School-Advisory-Activities.pdf>
- **Middle School Transition Kit:** <http://www.gadoe.org/School-Improvement/Federal-Programs/Documents/Parent%20Engagement/Final%20Middle%20School%20Transition%20Toolkit.pdf>

Note that many TAA Advisement Activities can be accessed at:

[https://apps.gsfc.org/main/publishing/pdf/taa\\_activities/scope\\_sequence\\_chart.pdf](https://apps.gsfc.org/main/publishing/pdf/taa_activities/scope_sequence_chart.pdf)

Bridge Bill Advisement Requirements can be accessed at:

[https://apps.gsfc.org/main/publishing/pdf/taa\\_activities/advisement\\_checklist\\_060111.pdf](https://apps.gsfc.org/main/publishing/pdf/taa_activities/advisement_checklist_060111.pdf)

[https://apps.gsfc.org/main/publishing/pdf/taa\\_activities/Bridge\\_Legislation%20Advisement\\_Checklist.pdf](https://apps.gsfc.org/main/publishing/pdf/taa_activities/Bridge_Legislation%20Advisement_Checklist.pdf)

**ICEBREAKER: “Getting to Know You”**  
**6th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia’s Teachers-As-Advisors Framework**

**Goal 6-3.2 - Develop positive, highly-developed interpersonal skills**

Identify and practice positive social skills (good manners, showing gratitude, etc.)

Identify and demonstrate ways to respect and work cooperatively and collaboratively with others

**Objectives:**

- To learn about each other
- To practice positive social skills
- To define the word dyad.

**Materials:**

- Optional: two decks of playing cards
- ½ of your advisees names on a piece of paper and an hat or other container to contain the names

**Activities:**

**Say:** Good Morning! Welcome to advisement. Advisement is a special time for us to spend together...

1. Learning about and discussing many different topics. It is important that you understand that I am your ADVISOR. You and I will become very good friends and I will become the person you will come to if you have questions or problems. I may not always be able solve your problems but, if I can't help you, I will find someone who can. This advisement group is NOT like one of your classes. We will focus on questions like “What do you want to be when you grow up?” and “What do you plan to do after graduation?” and “What do you do if someone bullies you?” just to name a few. Today we are going to begin to get to know each other a little better. Before we start, I am going to tell you a little about myself. [Instructor should prepare a short bio about his or herself. Attempt to make this as personal as you “professionally” can]
2. After the instructor has told the group some information about themselves, ask the students to brainstorm the type of information they would like to know about each other. *Say:* Let's take a few minutes to brainstorm the type of information you would like to know about each other. Be sure we don't become too personal with our questions--- respect the personal privacy of some information. For example, it is too personal to ask about a family situation or that person's social status or religious status. EX: Name? Grade? Siblings? Sports? Hobbies? Special Talents? Favorite Music? Favorite School Subject? Possible Career Choice?
3. *Say:* Now that we have a list of possible questions, we will divide into groups of two called dyads. There are several methods: two decks of cards (students with the same card are partners); counting off by twos or if you have 20 students, have students count off

one to ten twice and find the person with the same number); Drawing names out of a hat (half of your advisees draw the names of the other half of your advisees).

4. *Give the groups about 5-7 minutes to ask each other three or four questions and prepare their introductions of each other. Then gather in a circle and ask each pair of advisees to introduce the other.*
5. *After the activity, Ask: Did any of you find this hard to do? If so, what made it hard? Let students discuss if needed. Explain that no one expects everyone to become “best friends”, although some of us might become good friends over time. What we hope is that everyone makes an effort to be respectful and friendly, so students feel safe to share and discuss what’s important to them. Say: Raise your hands if: a. you learned something new about at least one person. You can name everyone in the group by their first name*
6. *Instructor should go around the circle and name each person then ask the group to “Sit quietly and see if you can name each individual in the circle. If you have trouble, raise your hand and the rest of the group will help you. Have a great day. When you see a group member in the halls, remember to say hello! AND if you need help or assistance, come see ME! See you next time.*

Georgia Department of Education

# Everybody Is Unique: A Lesson in Respect for Others

## Grades

- K-2
- 3-5
- 6-8

## Brief Description

Teaches about respect for others' unique qualities in this lesson that combines art and language arts.

## Objectives

Students will

- Talk about the meaning of the word *unique*.
- Draw a truly unique person, one part at a time.
- Create a totally unique person, with a head drawn by one student, a torso drawn by another student, and lower body drawn by another.
- Define the most positive qualities of this person.
- Write about why this person is one of your new best friends.

## Keywords

Unique, friend, writing, friendship, self-esteem, appreciation, differences

## Materials Needed [shop materials]

- 2-inch square of white drawing paper, one sheet per student
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- 4-inch square of white drawing paper, one sheet per student
- art supplies (might include crayons, markers, or paints)
- writing paper and pen/pencil

## Lesson Plan

In this lesson, students search for the most positive aspects of some very unusual "people." The activity reinforces the idea that one can't always judge the quality of a person by his or her appearance; sometimes people can be appreciated for their differences.

To begin the lesson, write the word *unique* on the chalkboard or on a chart. Younger students, especially, will be intrigued by this "unique" word! Ask students what the word means to them. Ask: *What is it that makes you unique among your classmates?*

Next, draw a simple outline of a person on the board or chart. Draw two horizontal lines across the person's body. One line should divide the person's head (including the neck) and torso (shoulders to waist); the other should divide the torso and leg area (from the waist-down). Talk about one section of the body at a time.

- Discuss some of the features that might make up a person's head/neck. Lead students to understand that people can have blue eyes or brown eyes, small ears or big ears, curly hair or straight hair, dark skin, light skin, or a shade in between, freckles, glasses, or a hat, and so on. Write students ideas about a person's head on the board or chart next to the head area of the person you drew.
- Discuss some of the ways in which people's bodies might be different. Lead students to understand that people can be skinny or heavy, muscular or frail, square- or round-shouldered, and so on. Talk about the kinds of clothing people might wear -- a T-shirt, a sweater, a feathered boa. Write down some of the possibilities of students' names.
- Finally, focus on the lower body (from the waist down). Point out that people can have skinny or stubby legs and their feet point in, out, or straight ahead. People wear pants, dresses, high-top sneakers, high-heeled shoes, construction boots, ballerina slippers, and so on. Write down students' ideas.

When you are satisfied that students have the three parts of the body sorted out, provide each student with a piece of white drawing paper measuring 2 inches square. Have students write their names on one side of the paper and draw on the other side of the paper the head of a person. Tell students that this should not be somebody they know; this *unique* person should come from their imaginations. Remind them to think first about the features the persons head will have; they can refer to the list they and their classmates created in the first part of the lesson. They should include as much detail as possible in their drawings.

It is very important that students fill up the entire square with the image of the person's head. Also, remind them their head could use a neck to sit on!

When students finish drawing a unique head, provide them with a sheet of paper that measures 4 inches square. After students write their names on one side of the paper, they should turn the paper over and draw the torso (shoulders to waist) of the person. Before they draw, remind students to imagine the features of the person's torso. How is the body shaped? What clothing is the person wearing? Once again, students should fill the entire space and draw as much detail as possible. *Think unique!*

When students finish drawing a torso, hand them a third sheet of paper; this time a 3-inch square. Have students write their names on one side of the paper, and draw the bottom part of their person (waist down to the feet). Remind students to fill up the space and include as much detail as possible. Once again, tell them to *think unique!*

As students finish their final square, have them check to be sure their names are on all three parts; then collect them. You might have students put the heads in one box or folder, the torsos in another, and the legs in a third.

#### Putting It Together

This part of the lesson might be done the same day or the next day.

Distribute to each student a head, a torso, and a set of legs. Students should not get a body part that they drew. Have students tape together the three body parts to create a totally *unique* "friend." The new friends will be pretty unusual-looking people, to say the least! But...

Here is the crux of the lesson...

*Everybody is different, or unique. What a person looks like on the outside has nothing to do with what is inside! Every person has special talents, special qualities...*

After students have had a good laugh about how the three body parts came together to create an unusual-looking person, ask each student to think up a name for his or her new "friend" and to give some thought to some of the characteristics the new friend might have. Ask: What special qualities does this unique person have? What special talents does the person possess? What do you have in common with your new friend? How are you different?

After students have decided what qualities their new friends have, tell them you would like them to write about their new friends. You might ask each student to begin a story with the words: *I would like you to meet my new friend, [name goes here]...* Then give students the freedom to choose what they will write as they go on to describe exactly what it is they like so much about their new buddies.

When students have finished their stories, invite them to share them with their classmates. You might use this read-aloud session as an opportunity to reinforce the lesson you hope they will take from this activity: *What a person looks like on the outside has nothing to do with what that person is like on the inside*

[http://www.educationworld.com/a\\_lesson/03/lp294-05.shtml](http://www.educationworld.com/a_lesson/03/lp294-05.shtml)

**Choose People Who Can Help!**  
**6th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia's Teachers-As-Advisors Framework**

**Goal: 6-3.3** Recognize and accept that growth and adaptation to change is an essential part of life.

**Competencies:** Identify situations (e.g., problems at school or home) in which one might need assistance from human, or other, resources.

**Objectives:** Students will become aware of those people in their school and others that can help/assist them when issues or problems arise.

**Materials: NOTE: The advisor will need to know the names of people in the school building that students will have access to for additional support and help when an issue arises. You may want to add others to the handout.**

**Activities:**

1. *Say:* Through history, people have relied on each other for help and support. In some ways we have always been dependent on others. Not so long ago, people lived with their families all through their lives. Many times grandparents, aunts and uncles would all live in the same house or at least the same neighborhood. In today's society people live farther from their families and have less help and support from them. *Ask:* How many of you have family members that live in another state. *Wait for a show of hands.* Today we must find support and help not only from our families, but also from our friends, teachers, churches, community and neighbors
2. *Divide the students into groups of two.* Tell them to share a situation where a person helped them at home or at school and what type of help they received. Also they should share a time when they helped someone else and what they did to help. Ask for volunteers to share their examples with the group.
3. *Distribute the handout: WHO CAN HELP ME WHEN I NEED HELP? Say:* On your handout write the name of people you would choose to ask for help and think about how and why you chose these people. If you do not know their name, perhaps I can help you! *When students have had time to complete the sheet, ask:* Would any of you like to share your list and explain how and why you might choose these people? *Wait for volunteers.* *Ask:* What are reasons a young person might NOT ask for help? *List reasons on the board or flip chart.*

*Possible answers:*

- *Adults can't be trusted.*
- *Adults do not really care, but rather will view them in a negative way.*
- *They do not deserve to get help and to feel happier.*
- *Too embarrassing to talk about certain issues.*
- *Would rather give help than receive it.*
- *Should be strong enough to deal with their problems on their own.*

4. *Dismiss- Say: Remember the adults at school are here to help you. Please consider contacting one of them when you have a problem or you need help. Have a great day! See you next time we meet or perhaps before we meet----I AM ALWAYS AVAILABLE. NOTE: Advisors can set some rules about how to contact them and when they are available (don't be too strict with your availability they will shy away from you rather than see you as a person they can depend on to help them) —set some “gentle rules”.*

<http://www.teenhealthfx.com/answers/Emotional/38893.htm>

## **Bullying Awareness Lesson**

**Level: Middle School**

**General Discussion on Bullying Awareness:** (Engage students in dialogue to ensure that they understand what they can do to prevent bullying)

### **Treat Everyone with Respect**

#### **Nobody should be mean to others**

- Stop and think before you say or do something that could hurt someone.
- If you feel like being mean to someone, find something else to do. Play a game, watch TV, or talk to a friend.
- Talk to an adult you trust. They can help you find ways to be nicer to others.
- Keep in mind that everyone is different. Not better or worse. Just different.
- If you think you have bullied someone in the past, apologize. Everyone feels better.

### **What to Do If You Are Bullied**

- There are things you can do if you are being bullied:
- Look at the kid bullying you and tell him or her to stop in a calm, clear voice. You can also try to laugh it off. This works best if joking is easy for you. It could catch the kid bullying you off guard.
- If speaking up seems too hard or not safe, walk away and stay away. Don't fight back. Find an adult to stop the bullying on the spot.
- There are things you can do to stay safe in the future, too.
- Talk to an adult you trust. Don't keep your feelings inside. Telling someone can help you feel less alone. They can help you make a plan to stop the bullying.
- Stay away from places where bullying happens.
- Stay near adults and other kids. Most bullying happens when adults aren't around.
- Power in Numbers

### **Protect Yourself from Cyber-bullying**

- Bullying does not always happen in person. Cyber-bullying is a type of bullying that happens online or through text messages or emails. There are things you can do to protect yourself.
- Always think about what you post. You never know what someone will forward. Being kind to others online will help to keep you safe. Do not share anything that could hurt or embarrass anyone.
- Keep your password a secret from other kids. Even kids that seem like friends could give your password away or use it in ways you don't want. Let your parents have your passwords.
- Think about who sees what you post online. Complete strangers? Friends? Friends of friends?  
Privacy settings let you control who sees what.
- Keep your parents in the loop. Tell them what you're doing online and who you're doing it with. Let them friend or follow you. Listen to what they have to say about what is and isn't okay to do. They care about you and want you to be safe.

- Talk to an adult you trust about any messages you get or things you see online that make you sad or scared. If it is cyber-bullying, report it

### **Stand Up for Others**

**When you see bullying, there are safe things you can do to make it stop.**

- Talk to a parent, teacher, or another adult you trust. Adults need to know when bad things happen so they can help.
- Be kind to the kid being bullied. Show them that you care by trying to include them. Sit with them at lunch or on the bus, talk to them at school, or invite them to do something. Just hanging out with them will help them know they aren't alone.
- Not saying anything could make it worse for everyone. The kid who is bullying will think it is ok to keep treating others that way.

Stand up for classmates

### **Get Involved**

**You can be a leader in preventing bullying in your school and community.**

- Find out more about where and when bullying happens at your school. Think about what could help. Then, share your ideas. There is a good chance that adults don't know all of what happens. Your friends can go with you to talk to a teacher, counselor, coach, or parent and can add what they think.
- Talk to the principal about getting involved at school. Schools sometimes give students a voice in programs to stop bullying. Be on a school safety committee. Create posters for your school about bullying. Be a role model for younger student.

<http://k6educators.about.com/od/classroommanagement/ss/Bullying-Prevention-Strategies.htm>

## DREAMS DO NOT JUST HAPPEN

If you could have anything you want in life, what would it be? Now come back to earth for a minute and think of a dream you have. Is it a job you would like to have, a relationship you'd like to develop, a character trait you would like to improve? Think of something you are always saying, "I wish I had..." Did you know you actually have the power to accomplish almost any dream? Write your dream in the space below:

When would you like to have this dream accomplished?

Year \_\_\_\_\_ Month \_\_\_\_\_ How old will you be?

What do you want to gain from this dream? (Why is this a dream of yours?) List specific ideas:

- a.
- b.
- c.
- d.

What do you need to begin doing to make this dream come true? (List AT LEAST specific steps.)

- a.
- b.
- c.

There is always sacrifice associated with reaching dreams.

What do you need to STOP doing to make this dream come true? (List AT LEAST three specific changes.)

- a.
- b.
- c.

**Understanding Georgia's Graduation Requirements**  
**6th Grade Advisement Activity**  
**Estimated time: 30 Minutes**  
**Georgia Teachers-As-Advisors Framework-**

**Goal 6-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.**

Recognize the importance of achievement and performance to the attainment of educational and career goals.

**Objectives:**

- Understand the importance of graduating from high school.
- Become familiar with the new graduation requirements for Georgia

**Materials: NOTE - This is a long activity and may take more than one 30 minute period to complete. "Georgia's Graduation Requirements"**

**Activity:**

**I. Greet students:**

Good Morning, welcome to advisement. Ask: How many of you are planning to graduate from high school? Allow time for discussion. If any students do not raise their hands, take time to discuss why they are not planning to graduate high school. Write down their comments and give to your graduation coach as a reference. This is not the time to change their minds. It is important for students to vent their feelings and for your advisement committee to consider their concerns as a group. After the discussion, tell the students, Thanks for your honest comments. For now, let's talk some more about what you need to do to graduate from high school. With new information, you may find that everyone can graduate from high school. It's the job of your teachers, counselors and advisors to help you get there. You might be saying to yourself, "Geez, I just got to middle school. Why do I need to know about graduating from high school? I don't even know what I have to do to get to high school, let alone graduate!" You are right, of course. No one expects you to know everything about high school at this time. But it is important for you to know what is in your future so that you can picture yourself as a high school graduate. How many of you had "graduation" from kindergarten? That's really planning early for high school graduation! So, planning high school graduation from middle school doesn't seem so silly. Let's get started.

**2. Distribute the handout: "Graduation Requirements". Say:**

Graduating from high school is like eating a big cookie. Do you want yours to be a tasty chocolate chip cookie, a sugar cookie, a peanut butter cookie or will you be satisfied with cookie crumbs? If you don't follow the recipe, you may end up with something that is not a cookie at all! The great thing is that YOU get to choose your type of graduation cookie. We will show you how to plan, make, and enjoy the type of program you choose as your pathway to graduation. Let's go over some terms that may be new to you. Every recipe has ingredients. Let's look at some of the ingredients that make up a high school graduation cookie.

**3. Say:**

First we want to understand what a credit is and how it is important to graduation. Write the word *CREDIT* on the board or flip chart. Have student read the explanation on their handout for a credit. Ask if there are any questions or ask some probing question to determine understanding by the group.

**4. Say:**

Look at the number of credits you will need in each area. How many total credits will you need? 23 How many credits will you need in English? Math? Social Studies? Science? Health and PE?

**5. Say:**

The next part is tricky! There two types of electives: required and selected. Required means you **MUST** take 3 specific electives that you can choose from a list of courses

**6 Say:**

Let's work a little math. If you need 4 CREDITS in English to graduate and each course counts 1 credit per year, how many years will you need to take English at the high school? 4 years to earn 4 CREDITS Also let's determine which CLASS you will be in for graduation. What year will you enter the 9th grade? What year will you graduate? Tell students to write their year of graduation on the handout

**7. THE CLASS OF \_\_\_\_\_ . Write this on the board or flip chart.**

**8. Say:**

Each year we will help you understand more and more about graduation requirements. Do you have any questions about the number of credits you will need to graduate? Allow for questions. You may have other questions. If you, the advisor, cannot answer the questions, record them and take them to the counselor. The counselor should be able to answer most questions during the next advisement session or could provide answers during morning announcements, in the school newspaper..

**9. Say:**

There are a couple of other ingredients to this GRADUATION COOKIE that you should be aware of: Write these terms on the board or flip chart as you explain them to the students:

- **GPA** – This stands for Grade Point Average. When you enter the 9th grade, at the end of every term, your grades are averaged. It is important to always do your best in high school. Grades that are low or failing are always part of your grade point average. Make this your motto: NO F'S."
- **Required Courses** - Your high school diploma is awarded by the State of Georgia based on a certain number of courses. Some of them are required such as 4 credits of English. Look on your handout for the exact number of credits by subject area." Review by asking students, "As an example, how many credits do you need in Science to graduate? 4 How many credits do you need in Math to graduate? 4 You may not all have

the exact same classes, but you will need the same number of credits.

- **Electives** - are courses that students choose for themselves. These are similar to our Connections or Exploratory classes. Remember, though, that you must pass classes to earn credit. Grades for every class you take become part of your GPA. Also remember..
- **Career Pathways**” – There are 60+ Pathways designated by the State of Georgia. These pathways represent a plan of study aligned with your self-selected career goal. Throughout middle school and high school you will have the opportunity to discover your interests (the things that make your heart sing, that make you happy to do), your aptitudes (those things which you do well easily) and select possible careers. A pathway provides a sense of direction for you. GAFutures is your primary tool for education and career planning. Write the web site on the board [www.GAFutures.org](http://www.GAFutures.org). Use GAFutures to help you along your pathway.

10. **Dismiss:** I know this was lots of information; but we will go over this information again and again. Take the handout home and share with your parents. *Hand out cookies to your students, if you so choose.* Have a great day.

**What is a credit?** Each high school class you take and PASS has value. This value is called a credit. For example, an English class at the high school is worth ONE CREDIT and usually represents a year of work. Students can graduate from high school based on the number of credits they have earned in specific courses.

English .....	4 CREDITS
Math.....	4 CREDITS
Social Studies .....	3 CREDITS
Science.....	4 CREDITS
Health & Physical Education .....	1 CREDIT
(3 credits in JROTC can satisfy this requirement)	
Required electives in: Career Technical and Agricultural Education, Fine Arts, Foreign Language or ROTC.....	3 CREDITS
Electives.....	4 CREDITS
TOTAL CREDITS REQUIRED FOR GRADUATION.....	23 CREDITS

**Note:** Advisor must check to ensure that current requirements for their specific students are used; as graduation requirements depend on the year the students entered ninth grade

### A GRADUATION COOKIE

What is a credit? Each high school class you take and PASS has value. This value is called a credit. For example, an English class at the high school is worth ONE CREDIT and usually represents a year of work. Students can graduate from high school based on the number of credits they have earned in specific courses.

English .....	4 CREDITS
Math.....	4 CREDITS
Social Studies .....	3 CREDITS
Science.....	4 CREDITS
Health & Physical Education .....	1 CREDIT
Required electives in: .....	3 CREDITS
Career, Technical and Agricultural Education and/or Fine Arts and/or Foreign Language Selected electives.....	4 CREDITS TOTAL CREDITS
<b>TOTAL REQUIRED FOR GRADUATION .....</b>	<b>23 CREDITS</b>



### How I Study Best

**6th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia's Teachers-As-Advisors Framework**

**Goal: 8-2.2 Recognize and attain performance levels necessary to reach educational and career goals.**

**Competencies:**

- *Recognize the importance of achievement and performance to the attainment of educational and career goals.*
- *Identify and recognize strategies for improving one's educational achievement and performance.*

**Objectives:** Students will examine personal study habits.

**Materials: Handout: "How I Study Best" Activity:**

1. **Say:** Welcome to advisement. I am glad to see you. I hope all is going well with you and your family. Today in advisement we are going to talk about your study habits. Your study habits can certainly impact your future. We want to focus on how you study best. Different people like different kinds of study environments. The important thing is that the studying is done! *Ask students to raise their hand if this environment fits them. Say: I like to study...*
  - a. With the stereo or television playing full blast
  - b. Sprawled out in the middle of books and papers
  - c. Sitting in a well-organized room with all materials in order
  - d. In complete silence
  - e. While eating snacks and drinking a soft drink
  - f. With a friend
  - g. In a study group
2. **Say:** We all like to study in different ways. I like to study ..... (*Insert the study environment you like best.*)
3. **Distribute the handout: "How I Study Best" Say:**  
Complete this questionnaire individually. You will have about 8-10 minutes to complete it. *Allow students to complete the assignment helping those that might need your help.*
4. **Say:**  
We will go over each question and I will ask you to raise your hand if you answered "yes" (or another response appropriate to the questions, such as time of day). I will write the numbers on the board/flip chart.
5. **Allow students to discuss those study habits they believe are the most useful and which habits may actually hinder studying.**
6. **After the discussion, ask students** to list those study habits they might want to consider and those they would disregard. *Say: Is the way you like to study really the most effective way for you to learn? If not, then you might need to change your study habits to be more effective for you. Your grades can be an indicator of whether or not your study habits "fit"*

you! *Circulate to ensure students are thinking about their personal study environment.*

- 7. *Dismiss:*** Take this handout home and share it with your family. Perhaps you and your family can discuss the best place and time for you to study. See you next time we meet. Remember study and don't forget to create your GAFutures account. If you need assistance, please let me know---I can help you.

Adapted from the Floyd County Teachers as Advisors Lesson Plans, from South Dakota Teachers-as-Advisors Program

<http://doe.sd.gov/octe/TAA> [www.GAFutures.org](http://www.GAFutures.org) Georgia Department of Education

## How I Study Best



**Directions:** Answer the questions below about how you study. When appropriate, write reasons or examples to show why this is the best way for you to study. Use the back of this page if you need more space to write.

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1. Does background noise help or interfere with your ability to study? Why?
2. Do you study best with low or bright lighting? Why?
3. Do you prefer sitting upright in a chair when you study or lying down on the couch or bed? Why?
4. Do you usually have a strong interest in the material you're studying?
5. How long can you work at an assignment before giving up?
6. Can you take responsibility for your own studying or do you need someone to help you?
7. Do you have a regular schedule or time of day when you study?
8. Do you study best alone, in a pair, in a team, with friends, or with an adult?
9. How do you learn best: by watching a demonstration, listening to an instructor, reading about a subject, or doing it yourself?
10. Do you need to eat, drink, nibble, or be slightly hungry while studying?
11. What time of day do you prefer to study?
12. How much room do you need in order to move around during study time?

## Resolving Conflicts

- **Subject:** Social/Emotional Health
  - **Grade(s):** 6-8
  - **Duration:** Two class periods
- 

### Objectives

Students will do the following:

1. Examine different kinds of hurtful behavior
  2. Develop strategies for dealing with hurtful behavior
  3. Work with their peers to create an environment in which students treat each other respectfully
- 

### Materials

The class will need the following:

- Index cards
  - Paper and pencils
  - Newsprint and markers
  - Computer with Internet access (optional)
- 

### Procedures

1. Begin the lesson by asking students to take an index card and describe one hurtful incident that has happened to them. To make sure students in the class don't recognize themselves in the descriptions, tell students to try to keep the descriptions as general as possible. For example, instead of writing, "I was very hurt when I wasn't invited to the Valentine's Day party," have them write, "I felt very hurt when I was not invited to a party with many of my friends." Make sure that students do *not* put their names on their index cards.
2. Collect the index cards and read through the examples. While there will be much variation in the examples given, the types of behavior that students write about will probably include the following:
  - Verbal harassment, such as name-calling regarding a physical attribute (size, weight, wearing glasses) or taunting about a particular behavior (doesn't like sports or the perceived "teacher's pet")
  - Gossip, such as spreading rumors about a person
  - Exclusion from a desirable party, group, or activity

Unwanted physical contact There may be examples that do not fit into these categories. Set them aside and see if there is a common thread among them.

3. Divide the students into four groups. Have each group focus on one category described in step 2: verbal harassment, gossip, exclusion, or unwanted physical contact. If possible, give each group examples of behavior from those on the index cards. If there are no examples for a category, help students think of specific examples.
4. Give each group any cards for its category. Ask students to pick one situation from the examples. Then have each group brainstorm ways to handle that situation. If students need help coming up with ideas, suggest the following strategies:

*Verbal or physical aggression.* Avoid the person or persons who exhibit this behavior.

*Gossip.* Consider confronting the person or persons who started the rumor. Bring an impartial person along to act as a moderator during the discussion. This technique is the basis of peer mediation. For more information about this strategy, students can visit the website Peer Mediation (<http://www.indiana.edu/~safeschl/PeerMediation.pdf>).

*Unpleasant behaviors.* Consider forming a committee to confront those engaged in such behaviors. The committee could present guidelines for acceptable ways to behave in school.

*All categories.* Find a trusted adult with whom to discuss these issues. This adult could help students in a variety of ways. He or she could determine whether it is necessary to involve parents, serve as a sounding board to bounce off any hurt feelings, suggest ways to deal with a problem, or bring in the principal or other authorities to help resolve particularly difficult situations.

Another way to deal with hurt feelings due to exclusion is for students to write the person a letter explaining their feelings. Sometimes it is easier to start a dialogue on paper because the individual is not being confronted directly, and both parties can take time to think about their responses without dealing with the other person's immediate reaction, such as anger or defensiveness.

5. After students have had a chance to brainstorm strategies, tell them to develop skits dramatizing the hurtful situation and ways to resolve it. Give each group between 15 and 20 minutes to develop a skit.
6. During the next class period, have each group present its skit. After all the groups have presented their skits, make a class list of strategies that students suggested. The list may be organized as follows:

## Coping Strategies

<u>Verbal Harrasment</u>	<u>Gossip</u>	<u>Exclusion</u>	<u>Unwanted Physical Contact</u>
1. Stay away from the person.	1. Confront the person.	1. Talk to an adult.	1. Stay away from the person.
2. Talk to an adult.	2. Write the person a letter.	2. Find other friends.	2. Talk to an adult.

7. Use the class list of coping strategies as the basis for a class contract entitled *Ways to Resolve Conflicts in Our Class*. Select a few students to write a contract. Make sure it includes the behaviors that students agree *not* to exhibit, such as name-calling, excluding classmates, and physical aggressions. Then tell students to include the strategies they developed. Ask those students to circulate the contract to the other students in the class and ask for their suggestions. Have the students responsible for writing the contract incorporate all students' suggestions and circulate a final copy to each student in the class.
8. Ask students to sign the contract, which is a way to indicate their support of its principles. If a conflict does arise, remind students to refer to their contracts for ways to resolve the problem. The contract will remind students of unacceptable behaviors and provide them with agreed-upon ways of dealing with problematic situations.

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## Discussion Questions

1. How could you apply the ideas in the class contract to situations that may arise at home? Do you think a contract is a useful way of dealing with conflict with your parents or siblings? What would you include in a family contract?
2. What would you do if someone in your class brought in a penknife or another dangerous object? What would you do to protect yourself and your classmates?
3. Think of additional categories of hurtful behavior that were not discussed in class. How would you handle these situations? Keep a list of ideas to add to your class contract.

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## Evaluation

Use the following three-point rubric to evaluate students' skills in brainstorming creative ways to deal with problems and in presenting their ideas in an interesting and dramatic way, as well as their involvement in classroom discussions:

- **Three points:** demonstrated highly creative problem-solving strategies; gave a clear and persuasive presentation to the class; participated actively in developing a class contract.
- **Two points:** demonstrated somewhat creative problem-solving strategies; gave a persuasive presentation to the class; participated moderately in developing a class contract.
- **One point:** demonstrated weak problem-solving strategies; gave an accurate but mildly persuasive presentation to the class; participated minimally in developing a class contract.

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## Extensions

### Tracking Conflicts and Resolutions

Throughout the school year, have your students keep a record of how many times your class needed to use a strategy to resolve a conflict and which strategy they used. The record can be a written log or a graph. Ask students whether they notice any trends or patterns of when conflicts arise. For example, do they occur most often in the beginning of the school year, right before vacations, or near the end of the year? If students do notice any trends, have them think of what they can do at those times to prevent conflict. For example, in the beginning of the school year, having a "Welcome Back to School" picnic for their homeroom class may provide a way for students to get to know each other and dispel some of the anxiety that students feel about the new year.

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## Suggested Readings

### **Coping with Weapons and Violence at School and on Your Streets (Coping series)**

Maryann Miller. Rosen Publishing Group, 1999.

Written for teens, this well-researched book explores issues surrounding threats to student safety, including bullying, fights, and gun violence at school. All aspects of these issues are covered, from the question of why people are violent, to topics such as violence in the media, gang violence, weapon availability, violent families, and how to find solutions to these problems. Tips for personal safety and a list of helpful organizations are included.

### **School Violence (Contemporary Issues Companion series)**

Bryan J. Grapes, editor. Greenhaven Press, 2000.

Each chapter in this exemplary book from Greenhaven Press presents a collection of essays with differing viewpoints, offering a broad perspective of current views on school violence. The chapters cover the nature and causes of school violence and include personal narratives and information on how to prevent violence. The range of positions presented in this book provides many perspectives on this hot topic.

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## Vocabulary

### **Conflict**

**Definition:** Struggle resulting from incompatible or opposing needs, wishes, or external or internal demands.

**Context:** **Conflicts** often develop at lunch or recess, when students are less supervised and rowdy students have an opportunity to provoke others.

### **Peer mediation**

**Definition:** A recognized way to deal with conflict whereby students are trained to act as a moderator in discussions between other students trying to work out their differences.

**Context:** **Peer mediation** works because students are able to connect with their peers in ways that adults cannot.

### **Resolution**

**Definition:** The act of solving a problem.

**Context:** Students may have difficulty finding a **resolution** to the problem of one child continually making fun of another.

### **Strategy**

**Definition:** A careful plan or method.

**Context:** Developing a successful **strategy** for dealing with conflict can go a long way toward creating a peaceful environment in school.

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## Credit

Marilyn Fenichel, freelance writer and curriculum developer.

This lesson was created in consultation with Shauna Felton, middle school health teacher.

**Chocolate Kisses**  
**(Win-Win Problem Solving)**  
**6th Grade Advisement**  
**Activity Estimated time: 20-**  
**30 Minutes**  
**Georgia Teachers-As-Advisors Framework**

Goal: 6-3.2 Develop positive, highly-developed interpersonal skills

- Rehearse effective conflict-management skills
- Describe ways in which one accepts responsibility for his/her behavior

**Materials:** Chocolate Kisses or some other cheaper candy; table with chairs or desk pulled together to mimic a table.

**Scripted Activity:**

- **Say:** Nearly all conflicts can be approached from a Win-Win perspective where both parties are satisfied with the outcome. This is called a Win-Win process. If Win-Win becomes your way of thinking, we can participate in problem-solving processes that result in Win- Win solutions. We are all winners in the end.
- **Say:** We are going to play a game. The object of the game is to acquire as many chocolate kisses as you can. We need two volunteers to come sit at this table. Each volunteer will represent one half of the larger group. *Identify two volunteers who are approximately the same size, and share the same handedness (both right handed or both left handed). Then identify the half of the group that each volunteer is representing. Position volunteers so that they are facing each other across the table, their right or left elbows are on the table, and they are clasping each other's hands. This is an arm wrestling position **but do not use the term**. If someone says that this looks like are wrestling, explain that it's similar, but the rules are very different.*
- **Say:** The object of the game is for each person to get as many chocolates as possible for her or his team in the time allowed. *Note that you can also call the game "Points" if you don't have or don't want to use chocolates.* The rules are as follows:
  - From now on the two players may not speak to each other,
  - Every time the back of one person's hand touches the table, the other team will receive a chocolate.
  - Someone from each team needs to keep track of the number of chocolates the team receives.
  - You will have 30 seconds to get a many chocolates as you can.
- **Say:** "Begin", and after 30 seconds, say "Stop." Participants will probably compete against each other and will probably only get a few chocolates or none. *Discuss what happened. Ask: What did you see? How many chocolates did each team receive? If the player received very few chocolates, ask, "What was the*

goal of the game? Ask: Can anyone think of another way to play the game so teams can get more chocolates. (Usually groups will suggest ways that the two students can alternate, placing the back of the person's hand on the table.)

- After the group offers suggestions, play one more round and ask participants to describe what was different when they played the game the second time. **You might also ask:** What words describe the approach you used this time? How do these two approaches to the game reflect ways that you handle conflict? **NOTE:** Watch for additional situations to debrief. Sometimes it will take a few rounds before students are cooperating easily—we can't always incorporate new ways of behaving after simply hearing them. Some student volunteers will say having an audience made it harder. Other student volunteers will bring up issues of vulnerability and trust, that is, even when they had an image of going back and forth, they didn't want to be first to "give in." Each of these comments can foster important conversations and insights.
- **Explain the concept once again:** This game demonstrates that conflict doesn't always have to be a Win-Lose contest. In our highly competitive society it is assumed that for me to get what I want and need, I have to win and you have to lose. This is called Win-Lose. Think about the following questions: Why do Win-Lose thinking have such a powerful hold on our society? In what situations of your life do you experience the strongest Win- Lose messages? Does school reinforce a Win-Lose approach to problems or life in general? A Win-Win approach to working out problems is the one that we will use in this advisory. Solutions will be non-violent, meets some important needs of all parties involved, and helps to maintain positive relationships.
- **Say:** I hope you will consider using this approach in all aspects of your life at school, at home and anywhere that you might find yourself in a conflicting situation. Remember we can all be winners if use the right approach to solving our problems. See you next time. Have a great day!

Georgia Department of Education

## Making it to the TOP 7th Grade Advisement Activity

**Estimated time: 30Minutes**

**Georgia Teachers-As-Advisors Framework**

**Goal 7-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.** Identify and recognize strategies for improving one's educational achievement and performance

**Objectives:**

- Students will identify daily activities that will help them reach their goal of graduation
- Students will learn strategies to help them manage their classes
- Students will become aware of obstacles or barriers to graduation

**Materials: NONE**

**Activity:**

1. **Say:** Good Morning, class. Welcome to Advisement. Today we're talking about mountain climbing to the top. You did it! You climbed the mountain! OK, this is only a dream. Back to reality. How do you get to the mountain top with a diploma in your hand? Most of the worthwhile achievements in life are daunting at first. Let's talk about a plan to reach the mountain top.
  
2. **Say:** What are the things you need to do to get to the top of your mountain? You can visualize yourself on your mountain for this year in school. The tools you need are the same for this year, for high school graduation, and, with modifications, for your work life. Let's go over your activities on an average day. *Ask students for activities. List them on the board or flip chart.*
  - *Attend class*
  - *Sleep*
  - *Time with friends*
  - *Talk on the phone*
  - *Text message*
  - *Watch TV*
  - *Sports or clubs*
  - *Part time job*
  - *Homework*
  - *Family time*
  - *Meals*
  - *Video games*
  
3. **Say:** Take a minute and rank order these activities in terms of importance. They will be somewhat different for everyone, but let's see if we can come to a group consensus. *When students agree on their rank order, ask them to rank order these activities in the amount of time devoted to each activity. Discuss the difference*

*in the rank order of importance and the rank order of time allotted. Is there a difference? Do non-productive activities take precedence over important ones? Do you need to make some changes that could benefit your productivity?*

4. **Say:** If you want to be successful in school, you must prioritize your life or it will prioritize you. We have choices. It's not ALL about time management. We all have the same number of hours in a day. It's about managing ourselves. Say: When we choose to manage our activities, we have more time to devote to the most important task students have. What is that? Yes, passing your classes. That's how you get to the top of the mountain, your high school graduation. Passing one class at a time. You might think this is a no-brainer. But, let's go over some suggestions for passing your classes-----getting you to the top of the mountain

WWW.GAFUTURES.ORG

**8th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia's Teachers-As-Advisors Framework**

**Goal: 8-2.2 Competencies:**

**Objectives:** Students will explain the concept of categorizing personality traits with relation to career fields.

**Materials:** Jelly beans in the following colors or pieces of white or black, green, yellow, red or pink and violet or purple construction paper

**Activity:**

1. **Say:** Welcome to advisement. Today we are going to talk about personality and how our personality can impact our career choices. I am going to pass around this bag of jelly beans (or construction paper to represent jelly beans) and I would like for each of you to take one. You can choose the jelly bean based on the color or the taste but select only one and **DON'T EAT IT!**
2. After everyone has a jelly bean, share the following: **Saying:** Listen to each description based on the jellybean color you chose. (If it will not create too much confusion, students with that color can stand)
  - White or Black Jelly bean
    - Highly structured and organized
    - Neat surroundings
    - If given an assignment such as a paper or report, wants to know how many pages, exact requirements, number of entries, etc.
    - Always wants to know the rules
    - Memorizes things well
    - Can't stand unorganized, sloppy people
    - Deliberates before making decisions
    - Sometimes appears to others to be aloof or stand-offish (this is often just a perception and not a reality)
  - Green Jelly bean
    - Love recognition
    - Seen as a leader, usually in highly visible positions
    - Respects authority and tradition
    - Decisive, directive and focused
    - Love black and white jellybean people to organize their projects for them and then they take all the credit
  - Yellow Jelly bean
    - Not usually outspoken
    - Always in a state of change, whether they are 8 or 80

- Usually smart and if innovative, often artistic
  - Sometimes confused in making decisions, not sure where they are supposed to be
  - Hard workers. Exciting to be with-will try anything as long as it is safe
  - Spiritual aspects usually important to them
  - Look at things with perspective and respect other people's opinions
- Red or Pink Jelly bean
- Courageous and their energy seems boundless
  - See someone not smiling, they'll ask what the problem is
  - Genuinely care about people and become involved in other's problems
  - Highly influenced by others, share their sadness or grief
  - Make their decisions with feelings, act on impulse of the heart
  - Spends a great deal of time on the phone, usually listening to others
  - Quality communicators
  - Sensitive, enthusiastic friends
- Violet Jelly bean
- Flirty
  - Highly creative and highly excitable
  - Have new ideas and visionaries
  - Short attention span-can't stay put for long periods of time
  - Disorganized, often choosing to close doors rather than deal with the organization
  - Put things off and thrives on chaos, enjoy the challenges of different problems
  - Has a problem dealing with highly structured time
  - Questioning-when given an assignment, asks why it must be done a certain way, want to do it differently
  - Sets high standards for themselves and those who work for them-hard to work for
3. **Say:** The jelly bean color you have chosen MAY tell us something about your personality. *Ask:* Raise your hand if you think the color description of the jellybean "fits" you. (This is statistically about 70% valid. About 3/4 of the group should raise their hands.)
4. **Ask:** How might your personality impact your career choices? Let's take a few minutes to discuss. *Allow for discussion. Answers might be: doesn't need a job that one does the same thing over and over again; likes a job that allows for creativity and new ideas; needs a job with lots of communication; doesn't need a job that is confining; needs a job that deals with people (optional: You might ask to give examples of occupations)*
5. **Dismiss – Say:** No one is just one color but one color is usually dominant. All of us have some of the various traits associated with other colors. This is important to realize when dealing with other people. We should be able to see things from the other person's perspective. I hope you learned something about yourself and perhaps about your neighbor. Drop your jelly bean in the trash can as you leave. Have a great day. See

you next time and if any of you are having any issues or problems, please come by to see me before school or after school. I am here to assist you.

Adapted from the Floyd County Teachers as Advisors Lesson Plans, Beyond the South Dakota CAP: An Implementation Guide, 2<sup>nd</sup>

**Social Demands of High School**  
**8th grade Advisement Activity**  
**30 minutes**  
**Georgia Teachers-As-Advisors Framework**

**Goal 6-3.1 Develop habits that facilitate physical and mental health and wellness**

Name or identify health lifestyles habits

**Goal 6-3.2 Develop positive, highly-developed interpersonal skills**

- Know the benefits of interacting with others in a way that is honest, fair, helpful and respectful
- Show ways to respect and work cooperatively and collaboratively with others.
- Rehearse effective conflict-management skills.

**Objective:** Students will be more socially prepared for the transition to high school.

**Materials:** Skit scenarios for each group

**Activity:**

1. **Say:** Good morning, welcome to advisement. I hope your 8th grade year is going well. Another year is almost gone and you are moving closer and closer to your immediate goal of moving to your next step, high school. Today we are going to talk about the social demands you might encounter at the high school. High school will be different. *Ask: How do you think high school will be different? List the student responses on the board or flip chart.*
2. **Say:** We are going to do some role playing to learn more about some of the situations you might encounter. I would like for you to count off by 4s.
3. *When students are in their groups, distribute the scenario and allow them about 10-12 minutes to prepare a short skit to perform to the others.*
4. Allow students to perform their skits, discussing them as you go. *Ask: What did you learn from this skit? Would you have done the skit differently? If so, how? Have you ever been in this situation before? Would you be willing to share your experience?*

**SKIT TOPICS**

- A. **Dress Code/Self-Image/Body Language** – In the skit, describe the importance of looking your best, eating right, diet and exercise, getting enough sleep, and the importance of feeling good about yourself and the way you present yourself. Use knowledge you have learned in your health class.
- B. **Peer Pressure/Relationships** – In the skit, represent the pressure and relationship

issues in a friend/friend and/or a boyfriend/girlfriend situation --- issues might include drinking and drugs, flirtatious pressures, cheating, pressures when making the best choices.

**C. Tolerance/Conflict Management** – In the skit, demonstrate the concept of tolerating others and how to handle any situation that appears to getting out of hand with another student or students. You should show taking the information or situation to a counselor, teacher, administrator, or a parent before trying to handle the situation on their own.

**D. Self-Advocacy/Self-Esteem** – In the skit, demonstrate sticking up for other students, coming to their defense when necessary, having the confidence or self-esteem to be independent and to make the choices that are best for them.

5. **Say:** High school will be different! However, just being aware of some of the issues that you might face will help you make better decisions. I know all of you will be great young adults and will enjoy your high school years! It is important to make friends and stay involved. Find a club, organization or athletic events that interest you, then participate! I will see you the next time we meet and you have a GREAT day! Stay safe and if you need me, you know where to find me!

## Motivating Yourself to Study (Grades 3 – 12)

If you find that you lack motivation to study, welcome to the club. Just about every student experiences this problem at one time or another.

Motivation is important for good studying. When you are motivated, you will find it easy to stay focused over a period of time. When you are not motivated, you will not only find it difficult to stay focused, but you will find it difficult to get started in the first place.

Here are some ways to increase your motivation to study.

- A. **Reward yourself for studying.** For example, after a successful study session, have a treat like a nice big ice cream cone. Go crazy and add some cherries and nuts.
- B. **Study with your friends.** Don't make it party time, but you can have fun as you do this.
- C. **Remind yourself of your long-term goals.** Achievement of your goals likely requires educational success. Educational success requires studying.
- D. **Eliminate distractions.** If you are surrounded by things you would rather do than study, you will probably do those things instead of studying.
- E. **Develop interest in what you have to study.** This will make studying more enjoyable.
- F. **Take breaks.** When you feel that you need to take a break, try to stop at a point where it is logical to stop. This will make it easier for you to resume studying after your break.
- G. **Establish a comfortable environment.** You will be more inclined to study if you feel comfortable.
- H. **Establish reasonable goals for a study session.** You probably won't get very far if you look at your study session as "mission impossible."
- I. **Use a motivational poster.** Place the poster where you can see it as you study. The poster should include positive words and a picture depicting success. You can buy one or even make your own. You can also read inspirational stories about real people who have achieved success through effort.
- J. **Just do it.** Once you do, you will feel a lot better than if you are worried about getting it done.

**Individual Student Educational and Career Planning  
Individual Graduation Plan (BRIDGE Compliance)  
“Passing the Torch from Middle to High”**

**45-50 Minute Winter Transitional Session**

**Outcome:** Student, school staff and family will have developed an **individual graduation plan**(Career Pathway: Plan of Study) as a guide to graduation and beyond.

**Participants:** Middle School Advisor; High School TAA Advisor; Student; Family OR Middle School Counselor; High School Counselor; Student; Family

**When:** By the end of the second semester of the 8th grade (BRIDGE BILL compliance)

**Materials:**

1. Space conducive to open conversation (round table, no barriers [anything that will impede conversation like distractions, rigid posture, no eye contact, interruptions] between staff, student and family members, attentive listening; be caring; be curious)
2. Attendance records (impress the need to attend classes because of End Of Course Assessment (EOC) and to acquire the knowledge and skills necessary to take the next step; remind students they are building a reliable and responsible reputation)
3. Discipline records (impress the need to follow the rules and stay within the boundaries established by the high school such as dress code, being on time to school and class; and other rules and regulations; remind students they are building a reliable and responsible reputation)
4. Academic records (latest Milestones, and other standardized test scores []; student transcript; Interest inventory information from GCIS or other career program.
5. Copy of student career essay {optional essay}with notes (A career and B career as a backup) This can be done as an addition to middle school program criteria policy update OR as a practice writing assessment)
6. List of open-ended questions about students educational and career choices to confirm student choices
  - a. Why are you interested in these careers?
  - b. What are some specific details you know about these careers? (*Confirm in the GCIS Portfolio that the student has used the program to explore pathways; if not, encourage student to begin the process and remind students that computers are available in public libraries, school media center*)
  - c. What led you to think you might be interested in these careers? (Listen for skills, interest, and values)

- d. What do you like most about these careers? (Listen for skills, interest, and values)
- e. What do you like least about these careers? (Listen for a lack of skills, interest, and values)
- f. Compare the skills you might need to work alone to those you will need to work in a team. (interpersonal skills are important to most occupations)
- g. Can you be a team-player/work within a group? Why? (employers want workers with the ability to work effectively in a group along with communicative skills)
- h. Communication skills are important to potential employers. Do you have strengths and weaknesses? If so, what are they? (Reading, Speaking, Writing, Presentation, Explaining)
- i. How would these careers require math skills? Do you like math? (Point out the relationship, if any, between occupational choices and math aptitude) How would these careers require science skills? Do you like science? (Point out the relationship, if any, between occupational choices and science aptitude)
- j. What are your favorite classes? Least favorite? Why? (Point out the relationship, if any, between favorite and least favorite classes and occupational choices)
- k. What are some of your problem-solving skills? Why do you think these skills would be important to an employer? (Employers look for problem-solving as an important skill)
- l. Describe your technological skills? (Point out the tremendous usage of technology in today's world of work)
- m. What did your interest survey tell you about yourself? (Let the student talk about themselves in relation to their scores)
- n. What did your skills survey tell you about yourself? (Let the student talk about themselves in relation to their scores)
- o. What level of education/skills do these careers demand to be competitive in the job market? (Help student and family understand the varying levels of education and the possibilities for this student)
- p. What concerns do you have about postsecondary education? (Allow student and family discuss any concerns they may have about postsecondary education; offer resources or make the referral to the high school counselor)

7. **Synthesize information** to reflect student's motivating values and interest: accomplishment, enjoyment, service to others, money, security, and environment
8. **Identify or confirm pathway alignment** to career choices and synthesized information to include:
  - a. High school courses and postsecondary plans, if needed, to include appropriate level of education needed to be competitive
  - b. Complete with the parent and learner the Plan of Study; parent can approve the plan and the counselor/advisor can lock the plan. Optional: The learner can change their identification from the middle school to the high school.
  - c. Identify technical, public and private colleges with strong programs in this pathway/occupation (counselor/TAA advisor should be familiar with local possibilities and be able to tell student and family how the GAFutures Program or GCIS can assist them with matching programs of study to postsecondary programs
  - d. Inform student and family that they can begin to gather financial aid information from the GAFutures site under the Federal Aid & Scholarships tab and the Hope & State Aid Programs Tab; be sure they understand the HOPE PROGRAM (have brochures available, if possible; or have pages printed from the GAFutures HOPE PROGRAM section)
  - e. Is there anything else you would like to discuss about your educational and career choices? (Allow student and family to ask questions or make comments)

**Pre-meeting preparation:**

- a. Notify parent of time and place; confirm the day before
- b. Prepare a short parent evaluation to determine the effectiveness of the session which includes a parent signature verifying that this meeting took place
- c. Create a space that is open, friendly and comfortable (round table for open discussion between all members of the group)
- d. Gather all materials to utilize during this session in a folder with student name, DOB and parent/guardian name on the front cover
- e. Multiple copies of the Individual Graduation Plan documents offered at the receiving high school (can become a tools for conversation as well as a plan of study in GCIS)
- f. Read and examine the career essays
- g. Become familiar with standardized test scores and career assessments as they relate to the individual student.

## End of Year Program Survey for Students 6<sup>th</sup> – 8<sup>th</sup> grade Advisement Activity

20-30 minutes

**Objective:** Students will assess the advisory program to determine the effectiveness of the program from their point of view.

**Materials:** Handout, “Student End of Year Survey” for each student

### Activity:

1. **Say:** Good morning, welcome to your last advisement for this year. Well, another year is almost gone and you are moving closer and closer to your immediate goal of graduation. Today we are going to take a survey that will help create a better learning experience for you through our advisement program. I have really enjoyed getting to know you and will look forward to getting to know you even better next year. Please have a safe summer and read some good books and maybe keep a journal of all your experiences over the summer break.
2. **Distribute** the survey to the students. Answer any questions they may have about the survey. *Students do not have to give their names.* **Say:** We are trying very hard to make advisement a satisfying learning experience for you without the attachment of grades. We need your feedback to improve the program so we can meet your needs the best ways possible next year. Please be honest and serious with your responses.
3. **Say:** Fill out a session evaluation – this is your chance to air concerns and suggestions for next year’s advisory program.
4. Take up the evaluations and turn them in to the TAA focus team for evaluation. The focus team will share these with you prior to the closing of school. We will begin next year with some team planning based on this year’s evaluation.

Georgia Department of Education

## STUDENT END OF YEAR SURVEY

Please respond to the following questions honestly. The rating scale is a 1 to 10 scale with 10 as the highest and 1 as the lowest.

1. How effective do you feel the advisory sessions have been in your educational/career planning?

1 2 3 4 5 6 7 8 9 10

2. Give one positive suggestion to improve the advisory sessions.

3. Rate the quality of the help you've received from your advisor.

1 2 3 4 5 6 7 8 9 10

4. Rate the quality of the help you've received from your guidance counselor.

1 2 3 4 5 6 7 8 9 10

5. Think about the class (not advisement) that you've learned the *most* from this school year. What was the teaching style in that class? (circle all that apply)

Lecture    Team work    Hands-on activities    Student-led learning  
Use of technology                      Other \_\_\_\_\_

6. Think about the class (not advisement) that you've learned the *least* from this school year. What was the teaching style in that class? (circle all that apply)

Lecture    Team work    Hands-on activities    Student-led learning  
Use of technology                      Other \_\_\_\_\_

7. If you could make one realistic and positive suggestion to improve student learning at this school, what would that be?

8. Which advisory session (s) did you learn the most from or enjoy the most?

9. Rate the over-all TAA program procedures that we used this year.

1 2 3 4 5 6 7 8 9 10

10. What can we do next year to make improvements to the advisory sessions so they will be more interesting and receptive by students? (Use the back to write your suggestions.)

# High School Advisement Activities Sample Lessons

See the links below for advisement activities appropriate for high school students:

- <http://character.org/lessons/lesson-plans/>
- <http://wvde.state.wv.us/counselors/links/advisors/lesson-plans.html>
- <http://www.k12.wa.us/secondaryeducation/careercollegereadiness/CareerReady.aspx>
- <https://www.okcareertech.org/educators/career-and-academic-connections/career-information-resources/high-school-career-development-lessons>
- Madison County High School Advisement Page:  
<http://www.madison.k12.ga.us/schools/mchs/school-resources/mchsguidanceoffice/advisement/>

**Note that many TAA Advisement Activities can be accessed at:**

[https://apps.gsfc.org/main/publishing/pdf/taa\\_activities/scope\\_sequence\\_chart.pdf](https://apps.gsfc.org/main/publishing/pdf/taa_activities/scope_sequence_chart.pdf)

**Bridge Bill Advisement Requirements can be accessed at:**

[https://apps.gsfc.org/main/publishing/pdf/taa\\_activities/advisement\\_checklist\\_060111.pdf](https://apps.gsfc.org/main/publishing/pdf/taa_activities/advisement_checklist_060111.pdf)

[https://apps.gsfc.org/main/publishing/pdf/taa\\_activities/Bridge\\_Legislation%20Advisement\\_Checklist.pdf](https://apps.gsfc.org/main/publishing/pdf/taa_activities/Bridge_Legislation%20Advisement_Checklist.pdf)

## Icebreakers 9th Grade Advisement Activity

Estimated time: Varies with each activity

Georgia's Teachers-As-Advisors Framework:

**Goal 9-3.2** Develop positive, highly-developed interpersonal skills

1. Demonstrate effective communications skills Competencies:
2. Recognize the benefits of interacting with others in a way that is honest, fair, helpful and respectful.
3. Demonstrate ways to respect and work cooperatively and collaboratively with others.

**Objectives:** Students will begin to feel comfortable as a member of this advisement group; and learn about each other

**Materials:** will vary with the activity

**Activities:** Choose two of three of these activities during the first session to help students become acquainted and comfortable working in this small advisement group.

1. 2 Truths and A Lie- Going one person at a time, each person states two things about themselves that are true and one that is not true. Others try to guess which thing is not true. This icebreaker can generate a lot of conversation as people elaborate on their “truths” and have the opportunity to talk about themselves.
2. Crazy Chairs – Set up a circle of chairs with someone seated in each chair and one person standing in the middle. The person in the middle says something about themselves. For example, “I have two dogs”. Everyone who has “two dogs” gets up and quickly trades chairs including the person in the middle. One person will be left standing, then that person is then in the middle and says something about herself or himself.
3. Purse/Pocket Scavenger Hunt – Divide the group into two or three teams, about 5-6 per team depending on the size of your group. Give each team a small basket or box and a copy of the Scavenger Hunt List. Allow each team two minutes to find the items on the list. They must find the items in the purses or pockets of classmates within their group. You can make up your own list or use the one provided.

**Peer Pressure**  
**9<sup>th</sup> Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**

**Georgia's Teachers-As-Advisors Framework**

**Goal: 9-3.1 Develop habits that facilitate physical and mental health and wellness.**

Wellness/healthy lifestyle habits/development of individual sports or activities of interest.

**Goal: 9-3.2 Develop positive, highly-developed interpersonal skills.**

Competencies:

- Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.
- Identify positive social skills
- Identify and demonstrate ways to respect and work cooperatively and collaboratively with others.
- Describe and demonstrate effective conflict-management skills.
- Recognize that one must accept responsibility for his/her behavior

**Objectives:** Students will recognize different ways of dealing with peer pressure that might occur at the high school level.

**Materials:** "Role play" handout

**Activity:**

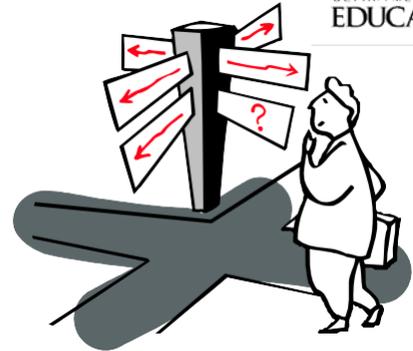
1. *Say:* Welcome to advisement. I am glad to see you. I hope all is going well with you and your family. Let's get started with today's activity. Do any of you have any questions or need some assistance. I hope you are beginning to discover your way around and learning a little about your teachers. I really hope you are doing well in your classes. If you need help, remember you must ask someone for help---ME!!! I can help you. I also hope you are looking for some of the really fun things in which you can participate. Let me know if you need some suggestions. Today in advisement we are going to talk about peer pressure. *Ask:* What is peer pressure? *Entertain the student's description of peer pressure.* *Ask:* Is peer pressure always bad? No, some peers will pressure you to do good or what is right. Nevertheless, if it is good or bad, you should make up your own mind!
2. *Say:* Now I need you to count off by fours 1, 2, 3, 4. Place students (groups 1, 2, 3, 4) in different parts of the space.
3. *After students are in their place, hand out the role play situations.* *Say:* Each group will have about 5-6 minutes to decide what their solution would be to one of the situation and how they are going to act it out. (Role play the situation and how they would deal with it). *Assign groups one of the two situations*
4. *After 5-6 minutes allow students to present their role plays to the other groups.*

5. **Debrief: Ask,**

- i. *Did any of you disagree with the solutions? If so, why?*
- ii. *What values were identified in the solutions? Honesty, friendship, money, fairness, responsibility.*
- iii. *Can any of you use these solutions if the situation arises?*
- iv. *Are there other solutions?*

6. **Say:** It is important you make these types decisions based on your character and your values. Don't be influenced by others to do something that you feel is not right or fair. See you next time. Have a great day and Happy Holiday.

Adapted from the Floyd County Teachers as Advisors Lesson Plans, taken from the [Group Exercises for Enhancing Social Skills and Self-Esteem](#), Professional Resource Exchange, Inc



# Role Play Situations

Each team has been assigned one of the following situations. Plan how you would handle this situation. Prepare a role play to demonstrate your strategy.

## Situation # 1

Jessica is taking a final exam and has prepared for it by studying for several days. Her boyfriend, Collin, is sitting next to her. He whispers to her that he studied the wrong thing. He is sure Jessica will give him the answers.

Jessica's grade on this exam is very important to her. She needs a high grade in order to keep the scholarship to college she has been offered. If she loses the scholarship, then she cannot go to college. Collin will not graduate if he fails this class. The final exam counts a large portion of the final grade for the class.

Jessica know that if she doesn't help Collin, he will be very mad at her and probably will break up with her.

## Situation # 2

Jacob borrows money from you all of the time. He also never pays it back. You are beginning to feel like your friend is not really your friend at all and is just using you. You have plenty of money so that is not the problem. Jacob also barrows money from other friends who can't afford not to the get the money back. What do you do?

**Who Can Help?**  
**9th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia's Teachers-As-Advisors Framework**

**Goal: 6-3.3** Recognize and accept that growth and adaptation to change is an essential part of life.

**Competencies:** Identify situations (e.g., problems at school or home) in which one might need assistance from human, or other, resources.

**Objectives:** Students will become aware of those people in their school and others that can help/assist them when issues or problems arise.

**Materials:** NOTE: This is a duplicate activity from the 6th grade. It is important that students at the high school level understand who they can go to for assistance and that educators are there to assist them. The advisor will need to know the names of people in your school building that students will have access to for additional support and help when an issue/problem arises. You may want to add to the handout provided.

**Activity:**

1. **Say:** Through history, people have relied on each other for help and support. In some ways we have always been interdependent. Not so long ago, people lived with their families all through their lives. Many times grandparents, aunts and uncles would all live in the same house or at least the same neighborhood. In today's society people live farther from their families and have less help and support from them. **Ask:** How many of you have family members that live in another state. Today we must find support and help not only from our families, but also from our friends, teachers, churches and neighbors.
2. Divide the students into groups of two. Tell them to share a situation where a person helped them at home or at school and what type of help they received. Also they should share a time when they helped someone else and what they did to help. Ask for volunteers to share their examples with the group.
3. *Distribute the handout: WHO CAN HELP ME WHEN I NEED HELP?* **Say:** On your handout write the name of people you would choose to ask for help and think about how and why you chose these people. **Ask:** Would any of you like to share your list and explain how and why you chose these people? *Wait for volunteers.* **Ask:** What are reasons a young person might not ask for help? *List reasons on the board or flip chart. Possible answers maybe:*
  - *adults can't be trusted*
  - *adults do not really care, but rather will view them in a negative way.*
  - *they do not deserve to get help and to feel happier.*
  - *too embarrassing to talk about certain issues.*
  - *would rather give help than receive it*
  - *should be strong enough to deal with their problems on their own.*
  - *situation is hopeless – so why bother reaching out for help.*
4. Possible answers taken from <http://www.teenhealthfx.com/answers/Emotional/38893.html>
5. **Say:** Remember those adults at school are here to help you. Please consider contacting one of them when you have a problem. Have a great day! See you next time we meet or perhaps before we meet----I AM ALWAYS AVAILABLE.

# WHO CAN HELP ME WHEN I NEED HELP?

## FAMILY

My mother \_\_\_\_\_  
My father \_\_\_\_\_  
My brother \_\_\_\_\_  
My sister \_\_\_\_\_  
My grandparent \_\_\_\_\_  
My aunt \_\_\_\_\_  
My uncle \_\_\_\_\_  
Others \_\_\_\_\_

## FRIENDS

My friends:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## SCHOOL

My counselor \_\_\_\_\_  
My teacher \_\_\_\_\_  
My principal \_\_\_\_\_  
My assistant principal \_\_\_\_\_  
My coach \_\_\_\_\_  
My advisor \_\_\_\_\_  
Others in the school \_\_\_\_\_

## COMMUNITY

Clergy \_\_\_\_\_  
Neighbor \_\_\_\_\_  
A family friend \_\_\_\_\_  
A club leader \_\_\_\_\_  
A community coach \_\_\_\_\_

## A Square Deal/Communications

### 9<sup>th</sup> Grade Advisement Activity

**Estimated time: 20-30 Minutes**

#### Georgia's Teachers-As-Advisors Framework

**Goal 9-3.2** - Develop positive, highly-developed interpersonal skills

1. Identify and demonstrate effective communication skills
2. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful

**Objectives:** Students will work together to solve a problem

**Materials:** 4 sets of geometric pieces of paper (cut out the pieces of paper)

#### Activity:

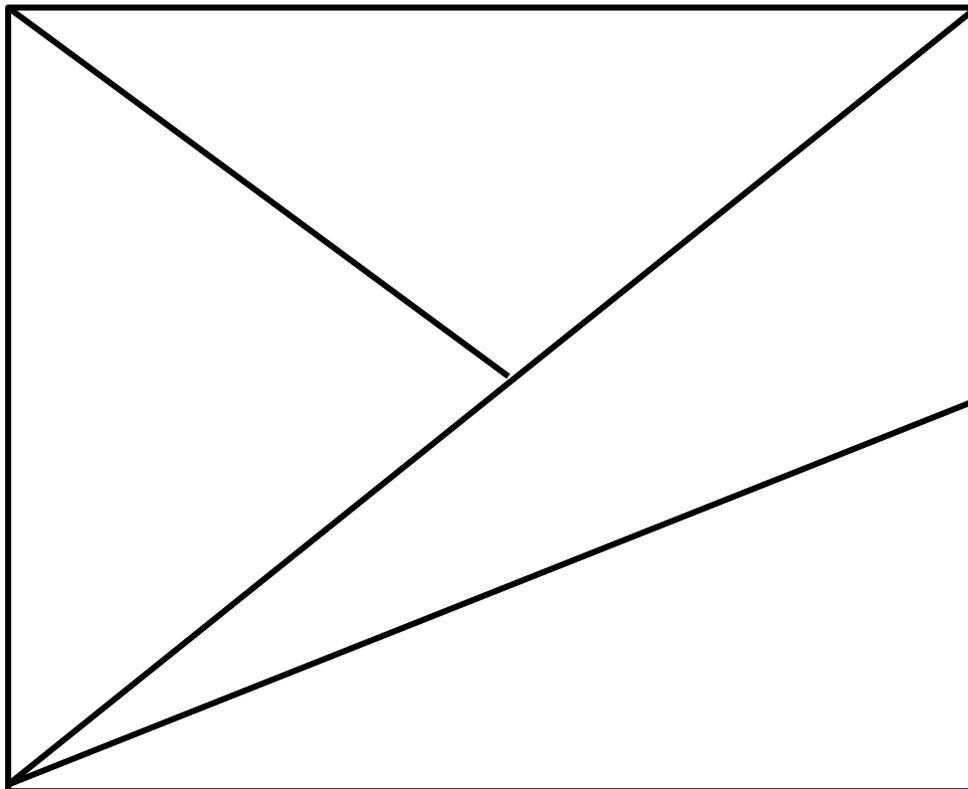
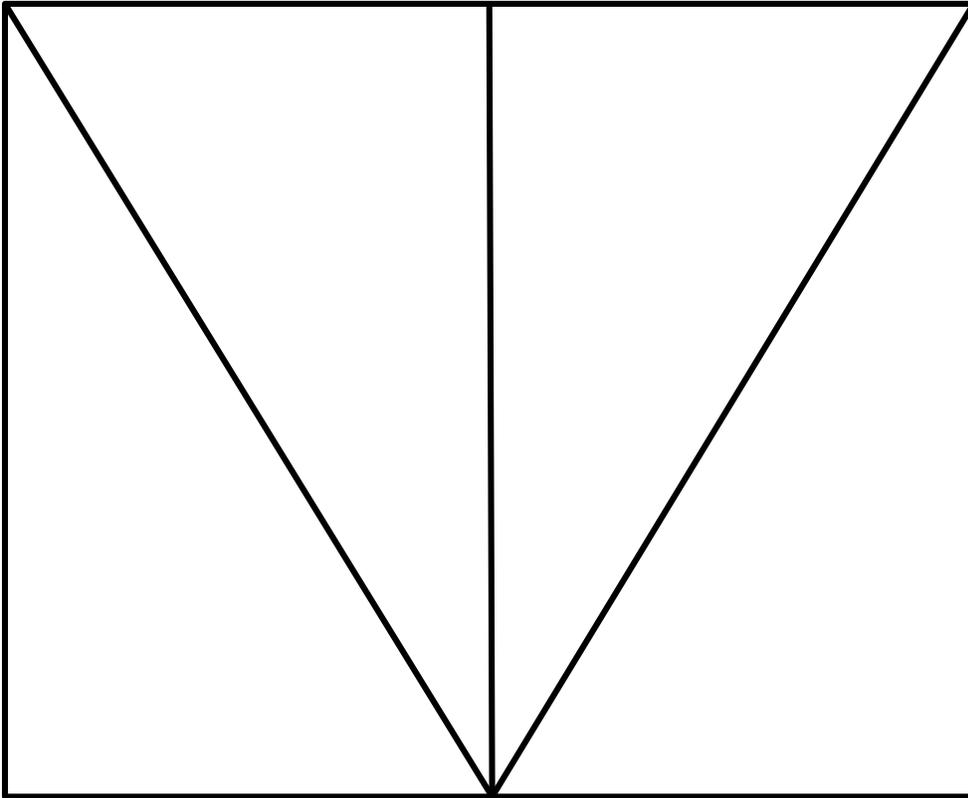
1. **Say:** Good morning. Welcome to advisement. I hope all your classes are going well and you and your family is doing well. Today we are going to work in teams to solve a problem.

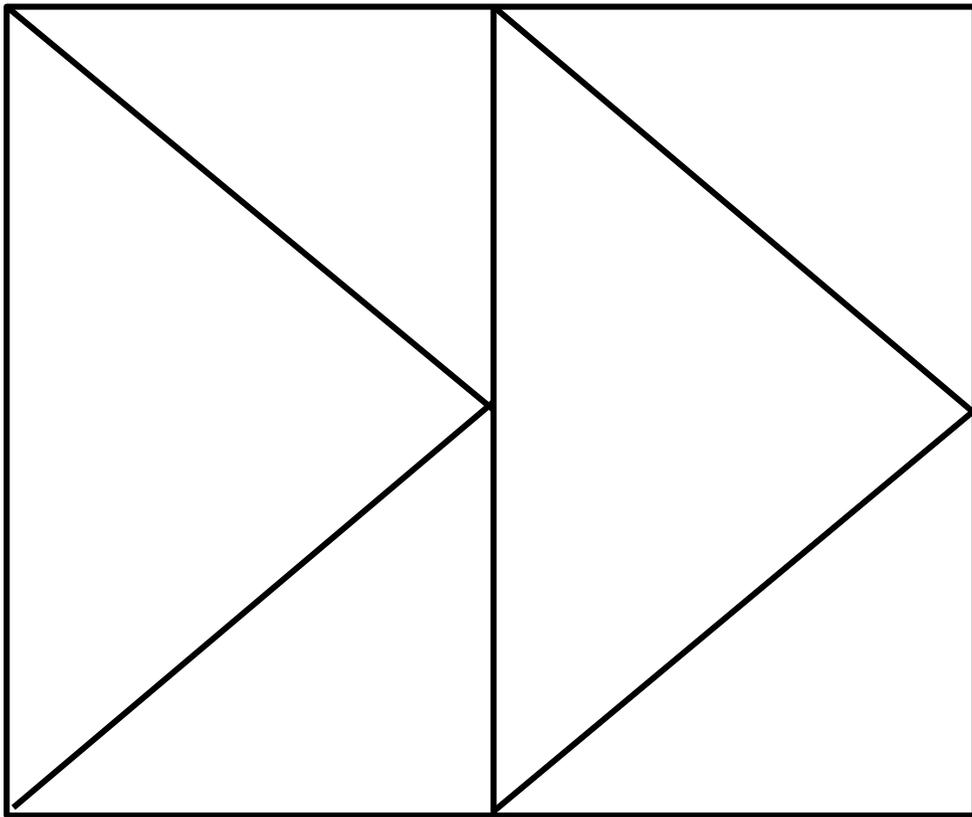
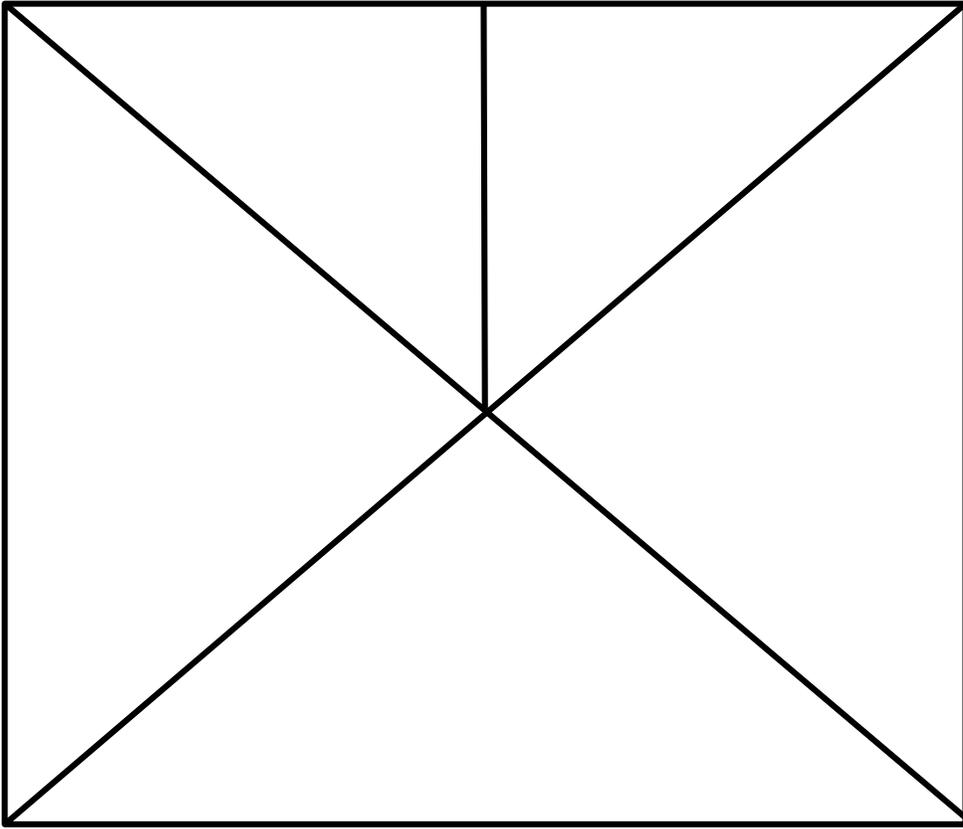
*Divide the group into equal teams around a desk or table. Give each group a set of geometric pieces. Explain, your task is to create a square with your set of pieces within the time allowed. The RULES of the game are:*

- NO talking or communicating with hand signals or written messages
- Team members may share pieces, but may not take pieces from each other
- Pieces may be placed on the table one at a time, but only the person who placed the piece may move or remove it.

3. **Say:** I will call time in 15 minutes. You may begin. Let me repeat the RULES. *Repeat the rules.*
4. *After 15 minutes call time. Allow the students to discuss the outcome of the lesson by focusing on the group dynamics and teamwork. What role did each team member take: taskmaster, sharer, leader, peacekeeper, and helper? What was it like to work without communicating: words, gestures, or written messages?*
5. **Dismiss:** That was fun! Teamwork is becoming more and more important in the world of work. Employers expect you to be able to get along and work together to solve problems. I hope you had some fun communicating without words and gestures. Have a great day and I will see you the next time we meet or before if you need me.

Source: Louisiana, *Teachers as Educational Advisors and Mentors (TEAM)* at <http://www.louisianaschools.net/ide/uploads/4879.pdf>





**Move On When Ready**  
**10<sup>th</sup> Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia Teachers-As-Advisors Framework**

**Goal 10-1.2 Choose and utilize sound processes of decision-making, recognizing them as key components of educational and career planning.**

Apply the information-gathering process and use to make an informed decision regarding one's course-taking plan.

**Goal 10-2.2 –**

Recognize and attain performance levels necessary to reach educational and career goals.

Evaluate strategies for improving educational achievement and performance and investigate their impact on the attainment of personal and career goals.

**Objectives:**

- Students will be aware of dual enrollment opportunities.
- Students will know how to locate information regarding dual enrollment opportunities

**Materials:**

- “Earn College Credit Now” Script - make 2 copies

**Activity:**

1. **Greet students:** Good morning, welcome to advisement. *Say:* Have you ever heard of “twofers”? I’ll bet you have heard the old saying, “Kill two birds with one stone.” *Ask:* What does that mean? *Let the students answer.* Right! We all like to save time, energy and sometimes even money by doing something only once. Today we are going to listen to two student’s conversation about “twofers” or two for one! *Ask for volunteers to role play a conversation between two students. Distribute the script to each student. Have the students role-play the situation.*
2. *Ask this series of questions to determine if the students understand;*
  - a. *What is dual enrollment?* High school student taking a college-level class earning high school and college level at the same time.
  - b. *Who can take dual enrollment classes?* High school student who can meet the college admissions requirements.
  - c. *Why would someone want to take dual enrollment classes?* Save time, money and prove one can do college-level work
  - d. *Do you need the local school counselor in this process?* Yes. *Why?* Student still must meet graduation requirements and be enrolled at the college.
  - e. *How many of you would seriously think about taking dual enrollment classes while still in high school?* *Have students raise their hands.*
  - f. *Can you think of any reason you would not want to take dual enrollment classes?*
    1. *No transportation, if transportation is needed*
    2. *Don’t want to leave the high school*
    3. *May interfere with athletic competitions*
    4. *Not mature enough or not self-disciplined enough to be on a college campus*
    5. *Hard to schedule*

3. Great discussion. That's it for today. If you need any assistance regarding dual enrollment programs, see your counselor and check with GAFutures.org. You will have multiple opportunities to earn college credit while still in high school. Share this information with your family. Have a great day. I'll see you the next time we meet.

## Earn College Credit Now!

(Student Script for the role play)

Student A: What's a "twofer" (two-fer)?

Student B: It's a situation where you can get two for the price of one---a "twofer".

Student A: Really? You mean like a movie ticket? Two tickets for the price of one?

Student B: Well, sort of. When we refer to Georgia's Earn College Credit Now Opportunities, it means you can earn both high school and postsecondary credit while you're still in high school.

Student A: How does it work?

Student B: You would take and pass a college level course at the local college. Once you've passed the class, you can earn credit for the equivalent high school class and the college level class also---two credits for one class. These courses can be electives or required academic classes. So, you could take an English class or perhaps a nursing class.

Student A: I see. What are the requirements?

Student B: The requirements vary according to the courses you take. The one thing that remains constant is that you must be admitted to the college you want to attend. That would be the first step in the program.

Student A: Why would I want to take dual enrollment classes?

Student B: You can save money, save time, and prove to yourself you can do college level work.

Student A: What do you mean, I can save money? My Dad would love that!

Student B: Dual enrollment programs will pay for your tuition and that will save lots of money. Some dual enrollment programs will allow you to stay at the high school, take college level classes and earn both high school and college credit. Just think, you could save almost a whole year's tuition, if you plan it right!!! I've already talked to my counselor and my parents about it.

Student A: This sounds like something I might want to do. How do I get started?

Student B: You must see your school counselor and start the enrollment process at the college you plan to attend. The counselor will be an important person in the process because you will still need to meet ALL graduation requirements which include End of Course Assessments. In addition, your counselor can assist you with deciding which dual enrollment program is more appropriate for you. For example, there are dual enrollment programs for technical classes at the technical colleges and a program for academic classes at

the universities and colleges. You need the counselor's help to stay on track for graduation---that's very important.

Student A: I am going to check this out with my counselor. I think I would like to get a head start on college----sounds good to me!

**Goal Setting**  
**10th Grade TAA Activity**  
**Estimated time: 30-45 Minutes**  
**Georgia Teachers-As-Advisors Framework**

**Goal 9-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.**

Identify and recognize the importance of educational achievement and performance to the attainment of personal and career goals.

**Objectives:**

- Review the benefits of setting goals to obtain success.
- Present and discuss certain guidelines for setting goals.
- Practice goal setting in relation to current courses taken.

**Materials:**

- Handout, “This Is Your Life”
- Blank Sheet of Paper
- Pen/Pencil

**Activity:**

1. *Greet students:* Welcome to advisement. Today we are going to discuss goal-setting. At the start of the session, have students wad up a piece of paper. Pull a wastebasket or other container up to the front of the room and have students try to lob the wad of paper into the wastebasket from where they are sitting. *Ask the students:* “What was the goal of that activity?” (to get the wad of paper into the basket), “Who reached the goal?”
2. *Continue with the discussion,* “Why didn’t some of you reach the goal?” (no skills, not enough effort, aimed in the wrong direction, too far away from the goal, couldn’t see the goal, etc.).
3. *Say to the students:* This simple exercise is not unlike students who look toward their future careers or WORK. Some students can’t see the goal, some aren’t aimed in the right direction. Others don’t have enough skills or don’t want to put any effort into it.
4. *Say to the students:* Determining career goals is not a one shot (one time) activity. It is a continual process, and it is not always easy. Tell students that the process has to begin somewhere even if they have no idea about what career or careers they would like to have.
5. *Distribute Handout #1 and Say:* Before we go over some of the specific strategies for setting goals, let’s take a minute and look at your personal life’s goals that you may already have or would like to set for yourself.
6. *Now give students time to answer the questions at the top of their handout or you might let the students volunteer to answer questions verbally.*
7. *Refer to the bottom part of the page regarding goal setting strategies. Read and discuss each strategy. Use*

*an example to assist students in the discussion—for example use “passing Math II” as the goal. Let the students brainstorm the details within each strategy. That’s it for today*

## This Is My Life



The best thing I have done in my life so far is...

When I graduate from high school I would like to...

If I could do anything as an adult it would be...

If I could have a career doing what I really enjoy doing most, it would be a job in...

The three things I would most like to achieve in my life are...

## STRATEGIES FOR GOAL SETTING



Setting goals – creating our vision in detail – is more than just “thinking through” what the day has in store on our way to school. The following are ways you can make your goal-setting more productive and beneficial to your future:

- I. Goals must be specific with details (the exact steps to take)
- II. Goals must be realistic (give yourself a fighting chance)
- III. Goals must match our values (what’s important to us)
- IV. Visualize the goal in detail (picture the outcome---where do you want to be)
- V. Goals must be measureable (did you accomplish your goal)

***Goal setting helps us get where we want to be. Without a vision of the future, we may end up in a place that we don’t like very much. Education and career planning takes a vision----something to work towards! Set your goals and keep track of your progress..***

## Postsecondary Admission Requirements Using GAFutures 10th Grade Advisement Activity

**Estimated time: 20-30 Minutes**

**Georgia Teachers-As-Advisors Framework**

**Goal 10-2.2 - Recognize and attain performance levels necessary to reach educational and career goals.**

- a. Evaluate strategies for improving educational achievement and performance and investigate their impact on the attainment of personal and career goals.

**Objectives:**

- Students will be familiar with the postsecondary admissions requirements for Technical College System of Georgia (TCSG) and the University System of Georgia (USG).
- Students will know how to locate information about postsecondary admissions requirements for TCSG and USG.

**Materials:**

- Handout: "Postsecondary Admissions Requirements"

**Activity:**

1. *Greet students:* Good morning, welcome to advisement. *Say:* Today we are going to become familiar with admissions requirements at the technical colleges such as Southeastern or West Georgia Technical Colleges and university system schools like Macon State University or the University of West Georgia. You're probably thinking why do I need to know that? Well, it is important that you understand that most jobs in today's job market require more education beyond high school. It will be important that you know where you can continue your education after you graduate from high school. I know you want to be able to earn as much money as you possibly can. Remember, the more education and training you have, the more income potential you have. So, let's get started.
2. *Say:* GAFutures and GCIS have lots of information about admissions to individual colleges as well as a section that is focused on admissions requirements to University System of Georgia schools, technical schools and private independent schools.
3. *Write these three groups of schools on the board. Ask students to give you examples of schools in each group.*
  - a. University System of Georgia (USG): EX. University of Georgia, Georgia Tech, Valdosta State University, Columbus State University, Kennesaw State, Bainbridge College, Waycross College are a few. *Say:* A complete list is located in GAFutures under the COLLEGE PLANNING tab.
  - b. Technical Schools: EX. Chattahoochee Technical College, Georgia Northwestern Technical College, Southeastern Technical College, West Georgia Technical College, Southern Crescent Technical College, Oconee Fall Line Technical College to name a few.
  - c. Georgia Independent/Private Colleges & Universities: EX. Agnes Scott College, Berry

College, Clark Atlanta University, Mercer University, Shorter College and Young Harris

3. *Ask:* How many of you have selected a postsecondary school? *Note: the raised hands.* *Ask:* Would any of you who raised your hand be willing to share your experience in selecting that school?

*Allow students to share their experiences. Refer students to the bottom of the handout. Say:* If you need additional information, I would suggest a meeting with your counselor.

4. *Dismiss the class:* Great! See you later! If you need help, just ask; and, be sure to share this information with your family.

Georgia Department of Education

## **Postsecondary Admissions Requirements University System of Georgia College Minimum Entrance Requirements:**

- Graduate from high school (Requirements in Richmond County)
- SAT I or ACT admissions testing required
- Required 23 high school units
  - English 4 required
  - Foreign Lang. 2 required
  - Math 4 required
  - Science 4 required
  - Social Studies 3 required
  - Fine Arts I required
  - Physical Education I required (Personal Fitness/Health and Safety)
  - CTAE 3 required
  - Other Electives 3
- Meet Freshman Index (FI) requirements to attend a research, regional or state school (see a list of research, regional, state and two-year schools in GAFutures in the section, “Prepare for College”.)

## **Technical College System of Georgia Minimum Entrance Requirements:**

- 16 years old
- GED or high school diploma dependent upon the program of study
- Asset or Compass assessment for placement purposes (will accept SAT I or ACT scores)

Check GAFutures for information regarding admissions to the individual school you have chosen to attend. Schools can require additional criteria for admissions. If you plan to attend an out-of-state school, be sure to check with the admissions counselors for any additional requirements they may demand.

**Private Schools** have admission requirements specific to their institutions. GAFutures offers you and your family information regarding admissions to Georgia’s technical colleges, university system schools and independent colleges.

This information is located under the COLLEGE PLANNING tab, in the section “State of Georgia Colleges”

**Advisory Goal: Healthy Development**

**Bullying & Sexual Harassment: Crossing The Line (Session 1 of 3)**

Date: \_\_\_\_\_

<b>Gathering:</b> Go-Round Response to Question	Minutes 5
<b>Activity/Topic:</b> Crossing The Line – Bullying and Sexual Harassment	Minutes 20
<b>Closing:</b> Learnings and Appreciations	Minutes 5
<b>Supplies:</b> Handouts – <i>Agree/Disagree</i> and <i>Expert Opinions</i>	
<b>Grouping:</b>	

**Rationale:** Advisees will have the opportunity to explore different opinions about teasing, bullying and harassment. Advisees will also increase their awareness and sensitivity to the effects of bullying and harassment.

**Gathering:** Choose one of the questions below to ask the group. Give everyone a chance to respond to the question.

**Option 1:** If you could wake up tomorrow and have gained any one ability or quality what would it be? In 10 words or less explain why?

**Option 2:** What are you most proud of having done? What would make you even more proud?

\*from the Book of Questions & The Kids Book of Questions by Gregory Stock Ph.D.

**Option 3:** Who has it harder today – girls or boys?

\*from *If Anybody Asks Me*, by Larry Eckert

**Activity/Topic: Crossing The Line – Bullying & Sexual Harassment Directions:**

1. Make “agreements” with class.  
Say,
  - a. When we are talking about this topic, we are going to follow the NO NAME RULE – please don’t share names (or obvious information) of anyone when you are sharing. Instead you can say, “Someone I know who…” or “I can imagine someone who…”
  - b. Please don’t share any stories or experiences that involve anyone in this class.
2. Hand out the “Agree, Disagree, or Sometimes” Questionnaire to each student. Give 4-5 minutes for advisees to quietly complete.
3. Advisees get into groups of 4. Hand out one sheet of the “Expert’s Opinion” to each group and have the advisees compare their answers with the “Expert Opinion” sheet. Have advisees star the opinions they agreed with and circle the opinions that are new information to them. (10 min)

- Bring the whole group back together. Put a T-chart on the board with bullying/harassing on one side and teasing/joking around on the other. Ask the group what are the difference between bullying/harassing versus teasing/joking around? Document student responses on the T-chart.

Examples:

<b>Bullying &amp; Harassing</b>	<b>Teasing &amp; Joking Around</b>
Cyber-bullying on social networks Socially isolating Threatening Non-verbal intimidation Name calling Spreading rumors Embarrassing Daring someone - they don't want to do Prank phone calls Repeated negative behaviors	Friends kidding each other Both sides laughing & having fun Laughing at yourself/Self-teasing Participation with someone you know & like Both sides feeling okay about teasing

**Discuss:** How can you tell the difference?  
 Do you think that bullying and harassment is a problem in our school? What makes you think that?

**Debriefing:** Ask each advisee to share one thing that they learned or thought about in a different way. If it isn't said by an advisee, add your own comment that everyone has a right to feel safe.

**Closing:** Ask each advisee to share one thing that someone said or did today that you liked or appreciated. Advisees might appreciate anything – from something that another advisee said during the activity, to thanking someone for loaning them a pencil.

**Follow-up:** Bullying & Sexual Harassment: Creating a Safe Zone (Session 2 of 3)

## *Agree / Disagree / Sometimes*

**Directions: Circle A for agree, D for disagree or S for sometimes.**

1. When I hear someone bullying or making sexual jokes,  
I know they are just teasing and joking around. It's no big deal.      A      D      S
2. Some people deserve to be bullied.      A      D      S
3. Girls really like boys to make "sexual" jokes or comments.  
It is like a compliment, unless they tell them to cut it out.      A      D      S
4. Most bullies are older or bigger boys.      A      D      S
5. Most sexual harassment comes from boys who just don't know  
how to talk to girls.      A      D      S
6. People who complain about bullies or harassment need to grow up.      A      D      S
7. Bullies or harassers will go away if you ignore them.      A      D      S
8. All bullies have few friends and low self-esteem. That's why  
they pick on other people.      A      D      S
9. Bullying is a normal part of growing up.      A      D      S
10. Telling an adult about being bullied or harassed  
Is a sign of weakness. You need to stand up for yourself.      A      D      S
11. One sure way to stop a bully or harasser is to fight them  
face to face (or get someone to), or get even some other way.      A      D      S
12. If someone gets bullied or harassed, they might not like it,  
but they'll get over it.      A      D      S

“Expert” Opinions for Agree / Disagree / Sometimes Questionnaire

1. When I hear someone bullying or making sexual jokes. I know they are just teasing and joking around. It’s no big deal.

*Bullying and harassment is much more than teasing. While many bullies tease, others use violence, intimidation, humiliation, and other tactics. Sometimes teasing can be fun; but bullying always hurts. Sexual harassment always makes someone feel uncomfortable and sometimes unsafe.*

2. Some people deserve to be bullied.

*No one ever deserves to be bullied. No one “asks for it.” Most bullies tease people who are “different” in some way. Being different is not a reason to be bullied.*

3. Girls really like boys to make “sexual” jokes or comments. It is like a compliment, unless they tell them to cut it out.

*If two people know each other and both feel safe and respected, a person might like the attention from a joke or comment. Only that person can decide if they feel comfortable and respected. But harassment is generally a form of bullying, and the style of the communication is meant to make someone uncomfortable. Often times there is a difference in the “power” between the harasser and the victim. Victims may not feel safe or comfortable telling the person to stop the sexual statements, for fear of their reaction or possible retaliation.*

4. Most bullies are older or bigger boys.

*Both boys and girls can be bullies. They may not be “bigger” in size, but they have greater “power” in some way over the victim.*

5. Most sexual harassment comes from boys who just don’t know how to talk to girls.

*Sexual harassment, like bullying, is about making someone feel uncomfortable and asserting power over them. Both boys and girls can sexually harass each other – and it may occur between opposite or same genders.*

6. People who complain about bullies or harassment need to grow up.

*People who complain about bullies are standing up for their right not to be bullied or harassed. They are responding in a responsible way, and giving the bully the message that they have the right to feel safe.*

7. Bullies or harassers will go away if you ignore them.

*Some bullies or harassers might go away. But others will get angry and keep bullying until they get a reaction. They want to make the victim feel uncomfortable.*

8. All bullies have few friends and low self-esteem. That’s why they pick on other people.

*Some bullies have high self-esteem. They feel good about themselves, and picking on other people makes them feel even better. Most of the time, bullying isn't about high or low self-esteem. It's about having power over other people.*

**9. Bullying is a normal part of growing up.**

*Getting teased, picked on, pushed around, threatened, harassed, insulted, hurt, and abused is not normal. Plus if you think it's normal, you're less likely to say or do anything about it, which gives bullies the green light to keep bullying.*

**10. Telling an adult about being bullied or harassed is a sign of weakness. You need to stand up for yourself.**

*It is smart to tell an adult who can help you do something about the bullying. Adults may be able to make changes that students can't make, like taking disciplinary action, talking to parents, and changing things like class schedules and other protective factors to keep the victim safe. It is also smart to tell an adult if you see someone else being bullied.*

**11. One sure way to stop a bully or harasser is to fight them face to face (or get someone to), or get even some other way.**

*If you fight with a bully (or harasser), you might get hurt (or hurt someone else). You might also get into serious trouble at school or with the law. If you try to get even, you're acting the same as the bully. And the bully might come after you again to get even with you. Either way only makes things worse.*

**12. If someone gets bullied or harassed, they might not like it, but they'll get over it.**

*Bullying, harassment, intimidation can hurt for a long time. Some teens have dropped out of school because of bullying or harassment. Others avoid doing things they enjoy so that they don't have to encounter the bully. Some became so sad, desperate, afraid, and hopeless that they committed suicide, or tried to retaliate in extreme and violent ways. Many adults can still remember times when they were bullied or harassed as children. People don't get over being bullied or made to feel unsafe.*

Source: [http://www.expectrespectaustin.org/uploads/general/pdf/High\\_School\\_Advisory\\_Lessons.pdf](http://www.expectrespectaustin.org/uploads/general/pdf/High_School_Advisory_Lessons.pdf)

## Motivating Yourself to Study (Grades 3 – 12)

If you find that you lack motivation to study, welcome to the club. Just about every student experiences this problem at one time or another.

Motivation is important for good studying. When you are motivated, you will find it easy to stay focused over a period of time. When you are not motivated, you will not only find it difficult to stay focused, but you will find it difficult to get started in the first place.

Here are some ways to increase your motivation to study.

- A. **Reward yourself for studying.** For example, after a successful study session, have a treat like a nice big ice cream cone. Go crazy and add some cherries and nuts.
- B. **Study with your friends.** Don't make it party time, but you can have fun as you do this.
- C. **Remind yourself of your long-term goals.** Achievement of your goals likely requires educational success. Educational success requires studying.
- D. **Eliminate distractions.** If you are surrounded by things you would rather do than study, you will probably do those things instead of studying.
- E. **Develop interest in what you have to study.** This will make studying more enjoyable.
- F. **Take breaks.** When you feel that you need to take a break, try to stop at a point where it is logical to stop. This will make it easier for you to resume studying after your break.
- G. **Establish a comfortable environment.** You will be more inclined to study if you feel comfortable.
- H. **Establish reasonable goals for a study session.** You probably won't get very far if you look at your study session as "mission impossible."
- I. **Use a motivational poster.** Place the poster where you can see it as you study. The poster should include positive words and a picture depicting success. You can buy one or even make your own. You can also read inspirational stories about real people who have achieved success through effort.
- J. **Just do it.** Once you do, you will feel a lot better than if you are worried about getting it done.

**Whenever you experience difficulty sitting down to study, follow the suggestions above to motivate you to do what you have to do.**

**Can You Hear Me?**  
**11th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**

**Georgia's Teachers-As-Advisors Framework**

**Goal 11-3.2** - Develop positive, highly-developed interpersonal skills

- Identify and demonstrate effective communication skills
- Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful

**Objectives:** Students will discuss the importance of listening

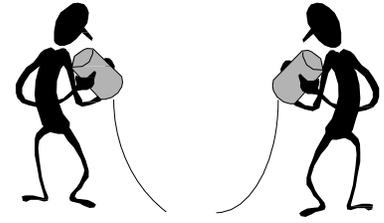
**Materials:** 8 pieces of paper cut out according to the template attached for each group OR 8 dominos for each group; handout, "Listening"

**Activity:**

1. *Say:* Good morning. Welcome to advisement. Today we are going to practice good listening skills. "Approximately 55% of our communication time is spent in speaking, reading and writing, and 45% listening. We receive considerable instruction during our school years in reading, writing and speech, but little or none in listening. Yet, listening is our most important communicative skill because the quality and efficiency of communication is significantly improved when we understand the attitudes, opinion, ideas and suggestions of others."—Nick Seta, Florida Atlantic University, Graduate Assistant
2. *Say:* We will work in groups today. So divide into groups of 4 by counting off by 4s. Once you are in your groups, select a person to be the listener and one to be the speaker. You can use earliest and latest birthdays in the year to determine these roles.
  - a. Person 1 (earliest birthday) – *This is the speaker*-looks at the chart and gives verbal directions to a second person who must complete the pattern using the dominos or construction paper pieces. He/she sits with his/her back to the listener.
  - b. Person 2 (latest birthday) – *This is the listener*-is completing the pattern from the directions given. He/she will sit with his/her back to the speaker.
  - c. The rest of the group act as silent observers and are able to see what both the speaker and listener are doing.
3. *Allow students about 5-8 minutes to complete the assignment.*
4. *Discuss:* How did it feel to be the one giving directions? How did it feel to complete the activity from the directions given? How did it feel to sit quietly and observe? What were the barriers in listening?
5. *Distribute the handout, "Listening"* *Say:* This is a supplemental handout with barriers and listening skills listed. How many of these barriers did you discover in your activity? *Let students identify the barriers they observed during the activity.*
6. *Dismiss:* Practice your listening skills. You will be surprised at how much these skills will help you in your classes as well as your personal relationships. People feel valued when others listen and try to understand what they are saying. Remember the # 1 thing to do is to ask questions when you don't understand. See you the next time we meet.

## “Listening”

### Why We Don't Listen (Barriers to Overcome)



#### 1. Input Overload

- One third of our “awake time” is spent listening
- Attention wanders at times

#### 2. Brain Power

- The brain is capable of understanding speech at 600 words per minute
- The average person speaks 100 to 140 words per minute.
- What does your mind do with all of the “leftover” time?

#### 3. Physical Noise

- Sounds in the environment interfere
- Physical surroundings are uncomfortable
- Fatigue distracts

#### 4. Personal Concerns

- Emotional problems and/or thoughts occupy the mind and block out auditory input

#### 5. Talking Seems More Important

#### 6. Listening Skills Not Taught

- Listening skills not continually/consistently practiced

#### 7. “Tune In” Too Late

- Individuals do not listen from the start of the lecture/conversation

#### 8. Not Listening Ahead

- Individuals do not process and remember/associate what is being said now.

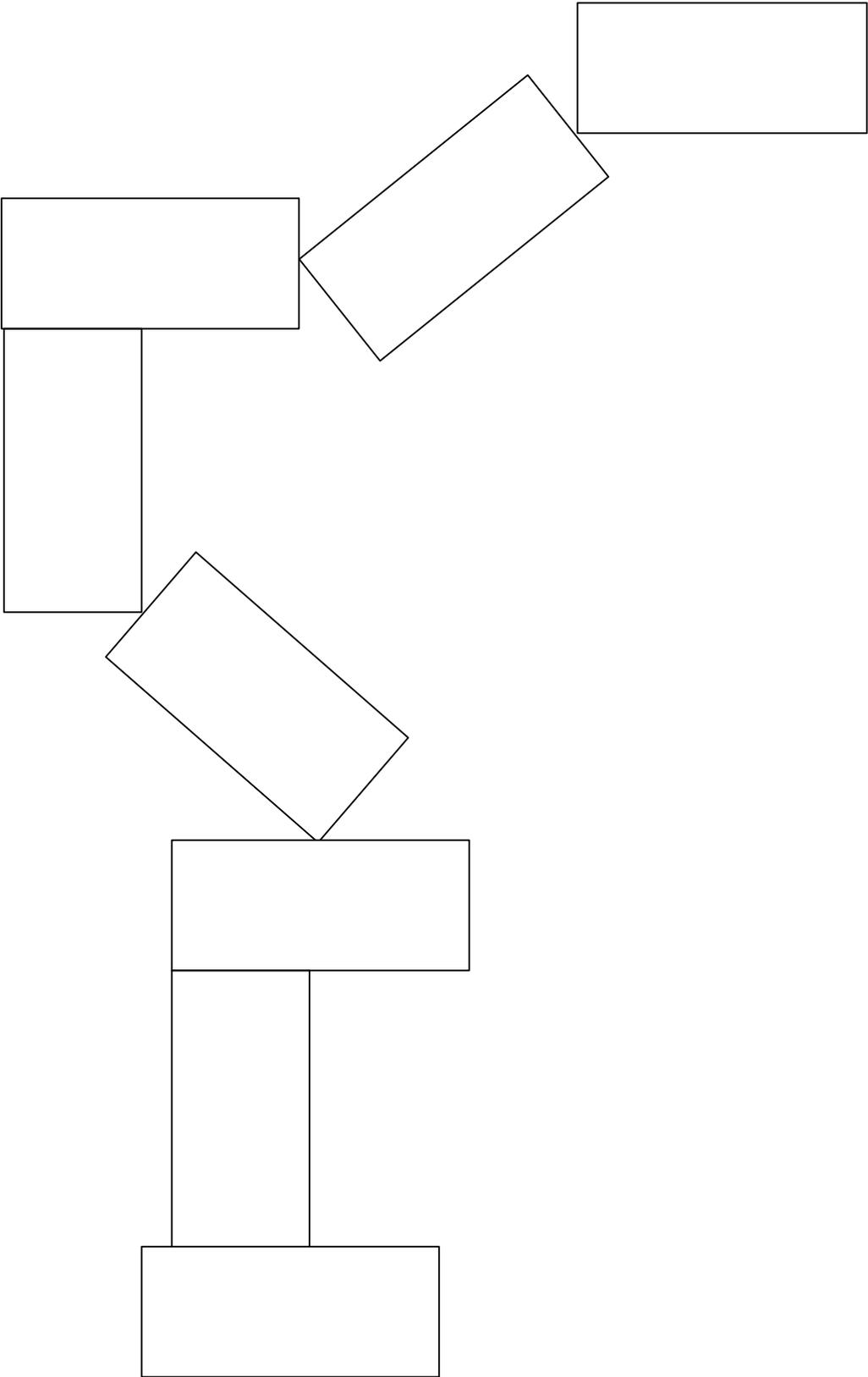


## Listening Skills



- A. “Set” your mind---intend to listen
- B. Listen to what is being said---don’t allow your mind to wander
- C. Clarify continually (to yourself) what is being said
- D. Keep your mind active---take notes if you have to
- E. Resist distractions (physical, emotional, mental)
- F. Involve yourself---think of examples as the speaker talks
- G. Listen very closely to introductory and concluding remarks/ideas
- H. Anticipate what is coming next (this is the most difficult yet the most effective for your memory)
- I. Pay attention to “speaker cues” (voice, physical motions, rate of speech)
- J. Think of questions while listening (helps to organize thoughts)
- K. Constantly try to link concepts and main ideas with details as well as cause/effect and problem-solving techniques
- L. Listen for what is not said as well as what is said
- M. Listen to class discussions carefully and make note of any points the speaker reinforces.
- N. Note any materials that are repeated
- O. Always summarize the information

**Communications Chart**



**Financial Aid Process**  
**11<sup>th</sup> Grade Advisement Activity/Revised**  
**Estimated time: 20-30 Minutes**

**Georgia Teachers-As-Advisors Framework**

Goal 10-1.3 - Use accurate, current, and unbiased career information from the local, state, and national levels during the career exploration and planning process;

Locate and utilize career information that includes occupational, education and training, employment, and economic information.

**Objectives:**

- Students will be able to locate financial aid resources available on GAFutures
- Students will understand the importance of APPLYING for financial aid by examining the myths surrounding financial aid

**Materials:**

- “Financial Aid Information” handout; front and back with Myths on the back
- HOPE brochure and/or HOPE Summary flyer for advisor only as a reference during the review (these materials can be copied from the GAFutures website)
- Board or flip chart

**Activity:**

1. *Say:* Good morning. Welcome to advisement. Today we are going to do a reminder list for financial aid, so when the time comes, you will be prepared. Remember you will need to fill-out federal forms beginning in October of your senior year not before. The primary form called the FAFSA that will qualify you for HOPE, some state and federal aid. *Write this on the board.* *Free Application for Federal Student Aid called the FAFSA [fafsa].* Some colleges require additional forms earlier so you should check with your selected schools. It is important you know when and where these forms need to be---if not, it could cost you money! *Distribute the handout.* Remember from our last session on financial aid you learned, GAFutures can be your primary source for information. I hope you have introduced your family to GAFutures. The FINANCIAL AID tab (*referenced on the handout by the red arrow*) will provide you and your parents the following information and resources: *Allow time for students to read the list or read along with you.*
  - Financial Aid 101-questions regarding the financial aid process
  - HOPE Scholarship and Grant-Information about the HOPE Program in Georgia
  - Financial Aid Glossary-a list of financial aid-related terms and definitions
  - Financial Aid Calculator-a tool to assist parents and students budget for postsecondary education
  - Federal Application for Student Aid (FAFSA)-federal form necessary to receive federal and some state aid
  - CSS Profile-financial aid forms necessary for selected schools (mostly private colleges and universities)
  - A Scholarship search and calculator to figure college cost
2. *Say:* Are there any questions? Let’s review some information from the last session on financial aid:
3. *Ask:* What do you know about the HOPE scholarships and HOPE grants? Entertain discussion.  
*Say:* The HOPE Scholarships (HOPE and Zell Miller) are programs in the

State of Georgia financed by the Georgia Lottery. If you maintain a 3.0 grade point average on a 4.0 scale in academic course work in high school, you will receive the HOPE Scholarship. The HOPE is a partial scholarship paying for a % of the standard tuition. There is a separate award for students who choose a Georgia private university. This is a major reason for you to do your best in high school so you can qualify. It can save you and your family lots of money! Remember, the more education and training you have the more income potential you have---- don't forget that.

Students who choose to go to a technical school or public college can receive a partial HOPE grant for certificate and diploma programs like Certified Nursing Assistant.

- a. *Ask:* Do you have to repay grants and scholarships? NO! Grants are gifts of money usually from the institution to which you apply. Generally they are dependent upon financial need.
  - b. *Say:* Scholarships are money awarded by schools, philanthropic groups, and businesses based on particular criteria. Generally, these are competitive. Many are determined by your grade point average. Some scholarships, however, have criteria like ethnic background, special talents, or sports. You should be investigating possible scholarships. You'll be surprised how many are available. Continue to use the scholarship search on GAFutures I or check with your counselor.
4. *Say:* Flip over on the back of your handout. The myths students and their families tend to have about financial aid are listed here. Let's take a look at what some of us think.

What's the truth about the idea that your parents make too much to qualify for federal aid? *Let someone read the answer to the first myth.*

- a. What's the truth about the idea that only students with good grades get financial aid?  
*Let someone read the answer to the second myth.*
- b. What's the truth about the idea that only minority students get financial aid? *Let someone read the answer to the third myth.*
- c. What's the truth about the idea that the form is too hard to fill out? *Let someone read the answer to the last myth.*

*Say:* Now when the time comes, be ready. Share this information with your parents so they can be ready. AND remember the more you save the less you will have to borrow. See you next time. Study, Study!!! Your senior year is just around the corner.

Remind students that GAFutures is a primary tool for financial aid information in Georgia. They should have explored the HOPE Program and looked at scholarship information. Their next step will be to explore the information regarding the financial aid process. Order information from GAFutures to supplement financial aid information.

# Myths about Financial Aid

“I’m not going to bother filling out the *Free Application for Federal Student Aid* because...”

**“...my parents make too much money, so I won’t qualify for aid.”**

**Reality:** There is no income cut-off to qualify for federal student aid. Many factors besides income—from the size of your family to the age of your older parent—are taken into account. Your eligibility is determined by a complicated mathematical formula, not by your parents’ income alone. And remember: when you fill out the *Free Application for Federal Student Aid* (FAFSA), you’re also automatically applying for funds from your state, like HOPE, and possibly from your school as well. Don’t make assumptions about what you’ll get—fill out the application and find out.

**“...only students with good grades get financial aid.”**

**Reality:** While a high grade point average will help a student get into a good school and may help with academic scholarships, most of the federal student aid programs do not take a student’s grades into consideration. Provided a student maintains satisfactory academic progress in his or her program of study, federal student aid will help a student with an average academic record complete his or her education.

**“...you have to be a minority to get financial aid.”**

**Reality:** Funds from federal student aid programs are awarded on the basis of financial need, **not** on the basis of race. The FAFSA doesn’t even collect this kind of information about an applicant.

**“...the form is too hard to fill out.”**

**Reality:** The FAFSA is easier than ever, especially if you fill it out online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov) or GACollege411. There are detailed instructions for every question, and the form walks you through step by step, asking only the questions that apply to you. If you need help, you can access real-time, private online chat with a customer service representative. If you’re filling out the paper FAFSA, you can get help from a high school counselor, from the financial aid office at the school you plan to attend, or from our toll-free number: 1-800-4-FED-AID. And remember, the FAFSA and all these sources of advice are FREE.



Share this information with your families!

## **12th Grade Advisement Activity**

### **Ice Breakers**

Estimated time: Varies with each activity

Georgia's Teachers-As-Advisors Framework:

**Goal 9-3.2** Develop positive, highly-developed interpersonal skills

Demonstrate effective communications skills

Competencies:

- Recognize the benefits of interacting with others in a way that is honest, fair, helpful and respectful.
- Demonstrate ways to respect and work cooperatively and collaboratively with others.

**Objectives:** Students will begin to feel comfortable as a member of this advisement group; and learn about each other

**Materials:** will vary with the activity

**Activities:** Choose two or three of these activities during the first session to help students become acquainted and comfortable working in this small advisement group. You may want to use these periodically when appropriate or when time allows.

- A. MAROONED** – Divide students into teams of 3-4. Tell students, they are marooned on an island. What five items would they have brought with them if they knew there was a chance they might be marooned. Note that they are only allowed five items per team, not per person. You can have them write items on a flip chart, chalk board, or newsprint then discuss and defend their choices with the other groups. This activity helps students to learn about other's values and problem solving style and promotes teamwork.
- B. COLORS** – Have each person in the group tell if they could be a color, what color would they be and why. Students can learn about each other such as peoples' likes and dislikes, and personality traits. You can add to this by adding selected construction paper and scissors. Students not only choose the color, but they also cut a shape and discuss how the shape and color reflect who they are. Allow about 1 minute per person.
- C. A COAT OF ARMS** – Reproduce a Coat of Arms in the shape of a shield divided into 6 quadrants (see handout). Direct the students to create their own coat-of-arms using the directions on the handout. Tell them they are to use only symbols in all quadrants except where directed in the lower right to write the 3 descriptive words. Reminded students that the three descriptive words that they chose could represent characteristics they do not yet possess but aspire to. Further instruct that all symbols and words should be positive. You may want to model what you would do in each section if you were creating your own coat-of-arms. "In the upper left quadrant, I would have piano keys and musical notes because I am good at playing the piano. In the upper right section, I would draw an ear because I am trying to improve my listening skills..." After the shields are completed, students divide into groups of 3 or 4 and shared their coats-of-arms as a method of introducing themselves to group members. Finally, ask each student to take a 3X5 card on a half sheet of paper. On the card or piece of paper he or she would write an affirmation using the 3 words from the shield that they had used to describe themselves, adding an -ing phrase.

## Graduation SENIOR Checklist 12th grade Advisement Activity

**Estimated time: 20-30 Minutes**

### **Georgia's Teachers-As-Advisors Framework**

**Goal 12-2.2 Recognize and attain performance levels necessary to reach educational and career goals.**

a. Develop, monitor, and evaluate (at least each semester) a working educational achievement and performance plan for the attainment of personal and career goals to address one's short-term and intermediate goals.

**Goal 12-2.3 Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.**

Describe the requirements for transition from one learning level to the next.

**Objectives:** Students will review and connect with the long and short term goals associated on the senior checklist.

**Materials:** Handout "GAFutures SENIOR Checklist" (print front and back to save paper)

### **Activity:**

1. **Greet Students** -Good morning, welcome to advisement. *Say:* Since it is early in the year, we are going to analyze the SENIOR checklist. I know that all of you have your own individual plans: some of you have decided to continue your education at either 2-year or 4-year colleges, some of you have chosen to attend a technical college for continued education and training, while others of you have decided to continue your education in the military, or in a state registered apprenticeship or at one of Georgia's special purpose schools. AND some of you may have decided you need to go to work immediately. YOU will continue your education "on the job"! If you have not made some decision about your next step after graduation---you and I need to spend some time together or with your counselor. You need a plan to stay on track or you may get lost. We all need a plan of what that next step will be so you can be prepared for it. See me after advisement so we can schedule some time later or make a referral to your counselor. For now, listen and try to participate.
2. **Say:** This will be an individual activity since most of you have made your own plans based on your chosen career field.
3. *Distribute the handout*
4. **Say:** At the bottom of the third page is a chart. Using the checklist (which is located on GAFutures under the HIGH SCHOOL PLANNING tab, record your short term (immediate need) and long term goals (in the next 10-12 weeks) that pertain to you specifically.

**Graduation SENIOR Checklist**  
**12<sup>th</sup> grade Advisement Activity**  
**Estimated time: 20-30 Minutes**

**Georgia's Teachers-As-Advisors Framework**

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**Activity:**

1. **Greet Students** -Good morning, welcome to advisement. *Say:* Since it is early in the year, we are going to analyze the SENIOR checklist. I know that all of you have your own individual plans: some of you have decided to continue your education at either 2-year or 4-year colleges, some of you have chosen to attend a technical college for continued education and training, while others of you have decided to continue your education in the military, or in a state registered apprenticeship or at one of Georgia's special purpose schools. AND some of you may have decided you need to go to work immediately. YOU will continue your education "on the job"! If you have not made some decision about your next step after graduation--you and I need to spend some time together or with your counselor. You need a plan to stay on track or you may get lost. We all need a plan of what that next step will be so you can be prepared for it. See me after advisement so we can schedule some time later or make a referral to your counselor. For now, listen and try to participate.
2. *Say:* This will be an individual activity since most of you have made your own plans based on your chosen career field.
3. *Distribute the handout*
4. *Say:* If time permits, pair students who have similar plans and ask them to compare their goals.
5. *Say:* When you have access to a computer, check your GCIS PORTFOLIO to be sure you are up to date. Make sure your 11<sup>th</sup> grade courses and grades have been recorded and you are investigating the information under the FINANCIAL AID tab. Do a self-check to determine if you are meeting graduation requirements.
6. *Dismiss:* Hope all is going well with your coursework. Let me know if I can help. Have a great day!

**Follow-up** – While students are working on this task, advisors check your advisement group to determine if they have completed the 11<sup>th</sup> grade plan of study by adding courses/grades. Student should show evidence of postsecondary planning in their PORTFOLIO.

## Financial Aid Checklist 12th Grade Advisement Activity

**Estimated time: 20-30 Minutes**

**Georgia's Teachers-As-Advisors Framework**

**Goal 12-2.3 Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.**

Demonstrate the requirements for transition from one learning level to the next

**Goal 12-3.3 Recognize and accept that growth and adaptation to change is an essential part of life**

Identify situations in which one might need assistance from human, financial, or other resources

**Objectives:** Students will apply financial aid knowledge to their individual postsecondary situation using GAFutures FINANCIAL AID PLANNING information.

**Materials:** Handout: *Financial Aid-Now's the time! Ask the counselor if and/or when the Georgia Student Finance Commission will visit the school to provide financial assistance to juniors and seniors. Write the date on the board of flip chart. Encourage students to invite their parents to this important meeting.*

### **Activity:**

1. *Say:* Good morning, welcome to advisement. Today we are going to review some financial aid information that will be most important to you and your family. Most of you have decided to continue your education and will need additional money. The process is complex but can be made easier if you become familiar with the process and know where you can get the assistance and information you and your family may need. I will provide the information today—so you will need to pay attention and ask questions---please raise your hand if you have a question. I am not a financial aid expert, so if I don't know the answer, I will try to find the answer and share with you before or at the next advisement session. It may be necessary for you to talk with your counselor or call the admission expert at your selected college. *Appoint a person to make a list of questions you cannot answer. Let's get started!*

2. *Say:* In most cases, where you attend school will dictate your financial aid needs. These are some of the "ifs":

- If you attend a Georgia public college or university like West Georgia College in Carrollton, GA and live on campus, you may need financial aid to help pay for tuition, books, board, food and fees. You will need to file the FAFSA (this is the application for the HOPE Scholarships and HOPE Grants) and perhaps the CSS Profile which is mostly for private institutions like Emory
- The HOPE Grant and HOPE Scholarships are partial scholarships paying only a % of tuition cost. Your selected institution may also require institutional

forms. Write these on the board or clip chart: FAFSA, CSS Profile, other institutional forms

- If you attend a technical college in a certificate or diploma program, the HOPE Grant will pay only a % of tuition cost. (Students can use the charts posted on GAFutures to determine exact amounts for the current year and beyond)
- If you have chosen a special purpose school to continue your education, it will be important that you contact the admission director to talk about the types of financial aid they may offer. Some schools may even have access to HOPE scholarships and/or grant money. If you don't ask, you may miss funds to help with postsecondary cost.
- If you will enroll in a registered apprenticeship, you will receive a salary while you are learning; therefore, financial aid will not be an issue for you. For more information about apprenticeships, go to <http://www.doleta.gov/OA/> (Although this URL is on the handout, for emphasis, write this URL on the board or flip chart)

[https://apps.gsfc.org/SecureNextGen/dsp\\_award\\_amounts.cfm](https://apps.gsfc.org/SecureNextGen/dsp_award_amounts.cfm). Remember GAFutures can provide you with more information about the HOPE Program.

## Postsecondary Applications Calendar 12th grade Advisement Activity

Estimated time: 20-30 Minutes

Georgia's Teachers-As-Advisors Framework

**Goal 12-2.3 – Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.**

Describe the requirements for transition from one learning level to the next.

### Objectives:

- Students will review the postsecondary applications process.
- Students will be better prepared to complete postsecondary arrangements.

**Materials:** Handout, *A Detailed College Application Calendar* and paper/pencils

### Activity:

- *Say:* Good morning, welcome to advisement. Today we are going to review the process you should use to complete your postsecondary applications. Most of you have chosen to continue your education in a public college/university, public technical college or special purpose school. A few of you have decided to join the armed services to continue your education or perhaps enroll in a state registered apprenticeship. *NOTE: At this point you should know the “next step” for all your advisees; therefore, you may have others who have chosen to go directly to work or will enroll in a registered apprenticeship. You might say:* Those of you who will do something other than continue your education at a public or private institution will have forms or applications to fill out-----perhaps an employment application.
- *Distribute the handout, “A Detailed College Application Calendar”*
- *Say:* Now, please count off by fours to make small groups. Group yourself according to your number. The person with latest birthday in the year will be the recorder for the group. You will need two pieces of paper and a pen or pencil---I have some if you need it.
- *Say:* Each group should read the items in the calendar in each month. When there is a question regarding an item or action, record the question. If your “next step” is not going to college and you have a question about your “next step”, please record those questions also. You should turn in your list of questions to me at the end of this session. I will give these to the counselors for a reply. **Optional: These answers will be posted on GAFutures for each senior advisory group OR I will get your answers back to you either in writing or verbally.**
- *When students have finished. Ask them to turn in their list of questions. Questions will be their ticket out the door.*

## A Detailed Postsecondary Application Calendar

### Hopefully, these are some things you have already done. If not, get busy!

- Visit selected colleges either in person or virtually. If you visit in person, schedule a campus tour and an interview with a college admissions representative.
- Finalize your 3-6 colleges. Remember to include a “safety school”, a good “match” and a “reach for” school. Request application and informational packets. Organize your materials. Use GAFutures to gather this information including the college applications.
  - One or two colleges where you feel you'll most likely get in—a 90-100 percent chance. These are usually called "safeties."
  - Two to four colleges that are overall good "matches"—a 75 percent chance of getting in. These are colleges that fit academically and socially.
  - One or two "reach" colleges—a 25 percent or less chance of getting in. These are colleges that present an admissions challenge.
- List the admissions deadlines dates for all selected schools.
- If you plan to compete in Division I or Division II college sports, you should register with the NCAA Initial Eligibility Clearinghouse. (see your counselor or coach for more information)
- AP scores should be reported in July to selected colleges, if appropriate
- Register for the September SAT/ACT /TOFEL admissions test, if needed. Register with paper and pencil or on-line (see the counselor for registration materials or go to [www.collegeboard.org](http://www.collegeboard.org) )

### September

- Talk about your college plans and review your transcript with your counselor.
- Get started on your applications right away if you plan to apply through an early decision or early action program. Deadlines for early applications tend to fall in October or November. Check the GAFutures information on early decision and early action. Use the electronic application process on GAFutures under the COLLEGE PLANNING tab to “Applications”
- Start working on your college essays, if your school application requires an essay. Most public colleges do not require an essay.
- Update your resume using GAFutures—your list of accomplishments, involvements, and work experiences—with your senior year activities. Your resume will help you complete your applications and essays.

### October

- Ask your counselor, teachers, and coaches or employers for letters of recommendation. Give them plenty of time to meet your deadlines and make sure to provide them with stamped and addressed envelopes. Don't forget to write thank you notes for their time and assistance.
- Take ACT/SAT tests. Make sure your scores are sent to each of your colleges. Use GAFutures to “test prep” for admissions test.
- If you are applying under an early decision or early action program, be sure to get all forms in as soon as possible. Applying online might be the right option for you. Access more information from GAFutures under COLLEGE PLANNING, to Prepare for College to, “Early Enrollment.”

## November

- Make sure your early decision and early action applications mailed on time.
- Complete your college essays, if appropriate. Proofread them. Ask a language arts teacher to proofread your work to avoid errors.
- Be sure letters of recommendation are sent on time to meet school deadlines.
- Mail applications as early as possible for colleges with rolling deadlines. Make copies and file.
- Take ACT/SAT tests. Make sure your scores are sent to each one of your colleges. Some schools will not accept the scores on your transcript. Save yourself time by having them sent directly to your selected colleges when register for the test.

## December

- Finish college applications before winter break if possible. Make copies.
- [www.GAFutures.org](http://www.GAFutures.org)
- Take ACT/SAT tests. Make sure your scores are sent to each one of your colleges.
- Early decision and early application responses may arrive this month.

## January

- Early decision and early application responses may arrive this month.
- Some colleges include your first-semester grades as part of your application. This is called the mid-year grade report. Ask your counselor to send your grades to colleges that require them. You should keep up with which colleges require this report.

## February

- Confirm with selected colleges that all necessary application materials have been received.
- Don't get senioritis! Many college students do not have adequate academic preparation, and end up in remedial courses. More than one quarter of the freshmen at four-year colleges and nearly half of those at two-year colleges never make it to graduation. Continue to take a demanding course load---don't slack up just because you are a senior!

## March

- Some admissions decisions may arrive this month. Read and keep everything you receive. You may be asked to provide additional information. Don't hesitate—do it immediately! If you have questions, call the admissions director or financial aid director at the selected college. You may want to use the College Board's "Compare Your Financial Aid Package" tool at [http://apps.collegeboard.com/fincalc/compare\\_aid.jsp](http://apps.collegeboard.com/fincalc/compare_aid.jsp)

## April

- Most admissions decisions and financial aid award letters arrive this month. Read everything you receive. Some of it may require you to do something. Don't hesitate, do it immediately.
- Make your final decision, and mail your enrollment form and deposit check to the school you select before May 1 (the enrollment deadline for most schools).
- Notify each of the schools to which you were accepted that you will not be attending in

writing. For those schools that accepted you but you will not attend, please notify them in writing that you will not be attending their institution.

- If you have been placed on a waiting list? You should contact the admissions office and let them know of your continued interest in the college. They may request additional information like spring semester grades and activities.

### **May**

- AP Exams are administered. If you are taking AP classes, check the testing schedule for dates and times.
- Be sure your AP Grade Report is sent to your college.
- Study hard for final exams. You are too close to mess up now! Spring semester grades do count!
- Remember to thank those that provided assistance in this process.

### **June**

- Ask your counselor send your final transcript to your college choice. Be sure to follow the suggested protocol for having your final transcript sent to the college.
- If you plan on competing in Division I or Division II college sports, be sure your counselor sends your final transcript to the NCAA Initial Eligibility Clearinghouse.

### **Summer**

- Make travel plans. Book early for the best prices.
- Finalize your housing plans.
- Shop for items you will need in college.
- Make sure to sign up for first-year orientation.

NOTE: This calendar was adapted from College Board at [www.CollegeBoard.org](http://www.CollegeBoard.org) . It is only a general guide and will not apply to all colleges. Consult application materials, admissions offices, and institution websites for the specific requirements and deadlines for each of your colleges. Remember you will get your answers through your GAFutures account. [www.GAFutures.org](http://www.GAFutures.org)

## Graduation Readiness 12th Grade TAA Activity

**Estimated time: 20-30 minutes**

**Goal: 12-2.3 Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.**

- Describe the requirements from transition from one learning level to the next
- Demonstrate the knowledge and skills necessary for successful transition from one learning level to the next

**Objective:** Students will identify the task they must complete prior to exiting high school.

**Materials: NOTE: Print the list of obligations on one side of the paper and the calendar or timeline on the back. Senior sponsor should create the graduation calendar so students will have a list of important dates regarding the months prior to the ceremony.**

- Pen/pencil
- Handout –“Getting Ready to Check Out
- School specific list of obligation (**each school MUST generate this list**)
- School specific timeline leading up to graduation including: (**each school MUST generate this list or create the “Senior Graduation” calendar**) including such event as the following:
  - Any and all banquets (sports/honors)
  - Senior graduation pictures
  - Financial obligations (cap/gown, annual, invitations, lost books, sports equipment)
  - Practice times and places

### **Activity:**

1. *Say:* Good morning, welcome to advisement. Well! How does it feel to be this close to graduation? I hope you feel good and maybe even a little sad. I know I will miss all of you; but, I know that each of you have a wonderful future ahead of you. You have prepared and now you are ready to take that next BIG step. Unfortunately, we have some housekeeping to do this advisement session. Since you are so excited about graduating and have your mind in so many different places, we are going to help you remember some of the things you need to do here at school.
2. *Ask:* Let’s discuss and list on the board (or flip chart) the things we need to remember to do and when they need to be done. *Take about 5 minutes to list obligations and when one should take care of these obligations. Then discuss the consequences for not “taking care of business”. The advisor should be familiar with the consequences (no cap and gown, cannot participate in the ceremony, no diploma, no admissions to postsecondary school, parental disappointment) “Be responsible, don’t be disappointed.”*
3. *Distribute the handout, “Getting Ready to Check Out”*

4. *Quickly ask:* What does “responsibility mean to you? How would you feel if you failed to get your cap and gown because you didn’t act responsibly? How would your family feel?
5. *Say:* Take the rest of the session to fill-in the worksheet. Listing your obligations and checking off or circling what you have already done and making a note of what you will need to do to be ready to “check out of here” in a responsible manner.
6. *Dismiss:* Graduation is quickly approaching. As you leave high school, it is important that you “take care of business”. I will see you just one more time before graduation.

Adapted from: Chicago Public Schools (9-12) 30 Advisor/Advisee Lessons and West Virginia  
LINKSwww

**“GETTING READY TO CHECK OUT”**

Books/ Transcript fees and Debt - How much do you owe? Who do I contact? (Tip-keep all receipts as proof of payment)

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



Uniforms (request a note verifying return of items) Who do I contact?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

Musical Instruments (request a receipt as proof of return) Who do I contact?

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

Completed FINAL Transcript request - Who do I contact? \_\_\_\_\_

Completed Senior Advisement Evaluation survey – Who do I contact? \_\_\_\_\_

Other obligations...media center, lunch room, dues, parking?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Be responsible..... protect your reputation! STAY SAFE!!!!

**If Only I Had Known....**  
**12th Grade Advisement Activity**  
**Estimated time: 20-30 Minutes**  
**Georgia's Teachers-As-Advisors Framework**

**Goal: 12-2.3 Identify and participate in ongoing, lifelong-learning experiences to enhance the ability to perform effectively and work in a diverse and changing world.**

**Competencies:**

Describe the requirements for transition from one learning level to the next.

**Objectives:** Students will evaluate important lessons learned during high school to offer a smoother transition to the next level. Students will develop a "High School 101" cheat sheet for upcoming 9th graders.

**Materials:**

None

**Activity:**

1. *Say:* Welcome to advisement. I am glad to see you. I hope all is going well with you and your family. Let's get started with today's activity. Do you have any questions about senior "stuff"? Make sure you are doing what you need to do to graduate---announcements ordered, cap and gown ordered, no late fees pending, final transcript request and above all you are passing ALL your classes. If you need some assistance, PLEASE let me know. Today in advisement is going to be fun; we are going to create some helpful hints for the upcoming 9th graders. Since you are about to graduate, we thought it would be a great idea to have you help us with next year's incoming freshmen. You've been around now for four years, you know the tricks, you know what to do and what not to do. Let me start by asking you a question.

2. *Ask:* What do you wish you had known about high school. Possible answers:

- a. Graduation requirements
- b. Classes they should have taken
- c. Order of the classes they should have taken
- d. What they should have studied more
- e. What they should not have waited too late to do
- f. Encourage seniors to add the more practical issues like "don't pay for pep rally tickets" or "girls don't use the restroom on the Science wing" or "there really isn't a swimming pool under the gym floor" "go to ALL the football games, they are fun" or "play in the band, we have fun" or "our teachers are great, get to know them"

3. *Say:* I will need a volunteer to type these on my computer as we discuss them. *Wait for a volunteer.* Remind students to keep this very positive...don't frighten them. Our goal is to give advice and dispel some of the fears the new 9th graders maybe having. Let's get started!

4. *After completing the assignment, say:* Every senior advisement is doing this today. We will keep

these and give your “wish list” to the 9th graders coming in the fall. Thank you for helping us make the transition a little easier for our new 9th graders next year.

Adapted from the Floyd County Teachers as Advisors Lesson Plans, “If only I had known...: TishannaDeFoor, Teacher at Armuchee High School, Floyd County Schools, Rome, GA

## End of Year Program Survey for Students 9<sup>TH</sup> – 12<sup>TH</sup> Grade Advisement Activity

20-30 minutes

**Objective:** Students will assess the advisory program to determine the effectiveness of the program from their point of view.

**Materials:** Handout, “Student End of Year Survey” for each student

**Activity:**

1. **Say:** Good morning, welcome to your last advisement for this year. Well, another year is almost gone and you are moving closer and closer to your immediate goal of graduation. Today we are going to take a survey that will help create a better learning experience for you through our advisement program. I have really enjoyed getting to know you and will look forward to getting to know you even better next year. Please have a safe summer and read some good books and maybe keep a journal of all your experiences over the summer break.
2. **Distribute** the survey to the students. Answer any questions they may have about the survey. *Students do not have to give their names.* **Say:** We are trying very hard to make advisement a satisfying learning experience for you without the attachment of grades. We need your feedback to improve the program so we can meet your needs the best ways possible next year. Please be honest and serious with your responses.
3. **Say:** Fill out a session evaluation – this is your chance to air concerns and suggestions for next year’s advisory program.
4. Take up the evaluations and turn them in to the TAA focus team for evaluation. The focus team will share these with you prior to the closing of school. We will begin next year with some team planning based on this year’s evaluation.

Georgia Department of Education

## STUDENT END OF YEAR SURVEY

Please respond to the following questions honestly. The rating scale is a 1 to 10 scale with 10 as the highest and 1 as the lowest.

1. How effective do you feel the advisory sessions have been in your educational/career planning?

1 2 3 4 5 6 7 8 9 10

2. Give one positive suggestion to improve the advisory sessions.

3. Rate the quality of the help you've received from your advisor.

1 2 3 4 5 6 7 8 9 10

4. Rate the quality of the help you've received from your guidance counselor.

1 2 3 4 5 6 7 8 9 10

5. Think about the class (not advisement) that you've learned the *most* from this school year. What was the teaching style in that class? (circle all that apply)

Lecture    Team work    Hands-on activities    Student-led learning  
Use of technology                      Other \_\_\_\_\_

6. Think about the class (not advisement) that you've learned the *least* from this school year. What was the teaching style in that class? (circle all that apply)

Lecture    Team work    Hands-on activities    Student-led learning  
Use of technology                      Other \_\_\_\_\_

7. If you could make one realistic and positive suggestion to improve student learning at this school, what would that be?

8. Which advisory session (s) did you learn the most from or enjoy the most?

9. Rate the over-all TAA program procedures that we used this year.

2 2 3 4 5 6 7 8 9 10

10. What can we do next year to make improvements to the advisory sessions so they will be more interesting and receptive by students? (Use the back to write your suggestions.)