



Wissahickon School District

Guidelines for Club Advisors:

Student Displays at School Sponsored Events

Purpose:

- Help advisors support student groups in **preparing thoughtful, complete, and engaging** displays.
- This is **guidance only**, focusing on **format, clarity, educational purpose, and safety**, not content approval or censorship.
- **Advisors** – please check off the boxes for each question as you work with the student group.

Advisor Role

- Advisors **do not approve or disapprove viewpoints**.
- Advisors **support students** in meeting event guidelines.
- Any **concerns** about controversial items should be **raised to administration**, not handled by the advisor.
- Advisors support **open and honest conversations** about differing viewpoints by facilitating discussions **without providing their own opinions**.
- Advisors **ask thought-provoking questions** about the **inclusion of symbols, items, or visuals** to generate thoughtful discussions to discern the **intent and impact** of including these in a display.

Sample Advisor Script: “My role isn’t to tell you *what* to display, but to help you think about how your booth clearly represents your group, is safe, and fits the event expectations. Let’s make sure you have multiple elements, context, and awareness of how your display may be perceived.”



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1. Alignment With Group Purpose (Identity and Purpose)

- ✓ Group's Mission or Focus
 - How does this display connect to your group's purpose?
 - What do you want people to **understand about your group**?
 - If someone visited your booth without you there, how would they describe the purpose of your club by looking at your booth without any explanation?

2. Categories & Clarity (Intention, Education and Explanation)

- ✓ Cultural Identity & Origins (geographic or historical roots, languages, and identity)
 - How do the items or pictures chosen represent your group?
- ✓ Traditions & Customs (holidays, celebrations, and shared practices)
 - How do the items or pictures chosen represent your group?
- ✓ Foods (traditional foods and their cultural significance)
 - How do the items or pictures chosen represent your group?
- ✓ Arts, Music & Dance (artistic expression)
 - How do the items or pictures chosen represent your group?
- ✓ Clothing & Adornment (traditional and contemporary attire)
 - How do the items or pictures chosen represent your group?
- ✓ Items Chosen – **Intent**
 - Have you provided a **clear explanation of the intent of each item**? This could be cultural, religious, identity, or a shared interest.
 - For each item, what might someone unfamiliar with this item think it means?
- ✓ Items Chosen - **Education**
 - If someone walked by for 30 seconds, what would they learn?**



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3. Consider Perception, Empathy, and Impact (Multiple Viewpoints)

- ✓ Perception, Empathy, and Impact Considerations
 - How can we honor our culture while ensuring a safe and respectful environment for all students?
 - Are students prepared to explain the cultural meaning while acknowledging different perspectives?
 - Does the display include a focus on history, traditions, language, or **contributions from individuals**? Could any of these be misunderstood, triggering, or harmful to others?
 - Are there **individual** symbols, items, or visuals in your display that have **multiple meanings or associations**, including political or historical ones?
 - Does the **combination** of any of the items, visuals, or symbols have a **different meaning** when put together compared to individually looking at them?
- ✓ Safety Considerations
 - Could someone **feel unsafe, uncomfortable, or targeted by this display**?
 - Could any symbol, item, visual or activity be **misunderstood, triggering, or harmful** to others?
 - Are students comfortable with their booth being displayed alongside other groups?

4. Student Interaction & Conduct

- ✓ Interacting with Participants
 - How will you make the experience fun at your booth while engaging participants in a respectful way?
 - What does **respectful engagement** look like at this event?
 - How will you respond to questions, disagreements, or challenging questions?



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5. Display Structure & Completeness (Physical Design)

- ✓ Physical Design
 - Is the display entirely within the assigned booth space?
 - Are items safe and securely displayed?
- ✓ Items Chosen
 - Ideally, you will have multiple items to represent your student group. Does the booth include **three or more display items** (e.g., symbols, images, informational texts, artifacts, food)?
- ✓ Layout or Placement of Items
 - Where will the items or visuals be **displayed** or used in your booth?
 - What is the **size of the items or visuals** that will be displayed or used in your booth?
 - Are you offering a prize to play an activity?



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Name of Club: _____

**This sketch must be submitted to the Principal at least 10 days prior to the event
Advisors must attend a meeting with the Principal and other club advisors to review
each sketch.**

**Note: A walkthrough of the student displays will occur 30 minutes prior to the school
event occurring to compare the accepted sketch to the display.**

Sketch of Display

Brief Description of categories:

✓ Cultural Identity & Origins (geographic or historical roots, languages, and identity):

✓ Traditions & Customs (holidays, celebrations, and shared practices):

✓ Foods (traditional foods and their cultural significance):

✓ Arts, Music & Dance (artistic expression):

✓ Clothing & Adornment (traditional and contemporary attire):

Reviewed by Advisor (Name): _____

Reviewed by Administrator (Name - Principal or Designee): _____