



The Delaware Met Advisory Curriculum 20-minute Advisory Lessons 2015 – 2016 – Part One



This curriculum was created in order to support the continued development of adult: student relationships, student: student relationships, and students and adults knowing themselves. The work of Advisory is to personalize the learning experience for students, connecting their interests and questions with their community, and their post-secondary lives. These activities were designed in 20-minute blocs so that you can mix and match activities over a single Advisory session.

Ignore the dates and days of the weeks – Pick and choose what you would like to use. If there are activities that seem redundant because they are covered by the LTI or Who Am I curriculums, just skip them and move on.

Suggestion: take an hour or two to read through this entire document and mark the pages that you would like to use. This one or two hour investment will save you hundreds of hours over the next year. Work smarter, not harder.

In the pages that follow, you will find a glossary of important terms, an overview of monthly goals, a table of contents, and the daily lessons and materials for the year's Advisory work. This was supposed to be delivered to you at the beginning of the year. You may have noticed that this is not the beginning of the year, so ignore the dates.

You will become an expert on your students, and you'll know when you need to slow down or speed up the activities. You can give more or less time to items in the curriculum, so long as you can be consistent with:

- One-on-one meetings (each student once per month)
- Working on each month's Focus
- Having students decorate the Advisory Door as outlined each month.

We believe the materials included will help to solidify relationships, inspire students and build a new practice at the school that will have real and long-lasting outcomes.

Welcome, Advisor!

Glossary of Terms:

Advisory Door- Each month, you will work along a theme with your students, and you'll use that month's work to create a celebratory decoration on your Advisory door.

Calendar- You and your students will go over the monthly calendar at the beginning of each month. You'll need a wall calendar, which should be supplied by the school, to update with important upcoming events. This goes hand in hand with the students' personal agendas.

Circling- While seated in a circle, you'll work with your students to create a restorative environment in Advisory. Participating in the circle as an equal with your students, and sharing your own stories will build quick and solid bonds. Over time, students will gain the skills, with your coaching, to facilitate their own circles. Some of you are more comfortable with this than others. In any case, you should organize your room in this fashion from time to time. It becomes one of those signals that something different is about to happen.

Family- The Advisor is the first point of contact for families. You should be consistently reaching out to them and keeping them involved in their child's learning. It is of paramount importance to call parents with a positive message about their child. Some parents may cry because they have never experienced this.

SLP - Student Learning Plan- is used to guide the work and learning of each student. It will help to keep them on track to their post-secondary future, aid them in self-reflection, and help to show them what they are capable of. You can complete it on paper, or you can create a document for each student and work on it electronically.

One-on-Ones (1:1s)- You will meet with each student at least twice a month to discuss both academic and personal challenges they face. There is a recommended agenda provided in the curriculum, and it's highly recommended that you take notes on each one-on-one, so that you can refer back to them in the following month as you sit down again to talk with that student.

Pick-Me-Ups (PMUs)- These are fun team-building activities that you can do with students to help build trusting relationships, and to build their interest in Advisory and in each other. This guide has some recommended PMU activities, but students and advisors are encouraged to come up with their own. Hopefully in the future, we will reinstitute all-school PMUs, but until that time, you should consider doing them in Advisory. Yes, I know that Advisory does not occur first thing in the morning, but PMUs can theoretically take place at any time of the day. Those ending your day with Advisory, may consider doing Kick-Me-Outs (KMOs) during the final minutes of the day.

Advisory Curricular Framework 2015 - 2016



SEPTEMBER
"getting to know you"

FOCUS:
INQUIRERS

Goals:
Building the advisory community
Investigating self and others

Establishing program expectations
Advisors initiate family contact

Activities:

Pick-me-ups/team-building
Norm-setting (how we work as a group, how One-on-Ones will work, how family communication happens)
Circling/discussions
Interest inventories

OCTOBER

"getting our game together"

FOCUS:

THINKERS

Goals:

Beginning reflective practice
Goal-setting and coaching
Learning to work independently

Activities:

Pick-me-ups/team-building/circling
Conflict Resolution
Student learning plans (SLPs)
One-on-Ones begin

NOVEMBER

"focus on communities"

FOCUS:

CARING

Goals:

Understanding the communities we are part of
Understanding how our community impacts us and how we impact our community

Activities:

Pick-me-ups/team-building/circling
Asset mapping
Project planning (individual or group projects, connected to MYP and/or community service)
One-on-Ones continue (focus for seniors on college application process & post-secondary work)

DECEMBER

"where are we?"

FOCUS:

COMMUNICATORS

Goals:

Finishing the semester strong
Reflective practice/process
Program/Advisory evaluation

Activities:

Pick-me-ups/team-building
SLP Reflection
Student surveys
Check-ins on projects
One-on-Ones continue

JANUARY

FOCUS:

Goals:

"moving toward success"	<u>PRINCIPLED</u>	Conflict resolution Goal-setting Study skills
Activities: Pick-me-ups/team-building/circling New Year's resolutions/Appreciations Study skills One-on-Ones continue		

FEBRUARY "we are one, we celebrate diversity"	FOCUS: <u>OPEN-MINDED</u>	Goals: Cultural awareness Reflecting on school/advisory community
Activities: Pick-me-ups/team-building Norm-setting/revisiting Circling/discussions Cultural awareness event planning		

MARCH "finishing strong"	FOCUS: <u>KNOWLEDGEABLE</u>	Goals: Planning for remainder of the year
Activities: Pick-me-ups/team-building Regents prep/EOY planning Post-secondary planning		

APRIL "real world skills"	FOCUS: <u>BALANCED</u>	Goals: Financial literacy
Activities: Pick-me-ups/team-building Budgeting Understanding credit/savings		

MAY "college & career ready"	FOCUS: <u>RISK-TAKERS</u>	Goals: Test-taking & Study Skills
Activities: Pick-me-ups/team-building Test skills work Study skills work		

JUNE "relaxed reflections"	FOCUS: <u>REFLECTIVE</u>	Goals: Reflections Celebrations
Activities: Pick-me-ups/team-building Reflecting on practice/community Appreciations Celebrations		

Advisory 1: TEAM BUILDING, FUN

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, introducing yourself and saying hello.
- Write a large question mark on the board.

Activity 1 (10 mins)

MOVE YOUR BUTT, or other PMU activity you select (see PMU section of this guide). Advisor gives direction and then *participates* as an equal in the activity. Have students say their name when it's their turn to be IT.

Debrief (5 mins)

- What did you think of this activity?
- What would you change about it?
- Do you think a student could lead this activity?
- What did you/we get out of it?

Closing (5 mins)

"Welcome to Advisory. You made it through your first session, and no one died! We will be working together this year to develop skills, to help you plan for your future and to make the most of your time at X, and to better communicate our needs as a community. It's important that we learn to trust each other, so we're going to be doing fun activities like this, as well as doing group work and having conversations one-on-one and as a whole group.

"I wrote a QUESTION MARK on the board because this month, we are focusing on the FOCUS *Inquirers*. I'm going to be asking you some questions this month; you're going to be asking some questions. We're going to be starting the Advisory journey with questions. So let's start right now! Let's make a list of questions you have about advisory really quickly. We only have a couple of minutes left, but if you ask your questions, I'll write them down and we'll answer them this week."

Have students ask questions orally and write them on a piece of chart paper, or record them on the Board. Save the questions for sessions for the rest of the week.

Wish students a great day when they're dismissed.

Advisory 2: TEAM BUILDING, FUN

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Write a large question mark on the board.
- You will need two objects to pass for the planned PMU (small balls work best, but you could use just about anything- pencils, post-it pads, etc.).
- You'll need the questions from yesterday's advisory.

Activity 1 (10 mins)

NAME FIVE, or other PMU activity you select (see PMU section of this guide).

Advisor gives direction and then *participates* as an equal in the activity. Have students say their name when it's their turn to be IT.

Debrief (5 mins)

- What did you think of this activity?
- What would you change about it, if anything?
- Do you think a student could lead this activity?
- What did you/we get out of it?
- What other activities have you done that you think would be fun for us?
- Would anyone be interested in leading an activity like this?

Closing (5 mins)

"OK, let's take a look at our questions from yesterday. I think we can answer some of them today, and see if we have other questions. Does anyone want to volunteer to read what we came up with yesterday?" As each question is asked, pitch it to the group. "Does anyone have any ideas about this? What do you guys think?" Allow students first crack at answering questions, and then jump in with your own information. If you cannot answer the questions, let students know you'll need to talk to school administration to get more information, and you'll answer those questions when you find out the answer.

Wish students a great day when they're dismissed.

Advisory 3: TEAM-BUILDING, FUN

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Write a large question mark on the board.
- You will need to print out PMU QUESTIONS to do the planned PMU Questions activity
- You'll need the questions from yesterday's advisory.

Activity 1 (15 mins)

PMU QUESTIONS, or other PMU activity you select (see PMU section of this guide).

Advisor gives direction and then *participates* as an equal in the activity. Have students say their name when it's their turn to be IT. If you've had students express an interest in leading the activity, this would be a good one for a student to lead.

Debrief (2 mins)

- How would you rate this activity on a scale of 1-5?
- What other activities have you done that you think would be fun for us?
- Would anyone be interested in leading an activity like this?

Closing (3 mins)

"So next week, we're going to start talking a bit more about what you can expect in advisory. We're also going to talk more about what you guys *want* from advisory. So, this weekend, take a second to think about what you would like to get out of this time every day. When we come together next week, I'm going to ask you to tell me. Have a great weekend!!"

Wish students a great day when they're dismissed.

Advisory 4: CALENDAR, YEAR OVERVIEW

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Have Curriculum Overview handy for students- on both the Board, and paper copies.

Introduction (5 mins)

"I want to talk with you guys a bit about what we'll be working on in Advisory this year. We have a plan for the whole year, and I want to talk about our goals. We've already talked a lot about what we'll be doing together in the Q&A last week, but here you can see what we'll do each month."

"For starters, every month, we'll look at a calendar of upcoming school events. If you have a birthday in the month, you can tell us and we'll put it on the calendar and celebrate you on your birthday! Does anyone have a birthday in September that they want to share?" Put birthdays on the calendar. Mention that September 15 through October 15 is Hispanic Heritage Month example.

Group Work (6 mins)

"I'm going to ask you to work with a partner, and I'm going to give you a month to look at together, for about 5 minutes. Then I'm going to ask each group to share something interesting about the month they looked at." Assign groups and have them look at different months.

Share out (9 mins)

Each group gets 1-2 minutes to share what they saw about their month.

Wish students a great day when they're dismissed.

Advisory 5: NORM-SETTING, PART 1

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Have prompt question (next page) on Board or white board for the day's activity.
- Students will need paper and pen/cil for activity.
- Check to see if anyone has a birthday today that needs to be honored.

Introduction (5 mins)

"OK, today we're going to start talking about *how* we will work together this year. I want to ask you guys some questions about what is important to you—we're asking questions because we are INQUIRERS!—and we're going to move toward having a dialogue about our shared values."

Journal (5 mins)

Put PROMPT QUESTION 1 on the Board, and have a student read it aloud.

Partner Work (10 mins)

"With a partner, share what you wrote about. You can choose to either read it, or you can choose to summarize it. You can ask each other questions. The goal here is to share your ideas."

Have students work together. At the end of the time, let them know that we'll be continuing the conversation tomorrow, and they should hand in what they wrote about if they'll want to refer to it tomorrow. Time permitting, you can invite partners to share their thoughts about the conversation.

Wish students a great day when they're dismissed.

PROMPT QUESTION 1

Write a journal entry on what you think of when you think of community. What makes you feel comfortable in a community? How do the people in that community treat each other? (5 min)

Advisory 6: NORM-SETTING, PART 2

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello. If they handed in their journals the day before, you can hand them back to them today as they enter.
- Have prompt questions (next page) on Board for the day's activity.
- Students will need paper and pen/cil for activity.
- You will need a large piece of construction paper or chart paper.
- Check to see if anyone has a birthday today that needs to be honored.

Introduction (2 mins)

"Let's start by finding your partner from yesterday. Today you're going to be working on establishing values. Yesterday you talked about what was important to you about community. Today we're going to list some 'norms' for our community. Norms are the things we all agree to, in order to work effectively together, to build trust for each other, to feel comfortable together."

Round 1 (5 mins)

Put PROMPT QUESTION 2 on the Board, and have a student read it aloud. If students are confused, you can give them examples of the types of things they could come up with (ex: *We respect each other's space, We listen to each other*). "You have 5 minutes to come up with 3 agreements with your partner about what you want from this community. GO!"

Round 2 (7 min)

Have each partner group join with one other partner group to have groups of ~4. Put PROMPT QUESTION 3 on Board and have a student read it aloud. "In this foursome group, your job is to come up with THREE THINGS you agree on. You will be going in with 6 agreements (3 from each group) and you have 7 minutes to narrow that down to just 3. GO!"

Round 3 (6 min)

Have each group read their 3 agreements and record them on a large piece of chart paper. Let students know these will be the "Norms" of Advisory—the commitments the community will keep so that we all can work well together. Find a place to display the norms.

Wish students a great day when they're dismissed.

PROMPT QUESTION 2

Find your partner. Review your ideas about community. Come up with a list of 3 things you agree on that are important for a strong community.

(5 min)

PROMPT QUESTION 3

You and your partner find another pair. Share your ideas. Together, come up with three things you agree on that are important for a strong community. (7 min)

Advisory 7: CONFLICT RESOLUTION, PART 1

Thursday, Sept. 11

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a talking piece for the circle discussion, if you choose to utilize one.

Introduction (3 mins)

"Let's quickly touch base on the norms we established this week. Does anyone want to read them?" Go through each norm, and confirm that the advisory community will be honoring those norms today during the activity.

"Today we'll be having a circle discussion about conflict. In the circle, we listen actively to each other, and we take turns talking. I'm going to ask a question and pass the talking piece, and when you receive the talking piece, you get to answer the question."

As the keeper of the circle, you can set the expectation for the rounds. Students can "pass" on the question; can ask their own questions to the circle, whatever ground rules the group agrees to. Recommended: ask students to pass the talking piece around the circle, and try their best to answer the question. You'll be continuing the circle on Friday, so you may want to remember where people are seated, in case not everyone gets a chance to speak today. You may want to refer to the September 11th tragedy in the context of the circle on conflict.

Recommended circle questions (17 mins)

- What does conflict mean to you?
- How do you feel when you're engaged in conflict?
- What are ways to resolve conflict?
- In what part of your life does most conflict occur?
- What's the most recent conflict you've observed or been involved in?
- What are the sources of conflict in our community?
- What are conflicts you have seen in other communities?
- How can the school work to help resolve conflicts?

Wish students a great day when they're dismissed.

Advisory 8: CONFLICT RESOLUTION, PART 2

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a talking piece for the circle discussion, if you choose to utilize one.
- Have students take the seats they had yesterday.

Introduction (3 mins)

"We are going to remember to observe our advisory norms in today's discussion. We're going to pick up where we left off yesterday. Does anyone want to volunteer to ask the question we're going to start with?" Have a student read the question you left off on yesterday, and proceed through the circle as you did yesterday.

Recommended circle questions (17 mins)

- What does conflict mean to you?
- How do you feel when you're engaged in conflict?
- What are ways to resolve conflict?
- In what part of your life does most conflict occur?
- What's the most recent conflict you've observed or been involved in?
- What are the sources of conflict in our community?
- What are conflicts you have seen in other communities?
- How can the school work to help resolve conflicts?

Wish students a great day when they're dismissed.

Advisory 9: INTEREST INVENTORIES, PART 1

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need 2 pieces of paper or index cards, and pen/cil

Introduction (3 mins)

"Hey! This week we're going to start to talk about what our interests are, and what types of jobs and careers we are interested in. While we're doing this, we're going to remember to keep to our advisory norms, and if we see someone not in line with those norms, we're going to address that. Today we're going to do a kind of game called 'You Would Never Know.' Each of you have two different pieces of paper. Write one thing that can be easily told by looking at you on one paper, and one thing that would never be guessed on the other."

Playing the Game (17 mins)

Collect their papers, and then read them aloud, one at a time, and students vote on who in their advisory they think the revelations relate to. This is followed by a discussion on perception and imagination "you can't judge a book by its cover", etc. You can tell stories about yourself, or people you know personally, or famous/historical figures they know surprising/not obvious things about.

Wish students a great day when they're dismissed.

Advisory 10: INTEREST INVENTORIES, PART 2

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil.
- You will need copies of the Career Interest Survey for each student (following pages)

Introduction (3 mins)

"Today we're going to do a fun personality interest survey. There are 50 questions, but I think you can probably get them done pretty quickly, since you only have to rate each one on a scale of 1-5. Who wants to read the directions out loud?"

Completing the Survey (5 mins)

You can choose to play music for students as they complete the survey. Move about the room and be available to answer questions they may have about the materials.

Rating Your Responses (5 mins)

Read directions about how to calculate the responses, then guide students through the process of tallying their answers.

Debrief (7 mins)

Ask students to share their thoughts on what they learned about themselves.

Debrief questions:

- What surprises did you find?
- What personality type did you end up with?
- Do you agree? Why/not?
- Is this information useful? How?
- What aspect(s) of the FOCUS does this align with?
 - *As DE MET learners, we strive to be:*

INQUIRERS * KNOWLEDGEABLE * THINKERS * COMMUNICATORS * PRINCIPLED * OPEN-MINDED * CARING * RISK-TAKERS * BALANCED * REFLECTIVE

Make sure to collect student surveys as they are leaving. You will need these for student files. Wish students a great day when they're dismissed.

Personality Survey

Introduction

This is a personality test, it will help you understand why you act the way that you do and how your personality is structured. Please follow the instructions below, scoring and results are on the next page.

Instructions

In the table below, for each statement 1-50 mark how much you agree with on the scale 1-5, where 1=disagree, 2=slightly disagree, 3=neutral, 4=slightly agree and 5=agree, in the box to the left of it.

Test

Rating	I....	Rating	I....
	1. Am the life of the party.		26. Have little to say.
	2. Feel little concern for others.		27. Have a soft heart.
	3. Am always prepared.		28. Often forget to put things back in their proper place.
	4. Get stressed out easily.		29. Get upset easily.
	5. Have a rich vocabulary.		30. Do not have a good imagination.
	6. Don't talk a lot.		31. Talk to a lot of different people at parties.
	7. Am interested in people.		32. Am not really interested in others.
	8. Leave my belongings around.		33. Like order.
	9. Am relaxed most of the time.		34. Change my mood a lot.
	10. Have difficulty understanding abstract ideas.		35. Am quick to understand things.
	11. Feel comfortable around people.		36. Don't like to draw attention to myself.
	12. Insult people.		37. Take time out for others.
	13. Pay attention to details.		38. Shirk my duties.
	14. Worry about things.		39. Have frequent mood swings.
	15. Have a vivid imagination.		40. Use difficult words.
	16. Keep in the background.		41. Don't mind being the center of attention.
	17. Sympathize with others' feelings.		42. Feel others' emotions.
	18. Make a mess of things.		43. Follow a schedule.
	19. Seldom feel blue.		44. Get irritated easily.
	20. Am not interested in abstract ideas.		45. Spend time reflecting on things.
	21. Start conversations.		46. Am quiet around strangers.
	22. Am not interested in other people's problems.		47. Make people feel at ease.
	23. Get chores done right away.		48. Am exacting in my work.
	24. Am easily disturbed.		49. Often feel blue.
	25. Have excellent ideas.		50. Am full of ideas.

$$E = 20 + (1) \text{ ____ } - (6) \text{ ____ } + (11) \text{ ____ } - (16) \text{ ____ } + (21) \text{ ____ } - (26) \text{ ____ } + (31) \text{ ____ } - (36) \text{ ____ } + (41) \text{ ____ } - (46) \text{ ____ } = \text{ ____ }$$

$$A = 14 - (2) \text{ ____ } + (7) \text{ ____ } - (12) \text{ ____ } + (17) \text{ ____ } - (22) \text{ ____ } + (27) \text{ ____ } - (32) \text{ ____ } + (37) \text{ ____ } + (42) \text{ ____ } + (47) \text{ ____ } = \text{ ____ }$$

$$C = 14 + (3) \text{ ____ } - (8) \text{ ____ } + (13) \text{ ____ } - (18) \text{ ____ } + (23) \text{ ____ } - (28) \text{ ____ } + (33) \text{ ____ } - (38) \text{ ____ } + (43) \text{ ____ } + (48) \text{ ____ } = \text{ ____ }$$

$$N = 38 - (4) \text{ ____ } + (9) \text{ ____ } - (14) \text{ ____ } + (19) \text{ ____ } - (24) \text{ ____ } - (29) \text{ ____ } - (34) \text{ ____ } - (39) \text{ ____ } - (44) \text{ ____ } - (49) \text{ ____ } = \text{ ____ }$$

$$O = 8 + (5) \text{ ____ } - (10) \text{ ____ } + (15) \text{ ____ } - (20) \text{ ____ } + (25) \text{ ____ } - (30) \text{ ____ } + (35) \text{ ____ } + (40) \text{ ____ } + (45) \text{ ____ } + (50) \text{ ____ } = \text{ ____ }$$

The scores you calculate should be between zero and forty. Below is a description of each trait.

- **Extroversion (E)** is the personality trait of seeking fulfillment from sources outside the self or in community. High scorers tend to be very social while low scorers prefer to work on their projects alone.
- **Agreeableness (A)** reflects much individuals adjust their behavior to suit others. High scorers are typically polite and like people. Low scorers tend to 'tell it like it is'.
- **Conscientiousness (C)** is the personality trait of being honest and hardworking. High scorers tend to follow rules and prefer clean homes. Low scorers may be messy and cheat others.
- **Neuroticism (N)** is the personality trait of being emotional.
- **Openness to Experience (O)** is the personality trait of seeking new experience and intellectual pursuits. High scores may day dream a lot. Low scorers may be very down to earth.

Advisory 11: INTEREST INVENTORIES, PART 3

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil.
- You will need copies of the Career Interest Survey for each student (following pages)

Introduction (3 mins)

"We don't have a lot of time, as you know, and we have something that is pretty cool, but will take some time to complete today. Yesterday we did a survey on personality traits, and today we're going to look at career interests. I have given you each a 'Career Interest Survey' that I would like you to try to complete today. There are a lot of questions, so let's get right to it!" You can choose to play music for students as they complete the survey.

Completing the Survey (17 mins)

Students complete the survey. Move about the room and be available to answer questions they may have about the materials.

Make sure to collect student surveys as they are leaving. You will need these for student files. Wish students a great day when they're dismissed.

Career Interest Survey

Name _____

School _____ Date _____

Directions: Circle the items in each box that best describe you. You may make as many or as few circles in each box as you choose. Add up the number of circles in each box. Look to see which three boxes have the highest numbers. Find the corresponding Career Clusters on the pages immediately following this survey to see which Career Clusters you may want to explore.

BOX 1	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Learn how things grow and stay alive. 2. Make the best use of the earth's natural resources. 3. Hunt and/or fish. 4. Protect the environment. 5. Be outdoors in all kinds of weather. 6. Plan, budget, and keep records. 7. Operate machines and keep them in good repair. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Self-reliant 2. Nature lover 3. Physically active 4. Planner 5. Creative problem solver 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Life Sciences 3. Earth Sciences 4. Chemistry 5. Agriculture 	<p>Total number circled in Box 1</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 2	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Read and follow blueprints and/or instructions. 2. Picture in my mind what a finished product looks like. 3. Work with my hands. 4. Perform work that requires precise results. 5. Solve technical problems. 6. Visit and learn from beautiful, historic, or interesting buildings. 7. Follow logical, step-by-step procedures. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Curious 2. Good at following directions 3. Pay attention to detail 4. Good at visualizing possibilities 5. Patient and persistent 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Math 2. Drafting 3. Physical Sciences 4. Construction Trades 5. Electrical Trades/Heat, Air Conditioning and Refrigeration/Technology Education 	<p>Total number circled in Box 2</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 3	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Use my imagination to communicate new information to others. 2. Perform in front of others. 3. Read and write. 4. Play a musical instrument. 5. Perform creative, artistic activities. 6. Use video and recording technology. 7. Design brochures and posters. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Creative and imaginative 2. Good communicator/good vocabulary 3. Curious about new technology 4. Relate well to feelings and thoughts of others 5. Determined/tenacious 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Art/Graphic design 2. Music 3. Speech and Drama 4. Journalism/Literature 5. Audiovisual Technologies 	<p>Total number circled in Box 3</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 4	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> 1. Perform routine, organized activities but can be flexible. 2. Work with numbers and detailed information. 3. Be the leader in a group. 4. Make business contact with people. 5. Work with computer programs. 6. Create reports and communicate ideas. 7. Plan my work and follow instructions without close supervision. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> 1. Organized 2. Practical and logical 3. Patient 4. Tactful 5. Responsible 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> 1. Computer Applications/Business and Information Technology 2. Accounting 3. Math 4. English 5. Economics 	<p>Total number circled in Box 4</p> <div style="border: 1px solid black; width: 60px; height: 40px; margin: 0 auto;"></div>
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BOX 5	Activities that describe what I like to do: 1. Communicate with different types of people. 2. Help others with their homework or to learn new things. 3. Go to school. 4. Direct and plan activities for others. 5. Handle several responsibilities at once. 6. Acquire new information. 7. Help people overcome their challenges.	Personal qualities that describe me: 1. Friendly 2. Decision maker 3. Helpful 4. Innovative/Inquisitive 5. Good listener	School subjects that I like: 1. Language Arts 2. Social Studies 3. Math 4. Science 5. Psychology	Total number circled in Box 5 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 6	Activities that describe what I like to do: 1. Work with numbers. 2. Work to meet a deadline. 3. Make predictions based on existing facts. 4. Have a framework of rules by which to operate. 5. Analyze financial information and interpret it to others. 6. Handle money with accuracy and reliability. 7. Take pride in the way I dress and look.	Personal qualities that describe me: 1. Trustworthy 2. Orderly 3. Self-confident 4. Logical 5. Methodical or efficient	School subjects that I like: 1. Accounting 2. Math 3. Economics 4. Banking/Financial Services 5. Business Law	Total number circled in Box 6 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 7	Activities that describe what I like to do: 1. Be involved in politics. 2. Negotiate, defend, and debate ideas and topics. 3. Plan activities and work cooperatively with others. 4. Work with details. 5. Perform a variety of duties that may change often. 6. Analyze information and interpret it to others. 7. Travel and see things that are new to me.	Personal qualities that describe me: 1. Good communicator 2. Competitive 3. Service minded 4. Well organized 5. Problem solver	School subjects that I like: 1. Government 2. Language Arts 3. History 4. Math 5. Foreign Language	Total number circled in Box 7 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 8	Activities that describe what I like to do: 1. Work under pressure. 2. Help sick people and animals. 3. Make decisions based on logic and information. 4. Participate in health and science classes. 5. Respond quickly and calmly in emergencies. 6. Work as a member of a team. 7. Follow guidelines precisely and meet strict standards of accuracy.	Personal qualities that describe me: 1. Compassionate and caring 2. Good at following directions 3. Conscientious and careful 4. Patient 5. Good listener	School subjects that I like: 1. Biological Sciences 2. Chemistry 3. Math 4. Occupational Health classes 5. Language Arts	Total number circled in Box 8 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 9	Activities that describe what I like to do: 1. Investigate new places and activities. 2. Work with all ages and types of people. 3. Organize activities in which other people enjoy themselves. 4. Have a flexible schedule. 5. Help people make up their minds. 6. Communicate easily, tactfully, and courteously. 7. Learn about other cultures.	Personal qualities that describe me: 1. Tactful 2. Self-motivated 3. Works well with others 4. Outgoing 5. Slow to anger	School subjects that I like: 1. Language Arts/Speech 2. Foreign Language 3. Social Sciences 4. Marketing 5. Food Services	Total number circled in Box 9 <input style="width: 50px; height: 50px;" type="text"/>
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BOX 10	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> Care about people, their needs, and their problems. Participate in community services and/or volunteering. Listen to other people's viewpoints. Help people be at their best. Work with people from preschool age to old age. Think of new ways to do things. Make friends with different kinds of people. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> Good communicator/good listener Caring Non-materialistic Uses intuition and logic Non-judgmental 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> Language Arts Psychology/Sociology Family and Consumer Sciences Finance Foreign Language 	<p>Total number circled in Box 10</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 11	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> Work with computers. Reason clearly and logically to solve complex problems. Use machines, techniques, and processes. Read technical materials and diagrams and solve technical problems. Adapt to change. Play video games and figure out how they work. Concentrate for long periods without being distracted. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> Logic/analytical thinker See details in the big picture Persistent Good concentration skills Precise and accurate 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> Math Science Computer Tech/Applications Communications Graphic Design 	<p>Total number circled in Box 11</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 12	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> Work under pressure or in the face of danger. Make decisions based on my own observations. Interact with other people. Be in positions of authority. Respect rules and regulations. Debate and win arguments. Observe and analyze people's behavior. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> Adventurous Dependable Community-minded Decisive Optimistic 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> Language Arts Psychology/Sociology Government/History Law Enforcement First Aid/First Responder 	<p>Total number circled in Box 12</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 13	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> Work with my hands and learn that way. Put things together. Do routine, organized and accurate work. Perform activities that produce tangible results. Apply math to work out solutions. Use hand and power tools and operate equipment/machinery. Visualize objects in three dimensions from flat drawings. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> Practical Observant Physically active Step-by-step thinker Coordinated 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> Math-Geometry Chemistry Trade and Industry courses Physics Language Arts 	<p>Total number circled in Box 13</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>
BOX 14	<p>Activities that describe what I like to do:</p> <ol style="list-style-type: none"> Shop and go to the mall. Be in charge. Make displays and promote ideas. Give presentations and enjoy public speaking. Persuade people to buy products or to participate in activities. Communicate my ideas to other people. Take advantage of opportunities to make extra money. 	<p>Personal qualities that describe me:</p> <ol style="list-style-type: none"> Enthusiastic Competitive Creative Self-motivated Persuasive 	<p>School subjects that I like:</p> <ol style="list-style-type: none"> Language Arts Math Business Education/Marketing Economics Computer Applications 	<p>Total number circled in Box 14</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin: 0 auto;"></div>










BOX 15	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 15
	<ol style="list-style-type: none"> 1. Interpret formulas. 2. Find the answers to questions. 3. Work in a laboratory. 4. Figure out how things work and investigate new things. 5. Explore new technology. 6. Experiment to find the best way to do something. 7. Pay attention to details and help things be precise. 	<ol style="list-style-type: none"> 1. Detail oriented 2. Inquisitive 3. Objective 4. Methodical 5. Mechanically inclined 	<ol style="list-style-type: none"> 1. Math 2. Science 3. Drafting/Computer-Aided Drafting 4. Electronics/Computer Networking 5. Technical Classes/Technology Education 	<input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>

BOX 16	Activities that describe what I like to do:	Personal qualities that describe me:	School subjects that I like:	Total number circled in Box 16
	<ol style="list-style-type: none"> 1. Travel. 2. See well and have quick reflexes. 3. Solve mechanical problems. 4. Design efficient processes. 5. Anticipate needs and prepare to meet them. 6. Drive or ride. 7. Move things from one place to another. 	<ol style="list-style-type: none"> 1. Realistic 2. Mechanical 3. Coordinated 4. Observant 5. Planner 	<ol style="list-style-type: none"> 1. Math 2. Trade and Industry courses 3. Physical Sciences 4. Economics 5. Foreign Language 	<input style="width: 50px; height: 50px; border: 1px solid black;" type="text"/>








Disclaimer: *Your interests may change over time. These survey results are intended to assist you with informal career exploration. Consider more formal assessments and other resources or services to help you plan your career. This survey does not make any claims of statistical reliability.*

Source: Adapted from the Guidance Division Survey, Oklahoma Department of Career and Technology Education (2005)

Results next page.

1  A griculture, Food & Natural Resources	The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.
2  A rchitecture & Construction	Careers in designing, planning, managing, building, and maintaining the built environment.
3  A rts, A/V Technology & Communications	Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.
4  B usiness, Management & Administration	Business Management and Administration careers encompass planning, organizing, directing and evaluating business functions essential to efficient and productive business operations. Business Management and Administration career opportunities are available in every sector of the economy.
5  E ducation & Training	Planning, managing, and providing education and training services, and related learning support services.
6  F inance	Planning, services for financial and investment planning, banking, insurance, and business financial management.
7  G overnment & Public Administration	Executing governmental functions to include governance; national security; foreign service; planning; revenue and taxation; regulation; and management and administration at the local, state, and federal levels.
8  H ealth Science	Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.
9  H ospitality & Tourism	Hospitality and Tourism encompasses the management, marketing and operations of restaurants and other food services, lodging, attractions, and recreation events and travel-related services.

Cont'd next page

10  <i>Human Services</i>	Preparing individuals for employment in career pathways that relate to families and human needs.
11  <i>Information Technology</i>	Building linkages in IT occupations framework for entry-level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia, and systems integration services.
12  <i>Law, Public Safety, Corrections & Security</i>	Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.
13  <i>Manufacturing</i>	Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance, and manufacturing/process engineering.
14  <i>Marketing, Sales & Service</i>	Planning, managing, and performing marketing activities to reach organizational objectives.
15  <i>Science, Technology, Engineering & Mathematics</i>	Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering), including laboratory and testing services, and research and development services.
16  <i>Transportation, Distribution & Logistics</i>	Planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.

My top three Career Clusters of interest are:

1. _____
2. _____
3. _____

Advisory 12: "EVERY JOB UNDER THE SUN" PART 1

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You will need chart paper and markers.

Introduction (3 mins)

"Today we'll be using our big brains for some big brainstorming. Over the past couple of days, you have completed some surveys to reflect on your skills, your personality, and your interests. Today we're going to make a giant list of every job we can think of. We'll be posting this list on the door to the classroom, just like every other advisory group will be doing. I want to try to have the biggest list at X!" Ask students to make their own lists individually or with a partner. Have them look at their survey results from the day before to think of jobs that they would be interested in.

Brainstorming (3 mins)

Students and partners make their own lists.

Master List (14 mins)

Ask students to share out their lists, and make a master list on chart paper.

Post the master list on the door to the classroom.

Wish students a great day when they're dismissed.

Advisory 13: "EVERY JOB UNDER THE SUN" PART 2

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You will need the chart paper from yesterday's activity, and the Jobs Master List on following pages.
- Students will need to use their completed surveys from earlier in the week.

Introduction (5 mins)

Hand out surveys from prior sessions.

"Happy Friday! Today we're going to make our own personal jobs & careers lists. Each of you is going to make a list of dream jobs. I'd like to display them in the room and on the door, so please do make them as neat as possible.

"You can use the information from your surveys, jobs from this chart paper from yesterday, or you can take a look at this "Jobs Master List" to come up with jobs you might be good at, might be interested in, or that you're curious about.

"So please take your paper, write your name at the top, and make your list! I'll be available to help you if you get stuck. You can also work with a partner if you want, but you'll each need your own list."

Brainstorming (10 mins)

Students and partners make their own lists.

Sharing (5 mins)

Ask students if they'd like to read their lists. They can post theirs on the classroom door when finished.

Post Every Job Under the Sun chart paper back on the door, and student lists as well.

Wish students a great day when they're dismissed.

Job Master List

Business and Finance Careers

Accounting and Auditing
Account Executive
Actuary
Advertising, Marketing, Public Relations and Sales Managers
Budget Analyst
Economists
Financial Analyst and Advisor
Financial Managers
Financial Services Sales Agents
Insurance Agent
Insurance Underwriter
Investment Banker
Loan Officer
Management Analyst and Consultant
Meeting and Convention Planners
Personal Financial Advisor
Purchasing Managers, Buyers, and Purchasing Agents
Real Estate Appraisers and Assessors
Real Estate Broker / Agent
Securities, Commodities, and Financial Services Sales Agents

Computer and Technology Careers

Computer-Control Programmers and Operators
Computer Programmer
Computer and Information Systems Managers
Computer Science (Computer Scientist)
Computer, Automated Teller, and Office Machine Repairers
Computer Hardware Engineer
Computer Operators
Computer Software Engineer
Computer Support Specialists and Systems Administrators
Computer Systems Analyst
Database Administrator
Mathematician (Math)
Statistician

Construction Careers

Architect
Brick masons, Block masons, and Stonemasons
Carpenter
Carpet, Floor, and Tile Installers and Finishers
Cement Masons, Concrete Finishers, Segmental Pavers, and Terrazzo Workers
Commercial Industrial Designers
Construction Workers

Construction and Heavy Equipment Operator
Construction and Building Inspectors
Construction Managers
Drafters
Electricians
Landscape Architects
Pipe layers, Pipefitters, and Steamfitters
Plumbers
Roofers
Surveyors, Cartographers, Photogrammetrists, and Surveying Technicians

Education & Teaching Careers

Curriculum Specialist
Education Administrators
Teacher Assistants
Teachers—adult literacy and remedial education
Teachers—postsecondary
Teachers—preschool, kindergarten, elementary, middle, and secondary
Teachers—special education

Engineering Careers

Biomedical Engineer
Chemical Engineer
Civil Engineer
Computer Hardware Engineer
Computer Software Engineer
Electrical Engineer
Electronics Engineer
Environmental Engineer
Health and Safety Engineer
Industrial Engineer
Marine Engineer
Materials Engineer
Mechanical Engineer
Mining, Mining Safety, and Geological Engineer
Nuclear Engineer
Petroleum Engineer
Aerospace Engineering Technicians
Civil Engineering Technicians
Electrical/Electronics Engineering Technicians
Electromechanical Engineering Technicians
Environmental Engineering Technicians
Industrial Engineering Technicians
Mechanical Engineering Technicians

Fishing, Farming & Forestry

Forest, Conservation and Logging Workers
Fishers, Fisherman and Vessel Operators/Captains
Farmers
Arborists

Health/Medical

Allied Dental Educator

Anesthesiologist Assistants
Anesthesia Technologist/Technician
Biomedical Equipment Technician
Biomedical Engineer
Blood Bank Technology Specialist
Cardiopulmonary Rehabilitation Specialist
Cardiovascular Technologist/Technician
Clinical Laboratory Technologist
Community Health Worker
Cytotechnologist
Diagnostic Medical Sonographer
Dosimetrist
Electroneurodiagnostic Technologist
Emergency Medical Technician (EMT)
General Aide
Genetic Counselor
Health Information Manager
Healthcare Interpreter
Homecare Assistant/Aide
Medical Assistant
Medical Coder
Medical Transcriptionist
Nuclear Medicine Technologist
Nurses Aide/Nursing Assistant
Ophthalmic Laboratory Technician
Optician (Dispensing)
Orientation & Mobility Specialist
Orthotist and Prosthetist
Pathologists' Assistant
Perfusionist
Phlebotomist
Psychiatric Aide
Radiologic Technologist
Respiratory Therapist
Surgical Technologist
Acupuncture/Oriental Medicine Practitioner
Massage Therapist
Naturopathic Doctor
Chiropractor
Dental Assistant
Dental Hygienist
Dental Laboratory Technician
Dentist
Built Environment Specialist
Environmental Health Advocate
Environmental Health Practitioner
Food Safety Specialist
Occupational Health and Safety Expert
Crime Scene Investigator (CSI)
Forensic Biologist
Forensic Chemist
Forensic Odontology
Forensic Pathologist
Forensic Toxicologist
Geriatric Pharmacist
Geriatric Psychiatrist
Geriatric Staff Nurse
Geriatrician

Anesthesiologist
Biogerontologist
Clinical Ethicist
Disaster Medical Specialist
Emergency Medicine
Family Medicine
Gynecologist
Internist
Palliative Care Doctor
Pathologist
Osteopathic Doctor (D.O.)
Physician (M.D.)
Physician Assistant
Physician Scientist
Counselor
Psychiatrist - DO/MD
Psychiatric Aide
Psychologist
Rehabilitation Counselor
Recreational Therapist
Social Worker
Clinical Nurse Specialist
Nurse Anesthetist
Nurse Educator
Nurse Midwife
Nurse Practitioner
Nurse Researcher
Occupational Health Nurse
Pediatric Nurse
Public Health Nurse
Registered Nurse (RN)
Vocational/Licensed Practical Nurse
Critical Care Nurse
Emergency Nurse
Hospice/Palliative Care Nurse
Labor & Delivery Nurse
Neonatal Nurse
Nephrology Nurse
Nurse Executive
Oncology Nurse
Orthopaedic Nurse
Perioperative (O.R.) Nurse
Psychiatric-Mental Health Nurse
School Nurse
Staff Nurse
Dietetic Technician
Dietitian
Occupational Therapist
Occupational Therapy Aide
Occupational Therapy Assistant
Optometrist
Pharmaceutical Scientist
Pharmacist
Pharmacy Technician
Podiatrist (Doctor of Podiatric Medicine)
Behavioral Science/Health Education
Biomedical & Laboratory Practice
Biostatistics
Environmental Health Sciences

Epidemiology
Global Health
Health Policy Specialist
Health Services Administration
Medical and Health Services Manager
Maternal and Child Health
Public Health Practice & Program Management
Audiologist
Speech Language Pathologist
Athletic Trainer
Exercise Physiologist
Kinesiotherapist
Primary Care Sports Medicine
Animal Behaviorist
Veterinarian
Veterinary Technologist/Technician

Hospitality

Chef, Cook and Food Preparation Worker
Lodging and Hotel Managers
Travel Agents

Law Enforcement

Criminalist
Criminologist
Forensic Psychology
Penologist
Accounting Forensics
ATF Agent
ATF Investigator
ATF Technician/Professional
Border Patrol Agent
CIA Agent
Coast Guard
Compliance Officer
Computer Forensics
Counter Terrorism
Crime Laboratory Analyst
Crime Scene Investigator
Customs Agent
DEA Agent
Diplomatic Security
FBI Agent
Federal Air Marshal
Federal Protective Service
Fish & Game Warden
Forensic Engineer
Forensic Odontologist
Forensic Science
Forensic Science Technician
Forensic Psychology
Fraud Investigator
Homeland Security
Immigration Agent
Information Security
INS Agent
IRS Special Agent
Kg Officer

NSA Police Officer
Private Security
Police Detective
Police Officer
Private Investigator
Psychological Profiler
Secret Service Agent
Sheriff
Surveillance Officer
TSA Screener
U.S. Marshal
Bailiff
Court Reporter
Court Clerk
Judges and Magistrates
Law Librarian
Lawyers/Attorneys
Medical Examiner
Paralegal
Corrections Officer
Correctional Treatment Specialist
Juvenile Probation Counselor
Prison Warden
Probation Officer
Substance Abuse Counselor

Management

Administrative Service Managers
Advertising, Marketing, Public Relations and Sales Managers
Computer and Information Systems Managers
Education Administrators
Financial Managers
Government Manager
Management Analyst and Consultant
Medical and Health Services Managers
Promotions Manager
Property and Real Estate Managers
Purchasing Managers, Buyers, and Purchasing Agents

Media/Communication

Broadcast Engineering Technician
News Analysts, Reporters, and Correspondents
Photographer
Public Relations Specialist
Radio Operator
Sound Engineering Technician
Television, Video, and Motion Picture Camera Operators and Editors
Writers and Editors

Office/Administration

Bookkeeping, Accounting, and Auditing Clerks
Bill and Account Collectors
Computer Operator
Data Entry and Information Processing Worker
Desktop Publisher

Dispatchers
Mail Carrier Postal Service Workers
Receptionists and Information Clerks
Secretary and Office Assistants

Manufacturing/Production

Assemblers and Fabricators
Drafters
Jewelers and Precious Stone and Metal Workers
Machinist
Welding, Soldering, and Brazing Workers

Professional/Service

Architect
Archivists, Curators, and Museum Technicians
Barber, Cosmetologist and Hair Stylist
Biologist (Biological Scientist)
Cashier
Chemist
Chiropractor
Clergy
Commercial Industrial Designers
Counselor
Dentist
Economists
Environmental Scientists and Hydrologists
Fashion Designer
Flight Attendant
Floral Designer
Fundraisers
Ghostwriter
Graphic Designer
Government Manager
Insurance Agent
Interior Designer
Landscape Architect
Librarian
Massage Therapist
Medical Assistant
Medical Transcriptionist
Photographer
Property, Real Estate, and Community Association
Managers
Psychologist
Psychology (All Careers)
Real Estate Agent
Social Worker
Writer / Editor
Veterinarian
Zoologist

Psychology/Counseling

Airforce Psychologist
Army Psychologist
Child Psychologist
Clinical Psychologist
Cognitive Psychologist
Consumer Psychologist

Counseling Psychologist
Developmental Psychologist
Educational Psychologist
Forensic Psychologist
Health Psychologist
Industrial-Organizational Psychologist
Media Psychology
Military Psychologist
Navy Psychologist
Neuropsychologist
Social Psychologist
Sports Psychologist
Army Mental Health Specialist
Career Counseling
Child Counseling
Child Abuse Counselor
Community Counseling
Domestic Violence Counseling
Gerontological Counseling
Licensed Professional Counseling
Marriage, Family and Child Counseling
Military Chaplain
Military Counselor
Multi-Cultural Counseling
Rehabilitation Counseling
Substance Abuse Counseling
Veterans Counselor
Victims' Advocate
Army Metal Health Specialist
Child Welfare Social Work
Clinical Social Work
Disability Policy Worker
Disability Case Manager
Geriatric Social Work
Medical Social Work
Mental Health Social Work
Public Health Social Work
Substance Abuse Social Work
Art Therapist
Exercise Therapist
Existential Therapist
Marriage and Family Therapist
Music Therapist
Primary Therapist (working with eating disorders)

Installation/Repair/Maintenance

Automotive Body and Related Repairers
Carpet, Floor, and Tile Installers and Finishers
Computer, Automated Teller, and Office Machine
Repairers
Electrical and Electronics Installer and Repairer
Home Appliance Repairman
Small Engine Mechanic
Diesel Service Technicians and Mechanics
Automotive Service Technicians and Mechanics

Sales/Marketing

Advertising Sales Agent (Account Executive)

Cashier
Insurance Sales Agent
Real Estate Sales Agent
Retail Sales
Securities, Commodities, and Financial Services
Sales Agents

Transportation/Moving
Air Traffic Controllers
Aircraft Pilots and Flight Engineers
Bus Drivers
Taxi Drivers and Chauffeurs
Truck Drivers

Advisory 14: HISPANIC HERITAGE CELEBRATION

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need to have the projector and computer set to:
<http://hispanicheritagemonth.gov/photos/>

Introduction (3 mins)

"Today we're going to do a little bit of conversation about Hispanic Heritage Month and celebrate some men and women who've helped shape our world. Let's start with a quick circle on historic or celebrity Hispanic people. Who wants to start? Let's try to name someone, and then say one quick thing about how they impacted the world." Pass the talking piece.

Circle (10 mins)

Students share in the circle.

Taking a Look (12 mins)

Students can move so that they can better see the screen. Click through the photographs on the website (click on "View Photo Descriptions" in the upper right corner), and invite students to reflect on the images and history.

Wish students a great day when they're dismissed.

Advisory 15: QUESTIONS!

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

Introduction (3 mins)

"You guys are really good at asking me questions, but I want to push you to ask questions that are a little harder. We're going to circle today, and I'm going to give you some prompts for questions, but I want you to develop the questions. I'll tell you the type of question, and then I'll pass the talking piece. If I give it to you, you have to develop a question, and then you choose the person you want to ask that question to. Once that person answers it, I'll give them a question prompt, and they'll question someone else." Pass the talking piece.

Circle (17 mins)

Question prompts:

- A question about who you are as a person
- A question about family
- A question about your life outside of school
- A question about your life after graduation
- A question about a friend
- A question about a fear
- A question about food
- A question about work
- A question about play
- A question about music
- A question about art
- A question about politics
- A question about another country
- A question about the planet
- A question about life
- A question about death

Wish students a great day when they're dismissed.

Advisory 16: WHO AM I, PART 1

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You'll need copies of the Who Am I activity, next page.

Introduction (3 mins)

"Today I'm going to ask you to think about who you are as a person. What are things that are important to know about you? Think about what we've been talking about and learning about in advisory the past week. I have a worksheet for you guys to do a bit of reflecting on who you are. I'm going to ask you to work on this today, and tomorrow I'll ask you to share what you wrote. Then you can choose to add it to our door display if you like."

Who Am I (17 mins)

Students work independently on worksheet, next page. You can choose to play music while they work. Move about the room and keep kids on task and answer questions.

Collect their worksheets on the way out.

Wish students a great day when they're dismissed.

Who Am I Worksheet

Name: _____

Write as many answers to this question as you can, but no fewer than twenty. You can list actual roles, feelings, things you like to do, or essential qualities. Really think about who you are and how you feel about these various aspects of yourself. You can also write this list in the form of a poem, song or rap.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You'll need to hand back copies of Who Am I worksheet.

Introduction (1 mins)

"OK, some of you seemed to need some extra time to finish the worksheets from yesterday, so we're going to work on those. Take 5 minutes to finish them up."

Who Am I (5 mins)

Students work independently on worksheet from yesterday. You can choose to play music while they work. Move about the room and keep kids on task and answer questions.

Circle (14 mins)

Have students move into a circle, if possible. Ask for students to read their Who Am I worksheets. If you need to get the ball rolling, you can share some of the things you would have written about yourself. Remind students of the advisory norms before you begin the sharing.

Before dismissing, ask if any students would like their work added to the door display. Wish students a great day when they're dismissed.

Advisory 18: TEAM BUILDING, FUN

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You'll need to hand back copies of Who Am I worksheet.

Activity 1 (18 mins)

NEVER HAVE I EVER, or other PMU activity you select (see PMU section of this guide).

Advisor gives direction and then *participates* as an equal in the activity. Have students say their name when it's their turn to be IT. If you've had students express an interest in leading the activity, this would be a good one for a student to lead.

Debrief (2 mins)

- How would you rate this activity on a scale of 1-5?
- What other activities have you done that you think would be fun for us?
- Would anyone be interested in leading an activity like this?

Wish students a great day when they're dismissed.

Advisory 19: WORKING INDEPENDENTLY & 1:1s INTRO

Prep:

- Prepare chairs in a circle.
- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

Introduction (3 mins)

"I'd like to talk about a couple of things today, and to hear from your perspective as well. As we move forward in the year in advisory, there are a couple of things that will be happening that we need to get ready for. One of our priorities is to work on supporting each of you as students. We are all working toward graduation, right? So it's my job to help you get there, and I'd like to discuss some of the obstacles we're going to be working to overcome together."

Recommended circle questions (17 mins)

- What is the best way you know to study?
- How do you organize yourself so you know what work you need to complete?
- What's one thing you'd like to change in order to make yourself more effective at school?
- What's one thing you know you do well in school?
- How do you keep yourself focused on a task?
- What's something most people don't know you are good at, as a student?
- What part of the day are you most productive?
- Who do you talk to about your challenges at school?
- Who is your biggest academic supporter?
- What "role" do you find yourself taking in group work (leader, distractor, innovator, etc.)?

Wish students a great day when they're dismissed.

Advisory 20: WORKING INDEPENDENTLY & 1:1s, PART 2

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need 3 pieces of chart paper taped up on different walls/surfaces of the room and markers for each student

Introduction (3 mins)

"So today we're going to talk about one-on-ones and working independently. Starting next month, I'll be meeting with each of you individually, which means that we need to develop some systems for that. It's important that we make the most of our one-on-one time, and it's also important that everyone who is NOT having a one-on-one at a particular time is also making the most of their time here!

"I've put up 3 pieces of chart paper, and given you each a marker. I'm going to write a question on each piece of chart paper, and ask you to do a 'chalk walk.' In a chalk walk, you travel to each station and write your ideas to answer that question at the station. Try to get to all 3 and share your ideas."

Write the following questions, one on each piece of chart paper:

1. What should I do if I have a question and my advisor is busy in a one-on-one?
2. What do I want to talk about during my one-on-one?
3. How can we help to keep the classroom quiet and productive during one-on-one time?

Chalk Walk (10 mins)

Let students know that a chalk walk is a mostly silent activity (no talking), but you can play music for them if you like. Give them a 2-minute warning before time is over. Roam around the room, reading what they're writing.

Debrief (7 mins)

Bring the chart paper to the head of the room, and read the comments out loud. Ask students to raise their hands with the ones they agree with, and write stars next to those. Have a quick discussion about their responses.

Wish students a great day when they're dismissed. Save the chart paper for next month's one-on-ones.

Advisory 21: CALENDAR DAY/SLP

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You will need copies of the Student Learning Plan (SLP) template from this guide, for each student.
- You will need file folders for student SLPs

Calendar Day! (5 mins)

Ask students to review the calendar for the, as you fill it in together. Important dates this month – October example:

- Monday, October 13- NO SCHOOL
- Thursday, October 16- Parent-Teacher Conferences
- October is THINKERS in the FOCUS. We'll be doing a lot of THINKING this month!
- Are there any birthdays to add in October?

Reviewing the Learning Plan (10 mins)

“Starting this month, I’ll be meeting with each of you one-on-one to start working on your Student Learning Plan (SLP) with you. The SLP is to help ME help YOU! It’s designed to guide us through planning for your year, and thinking about what happens after graduation. You’ll start with a blank template, which I’ve handed out to you and by the end of this month, you’ll have a completed version to guide your work and learning for the year.”

Read through the sections as students follow along on their templates.

“You will keep your SLP here in the Advisory classroom. I’m handing out file folders for you to keep your SLP in. You can take the next 5 minutes to write your name on your folder, decorate it if you want, and then put your blank SLP in there.”

Filing the SLPs (5 mins)

Have students label and decorate their folders and put SLPs in them. Collect them as students depart.

Wish students a great day when they’re dismissed.

Advisory 22: WHAT IS SERVICE?

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will be showing a video below or a video of your choice

What is community service (video)? (5 mins)

Show students the first video from the Community Service Videos

<https://www.youtube.com/watch?v=4z7gDsSKUmU>

(Kid President Video)

Debrief (10 mins)

- What do you think about the video?
- What do you think about the points it makes about power and impact?
- How has Kid President made a difference?
- What about you? What impact do you think you've had on your community or the world?
- Can you think of examples from real life of people making a difference in the world?

What will you do? (5 mins)

Ask students to think about what kind of work they'd like to do for their community service or Personal Project. *What is a topic they'd like to tackle? What is something they think they could impact?* Go around the room and ask each student to share an idea.

Wish students a great day when they're dismissed.

Advisory 23: MAKING A DIFFERENCE

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will be showing a video from the link below:

What does it mean to Make A Difference (video)? (10 mins)

Show students the second video from the Community Service Videos:

<https://www.youtube.com/watch?v=falFNkdq96U>

(Caine's Arcade Video)

Debrief (10 mins)

- What did you think about the video?
- Who made the difference in this video?
- How did this event impact the community?
- Who was impacted?
- Why did Caine make the arcade?
- Why did Nirvan make the video?

You can also have students look to see if there are any local Cardboard Challenge events happening on Saturday:

<http://cardboardchallenge.com/>

Wish students a great day when they're dismissed.

Advisory 24: MALLEABLE INTELLIGENCE

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You will need copies of the “You Can Grow Your Intelligence” Article on the following page.
- Have the message “What is intelligence?” written on the board when students enter.

What is intelligence? (5 mins)

Ask students to respond aloud to the question on the board. Define *malleable* for them: *capable of being influenced, impressionable, workable*. Malleable means something that can be changed. “Today we’re going to be talking about what intelligence is. This month we’re doing a lot of THINKING because we’re working with the THINKERS aspect of our FOCUS. Today we’ll be THINKING about THINKING!”

Malleable Intelligence Article (10 mins)

Read the article as students follow along on their templates.

Debrief (5 mins)

Do you agree with the idea that intelligence can be built?

What evidence do you have that intelligence is/isn’t malleable, from your own life?

What do you think you can do/have done to grow your intelligence?

Wish students a great day when they’re dismissed.

You Can Grow Your Intelligence

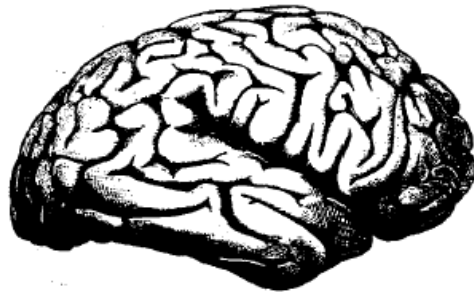
New Research Shows the Brain Can Be Developed Like a Muscle

Many people think of the brain as a mystery. They don't know much about intelligence and how it works. When they do think about what intelligence is, many people believe that a person is born either smart, average, or dumb—and stays that way for life.

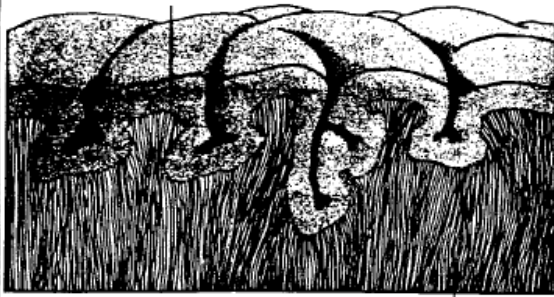
But new research shows that the brain is more like a muscle—it changes and gets stronger when you use it. And scientists have been able to show just how the brain grows and gets stronger when you learn.

Everyone knows that when you lift weights, your muscles get bigger and you get stronger. A person who can't lift 20 pounds when they start exercising can get strong enough to lift 100 pounds after working out for a long time. That's because the muscles become larger and stronger with exercise. And when you stop exercising, the muscles shrink and you get weaker. That's why people say "Use it or lose it!"

But most people don't know that when they practice and learn new things, parts of their brain change and get larger a lot like muscles do when they exercise.

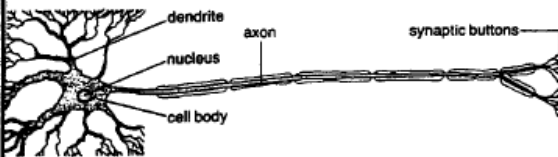


Inside the cortex of the brain are billions of tiny nerve cells, called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.



A Section of the Cerebrum nerve fibers (white matter)

When you learn new things, these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do--like speaking a foreign language or doing algebra--seem to become easy. The result is a stronger, smarter brain.



A Typical Nerve cell

How Do We Know the Brain Can Grow Stronger?

Scientists started thinking that the human brain could develop and change when they studied animals' brains. They found out

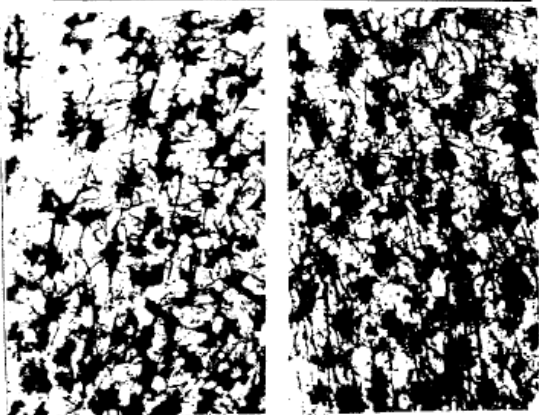
that animals who lived in a challenging environment, with other animals and toys to play with, were different from animals who lived alone in bare cages.

While the animals who lived alone just ate and slept all the time, the ones who lived with different toys and other animals were always active. They spent a lot of time figuring out how to use the toys and how get along with the other animals.

These animals had more connections between the nerve cells in their brains. The connections were bigger and stronger, too. In fact, their whole brains were about 10% heavier than the brains of the animals who lived alone without toys.

The animals who were exercising their brains by playing with toys and each other were also "smarter"--they were better at solving problems and learning new things.

Even old animals got smarter and developed more connections in their brains when they got the chance to play with new toys and other animals. When scientists put very old animals in the cages with younger animals and new toys to explore, their brains grew by about 10%!



Nerves in brain of animal living in bare cage.

Brain of animal living with other animals and toys.

Children's Brain Growth

Another thing that got scientists thinking about the brain growing and changing was babies. Everyone knows that babies are born without being able to talk or understand language. But somehow, almost all babies learn to speak their parents' language in the first few years of life. How do they do this?

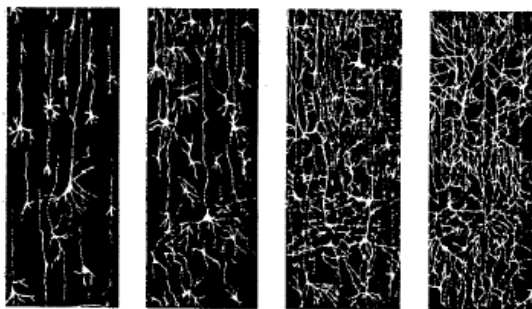
The Key to Growing the Brain: Practice!

From the first day they are born, babies are hearing people around them talk—all day, every day, to the baby and to each other. They have to try to make sense of these strange sounds and figure out what they mean. In a way, babies are exercising their brains by listening hard.

Later, when they need to tell their parents what they want, they start practicing talking themselves. At first, they just make goo-goo sounds. Then, words start coming. And by the time they are three years old, most can say whole sentences almost perfectly.

Once children learn a language, they don't forget it. The child's brain has changed—it has actually gotten smarter.

This can happen because learning causes permanent changes in the brain. The babies' brain cells get larger and grow new connections between them. These new, stronger connections make the child's brain stronger and smarter, just like a weightlifter's big muscles make them strong.



Newborn 3months 15 months 2 years

Development of nerve cells in the brain from birth to 2 years old. The nerve cells grow both in size and in number of connections between them.

The Real Truth About "Smart" and "Dumb"

No one thinks babies are stupid because they can't talk. They just haven't learned how to yet. But some people will call a person dumb if they can't solve math problems, or spell a word right, or read fast--even though all these things are learned with practice.

At first, no one can read or solve equations. But with practice, they can learn to do it. And the more a person learns, the easier it gets to learn new things--because their brain "muscles" have gotten stronger!

The student everyone thinks is the "smartest" may not have been born any different from anyone else. But before they started school, they may have started to practice reading. They had already started to build up their "reading muscles." Then, in the classroom, everyone said, "That's the smartest student in the class."

They don't realize that any of the other students could learn to do as well if they exercised and practiced reading as much. Remember, all of those other students learned to speak at least one whole language already--

something that grownups find very hard to do. They just need to build up their "reading muscles" too.

What Can You Do to Get Smarter?

Just like a weightlifter or a basketball player, to be a brain athlete you have to exercise and practice. By practicing you make your brain stronger. You also learn skills that let you use your brain in a smarter way--just like a basketball player learns new moves.

But many people miss out on the chance to grow a stronger brain because they think they can't do it, or that it's too hard. It does take work, just like becoming stronger physically or becoming a better ball player does. Sometimes it even hurts! But when you feel yourself get better and stronger, all the work is worth it!

*E-mail questions or comments to:
Growyourbrain@aol.com*

Advisory 25: MULTIPLE INTELLIGENCES

Tuesday, Oct. 7

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You will need copies of the Multiple Intelligences quiz for students.

What is Intelligence? (5 mins)

Ask students to review the article from yesterday. Point out that along with intelligence being malleable, or something that can be grown, there are also different kinds of intelligence. Ask students to name different ways that a person can be intelligent (ex: book-, street, good at directions/maps, good at working with one's hands, etc.).

Multiple Intelligences Quiz (10 mins)

Have students fill out the quiz, and the worksheet.

Debrief (5 mins)

- Were you surprised by the results of the quiz?
- Who else in the room had a result similar to you?
- Do you agree/disagree with your quiz results?
- Who would like to have their quiz posted on the Advisory Door?

Wish students a great day when they're dismissed. Post quiz results on the door. SAVE all quiz results- students will need to access these next month.



publications

THE MULTIPLE INTELLIGENCE QUIZ

Estimated time required: 20 minutes

For each of the statements below, choose a number between 1 and 5 to rate how the statement describes you.

- 1 – No, the statement is not at all like me
- 2 – The statement is a little like me
- 3 – The statement is somewhat like me
- 4 – The statement is a lot like me
- 5 – Yes, the statement is definitely me

Verbal/Linguistic

- I can use lots of different words to express myself.
 - I feel comfortable working with language and words.
 - I enjoy crosswords and other word games like Scrabble.
 - I tend to remember things exactly as they are said to me.
 - I enjoy participating in debates and/or discussions.
 - I find it easy to explain things to others.
 - I enjoy keeping a written journal and/or writing stories and articles.
 - I like to read a lot.
- TOTAL**

Logical/Mathematical

- I work best in an organised work area.
 - I enjoy maths and using numbers.
 - I keep a 'things to do' list.
 - I enjoy playing brainteasers and logic puzzles.
 - I like to ask 'why' questions.
 - I work best when I have a day planner or timetable.
 - I quickly grasp cause and effect relationships.
 - I always do things one step at a time.
- TOTAL**

Visual/Spatial

- I understand colour combinations and what colours work well together.
 - I enjoy solving jigsaw, maze and/or other visual puzzles.
 - I read charts and maps easily.
 - I have a good sense of direction.
 - I like to watch the scenes and activities in movies.
 - I am observant. I often see things that others miss.
 - I can anticipate the moves and consequences in a game plan (i.e., hockey sense, chess sense).
 - I can picture scenes in my head when I remember things.
- TOTAL**

Interpersonal

- I can sense the moods and feelings of others.
 - I work best when interacting with people.
 - I enjoy team sports rather than individual sports.
 - I can sort out arguments between friends.
 - I prefer group activities rather than ones I do alone.
 - I enjoy learning about different cultures.
 - I enjoy social events like parties.
 - I enjoy sharing my ideas and feelings with others.
- TOTAL**

Musical

- I often play music in my mind.
 - My mood changes when I listen to music.
 - It is easy for me to follow the beat of music.
 - I can pick out different instruments when I listen to a piece of music.
 - I keep time when music is playing.
 - I can hear an off-key note.
 - I find it easy to engage in musical activities.
 - I can remember pieces of music easily.
- TOTAL**

Naturalistic

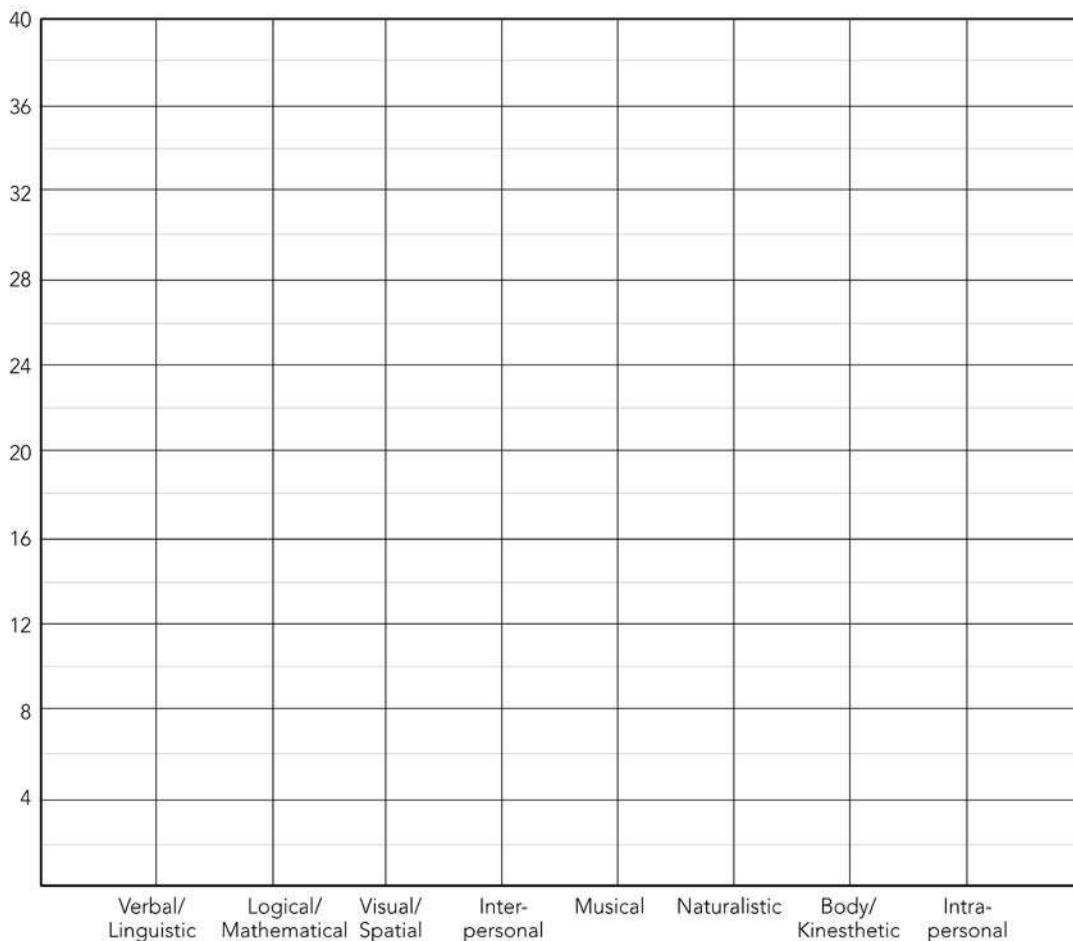
- Pollution makes me angry.
 - I notice similarities and differences in trees, flowers and other things in nature.
 - I feel very strongly about protecting the environment.
 - I enjoy watching nature programs on television.
 - I engage in 'clean-up days'.
 - I like planting and caring for a garden.
 - I enjoy fishing, bushwalking and bird-watching.
 - When I leave school, I hope to work with plants and animals.
- TOTAL**

Body/Kinesthetic		Intrapersonal	
I like to move, tap or fidget when sitting.	<input type="checkbox"/>	I know myself well.	<input type="checkbox"/>
I enjoy participating in active sports.	<input type="checkbox"/>	I have a few close friends.	<input type="checkbox"/>
I am curious as to how things feel and I tend to touch objects and examine their texture.	<input type="checkbox"/>	I have strong opinions about controversial issues.	<input type="checkbox"/>
I am well co-ordinated.	<input type="checkbox"/>	I work best when the activity is self-paced.	<input type="checkbox"/>
I like working with my hands.	<input type="checkbox"/>	I am not easily influenced by other people.	<input type="checkbox"/>
I prefer to be physically involved rather than sitting and watching.	<input type="checkbox"/>	I have a good understanding of my feelings and how I will react to situations.	<input type="checkbox"/>
I understand best by doing (i.e. touching, moving and interacting).	<input type="checkbox"/>	I often raise questions concerning values and beliefs.	<input type="checkbox"/>
I like to think through problems while I walk or run.	<input type="checkbox"/>	I enjoy working on my own.	<input type="checkbox"/>
TOTAL	<input type="checkbox"/>	TOTAL	<input type="checkbox"/>



Multiple Intelligence Graph

for _____



Advisory 26: COLLEGE BOUND

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You will need copies of the College Worksheet (next page)

Looking Forward to College (5 mins)

Go around the room and ask each student to name a college. Ask them if they have a particular college they want to attend, and why.

"No matter what your plans are after high school, I want you to know that college is an option. This year, as part of your Learning Plan, you'll be meeting with me to talk about your future plans, and we'll be doing work to make sure each of you is prepared for college. Today I want YOU to think about some of the choices you get to make about college. This short worksheet will ask you to think through some decisions about college. I'm going to give you some time to work on it today, and it will be part of our Advisory Door display for the month. Give it a shot, and I'll be around to help out if you get stuck."

Students work on College Worksheet (15 mins)

Move through the room, helping students complete the worksheet.

Have students fill out the worksheet, and collect once completed. If they don't finish, collect them, and there will be time to work on it in another session this month.

Wish students a great day when they're dismissed.

Name: _____

College Worksheet

Why do I want to go to college?

What personal and career goals do I want to pursue?

How and where do I see myself in 10 years?

College characteristics I am looking for:

Draw your college mascot or logo here!

1. Kind of school: *Circle one*

4 year 2-year Community college then transfer
Community college then get a job Trade or vocational school Other

2. Where? *Circle one*

Urban Suburban Rural

3. How far from home? *Circle one*

In my city In the local region In my State East Coast Far from home

4. Considering size: *Circle one*

Big school? (20,000+) Medium sized? (10,000+) Small school? (under 10,000)

5. Location: *Circle one*

Big city Medium City Small town

6. Housing: *Circle one*

Live in a dorm on campus Live at home and commute Fraternity/Sorority housing
Live in an apartment or house

7. Considering cost per year: *Circle one*

Under \$3,000 \$10,000 \$10,000-\$20,000 \$20,000-\$30,000 Over \$30,000

7. Financial Aid plans: *Circle one*

No aid required Partial aid required Complete or nearly complete aid needed

8. Other: What kinds of student/recreational activities need to be available?

Advisory 27: SHORT CHECK IN

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

- You will need to be able to get on the Parent Connect website (below) with your Board.
- Students will need pen/cil and paper.

What are you working on? (10 mins)

Ask students to make a list of all the assignments they have currently. They should list all homework, projects and any other work that will be due soon. Ask them also to write down when it's due.

Ask for volunteers to share out what is on their list.

Ask students if they are confident that they know every assignment they have due.

Advisory 28: ONE-ON-ONES BEGIN

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have both Advisory Norms and the chart paper from earlier in the year where students brainstormed ideas about how to handle one-on-ones.
- You'll need to have a copy of the 1-1 Meeting Agenda note-sheet, to take notes on your student one-on-one(s).

Revisiting our Norms (5 mins)

Remind students of the conversations you had about norms, community expectations, and one-on-one meetings. Ask a student to read the Advisory Norms aloud to the group.

Hang up the chart paper where they came up with ideas on how to handle one-on-ones. Ask students to review it quickly. Ask them to honor the time you'll be spending with individual students during the one-on-one meeting.

"While I'm meeting in a one-on-one, you can be working on the following:

- Your SLP
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!"

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet (next page) to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed, and remind them about **Parent-Teacher Conferences next Thursday** – for example. Always remind them of upcoming events until they can't take it anymore. And then, just keep doing it anyway.

Student Name: _____

Date: _____

Advisor – Student 1:1 Meeting Agenda

5 mins **General Check-in**

How are you? What's going on? How is the school year going? Anything interesting?

5 mins **Work Progress Check-in** **HAVE STUDENT LOG INTO PARENT CONNECT**

What assignments are you working on? What's due soon? Have you fallen behind in anything? Any important tests/dates coming up? How does your SLP look?

5 mins **Trouble-Shooting**

What's going on right now? Let's figure out a challenge together (ex: a piece of work you're struggling with, a conflict, a burning need).

Next steps/next check-in:

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have both Advisory Norms and the chart paper from Sept. 30, where students brainstormed ideas about how to handle one-on-ones.
- You'll need to have a copy of the 1-1 Meeting Agenda note-sheet, to take notes on your student one-on-one(s).

Revisiting our Norms (5 mins)

Remind students of the conversations you had about norms, community expectations, and one-on-one meetings. Ask students to reflect on how they did as a community yesterday during the one-on-one. *Is there room for improvement? Did they do well?*

Hang up the chart paper where they came up with ideas on how to handle one-on-ones. Ask students to review it quickly. Ask them to honor the time you'll be spending with individual students during the one-on-one meeting.

"While I'm meeting in a one-on-one, you can be working on the following:

- Your SLP
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed, and remind them about

Advisory 30: STUDY SKILLS, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- You'll need copies of Study Tips for Different Learning Styles
- On the board, write: *What is your favorite way to study? How do you best remember/absorb things? How do you know?*

Studying (5 mins)

Ask students to share study skills—how do they remember things? Have students share techniques that work for them.

Hand out the Study Tips handout (next page). Ask students to practice a technique from the worksheet and study for a class. Ask them to reflect on their Multiple Intelligences quiz, and use what they learned to select a study technique.

“While I’m meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Your quizzes and reflections we’ve done so far
- Homework for your classes

Please use the time well!” Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they’re dismissed, and remind them about

Study Tips for Different Learning Styles

Source: American River College



TIPS FOR VISUAL LEARNERS

1. Write down anything that you want to remember, such as a list of things to do, facts to learn, facts for a test, etc.
2. Try to write down information in your own words. If you don't have to think about the material and restate it in your own words, you won't really learn it.
3. Underline or highlight important words you need to learn as you read.
4. When learning a new vocabulary word, visualize the word.
5. When you have a list of things to remember, keep the list in a place where you will be sure to see it several times a day. Suggestions: bulletin board by your desk at home, in your notebook, on the mirror in the bathroom, etc.
6. Try drawing a picture of any information you want to learn. Try making a diagram, a chart, or actually drawing people, things, etc.
7. Always read any material in the textbook before going to class so you have a chance to visually connect with the information before hearing it.

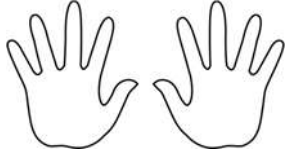


TIPS FOR AUDITORY LEARNERS (Oral, Interactive)

1. Use a tape recorder to record notes when reading instead of writing facts down. Play it back while you are riding in the car, doing dishes, washing the car, jogging etc.
2. Subvocalize--that is, talk to yourself about any information you want to remember. Try to recite it without looking at your notes or the book.
3. Discuss with others from your class and then quiz each other on the material. Really listen to yourself as you talk.
4. When learning a new vocabulary word, say it out loud. Then spell it out loud several times. See if it rhymes with a word that you know. You could even try singing the word in a song.
5. To learn facts, say them out loud, put the facts to music or read them into a recording app on your mobile device or computer. Then listen to what you have recorded often.

6. When writing, talk to yourself. First tell yourself what you will write, say it out loud as you write it, and then read aloud what you have written or record it.

7. Always read material in your textbook to be learned after hearing the information first in the class lecture, (unless the instructor assigns the reading first before class so you can participate in class discussions).



TIPS FOR PHYSICAL LEARNERS (Tactile, Kinesthetic)

1. Try to study through practical experiences, such as making models, doing lab work, or role-playing.

2. Take frequent breaks in study periods--only 5-10 minutes in length.

3. Trace words and letters to learn spelling and to remember facts.

4. Use the computer to reinforce learning through the sense of touch.

5. Memorize or drill while walking, jogging or exercising.

6. Try expressing your abilities through dance, drama, or sports.

7. Try standing up when you are reading or writing.

8. Write facts to be learned on 3" x 5" cards, with a question on one side and the answer on the other. Lay out the cards, quiz yourself, shuffle them, lay them out again and quiz yourself again.

9. When working with a study group, think of TV quiz games (Jeopardy, etc.) as ways to review information.

Advisory 31: STUDY SKILLS, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Post-it notes
- Students will need pen/cil.

Studying (5 mins)

Ask students to do a quick whip-around:

What study skills did you work on yesterday? How did it go?

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

Have students write on a post-it note what they'll work on while you're in your one-on-one, and to put the post-its on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed, and remind them about

Advisory 32: STUDY SKILLS, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Post-it notes from yesterday.
- Students will need pen/cil.

Studying (5 mins)

Ask students to do a quick whip-around:

Take a look at your post-it note from yesterday. Were you able to accomplish the goal(s) you set for yourself? Why/not?

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 33: SUPPORT ORGANIZATIONS/1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Student Support Organization Worksheet (next page)- cut into sections for stations.
- Desks/chairs should be arranged in stations.
- Students will need pen/cil and their SLP templates.

Introduction (5 mins)

"Today you'll be visiting stations with your SLPs. On the last page of your SLP there is a list of support organizations that you can participate in or get help from. I'm going to ask you to visit each of the stations and read the overview for that support organization. Once you've read the overview, decide if you'd like to work with that organization, and update your Learning Plan to reflect that."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *and* you have completed your station work, you can be working on the following:

- Practicing studying
- Your SLP
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

Note: This will need to be personalized for the DE Met, though many of the organizations are universal.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Student Support Organizations - Examples

X Student Support Center

X High School's Student Support Center offers resources for counseling, referrals, academic support and the college application process.

Center for Youth

Mission: The Center for Youth provides comprehensive programs and services from prevention education to counseling to emergency shelter to youth development opportunities with respect for and full participation of youth. We deliver these services with the deep belief that young people, given information and support, want to and can make their own positive life choices.

Vision: The Center for Youth will be a model for best practices in partnering with youth so all youth meet their potential.

Promise to Our Youth: the Center for Youth is the best organization to turn to for young people seeking to deal with, explore, or understand issues of importance to them from their perspective and on their terms. Started by kids, for kids, all Center services are rooted in and delivered with the knowledge that youth want to, and can, take responsibility for their life choices.

Counseling services are **FREE, CONFIDENTIAL** and based on the **VOLUNTARY PARTICIPATION** of the youth seeking help. Solutions are planned in partnership with youth and may include Individual and/or Family Counseling.

A **24-HOUR CRISIS PHONE LINE** provides immediate response, information and referrals.

Families are supported to resolve problems and live together with restored **RESPECT** and **UNDERSTANDING**.

Liberty Partnerships Program

The program provides academic and personal support services to at-risk youth in grades 7-12 in the School District. LPP offers academic enrichment, tutoring, college and career exploration, life skills strategies, counseling, community service opportunities, social and cultural experiences, as well as activities for parents.

LPP recruits from six RCSD target schools. A part-time on-site advisor is assigned to each target school to provide case management and academic support. After-school tutoring is held at the Damon City Campus – the downtown campus of Monroe Community College.

What can LPP do for you as a high school student?

Academic Enrichment Services

- After-school tutoring
- Academic support services provided by on-site advisors
- Study skills and test-taking workshops
- Access to computers for homework and research projects

College and Career Exploration

- College tours
- College preparation workshops presented by MCC Admissions Personnel
- Speakers' Bureau to highlight various professions and occupations
- Career exploration workshops
- Career shadowing opportunities at area businesses and organizations

Life Skills Strategies

- Workshops presented by community-based organizations
- Job-readiness skills training
- Time management and organizational skills seminars
- Conflict resolution and anger management workshops
- Seven Habits of Highly Effective Teens curriculum

Social and Cultural Experiences

- Field trips to museums, theater performances, and athletic events
- Tours to local historical sites including the Riverwalk Underground Railroad, Susan B. Anthony House, Mt. Hope Cemetery and the George Eastman House
- Recreational activities including ice skating, movie days, scavenger hunts and game days

Community Service Opportunities

- Volunteer experiences at local sites including FoodLink, Open Door Mission, Maplewood Park and LifeSpan

LPP services for parents

- Open House and tours of MCC's Damon City Campus
 - Workshops on educational advocacy, credit counseling and parental empowerment
 - Social and cultural opportunities
-

Educational Talent Search

Program Description and Goals: This program identifies and assists individuals from disadvantaged backgrounds who have the potential to succeed in higher education. It provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue on to and complete their postsecondary education. Each RCSD high school where the program exists has a Talent Search Outreach Coordinator who provides tutorial services, career exploration, aptitude assessments, counseling, mentoring programs, workshops, information on postsecondary institutions, and education or counseling services designed to improve the financial and economic literacy of students.

Upward Bound

Upward Bound program supports and challenges high school students in a year round effort to apply to and gain admission to college. We are comprised of two specific programs, Upward Bound Classic and Upward Bound Math/Science. They are designed to help first-generation and/or low-income students who are enrolled in the School District. Each year a theme is chosen as the foundation for student driven research, instruction and projects. The theme for Summer 2009 was "Non-Violence".

Students selected to participate in Upward Bound are expected to attend all program events and activities. Activities take place after school, on some weekends, and during the summer. Students apply for our programs in the spring of their ninth grade year and remain in the program until their sophomore year in college.

Upward Bound Math/Science

- Intensive instruction in mathematics and science, including hands-on experience in laboratories, computer facilities, and at field-sites
 - Activities to learn from mathematicians and scientists who are engaged in research and teaching at the University and other public or private institutions
 - Tutoring and academic counseling services provided by undergraduate and graduate students
 - A summer instructional component that is designed to simulate a college-going experience
-

Teen Empowerment

Teen Empowerment has four program sites. At each site, we hire 12 young people, ages 14-21, for jobs as youth organizers. Their job is to address serious issues in their community by organizing initiatives that involve other youth in creating positive change. Youth organizers are hired for 8-10 hours per week during the school year and 20 hours per week during the summer.

Youth Organizing

At each of our sites, staff and youth organizers work together to:

- identify those issues they consider most critical in their community,
- design an action strategy that will involve others in having a positive impact on these issues, and
- implement the strategy.

Our youth organizing work focuses on building community among diverse populations. Within the youth organizer groups, youth from rival neighborhoods or factions are brought together to work towards common goals. Youth organizers then craft strategies to bring themselves and their peers into dialogue across lines of conflict. Often this involves working to create awareness among youth that turf battles shrink everyone's horizons. Another significant aspect of this work has been dialogues between police and youth to help resolve some of the misunderstanding and tension that is counterproductive to producing safe neighborhoods for all.

Our youth-organizing sites bring the concerns and the voices of youth to the table across a spectrum of community concerns and issues.

Ghandi Institute

Our mission is to help individuals and communities develop the inner resources and practical skill needed to achieve a nonviolent, sustainable and just world.

Since the fall of 2013, the Gandhi Institute has been facilitating Nonviolence Clubs in three area high schools: X Magnet, Northeast/Northwest College Preparatory, and Pittsford-Mendon. We began working in these schools in response to requests from students. We use a curriculum developed by the Gandhi Institute which is based on Martin Luther King Jr.'s Six Principles of Nonviolence. The weekly club sessions include community building and skills teaching on topics such as:

- understanding violence and nonviolence
- the value of meditation and mindfulness
- Nonviolent Communication
- transforming a negative situation into a positive one
- preventing and responding to bullying
- creating healthy habits

Pathways to Peace

An increasing number of youth are resorting to violence as a result of personal disputes and involvement in gangs and drugs. The City recognizes a critical need to provide these youth with nonviolent alternatives. Pathways to Peace was initiated as part of a comprehensive effort to safeguard the lives of these youth, diffuse potentially violent situations, and help them get on a track to a better life. The PTP team reaches out into targeted neighborhoods to assess the needs of youth, network with all available resources and link at risk youth to appropriate services. Pathways to Peace offers prevention, intervention and direct monitoring of youth receiving the services needed to support their positive progress.

Why is Pathways to Peace needed?

- To address the growing number of youths who are “at risk” of considering crime and/or violence because important needs in their lives are not being met.
- In order to respond swiftly to the needs, concerns and crises that youth face.
- To help young people gain both a positive sense of belonging and access to the resources around them that nurture positive growth.
- To reduce youth violence by employing collaboration, resourcefulness, dedication and vigilance. Pathways to Peace will fill a pivotal role in helping individuals, families and others work together to prevent young lives from “falling through the cracks” of our community.

How does Pathways to Peace work?

- Pathways to Peace collaborates with all available community resources, including schools, families, employers, health professionals, law enforcement agencies and other service providers.
- By establishing these relationships and building a genuine rapport with at risk youth, the PTP team will be able to tailor a customized network of resources that match the needs identified for each young person.
- In addition, presentations aimed at preventing violence from being considered as a current or future option are offered by Pathways to Peace for youth in all age groups, preteen to early 20's, and interested community organizations.

Advisory 34: SLP WORK, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Students will need SLPs and pen/cils.

SLP Introduction (5 mins)

"By the end of this week, each of you will need to have completed your SLP. We've been doing work together to make progress on them (study skills, talking about multiple intelligences, looking at school support organizations), but the last part you will definitely need to do independently.

"I've met with some of you one-on-one, and I'll be continuing that through the end of the month, so if we haven't met yet, we will. This Learning Plan will be the focus of our one-on-one conversations for the rest of the year, and it's meant to insure that you and I are thinking about your future. The school will also be sending a copy home to parents, so your parents can be in the loop on what you're working on this year, and what we're thinking about after graduation. It's something you should work on carefully and put time and thought into. It's not just something to rush through."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 35: SLP WORK, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Students will need SLPs and pen/cils.

SLP Checks (5 mins)

Have students put their SLPs out on their desks/work spaces. Quickly walk through and see how many students have completed them. If they are done, you can give students an opportunity to either work independently or play a game, such as Pictionary. If they have not completed them, reiterate the importance of completing them ASAP.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 36: SLP WORK, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Students will need SLPs and pen/cils.

SLP Checks (5 mins)

Have students put their SLPs out on their desks/work spaces. Quickly walk through and see how many students have completed them. If they are done, you can give students an opportunity to either work independently or play a game, such as Pictionary or charades. If they have not completed them, reiterate the importance of completing them ASAP.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 37: SLP WORK, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- Students will need SLPs and pen/cils.

SLP Checks (5 mins)

Have students put their SLPs out on their desks/work spaces. Quickly walk through and see how many students have completed them. If they are done, you can give students an opportunity to either work independently or play a game, such as Pictionary, charades or hangman. If they have not completed them, reiterate the importance of completing them ASAP.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 38: COLLEGE DOOR PROJECT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- You'll need material for the Advisory Door background (could be colored paper, magazines or just plain white paper students can write/draw on).

*****If students have not yet completed SLPs, that should be the first priority, and you can use the sessions this week to make sure that is finished. If everyone has completed their SLPs, you can have them work on decorating the Advisory Door with the materials in the sessions this week.*****

Introduction (5 mins)

"This week, you guys are going to start to decorate our Advisory Door. We're going to use some of the materials you worked on this month to create a bulletin board space. It's the way that we can show the school we're doing a great job planning and working together.

"This month, we're going to show the work we've done with college planning. Each of you should choose one piece of your work from this month to display. We're also going to create maps of the colleges and schools you've been thinking about and talking about.

"TODAY I want you guys to start with decorating the background. Who wants to volunteer to select some images and/or construction paper to create the background? While s/he is working on that, I'd ask that the rest of you go through your papers and files and find a piece of your work from this month that you want to display."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP and the Advisory door project*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 39: COLLEGE DOOR PROJECT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You'll need materials for one-on-one (note sheet).
- You'll need a single copy of each of the maps on the following pages.

*****If students have not yet completed SLPs, that should be the first priority, and you can use the sessions this week to make sure that is finished. If everyone has completed their SLPs, you can have them work on decorating the Advisory Door with the materials in the sessions this week.*****

Introduction (5 mins)

"This week, you guys are going to decorate our Advisory Door, and I want to thank those of you who started it yesterday. Today we are going to create maps of the colleges and schools you've been thinking about and talking about.

"I have here a map of the US and a map of the state of Delaware. While I'm in 1:1s, you guys will put marks on the maps with your name, and the name of the college you're interested in there. Also, each of you will find a piece of work you want to display."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

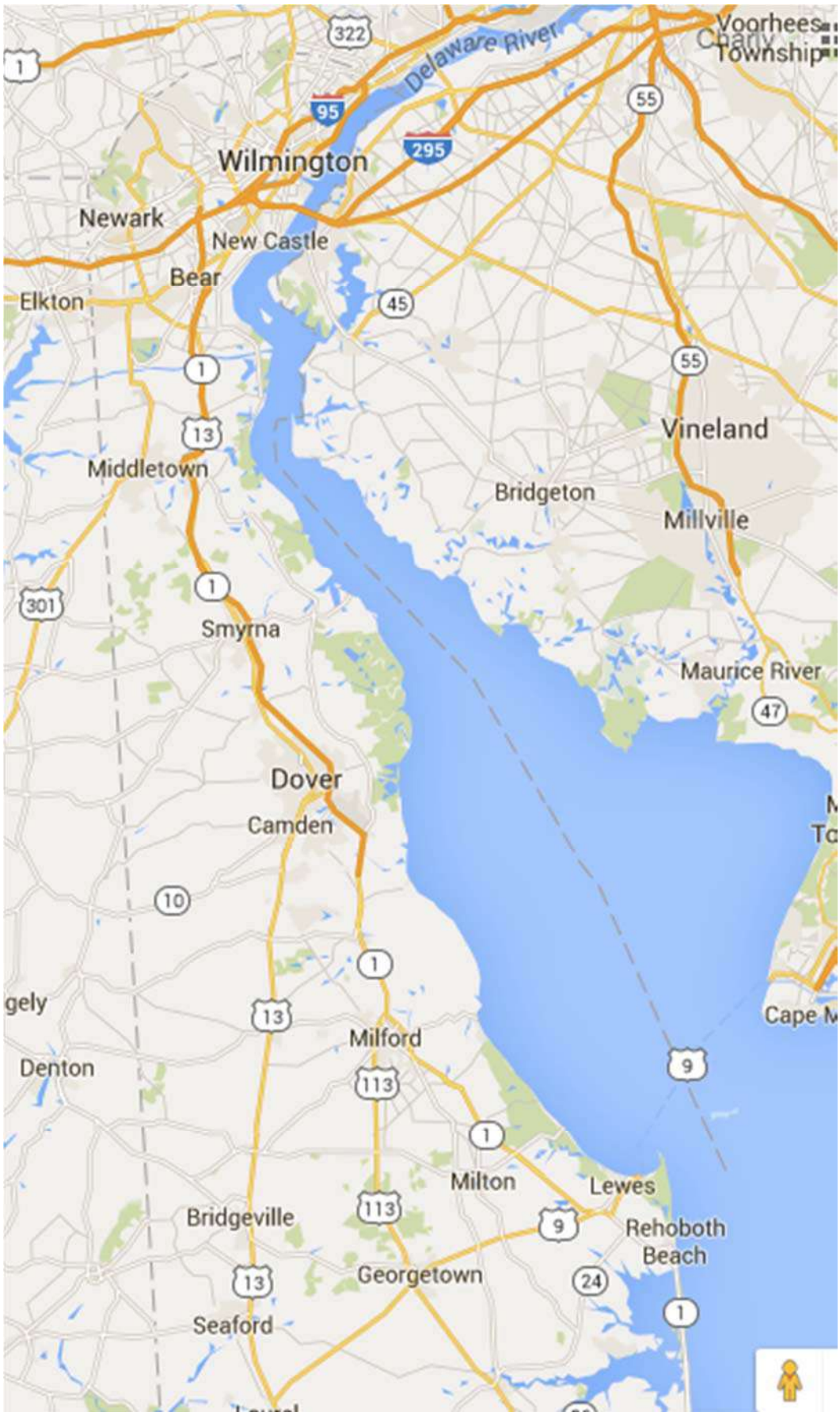
Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.





Advisory 40: COLLEGE DOOR PROJECT, 1:15

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students may need to access the internet (via computer or mobile device) and if possible a printer.
- Students may need markers or colored pencils/crayons for this activity.

*****If students have not yet completed SLPs, that should be the first priority, and you can use the sessions this week to make sure that is finished. If everyone has completed their SLPs, you can have them work on decorating the Advisory Door with the materials in the sessions this week.*****

Introduction (5 mins)

"The door is looking great! We're really getting there. Today I want you to look up the mascot, logo or design of a college and print it out or draw it, to add to our display. If you haven't already, I want to see each of you also displaying a piece of your work from this month."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 41: REFLECTION, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a copy of the reflection worksheet for each student (following page).
- Students will need pen/cil.

*****If students have not yet completed SLPs, that should be the first priority, and you can use the sessions this week to make sure that is finished. If everyone has completed their SLPs, you can have them work on decorating the Advisory Door with the materials in the sessions this week.*****

Introduction (5 mins)

"You guys have done a great job with our Advisory Door display! It's going to be clear that we have been getting a lot of work done the past two months. Today, I'll be doing another one-on-one, but I wanted to ask you all to complete a reflection. Your responses on this reflection will help me to gather more information about what's working well in our group, and will help you to think about what is working for you."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished the reflection and your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed. Collect the reflections and read them.

Monthly Reflection Survey

1. What has been the highlight of this month in Advisory for you?

2. How would you rate your participation? Circle one.

- A) Very loud and proud
- B) A good team player
- C) Quiet but paying attention
- D) Not participating
- E) Getting people off-task is my specialty

3. What's one word you'd use to describe Advisory? _____

4. What do you think we could do better as a group next month?

5. What is something you think you could do better next month?

6. What's an activity you think would be fun?

Advisory 42: INTRO TO COMMUNITIES, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a copy of the My Communities worksheet for each student (following page).
- Students will need pen/cil.

*****Students should have completed SLPs by now. You are now prepared for the SLP meeting with parents. If any students have not completed theirs, be sure to have their one-on-ones focus on the SLP.***

Introduction (5 mins)

"We are closing out the month, in which the FOCUS was: THINKERS, and getting ready for our next month, _____, which is focused on CARING. A big part of that will be looking at our communities and thinking about our impact on them and their impact on us.

"Today's work is to do an analysis of your communities. What are the groups that you are part of? I'm handing out a worksheet that has a graphic organizer with a bunch of different community groupings that may apply to you. Please take the period to write in all the people you know who are part of these communities. When you finish, please hand in your worksheet, as we'll be working with these more next week."

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your communities worksheet and your SLP*, you can be working on the following:

- Studying
- Your quizzes and reflections we've done so far
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student look at their SLP with you and begin to fill it out.

Collect Communities Worksheet from students before they leave. Wish students a great day when they're dismissed.

Name: _____

My Communities Worksheet

My Family (in my house)	My Family (extended)
Friends at School (including teachers)	Friends in Neighborhood
Friends from Community Group (church, neighborhood organization, etc.)	Friends from School Extra-Curricular
Friends from Team/Hobby	Other Community

Advisory 43: CALENDAR DAY, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

- You will need a copy of the My Communities worksheet for each student from yesterday.
- Students will need pen/cil.

At the beginning of the month: Calendar Day! (5 mins) – example: November

Ask students to review the calendar for November, as you fill it in together. Important dates this month:

- Monday, November 10 & Tuesday, November 11- NO SCHOOL
- Wednesday, November 26-Friday, November 28- NO SCHOOL
- For those of you applying to college, many schools have applications due next month!
- November is CARING in the FOCUS. We'll be doing a lot of CARING this month!
- Are there any birthdays to add in November?

Introduction (2 mins)

"Last week we worked on Communities Worksheets. Today we're going to have some more time for everyone to complete them. If you'd like to work with a partner, you certainly can." Hand back worksheets.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your communities worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (13 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect Communities Worksheet from students before they leave. Wish students a great day when they're dismissed.

Advisory 44: COMMUNITIES & LEADERS, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a copy of the My Communities worksheet for each student from yesterday.
- Students will need pen/cil.

Introduction (5 mins)

"This month, we'll be thinking through plans for how you can impact your community. Each of us can have significant influence on our communities. Part of your work at X includes your Personal Project, in the 9th and 10th grade years, and some community service hours as part of your _____ work/graduation requirements. This month, we'll be thinking through how to best use those experiences to impact communities and do work that's important to you.

"I'll be asking you to do some reflection as we lead into your project and community service work. Each day this week, I'll be asking you questions about your interests, your experiences and your communities. In our one-on-ones, along with your SLP, we'll be talking about these topics too. Today's focus is on Leadership. I'd like you to look at the Communities Worksheet you've been working on, and to think about who the leaders are in each of your communities. Are you the leader? Who is? Who is impacting change in these communities? You can write a small star around the leader in each community." Hand back worksheets.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your communities worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect Communities Worksheet from students before they leave. Wish students a great day when they're dismissed.

Advisory 45: COMMUNITIES & STRENGTHS, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a copy of the My Communities worksheet for each student from yesterday.
- Students will need pen/cil.

Introduction (5 mins)

"Today I'm asking you to think about what's great about your communities. Sit down with a partner, and go over your Communities Worksheet, and brag about your communities! What is the best part of each community? What something that this community does well? What can this community be proud of? Really focus on your partner, and practice active listening skills. Let's talk about what's great!" Hand back worksheets.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your communities worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect Communities Worksheet from students before they leave. Wish students a great day when they're dismissed.

Advisory 46: COMMUNITIES & CHALLENGES, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a copy of the My Communities- Challenges Communities Face (next page) worksheet for each student.
- Students will need pen/cil.

Introduction (5 mins)

"Today's work is hard. Today we're going to think about the things that are challenges in our communities. I'm handing out a worksheet that looks just like your Communities Worksheet, but the title is different. It asks you to think about challenges your communities face. So, for example- you could say that a challenge to your neighborhood community might be not enough parking, or it might be a need for a cleanup day. It could be *anything*. So today, take a look at what your community is dealing with, and take a crack at filling out this worksheet." Hand out worksheet.

Remind them of your norms, and what they should be doing while you're in the one-on-one:

"While I'm meeting in a one-on-one, *if you have finished your communities worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect Communities Worksheet from students before they leave. Wish students a great day when they're dismissed.

Name: _____

My Communities Worksheet- Challenges Communities Face

My Family (in my house)	My Family (extended)
Friends at School (including teachers)	Friends in Neighborhood
Friends from Community Group (church, neighborhood organization, etc.)	Friends from School Extra-Curricular
Friends from Team/Hobby	Other Community

Advisory 47: COMMUNITIES & IMPACT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

- You will need a copy of the Community Challenges & My Input worksheet (next page) worksheet for each student.
- Students will need pen/cil.

Introduction (5 mins)

“OK, today’s work is some pre-thinking about how you can impact challenges you have identified in your community. This worksheet will ask you to think about what you want to tackle, how you can impact people, and what questions you have about all this.” Hand out worksheet.

Remind them of your norms, and what they should be doing while you’re in the one-on-one:

“While I’m meeting in a one-on-one, *if you have finished your worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!” Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

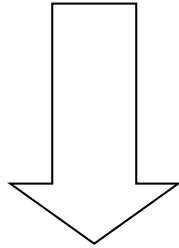
Collect Worksheet from students before they leave. Wish students a great day when they’re dismissed. If you have a student you think would make a good leader for next week’s circling exercise, you should take that person aside and see if s/he is willing to lead a circle next week.

Name: _____

Date: _____

Community Challenges & My Input Worksheet

Challenges I am interested in:



Which one of these things has a connection to my community? How does it connect to my community?

Over →

Questions I have about this idea:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.

Why is this issue a problem? Who is affected?

What can be done to help this issue?

Advisory 48: COMMUNITIES & CIRCLING, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Seats should be arranged in a circle.

Introduction (5 mins)

"Today you guys will be holding your first circle. I'm going to work with the student facilitator to get things started, but then I will be ducking out for a 1-on-1, and you guys will run the circle yourselves. Let's take a look at our norms before we start." Ask the student facilitator to review the norms with the group. Then give the list of questions for today's circle to the student facilitator, and have them conduct the circle. Observe and help keep the circle on-track and positive for the first 5 minutes, then move to your one-on-one.

Circle questions:

- What are you thinking you want to do for personal project/community service?
Why?
- What do you hope to accomplish?
- What do you think will be hard about doing this?
- Who will help you?
- When will you do it?
- What questions do you have about this project?

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service or , as relevant to their grade-level expectations.

Collect Worksheet from students before they leave. Wish students a great day when they're dismissed. You will need another student leader for the next day's circle, so ask a student at dismissal if they'd be up to the job.

Advisory 49: COMMUNITIES & CIRCLING PART 2, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Seats should be arranged in a circle.

Introduction (5 mins)

"Today you guys will be holding your *second* circle. I'm going to work with the student facilitator to get things started, but then I will be ducking out for a 1-on-1, and you guys will run the circle yourselves. Let's take a look at our norms before we start." Ask the student facilitator to review the norms with the group. Then ask about how they did with the norms yesterday. Then give the list of questions for today's circle to the student facilitator, and have them conduct the circle. Observe and help keep the circle on-track and positive for the first 5 minutes, then move to your one-on-one.

Circle questions:

- What's the point of service?
- Have you ever witnessed someone making a difference?
- Have you ever witnessed someone your own age making a difference?
- Do you think the world is mostly made up of good people or bad people? Why?
- Do you believe one person can change the world? Why/not?
- Who is someone who has inspired you?
- What are words of wisdom that have stuck with you over time?

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect Worksheet from students before they leave. Wish students a great day when they're dismissed.

Advisory 50: A-Z GRATITUDE LIST, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.

Introduction (5 mins)

"Today is a great day because we're going to take an ATTITUDE OF GRATITUDE. Today each of you are going to generate an A-Z Gratitude List. On your list, think of something you're grateful for each letter of the alphabet. You can write them on this paper." Hand out paper. "For example, I'm grateful for ACTION MOVIES (or other item beginning with the letter A). I'm also grateful for my BROTHER (or other item beginning with B). OK, give it a shot!"

"While I'm meeting in a one-on-one, *if you have finished this activity*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect A-Zs from students before they leave. Wish students a great day when they're dismissed.

Advisory 51: ASSET MAPPING, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.

Introduction (5 mins)

"Happy Monday! I hope you guys had a great weekend. Since you did so well on the A-Z gratitude activity last week, I wanted to do some more positive stuff. We're gearing up to begin some community service week, and I want you to think about all the stuff you can bring to the table when it comes to making change happen.

"Each of you have unique talents. We talked a little bit about those in the context of your SLP, and in September when you did the surveys about your personality. But now, I want to know how well you are doing with self-reflection about your talents and skills.

"I'm handing out a piece of paper, and on it, I want you to write a T-Chart. You're going to work with a partner here. On one side of the T-chart, I want you to write your talents, and on the other side, write the other person's talents. Take about 10 minutes to do this, and then use the rest of the time to share with each other what you wrote."

Remind students of the class norms, and then have them partner up and begin the activity.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect T-charts from students before they leave. Wish students a great day when they're dismissed.

Advisory 52: ASSET MAPPING PART 2, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.

Introduction (5 mins)

“Yesterday I hope you worked well with your partner, and that you learned a bit about how talented and wonderful you are. Today you’re going to do a similar activity with a partner. You can use the partner you had yesterday, but you definitely want to make sure it’s someone you know pretty well.

“I’m handing out a piece of paper, and on it, I want you to write a T-Chart, just like yesterday. This time, though, on one side of the T-chart, I want you to write ALL THE PEOPLE YOU KNOW WHO CAN HELP YOU, and on the other side, write the other person’s “human resources.” This means all the individuals and organizations you can think of who are there to help this person. It could be in school, in the community, in the city - in that person’s family. Just every helper you can think of. Take about 10 minutes to do this, and then use the rest of the time to share with each other what you wrote.”

Remind students of the class norms, and then have them partner up and begin the activity.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect T-charts from students before they leave. Wish students a great day when they’re dismissed.

Advisory 53: PLANNING IMPACT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need pen/cil and paper.
- You'll need one copy of the Planning Impact sheet (next page).
- You can hand back all papers to students to file, if they are not currently in student files.

Introduction (5 mins)

"Two things to do today. I'm going to ask each of you to write on this sheet what you'll be doing for your Personal Project / Community Service. So please fill that out and pass it around.

"Second, I'm asking that you update your files. We've done a lot of work this month, and I want to make sure each of you has all the papers you've worked on in Advisory in your folder. So please take a moment to update your files."

Remind students of the class norms.

"While I'm meeting in a one-on-one, *if you have finished your worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect the worksheet and files from students before they leave. Wish students a great day when they're dismissed.

- Students will need pen/cil and paper.
- Students will need their SLPs.
- You can hand back all papers to students to file, if they are not currently in student files.

Introduction (5 mins)

"Now that you've all done so much thinking about these projects, I'd like you to take some time to update your SLPs to reflect that. In the section titled 'Education, there are four boxes about Personal Project/Community Service. You should now be able to fill in what your project is, your resources and things you need to know, and you should be figuring out what the deadline is too. Once you've completed this, put it back in your file, and then you can work on homework for other classes."

Remind students of the class norms.

"While I'm meeting in a one-on-one, *if you have finished your worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Collect the worksheet and files from students before they leave. Wish students a great day when they're dismissed.

Advisory 55: COMMUNITY DOOR PROJECT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students may need to access the internet (via computer) and if possible a printer.
- Students may need markers or colored pencils/crayons for this activity.

Introduction (5 mins)

This week, you guys are going to start to decorate our Advisory Door. We're going to use some of the materials you worked on this month, as well as pictures and images from your lives, to create a bulletin board space. It's the way that we can show the school we're doing a great job planning and working together. This month's theme is about COMMUNITY, so we're going to celebrate our communities on this space.

"Each of you should choose one piece of your work from this month to display. We're also going to include images of your own communities.

"TODAY I want you guys to start with decorating the background. Who wants to volunteer to select some images and/or construction paper to create the background? While s/he is working on that, I'd ask that the rest of you go through your papers and files and find a piece of your work from this month that you want to display."

Remind students of the class norms.

"While I'm meeting in a one-on-one, *if you have finished your worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Wish students a great day when they're dismissed.

Advisory 56: COMMUNITY DOOR PROJECT PART 2, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students may need to access the internet (via computer) and if possible a printer.
- Students may need markers or colored pencils/crayons for this activity.

Introduction (5 mins)

This week, you guys are going to start to decorate our Advisory Door. We're going to use some of the materials you worked on this month, as well as pictures and images from your lives, to create a bulletin board space. It's the way that we can show the school we're doing a great job planning and working together. This month's theme is about COMMUNITY, so we're going to celebrate our communities on this space.

"Each of you should choose one piece of your work from this month to display. We're also going to include images of your own communities.

"TODAY I want you guys to work as a team to think of a name for our Advisory Community. While I'm working in one-on-ones, I'd like for you to come up with a name (make sure it's rated PG, and something we all can agree with), and come up with an image to go with that name. Check the Urban Dictionary or someone cooler than you to make sure the name does have a secondary meaning. What do you think we should be called? Once you have brainstormed the name, start looking for or drawing images to go with that name for our display."

Remind students of the class norms.

"While I'm meeting in a one-on-one, *if you have finished your worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (14 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Dismissal Check-in (1 min)

Ask students to share what they came up with before dismissal.

Wish students a great day when they're dismissed.

Advisory 57: COMMUNITY DOOR PROJECT PART 3, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

- Students may need to access the internet (via computer or mobile device) and if possible a printer.
- Students may need markers or colored pencils/crayons for this activity.

Introduction (5 mins)

“OK, last day for decorating the door!. Today I'd like for everyone to put up one piece of work, one image or picture of your community, and to help out with repping our Advisory name!”

Remind students of the class norms.

“While I'm meeting in a one-on-one, *if you have finished your work on the door, your worksheet and your SLP*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!” Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations.

Wish students a great day when they're dismissed.

Advisory 58: CALENDAR DAY, 1:15

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.

Calendar Day! (5 mins)

Ask students to review the calendar for December, as you fill it in together. Important dates this month:

- Monday, December 22 through Wednesday December 31- NO SCHOOL (continuing into Jan)
- For those of you applying to college, many schools have applications due THIS month!
- December is COMMUNICATORS in the FOCUS. We'll be talking a lot about effective communication this month.
- Are there any birthdays to add in December?

"Welcome back from Thanksgiving Break! Today while I'm in the one-on-one, I'd like you to add any community events you know of to our calendar. If you're doing something for your personal project or your community service, you can add that to our calendar too."

Remind students of the class norms.

"While I'm meeting in a one-on-one, *if you have finished your updates on the calendar, and your SLP is up to date (encourage seniors to work on college applications too)*, you can be working on the following:

- Studying
- Homework for your classes

Please use the time well!" Write this list on the board.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed. They will be circling for the next two days, so you may want to speak with a potential student facilitator or two.

Advisory 59: REFLECTIVE CIRCLES, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Seats should be arranged in a circle.

Introduction (5 mins)

"Today you guys are going to have a circle. As usual, I'm going to work with the student facilitator to get things started, but then I will be ducking out for a 1-on-1, and you guys will run the circle yourselves. Let's take a look at our norms before we start." Ask the student facilitator to review the norms with the group. Then give the list of questions for today's circle to the student facilitator, and have them conduct the circle. Observe and help keep the circle on-track and positive for the first 5 minutes, then move to your one-on-one.

Circle questions:

- What have you been doing well the past few months in school?
- What has been hard, academically?
- What is something you're worried about this year, academically?
- How do you think you've changed this year?
- What study skills have you been trying? How have they been working?

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed.

Advisory 6o: REFLECTIVE CIRCLES PART 2, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Seats should be arranged in a circle.

Introduction (5 mins)

"Today you guys are going to have a circle. As usual, I'm going to work with the student facilitator to get things started, but then I will be ducking out for a 1-on-1, and you guys will run the circle yourselves. Let's take a look at our norms before we start." Ask the student facilitator to review the norms with the group. Then give the list of questions for today's circle to the student facilitator, and have them conduct the circle. Observe and help keep the circle on-track and positive for the first 5 minutes, then move to your one-on-one.

Circle questions:

- Can you name someone in the Advisory who's been working hard this month?
- Can you name someone in the Advisory who has been helpful to you?
- What do you appreciate about someone in this group?
- What do you appreciate about our entire Advisory community?
- What is one thing we could do better?
- What's one thing that you really have enjoyed this year?

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed.

Advisory 61: SLP WORK, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need copies of their SLPs.
- You will need to project the focus questions for the SLP (next page) on the Board, or write them on the board.

Introduction (5 mins)

"Today you'll be working with a partner on your SLPs. As we're ending 2015 and entering 2016, it's time to do some reflection on how well you've hit goals this year. Today, one partner is going to review the SLP of the other person, and ask some reflective questions. Tomorrow, you'll switch. I'm going to put the questions up on the board, and then you can find a partner and get started."

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed.

SLP Partner Questions:

1. What do you see?
2. What's interesting?
What questions do you have?
3. How could your partner challenge him/herself?
4. What have they done well?
5. What do you like about this SLP?
6. What would you recommend they consider changing?

Advisory 62: SLP WORK PART 2, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need copies of their SLPs.
- You will need to project the focus questions for the SLP (previous page) on the Board, or write them on the board.

Introduction (5 mins)

“Today you’ll be working with a partner on your SLPs once again. Today, you’ll switch from yesterday, and the *other* partner is going to review the SLP of the first person, and ask some reflective questions. I’m going to put the questions up on the board again, and then you can find a partner and get started.”

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they’re dismissed.

Advisory 63: DRUG & ALCOHOL, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need copies of the Drug & Alcohol Fact Sheet (next page)

Introduction (5 mins)

"Today you'll be working with a partner to read through some facts about drugs & alcohol. I'm handing out a fact sheet that you can read out loud together with a partner, and there are some discussion questions that follow."

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed.

Drug & alcohol fact sheet

Adolescent abuse of drugs and alcohol is a **preventable behavior**, and the disease of drug/alcohol addiction is a **treatable disease**. **Parents** are the most effective resource, and leverage point, in preventing and reducing adolescent and young adult drug and alcohol abuse and addiction.

- **11 million** American adolescents and young adults ages 12-29 need help with drug and alcohol problems; **9 million** of these are between the ages of 12-25. (2009 National Study on Drugs and Health)
- **90%** of the nearly 2 million adolescents who need help with drug and alcohol problems are **not getting the help they need**. (2008 National Study on Drugs and Health)
- The related public health, social services, public safety, and lost productivity **costs of drug and alcohol abuse to society is \$465 billion** a year. (\$280 billion drugs, \$185 billion alcohol; Harwood 2004, 2000)
- Parents consider drugs and alcohol as one of the **most important** issues facing teens, young adults, and parents today. (Horowitz Associates 2010)
- Kids who learn a lot about the risks of drugs from their parents are up to **50% less likely** to use drugs, yet only 37% report getting that benefit. (Partnership Attitude Tracking Study 2008)
- Parents who intervene early with their child's drug or alcohol use can help **significantly reduce** the likelihood that they will become addicted, or suffer long-term negative consequences. (Dennis 2008)
- 90% of all adults with drug or alcohol problems started using before the age of **18**, and half before **15**. (Dennis 2007)
- There is a clear association between adolescent drug and alcohol use and **unhealthy, risky behavior**, including: unprotected, unplanned, unwanted sexual activity; impaired motor vehicle driving/passenger; involvement with juvenile justice system; poor academic performance and dropping out. (numerous sources)
- Some adolescents and young adults have **special vulnerability** to drug and alcohol problems, including: drug or alcohol use at an early age; family history of drug or alcohol problems; existing mental health problems; having friends who use drugs and alcohol. (National Institute on Drug Abuse, Substance Abuse Mental Health Services Administration)
- **African American** adolescents have consistently shown **lower** drug and alcohol usage rates than Caucasian adolescents. (Johnson/Monitoring the Future 2008)
- **Coerced** (non voluntary) treatment for adolescent drug and alcohol problems can be **just as effective** as treatment after hitting bottom. (National Institute on Drug Abuse, Substance Abuse Mental Health Services Administration)
 - The **adolescent brain** is not fully developed until ages **22-24**, and can be more

vulnerable to the effects of drugs and alcohol; the part of the brain to develop last is the prefrontal cortex, responsible for **decision making** and moderating social behavior. (Winters 2008)

· Effective **treatment for adolescent** drug and alcohol problems has been shown to be **different** than treatment for adults. (National Institute on Drug Abuse)

· On an **average day, 7,540 adolescents** 12-17 drank **alcohol** for the first time, **4,365** used an **illicit drug**, **2,466** abused a **prescription** pain medication (without a prescription) and **263** were admitted to treatment for **marijuana dependence**, more than any other drug. (2008 OAS/ SAMHSA)

Questions:

1. What facts from this sheet are surprising?
2. What facts did you already know?
3. What is something you know about drug use/alcohol use in teens in your community?
4. Where are resources to turn to if you or someone you know struggles with these issues?

Advisory 64: DRUG & ALCOHOL PART 2, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students will need copies of the Drug Use Quiz (next page)

Introduction (5 mins)

"Today you'll be working with a partner to take a Drug Use Quiz, and then to see how you did. Definitely take it seriously, and talk it over with your partner after you've finished it and graded it."

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed.

Drug Use Quiz

1. People are abusing a prescription drug if _____.
 - a) it was prescribed for someone else
 - b) they use more than the doctor prescribed
 - c) they take the drug for entertainment or pleasure
 - d) all of the above
 2. Prescription drug abuse can be _____.
 - a) not as risky as using illegal drugs, such as heroin and cocaine
 - b) as risky as using illegal drugs, such as heroin and cocaine
 - c) risky only if the drugs were prescribed for someone else
 - d) risky only if a person takes the drugs again and again
 3. The side effects of opioids can include _____.
 - a) slowed breathing and constipation
 - b) addiction and dependency
 - c) irregular heart rate and high blood pressure
 - d) both A and B
 4. When people with attention deficit hyperactivity disorder (ADHD) take a stimulant prescribed by a doctor, _____.
 - a) they have increased alertness, attention, and energy so they can focus
 - b) they are at risk for addiction
 - c) they feel high
 - d) they must break or crush the pill
-

NIDA for Teens Web Site Quiz: Prescription Drug Abuse

5. Central nervous system depressants are prescribed for _____.
- a) people with anxiety or sleep problems
 - b) people with attention deficit hyperactivity disorder (ADHD)
 - c) people with chronic pain
 - d) people with severe coughing or diarrhea
6. Slowed breathing is a side effect of _____.
- a) opioid painkillers
 - b) opioid painkillers and central nervous system depressants
 - c) central nervous system stimulants
 - d) central nervous system stimulants and depressants
7. Which one of the following statements is true?
- a) Prescription and over-the-counter drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco.
 - b) In 2010, more teens abused cocaine or heroin than prescription drugs.
 - c) The prescription drug least often abused by teens is painkillers.
 - d) Taking another person's prescription medication is fine as long as you follow the directions.
8. An overdose of stimulants can cause _____.
- a) anxiety and tremors
 - b) irregular heartbeat
 - c) dangerously high body temperatures
 - d) all of the above

NIDA for Teens Web Site Quiz: Prescription Drug Abuse **Answer Key: Prescription Drug Abuse Quiz**

1. **D:** People are abusing a prescription drug if it was prescribed for someone else, if they use more than the doctor prescribed, or if they take the drug for entertainment or pleasure.
 2. **B:** Prescription drug abuse can be just as risky as using illegal drugs, such as heroin and cocaine. Prescription drug abuse is also risky if the drugs were prescribed for someone else or if the drugs are taken again and again.
 3. **D:** The side effects of opioids can include slowed breathing, constipation, addiction, and physical dependency.
 4. **A:** When people with ADHD take a stimulant prescribed by a doctor, they have increased alertness, attention, and energy so they can focus.
 5. **A:** Central nervous system depressants are prescribed for people with anxiety or sleep problems.
 6. **B:** Slowed breathing is a side effect of opioid painkillers and central nervous system depressants.
 7. **A:** Prescription and over-the-counter drugs are among the most commonly abused drugs by 12th graders, after alcohol, marijuana, and tobacco.
 8. **D:** An overdose of stimulants can cause anxiety and tremors, irregular heartbeat, and dangerously high body temperatures.
-

Advisory 65: STUDY SKILLS CHECK-IN, 1:15

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You may want copies of the Study Tips Handout from October 15.

Studying (5 mins)

Ask students to share study skills—how do they remember things? Have students share techniques that work for them. “How have you been doing this year so far with studying? What do you remember from October when we talked about study skills?”

Hand out the Study Tips handout if they need it (it can be found under resources for October 15 in this guide). Ask students to practice a technique from the worksheet and study for a class. Ask them to reflect on their Multiple Intelligences quiz, and use what they learned to select a study technique.

“While I’m meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Homework for your classes

Please use the time well!” Write this list on the board.

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they’re dismissed.

Advisory 66: STUDY SKILLS CHECK-IN PART 2, 1:15

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You may want copies of the Study Tips Handout from October 15.

Studying (5 mins)

“Let’s talk about (insert Standardized test name) next month. Who needs to test, and what test are you taking?” Go around the room and have students share what they’re testing in. “What are your plans to prepare for the _____?”

Start a short discussion of test preparation. Have students volunteer websites, teachers or other resources that may be helpful for studying for the tests.

Hand out the Study Tips handout if they need it (it can be found under resources for October 15 in this guide). Ask students to practice a technique from the worksheet and study for the _____. They can work with a partner if they like.

“While I’m meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Homework for your classes

Please use the time well!” Write this list on the board.

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they’re dismissed.

Advisory 67: STUDY SKILLS CHECK-IN PART 3, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You may want copies of the Study Tips Handout (p. 60)

Studying (5 mins)

"Today is a straight-up study day. Let's use this time to gain some knowledge!"

Hand out the Study Tips handout if they need it (it can be found under resources on page 60 in this guide). Ask students to practice a technique from the worksheet and study for the Regents. They can work with a partner if they like.

"While I'm meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Homework for your classes

Please use the time well!" Write this list on the board.

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed.

Advisory 68: STUDENT SURVEY, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- You will need a copy of the reflection worksheet for each student (following page).
- Students will need pen/cil.

Studying (5 mins)

"I would like to ask you all to complete another reflection. Your responses on this reflection will help me to gather more information about what's working well in our group, and will help you to think about what is working for you." Hand out reflection worksheet from next page.

"While I'm meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Homework for your classes

Please use the time well!" Write this list on the board.

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed. Collect their reflections and read them.

Monthly Reflection Survey

1. What has been the highlight of this month in Advisory for you?

2. How would you rate your participation? Circle one.

- A) Very loud and proud
- B) A good team player
- C) Quiet but paying attention
- D) Not participating
- E) Getting people off-task is my specialty

3. What's one word you'd use to describe Advisory? _____

4. What do you think we could do better as a group next month?

5. What is something you think you could do better next month?

6. What's an activity you think would be fun?

Advisory 6g: COMMUNICATIONS DOOR PROJECT, 1:1s

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students may need to access the internet (via computer) and if possible a printer.
- Students may need markers or colored pencils/crayons for this activity.

Introduction (5 mins)

"This week, you guys are going to start to decorate our Advisory Door. We're going to use some of the materials you worked on this month, as well as pictures and quotes that have affected us, to create a bulletin board space. It's the way that we can show the school we're doing a great job planning and working together. This month's theme is about COMMUNICATION, so we're going to do some thinking about how people communicate effectively.

"Each of you should choose one piece of your work from this month to display. We're also going to include images of your own communities.

"TODAY I want you guys to start with decorating the background. Who wants to volunteer to select some images and/or construction paper to create the background? While s/he is working on that, I'd ask that the rest of you go through your papers and files and find a piece of your work from this month that you want to display."

next page.

"While I'm meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Homework for your classes

Please use the time well!" Write this list on the board.

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK, as applicable to their grade level.

Wish students a great day when they're dismissed.

Advisory 70: COMMUNICATIONS DOOR PROJECT PART 2, 1:1S

Prep:

- Greet students at the door as they enter, shaking hands, and saying hello.
- Check to see if anyone has a birthday today that needs to be honored.
- Students may need to access the internet (via computer) and if possible a printer.
- Students may need markers or colored pencils/crayons for this activity.

Introduction (5 mins)

"Let's think about COMMUNICATION. Who are some of the great communicators you know of?" Have students list them. "What are some of the most powerful messages you can think of?" Have students list. "Today I'd like you to come up with some powerful quotations for our door display. What are the words that matter to you? Use your creativity, and put together some quotes to display on our door.

"Remember, that you also will need to find a piece of your work to display for this month as well. If we get a great door display done today, then we can use our time tomorrow for some fun team-building activities!"

"While I'm meeting in a one-on-one, you can be working on the following:

- Practicing studying
- Your SLP
- Homework for your classes

Please use the time well!" Write this list on the board.

Review norms.

One-on-One (15 mins)

Use the 1-1 Meeting Agenda note-sheet to take notes on your one-on-one(s) today, and file them so that you can use them for the next meeting with this student. Have the student go over their SLP with you, and focus on the aspects of project work around community service, as relevant to their grade-level expectations. **MAKE SURE TO TALK WITH STUDENTS ABOUT RELEVANT COLLEGE APPLICATIONS OR OTHER POST-SECONDARY PREP WORK**, as applicable to their grade level.

Wish students a great day when they're dismissed. Talk to a student who would like to lead team-building activities tomorrow.

Advisory 71: TEAM-BUILDING, FUN

Prep:

- Create space for the Chocolate River PMU (see PMU section of this guide).
- Greet students at the door as they enter, shaking hands, introducing yourself and saying hello.
- You'll need a piece of paper for each student (blank or scrap).

Activity 1 (15 mins)

CHOCOLATE RIVER, or other PMU activity you select (see PMU section of this guide). Advisor gives direction and then *facilitates* the activity, or has a student facilitate or co-facilitate. Have students say their name when it's their turn to be IT.

Debrief (5 mins)

- What did you think of this activity?
- What would you change about it?
- Do you think a student could lead this activity?
- What did you/we get out of it?

Have students identify which team-building activity they'd like to do the following day, and who will lead it.

Wish students a great day when they're dismissed. Talk to a student who would like to lead team-building activities tomorrow.

Advisory 72: TEAM BUILDING, FUN

Prep:

- Create space for the day's activity, which students decided yesterday.
- Greet students at the door as they enter, shaking hands, introducing yourself and saying hello.
- Any materials needed for the activity

Activity 1 (15 mins)

Students lead the activity today. If they do not have ideas or want you to suggest something, see the PMU section of this guide.

Debrief (5 mins)

- What did you think of this activity?
- What would you change about it?
- Do you think a student could lead this activity?
- What did you/we get out of it?

Wish students a great day and a great holiday break when they're dismissed.

Pick-Me-Ups (PMUs)/ Team-Building Activities

MOVE YOUR BUTT

Advisor and students all sit in a circle with one less chair than you have people (as in musical chairs). Advisor gives direction: *The person who's IT stands in the center and calls out "Move your butt if..." and makes up something, like "if you live with your mom" or "if you hate homework" or "if you think lemonade is delicious."* Then, everyone who agrees with what was said has to get up and find a new chair. IT is also scrambling for a chair. Whomever is left once everyone is seated becomes IT.

NAME FIVE

Advisor and students sit in a circle. Advisor has two small objects to pass around the circle (small, soft balls work best). Advisor gives direction: *I'm going to pass these objects around the circle, one in a clockwise direction, and one in a counter-clockwise direction. If you receive **both** objects, you become IT. If you're IT, you will have to name five of something. This round, you'll have to name five NBA teams—and you'll have to pass **ONE** of the balls around the circle first, and name those teams before the ball makes its way back to you.* Pass the balls, and have IT name five, hopefully before the ball makes it all the way around the circle. S/he then decides what the next five things will be to name, and announces that before passing both balls. Game continues in this fashion. If students are unable to "name five," they can ask a friend to help.

PMU QUESTIONS

Print out the following questions and have students take turns picking them from a bowl and answering them in a circle. You can allow students to return a question to the bowl if they are uncomfortable answering it.

Questions:

- If you could go anywhere in the world, where would you go? Why?
- What's your least favorite food? Why?
- Who would make an excellent president? Why?
- What's something you know that would be a surprise to most people?
- If you were an animal, what would you be? Why?
- If you could choose any song, what song would you make our national anthem?
- If they made a movie about your life, what would it be called?
- What's the craziest thing you've ever done (clean version!)?
- What's your earliest memory?
- What is one of your favorite quotes?
- What's your favorite outdoor activity?

- What chore do you absolutely hate doing?
- What is your favorite form of exercise?
- What is your favorite time of day/day of the week/month of the year?
- What's your least favorite mode of transportation?
- What is your favorite smell?
- If you could witness any event past, present or future, what would it be?
- If you could learn to do anything, what would it be?
- If you had to work on only one project for the next year, what would it be?
- If you were immortal for a day, what would you do?
- If you had to change your first name, what would you change it to?
- If you could meet anyone, living or dead, who would you meet?
- If you could know the answer to any question, besides "What is the meaning of life?", what would it be?
- If you could be any fictional character, who would you choose?
- If you won the lottery, what is the first thing you would do?

NEVER HAVE I EVER

Students will need several of a small object for this activity, and to be seated in a circle. You can give each student 5-10 paperclips to use as their "chips."

Go around the circle, and the first person starts by saying "Never have I ever..." and then something they've never done, such as "been to Mexico." If anyone in the group HAS done that thing (ex: been to Mexico), they have to put in one of their paperclips to the center of the group. You can continue the game until either A) one person is out of paperclips, or B) only one person has any left.

THE CHOCOLATE RIVER

Make 2 lines of tape on the floor, about 15 feet apart. Have the participants line up on one side of the tape, and tell them that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across (Obviously, they cannot walk around the river!).

The only way to get across is by using the large, fluffy marshmallows that you provide (this can be pieces of paper or anything about that size). Give each of the participants one marshmallow. Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other

safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed. The leader of this activity must pay careful attention, and remove a marshmallow each time no one is touching it or stepping on it, or if they try to move the marshmallow once it's been put down.

This seems like a simple exercise, but it may take a while for the participants to begin to communicate with each other, and you will probably need another set of eyes to make sure that all the marshmallows are being anchored down.

Possible debrief options include: Team Responsibility (did it matter if only a few of you made it across the river?), Communication (the importance of checking on the person behind you before stepping onto the next marshmallow), and Individual Strengths and Weaknesses.

THE PAPER TOWER

This is quick and easy! You should have a BIG stack of paper to be recycled, and split your group into teams. The object is to create a tower using only the paper (no staples, glue, tape, etc) in a set time limit. The team who builds the highest tower (and it has to stand through the facilitator's measuring) wins! Afterwards, debrief students on what role they found themselves taking in this exercise, and what they learned from it.

BEHIND THE BACK

Here, we all tape blank sheets of heavy-duty cardstock to our backs, and ask everyone to write reflective, thoughtful comments about us on them—anonously! We only have a set amount of time to do it in, so we'll scramble to get our comments on everyone's back. The lesson here is that we often disparage people behind their backs, which can do a great deal of damage. Here, we offset that by giving positive feedback. Hmm... why don't we do that to each other's faces more often? The added bonus here is that we all leave with a reminder of how awesome we are and how much we're appreciated!

THE RIGHT FAMILY

Have the players stand in a circle. Explain to them that every time they hear the word "right", they are to pass the object in their hands to the right. Every time they hear the word "left", they are to pass the object in their hands to the left. Practice a few times so people get the hang of the idea.

Read the following story to the players.

"This is the story of the Right family. Last night, the Right family went to see a baseball game between the Boston Red Sox and the Minnesota Twins. They left the house at six o'clock, right after the family finished dinner. Mr. Right drove everyone to the game in the red family van, which is always parked on the left side of the garage. In the van were Mrs. Right, Bobbie Right, Katie Right, and Joey Right. As they drove down the street, Mrs. Right waved to Lisa, their neighbor, who lives two houses down on the left. She was watering her garden on the right side of her house. As the right family approached Fenway Park, Mr. Right exclaimed, "I can't remember where I left the tickets!" Joey Right said, "Dad, I saw you put them in your right hand pocket." Mr. Right checked, but they were not there. Katie said, "No Dad, that isn't right. You left the tickets with me for safe keeping. I have them right here in my purse." "What a relief," said Mr. Right as he turned left into the stadium parking lot. Joey almost left his baseball glove in the van, but right when Mr. Right was about to lock the doors, he remembered he had left it under his seat. The Right family had to wait in line for a bit, but finally made it to their seats in left field. As they sat down, Mr. Right looked to his left at the whole Right family and smiled. He had made the right decision in getting tickets for this game.

Processing: Ask detail-oriented questions about the story to see what the group remembers. How did your focus on passing the object affect how well you listened? What other things distract us when we are trying to listen? Describe active listening. How do we make sure we are all active listeners?

Source: Kieve LDI (Leadership Decisions Institute)

Questions: Where are the Rights going? What teams are playing? Where are they playing?
 How many Right family members are there? What are their names?
 At what time of the day was the game? Who almost forgot the baseball glove?
Who had the tickets? How did the Rights get to the game?

WHO AM I

As students enter the room, put a post-it note on their back with the name of a famous person. Put these directions on the board:

Welcome! You have received the name of a famous person on your back. This person could be living, dead, fictional or real. The only thing you know about them for sure is that he/she is a human being.

You can only ask Yes/No questions of the other people in the room to determine who you are! For example: *Am I a woman? Am I living? Am I a Republican?* You can also answer questions that others ask you as long as they ask Y/No questions. Hint: the more people you talk to, the better your chances that they will be know who you are and help you figure it out!

Once you have successfully figured out who you are, have someone remove your sticker and affix it to your chest, so you can proudly show everyone that you know who you are!

Letter to Families & Phone Script

Dear _____,

Greetings! I'm your student's advisor for the 2015-2016 school year! This means we will be meeting every day in a small group, and I'll be working with him/her once a month one-on-one.

In this group, we'll be working on:

- Team-building and conflict resolution
- College and career planning
- Professional skills
- Community service and project work

The goal of advisory is to support students individually. As such, I'll be reaching out from time to time to share information and to touch base. The first things I'd like to share are that we have Parent-Teacher Conference nights coming up on _____. Please be sure to say hello when you come in! Also, we'll be mailing home your student's Student learning plan at the end of October, so you can see what we've been up to.

Please know that you can contact me via email at:

_____. I also recommend you utilize Power School (or other program) to keep up with your student, and to be sure they're keeping up with their work. It can give you a clear picture of their progress. Here's the link:

[\(insert link\)](#)

I'm so happy to be welcoming your student to our advisory family, and to be working with you and him/her this year.

Best,