

Advisory Goals

To share with the students!!

- to succeed in high school
- to enjoy high school
- to plan what comes after high school
- to have a positive relationship with an adult in the school
- to become an active member in the community
- to make good life choices

Key Dimension: Advisory Program Content

The content of an advisory program will vary based on the purpose and goals to be achieved, on the nature of the school, and on individual advisors. It may be organized around essential questions, themes, or skills. It may be consistent across advisories or vary based on an advisor's knowledge of his/her advisees. Advisors may follow a common curriculum, pick and choose from an advisory handbook, or organize their own activities to personalize the advisory experience. Rituals and routines, that both advisor and advisees can count on to structure their experience together, are important.

Trimester 1: Weekly Themes

Week

Sept 8, 9, 10

1. The what and why of advisories?
 - a. Building trust; classbuilding

Sept 14, 15, 16

2. Respect (self, peer, environment)
 - a. norms; agreements

Sept 21, 22, 23

3. Personal Favorites (understanding others' views)
 - a. [10th grade PLAN bubbling]

Sept 28, 29, 30

4. Homecoming Week: We are Central!!! TRADITIONS (speakers; alumni)

Oct 5, 6, 7

5. Beyond the classroom: connections, belonging
 - a. Extra-curricular activities

Oct 12, 13, 14

6. Skills: setting goals:

Oct 19, 20, 21

7. Town meeting: Student Voices

Oct 26, 27, 28

8. Skills Building – time management and organization skill

Nov 2, 3, 4

9. Skills –study skills

Nov 9, 10, 11

10. EDP

Nov 16, 17, 18

11. Catch up: Review and Rewrite Goals

Nov

12. Exams

Advisory Plan for Week 2

Sept. 14-16

Topic: Respect/Norms

Goals: To establish norms for respect and positive behaviors in your advisory group.

Outcomes: Students and teachers will be able to interact respectfully and discuss in a school appropriate manner.

Monday, day 1:

How NOT to behave in class- role-play.

Tuesday, day 2:

Quick write, share.

Wednesday, day 3:

Brainstorm and set classroom rules.

Thursday & Friday

Reading/Seminar Day

Monday, Sept. 14, day one...

How NOT to behave in class role-play?

Topic: Respect and Norms

Goals: To illustrate and acknowledge inappropriate class behavior and discuss appropriate alternatives.

Materials: Role play list.

PROCEDURES:

- 1) Ask for five volunteers to perform an improvisational skit.
* You may want to select them prior to the start of class.
- 2) Give the group one of the topics on the list and ask them to prep an informal improvised skit within two minutes.
- 3) In those two minutes, you can check the grades of a non-volunteer, or just chit-chat with the rest of the class. Maybe ask them what they ate for breakfast.
- 4) Ask the group to perform.
- 5) When they are done, have a quick, informal conversation about:
 - a. What is annoying about that kind of student in a class discussion?
 - b. Who does it affect?
 - c. Why do people behave that way?
 - d. What can you do to encourage that person to behave appropriately?
- 6) Then ask for new volunteers and do as many on the list as you can.
- 7) *Homework:* Think about a time you've been disrespected and a time you've been respected. Pay attention to the next 24 hours to see if there are any examples. Come prepared to share.

Suggestions:

- combine topics into one skit
- allow groups to think of their own negative, annoying behaviors that they don't like
- find a YouTube video that shows subtle disrespect/bad classroom behaviors, and/or video clips for humor

Parts to play for the volunteer groups: How *not* to behave in class role-play.

- **The dominant talker; non-stop talking**
- The interrupter
- The exaggerator
- The negative Nancy
- The class clown
- The bully/too cool
- The over sharer

- 8) What is annoying about that kind of student in a class discussion?
- 9) Who does it affect?
- 10) Why do people behave that way?
- 11) What can you do to encourage that person to behave appropriately?

Tuesday, Sept. 15, day two... Respect/Disrespect

Topic: Respect.

Goals: Share personal experiences of respect and disrespect.

PROCEDURES: *YOU HAVE TO CHOOSE, we couldn't.* ☺

OPTION A: Quick write/Share

Materials: index cards

- 1) Pass out an index card.
- 2) If you feel comfortable, share an example of a time you felt respected and a time you were disrespected.
- 3) Have the students write a positive example of when they felt respected on one side and on the other side, write a negative example of when they felt disrespected.
- 4) Divide them into small groups of 4 or 5.
- 5) Ask them to share their examples. The person with the earliest birthday of the year starts. One minute per student.
- 6) Once everyone has read his or her examples, the remaining time in class is spent discussing it. How did they feel about that? What did they do about it?

OPTION B: Learning Carousel

Materials: Chart paper, tape, and a marker at each station.

Implement a "learning carousel" where each question below is posted on chart paper posted throughout the room. Give every group of 4 to 5 students two to three minutes to respond and add their responses to each question as they move about the room. Use framing questions to facilitate discussion.

Questions:

Disrespectful Behaviors vs. Respectful Behaviors

Student to Student Respect

- What do students do and say that shows respect and disrespect to other students?

Teacher to Student Respect

- What do teachers do and say that shows respect and disrespect toward students?

Student to Teacher Respect

- What do students do and say that shows respect and disrespect toward teachers?
- What are some ways students can disagree with a teacher and show respect at the same time?
- What are some ways teachers can disagree with students and show respect at the same time?

Wednesday, Sept. 16, day three...

Brainstorm and set classroom rules.

Topic: Class Norms.

Goals: To make a clearly posted and written set of agreed upon behaviors.

Materials: Poster board, markers

PROCEDURES:

- 1) Title on the board: Classroom Expectations
- 2) Have them brainstorm "Wants and Needs" while you write.
When you come to this class, what are some things you want and what do you need to make this a **SAFE SPACE**?
- 3) Edit list as a class. Boil down to no more than five statements! These are the class Non-Negotiables.
- 4) Make a pretty poster!
- 5) Once you have made the list your own and unique to your class, then have a student volunteer (or more) transfer it to the poster board... so you can display it somewhere in your classroom for you all to use!

Suggestions:

- if you want to type and make a more formal document, you can ask a student to print it at home for your group, or you can type it up and give it to our coordinator who can print it... and then post it