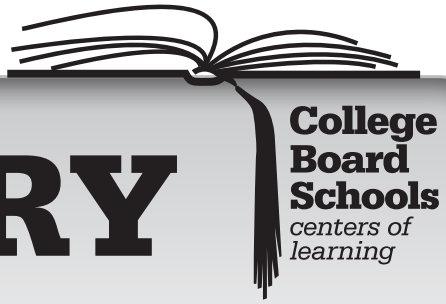


College Board Schools
centers of learning

ADVISORY
Session Guides

11th GRADE

CollegeBoard

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Eleventh Grade

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To the Adviser

Why was a College Board Schools Advisory Session Guide developed?

Advisory is a key component in promoting the academic success of students in their college preparation while attending a College Board School. Here students can monitor their progress under the guidance of a caring adult, build supportive relationships with peers and with their adviser, develop the behaviors that lead to success in school and beyond and be provided with the resources necessary to make thoughtful decisions about the future.

Few teachers, school counselors or social workers, however, learn how to "do" advisory as part of their professional training. As a result, questions remain about what effective sessions that achieve the goals of advisory look like. As a result, College Board Schools has produced this guide as a way of helping advisers deliver a quality program that leads to success for all students.

How was the College Board Schools Advisory Session Guide developed?

In order to design a session guide custom fit for its schools, the College Board Schools enlisted a group of teachers, school counselors and social workers from its schools as the writers. This team convened for four writing institutes during 2008–2009 under the facilitation of Donna Mehle, a consultant from Educators for Social Responsibility.

The writers began by designing curricular goals based upon multiple resources identified in the reference page of this guide. The team then mapped out session plans for grades six through 12, taking into consideration the goals that needed greater emphasis in certain years. The initial writing phase began with grades eight, nine and 10, since these years are critical in determining students' academic success. The completed project encompasses grades six through 12.

Writers gathered sessions they had used successfully in the past and also created new material. The first set of sessions was written in the spring of 2009 and piloted at the writers' schools, where feedback was obtained from advisers to refine the distinct session plans.

How are the sessions organized?

The sessions are aligned with four goals in mind:

1. To help advisees reflect upon and monitor their academic progress through a formal conferencing structure
2. To develop and maintain relationships between and among advisees and the adviser
3. To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life
4. To provide advisees with the resources and information necessary to make thoughtful decisions about the future

The Advisory Session Guide is designed as a menu of at least 36 session plans, one for each week of the academic year. It can be used as a primary resource for those schools that have advisory once a week, while schools that offer advisory more often will need to supplement it with additional resources. Because the guide is a menu of session plans, there is no prescribed

order although some sessions are more relevant to students at particular times of the year, like the "Orientation", "Academic Conferencing" or "PSAT/NMSQT®" sessions.

At some schools, an advisory committee may provide direction as to which session to do each week, while at other schools advisers will make the decision on their own.

How is each session designed?

The term "session" as opposed to "lesson" is intentional. The term highlights the emphasis on group facilitation and the development of relationships in advisory through the use of a structured session format.

Each session is designed to last approximately 45 minutes and has the following components:

- ***Gathering***

  The gathering is a short exercise that brings everyone together at the beginning of an advisory group session. It provides a structure for listening and speaking in ways that demonstrate and offer practice in respect, understanding and empathy. Everyone is acknowledged and invited to share. Usually gatherings consist of questions that the adviser poses to the group, but they can also be short interactive exercises, like a name game.

  Each session plan has a suggested gathering that is usually connected to the activity. Advisers may want to substitute gatherings that they do regularly in their advisories, which may be unconnected to the activity.

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

- ***Activity***

  The activity is the heart of the session plan. Activities range from whole group discussions, interactive exercises, small group activities and role-playing to Internet research on colleges or careers. Each activity is aligned to a session goal, as well as to an overarching advisory goal.

- ***Debriefing***

  The debriefing follows the activity and is an opportunity for students to reflect on the experience. A debriefing is a series of questions that encourage and offer practice on critical thinking, responsibility and communication. The suggested time for the activity includes the debriefing.

- ***Closing***

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

  Occasionally, closings wrap up the session by asking students to clean up or turn in supplies or forms because of the time needed for the activity itself.

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

What other resources are in the guide?

At the back of the session guide, there is a glossary of teaching and learning strategies, an appendix of gatherings and closings, a list of materials that we suggest every advisory should have, a list of additional advisory resources and a list of references used to guide the development of the sessions.

What is the role of professional development in supporting use of the guide?

Ongoing professional development is essential to build advisers' commitment to using the guide. Three types of professional learning experiences are recommended:

1. previewing and demonstrating upcoming advisory sessions (particularly helpful in the first year of implementation)
2. broad skill development (any skill is best learned in multiple sessions rather than in a one-shot demonstration) and
3. engagement with research and data as well as obtaining advisers' input on the advisory program.

All three types of professional development will lead to increased confidence and comfort implementing sessions as well as a deepened belief in the impact of advisory on student success. Since professional development time is always at a premium at schools, it is suggested that advisory coordinators and administrators think creatively about structuring professional learning experiences into portions of standing meetings, like grade level or department meetings, as well as incorporating advisory best practices such as gatherings and group agreements into all staff meetings.

Suggested professional development sessions that align with the College Board Schools' advisory goals include:

- **Advisory Goal 1: To help advisees reflect upon and monitor their academic progress through a formal conferencing structure**
  - Student conferences that support reflection and authentic goal setting
  - Activities/processes to foster effective group and independent work while running one-on-one conferences
  - Protocols to support student examination of data (group and individual): transcripts, GPA calculation, semester-long averaging
  - Supportive communication skills for advisers
- **Advisory Goal 2: To develop and maintain relationships between and among advisees and the adviser**
  - Routines, protocols and processes that support getting advisory off to a good start
  - Opportunities for students to get to know each other
  - Building community and enhancing the group's dynamics throughout the year
  - Inviting and supporting student voice, involvement, and shared ownership
  - Facilitating interactive activities and debriefing
  - Facilitating inclusive, provocative, and respectful discussions
  - Managing and reshaping difficult group dynamics
- **Advisory Goal 3: To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life**
  - Building healthy relationships: Helping teens learn how to handle their relationships
  - Understanding feelings: Helping students understand their emotions and how they impact academic performance and connections with peers, teachers, parents and caregivers
  - Rituals and routines to support organizational skills: notebook organization, planner, book bag, locker, home study space, out-of-home study space

- Working to resolve conflict creatively: Exploring with students concrete strategies to resolve conflict and negotiate disagreements
- Strategies to promote self-advocacy and self-directedness
- Dealing with bullying and harassment

- **Advisory Goal 4: To provide advisees with the resources and information necessary to make thoughtful decisions about the future**
  - Positive futures for all students, becoming more aware of what students might need to access options
  - Activities to create a cohort of peers planning for college/post-secondary learning
  - Talk to support early college and career awareness: Foster an expectation that college/post-secondary learning is essential for career success
  - Headlines on general college information and enrollment requirements
  - Affordability and financial aid information: What I need to know
  - Understanding the different pathways to and through post-secondary planning and preparation

Additional Advisory Professional Development Topics:

- Previewing advisory sessions
- Gathering input and feedback from all advisers
- Analyzing data: climate survey, advisee surveys, focus groups
- Engaging all advisers in the learning and decision-making exercises to understand design aspects (such as grouping arrangements or schedule options)
- Exploring and reflecting on the role of the adviser, advocating for advisees, accessing resources, boundaries of the role
- Utilizing research to shape advisory content and strategies (brain development, motivation theory, adolescent development, emotional intelligence, etc.)
- Communicating and partnering with parents

What is the role of formative assessment in the use of the guide?

Ongoing formative assessment from a variety of sources is recommended to analyze the implementation of the guide. Without assessments, decision-making about use of the guide, professional development to support it as well as other components of an advisory program, like groupings and schedule, can be off-target. Even when decisions are on-target, assessments build credibility and acceptance for those decisions. Assessments help advisory committees solicit input, check progress, dispel misinformation, guide decision-making and build belief in key stakeholders around the advisory's impact on student success.

Suggested tools include:

- Advisee surveys
- Adviser surveys
- Advisee focus groups
- Adviser focus groups
- Feedback forms on individual sessions and professional development workshops
- Protocols for advisory visits

The key is for advisory coordinators, committees and administration to identify questions they would like to investigate concerning the use of the guide and to keep in mind the four goals when designing assessments. Multiple tools, recurring use of those tools, and varied participants are needed to gain a thorough understanding of how use of the guide is supporting students as well as how advisers are developing their skills around facilitation of sessions. Finally, formative assessments can help advisory committees determine what type of specialty sessions might be developed to supplement the guide in order to suit the particular needs and interests of students at each school.

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ADVISORY GOAL 1

To help advisees reflect upon and monitor their academic progress through a formal conferencing structure

Advisory Goal 1:

To help advisees reflect upon and monitor their academic progress through a formal conferencing structure

Grade:

11th

NOTE

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

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

Activity/Topic: 35 MINUTES — Environment and Routines for Conferencing

Closing: 5 MINUTES — Whip

Materials: Academic Advisement Student Reflection Form (adviser's choice; one per student), S.M.A.R.T. Goal Example and Worksheet (copied back-to-back, one per student), When Students Don't Follow Advisory Guidelines Scenarios handout (one per group), What to Do When You're Done Conferencing list (adviser's choice) on chart paper/board (see Individual Academic Conferencing session, p. 8), chart paper, markers

Grouping: Whole group, pairs, small group

Session Goal:

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

Gathering: Whip

I really appreciate it when …

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

Activity/Topic: Environment and Routines for Conferencing

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

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

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

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

Debriefing:

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

Closing: Whip

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

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

WHEN STUDENTS DON'T FOLLOW ADVISORY GUIDELINES

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SCENARIOS

Scenario #1:

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

a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, other students)

b) What might Student #2 do instead if he or she has questions about the activity?

Scenario #2:

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

a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, student #3, other students)

b) What might Student #2 do instead when he or she finishes the reflection sheet?

Scenario #3:

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

a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, other students)

b) What might Student #2 do instead if he or she needs to use the bathroom?

Scenario #4:

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

a) What are some ways Student #2's actions might impact others?
(Student #1, the adviser, other students)

b) What might Student #2 do instead if he or she needs to use a pen?

ACADEMIC ADVISEMENT STUDENT REFLECTION FORMS

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

Choose from:

- **Report Card Reflection**

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

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

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

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

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

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

- **My Political Survival Guide**

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

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

- **Work Habits Questionnaire**

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

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

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

Advisory Goal 1:

To help advisees reflect upon and monitor their academic progress through a formal conferencing structure

Grade:

11th

Gathering: Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary)
1 MINUTE

Activity/Topic: Individual Academic Conferencing
43 MINUTES

NOTE: *This session will take two periods.*

Closing: Advisees turn in Student Reflection Forms and S.M.A.R.T. Goal Worksheets
2 MINUTES

Materials: Academic Advisement Protocol Sheets (for adviser's use, one per student); What To Do When You're Done list, written on board (see p. 8); list of students to conference with, written on board; timer; report cards; Choose from the following student reflection forms (one per student): Report Card Reflection, End of Marking Period Self-Reflection, My Political Survival Guide or Work Habits Questionnaire, S.M.A.R.T. Goal Example and Worksheet (copied back-to-back, one per student), S.MA.R.T. Goal Worksheets from previous marking periods

Grouping: Whole group, individual

NOTE

This session should occur when students receive their report cards. Schools will vary in the number of report cards issued during the school year. School-level advisory committees will format the number of sessions individual schools will hold for these individual academic sessions.

Session Goal:

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

Gathering: Fist to Five

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

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

Activity/Topic: Individual Academic Conferencing

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

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

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

Closing:

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

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

WHAT TO DO WHEN YOU'RE DONE

Suggestions

- Homework
- Brainteasers

  Resources include:

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

  Resources include:

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

ACADEMIC ADVISEMENT PROTOCOL SHEET

FOR ADVISER'S USE ONLY

Report Card Review for _____ Date _____

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

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Report Card: Trends and Opportunities

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

Which course do you think needs more attention?

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

Report Card: Trends and Opportunities

Who do you consider a support for you in school?

Support Person	How does this person help you?

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

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

If yes, my action plan is …

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

Person/Organization	How do they help you?

Red Flags

Let's look at some attendance data …

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

(Conversation/action plan as appropriate)

Is there anything I can do to help you?

If yes, my action plan is …

Follow Up:

Issue	Specific Student Actions	Specific Adviser Actions

REPORT CARD REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

Summary and Reflection:

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

   _____

   How do you know this? _____

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

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

   _____

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

   Course: _____

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

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END OF MARKING PERIOD SELF-REFLECTION

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

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

Course: _____

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

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MY POLITICAL SURVIVAL GUIDE

Name _____ Adviser _____ Marking Period _____ Date _____

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

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

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

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

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

Course: _____

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

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WORK HABITS QUESTIONNAIRE

Name _____ Date _____

Adviser _____ Marking Period _____

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

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

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

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

What is one course you are feeling most proud of?

_____

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

- ❑ keeping track of and completing homework
- ❑ bringing necessary materials to class
- ❑ proofing, correcting, revising, editing, completing work
- ❑ staying on task during independent work
- ❑ following classroom procedures and guidelines
- ❑ following directions and asking questions when I didn't understand
- ❑ other: _____

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

_____

What work habits could you strengthen in this course?

- ❑ handing in homework
- ❑ bringing necessary materials to class
- ❑ proofing, correcting, revising, editing, completing work
- ❑ staying on task during independent work
- ❑ following classroom procedures and guidelines
- ❑ following directions and asking questions when I don't understand
- ❑ other: _____

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

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

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EXAMPLE

Name: Sally Sunshine **Date:** October 10, 2011

Course Science

My goal is: Study for my science unit test

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

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

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

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

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

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

Goal Review: _____ **Date:** _____

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

_____

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

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Name: _____ **Date:** _____

Course _____

My goal is: _____

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

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

  _____

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

  _____

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

  _____

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

  _____

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

  _____

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

I will... _____

_____

_____

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

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

Goal Review: _____ **Date:** _____

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

  _____

ADVISORY GOAL 2

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

Advisory Goal 2:	Grade:	NOTE
develop and maintain relationships between and among advisees and the adviser	11th	*This session is intended as an orientation session for advisories in which most of the students are returning and are familiar with advisory.*

Gathering: Food for Thought
10 MINUTES

Activity/Topic: Returning Advisory Orientation: Jump-Starting Advisory[1]
33 MINUTES

Closing: Signing the Group Agreements
2 MINUTES

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

Grouping: Whole group

Session Goal:

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

Gathering: Food for Thought

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

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

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

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

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

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

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

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

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

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

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

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

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

Debriefing:

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

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

Closing: Signing the Group Agreements

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

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

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

Advisory Goal 2:	Grade:
To develop and maintain relationships between and among advisees and the adviser	**11th**

NOTE

This session is the first of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory.

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

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

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

Materials: Chart paper titled Our Advisory/(Teacher's Name)'s Advisory that lists the four advisory goals (see To the Adviser, p. v), index cards (one per student) with questions for the Rotating Interviewer gathering activity (one question per student), sticky notes in two colors (enough of each for all advisees)

Grouping: Whole group, pairs

Session Goal:

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

Gathering: Entrance Procedure and Rotating Interviewer

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

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

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

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

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

   Unveil the chart and explain the four goals of advisory:

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

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

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

Closing: Popcorn

One thing I'm looking forward to in advisory…

ROTATING INTERVIEWER QUESTIONS

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

_____

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

_____

What are your favorite groups/musicians?

_____

What is the last movie you saw and liked?

_____

Where do you see yourself in 10 years?

_____

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

_____

What are three words that best describe you?

_____

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

_____

What's the most scared you've been?

_____

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

_____

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

_____

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

_____

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

_____

What is the word you use the most?

_____

What is your favorite time of day and why?

_____

Advisory Goal 2:	Grade:
To develop and maintain relationships between and among advisees and the adviser	11th

NOTE

This session is the second of two orientation sessions intended for advisories in which all or most of the students are brand-new to advisory

Gathering: Name and Motion
10 MINUTES

Activity/Topic: New Advisory Orientation: Creating a Safe Space[2] (Part Two of Two)
25 MINUTES

Closing: Tangled Web
10 MINUTES

Materials: Chart paper from previous session entitled Our Advisory/(Teacher's Name)'s Advisory with advisory goals written up, chart paper with suggested group agreements, yarn or string

Grouping: Whole group

Session Goal:

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

Gathering: Name and Motion

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

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

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

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

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

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

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

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

Debriefing:

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

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

Closing: Tangled Web

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

Advisory Goal 2:

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

Grade:

11th

Gathering: Weather Report
5 MINUTES

Activity/Topic: Student Voice and Choice Protocol
35 MINUTES

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

Materials: Sticky notes (two per student), scrap paper, pens, list of words written on board for closing, Possible Hot Topics for Teens (for adviser's use)

Grouping: Whole group, small groups

Session Goal:

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

Gathering: Weather Report

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

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

Activity/Topic: Student Voice and Choice Protocol

1. Explain that the purpose of today's session is to engage in a discussion on a student-generated topic.
2. Give each student two sticky notes. Ask students to think about "hot topics" that they would like to talk about in advisory: stuff that makes them mad, sad or curious; stuff that's unfair; stuff they wonder about, etc. Invite them to write two topics on two separate sticky notes. See the "Possible Hot Topics for Teens" sheet, p. 32, for suggestions.
3. Ask each student to put his or her sticky notes on the board.
4. Read the topics aloud and put repeats on top of one another. Invite the group to help you cluster together any related topics. *Examples: friendships, school, the future, etc.*

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

   Ask students if they have any additional suggestions for creating an environment where people feel comfortable and encouraged to speak.
7. Ask each student to create a discussion question on the selected topic and write it down on a piece of scrap paper. Explain that an effective discussion question generates a lot of different responses and requires more than a one-word answer. *Examples: What is your idea of a perfect friend? What will be the best thing about leaving home and what will be the scariest thing?* Continue to model by creating a discussion question on the topic students selected. See the "Possible Hot Topics for Teens" sheet, p. 32, for sample questions.
8. Ask students to read aloud their questions and select one to begin the discussion. You may want to use one of the following options to encourage all students to speak before opening up the conversation:
   - Option A: Ask each student to turn to a partner and share his or her response to the question for 1-2 minutes.
   - Option B: Do one go-round (see Glossary) where everyone who wants to respond gets to speak before opening up the discussion.
9. Open up the discussion to the larger group. Keep the conversation flowing as needed by modeling active listening, paraphrasing, asking for more comments on specific ideas or subtopics, and posing follow-up questions.
10. If the group struggles to listen to one another, stop the discussion and draw their attention to the agreements/guidelines. Ask for three observations that help describe what's not working. Then ask for three suggestions that will help the group follow the agreements/guidelines more closely.

Debriefing:

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

Closing: Popcorn

Show students a list of possible words to choose from written on the board (see p. 31) and ask them to finish the following prompt:

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

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

WORDS TO DESCRIBE MY EXPERIENCE IN ADVISORY TODAY

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

POSSIBLE HOT TOPICS FOR TEENS

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

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

Hot Topic Questions:

Family

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

Friends

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

School

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

Relationships

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

Future

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

All About Me

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

Miscellaneous

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

Advisory Goal 2:

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

Grade:

11th

Gathering: Pick a Pocket, Pick a Purse
10 MINUTES

Activity/Topic: Team Building: Sharing Histories
30 MINUTES

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

Materials: Sharing Histories worksheet (one per student)

Grouping: Whole group, pairs

Session Goal:

This session will foster relationship building as students share their personal histories with one another.

Gathering: Pick a Pocket, Pick a Purse

1. Say to students: "Find an object in your pocket, purse or book bag that reveals something about your personality and share it with the group. For example, if you have a Blockbuster card, you might say, 'I love movies.'"
2. Have several students present objects in the exercise. However, do not allow electronic devices.

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

Activity/Topic: Team Building: Sharing Histories

1. Explain that students will have an opportunity to increase their knowledge about one another by participating in paired interviews.
2. Divide students into pairs and give each student a Sharing Histories worksheet. Explain that each student should use the worksheet to take notes as his or her partner speaks.
3. Explain that one partner will ask the questions on the worksheet and the other will answer. Encourage each student to select 2-3 questions to ask his or her partner.

NOTE: *If this is a newly formed advisory and trust is still being developed, you may want to suggest that students select the questions they would like their partners to ask them.*

4. Tell students that you will announce when 5 minutes have passed, at which point the partners will switch roles.

NOTE: *If there are an uneven number of students in the group, you can participate.*

5. After each partner has had a chance to interview and to be interviewed, invite the students to discuss with their partners if there are any answers they would prefer not to share with the whole advisory. Bring the group back together.
6. Allow each student to share with the whole group one or two things that he or she learned about his or her partner during the interview.

Debriefing:

What feelings did you have at the beginning of the activity, during the activity and at the end of the activity?

- What did you find difficult about this activity?
- What did you find easy?
- What does this activity show that students have in common?

Closing: Popcorn

One thing that surprised me today was…

SHARING HISTORIES

Name of Interviewer_____Date_____

Name of interviewee_____

1. Where did you grow up? In what ways did growing up there impact you?

2. What are three different ways you might finish the statement "I am..."?

3. Which of these identities best represents who you are? Why?

4. What is one thing that makes your family special/different/fun?

5. What is one person, place or event that has had a major impact on your life, and why?

6. What is a significant risk you have taken in your life and how has it affected you?

7. What is one thing you enjoy doing that might surprise people?

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Advisory Goal 2:

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

Grade:

11th

Gathering: 10 MINUTES — Individual Brainstorm (a process for generating ideas that fosters creative thinking; see Glossary) and Pair-Share (a technique enabling multiple, simultaneous conversations; see Glossary)

Activity/Topic: 33 MINUTES — Team Building: Group Résumé[3]

Closing: 2 MINUTES — Congratulations

Materials: Sample Group Résumé (one per student), loose leaf paper (one sheet per student), Group Résumé Template (one per group), six pieces of chart paper posted around the room (each with one of the categories on the résumé template), pens

Grouping: Whole group, pairs, individual

Session Goal:

This session will foster relationship building as students recognize the special talents and experiences of each person through writing a group résumé. This session will also familiarize students with the structure of a résumé.

Gathering: Individual Brainstorm and Pair-Share

1. Distribute paper and a pen to each student. Tell students: "I am going to read a list of items. For each item you will have 30 seconds to write a one-word or two-word response, which you will use later in the session to create a group résumé. Notice that if a question does not apply to you, you can leave it blank."

2. Read the following as each student writes a quick response:

   - One place in which you have lived
   - One language, other than English, that you speak
   - A job you have had (paid and unpaid)
   - Something you are good at
   - The name/number of each school you have attended
   - An achievement you are proud of
   - Your favorite subject or class
   - A sport or game you like to play
   - A piece of technology you know how to use
   - A book you have read and enjoyed
   - An adult you know who would say nice things about you
   - Your future plans, including a college to which you plan to apply
   - Something else about yourself that you would like people to know

[3]Adapted from Keith Hefner, editor, *Youth Communication* (New York: www.Youthcomm.org. 2006).

3. Have each student partner with someone and share three things on his or her list with that partner.

Activity/Topic: Team Building: Group Résumé

1. Explain that the purpose of today's session is to foster relationship building as the students recognize the special talents and experiences of each person through writing a group résumé.
2. Review the basic definition of a résumé: "A résumé is a personal list of your qualifications and accomplishments, education, employment and special skills that you show to an employer to help convince him or her to hire you."
3. Tell the students that they are going to create a group résumé that presents the education, achievements and special skills of the entire group.
4. Hand out the sample group résumé for students to review. Explain that each asterisk denotes an additional student to whom this statement applies.
5. Divide the class into groups of four or five and give each group a blank résumé template. Ask individuals to share their responses for each category while a recorder writes these down on the template. Remind students that they already have lots of information from the sentence completions they did in the Gathering.
6. Bring the groups back together and create a résumé for the entire class by eliciting and recording answers from each group on six different pieces of chart paper (one for each category). Use asterisks to indicate answers that are repeated.

Debriefing:

- What did this activity make you realize?
- Were there any surprises?
- What are two things you learned about the group?

Closing: Congratulations

Congratulate students on their amazing and diverse experiences. Point out a few specific things that stand out for you among their talents and achievements.

SAMPLE GROUP RÉSUMÉ

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The Students of Ms. Smith's Advisory
Any Town High School
1 Main Street
Anytown, USA 12345

OBJECTIVES

- Attend Aspiration College**
- Attend State University of Any State USA****
- Attend Inspiration University*
- Attend Innovation College for Engineering
- Attend Liberation University for Nursing

EDUCATION

- Any Town High School Class of 2012
- Any Town Middle School
- Other Town Middle School (list all schools students have attended)

EMPLOYMENT HISTORY

- Babysitting**
- Typing
- Lifeguarding
- Cashier**

ACHIEVEMENTS

- Won art prize in ninth grade
- Read three books last summer**
- Voted MVP on school's basketball team last year
- Was on the honor roll for two marking periods last year**

PERSONAL EXPERIENCES AND SPECIAL SKILLS

- Have lived in another state
- Have lived in another country
- Speak other languages
- Have a driver's license***
- Love reading *Harry Potter*
- Play the Sims**

REFERENCES

- Ms. Smith*
- Ms. Jones*

(Give names of people who you think would say nice things about you.)

NOTE: *Each asterisk denotes another student to whom this statement applies.*

GROUP RÉSUMÉ TEMPLATE

The Students of _____'s Advisory

High School Name: _____

High School Address: _____

High School City, State & Zipcode: _____

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OBJECTIVES

-
-
-
-

EDUCATION

-
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-
-

EMPLOYMENT HISTORY

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-
-
-

ACHIEVEMENTS

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-
-
-

PERSONAL EXPERIENCES AND SPECIAL SKILLS

-
-
-
-

REFERENCES

-
-
-
-

Advisory Goal 2:

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

Grade:

11th

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

Activity/Topic: 30-33 MINUTES — Team Building: Thirty-Second Questions[4]

Closing: 2 MINUTES — Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary)

Materials: Timer, list of questions and prompts (for adviser's use), index cards (one per student), pens or pencils

Grouping: Whole group, pairs

Session Goal:

This session will foster relationships by providing an opportunity to have fun and learn more about one another. It will also encourage students to generate their own college- and career-related questions.

Gathering: Go-Round

What is one "burning" question you have that you wish you had the answer to?

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

Activity/Topic: Team Building: Thirty-Second Questions

1. Explain that the purpose of today's session is to foster relationships by finding out more about one another. Tell the students that they will also have a chance to generate college and career-related questions. Pass out index cards and pens for this purpose.
2. You may want to clear an open space in your room so that students can circulate easily for this activity. Have each student find a partner (someone who is not sitting next to her or him).

NOTE: *If there are an uneven number of students, you can participate.*

3. Explain that you will read a question and students will have 30 seconds for both partners to answer it. Students can remain standing while they talk to one another. Give a signal and begin. You may want to give a warning cue after 15 seconds.
4. At the end of 30 seconds, ask each student to find another partner and repeat the process with the next question. Continue for five rounds.
5. After five questions, say to students: "Now the activity switches to a BIG QUESTION. You will now each write an answer to a college and career-related question on your index card based on the prompt I give you. Remember that you will need space to eventually write five different answers on the index card." Then ask the first BIG QUESTION (see question sheet).

[4]Adapted from Chris Cavert, Laurie S. Frank, *Games (& Other Stuff) for Teachers* (Oklahoma: Wood 'N' Barnes Publishing. 1999), pp. 10–15.

6. The game proceeds by going back to the 30 second questions, stopping after every fifth question for students to answer a BIG QUESTION.
7. After all the questions have been asked, bring the whole group together and have fun asking for sample answers to the BIG QUESTIONS:

    - What would you ask someone you know who has gone to college?
    - What would you like to ask someone who has your dream job?
    - What is a college or career-related question you would like to ask your school counselor?
    - What is a college or career-related question you would like to ask your parents?
    - What would you like to ask the smartest student in your class?

Debriefing:

- What was one thing that was fun, eye opening or interesting about today's activity?
- What is important about asking questions?
- What is one question you heard today that you want to remember to ask?

Closing: Fist to Five

On a scale of fist to five (fist = terrible, 5 fingers = terrific), how would you rate this activity? Ask students to raise their hands and show the number of fingers they would give this activity.

30-SECOND QUESTIONS AND THE BIG QUESTIONS

1. If it weren't for school, what do you think you would be doing?
2. If all the students stood, clapped and cheered when you walked in the room, how would you feel?
3. What is your favorite time of day? Why?
4. Would you rather do something indoors or outdoors?
5. What is one thing you are looking forward to this week?

THE BIG QUESTION: What would you ask someone you know who has gone to college?

6. What is the biggest challenge you are facing right now?
7. What is the best thing about being a teenager?
8. What is one place you would like to visit?
9. What makes the perfect "best friend forever"?
10. What movie is worth watching 20 times?

THE BIG QUESTION: What is a college or career-related question you would like to ask your school counselor?

11. Who is your favorite music group?
12. Would you rather be rich, famous or happy?
13. What is one tradition your family has at Thanksgiving?
14. Who gets more respect at school, boys or girls?
15. What is one thing you can teach others to do?

THE BIG QUESTION: What would you like to ask an adult who has your dream job?

16. What is one thing your family expects of you?
17. What is the best gift you have ever given?
18. If you were on the cover of a magazine, which one would it be?
19. Are you more like glass or plastic?
20. If you had to eat the same meal for a month, what would it be?

THE BIG QUESTION: What is a college or career-related question you would like to ask your parents?

21. What is your favorite childhood toy?
22. What do you daydream about?
23. What is one thing your best friend would say about you?
24. What is one way you have changed since the ninth grade?
25. What is one color that represents how you are feeling right now?

THE BIG QUESTION: What would you like to ask the smartest student in your class?

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Advisory Goal 2:

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

Grade:

11th

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

Activity/Topic: Team Building: Luck of the Draw[5]
30 MINUTES

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

Materials: Luck of the Draw Playing Cards (cut apart)

Grouping: Whole group

Session Goal:

The purpose of this session is to foster relationships among advisees.

Gathering: Go-Round

If you were an animal, what animal would you be and why?

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

Activity/Topic: Team Building: Luck of the Draw

1. Explain to students that today's session is about fostering relationships among group members.
2. Tell the group that they will be playing a card game, and that you, the adviser, are the dealer. Explain that on each card there will be a different prompt that students will be invited to finish.
3. Fan out the cards, face down, in front of a volunteer who elects to go first. Ask the student to choose a card, read the prompt aloud and finish the statement however he or she chooses. Repeat the procedure with other students. Challenge advisees to be as honest as possible.
4. Encourage a group discussion following each response. For example, you might ask questions such as:
   - Does anyone else feel the same way José does at times?
   - What do you think Shawna meant by that response?
   - Does anyone have questions about Michael's statement?
   - Is anyone surprised by Charisse's response?
5. Play as many rounds as time allows. Circulate among the group randomly or in order.

[5]Adapted from Susan Carrell, *Group Exercises for Adolescents* (California: Sage Publications. 1993), pp. 56-64.

Debriefing:

- How did it feel to disclose your personal information?
- How would this activity have been different if we did it at the beginning of the year?
- How might you have changed this activity?

Closing: Popcorn

One thing I found out about someone today is …

LUCK OF THE DRAW PLAYING CARDS

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It is wrong to ...	My family ...
I've always wanted to ...	I hate it when ...
I wish ...	Someday I ...
Many of my dreams ...	I think that a real friend ...
One of my favorite things is ...	I am afraid to ...
I still feel bad about ...	The people I like best ...
My greatest fear is ...	I wish I could lose my fear of ...
When I'm not around my friends ...	If I were a kid again ...
I daydream about ...	I am ashamed that ...
My greatest ambition is ...	The worst thing I ever did was...

I like my family but ...	I get mad when ...
Some people say I am ...	Five years from now ...
I could be perfectly happy if ...	My greatest mistake was ...
What I like best about me is ...	What I want most out of life is ...
When I'm alone ...	Most of my friends don't Know that I ...
The most important person in my life is ...	My earliest childhood memory is ...
When I think about the future I ...	If I could be somebody else, I ...
I don't like people who ...	

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Advisory Goal 2:

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

Grade:

11th

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

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

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

Materials: Access to **at least** one computer and an LCD projector, College Door Research Worksheet (one per student)

Grouping: Whole group, pairs, triads

NOTE

This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/committee so that a wide variety of colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.

Session Goal:

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

Gathering: Whip

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

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

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

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

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

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

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

Debriefing:

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

Closing: Popcorn

One thing I'd like to find out more about_____ College/University is …

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

COLLEGE DOOR RESEARCH

Name _____ **College** _____

TOPIC	NOTES
1. Admission Criteria • What is the average GPA (grade point average) of students accepted to this college? • What is the average SAT® score? • What is the average class rank?	
2. Academics • Are there required courses (a core curriculum) that all students must take? If yes, what are three of these courses? • What are three majors (subjects that you can specialize in) that this school offers?	
3. Location • How far is the college from your hometown? • Where is the college located? (In an urban area? Suburban? Rural?)	
4. Athletics • What are the college's colors? • What is the mascot? • What sports teams does the college have? • To what division does the college belong?	
5. Extracurricular Activities • What clubs are there on campus? • What sororities or fraternities, if any, are on campus?	

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TOPIC	NOTES
6. Student Body • How many undergraduate students (students getting a four-year bachelor's degree) are there? What is the average class size? • What is the racial/ethnic makeup of the student body? • What percentage of the student body is male? Female? • How many students receive financial aid?	
7. Housing Options • What housing options are available? • Who is eligible for on-campus housing? • What types of dorms are available? Single rooms? Shared rooms? Suites? • What percentage of students live on campus?	
8. Supports • What academic support is available? • What internships are available? • What career counseling services are available?	
Other:	

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Advisory Goal 2:	Grade:
To develop and maintain relationships between and among advisees and the adviser	11th

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

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

Closing: Clean Up
5 MINUTES

Materials: College Door Research Sheet from previous session, tape, construction paper, butcher paper, markers, access to one computer and printer (suggested)

Grouping: Whole group, pairs

NOTE

This session should be done schoolwide, with advisers choosing a college randomly from a list created by the advisory coordinator/ committee so that a wide variety of \colleges are represented. The activity should culminate in a series of workshops on college and a competition for the most informative and creative door.

Session Goal:

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

Gathering: Whip

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

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

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

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

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

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

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

Debriefing:

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

Closing: Clean Up

Ask students to clean up and put all supplies away.

Advisory Goal 2:	**Grade:**
To develop and maintain relationships between and among advisees and the adviser	**11th**

NOTE

This session should be done schoolwide at the same time and culminate in a series of workshops on college and/or a competition for the most informative and creative door.

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

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

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

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

Grouping: Whole group, individual

Session Goal:

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

Gathering: Temperature Check

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

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

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

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

Closing: Gallery Walk

Accompany students as they visit the other advisories' doors.

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

Advisory Goal 2:	Grade:	NOTE
To develop and maintain relationships between and among advisees and the adviser	11th	*This session should be done schoolwide, and advisory poems displayed for the school community to see.*

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

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

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

Materials: Options A & B: paper and pens; Option B: Advisory Poetry Phrases cut up (three to eight per group),

Grouping: Whole group, small group

Session Goal:

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

Gathering: Go-Round

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

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

Activity/Topic: End-of-Year Advisory Poem

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

Option A: Acrostic Poem

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

3. Get students started by providing an example:

   C ommunicate
   I sabella always helped
   R eally strange at first
   C ause we're used to rows
   L ots of sharing
   E veryone included

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

   O
   U
   R eally opinionated

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

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

Option B: Collage Poem

1. If high school advisories have experience with the collage poem and would benefit from more of a challenge, give each group **three to four** poetry strips. Otherwise, distribute **six to eight** of the poetry strips to each group.
2. Tell the students to think about their advisory: what makes it unique, funny experiences, memorable moments, etc. Explain that each small group's task is to integrate the words on the strips with their own words to create a poem. Tell students that they may change the tense of the words from past to present and/or from singular to plural. Emphasize that the poem does not have to rhyme.
3. It is suggested that you model the task by showing students one or two lines you have written about the advisory.

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

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

7. Ask everyone to sign the poem.

Debriefing:

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

Closing: Popcorn

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

ADVISORY POETRY PHRASES

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

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

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Advisory Goal 2:

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

Grade:

11th

Gathering: Weather Report
5 MINUTES

Activity/Topic: Advisory Survey and Pick An Object End-of-Year Reflections
25 MINUTES

Closing: Appreciations
15 MINUTES

Materials: Student Advisory Survey (one per student), manila envelope, 20 small objects (from your classroom or home), copier paper or loose-leaf paper (one sheet per student), pens, markers, masking tape (two large pieces per student), adviser-created notes of appreciation for each student (suggested)

Grouping: Whole group, individual

NOTE

This session should be done in all advisories, and the advisory committee should collect and compile the survey results. Each adviser will receive his or her individual results; schoolwide results should be used for staff reflection and continued program improvement. The survey may be used earlier in the year for this purpose as well.

Session Goal:

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

Gathering: Weather Report

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

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

Activity/Topic: Advisory Survey and Pick An Object End-of-Year Reflections

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

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

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

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

Pick An Object End-of-Year Reflections

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

Debriefing:

- What was it like to do this activity?
- Did you notice any patterns in people's responses? Any surprises?
- What's one hope you have for our advisory next year?

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

Closing: Appreciations

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

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

ADVISORY STUDENT SURVEY

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Advisory: _____

Please read the example below.

Example:

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

New Practice:

	Never	Rarely	Sometimes	Often	Always
	Strongly Disagree	*Disagree*	*Neutral*	*Agree*	*Strongly Agree*
I like to play sports.					
High school is more fun than middle school.					
Music is a big part of my life.					

Please begin the survey.

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

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

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

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

1. What grade are you in? 9th 10th 11th 12th
2. How many years have you been at this school?

   Less than 1 year 1 year 2 years 3 years 4 years
3. How many years have you been with your current adviser?

   Less than 1 year 1 year 2 years 3 years 4 years
4. What is your gender? Male Female
5. What is your ethnicity?

   Black/African American
   White
   Hispanic
   Native American
   Asian/Pacific Islander
   Other: _____
6. What language(s) do you speak at home?

   English
   Spanish
   French
   Chinese
   Other: _____

Thank you so much for completing this survey!

ADVISORY GOAL 3

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

Advisory Goal 3:

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

Grade: 11th

NOTE

This is the first of two sessions and should be followed by the College Happens Now (Part Two): Creating Action Plans session.

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

Activity/Topic: 38 MINUTES — College Happens Now: Common Application Scavenger Hunt (Part One of Two)

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

Materials: Common Application Scavenger Hunt (one per student), Common Application (one per pair/triad) — five forms: First-Year Application, Teacher Evaluation, Secondary School Report, Midyear Report, Final Report

NOTE: *Download the most current version of the forms from the Common Application website: https://www.commonapp.org/CommonApp/DownloadForms.aspx*

Scavenger Hunt Adviser Reference, pens, blackboard or interactive whiteboard

Grouping: Whole group, small groups, pairs

Session Goal:

This session will expose students to a sample college application and the specific criteria used by colleges to evaluate applicants. It will also raise awareness about what actions the students can take this year to become more competitive applicants next year.

Gathering: Pair-Share

One thing a favorite teacher might say about me in a college recommendation is…

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

Activity/Topic: College Happens Now: Common Application Scavenger Hunt (Part One of Two)

1. Tell advisees that colleges look at a number of different things when assessing potential students, including teacher recommendations. Explain that advisees will look at an actual college application to identify these criteria and start thinking about where they are in the process of presenting themselves as competitive candidates. Explain that they will conduct a scavenger hunt of the Common Application, which is accepted by a variety of colleges.
2. Have students form pairs or triads and provide each group with a copy of the Common Application.

3. Review with students the five different forms: First-Year Application, Teacher Evaluation, Secondary School Report, Midyear Report and Final Report.
4. Distribute the Common Application Scavenger Hunt worksheet and explain that the students will have 15 minutes to find the answers.
5. Bring the advisees back together and go over the questions. As you do so, make some notes on the board regarding Red Alert! College Is Now Action Items that students will want to work on now so that they will have competitive applications next year. These action items include:

   - Setting up e-mail accounts and IM names that are appropriate
   - Raising GPA
     - Students should aim for an 85 and above in general (3.0 GPA) to be competitive.
     - Educational Opportunity Programs (EOP) require 82–88 minimum GPA.
   - Preparing for and taking the SAT®
     - Students should aim for at least a score of 500 in each section.
   - Enrolling in college prep courses in high school
     - Students should take the most rigorous courses available (Advanced Placement® and/or Honors classes).
   - Participating in and sticking with extracurricular activities
     - Students should participate in activities outside of the classroom and demonstrate that they persevered.
   - Planning for teacher recommendations
     - Students must identify teachers, ask them in a timely manner, and make sure they are competitive candidates.
   - Planning the summer before senior year
     - Students should think about work or activities that can help them prepare for the responsibilities of college.
   - Gaining work experience
   - Getting to know the college counselor
     - Students should make themselves known and seek out a relationship with the college counselor if they haven't already done so.
   - Preparing for the college essay
     - Students should start thinking about essay topics and who could help them work on their essays.

Debriefing:

- What were the challenges navigating the application?
- What surprised you about the parts of the application?
- What questions does this raise about how you can improve your college candidate profile?
- How comfortable would you be in completing and submitting this application today?

Adviser's Talking Point: Tell students that the Common Application requires students to submit TWO teacher recommendations.

Closing: Popcorn

One thing I want to focus on in the coming year to make myself a strong, competitive candidate for college is…

COMMON APPLICATION SCAVENGER HUNT

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Vocabulary

Class rank: where you stand compared to your peers (#1 out of 95, #26 out of 200)
GPA: Grade Point Average (number representing your average score)

REVIEW THE FIRST-YEAR APPLICATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 1 – 6.

1. The First-Year Application is comprised of nine different sections. What are the titles of these sections?

   a.

   b.

   c.

   d.

   e.

   f.

   g.

   h.

   i.

2. Under the "Applicant" section, what two pieces of information are required that could potentially make a bad impression on the admission officers?

   a.

   b.

3. Under the "Academics" section, what are two types of test scores that need to be reported?

   a.

   b.

   Have you registered to take or attempted to take any of these tests?

   Are there any tests you don't recognize? If yes, which ones?

4. Under the "Extracurricular Activities and Work Experience" section, what are three different types of activities you could list here?

   a.

   b.

   c.

5. Under the "Extracurricular Activities and Work Experience" section, what are two pieces of information about your activities that are required?

   a.

   b.

6. Under the "Writing" section, which essay topic would you be interested in answering? Who could help you with your essay?
   Essay topic:
   Who could help me:

REVIEW THE TEACHER EVALUATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 7 – 8.

7. From the "Ratings" section, choose two criteria that you think would be ranked highly by your teachers.
   a.
   b.

8. From the "Ratings" section, choose two criteria that would be your lowest ranking by your teachers.
   a.
   b.

REVIEW THE SCHOOL REPORT FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 9 – 11.

9. Look in the "Background Information" section. What two pieces of information about your GPA are required?
   a.
   b.

10. Find the "Ratings" section. List two things your counselor is asked to rate you on:
    a.
    b.

    How do you think you'd be rated?

    Do you think you know your counselor well enough for her or him to answer these questions about you?

11. Look under the "Evaluation" section. What two questions are you asked about your discipline record?
    a.
    b.

REVIEW THE MIDYEAR AND FINAL REPORT FORMS. REFERENCE THESE FORMS TO ANSWER QUESTIONS 12 – 13.

12. Look under the "To the Applicant" section on either the midyear or the final report. What two pieces of information are you asked to present about your senior year?
    a.
    b.

13. Look at the "Midyear Report" and "Final Report." Why do you think that the application calls for you to submit these reports in the middle and at the end of your senior year?

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COMMON APPLICATION SCAVENGER HUNT

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Adviser Reference Sheet
Vocabulary
Class rank: where you stand compared to your peers (#1 out of 95, #26 out of 200)
GPA: Grade Point Average (number representing your average score)

REVIEW THE FIRST-YEAR APPLICATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 1 – 6.

1. What are the titles of the nine different sections of this part of the application?

   a. Applicant

   b. Future Plans

   c. Demographics

   d. Family

   e. Education

   f. Academics

   g. Extracurricular Activities and Work Experience

   h. Writing

   i. Signature

2. Under the "Applicant" section, what two pieces of information are required that could potentially make a bad impression on the admission officers?

   a. E-mail address

   b. IM address

3. Under the "Academics" section, what are two types of test scores that need to be reported?

   - *ACT*
   - *SAT®*
   - *SAT Subject Tests™*
   - *AP®/IB Tests*
   - *TOEFL/IELTS/MELAB*

   Have you registered to take or attempted to take any of these tests?

   - Yes/No

   Are there any tests you don't recognize? If yes, which ones?

   - *ACT = College admission test similar to the SAT*
   - *IB = International Baccalaureate Test*
   - *TOEFL/IELTS/MELAB = English language tests for nonnative speakers*

4. Under the "Extracurricular Activities and Work Experience" section, what are three different types of activities you could list here?

   - *Extracurricular*
   - *Community*
   - *Volunteer*
   - *Family activities*
   - *Hobbies*

5. Under the "Extracurricular Activities and Work Experience" section, what are two pieces of information about your activities that are required?
   - *Grade level*
   - *Approximate time spent*
   - *When (summer or school year?)*
   - *Positions held/honors won/letters earned*

6. Under the "Writing" section, which essay topic would you be interested in answering? Who could help you with your essay?
   - *Student's choice*

REVIEW THE TEACHER EVALUATION FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 7 – 8.

Look in the "Teacher Evaluation" part of the application.

7. From the "Ratings" section, choose two criteria that you think would be ranked highly by your teachers.
   - *Student's choice*

8. From the "Ratings" section, choose two criteria that would be your lowest ranking by your teachers.
   - *Student's choice*

REVIEW THE SCHOOL REPORT FORM. REFERENCE THIS FORM TO ANSWER QUESTIONS 9 –11.

9. Look under the "Background Information" section. What two pieces of information about your GPA are required?
   - *Weighted or unweighted?*
   - *What is the scale used?*
   - *Highest GPA in class?*
   - *School's passing mark?*

10. Find the "Ratings" section. List two things your counselor is asked to rate you on:
    - *Academic achievement*
    - *Extracurricular accomplishments*
    - *Personality and character*

    How do you think you'd be rated?
    - *Student's choice*

    Do you think you know your counselor well enough for her or him to answer these questions about you?
    - *Student's choice*

11. Look under the "Evaluation" section. What two questions are you asked about your discipline record?
    a. Has the applicant ever been found responsible for a disciplinary violation that led to suspension, probation, removal, dismissal or expulsion?

    b. Has the applicant ever been convicted of a misdemeanor, felony or other crime?

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REVIEW THE MIDYEAR AND FINAL REPORT FORMS. REFERENCE THESE FORMS TO ANSWER QUESTIONS 12 – 13.

12. Look under the "To the Applicant" section on either the midyear or the final report. What two pieces of information are you asked to present about your senior year?
    - *What courses did the applicant take?*
    - *What is the level of the courses?*
    - *What is the credit value of the courses?*

13. Look at the "Midyear Report" and "Final Report." Why do you think that the application calls for you to submit these reports in the middle and at the end of your senior year?
    - *To see if the applicant is keeping up with his or her grades throughout the senior year.*

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Advisory Goal 3:	**Grade:**
To help advisees identify and develop the necessary attitudes, behaviors and skills to succeed in school, college and life	**11th**

NOTE

This is the second of two sessions and should be preceded by the College Happens Now (Part One): Common Application Scavenger Hunt session.

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

Activity/Topic: 35 MINUTES — College Happens Now: Creating Action Plans (Part Two of Two)

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

Materials: Red Alert! College Is Now Action Items (one per student), Red Alert! College Is Now Action Plan sample and template (copied back-to-back, one per student), pens

Grouping: Whole group, individual

Session Goal:

The purpose of this session is to raise advisees' sense of urgency about college preparedness and to help them create targeted Action Plans around one junior year action item.

Gathering: Whip

Distribute the Red Alert! College Is Now Action Items.
One item I want to focus on to be a competitive college applicant is…

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

Activity/Topic: College Happens Now: Creating Action Plans (Part Two of Two)

1. Tell students that they will be using their new knowledge about what is expected of college applicants and their awareness of their current individual standing to formulate action plans for the year ahead. Explain that by choosing specific areas to focus on and by creating action plans, they will be able to work toward college readiness without fear or anxiety.
2. If students do not already have the Red Alert! College Is Now Action Items (used in the ***suggested*** Gathering), distribute them now. Note that these were discussed in the previous session.
3. Tell the students that they will choose one area that needs the most focus and create an action plan using the template provided. Distribute the sample action plan and review it.
4. Have each student turn the paper over and use the Action Plan template to create his or her own action plan around one of the Red Alert! Items. (Tell students to choose something other than Preparing For and Taking the SAT or setting up appropriate e-mail accounts and IM names.)

5. Give students 15–20 minutes to work on their own action plans as you circulate and provide help as needed.
6. Assemble the group for the debriefing.

Debriefing:

- What was it like to create an action plan?
- What area did you choose to focus on? Why?
- Which part of the plan (actions, resources, dates) will be the most helpful?
- Who or what did you identify as a potential resource in completing your action plan?
- How can we keep one another on track with these action plans throughout the year?

Closing: Popcorn

After making a focused action plan, I am feeling…
Or
After making a focused action plan, I am committed to ...

NOTE: *It is recommended that you collect the action plans, make copies, return the originals to the students and put copies in their advisory portfolios so they can refer to them during informal check-ins as they enter advisory during whole group gatherings ("How's your action plan going?") or during individual academic counseling.*

RED ALERT! COLLEGE IS NOW

Action Items

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Setting up e-mail accounts and IM names that are appropriate

Raising GPA

- Students should aim for 85 and above (3.0 GPA) in general to be competitive.
- Educational Opportunity Programs (EOP) require 82–88 minimum GPA.

Preparing for and taking the SAT

- Students should aim for at least 500 in each of the three sections.

Enrolling in college-prep courses in high school

- Students should take the most rigorous courses available (Advanced Placement and/or Honors classes). Participating in and sticking with extracurricular activities
- Students should participate in activities outside of the classroom and demonstrate that they persevered.

Planning for teacher recommendations

- Students must identify teachers, ask for recommendations in a timely manner and make sure they are competitive candidates.

Planning the summer before the senior year

- Students should think about work or activities that can help them prepare for the responsibility of college.

Work experience

- Get to know the college counselor.
- Students should make themselves known or seek a relationship with the college counselor if they haven't already done so.

Preparing for the college essay

- Students should start thinking about essay topics and about who could help them work on their essays.

Area of Focus:

My S.M.A.R.T. Goal:

ACTIONS	RESOURCES NEEDED	DATES	EVIDENCE
What actions will I take to achieve my goal(s)?	Who and/or what will help me achieve each action?	When will each action be completed?	What will I see or have that shows I have completed each action?

Commitment Signature: _____ **Date:** _____

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Area of Focus: Preparing For and Taking the SAT®
My S.M.A.R.T. Goal: Achieve at least a 600 on the critical reading section of the May SAT by identifying my areas of weakness from my PSAT/NMSQT® reports and committing 30–45 minutes a week to studying in March and April.

ACTIONS	RESOURCES NEEDED	DATES	EVIDENCE
What actions will I take to achieve my goal(s)?	Who and/or what will help me achieve each action?	When will each action be completed?	What will I see or have that shows I have completed each action?
• Register for the may sat • Sign up for the official sat question of the day™ e-mails • Analyze my psat/nmsqt score reports from grades 9–11 to identify areas of weakness • Develop a study plan for the two months leading up to the sat • Practice using sat vocabulary words in classwork and homework • Register at ineedapencil.Com for free sat prep	• Ask counselor for fee-waiver and registration information • See adviser for past psat/nmsqt score reports • Ask my english teacher or look online for an sat vocabulary list	By november: • Meet with adviser or counselor about my score report • Sign up for the official sat question of the day • Get the sat vocabulary study guide/book • Register at ineedapencil.Com By end of february • Register for the may test • Create a study plan	• I will have an admission ticket for the may exam and receive sat questions in my e-mail daily. • I will have completed the practice lessons and exams on i ineedapencil.Com. • I will be more comfortable with using high-level sat vocabulary daily. • I will have homework that includes sat vocabulary words. • I will see improvement in my practice questions from my guide/book.

Commitment Signature: Sally Sunshine **Date:** October 10, 2012

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Advisory Goal 3:

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

Grade:

11th

Gathering: Go-Round
10 MINUTES

Activity/Topic: Positive and Negative Group Behaviors[6]
30 MINUTES

Closing: Ticket Out the Door
5 MINUTES

Materials: Adding or Subtracting: What's My Impact? worksheet (one per student copied back-to-back), discussion questions (one per group), Adding or Subtracting: What's My Impact? List of Positive and Negative Group Behaviors (to be posted in your advisory room)

Grouping: Whole group, small groups, pairs, triads

Session Goal:

This session will reintroduce students to group behavior terms and encourage them to reflect on skills and behaviors that may add to or subtract from the effectiveness of the group.

Gathering: Go-Round

Do you prefer working alone or with a group? Why?

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

Activity/Topic: Positive and Negative Group Behaviors

1. Emphasize that not everyone likes working in a group, but it is often required in school, in college and on the job. Therefore it is important to be aware of the skills and behaviors that may add to or subtract from the effectiveness of the group. Tell students that today's session will reintroduce them to the language for identifying these skills and behaviors. It will also provide an opportunity for them to consider how their behavior in groups may vary from setting to setting and what they can do about these variations. Finally, say to students: "It's OK to admit that all of us (including me, your adviser) may subtract from a group at times. Noting that you sometimes use behaviors that have a negative impact on others does not mean you are a bad person; it means you are honest with yourself and you can be responsible for changing."
2. Give each student a copy of the Adding or Subtracting: What's My Impact? worksheet. Read the sheet with your advisory and define and/or clarify the terms.
3. Think out loud in front of the group about how you would answer two of the prompts from both the positive and the negative skills/behaviors.

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

4. Have each student complete the worksheet individually. Encourage students to take their time and think about how they usually interact in groups, whether small or large, in advisory or classes, in school or in outside activities.
5. Divide the students into pairs or triads and give each group a set of discussion questions. Model how you would answer #2 and #4.
6. Encourage students to discuss their answers. Explain that each student should only share with the group what he or she is comfortable sharing.
7. Bring the advisory together for the debriefing.

Debriefing:

- What was it like to reflect on how you add to or subtract from the group?
- Everyone has moments when he or she exhibits negative behavior. What are some ways we can support each other in advisory to avoid behaviors that subtract from the group and that use more positive skills?
- What is one positive group skill you use that might benefit you in college?

Closing: Ticket Out the Door

I commit to becoming a more productive group member by…

Ask students to share their tickets, as time allows.

NOTE: *Post the attached Adding or Subtracting: What's My Impact? List of Positive and Negative Group Behaviors in your room as a reminder for students and as a continued effort to create a consistent, schoolwide vocabulary for positive as well as negative group behaviors.*

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ **Date:** _____

I commit to becoming a more productive group member by…

TICKET OUT

Name: _____ **Date:** _____

I commit to becoming a more productive group member by…

TICKET OUT

Name: _____ **Date:** _____

I commit to becoming a more productive group member by…

ADDING OR SUBTRACTING — WHAT'S MY IMPACT?

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Discussion Questions

1. What is a positive group skill that you use well? Describe a recent experience.

2. How does your use of this positive behavior vary from small to large groups, from advisory to classes or from inside to outside of school?

3. How do you feel about those variations? What could you do about them?

4. When you find yourself subtracting from the group, what do you notice yourself doing? How might this impact the group? What helped you get out of this role? What support would you like in order to get out of this role next time?

5. How does your use of this negative behavior vary from small to large groups, from advisory to classes or from inside to outside of school? How do you feel about those variations? What could you do about them?

ADDING OR SUBTRACTING: WHAT'S MY IMPACT?

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Behaviors that Encourage or Discourage Collaboration

The Positives (Adding)

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

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

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THE NEGATIVES (Subtracting)

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

(–) Negative group roles and behaviors that **DISCOURAGE COLLABORATION**	**Your experience:** • When have you fallen into the role? • What helped you get out of the role?
Dominating: *telling others what to do, insisting my ideas are better than others, hogging the spotlight and the credit*	
Distracting: *talking about everything except the task at hand, fidgeting, telling jokes, calling attention to myself*	
Blocking: *being stubborn, rarely offering an idea but always finding flaws in others' ideas, disagreeing without listening carefully, playing the devil's advocate long after it's useful*	
Withdrawing: *being consistently silent or out of the loop, not sharing ideas, not doing a fair share of the work, drifting along*	
Doom and Gloom: *expecting the group to fail, claiming projects won't work and ideas are bad, spreading a sour mood*	

POSITIVE GROUP SKILLS AND NEGATIVE GROUP BEHAVIORS[7]

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(+) Positive group skills include:

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

(-) Negative group behaviors include:

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

[7]Adapted from *Get it Together for College* (New York. The College Board, 2008).

Advisory Goal 3:

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

Grade: 11th

Gathering: Fear in Hat
10 MINUTES

Activity/Topic: What First-in-the-Family College Students Need[8]
30 MINUTES

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

Materials: Resource Cards (three to five of each card, cut apart)

Grouping: Whole group, small groups

Session Goal:

This session will increase the advisees' familiarity with the five things that first-generation college students need to be successful.

Gathering: Fear in Hat

Have each advisee anonymously write down one fear that they have about going to college. Collect all the pieces of paper and put them in a hat, cup or bowl. Each advisee should then randomly select and read someone else's fear to the group and explain how his or her peer might feel.

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

Activity/Topic: What First-in-the-Family College Students Need

1. Explain to the group that students who are the first in their families to attend college are at a high risk of leaving without earning their degrees, particularly if they are low-income and minority students. Emphasize that the good news is that we know five important factors that help these students stay in college, based on a long-term study in Chicago published in 2009. Today we will explore what these factors are.
2. Divide the advisory into five small groups. Explain that each group will receive one of the factors that help first-generation students stay in college. Tell group members that their task is to read about the factor and discuss the questions associated with this factor, taking brief notes in preparation for a report to the advisory.
3. After 10 minutes, tell groups to select two of their responses that they think would be important to share with the rest of the advisory.

[8]Adapted from Elyse Ashburn, *The Chronicle of Higher Education:* "Disadvantaged Students Can Earn 4-Year Degrees with Key Supports, Study Finds," August 2009.

4. Bring the groups together and invite each group to present to the advisory. As each group reports, write down the factor the group discussed so that the class can see all five listed for the debriefing.

Debriefing:

- What did you realize from doing this activity?
- Were there any surprises?
- Which of the five factors do you think would be the easiest for you to find help with? Which would be the most difficult?
- What questions do you still have about finding support in college? How can you find the answers?

Closing: Temperature Check

On a scale of one to five, how confident do you feel about finding support once you get to college?

RESOURCE CARDS

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Resource #1: Guidance in Developing Their College Plans

First-generation college students who stayed enrolled in college had support in developing a realistic list of schools to apply to, and guidance in planning their program of study once they got there.

1. What does it mean to have a realistic list of colleges to apply to?

2. Who can help you develop a list of schools that are realistic for you?

3. How can attending a school that is a good fit for you increase the likelihood that you will stay enrolled?

4. Why do you think it is important to have guidance in planning your program of study once you get to college? Who could provide this?

Resource #2: Clear Goals

First-generation college students who stayed enrolled in college had clear goals for their future.

1. What do you think having clear goals means?

2. Name a goal for the future that a student who stays enrolled in college might have.

3. How could not having clear goals for yourself increase the likelihood that you will stop attending a four-year school?

4. Name someone who could help you develop goals for yourself.

Resource #3: An Ability to Find Academic and Financial Help

First-generation college students who stayed enrolled in college knew how and where to find help with their academics and finances.

1. What kinds of situations might require you to seek academic help in college? Financial help?

2. If you are not sure where to get this kind of help, who could you ask?

3. What are some things that could happen if you do not seek academic help?

4. What are some things that could happen if you do not seek financial help?

Resource #4: Advocates Pushing Them to Earn Bachelor's Degrees

First-generation college students who stayed enrolled in college had people supporting them in earning their degrees.

1. Why is it important to have someone pushing you to achieve a difficult goal?

2. List some of the adults in your life who are the most likely to support you in earning a bachelor's degree.

3. Support does not have to come from adults only. Name two ways your peers or friends can support you.

4. You may feel like you don't have anyone pushing you to finish college. How can you find support for yourself?

Resource #5: The Knowledge to Manage Their Financial Aid Responsibly and Not Acquire High Amounts of Student Loan Debt

First-generation college students who stayed enrolled in college learned how to manage their money in a responsible way and did not want to graduate with a lot of debt.

1. In high school, who can you go to if you need to become more informed about the financial aid process? In college, who can you go to?

2. What are some traps you think college students might encounter when they try to manage their finances?

3. What are some of the consequences of graduating from college with a high amount of student loan debt?

4. Name two things you can do to be financially responsible in college.

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Advisory Goal 3:

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Grade: 11th

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

Activity/Topic: 30 MINUTES — Key to Me: Writing a Bio-Poem

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

Materials: Key to Me: Bio-Poem Template (one per student), Key to Me: Bio-Poem sample (one per student), pens

Grouping: Whole group, individual

Session Goal:

This session will provide an opportunity for students to generate "seed ideas" for an eventual college admission essay.

Gathering Option 1: Go-Round

What is one thing about you that might surprise people?

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

Activity/Topic: Key to Me: Writing a Bio-Poem

1. Explain that the purpose of today's session is to help the students generate "seed ideas," one of which may eventually grow into a college admission essay. Although it may seem early for students to start thinking about the college admission essay, emphasize that the more ideas they develop now, the easier the writing will be when the time comes. Explain that they can use today's bio-poem as a way to generate these ideas.
2. Provide students with the Key to Me: Bio-Poem sample and review the format with them. Read the model Key to Me poem with the class, then ask: "What is one thing this writer mentioned that you might want to know more about? (i.e. What made him think he wanted to go to college? What was Mr. Brown's impact on him? What does he like about poetry?)"
3. Emphasize that the answers to any of these questions could be the basis for a college admission essay.
4. Give each student a Key to Me: Bio-Poem Template and ask them to complete it independently. Explain that each student will be sharing her or his poem with a partner.
5. Circulate and help the students as needed.

6. When students have finished, ask them to form pairs and read their poems to their partners. Invite the partners to ask one or two questions they would like to know more about.
7. Ask for volunteers to read their poems to the advisory.

Debriefing:

- What was it like to write a bio-poem?
- What is something you mentioned in your poem that you could elaborate on in a college admission essay?
- What else might you want an admission counselor to know about you?

Closing: Popcorn

One thing I found out about (student's name) today is …

NOTE: *You should collect the bio-poems and put them in the students' advisory portfolios so that they can refer to them when they write their college admission essays next year.*

KEY TO ME: BIO-POEM

Template

Use the prompts below to create your poem.

- Your First name
- List three words that describe you.
- Who wants to …
  List three careers that interest you.
- Who excels at …
  List two activities or courses where you work hard and perform well.
- Who loves …
  List three things that are important to you.
- Who secretly likes …, but pretends not to.
  Insert one thing you secretly like but pretend not to like.
- Who has been significantly impacted by … and …
  Insert two people or events that have significantly impacted you.
- Who used to …
  Complete with one thing you used to do, believe, feel, think or want.
- Who now …
  Complete with one thing you now do, believe, feel, think or want.
- Who is most like …
  Complete with one character from a book or movie that you are most like.
- Who hopes to …
  Complete with one thing you hope to accomplish.
- Your Last name

Sample Poem

Jamal
Adventurous, outgoing, sensitive
Doctor, NBA star, lawyer
Excels at sports and social studies
Loves his mother, the movies and rap music
Who secretly likes poetry but pretends not to
Significantly impacted by his grandma and Mr. Brown
Who used to think he would never go to college
Who now wants to go to Syracuse University
Who is most like Harry Potter
Who hopes to earn enough money to buy a house for his parents
Johnson

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Advisory Goal 3:

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Grade: 11th

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

Activity/Topic: 35 MINUTES — How Healthy Is My Relationship?[9]

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

Materials: How Healthy Is My Relationship? handout (copied back-to-back, one per student)

Grouping: Whole group, individual

Session Goal:

This session will help students identify healthy and unhealthy aspects of relationships.

Gathering: Whip

One thing I do to take care of myself is …

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

Activity/Topic: How Healthy Is My Relationship?

1. Introduce the topic of today's session by sharing some thoughts about relationships: "Relationships contribute significantly to satisfaction, feelings of self-worth and balance in life. For some teens, positive and satisfying relationships seem to come easily. For others, relationships are hard — both to establish and to maintain."
2. Ask students where they get their models of relationships: family, TV, movies, friend, etc.
3. Explain that some of these are models of *healthy* relationships while others are models of *unhealthy* relationships.
4. Ask students what they think of when they hear the term *healthy relationships,* and write their responses on the board. Then ask them to brainstorm about what they think of when they hear the term *unhealthy relationships,* and put those responses on the board.
5. Tell the students that you are going to give them a handout that will help them evaluate two of their relationships to see how healthy they are. Explain that the handout will contain some of the things from the students' brainstormed list, but it will also contain additional items.

[9]Adapted from Kerry Moles, *Teen Relationship Workbook* (Illinois: Research Press. 2001).

6. Distribute the How Healthy Is My Relationship? handout. Have each student select two relationships to evaluate: friend, boyfriend/girlfriend, parent/child, mentor, teacher or student.
7. Have students read both lists, and put a check mark next to every statement that is true most of the time about the first relationship.
8. When students have finished, ask them to repeat the process for another relationship.
9. Instruct each student to circle any characteristic of a particular relationship that he or she wants to change.
10. Ask for volunteers to share their response about one of their relationships with the group.

Debriefing:

- What is the most important thing you learned about yourself today?
- What did you learn about the issue of healthy and unhealthy relationships?
- What is one thing that surprised you?
- What is one thing you want to learn more about?

Closing: Popcorn

One thing I appreciate about one of my relationships is …

HOW HEALTHY IS MY RELATIONSHIP?

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Following are two lists: one of healthy relationship characteristics and one of unhealthy traits. Many relationships have a combination of both. The point of this exercise is to figure out what things in your relationship are healthy and what things are unhealthy, so that you can appreciate the best things and decide what you want to change. Read both lists, and put a check mark next to every statement that is true about the first relationship you are evaluating. Then repeat the procedure for a second relationship.

I am evaluating my relationship with: 1.
2.

IS IT HEALTHY? Check the box if you and this person ...			**IS IT UNHEALTHY? Check the box if one of you ...**		
1	2		1	2	
		Have fun together more often than not.			Gets extremely jealous or accuses the other person of cheating.
		Each enjoy spending time separately, with your own friends, as well as with each other's friends.			Puts the other person down by calling names, cursing or making the other person feel bad about himself or herself.
		Always feel safe with each other.			Yells at and treats the other person badly.
		Are faithful to each other if you have made this commitment.			Doesn't take the other person or things that are important to him or her seriously.
		Support one another's individual goals in life, like getting a job or going to college.			Doesn't listen when the other person talks.
		Respect the other person's opinions, even when they are different.			Frequently criticizes the other person's friends or family.
		Solve conflicts without putting each other down, cursing at each other or making threats.			Pressures the other person to do things against her or his core values.
		Both accept responsibility for your own actions.			Has ever threatened to hurt the other person or to commit suicide if she or he leaves him or her.
		Both apologize when you're wrong.			Cheats or threatens to cheat.
		Have equal decision-making power about what you do in your relationship.			Tells the other person how to dress.
		Each person controls her or his own money.			Has ever grabbed, pushed, hit or physically hurt the other person.
		Are proud to be with one another.			Blames the other person for his or her own behavior ("If you hadn't made me mad, I wouldn't have ...")

IS IT HEALTHY? Check the box if you and this person ...			IS IT UNHEALTHY? Check the box if one of you ...		
1	2		1	2	
		Encourage each other's interests — like sports and extracurricular activities.			Embarrass or humiliate the other person.
		Have some privacy — your e-mails, diary, personal phone calls, etc. are respected as your own.			Smash, throw or destroy things.
		Have close friends and family who like the other person and are happy about your relationship.			Try to keep the other person from having a job or furthering his or her education.
		Never feel like you're going to do something against your core values.			Make all the decisions about what the two of you do.
		Communicate clearly what he or she expects from you.			Depend completely on the other person to meet social or emotional needs.
		Allow each other "space" when you need it.			Try to make the other person feel crazy or play mind games.
		Celebrate all of your accomplishments.			Go back on promises.
		Always treat each other with respect.			Act controlling or possessive — like you own your partner.
					Use alcohol or drugs as an excuse for hurtful behavior.
					Ignore or withhold affection as a way of punishing the other person.

NOTE: *This list is a way of identifying the healthy and unhealthy characteristics of your relationship — it does not cover every possible situation. You may want to share this with someone in your support system and talk about where you want to make changes in your relationship and how you can begin to do this.*

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Advisory Goal 3:

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

Grade: 11th

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

Activity/Topic: 30 MINUTES — Mountains and Valleys[10]

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

Materials: Mountains and Valleys handout (one per student), music (optional)

Grouping: Whole group, pairs

Session Goal:

Students will understand that life is full of both positive and negative experiences.

Gathering: Go-Round

Share one high and one low experience for the week.

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

Activity/Topic: Mountains and Valleys

1. Tell students that in today's session they will look more closely at the highs and lows of their lives and consider the importance of recognizing these events.
2. If you have music, turn the music on and ask students to mingle for 30 seconds until the music stops. If there is no music, ask students to mingle about the room until you call "freeze."
3. After 30 seconds, ask everyone to find a partner.

NOTE: If there are an uneven number of students in the room, you can participate.

4. Tell the students to answer the following question with their partners: What is one of your "lows" (negative experiences) from this school year? Explain that each partner should answer the question.
5. After a few minutes, ask students to mingle again until you turn the music off or call "freeze." At this point they should find new partners and discuss the following question: What is one of your "highs" (positive experiences) from this school year? Remind them that each partner should also answer this question.
6. Reassemble the group and explain that they will have an opportunity to explore further the highs and lows from their lives using the Mountains and Valleys worksheet.

[10]Adapted from The Leadership Program, Inc.

7. Distribute the handouts and say: "Write your name at the top of the sheet. Then initial EVERY box that describes something you have experienced at one time in your life."
8. Once students have initialed their own boxes, they will have 5 minutes (with you as the timekeeper) to mingle and try to get as many signatures from their classmates on their worksheets as they can before time is up. Explain that students should initial the boxes of their classmates' worksheets that pertain to themselves and that they can sign more than one box on a worksheet.
9. When time is up, turn off the music or call "freeze," and have the students return to their seats.
10. Say to students: "Look at your own sheet and circle what you consider to be the biggest "high" and the biggest "low," as well as one other high or low you would be willing to share with a partner."
11. Have the students form pairs and ask them to share one thing from their sheets with their partners.

Debriefing:

- What did this activity make you realize?
- Were you surprised at how many students shared experiences?
- Why do you think it's important that we share our "highs" and "lows" with others?
- What would life be like if we had no "lows"?

Debriefing: Popcorn

What was one thing that was fun, challenging or eye opening about this exercise?

NOTE: *Collect these sheets and put them in the students' advisory portfolios for reference when they are ready to write a college application essay.*

MOUNTAINS AND VALLEYS

Directions: Initial EVERY box that you have experienced at one time or another. Then you will initial all of the boxes of your classmates' worksheets that pertain to you. Later, review your worksheet and circle what you consider to be the biggest "high" and the biggest "low," as well as one other high or low you would be willing to share with a partner

Name: _____ **Date:** _____

Has ever won an award	Has ever lost a pet	Has ever made another person feel good about themselves	Has ever felt guilty	Has ever insulted someone
Has ever felt afraid	Has ever broken up with a boyfriend or girlfriend	Has ever done really well on an important test	Has ever felt excited about something	Has ever had a loved one pass away
Has ever been called a racial slur	Has ever been accused of something	Has ever felt alone	Has ever fallen in love	Has ever felt completely happy
Has ever been judged by someone	Has ever done well at a sport or hobby	Has ever been pleasantly surprised by something	Has ever discovered something new about themselves	Has ever been given an unexpected gift
Has ever felt embarrassed	Has ever had something stolen	Has ever made a team that they really wanted to join	Has ever made a mistake	Has ever been proud of themselves

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Grade:

11th

Gathering: 3-4 MINUTES — Pair-Share (a technique enabling multiple, simultaneous conversations; see Glossary)

Activity/Topic: 40 MINUTES — Imagining Future Possibilities: The Crew from the Parking Lot[11]

Closing: 1-2 MINUTES — Adviser's Talking Point

Materials: "The Crew from the Parking Lot" (one per student), John's Life to Age 30 (7 to 10 copies), Devon's Life to Age 30 (7 to 10 copies), The Future: Things People Often Do Between Ages 18 and 30 (one per student)

Grouping: Whole group, pairs, small groups

Session Goal:

This session will help students understand that a few bad choices don't necessarily condemn a person to a bad life.

Gathering: Pair-Share

Ask students to pair up and share their responses to the following with their partners. Say to students: "Think of a time that someone you know did something wrong, like stealing, cheating, betraying someone, etc. Think about that person. After they did something wrong, did they continue on that path and keep doing more wrong things? Or did they recognize that they made a mistake? Did the person change? Do you think this person can change in the future?"

NOTE: *This prompt will get students to think about the danger of stereotyping someone as all "bad" if they do a few bad things. It is also designed to help them think about redemption — how someone who goes down the wrong path can change.*

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

Activity/Topic: Imagining Future Possibilities: The Crew from the Parking Lot

1. Explain to students that they are going to read and discuss a story written by a New York City teenager in order to consider how a few bad choices don't necessarily condemn a person to a bad life. They will also reflect on the personal qualities they possess that can lead to future success.
2. Distribute copies of the story "The Crew from the Parking Lot," and ask for student volunteers to take turns reading it aloud.

[11]Reprinted with permission from *Real Stories, Real Teens,* Copyright 2007 by Youth Communication/New York Center, Inc. (www.youthcomm.org).

3. Stop at the end of Section 3, "Rikers, Here I Come," and check for understanding by asking the following questions. Take responses from only a few students so you have enough time to move through the rest of the session:
   - So, what happened to Devon, John and Angel?
   - Did they make bad choices? Did they have bad opportunities?
   - Do you think anything could have been done to help the boys get on a better path when they were younger? If so, what? *(Listen carefully to students' suggestions. They will be describing the kinds of support they would like to have.)*
   - Do you think they are happy with their lives now?
   - Do you think they could still make choices to turn their lives around?
4. Finish reading the rest of the story.
5. Tell students that they are going to imagine possible futures for two of the teens in the story, Devon and John. One future will end in a happy, successful life about 10 years from now. The other will end in failure. Divide students into pairs and assign each pair either Devon or John to work on. Hand out the timeline for the appropriate character to each pair and draw the students' attention to the fact that a few items from the story are already on the timelines. Point out that then the timelines fork — one fork goes up to success, and one goes down to failure.

NOTE: *In many advisories you are likely to have more students like Devon and John (teetering on the edge) than like Ferentz (determined to succeed). This activity will help the "Devons" and the "Johns" see that there are ways that they and/or their friends can turn their lives around.*

6. Give the students a copy of The Future: Things People Often Do Between Ages 18 and 30 handout and explain that it is a list of things that people typically do as they advance in college, careers and relationships. The students can use these items in the timeline or include their own ideas.
7. Ask each pair to decide on four items for each timeline. Emphasize that the items must be in a logical order.
8. Ask each pair to share one of their timelines (either "success" or "failure").

Debriefing:

- What was it like to do this activity?
- Look at the timelines on the success side. What is one of the qualities that could lead to Devon's or to John's success that you also see in yourself?
- What do you want to remember from today's session?

Closing: Adviser's Talking Point

Tell students that Ferentz, the author, went to Queens College. He floundered a bit, but started doing well in his second year. He graduated, went to graduate school and eventually became a college professor.

The Crew from the Parking Lot By Ferentz Lafargue

NOTE: *The names in this story have been changed.*

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Section 1

The parking lot behind Wertheimer's department store on Jamaica Avenue was once a place where a lot of boyhood dreams were born. Dreams of growing up and playing for the Yankees or Giants someday, dreams of meeting that girl, the one you knew was out there, the one who was made for you. My friends and I used to spend the whole afternoon there playing baseball, football, manhunt and practically anything else you could think of.

One day we noticed a piece of wood in the corner of the lot. We found a rock to prop it up and made ourselves a bicycle ramp. We practiced jumping for a week or two until the wood broke and it was back to playing bike tag and waiting for the next thing to come along.

Every winter when it snowed, there would be huge piles of snow in the corners of the lot. We would start out by doing some light skiing to get warmed up and soften up the snow. (The "skis" were made of the finest cardboard we could find.) But we all know what happens when you put a bunch of guys somewhere with snow … SNOWFIGHT!

The rules were simple: whichever mountain you were on was your territory and whoever was with you was your team. We would fight until one team captured the other team's mountain or the teams split up and everyone started fighting amongst themselves. When that happened it was every man for himself. We would go home looking like we had just climbed Mt. Everest and sometimes I think that would have been easier.

Section 2: We Were a Team

We also shared a lot of disappointments in the parking lot. We felt bad for Ed when he didn't make the varsity basketball team. We felt sorry when Devon's girl Wendy moved away. (They were the royal couple of the parking lot.) When Abner and Carlos were sent to fight in the Persian Gulf War, we all kept an eye on the news. There weren't any "me's" or "I's" in the parking lot — we were a team.

But these days the parking lot is just used for parking cars. We don't even keep in touch like we used to. Rarely will you see two of us together. Some have moved away, the rest just feel like they're miles away. At least to me they do. The only thing we all have in common is that we grew up.

When I look around now and see people that I used to be down with back in the day, I feel really sorry for some of these guys.

Devon was the superstar of the parking lot. He could throw, run, catch — the whole nine. We used to think he was the total package. We thought he would play high school baseball or football, then get drafted for a scholarship and go on to become a major leaguer. But instead of going out for one of the teams, he opted to be down with the fellows, hanging out and doing things like robbing people, stealing chains or getting caught up in stupid gang battles.

Section 3: Rikers, Here I Come

Now he's one of the people who comes up to me and talks about how he messed up, how he should have stayed in school. Now the only things he strives for are his own apartment, a GED, a job and a car. Devon's only 18 and has been sent to Rikers Island jail two times already. The sad thing is he has no fear of going back.

Devon's younger brother John was a pretty good ballplayer too but more important than that, he was a B+ student and a born leader. He was never afraid of being team captain. In fact, he thrived on it. He used to talk about joining the Marines and getting his M-15. Now John is 17 and has a kid and he's not even close to a high school diploma. He was hardly ever in school last year. The word is that John is dealing guns. An M-15 is probably child's play compared to some of the guns he's come in contact with.

Then there's Angel. Angel used to be my best friend and in a way he always will be. Angel had drive and determination. One summer he lost his glove, and being that he was the only lefty in the parking lot, he had no one to lend him one. But Angel decided not to let that keep him on the sidelines. He found a right-handed glove and for about year and a half he tried to be right-handed. He started doing almost everything right-handed.

Eventually he got another left-handed glove. But even after that you could occasionally see him tricking an opposing batter with a wicked right-handed curve ball. Angel hasn't dropped out yet, not officially, but I doubt he goes to school more than five full days a year. When he does go, he usually cuts out early in the day. Now Angel's dealing drugs. He used to have determination but these days the only thing he seems determined to do is mess up his life.

Section 4: Role Model?

The sad thing is that these are the guys that the little kids look up to. The other day one of my friends and I were walking down 89th Avenue and one of my little brother's friends came up to us with a fake "blunt" that he had rolled up, and was telling us how good it was. This kid is 10 years old at most. But you really can't blame him. That's what he sees around him. That's what's considered cool.

The ones that plan to go on to college — as soon as they're finished and have some money in the bank, they can move as far away from the neighborhood as fast as they can. My homeboy Abner, for example, hasn't even graduated from college yet and he's already beginning the process. He recently moved to Forest Hills and if it weren't for his parents, you'd never see his face around the block at all.

He even started to forget people's names. There's one girl he's known for about 10 or 15 years now and the other day he couldn't come up with her name. It made me wonder if he remembers mine.

Section 5: I'm Their Last, Best Hope

Then there's me. I was the youngest kid in the parking lot, which meant I was last to get picked for the teams and the first to get picked on. I was like everyone's little brother. I never made it to the forefront; I just stood back and watched everyone else. I looked up to these guys. But I knew the real them. I was smart enough to learn from their mistakes.

They still keep an eye out for me. Every time one of them sees one of my articles or hears about me doing anything else good, he's always ready to congratulate me and tell me to keep it up. It's almost like I'm their last hope of success: if I come out OK then they'll honestly be able to say they had a hand in raising me.

I intend to go to college and study communications and advertising. Hopefully one day I'll be writing for a big time newspaper, or working for an advertising company. Then I'd like to make sure my little brother gets his act together, help fix up my neighborhood, and do whatever I can to help out some of my old friends. But whatever I end up doing, one thing I won't do is let those guys down and mess up my life.

Writing this article I discovered I'm a pretty lucky guy after all. Remembering all those good times we had in the parking lot was enough to make me cry. I hope everyone has a parking lot in their lives. What good is a tree without roots?

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THE FUTURE

Things People Often Do Between Ages 18 and 30

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Education

- Drop out of high school
- Get a GED
- Graduate from high school
- Get an associate degree (two years of college)
- Go to trade school (learn air-conditioning, auto repair, hotel management, etc.)
- Get a bachelor's degree (four years of college)
- Get a graduate or professional degree (lawyer, doctor)

Job

- Get a part-time, low-paying job (e.g., McDonald's)
- Get a part-time job with advancement opportunity (e.g., bank teller, receptionist, bookkeeper)
- Get a retail job (e.g., sales clerk, cashier)
- Get a union job (e.g., transit worker, mail carrier)
- Get into a skilled trade (e.g., plumber, carpenter, chef)
- Get a factory job (e.g., machinist, seamstress)
- Go to work for themselves (e.g., beautician, cab driver, entrepreneur)
- Join the armed forces (e.g., army, air force, navy, marines)
- Get an administrative job (e.g., secretary, clerk)
- Get a social service job (e.g., home health aide, teacher, social worker, counselor)
- Get a creative job (e.g., actor, singer, window designer)
- Get a professional job (e.g., lawyer, doctor, accountant, architect)
- Get work in the "underground economy" (e.g., drug dealer, shoplifter, gun runner)

Family

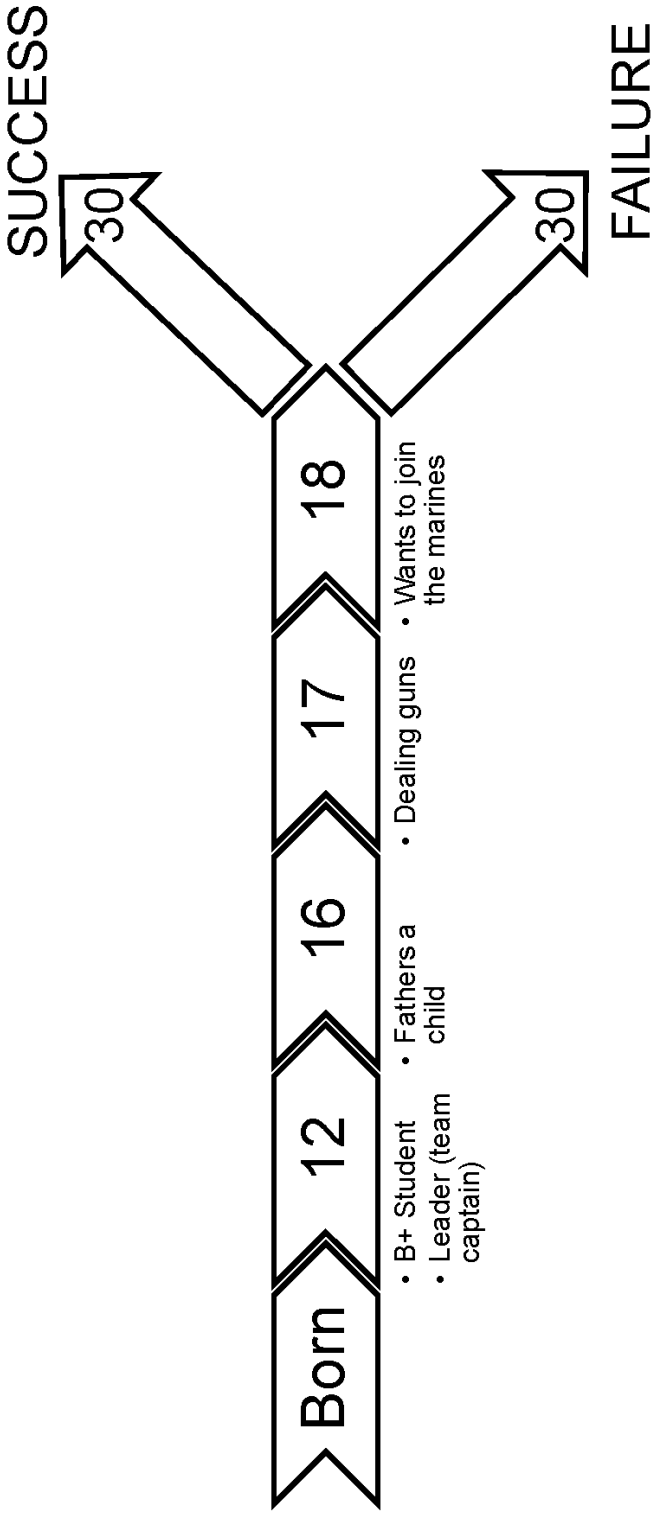
- Single
- Single with child or children
- In a relationship (no kids)
- In a relationship (with kids)
- Married (with or without kids)
- Divorced
- In a healthy, supportive relationship
- In an unhealthy relationship where there is always fighting, cheating, etc.

Emotional and Physical Health

- Happy, angry, depressed, stubborn, ignorant, wise, helpful
- Healthy and fit; vigorous (able to get up and get going every day)
- Tired and run down (can't seem to take care of responsibilities)
- Chronic illness (heart trouble, diabetes, lupus)
- Injured (shot, hit by car, burned in a fire)
- Dependent on drugs, alcohol
- Living in a fantasy world (always watching TV, playing video games)
- Living in the real world (taking care of responsibilities — even hard or unpleasant ones)
- Other important events: births, deaths, graduations

FUTURE TIMELINE

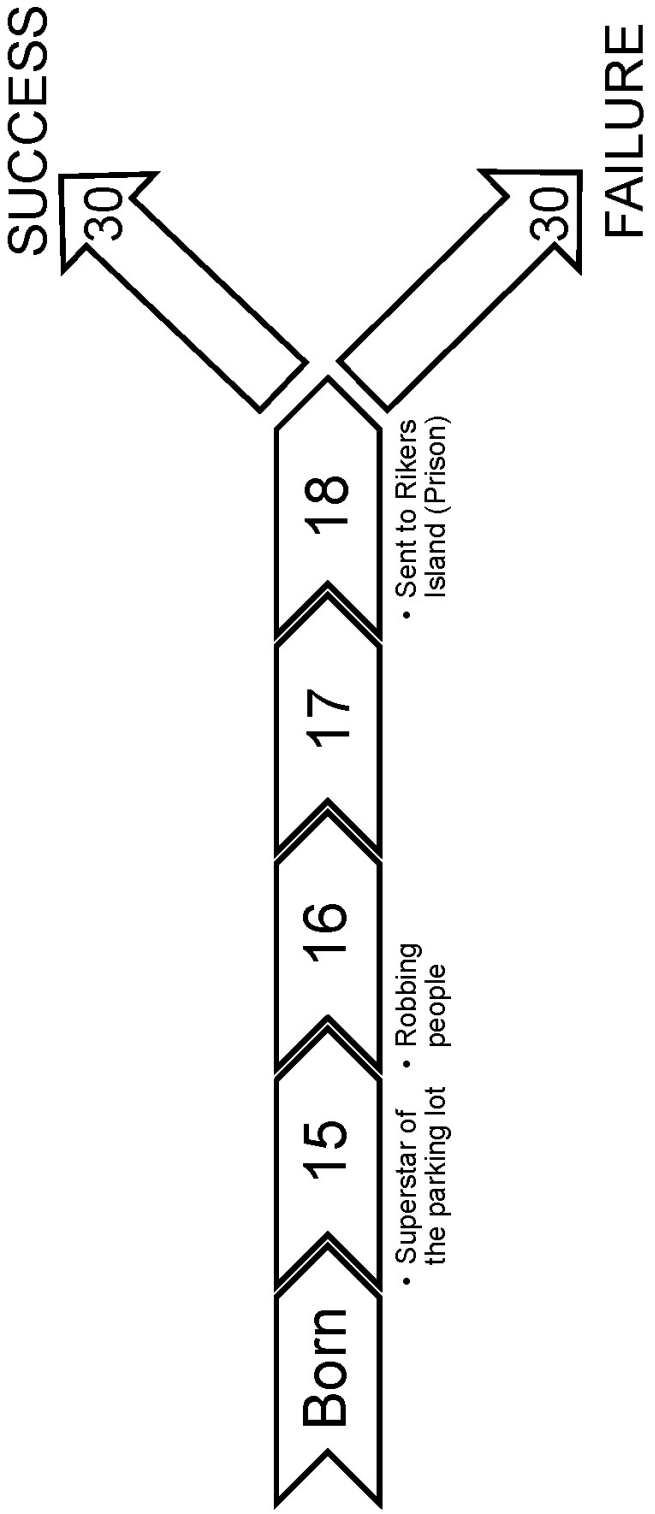
John's Life to Age 30



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FUTURE TIMELINE

Devon's Life to Age 30



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Advisory Goal 3:

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

Grade: 11th

Gathering: Stand Up If...
5 MINUTES

Activity/Topic: Transition to the Holidays[12]
30 MINUTES

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

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

Grouping: Whole group, pairs, triads

Session Goal:

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

Gathering: Stand Up If . . .

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

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

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

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

Activity/Topic: Transition to the Holidays

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

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

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

Debriefing:

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

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

Closing: Go-Round

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

CONVERSATION STARTERS ABOUT THE HOLIDAYS

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1. What are two good things that come out of the holidays?

2. What are two stressful things that come out of the holidays?

3. When you feel stressed, what are one or two things you do to take care of yourself?

4. How are you different this year from last year?

5. What are one or two traditions you look forward to over the holidays?

6. What kind of plans are you making so you can connect to people in ways that are important to you?

7. What is one special thing you would like to do for a family member that would let that person know you care about him or her?

8. What is one way you keep peace in the family over the holidays?

9. What is one thing that you could have or do that would help make this vacation a good experience for you?

10. What is one way you would like these holidays to be different?

11. Other: _____?

EMOTION CARDS

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

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Advisory Goal 3:

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

Grade: 11th

Gathering: Turn & Talk
5 MINUTES

Activity/Topic: My Online Code[13]
35 MINUTES

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

Materials: Online Ethics Topics written up on chart paper or whiteboard (see Activity/Topic #6 below), Judging Jeff's Profile (one per student), Judging Jeff's Profile Adviser Reference

Grouping: Whole group, four small groups

Session Goal:

Students will explore online ethics by analyzing a mock social networking site.

Gathering: Turn & Talk

Who is someone you believe is very ethical? (Ethical people are people whose behavior is guided by moral principles; people who treat other respectfully and who are honest). This can be a family member, a friend, or a public figure that students do not know personally. In what ways is the person you identified ethical?

Call on a few students to share their responses with the whole group.

Activity/Topic: My Online Codes

1. Explain to students that ethical behavior occurs in the offline world as well as the online world. In today's session they will explore online ethics by exploring a mock social network site.
2. Ask, "What are examples of ways that people behave unethically in their dealings with others?" Have students provide examples, and then explain why the behavior is unethical. Record student responses.

   Sample responses:

   - *Lying to someone who trusts you. This is both dishonest and disrespectful.*
   - *Spreading rumors about someone. This shows disrespect toward the feelings of others.*
   - *Joining in bullying even when you know it is wrong. This is both dishonest and hurtful to others.*

[13]Adapted from http://www.commonsensemedia.org/educators/lesson/my-online-code-9-12. Last accessed July 2012.

3. Ask, "What are examples of ways that people behave unethically in the community?" Have students think about their school community, but also about the larger communities they belong to as part of their town, nation, or planet. You may wish to have students provide examples of ethical and unethical behavior from current news stories. Record student responses.

   Sample responses:

   - *A student cheating on a test. This is dishonest and violates a community honor code.*
   - *A politician lying to voters. This is both dishonest and disrespectful toward the community he or she represents.*
   - *A company polluting the environment. This shows disrespect toward the community that shares the planet.*

4. Ask, "What are examples of ways that people behave unethically online?" Encourage students to think about what it means to be honest and respectful online, and how people can violate that ethical code.

   Sample responses:

   - *Posting information about people at school that they would never want shared*
   - *Pretending you are someone else in an online chat room*
   - *Starting a cruel social network page about members of the community*
   - *Copying and pasting parts of someone else's work into your own without giving them credit*

5. Emphasize that students should recognize that the same kinds of ethical principles apply in both the offline and online world, but they play out in different ways.
6. Introduce students to four Online Ethics Topics that are key to online ethics (posted on the board/chart paper). Explain that they will be further exploring these areas in the remainder of the lesson by exploring a mock social networking site:
   a. **Privacy:** Respecting the privacy of others online
   b. **Self-Expression and Identity:** Presenting yourself in an honest and genuine way in the online world
   c. **Connected Culture:** Treating others in a kind and respectful manner, and avoiding cyberbullying
   d. **Respecting Creative Work:** Giving credit to others and/or asking their permission when you use their work as part of your own
7. Arrange students into four groups and give each group a copy of the Judging Jeff's Profile handout.

NOTE: If your advisory is large, you can create more groups and give some groups the same topic to discuss.

8. Assign each group one of the four topics you just introduced, which correspond to different parts of the handout.
9. Explain to students that they will be analyzing a fictional profile. They will be asked to think about the online ethics involved in some of the postings in the profile. Make sure students understand the instructions, and allow 7-10 minutes for groups to discuss the questions as you circulate and listen in. When there is about one minute remaining, ask each group to select one of the questions they discussed and reflect on highlights from their conversation that they would like to share with the advisory.

10. Ask each group to briefly summarize the content of their part of Jeff's profile and share highlights from their discussion. Refer to the Judging Jeff's Profile Adviser Reference Sheet for guidance on leading the discussion.

Debriefing:

- What did today's session make you realize or wonder?
- Which of the fictional online scenarios was most realistic?
- What are some guidelines our school has or might put in place to support students in becoming better digital citizens?

Closing: Whip

Define Digital Citizenship: *A safe, responsible, and ethical approach to functioning in the digital world. Then provide students with the following prompt:*

One way to be a good digital citizen...

JUDGING JEFF'S PROFILE

Directions: Imagine there's a kid in one of your classes named Jeff. You know him, but not very well. You notice that he is friends with one of your friends on the social networking site MyBook. His profile is public, so you decide to check it out. Some information posted in Jeff's profile is below. Your group will be assigned to analyze one part of this profile and answer questions.

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1. Privacy

YourPalAl says...

Seems Matt's parents are fighting again — he's been on my couch all week. Any chance you could house him for a night or two?

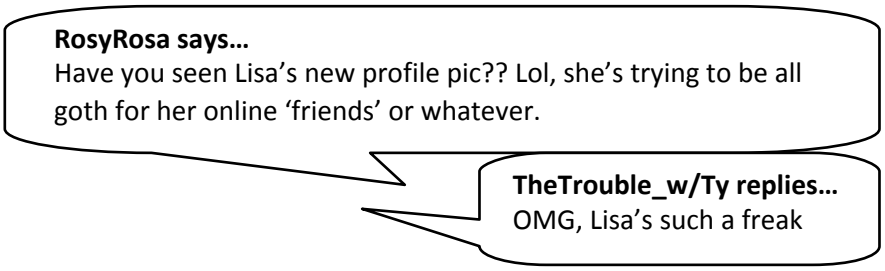
a Was it appropriate for YourPalAl to post personal information about Matt on Jeff's profile? Are there any potential benefits or harms in having Matt's story shared online?

b. When you see Matt at school tomorrow, will you treat him any differently? What effect might seeing his personal information online have on how you think about or treat him offline (i.e., face-to-face)?

c. Are there any other ways that YourPalAl could have used digital technology in trying to help his friend Matt?

d. What would you have done if you were in YourPalAl's place? What would you do if you were Jeff? How would you react if you were Matt?

2. Self-Expression and Identity



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a. Why do you think Lisa may have chosen a new "goth" profile picture? Is there any harm in her presenting a different identity online?

b. Imagine that Lisa's online friends had never met her face-to-face, and that once they did they discovered she doesn't actually dress goth. How do you think they would react?

c. Why might RosyRosa and TheTrouble_w/Ty be reacting negatively to their friend's new picture? Is it right for them to respond the way they did?

d. What would you have done if you had seen a profile picture like Lisa's, that didn't seem real? How would you react to RosyRosa and TheTrouble_w/Ty's postings if you were Lisa?

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Pat says…

Can you believe the dumb assignment Garrett gave us? You should totally join our I Hate Mr. Garrett page: http://honkifyouhategarrett/fh.

a. What do you think of Pat and his friends creating such a page?

b. Do you think Jeff has a responsibility to address or comment on Pat's post? What are some things he might do?

c. How would you react if you really liked Mr. Garrett, and you saw this post from Pat? Would you do anything about it? If so, what would you do?

d. How would you react if you saw a page like this created about you? What would you do if you saw a page like this about a friend or a teacher?

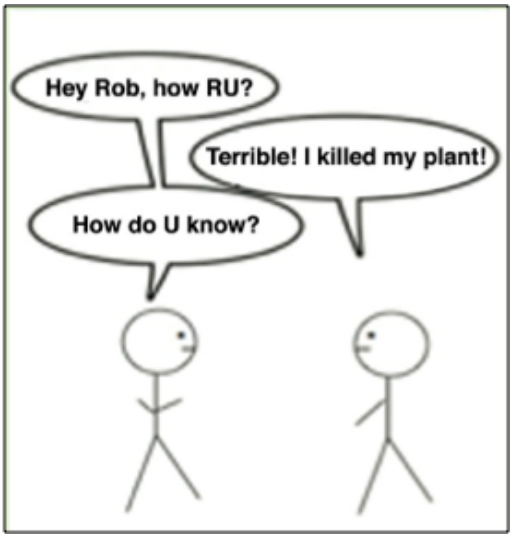
4. Respecting Creative Work

Subject: Irritated…AGAIN
posted by Jeff at 7:30pm | comments (3)

So, it has happened again. For Garrett's art class we had to do these stupid online group comic projects. Not only did my horrible partners stick me with all of the work, but I just found out that one of them emailed my comic to her friend in the other class who ripped it off! NOT cool.

Check it out – here's a piece of mine on the left, theirs on the right.





a. What do you think of the student work on the right? Do you think Jeff's work inspired the other artist, or that the other artist plagiarized his work? (plagiarize = to steal someone else's ideas or words and pass them off as your own)

b. What if the comic artist on the right had included a credit line that said "Based on a concept by Jeff," and asked Jeff's permission to use it. Would that still be plagiarism? Would it be ethical?

c. Clearly Jeff is bothered that someone "ripped off" his comic. What if, in a written entry about music, he provides a link for downloading a new album for free? Do you think the two things are similar or different? Why?

d. What would you do if you were in Jeff's situation and someone else had plagiarized your work? What if you knew about an instance in which someone else's work had been plagiarized?

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JUDGING JEFF'S PROFILE

Adviser Reference Sheet

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1. Privacy

YourPalAl says…

Seems Matt's parents are fighting again — he's been on my couch all week. Any chance you could house him for a night or two?

a. Was it appropriate for YourPalAl to post personal information about Matt on Jeff's profile? Are there any potential benefits or harms in having Matt's story shared online?

Students should recognize that YourPalAl may be violating Matt's privacy by posting private information about his situation at home. It might benefit Matt by getting him a place to stay, but it could also embarrass or upset him.

b. When you see Matt at school tomorrow, will you treat him any differently? What effect might seeing his personal information online have on how you think about or treat him offline (i.e., face-to-face)?

Students should realize that even if they don't treat Matt differently, the way they think about him will probably be affected by having this private information.

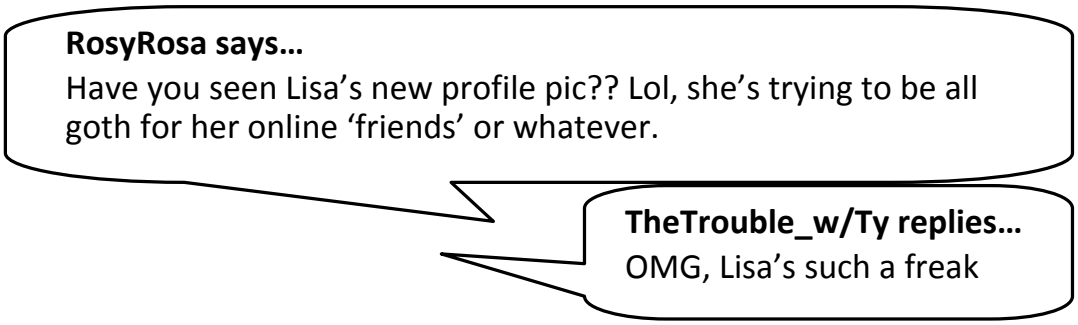
c. Are there any other ways that YourPalAl could have used digital technology in trying to help his friend Matt?

YourPalAl could have contacted Jeff about Matt by email or a text, which would have been a more private communication.

d. What would you have done if you were in YourPalAl's place? What would you do if you were Jeff? How would you react if you were Matt?

Encourage students to discuss the options they would have in each situation, and then choose what they believe is the most ethical choice.

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a. Why do you think Lisa may have chosen a new "goth" profile picture? Is there any harm in her presenting a different identity online?

Students should understand that Lisa may want to "try on" a different identity online. While this is unlikely to cause serious harm, it could be helpful for her to reflect on why she selected this photo.

b. Imagine that Lisa's online friends had never met her face-to-face, and that once they did they discovered she doesn't actually dress goth. How do you think they would react?

Lisa's online friends might feel that she had tricked them or lied to them by being dishonest about her usual appearance.

c. Why might RosyRosa and TheTrouble_w/Ty be reacting negatively to their friend's new picture? Is it right for them to respond the way they did?

It is understandable that Lisa's friends might be upset to see her misrepresenting herself online, but it is not right for them to write mean things about her online. Instead, they should talk with her in person about how they feel.

d. What would you have done if you had seen a profile picture like Lisa's, that didn't seem real? How would you react to RosyRosa and TheTrouble_w/Ty's postings if you were Lisa?

Encourage students to discuss the options they would have in each situation, and then choose what they believe is the most ethical choice.

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Pat says…

Can you believe the dumb assignment Garrett gave us? You should totally join our I Hate Mr. Garrett page: http://honkifyouhategarrett/fh.

a. What do you think of Pat and his friends creating such a page?

Students should understand that it is not okay to create a public space online in which you say negative things about others.

b. Do you think Jeff has a responsibility to address or comment on Pat's post? What are some things he might do?

Since it is on his profile, Jeff really should do something about it. He might post something positive about Mr. Garrett, or go on record saying he isn't interested.

c. How would you react if you really liked Mr. Garrett, and you saw this post from Pat? Would you do anything about it? If so, what would you do?

Students should recognize that they have the option to stick up for Mr. Garrett by posting something on the site or by saying something privately to Pat. The most important thing is that they not participate in something that is meant to harm Mr. Garrett.

d. How would you react if you saw a page like this created about you? What would you do if you saw a page like this about a friend or a teacher?

Encourage students to discuss the options they would have in each situation and then choose what they consider is the most ethical choice.

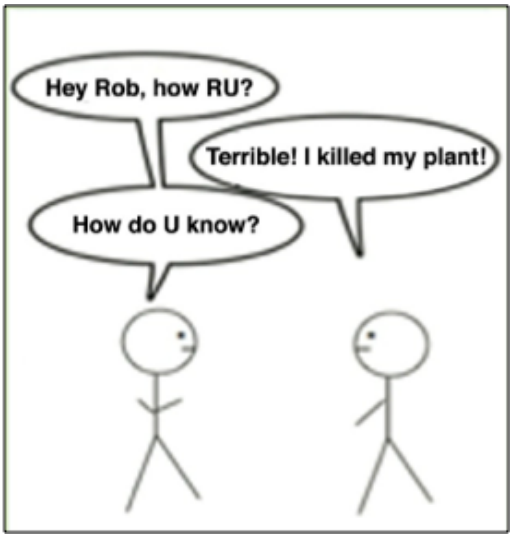
4. Respecting Creative Work

Subject: Irritated…AGAIN
posted by Jeff at 7:30pm | comments (3)

So, it has happened again. For Garrett's art class we had to do these stupid online group comic projects. Not only did my horrible partners stick me with all of the work, but I just found out that one of them emailed my comic to her friend in the other class who ripped it off! NOT cool.

Check it out – here's a piece of mine on the left, theirs on the right.





a. What do you think of the student work on the right? Do you think Jeff's work inspired the other artist, or that the other artist plagiarized his work? (plagiarize = to steal someone else's ideas or words and pass them off as your own)

   Although the artwork is different, the idea is not original. Students should realize that the other artist did plagiarize Jeff's work, because they copied his idea very closely.

b. What if the comic artist on the right had included a credit line that said "Based on a concept by Jeff," and asked Jeff's permission to use it. Would that still be plagiarism? Would it be ethical?

   Students should recognize that giving appropriate credit and asking permission are required when you use someone else's work. As long as it was all right with the teacher, this would be ethical.

c. Clearly Jeff is bothered that someone "ripped off" his comic. What if, in a written entry about music, he provides a link for downloading a new album for free? Do you think the two things are similar or different? Why?

   While there are differences between the two things, students should recognize that there are some similarities as well: In both cases someone's creative work is being taken without their permission or compensation.

d. What would you do if you were in Jeff's situation and someone else had plagiarized your work? What if you knew about an instance in which someone else's work had been plagiarized?

   Encourage students to discuss the options they would have in each situation, and then choose what they believe is the most ethical choice.

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Advisory Goal 3:

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

Grade: 11th

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

Activity/Topic: 30 MINUTES — Teacher–Student Relationships[14]

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

Materials: Relationships with Teachers Questionnaire (one per student)

Grouping: Whole group, pairs, individual

Session Goal:

The purpose of this session is to explore the benefits of having a good relationship with a teacher, as well as the steps to building one.

Gathering: Go-Round

Think about a class in which you are doing well. Name one thing you have done that impressed the teacher in that class.

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

Activity/Topic: Teacher–Student Relationships

1. Explain that the purpose of today's session is to explore the benefits of having a good relationship with a teacher, as well as the steps to building one.
2. Hand out copies of the Relationships with Teachers Questionnaire and instruct students to complete the handout individually by writing brief responses.
3. Divide the advisory into pairs and have students share their answers to three of the questions.
4. Choose a few questions (for example #3, #4, #8) to open up a discussion with the whole group.
5. Continue the whole-group discussion by asking these guided questions:
   - What are some possible benefits of having a good, comfortable relationship with a teacher? (Possible responses: support and advocacy from teacher, increased motivation)
   - Have you ever asked a teacher to speak on your behalf to other teachers when you are having a problem in school? How did that go?

[14]Adapted from Jean Sunde Peterson, *Talk with Teens About Self and Stress* (Minnesota. Free Spirit Publishing. 1995) p. 128.

- How can students build a good teacher–student relationship? (Generate a list on the board or chart paper.)
- How might a teacher benefit from having a comfortable, communicative relationship with a student?

6. Ask for a volunteer who is facing a challenge in his or her relationship with a teacher. (Tell the student not to use the teacher's name.)
7. Invite the group to help the student solve the problem as you ask the following questions:
   - How might improving the relationship benefit you?
   - What could you do to change the relationship so that it wouldn't be strained? (Possible responses: ask for help, make eye contact, make small talk, answer questions in class and arrange to speak individually with the teacher about the relationship.)

Debriefing:

- What did you like or dislike about today's activity?
- What do you need from teachers generally?
- What do you definitely NOT want from teachers?
- What is one thing you learned today that will be useful to you when you are in college?

Closing: Popcorn

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

RELATIONSHIPS WITH TEACHERS QUESTIONNAIRE

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1. What kinds of relationships do you have with your various teachers?
   Friendly Personal Adversarial Strictly Academic
2. In the past three years, have your relationships with teachers generally become closer and more comfortable, or more distant and less comfortable?

3. Name one teacher, past or present, who is/was a great teacher for you:
   What makes/made him or her so significant in your life?

4. What teaching style(s) do you like best? Circle as many as apply.

Structured	Little personal interaction with students
Unstructured	Using a lot of worksheets
Highly organized	Showing information visually
Very flexible	Great variety in each class period
Few rules	Giving information by speaking
Many rules	Giving information by having activities
Clear guidelines	Using a lot of technology
Personal warmth	

5. Do your choices here fit the great teacher you named in #3? Yes No
6. Do you like to have teachers know you personally? Yes No
7. What kind of information do you like teachers to know about you?

8. What kind of information do you NOT want teachers to know about you?

9. If you were having a very difficult time in your personal life, would you want your teachers to be aware of that? Yes No
10. Do most teachers like you? Yes No
11. How do you let teachers know that you like their teaching?

12. How do you know when a teacher likes and enjoys you as a student?

Advisory Goal 3:

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

Grade: 11th

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

Activity/Topic: Building a College-Going Support Network[15]
30 MINUTES

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

Materials: Student Support Scenarios (one copy of each posted up around the room), Scenario Discussion Questions (one per group), markers

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is to raise students' awareness of the importance of finding people who can support their goal of attending college.

Gathering: Go-Round
Who is someone who supports you to do and be your best?

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

Activity/Topic: Building a College-Going Support Network

1. Explain to students that the purpose of today's session is to raise their awareness of the importance of identifying people who can support them in their goal of going to college. Explain that they will read and discuss quotes about the importance of building a support network by young adults who were the first in their families to go to college.
2. Divide the students into four groups.
3. Assign each group one of the four scenarios. Distribute one copy of the Student Support Scenario discussion questions and a marker to each group. Ask students to discuss the questions for their first scenario. Remind them to put a dot on the scenario sheet with the marker if they can relate to what the student is saying.
4. After 5 minutes, provide a signal and have each group move on to the next scenario in order. Repeat until all four groups have read and discussed all four scenarios.

[15]Adapted from Kathleen Cushman, *First in the Family* (Rhode Island: Next Generation Press. 2005), pp. 24–30.

Debriefing:

- What was it like to do this activity?
- What were the different ways people supported these young people in going to college?
- With which student(s) did you relate? In what ways?
- What are the benefits of having a college-going support network?

Closing: Popcorn

One person who can support me in going to college is ...

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Scenario #1: Eric

My great-aunt called me and said, "I'm really worried about you. As much as I want to tell you to do this, do that, and believe in this, believe in that, I'm going to try to tell you to believe in yourself, and do things that you feel are important for you to do. So, Eric, what's the best thing for you to do?"

– I was like, "I'm going to college."
– And she's like, "Well, how are you going to go to college?"
– "I guess by getting good grades."
– "But *how* are you going to get good grades?"
– "By working for them!"
– "Oh! So if you work for it and you get good grades and you do what you're supposed to be doing, and graduate, that's your ticket to get out of here!"
– I just started laughing because she basically broke it down.
– "Well, how are you going to do that?" *Everything started to change from that moment on. I was going to be me. — Eric*

Scenario #2: Stephen

Coaches definitely helped out a lot. You could talk to them as people; they worked with you; they knew about your family; you could call them on the phone. In my small town, the coaches would give you a ride home if you needed it.
My power lifting coach was actually my algebra teacher, so he always pushed me to do good: "Make sure you get your homework in, make sure you do all these great things." He expected a lot of his students, but nothing that couldn't be accomplished. He would get up in your face if he had to: "Darn son, I'm not asking you to nail Jello to a tree!" He would tell you how it is. But when you went home at night you'd know he loved you and wanted the best for you. — Stephen

Scenario #3: Aileen

I started working here around the end of September of my senior year. I really trusted my employer, Anna. When I was telling her what was going on in school, the first question she asked me was, "What college are you applying to?" That's when I really started to think about college, because here, they were not happy to think that I was not going to college. They really pushed me, like, "You're going to college, apply to colleges!" They all gave me different ideas of what I could do, and they asked me what the one thing that I wanted to do was. I said I wanted to be a lawyer. They said, "You could do it, you just have to go to school for it!" That's when I started thinking about the options I had, and I started researching college. *My "mothers" at work helped me with the whole application process. I consider them my parents in a way, 'cause I can't go to my actual parents and talk about it. When I have a problem and I come to them, they understand me, and they help me fix it. – Aileen*

Scenario #4: Ellen

It's good to have somebody that you know you could go to, no matter what, with any type of question. Just somebody you trust that you could talk to. There are some places, like community centers, that have a lot of mentors. Or maybe your friend has a mother that goes to college, and she won't mind if you ask a question. Or a family friend that's been to college and knows a couple of things. – Ellen

STUDENT SUPPORT SCENARIOS

Discussion Questions

Scenario #1 Eric	Scenario #2 Stephen
1. Who supported Eric in going to college? 2. How? What did she or he do or say? 3. Has anyone done this for you? Who could do this for you? How might you reach out for this type of support?	1. Who supported Stephen in going to college? 2. How? What did she or he do or say? 3. Has anyone done this for you? Who could do this for you? How might you reach out for this type of support?
Scenario #3 Aileen	**Scenario #4 Ellen**
1. Who supported Aileen in going to college? 2. How? What did she or he do or say? 3. Has anyone done this for you? Who could do this for you? How might you reach out for this type of support?	1. Who does Ellen recommend getting support from? 2. Is there an adult outside of school who has served as mentor to you? 3. Is there a community center in your neighborhood that might provide mentors?

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Advisory Goal 3:

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

Grade:

11th

NOTE

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

Gathering: Emotion Cards
10 MINUTES

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

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

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

Grouping: Whole group, pairs, individual

Session Goal:

To reflect on students' progress towards graduation.

Gathering: Emotion Cards

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

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

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

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

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

Debriefing:

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

Closing: Go-Round and Ticket Out the Door

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

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

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

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ **Date:** _____

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

One thing I realized or am wondering...

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

TICKET OUT

Name: _____ **Date:** _____

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

One thing I realized or am wondering...

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

TICKET OUT

Name: _____ **Date:** _____

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

One thing I realized or am wondering...

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

EMOTION CARDS

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

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HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

New York City Tracker

English – 8 credits needed

_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐

Math – 6 credits needed

_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐

Science (inc. lab) – 6 credits needed-- Life Science (2 credits), Physical Science (2 credits), Life or Physical Science (2 credits)

_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐	_____ (1 credit) ☐☐

Social Studies – 8 credits needed -- Global History (4 credits), American History (2 credits), Economics (1 credit), Participation in Government (1 credit)

Global History (1 credit) ☐☐	Global History (1 credit) ☐☐	Global History (1 credit) ☐☐	Global History (1 credit) ☐☐	American History _ (1 credit) ☐☐	American History (1 credit) ☐☐	Economics (1 credit) ☐☐	Participation in Government 1 credit) ☐☐

Health & PE: - 5 credits needed-- Physical Education (4 credits), Health (1 credit)

Phys Ed (1 credit) ☐☐	Phys Ed (1 credit) ☐☐	Phys Ed (1 credit) ☐☐	Phys Ed (1 credit) ☐☐	Health (1 credit) ☐☐

NYC GRADUATION CREDIT REQUIREMENTS

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

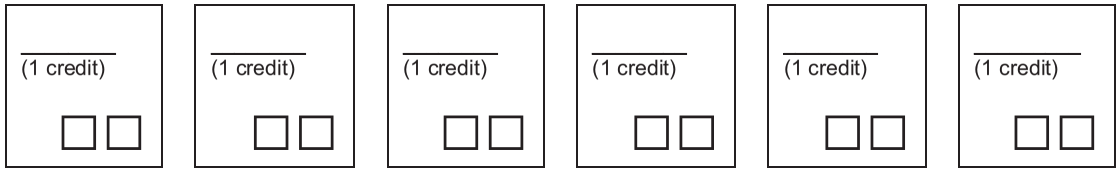
To receive an Advanced Regents Diploma, you need **6 credits in a Second Language and only **3 Elective credits.***

Instructions: Track Your Progress towards your diploma

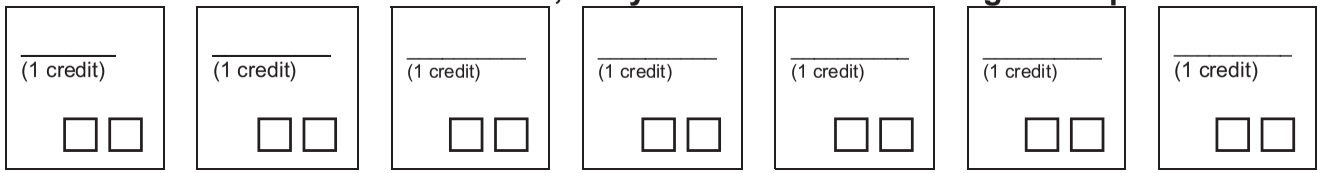
1. If necessary write in the title of your course
2. Check first box if you passed class
3. Place letter grade in second box.

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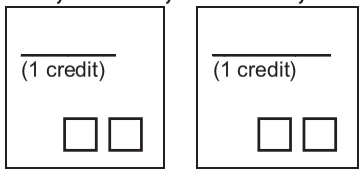
Second Language - 2 credits needed; 6 needed for Advanced Regents Diploma



Electives Needed - 7 credits needed; only 3 for an Advanced Regents Diploma



Art, Music, Theater, Dance - 2 credits needed



HIGH SCHOOL GRADUATION CREDIT REQUIREMENTS

Buffalo, Rochester & Yonkers Tracker

Student:_____
Adviser:_____

English – 4 credits needed

_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐

Math – 6 credits needed

_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐

Science (inc. lab) – 3 credits needed-- Life Science (2 credits), Physical Science (2 credits), Life or Physical Science (2 credits)

_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐	_____ .51 credit) ☐☐	_____ (.5 credit) ☐☐	_____ (.5 credit) ☐☐

Social Studies – 4 credits needed -- Global History (4 credits), American History (2 credits), Economics (1 credit) Participation in Government (1 credit)

Global History (.5 credit) ☐☐	Global History (.5 credit) ☐☐	Global History (.5 credit) ☐☐	Global History (.5 credit) ☐☐	American History (.5 credit) ☐☐	American History (.5 credit) ☐☐	Economics (.5 credit) ☐☐	Participation in Government (.5 credit) ☐☐

Health & PE: - 2.5 credits needed-- Physical Education (4 credits), Health (1 credit)

Phys Ed (.5 credit) ☐☐	Phys Ed (.5 credit) ☐☐	Phys Ed (.5 credit) ☐☐	Phys Ed (.5 credit) ☐☐	Health (.5 credit) ☐☐

Buffalo, Rochester & Yonkers Graduation Credit Requirements

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

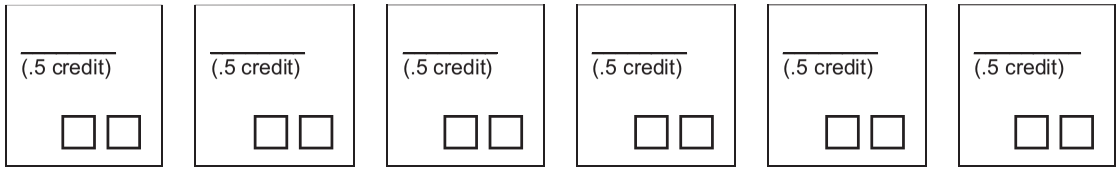
To receive an Advanced Regents Diploma, you need 3* ***credits in a Second Language* *and only 1.5* ***Elective credits.***

Instructions: Track Your Progress towards your diploma

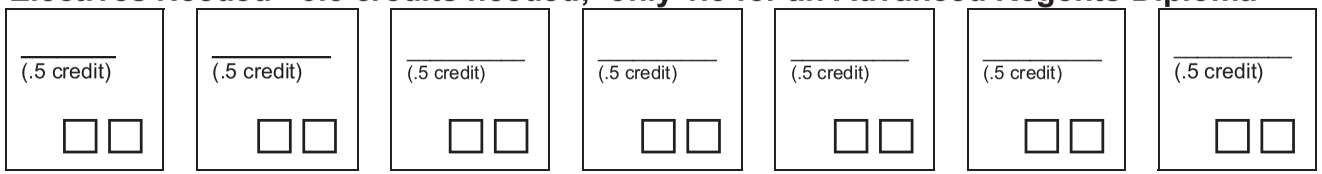
4. If necessary write in the title of your course
5. Check first box if you passed class
6. Place letter grade in second box.

Example:

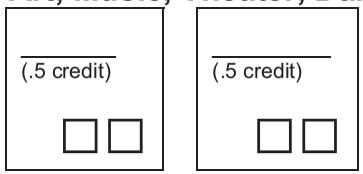
Second Language - 1 credits needed; 3 needed for Advanced Regents Diploma



Electives Needed - 3.5 credits needed; only 1.5 for an Advanced Regents Diploma



Art, Music, Theater, Dance - 1 credit needed



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REGENTS REQUIREMENTS

New York State Tracker

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

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

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

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ADVISORY GOAL 4

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

Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: 30 MINUTES — Preparing for a College Visit[16]

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

Materials: Five different pieces of chart paper with topics and sample questions posted around the room (see Activity/Topic #2), five different colored markers, College Campus Visit Questions (one per student), Campus Visit Journal (three per student)

Grouping: Whole group, pairs

Session Goal:

The purpose of this session is to prepare students to ask questions during a college campus visit.

Gathering: Go-Round

What is one college you would like to visit? What would you want to see or find out from going there?

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

Activity/Topic: Preparing for a College Visit

1. If your school is planning an upcoming college visit, remind students of the date and logistics. If not, tell students that they can visit colleges on their own and that the best time to go is during holidays that fall on Mondays when most colleges are in session. Whether students are going on their own or as part of a field trip, emphasize the importance of preparing questions that they want to ask during the visit.
2. Point out to students the five different pieces of chart paper around the room with topics and sample questions:
   - **Student support services:** Academic, health, career, security: *How good is the security on campus?*
   - **Social life:** *Are there fraternities and sororities on campus?*
   - **Athletics and other extracurricular activities:** *What kind of facilities does the student center have?*

[16]Adapted from The College Board, *Get It Together for College* (New York: College Board Publications. 2008).

- **Admission criteria:** *Do freshmen have to take placement exams?*
- **Academics**: *What's the most popular major on campus?*

Explain to students that they are going to brainstorm additional questions they would like to ask about each of these categories during an upcoming campus visit. Explain that they can design questions for students at the college as well as adults they may meet, including tour guides, professors and admission personnel.

3. Divide students into five different groups. Give each group a different colored marker and ask each group to stand in front of one of the pieces of chart paper. Give each group three minutes to discuss and write down questions at the first station. When time is up, ask groups to rotate to the next station and write down additional questions. Group members can also put asterisks next to any questions they see at the new station that they would also like to ask. Continue until each group has rotated through each station.
4. Afterward, review the questions to clarify meaning and reword any as necessary. Feel free to add questions you think might be important to ask.
5. Invite volunteers to tell which questions they want to be sure to ask and explain why.
6. Distribute the College Campus Visit Questions form and ask students to write down one or two questions for each category.
7. Distribute the Campus Visit Journal and explain that students can use this to take notes when visiting a college. Ask them why it might be important to get contact information for people they meet.

Debriefing:

- What was the most important thing you realized from this activity?
- Who would you like to talk to when you go on a college visit? Why?
- Ask students what they would like to do with the handouts from today. Do they want to hold on to them for use in upcoming visits or keep them in their advisory portfolios until they plan to go on a visit?

Closing: Popcorn

One thing I want to find out when I go on a college visit is …

COLLEGE CAMPUS VISIT JOURNAL

Name_____

College:	Date of Visit:	
Location:		
Who I Went With:		
Weather That Day:	How I Traveled There:	
	What I like	What I Don't Like
Campus		
Dorms		
Dining areas/food		
Activities available		
Academic offerings		
Academic facilities		
Fitness/recreational facilities		
Neighboring area		
Other		
People I met:		
Name:	E-mail:	
Name:	E-mail:	
Name:	E-mail:	
What the students are like:		
What impressed me the most:		
Should I go there?		

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COLLEGE CAMPUS VISIT QUESTIONS

Name_____ **Date** _____

Academics
Admission Criteria
Athletics and Extracurricular Activities
Career Services
Social LIfe
Student Support Services

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Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: 30 MINUTES — What Are You Looking For in a College?[17]

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

Materials: College Experience Scenarios (one scenario per student, four scenarios per group)

> **NOTE:** *The included scenarios use New York state and nearby regional colleges as examples. Those outside New York State can use these scenarios as a reference to create examples using local or popular colleges relevant to your student population.*

Grouping: Pairs, small groups

Session Goal:

The purpose of this session is for students to reflect on the type of college experience that might be a good fit for them by evaluating the advantages and disadvantages portrayed in fictional college scenarios.

Gathering: Pair-Share

1. Divide the group into pairs. Read the following quote and then ask students to share a response to the question that follows with their partners:

   "So you don't know what you're looking for in a school? Look at what you're interested in — it doesn't always have to be academics, because when you get to school your life is not going to be centered on books. If you don't know what you want to do with your life later, you know what you enjoy doing with your life now. Look at that, as far as how to choose colleges."
   –Niema, first in her family to go to college

   Question: What is something you enjoy doing in your life now that you might want to keep in mind when picking a college?

2. Ask two or three volunteers to share their responses with the advisory.

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

[17]Adapted from Kathleen Cushman, *First in the Family: Your High School Years* (Rhode Island: Next Generation Press. 2005), pp. 24–39.

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

1. Tell students that the focus of this session is to explore the different kinds of choices they can make in picking a college that is right for them. One of the considerations is the social and extracurricular opportunities at the school, as mentioned in the gathering quote. Explain that students will learn more about other criteria like size, distance, diversity of student population and internships by reading and talking about four different fictional college experience scenarios.
2. Divide the class into groups of four. If there is an uneven number of students, enlarge one group to five and give two students in this group the same scenario. Explain that each group member will receive a different scenario that he or she will read and evaluate in order to share with the other group members.
3. Distribute a different fictional college experience student scenario to each group member.
4. Ask students to read their individual scenarios and to answer the questions that follow in preparation for sharing with their group. Emphasize that there are no wrong or right answers; the questions are asking for students' opinions about each college experience.
5. After 5–10 minutes, ask each group member to read his or her scenario to the group and then share his or her responses to the questions.

Debriefing:

- What did you realize from doing this activity?
- What are the advantages of going away to school? Disadvantages?
- What are the advantages of going to a large school versus a small school? Disadvantages?
- Which student would you like to talk to more about his or her college experience? Why?
- What kind of college would you like to find out more about? How can you do this?

Closing: Go-Round

What do you consider the most important factor in choosing a college?

COLLEGE EXPERIENCE SCENARIOS

Downstate New York

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Scenario #1: Malik

Malik goes to Connecticut College, a small liberal arts college on the Long Island Sound in Connecticut. He is in his first year there and he thinks that he wants to major in creative writing. He is going for a four-year bachelor's degree. Malik's classes are small (usually 18 students) and all of his professors know him by name. He lives in a dorm and has a roommate. Malik takes four classes all during the day. There are not many other African Americans on his campus, but through the African American Culture Organization he has gotten to know most of them. He hopes to write for the school newspaper next semester. Malik's college is two hours from New York City, where his family lives. He takes the bus back and forth on all school vacations (but not on weekends) for $40 round trip.

a. What do you consider two positive aspects of Malik's college experience? Why?

b. What do you consider two challenging aspects of Malik's college experience? Why?

Scenario #2: Alexa

Alexa goes to City Tech in New York City. She is in her first year there and is studying computer information systems. She is planning to get her associate degree, which will take two years, and is considering transferring after to another school to get her bachelor's degree, which will take at least another two years. Alexa takes three courses instead of four because she is working at a day job for 30 hours a week and goes to school at night. Alexa does not spend a lot of time on campus. She goes to her classes and then goes to work. She is occasionally there for a study group or to use the library, but while there are clubs at her college, she has not gotten involved in any of them. Alexa lives at home with her mom and brother and takes the subway to college.

a. What do you consider two positive aspects of Alexa's college experience? Why?

b. What do you consider two challenging aspects of Alexa's college experience? Why?

Scenario #3: Jackie

Jackie attends SUNY Purchase. She is in her first semester there and is part of the acting conservatory. She hopes to pursue acting as a career and so she is involved not only in her courses but also in school theatricals, having appeared in an on-campus play already. Because she attends a university, some of her required classes like history and English are really big (90 students). She lives on campus and has a roommate who is also from the Bronx and went to a high school near hers. There are a lot of other students at Purchase from New York City, many who are also African American, which Jackie likes a lot. While Jackie does not live that far from Purchase (the bus ride is under an hour), she rarely goes home on weekends because she often has rehearsals for her play. Jackie also has an on-campus job in the financial aid office, but she only works there during the week for 15 hours.

a. What do you consider two positive aspects of Jackie's college experience? Why?

b. What do you consider two challenging aspects of Jackie's college experience? Why?

Scenario #4: Ramon

Ramon attends Johnson and Whales University in Providence, Rhode Island. He is in his first year there and is studying culinary arts. He will first get his associate degree after two years and then will continue on for his bachelor's degree, which will take another two years. He is taking four courses that meet early in the day, and then he goes to an internship in the afternoon and evenings for 40 hours per week. At the internship he gets credit as well as pay for the time he is there. He lives in a dorm and has a roommate from Massachusetts who is studying hotel management. Although there are not many Latinos at Ramon's school, there is a Latino student organization. Unfortunately he has not had a chance to attend any meetings since he is very involved in his internship. Ramon does not go home too often as it is a four-hour bus ride away and he spends time working at the restaurant.

a. What do you consider two positive aspects of Ramon's college experience? Why?

b. What do you consider two challenging aspects of Ramon's college experience? Why?

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COLLEGE EXPERIENCE SCENARIOS

Upstate New York

Scenario #1: Malik

Malik goes to Union College, a small liberal arts college just outside of Albany, New York. He is in his first year there and he thinks that he wants to major in creative writing. He is going for a four-year bachelor's degree. Malik's classes are small (usually 18 students) and all of his professors know him by name. He lives in a dorm and has a roommate. Malik takes four classes all during the day. There are not many other African Americans on his campus but through the African American Culture Organization he has gotten to know most of them. He hopes to write for the school newspaper next semester. Malik's college is three hours from Rochester, where his family lives, and he takes the train back and forth on all school vacations (but not on weekends) for $100 round trip.

a. What do you consider two positive aspects of Malik's college experience? Why?

b. What do you consider two challenging aspects of Malik's college experience? Why?

Scenario #2: Alexa

Alexa goes to Bryant and Stratton College in Rochester. She is in her first year there and is studying computer information systems. She is planning to get her associate degree, which will take two years, and is considering transferring after to another school to get her bachelor's degree, which will take at least another two years. Alexa takes three courses instead of four because she is working at a day job for 30 hours a week and goes to school at night. Alexa does not spend a lot of time on campus. She goes to her classes and then goes to work. She is occasionally there for a study group or to use the library, but while there are clubs at her college, she has not gotten involved in any of them. Alexa lives at home with her mom and brother and takes the bus to college.

a. What do you consider two positive aspects of Alexa's college experience? Why?

b. What do you consider two challenging aspects of Alexa's college experience? Why?

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Scenario #3: Jackie

Jackie attends SUNY Fredonia. She is in her first semester there and is part of the performing arts program. She hopes to pursue acting as a career and so she is involved not only in her courses but also in school theatricals, having appeared in an on-campus play already. Because she attends a university, some of her required classes like history and English are really big (90 students). She lives on campus and has a roommate who is also from Rochester and went to a high school near hers. There are a lot of other students at Fredonia from Rochester and Buffalo, many who are also African American, which Jackie likes a lot. While Jackie does not live that far from Fredonia (about two hours by car), she rarely goes home on weekends because she often has rehearsals for her play. Jackie also has an on-campus job in the financial aid office, but she only works there during the week for 15 hours.

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a. What do you consider two positive aspects of Jackie's college experience? Why?

b. What do you consider two challenging aspects of Jackie's college experience? Why?

Scenario: #4: Ramon

Ramon attends Johnson and Whales University in Providence, Rhode Island. He is in his first year there and is studying culinary arts. He will first get his associate degree after two years and then will continue on for his bachelor's degree, which will take another two years. He is taking four courses that meet early in the day and then he goes to an internship in the afternoons and evenings for 40 hours per week. At the internship he gets credit as well as pay for the time he is there. He lives in a dorm and has a roommate from Massachusetts who is studying hotel management. Although there are not many Latinos at his school, there is a Latino student organization. Unfortunately he has not had a chance to attend any meetings since he is very involved in his internship. Ramon does not go home very often as it is an eight-hour train ride away and he spends time working at the restaurant.

a. What do you consider two positive aspects of Ramon's college experience? Why?

b. What do you consider two challenging aspects of Ramon's college experience? Why?

Advisory Goal 4:

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

Grade: 11th

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

Activity/Topic: Extracurricular Résumé
25 MINUTES

Closing: Go-Round
10 MINUTES

Materials: Sample Extracurricular Résumé (one per student), Extracurricular Résumé Template (one per student)

Grouping: Whole group, pairs, individual

Session Goal:

The purpose of this session is to raise students' awareness about the importance of an extracurricular résumé in the college application process.

Gathering: Go-Round

What is something you're really good at outside of school?

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

Activity/Topic: Extracurricular Résumé

1. Explain to students that the purpose of today's session is to understand the importance of an extracurricular résumé in the college application process.
2. Tell students that colleges will not require a separate document entitled an "Extracurricular Résumé" but that this is part of most college applications. Ask students what types of activities might be included in this type of résumé. Emphasize that extracurricular activities are things students do in their free time, including school clubs, work experience, volunteering and community/church activities. An extracurricular résumé is also a place to list any type of awards they may have received.
3. Hand out the Sample Extracurricular Résumé. Divide students into pairs and ask them to discuss the following questions:
   - What do you find out about this student from looking at her extracurricular résumé?
   - What is the most important thing Kendra's extracurricular résumé demonstrates?
4. Ask volunteers to share their responses to the two questions.

5. Ask students: "Based upon this Sample Extracurricular Résumé, why do you think colleges might be interested in finding out about your extracurricular activities?"

   Possible responses may include:

   - to find out more about them and what their nonacademic interests are
   - to determine whether they are mature enough to stick to something over the long haul
   - to see if they've contributed to something beyond themselves that is of value to the community
   - to see whether they can manage their time and priorities

   Emphasize that most colleges are more impressed with a student's ability to be involved in something for the long term rather than jump around among lots of different activities. Finally, explain that colleges understand that some students may need to work to support their families and may not have time to volunteer.

6. Distribute the Extracurricular Résumé Template and ask students to fill it out. Circulate and help as needed.

Debriefing:

- What did you notice as you filled out the Extracurricular Résumé Template?
- What did it make you realize?
- What do you consider the most important thing on your résumé? Why?
- What is one thing you would like to be able to put on your extracurricular résumé by the time you apply to various colleges?

Closing: Go-Round

What is one thing you would like your extracurricular résumé to reveal about you?

EXTRACURRICULAR RÉSUMÉ

Sample

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Kendra Smith

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

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

Extracurricular and Personal Activities

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

Volunteer Work

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

Work Experience

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

EXTRACURRICULAR RÉSUMÉ
Template

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Full Name:
Home Address:
Phone Number:
E-mail Address:

Academic Honors and Recognitions

Extracurricular and Personal Activities

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

Volunteer Work

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

Work Experience

Organization/Group	*Position/Role*	*Date Range*		*Hours/Week*
		From	*To*	

Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: 35 MINUTES — Personality Types and Career Choices

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

Materials: Career Interest Areas handout (one per student); Holland Code Career Matching handout (one per group); Holland Hexagon Model (one per group, copied back-to-back with Perspectives on a Mountain questions); six pieces of chart paper, each one titled with a different career interest area; Career Matching Adviser Reference Sheet; markers; pens

Grouping: Whole group, individual

Session Goal:

This session will provide advisees with information about the connection between personality types and career choices.

Gathering: Whip

Ask students to pair up and share their responses to the following quote with their partners: *"When choosing a career, it is important to do what you love and love what you do."*

Ask two or three volunteers to share their responses with the advisory.

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

Activity/Topic: Personality Types and Career Choices

1. Introduce today's activity by explaining that all people address tasks from different perspectives. Explain that today's session will help students learn about the connection between these perspectives and career choices.
2. Distribute the Career Interest Areas handout and review the different areas.
3. Divide students into groups of six. Distribute the Holland Hexagon Model with the six different personality types (one per student) and the Perspectives on a Mountain handout (one per group). Explain to students that they should imagine that they were in front of a mountain.

4. Say to students: "Imagine that you are in front of a mountain. If you were to approach that mountain from each of those six different personality perspectives, what might you do in each case?" Give groups 7–10 minutes to come up with two specific behaviors that each personality type would be inclined to engage in. For example, if a student approached the mountain from an artistic perspective, he or she might paint a picture.
5. Ask each group to share what it came up with for one of the career interest areas and elicit additional responses from other groups. Make notes on the chart paper for that career interest area.
6. Tell students that you are going to give them a list of careers, and their task will be to try to match each career with the appropriate career interest area. Distribute the Holland Code Career Matching worksheet, and ask one advisee in each group to take notes while the group members hold a discussion.
7. Ask each small group to stand in front of one of the career interest areas and write down three careers from the handout that connect to this career interest area. Encourage them to add others that they can think of.
8. Gather the groups together and review the responses they wrote on the chart paper.

NOTE: *An Adviser Reference Sheet is included.*

Debriefing:

- What did you like or dislike about today's activity?
- What is one career you'd like to know more about? How could you find out about this career?
- Now that you are aware of this information, how might it affect your career decision-making?

Closing: Popcorn

Which of the career interest areas is a good fit for you?

HOLLAND CODE CAREER INTEREST AREAS[18]

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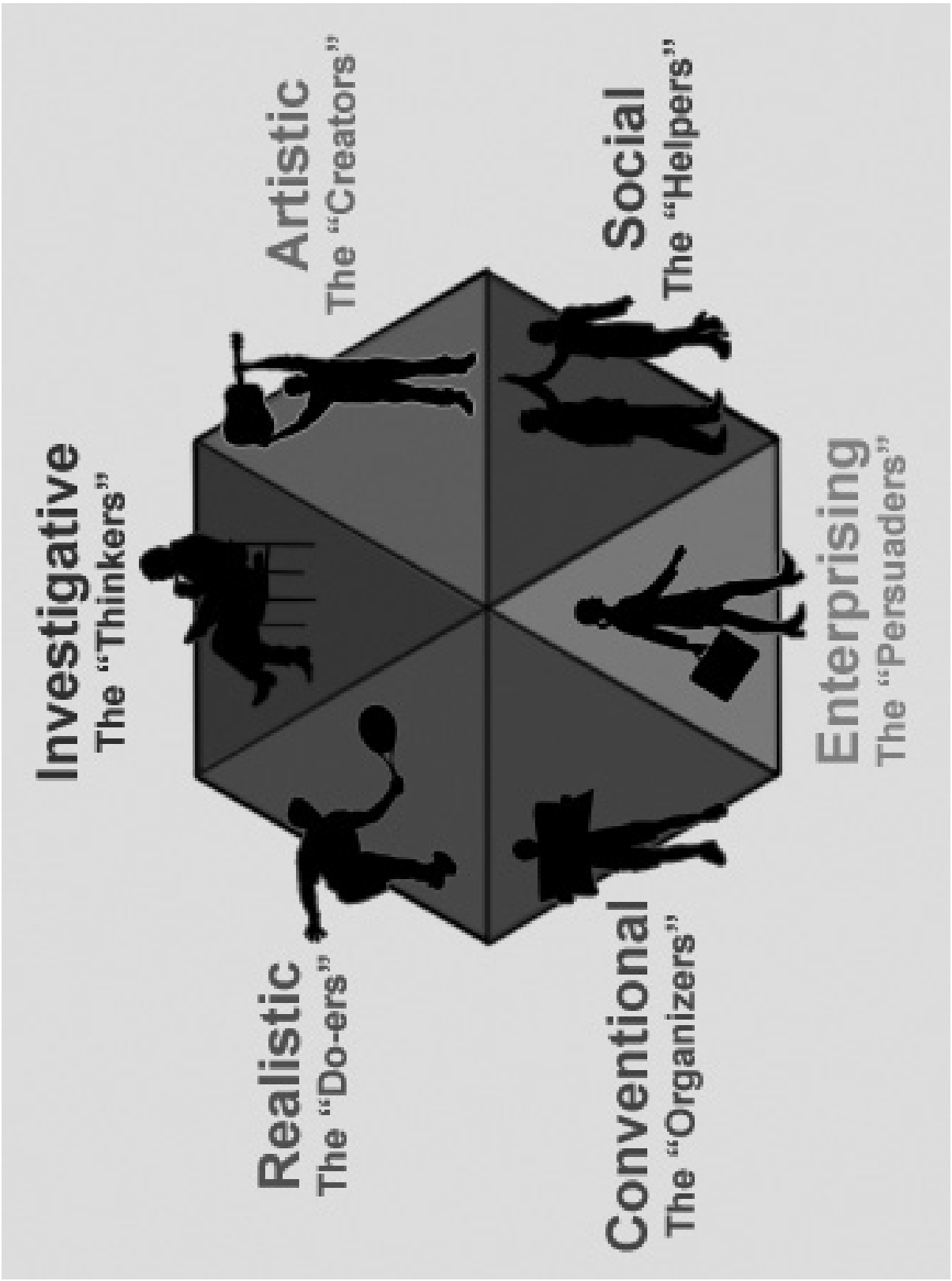
CAREER INTEREST AREA	DESCRIPTION
R **REALISTIC**	***Realistic types*** prefer to deal with ***Things.*** A person with a ***Realistic Personality*** tends to be *frank, practical, focused, mechanical, determined, rugged.* Examples of ***Realistic Abilities*** include *manipulating tools, doing mechanical or manual tasks, or engaging in athletic activities.*
I **INVESTIGATIVE**	A person with an ***Investigative Personality*** tends to be *analytical, intellectual, reserved, independent, scholarly.* Examples of ***Investigative Abilities*** include working with *abstract ideas and intellectual problems.*
A **ARTISTIC**	A person with an ***Artistic Personality*** tends to be *complicated, original, impulsive, independent, expressive, creative.* Examples of ***Artistic Abilities*** include *using imagination and feelings in creative expressions.*
S **SOCIAL**	A person with a ***Social Personality*** tends to be *helping, informing, teaching, inspiring, counseling, serving.* Examples of ***Social Abilities*** include *interacting with people and being concerned with the welfare of people.*
E **ENTERPRISING**	A person with an ***Enterprising Personality*** tends to be *persuasive, energetic, sociable, adventurous, ambitious, a risk-taker.* Examples of ***Enterprising Abilities*** include *leading, managing, and organizing.*
C **CONVENTIONAL**	A person with a ***Conventional Personality*** tends to be *careful, conforming, conservative, conscientious, self-controlled, structured.* Examples of ***Conventional Abilities*** include *putting activities in order, paying attention to details.*

[18] Adapted from http://www.hollandcodes.com/holland_code_career.html. Last accessed July 2012.

HOLLAND HEXAGON MODEL[19]

Perspectives on a Mountain

How would you approach a mountain from the above perspectives?



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[19] Source: http://utsa.edu/careercenter/students/career_assessments/RIASEC_Holland_Codes.html. Last accessed July 2012.

HOLLAND CODE CAREER INTEREST AREAS

Perspectives on a Mountain

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If you were to approach the mountain from a **Realistic** perspective, what might you do?

1

2

If you were to approach the mountain from an **Investigative** perspective, what might you do?

1

2

If you were to approach the mountain from a **Social** perspective, what might you do?

1

2

If you were to approach the mountain from an **Enterprising** perspective, what might you do?

1

2

If you were to approach the mountain from a **Conventional** perspective, what might you do?

1

2

If you were to approach the mountain from an **Artistic** perspective, what might you do?

1

2

HOLLAND CODE CAREER MATCHING

Directions: Draw a line from each career to the Holland Code career interest area that is the best match.

NOTE: *Some careers may fit into two interest areas.*

R	**REALISTIC**
I	**INVESTIGATIVE**
A	**ARTISTIC**
S	**SOCIAL**
E	**ENTERPRISING**
C	**CONVENTIONAL**

Careers:

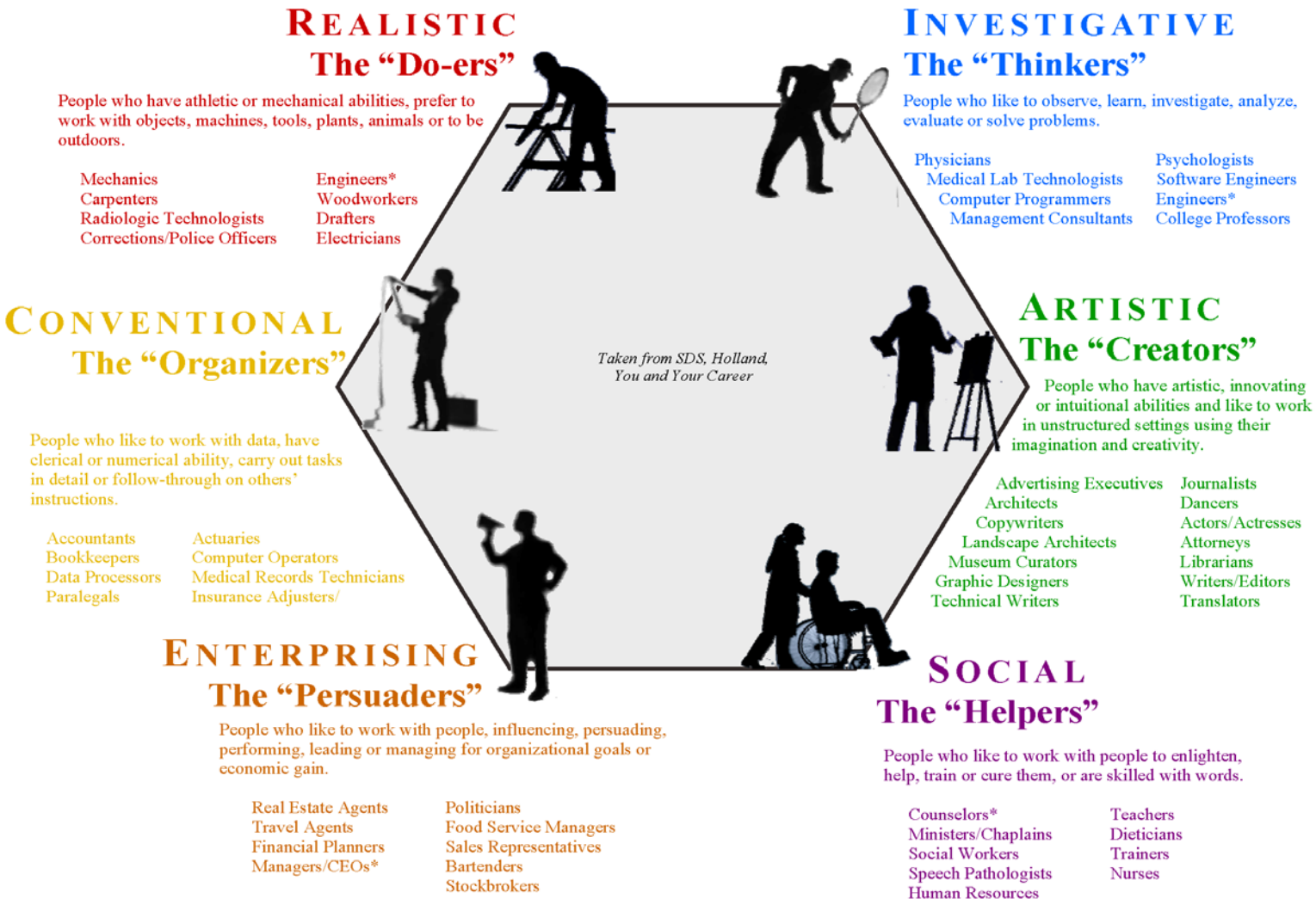
- Fitness trainer
- Administrative Assistant
- Musician
- Teacher
- Attorney
- Financial Planner
- Data Analyst
- Manager
- Travel Agent
- Graphic Designer
- Physician
- Firefighter
- Psychologist
- Police Officer
- Mechanic
- Nurse
- Accountant
- Librarian

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HOLLAND CODE CAREER MATCHING[20]

Adviser Reference Sheet

R
• Engineer* • Police Officer • Mechanic
I
• Physician • Engineer* • Psychologist
A
• Musician • Attorney • Graphic Designer • Librarian*
C
• Secretary • Data Analyst • Accountant • Librarian*
E
• Financial Planner • Manager • Travel Agent
S
• Fitness trainer • Teacher • Nurse



[20] Taken from http://utsa.edu/careercenter/PDFs/RIASEC/Hexagon.pdf. Last accessed July 2012.

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Advisory Goal 4:

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

Grade:

11th

Gathering: Take a Stand: True or False
10 MINUTES

Activity/Topic: Money Talks: Increasing Your Financial Aid Savvy
25 MINUTES

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

Materials: Financial Aid Terms and Definitions handout (15 copies cut up into strips, three copies of each word and definition put into five separate envelopes), Financial Aid Classifications (five copies, cut up into strips), Financial Aid Classifications Adviser's Reference Sheet, Take a Stand Adviser's Reference Sheet, definitions for FAFSA, SAR, CSS/Financial Aid PROFILE® written on blackboard or chart paper (see Debriefing), two different-colored markers

Grouping: Whole group, small groups

Session Goal:

The purpose of this session is to expose students to the variety of financial aid available and the criteria used to determine how much to award.

Gathering: Take a Stand: True or False

1. Explain that you will read a series of statements, and that for each one students should move to one side of the room if they think the statement is true and to the opposite side of the room if they think it is false. (Point out which side of the room is true and which side is false.)
2. Read the following Take a Stand Statements:
   - *Scholarships are only for students with good grades.*
   - *I won't qualify for financial aid.*
   - *I must pay back all financial aid.*
   - *When I apply for college, I automatically apply for financial aid.*
3. Encourage students to explain their positions and to respond to and question one another.
4. Avoid giving the correct answers (see the Adviser Take a Stand Reference Sheet). Explain that students will discover the correct answers as a result of today's activity.

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

Activity/Topic: Money Talks: Increasing Your Financial Aid Savvy

1. Explain that today's session will introduce students to the variety of financial aid available as well as the criteria used to award it.
2. Ask students to brainstorm what they think of when they think of financial aid. Make a word map with students' responses on chart paper or the board.
3. Divide students into five small groups and ask each group to arrange themselves around desks or tables.
4. Give each group a set of Financial Aid Categories strips and tell them to spread these out on their desks or tables.
5. Give each group an envelope with three copies of the Financial Aid Terms and Definitions sheet cut into strips. Explain that the envelope contains different financial aid terms with accompanying definitions. Tell students that the task is to group the different financial aid terms and definitions according to the classifications provided. (For example, "scholarship" would be placed under "Money You Don't Have to Pay Back" based on the definition provided.) Emphasize that some financial aid terms may appear in two or more categories; as a result there are three copies of each term and definition. Tell students that they do not have to use all copies. Any extras can be put in a pile.
6. Give students approximately 10 minutes for this activity.
7. Bring the advisory together to review the answers.
8. Ask students what additional financial aid terms they learned today. Using another color marker, add these terms to the word map.
9. Ask each group to put their financial aid terms and definitions back into the envelope and return it to you along with the Financial Aid Categories slips.

Debriefing:

- What did you like/dislike about today's activity?
- Did it include any surprises?
- What's one piece of information you would like to share with your parent/guardian as a result of today's activity?

Adviser Talking Point: Emphasize that students must apply for financial aid in order to receive it and that this is a separate application from the college application. Draw their attention to the following financial aid terms and definitions written on the board/chart paper, which are important for them to know:

- *FAFSA: Every college student must fill out this form yearly in order to receive financial aid.*
- *SAR: A summary of the information the student supplied on the FAFSA.*
- *CSS/Financial Aid PROFILE: A financial aid form some colleges require in addition to the FAFSA.*

Closing: Ticket Out The Door

When it comes to financial aid, I used to think … Now I know …

Ask students to think back to their responses during the suggested Gathering when filling out the Ticket Out the Door.

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ **Date:** _____

When it comes to financial aid, I used to think …

Now I know …

TICKET OUT

Name: _____ **Date:** _____

When it comes to financial aid, I used to think …

Now I know …

TICKET OUT

Name: _____ **Date:** _____

When it comes to financial aid, I used to think …

Now I know …

FINANCIAL AID TERMS AND DEFINITIONS

Type of Financial Aid	Definition
Educational Opportunity Program (EOP)	This program provides financial aid that does not have to be paid back as well as academic support to low-income SUNY students who have a weak academic record.
Higher Education Opportunity Program (HEOP)	This government program provides financial aid that does not have to be paid back as well as academic support to low-income students attending private colleges in New York State who have a weak academic record.
Federal Pell Grant	Government money for students from low-income families.
Tuition Assistance Program (TAP)	Government money for low-income students who are attending schools in New York State.
Federal Perkins Loan	A low-interest government loan for students with exceptional financial need.
Federal Stafford Loan	A low-interest government loan available for all students. There are two types: 1. Subsidized: This means that no interest is building while you're in college. 2. Unsubsidized: This means that interest starts building the day you start college.
Parent Loans for Undergraduate Students (PLUS)	Government loan for parents/guardians that must be used for college-related expenses.
Grant	Financial aid that is often based upon financial need and does not have to be paid back.
Scholarship	Financial aid that doesn't have to be paid back. Students can qualify for scholarships based upon a wide range of criteria (need, achievement, service).
Work-study	A job that a college offers students based upon financial need as part of their financial aid package.
Loan	Any money that has to be paid back with interest (the yearly fee you pay for borrowing money that is added to the loan amount).

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FINANCIAL AID CLASSIFICATIONS

Money you have to pay back
Money you don't have to pay back
Money you receive based upon academic need
Money you receive based upon financial need
Money you receive based upon academic achievement

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FINANCIAL AID CLASSIFICATIONS

Adviser Reference Sheet

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Money you have to pay back

- Loan
- Federal Perkins Loan
- Federal Stafford Loan
- Parents Loan for Undergraduate Students

Money you don't have to pay back

- Grant
- Educational Opportunity Program (EOP)
- Higher Education Opportunity Program (HEOP)
- Federal Pell Grant
- Tuition Assistance Program (TAP)
- Scholarship
- Work-study

Money you receive based upon academic need

- Educational Opportunity Program (EOP)
- Higher Education Opportunity Program (HEOP)

Money you receive based upon financial need

- Educational Opportunity Program (EOP)
- Higher Educational Opportunity Program (HEOP)
- Federal Pell Grant
- Tuition Assistance Program (TAP)
- Federal Perkins Loan
- Federal Stafford Loan
- Scholarship
- Grant
- Work-study

Money you receive based upon academic achievement

- Scholarship

TAKE A STAND

Adviser Reference Sheet

1. *Scholarships are only for students with good grades.*
   False: Many scholarships are for students with good grades but some are based on another type of merit: leadership, community service, school spirit, etc.
2. *I won't qualify for financial aid.*
   False: Two-thirds of all full-time students receive some type of financial aid — but you have to apply for it. Financial aid can be **need based** or **merit based**.
3. *I must pay back all financial aid.*
   False: Not all financial aid needs to be paid back. If you receive a loan, you must pay it back with interest (the annual fee for borrowing money). Grants and scholarships do not need to be paid back.
4. *When I apply for college, I automatically apply for financial aid.*
   False: All students must file a FAFSA form separately from the college application in order to be eligible to receive financial aid.

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Advisory Goal 4:

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

Grade: 11th

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

Activity/Topic: 39 MINUTES — Educational Options[21]

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

Materials: Educational Options worksheet (two pages, one copy per student), Student Profile Sheet (three pages, one per student)

Grouping: Whole group, triads

Session Goal:

The purpose of this session is for students to explore how different types of people have different postsecondary educational needs.

Gathering: Pair-Share

What is one question you have about your current college choice(s)?

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

Activity/Topic: Educational Options

1. Explain to students that the purpose of today's session is to explore how different types of people have different educational needs based upon their educational backgrounds, family situations and activities they may be interested in as well as school preferences. Tell students that they are going to do this by imagining they are school counselors who want to make sure they are serving their students the best they can.
2. Explain that there are four options they can offer the students they are counseling. Pass out the Educational Options Sheet and ask volunteers to read them aloud, answering any questions as needed.
3. Tell students they will work in small groups to discuss their recommendations for the most appropriate educational setting for three different students. Divide students into triads and pass out the Student Profile Sheet. Give each group 15 minutes to discuss and take notes on its recommendations.

[21]Adapted from Meta Dunn, *Your Promising Future* (Minnesota: JIST Publishing. 2004), pp. 42–47.

4. Bring students back together as the whole advisory. Ask a couple of representatives from different groups to discuss their recommendations for Darius. Encourage students to respond to and question one another. Repeat this process, calling on representatives from different groups to discuss recommendations for Delia and Joe.

Debriefing:

- What was this experience like for you?
- Which criteria did you consider the most important in making a recommendation (educational background, family situation, school preferences, other)?
- What is one thing you want to remember from this activity?

Closing: Fist to Five

On a scale of fist to five, how useful did you find today's session?
(fist = not useful at all; five fingers = very useful)
Ask students to raise their hands at the same time to show their responses.

Option	1	2	3	4
School Name	University Far Away (UFA)	In Town Community College (ITCC)	Local Public University (LPU)	School of Life (SoL)
Location	300 miles away in a rural town	15 minutes away	20 minutes away	35 minutes away
Type	Private Liberal Arts College	Community College	Public University	Trade/Vocational School
Population	7,000 undergraduates and 1,000 graduate students; 75% in-state, 20% out-of-state, 5% international	2,500 all from local area	15,000 undergraduates and 4,000 graduate students; 80% in-state, 13% out-of-state, 7% international	1,200 students. 96% from local area
Student-to-Teacher Ratio	35:1 in freshman class	20:1	60:1 freshman class	15:1
Cost Per Year	$35,000	$3,000 per year	$12,000 per year	$4,000 per year
Housing	$11,000 per year; On-and off-campus housing accommodations	No on-campus housing	$9,000 for the year; limited on-campus housing	None

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Option	1	2	3	4
School Name	University Far Away (UFA)	In Town Community College (ITCC)	Local Public University (LPU)	School of Life (SoL)
Admission Standards	GPA of 3.5 and SAT score above 1150	GPA of 2.5; No SAT required	GPA of 3.3 and SAT above 1050	High school diploma or GED; No SAT required; interview by the program director
Special Programs	Family housing, day care facilities for three years and older, study abroad programs, +100 clubs and organizations, financial aid for those who qualify	15 student organizations, student-run childcare center from infants to five years old, several courses that connect with local industries for apprentice-type learning	+100 clubs and organizations, research opportunities with professors, study abroad program, internships, alternative admission program, financial aid available for those who qualify	Financial aid on need-basis only; specializes in a variety of fields such as carpentry, electrical engineering and mechanics; students go through an intensive six-week classroom training session, and then complete the rest of their studies with one class a week combined with hands-on training with professionals in their field; a 15-month program that allows students to get a degree and a real working knowledge of the field they choose to go into

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STUDENT PROFILE SHEET

Student #1: Darius

Educational Background: Junior with a GPA of 2.5 and an SAT score of 990.

Activities: Debate team, student council, helps organize pep rallies for all the sporting events, captain of the track team, volunteers on the weekends at the local homeless shelter.

Family Situation: Darius lives at home with his mother and father, grandmother and two younger sisters. Both parents work, but neither makes very much money. They are trying to save money to help their children go to school.

School Preferences: Darius' motto in life is "The world is my classroom." He really wants to go away for college but is worried about his grades. He hasn't been the best student, but he understands the importance of college and wants the opportunity so that he can become an attorney to fight against the injustices in his community. He is willing to do whatever it takes to get into a good school so he can "be somebody."

1. What option would you suggest Darius select? Why?

2. Would any other option be a good match for Darius? Which one and why?

3. Are there any options you would not recommend for Darius? Why?

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STUDENT PROFILE SHEET

Student #2: Delia

Educational Background: Junior with a GPA of 3.6 and an SAT score of 1200.

Activities: Delia is not involved in many activities because she has a 6-month-old baby.

Family Situation: Delia is the first student in her family to get to high school and will be the first one to attend college. Most of her family works in a local factory and does not speak English.

School Preferences: Delia plans to go to college and wants to become a pediatrician. Right now her aunt helps her care for her baby while she is in school, but she doesn't know what she will do with her child when she starts college. The baby's father doesn't help her, and her family thinks she should just work so that she can support herself. Her family won't help her with childcare once she is out of high school if she chooses to go to college — they don't understand the importance of it. Delia is convinced that she needs to go to college and knows that there has got to be some way she can pull it off. Since her family is unwilling to help her out, she thinks maybe she should attend some school out of state so she doesn't have to hear them nag about her decision to go to school.

1. What option would you suggest Delia select? Why?

2. Would any other option be a good match for Delia? Which one and why?

3. Are there any options you would not recommend for Delia? Why?

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STUDENT PROFILE SHEET

Student #3: Joe

Educational Background: Senior with a GPA of 1.7 and no SAT score

Activities: None

Family Situation: Joe lives with his mother who works two jobs and attends school. She tries to push him in school but since she works so much, she has little time to keep on his case. She wants the best but feels as though there is nothing she can do anymore, so she simply lets him do what he wants.

School Preferences: Joe is not too fond of school. He only stopped by your office because the principal said he'd be expelled if he didn't. Joe is a hands-on type who doesn't like to be talked down to. He thinks that none of the stuff taught in the classroom really applies to the "real world." If he were going to college, it would have to be where he could learn by doing. He thinks maybe he could get into learning if it actually had something to do with life and getting a job. You asked him if he would be willing to come see you one other time, and you promised to have some information on schools that may be able to provide that sort of experience. He seemed interested and promised he would be back next week, but if you didn't have anything good that would be the last time he'd be back.

1. What option would you suggest Joe select? Why?

2. Would any other option be a good match for Joe? Which one and why?

3. Are there any options you would not recommend for Joe? Why?

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Advisory Goal 4:

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

Grade: 11th

Gathering: True or False: College Majors and Careers
5 MINUTES

Activity/Topic: Holland Self-Assessment and College Majors[22]
35 MINUTES

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

Materials: Holland Code Stations (six individual signs with the first letter of each Holland Code Personality Type posted around room along with five copies of each personality type description on a chair underneath each sign), Holland Party Groups (one per student), Holland Code Worksheet (one per student)

Grouping: Whole group, individual

Session Goal:

The purpose of this session is for students to explore the relationship between their individual Holland Codes and personal characteristics, skills, abilities, hobbies and college majors.

Gathering: True or False: College Majors and Careers

Explain to students that you are going to read three different statements about college majors and careers. As you read each statement aloud, have students stand if they think the statement is true. Ask students to explain why the statement might be true or false. After each statement, share the answer and adviser talking point with the group.

1. *There is no **one** perfect career for me.*
   Answer: TRUE. Career satisfaction can be found in many different careers. There are a number of options based on your interests, personality type and abilities.
2. *Most people know their major and career goals when they enter college.*
   Answer: FALSE. Most college students don't have a clear idea of what to major in or pursue for a career. This is normal! Studies indicate that 30 percent of incoming students are unsure about their intended majors and 65 to 70 percent will change their majors at least once during their college career.
3. *It is OK to be undecided about your college major.*
   Answer: TRUE. Being undecided is normal. Engaging in exploring options can be extremely positive, leading to making an informed decision. Beginning this process of focused exploration in your freshman year of college is an important first step.

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

[22]Adapted from http://www.rop.santacruz.k12.ca.us/counseling/Presentations/Holland's%20Code.ppt. Last accessed July 2012.

Activity/Topic: Holland Self-Assessment and College Majors

1. Explain to students that although they do not have to decide on a major before entering college, it is helpful to consider which majors might best match their personalities. Tell students that today's activity will help them explore this using the Holland Personality Codes, which students were introduced previously.
2. Tell students you want them to imagine that they are at a party with six different groups of people who share similar interests.
3. Distribute the Holland Party Groups handout and read it aloud for students to find out about the different groups.
4. Say to students: "Imagine which group of people you would enjoy talking to for the longest time. Circle this group on the handout."
5. Distribute the Holland Code Worksheet and ask students to write the letter that represents this group in the first box: R, I, A, S, E or C.
6. Say to students: "Now imagine time has passed and everyone in your group except you has moved on to another party across town. Of the other five groups that remain, which group would represent your next highest area of interest? Circle this group, then write the letter that represents this group in the box next to the first letter on the Holland Code Worksheet." (example: "S E")
7. Repeat the process one more time, saying: "Now imagine that the second group you chose also leaves for another party. Of the other four remaining groups, which would hold the most interest for you? Circle this group and then write down the letter that represents this group in the third box next to the other letters on the Holland Code Worksheet." (example: "S E C")
8. Explain to students that these three letters combined represent their Holland Code, which is widely used in career counseling. Emphasize that for today's session, students will look at each letter separately to see what it might reveal about the student's personality, interests and possible college major choices.
9. Direct students' attention to the Holland Code Stations around the room. Tell students: "Go to the station that represents the FIRST LETTER of your code and read the Holland Code Personality Type handout. When you are done, use this information to answer questions 1–4 on the Holland Code Worksheet."
10. After 3–4 minutes, ask each student to move to the SECOND LETTER in his or her Holland Code and do the same thing. Repeat with the THIRD LETTER of each student's code.

Debriefing:

- What was it like to do this activity?
- Which letter of your Holland Code best describes you?
- What is one college major you might be interested in exploring based upon today's activity?

Adviser's Talking Point: Explain to students that if they are interested in a much more in-depth self-assessment based upon Holland's Personality Types, they will want to visit NY Career Zone at: https://careerzone.ny.gov/

Closing: Popcorn

What is one thing you can take away from today's activity to further your college and career search?

HOLLAND PARTY GROUPS

Realistic
The people in this group are athletic, like being outdoors, like animals and plants. They like fixing things, working with machines and tools. These people would prefer to do a job without a lot of talk or argument, do it right the first time, get to the point. These are the people who would be building the set for the school play.

Investigative
These people are good problem solvers. They read a lot, are very observant and remember small details. These people like to evaluate options and data, set a plan of action and analyze the results. If they were walking or bike riding, they would take a new path or route each time.

Artistic
These people enjoy entertaining others, making speeches or designing things. Some are talented in music, art or writing. These people prefer to work in unstructured environments using imagination and intuition. They are usually sensitive. These are the people who would be designing the set or costumes or performing in the school play.

Social
These people like to help others. They focus on feelings, and enjoy being close to others and sharing feelings. They are good at networking with people. These are the people who like to tutor and coach others, because they are patient and enjoy encouraging and supporting people.

Enterprising
These people are persuaders. They enjoy projects and are leaders talented at organizing and managing. They are the enthusiastic ones who like to organize things like fundraisers for charity or school dances. These are the people who would be running for student government.

Conventional
These people like to work with numbers and data more than working with people. They like to be given a job with directions and then go to it. They are the ones who keep the score at the basketball games or takes notes at club meetings. They are usually quiet, careful and responsible.

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REALISTIC: "THE DOERS"

Personal Characteristics:

- Athletic
- Stable
- Reserved
- Straightforward
- Practical
- Independent
- Outdoorsy
- Systematic

Skills and Abilities:

- Fixing things
- Using tools
- Training animals
- Understanding blueprints
- Operating machines
- Designing things
- Reading maps

Hobbies: sports, exercise, computers, gardening, hunting, fishing, camping, woodworking, working with animals

Possible College Majors
(You are not limited to these!)

College of Engineering:

- Aerospace
- Biomedical
- Chemical
- Civil
- Electrical
- Mechanical

School of Health Sciences:

- Medical Technology

Other:

- Automotive Services
- Fire Science Forestry
- Law Enforcement
- Welding

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INVESTIGATIVE: "THE THINKERS"

Personal Characteristics:

- Analytical
- Scientific
- Research-oriented
- Mathematical
- Intellectual

Skills and Abilities:

- Analyzing problems
- Interpreting
- Researching and synthesizing data

Hobbies: computer games, jigsaw puzzles, visiting museums

Possible College Majors
(You are not limited to these!)

College of Arts and Sciences:

- Anthropology
- Biology
- Chemistry
- Economics
- Mathematics
- Pre-Medical Studies
- Psychology
- Sociology

School of Business Administration:

- Economics
- Finance

School of Health Sciences:

- Pre-Dental
- Pre-Medical
- Pre-Veterinary
- Pre-Pharmacy

School of Engineering & Computer Science:

- Computer Science
- Computer Engineering

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ARTISTIC: "THE CREATORS"

Personal Characteristics:

- Creative
- Original
- Sensitive
- Emotional
- Complicated
- Idealistic

Skills & Abilities:

- Writing
- Singing
- Painting/drawing
- Dancing
- Acting
- Designing
- Reading
- Expressing

Hobbies: photography, painting, cooking, music, travel, decorating, languages, writing, poetry

Possible College Majors
(You are not limited to these!)

College of Arts and Sciences:

- Advertising
- Art History
- Communication
- English
- Journalism
- Music
- Performing Arts
- Foreign Language Studies
- Women's Studies

School of Business:

- Marketing

School of Education:

- Art Education
- Music Education

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SOCIAL: "THE HELPERS"

Personal Characteristics:

- Friendly
- Generous
- Patient
- Outgoing
- Understanding

Skills and Abilities:

- Teaching
- Mediating
- Mentoring
- Listening
- Inspiring
- Public speaking

Hobbies: involved in charities or social action, entertaining friends, creative writing, joining clubs

Possible College Majors
(You are not limited to these!)

College of Arts and Sciences:

- Communication
- Criminal Justice
- Pre-Medical Studies
- Psychology
- Social Work
- Foreign Language Studies
- Women's Studies

School of Health Sciences:

- Medical Laboratory Sciences
- Nursing

School of Education and Human Resources:

- Early Childhood Education
- Elementary Education
- Secondary Education
- Human Resource Development

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ENTERPRISING: "THE PERSUADERS"

Personal Characteristics:

- Self-confident
- Ambitious
- Popular
- Assertive
- Persuasive
- Adventurous
- Optimistic

Skills and Abilities:

- Public speaking
- Managing others
- Making quick decisions
- Selling
- Leading
- Promoting

Hobbies: debating political issues, competitive sports teams, reading news websites, attending events with friends

Possible College Majors
(You are not limited to these!)

College of Arts and Sciences:

- Advertising
- English
- Journalism
- Psychology
- Political Science
- Public Policy
- Public Relations

School of Business:

- Economics
- Finance
- General Management
- Marketing

School of Education and Human Resources:

- Business Education
- Secondary Education
- Human Resource Development

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CONVENTIONAL: "THE ORGANIZERS"

Personal Characteristics:

- Orderly
- Structured
- Cautious
- Self-controlled

Skills and Abilities:

- Keeps accurate records
- Works with computers
- Good with numbers
- Good with details
- Can do a lot of paperwork in a short amount of time

Hobbies: computer games, card games, keeping club records, collecting things

Possible College Majors
(You are not limited to these!)

School of Business:

- Accounting
- Financial Planning
- Statistics
- Bookkeeping

School of Education and Human Resources:

- Business Education
- Mathematics Education

Other Possible Majors:

- Dental Hygiene
- Court Reporting
- Paralegal Studies

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HOLLAND CODE WORKSHEET

Name_____ **Date** _____

Directions: Write your three-letter code on the following lines. Underneath the letter, write the word it stands for. Then answer the questions for each letter.

Personality Type:	Personality Type:	Personality Type:
1. Choose one or two personal characteristics that best describe you.	1. Choose one or two personal characteristics that best describe you.	1. Choose one or two personal characteristics that best describe you.
2. Choose one or two skills or abilities that best describe you.	2. Choose one or two skills or abilities that best describe you.	2. Choose one or two skills or abilities that best describe you.
3. Choose one or two hobbies you might like to try.	3. Choose one or two hobbies you might like to try.	3. Choose one or two hobbies you might like to try.
4. Choose one or two majors you might be interested in exploring.	4. Choose one or two majors you might be interested in exploring.	4. Choose one or two majors you might be interested in exploring.

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Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: College Search Online
39 MINUTES

Closing: Collect Worksheets
1 MINUTE

Materials: Internet access for each student, LCD projector, College Search worksheet (one per student)

Grouping: Whole group, individual

NOTE

This session requires computer and Internet access for each student. Since this session appears in the 10th-grade guide, students may have already conducted a College Search at https://bigfuture.collegeboard.org. If so, they should repeat the search this year since it can uncover additional names of colleges based upon an evolving set of search criteria and/or confirm students' previous choices.

Session Goal:

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

Gathering: Whip

One thing that is important to me in terms of picking a college is...

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

Activity/Topic: College Search Online

1. Explain to students that today they will do an online college search, which will provide an opportunity to explore criteria they consider important in choosing a college and find colleges that match this criteria. If you have lists of colleges that students generated from a search last year, distribute these now and explain that doing another search this year can either reveal additional colleges and/or confirm students' previous choices.
2. Distribute the College Search worksheet and explain that students will use this to take notes based upon their search.
3. Using an LCD projector, go to https://bigfuture.collegeboard.org/college-search and demonstrate how to fill out the first page. Emphasize that it is very important for students to Submit and Continue after each *What's Important to You* page. Show students what happens when you hit "See Results." Point out that initially there will be many schools that come up, but as the search is narrowed down the list becomes smaller.

4. Instruct students to log on to the site and begin using College Search Online.
5. Move about the room to facilitate student work and to assist students when needed.
6. After 25 minutes, ask students to finish filling out the College Search worksheet.

Debriefing:

- How many schools did your search reveal?
- What were the most important criteria you used in choosing schools (size, location, etc.)?
- If you did a search last year, how do the results from this year's search compare?
- What is one school you want to find out more about? How can you find out more information?

Closing: Collect Worksheets

Ask students to hand in their sheets as they leave. Put the sheets these in students' advisory portfolios and make copies for the school counselor.

COLLEGE SEARCH

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

Name: _____ **Date:** _____

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

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

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

   a. _____

   b. _____

3. One college I researched is _____

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

   a. _____

   b. _____

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Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: 30 MINUTES — Your College MATCH (Part One of Two)

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

Materials: College MATCH acronym and explanation written on board or chart paper (see Activity/Topic #2 below), College MATCH Terms (one per group), College MATCH Reference Sheet, chart paper (five pieces), markers

Grouping: Whole group, small groups

Session Goal:

Students will gain an understanding of criteria they can use in the search for colleges or universities that are a good fit.

Gathering: Go-Round

If your college search were an animal, what animal would it be?

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

Activity/Topic: Your College MATCH (Part One of Two)

1. Explain to the group that today they will explore a term called the College MATCH. It will help them understand the variety of criteria they can use to evaluate whether a particular college is a good fit.
2. Draw students' attention to the College MATCH acronym and its explanation written on the board or chart paper:
   MATCH: **M** = Major (the area of study a student will specialize in)
   A = Academics (the criteria a school uses to accept students as well as what types of learning opportunities are offered)
   T = Territory (where the college is located and how far it is from home)
   C = Cost (cost of attending)
   H = Help (support available to students).
3. Divide the students into five small groups and assign each group one of the letter elements in the acronym.

4. Give each group a sheet of College MATCH Terms. Tell each group to decide which words connect to the College MATCH element they were assigned and circle these. Circulate and help as needed.
5. After a few minutes, ask each group to create a poster advertising the importance of this element in terms of finding a school that is a good fit. Each poster must prominently display the LETTER of their element (M, A, T, C, H) and include any words, pictures, symbols or slogans, etc., that will communicate why this is one of the important criteria in choosing colleges to apply to. Give students approximately 15 minutes to complete their posters.
6. Ask each group to share their work in order to inform the whole advisory about all the elements of College MATCH.

Debriefing:

- What did you like or dislike about today's activity?
- What do you consider to be the most important element of the College MATCH?
- Are there other criteria to consider in choosing a college?

Closing: Ticket Out the Door

The element of the College MATCH that is most important to me is … because ...

NOTE: *Collect the Tickets Out the Door and put them in students' advisory portfolios for reference during the college search process.*

COLLEGE MATCH TERMS

Directions: Highlight or circle the words, phrases, and examples that apply to your group's element of the College MATCH.

NOTE: *Some terms may be used for more than one element.*

M	**MAJOR** the area of study a student will specialize in
A	**ACADEMICS** the criteria a school uses to accept students as well as what types of learning opportunities are offered
T	**TERRITORY** where the college is located and how far it is from home
C	**COST** cost of attending
H	**HELP** support available to students

Terms:

Suburban (outside of a city)

Nursing

Prestige (competitiveness of admission

Internships

GPA

Counseling center

Study abroad (in a foreign country)

African American Studies

Room and board (housing and food)

Career Services

SAT score

Rural (in the country)

Cost per credit hour

Financial aid

Tutoring center

Travel/Tourism Management

Urban (city environment)

Transportation expense

Accounting

Electrical Engineering

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COLLEGE MATCH REFERENCE SHEET

M	**MAJOR**	• Nursing • African American Studies • Travel/Tourism Management • Electrical Engineering • Accounting
A	**ACADEMICS**	• Internships • GPA • SAT score • Study abroad
T	**TERRITORY**	• Suburban • Rural • Urban
C	**COST**	• Financial aid • Room and board • Cost per credit hour • Prestige • Transportation expense
H	**HELP**	• Counseling center • Career services • Financial aid • Tutoring center

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TICKET OUT THE DOOR

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TICKET OUT

Name: _____ **Date:** _____

The element of the College MATCH that is most important to me is …

Because …

TICKET OUT

Name: _____ **Date:** _____

The element of the College MATCH that is most important to me is …

Because …

TICKET OUT

Name: _____ **Date:** _____

The element of the College MATCH that is most important to me is …

Because …

Advisory Goal 4:

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

Grade:

11th

Gathering: 1 MINUTE — Fist to Five (a protocol for silently and quickly responding to a question or giving feedback on a statement; see Glossary)

Activity/Topic: 40 MINUTES — Your College MATCH (Part Two of Two)

Closing: 4 MINUTES — Pair-Share (a technique enabling multiple, simultaneous conversations; see Glossary)

Materials: Computer and Internet access (one per student), advisees' PSAT/NMSQT scores and transcripts, list of colleges generated from the tenth grade College Search Online session, My College MATCH worksheet (one per student)

Grouping: Whole group, individual

NOTE

This session requires that students have Internet access and a list of colleges they may be interested in applying to, possibly generated using the College Search at https://bigfuture.collegeboard.org. It is also helpful if each student has his or her PSAT/NMSQT® score and a copy of his or her transcript in order to determine the student's current GPA.

Session Goal:

Students will apply the elements of the College MATCH to their own college searches.

Gathering: Fist to Five

On a scale of fist to five, how confident are you feeling about your college search?
(fist = not confident at all; five fingers = very confident)
Ask students to hold up their hands at the same time.

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

Activity/Topic: Your College MATCH (Part Two of Two)

1. Explain to students that today is a follow-up to the previous session on College MATCH. Students will use the MATCH criteria they learned about last week to determine whether schools they are interested in applying to are a good match for them.
2. Distribute the My College MATCH worksheet and explain that students will use it to take notes about colleges they may be interested in applying to. If students generated lists of colleges as a result of doing tenth grade session College Search Online, distribute these now. Finally, if you have students' PSAT/NMSQT scores and transcripts, hand these out, explaining that students will use these in determining if each school is a good academic match.
3. Have students navigate to https://bigfuture.collegeboard.org/find-colleges and use the Find your Future search to locate colleges of interest.

4. As students are working, circulate and direct them to complete the My College MATCH worksheet to keep track of MATCH criteria that will help them decide if a school is a good fit.
5. After 30 minutes, prompt students to fill out the reflection questions at the bottom of the My College Match sheet.

Debriefing:

- What was it like to evaluate your college choices this way?
- Were there any surprises?
- How might using the College MATCH benefit you as you continue researching schools?

Closing: Pair-Share

One thing I learned today about a college I am interested in is…

MY COLLEGE MATCH

Name_____**Date**_____

Use the chart below to take notes as you research colleges and universities.

	College #1 _____	College #2 _____	College #3 _____
M **MAJOR**			
A **ACADEMICS**			
T **TERRITORY**			
C **COST**			
H **HELP**			

Based upon your research, which college seems to be the best match for you? Why?

What would you like to learn more about based upon your research?

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Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: 25 MINUTES — Your Roadmap for Navigating the SAT®

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

Materials: SAT Roadmap (one per student), Internet access (desirable but not required), Adviser's Guide to the SAT Roadmap

Grouping: Whole group, pairs, individual

Session Goal:

In this session, students will review the logistics involved in taking the SAT.

Gathering: Go-Round

What would make life easier for someone your age?

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

Activity/Topic: Your Roadmap for Navigating the SAT

1. Explain to students that the purpose of this session is to make their lives a little easier when it comes to managing the details of taking the SAT. Emphasize that today's session is not about the contents of the test; rather it is about what students will need to do on the actual day of the test.
2. Distribute the SAT Roadmap and tell students: "By filling in this Roadmap, you will review the necessary details about the day of the test. Work independently to answer the questions." If you have Internet access, tell students they can use the computer to find out any of the information on the sheet (testing dates, location of testing center).

NOTE: *If there are some students who have not yet registered for the SAT and therefore answer "no" to the first question on the Roadmap, you should send them to the school counselor's office at this point so each of them can obtain an SAT fee waiver as well as a free collegeboard.org account.*

3. When students have completed their Roadmaps, ask them to share their responses with their partners to compare answers and fill in any missing information. Let them know that any questions they may still have will be addressed during the large group discussion.
4. Bring the whole group back together. Review the Roadmap, using the Adviser's Guide to the SAT Roadmap to help students understand the map from start to finish.

Debriefing:

- What feelings did you experience as you navigated the SAT Roadmap?
- What's one thing you realized as a result of navigating the SAT Roadmap?
- What strategies can you use to remember the supplies you'll need that day?

Closing: Ticket Out the Door and Go-Round

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

TICKET OUT THE DOOR

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TICKET OUT

Name: _____ **Date:** _____

One thing I plan to do as a result of today's session is …

TICKET OUT

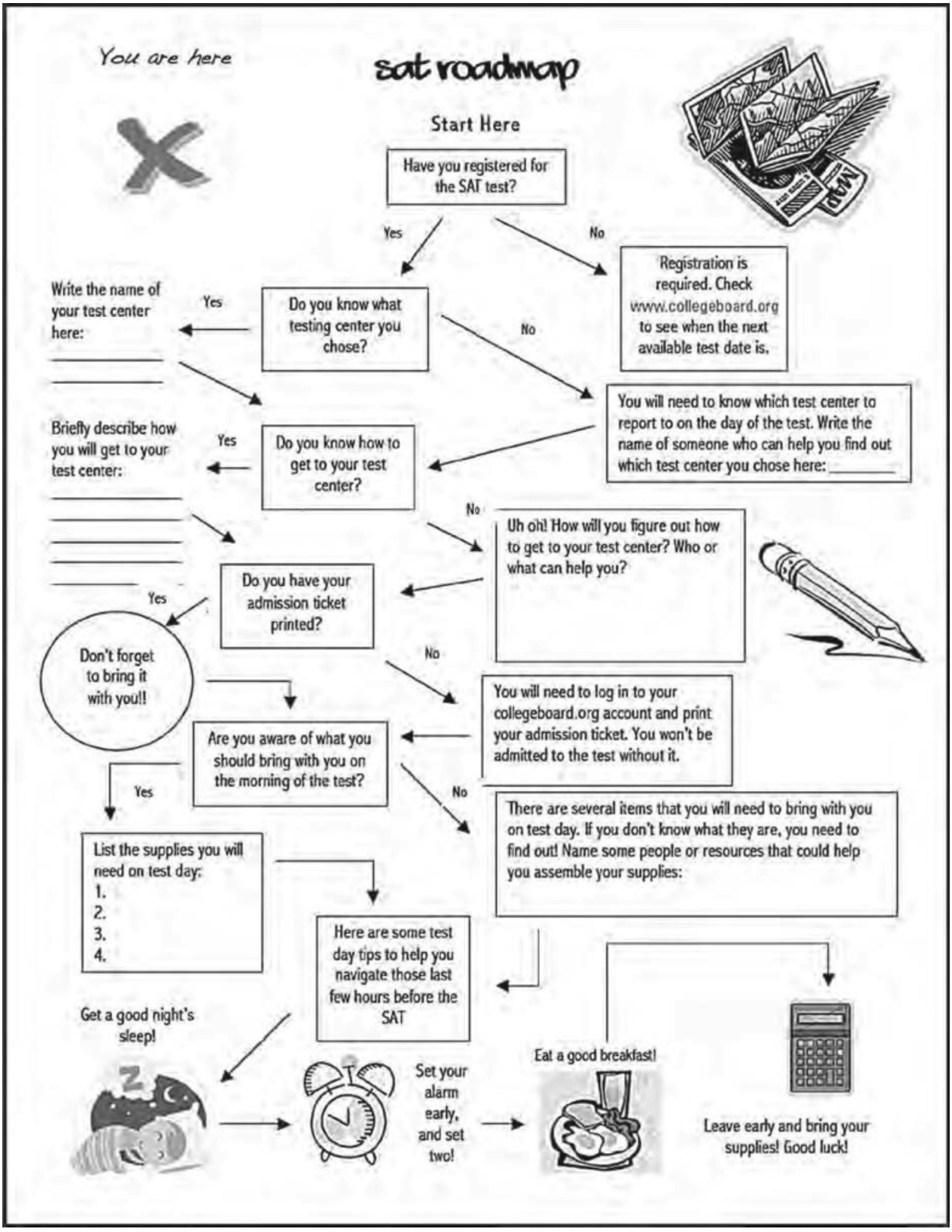
Name: _____ **Date:** _____

One thing I plan to do as a result of today's session is …

TICKET OUT

Name: _____ **Date:** _____

One thing I plan to do as a result of today's session is …


You are here
SAT roadmap
Start Here
Have you registered for the SAT test?
Yes
No
Registration is required. Check www.collegeboard.org to see when the next available test date is.
Do you know what testing center you chose?
Yes
No
Write the name of your test center here:
You will need to know which test center to report to on the day of the test. Write the name of someone who can help you find out which test center you chose here:
Do you know how to get to your test center?
Yes
No
Briefly describe how you will get to your test center:
Uh oh! How will you figure out how to get to your test center? Who or what can help you?
Do you have your admission ticket printed?
Yes
No
Don't forget to bring it with you!!
You will need to log in to your collegeboard.org account and print your admission ticket. You won't be admitted to the test without it.
Are you aware of what you should bring with you on the morning of the test?
Yes
No
There are several items that you will need to bring with you on test day. If you don't know what they are, you need to find out! Name some people or resources that could help you assemble your supplies:
List the supplies you will need on test day:
1.
2.
3.
4.
Here are some test day tips to help you navigate those last few hours before the SAT
Get a good night's sleep!
Set your alarm early, and set two!
Eat a good breakfast!
Leave early and bring your supplies! Good luck!

Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: College Application FAQs: Each One Teach One[23]
30 MINUTES

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

Materials: Each One Teach One Cards (cut up one question and answer per student), Notes Organizer (one per student), pens, pencils

Grouping: Whole group, pairs

Session Goal:

The purpose of this session is to provide an opportunity for students to teach each other answers to frequently asked questions about the college application process.

Gathering: Go-Round
What is one question you have about the college application process?

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

Activity/Topic: Each One Teach One: College Application FAQs

1. Explain to students that the purpose of today's session is to provide them with answers to FAQs (say and explain the acronym = **F**requently **A**sked **Q**uestions) about the college application process.
2. Tell students that they will teach each other the answers to these frequently asked questions using responses from experienced college counselors found on the College Board website.
3. Give each student one of the Each One Teach One Cards with frequently asked questions and answers about the college application process.

NOTE: *There are six questions so some students will have the same question.)*

Ask each student to find someone else who has the same question, and then read over and discuss the information together to see if they understand it. Circulate and help students as needed.

4. Give out the Notes Organizer and draw students' attention to the different questions. Explain that they will have 15 minutes to circulate and find answers to these questions. Emphasize that students should put the information into their own words rather than reading from the sheet. Ask students to jot down a few notes to remember answers.

[23]Adapted from The College Board, *Get it Together for College*. New York: College Board Publications: 2011 and https://bigfuture.collegeboard.org.

5. After 15 minutes, call the group together and pose each of the frequently asked questions to the advisory, making sure to elicit answers from students who were NOT originally assigned the question.

Debriefing:

- What was it like to do this activity?
- What is the most important piece of information you learned today?
- What is one question you still have about the college admission process? How might you find answers to these questions?

Closing: Popcorn

When it comes to the college admissions process, I used to think ...

Now I know ...

COLLEGE APPLICATION FAQS

Each One Teach One Cards

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1. How much time should I give my teachers to write letters of recommendation for me?

Make sure to give your references at least one month before your earliest deadline to complete and send your letters. The earlier you ask, the better. Remember that some teachers will be writing whole stacks of letters, which takes time. Your teachers will do a better job on your letter if they don't have to rush.

2. What is the Common Application? Should I use it?

The Common Application is a standardized application used by more than 450 colleges. Instead of filling out eight different applications, you can simply fill out one and submit it to each college. They all agree to accept this application in place of their own (although some require you submit additional documents along with the Common Application).

3. How many times should I take the SAT® tests?

Studies show that taking tests multiple times won't significantly improve your score. But if you feel you didn't do your best, you have the option of learning from your score and taking the test a second time. Taking the SAT in the spring of your junior year gives you the flexibility to choose whether or not to retake the SAT in the fall of your senior year and can help you start on your college list and visits.

4. My SAT scores are very low and my grades are very high. Will this affect my chances of admission?

Jeff Brenzel, Dean of Undergraduate Admissions, Yale University:
"… we often play a little kind of quiz show game with students, asking what they think is the most important part of the application. Many, many students respond, 'Well, the testing must be the most important.' It's actually one of the less important elements in the file. The testing can give you a sense of what schools are within your range, and it gives the school a sense of what students in the applicant pool are within their range. The most important part of your application — bar none, no question, any college — is your high school transcript. Probably the next most important are your teacher recommendations, particularly if you're applying to any kind of selective college or university."

5. My parents don't make a lot of money — will colleges hold this against me?

Some colleges declare that they have a "need-blind" admission policy. That means they never consider ability to pay as an admission criterion. Other schools, which are "need-conscious," may consider ability to pay, but only for a very small portion of applicants. The advice of most counselors: Don't worry about this.

What do College Directors of Financial Aid say?
"You should certainly talk to the financial aid office."
"People always worry about talking to financial aid offices."
"We promise we won't laugh at you."
"People in financial aid are there because they want to help students go to college."
"Don't come with the myth that, I can't go because there is no money out there. There are funds available."

Statements by: William M. Schilling, University Director of Student Financial Aid, University of Pennsylvania; Carolyn Lindley, University Director of Financial Aid, Northwestern University; Mary Nucciarone, Associate Director of Financial Aid, University of Notre Dame

6. Do colleges really care about your senior year grades?

Absolutely! Colleges care most about the work you've done in high school. They look for students who have earned strong grades in challenging courses. They also try to learn about your character by looking at what you do outside the classroom. Many colleges will not make a decision until receiving midyear senior grades. Colleges also ask for a final transcript at the end of the senior year. Admission letters often contain something like, "Your admission is contingent upon your continued successful performance." It is not uncommon for a college to withdraw an offer of admission when grades drop significantly over the course of the senior year.

Staying focused can be a challenge, but making the year meaningful has its rewards. How are other students getting the most out of their senior year?

- "I have picked up the pace by taking a more rigorous curriculum than in my junior year." —David
- "For electives, … I'm currently taking Modern America and Photography. … I want my senior year to be fun and I want to stave off senioritis, so I took those elective classes because they're in areas I love." —Sarah
- "Currently, I am taking two courses at a local college. … After getting a little taste of college life, I'm hooked! I love the challenges as well as the freedom." —Kayla
- "Track and field has been the highlight of my year and has gotten me through so many monotonous days that could have led to senioritis." —Tahlia

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COLLEGE APPLICATION FAQS
Notes Organizer

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1. How much time should I give my teachers to write letters of recommendation for me?
2. What is the Common Application? Should I use it?
3. How many times should I take the SAT?
4. My SAT scores are very low and my grades are very high. Will this affect my chances of admission?
5. My parents don't make a lot of money — will colleges hold this against me?
6. Do colleges really care about your senior year grades?

Advisory Goal 4:

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

Grade:

11th

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

Activity/Topic: SUNY Application: Just the Basics
35 MINUTES

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

Materials: Pens, white out

NOTE: *Download the most current version of the SUNY Undergraduate Admission Application with Instructions at https://www.suny.edu/student/paper_app.cfm. "Applying to SUNY Using This Paper Application" (pages 3–4, one per student), "Codes and Other Resources" (pages A8–A15, five to seven copies that students can share), "SUNY Application for Undergraduate Admission" (pages A1–A7, one per student)*

Grouping: Whole group, individual

NOTE

This session is specific to the State University of New York. Outside of New York State, this session can be adapted for applications to other state-wide or city-wide university networks.

Session Goal:

The purpose of this session is for students to gain familiarity with filling out a college application by practicing with the SUNY application.

Gathering: Temperature Check

On a scale of 1–10, how much of a detail person are you?
(1 = you don't pay attention to details at all; 10 = you love details!)

Activity/Topic: SUNY Application: Just the Basics

1. Explain to students that the purpose of today's session is to gain familiarity with filling out a college application by practicing with the SUNY application. Emphasize that details matter when it comes to filling out an application, since mistakes can result in a student not getting into the college of his or her choice. Therefore, practice helps students avoid making mistakes on the real thing. Also, tell students that they will be able to keep and refer to the practice application they fill out today, which will make filling out the online application next year much easier.
2. Distribute Applying to SUNY Using This Paper Application. Draw student's attention to steps one and two. Explain that students will choose campuses and majors only if time allows. Tell them they will focus on completing questions 1–31 (or 1–39 for non-U.S. citizens) as accurately as possible. Show students the section headed "Help for Specific Questions" and point out that students should read these sections when they get to these questions on the application.

3. Hand out the SUNY Application for Undergraduate Admission to each student and read the instructions at the top.
4. Ask students to begin filling out the application. Circulate and help students as needed.
5. If students are ready to fill in information regarding a particular campus and program of study, distribute copies of Codes and Other Resources and assist students in using this information to fill out page A5. Emphasize that students do not have to be certain of what campus they are interested in applying to at this point; this is an opportunity to simply practice finding the codes and to consider the variety of SUNY campuses and what each campus offers.
6. When there are approximately 10 minutes left in the period, gather the advisory together to debrief the experience.

Debriefing:

- What was it like to practice filling out the SUNY application?
- What was the most challenging part of filling out the application?
- What is one thing you realized from doing this activity?

Closing: Popcorn

What do you want to keep in mind when filling out your applications next year?

NOTE: *Collect these practice applications and put them in students' advisory portfolio for use next year.*

GLOSSARY

Advisory Portfolio

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

Brainstorming

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

Guidelines for Brainstorming:

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

Carousel Brainstorming

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

Concentric Circles

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

Closing

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

Guidelines for Closings:

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

Debriefing

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

Fist to Five

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

Gallery Walk

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

Gathering

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

Guidelines for Gatherings:

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

Go-Round

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

K/W/L Chart

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

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

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

K	W	L
What I know...	*What I want to know...*	*What I have learned...*

Meet and Greet

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

Microlab

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

Opinion Continuum

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

Pair-Share

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

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

Popcorn

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

Rotating Interviewer

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

Rotation Stations

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

S.M.A.R.T. Goal

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

Talking Totem

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

Temperature Check

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

Ticket Out the Door

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

Whip

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

GATHERINGS

Positive Connections Through Gatherings

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

Guidelines for Gatherings:

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

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

ACTIVITY: Are you more like …?

Cognitive Goals:

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

Affective Goals:

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

Directions:

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

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

Here's the continuum: **Dog ⟷ Cat**

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

a. Look where they are in relation to others.
b. Think about why they chose to stand where they are.
c. Consider what their location on the line says about each of them.

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

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

ACTIVITY: Concentric Circles

Directions:

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

ACTIVITY: Forced Choice

Directions:

1. Begin with a simple forced-choice activity to get the students up and moving while they consider their options. Have students stand up and move to one side of the room or the other depending on their choice.
2. Ask students, would you rather ....

- go to a sports event or go to a museum? make something or do something?
- go to the mall or go to the library? go to the movies or rent a movie?
- do something outdoors or indoors? eat or sleep?

ACTIVITY: Go-Rounds

Directions:

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

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

Variations:

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

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

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

ACTIVITY: Group Feelings Check-in

Directions:

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

ACTIVITY: Pick a Color that Reflects …

Directions:

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

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

ACTIVITY: Pick an Object … Card … Photo

Directions:

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

Pick a card or object that reflects …

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

ACTIVITY: Recent Experience

Directions:

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

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

ACTIVITY: Silent and Talking Lineups

Directions:

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

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

ACTIVITY: Unpacking a Sensory Memory

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

Directions:

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

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

ACTIVITY: Whip

Directions:

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

Some possible whips are:

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

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

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

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

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

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

CLOSINGS

Positive Connections Through Closings

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

Guidelines for Closings:

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

ACTIVITY: Acts of Kindness

Directions:

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

ACTIVITY: Appreciations

Directions:

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

ACTIVITY: Closing Go-Rounds

This is the same format as Gathering Go-Rounds.

ACTIVITY: Highs and Lows

Directions:

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

MATERIALS

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

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

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