

**SUSAN B. ANTHONY ACADEMY**

**IS 238**



# Advisory

**ADVISOR GUIDE**

**SPRING 2021**

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## SBA's Advisory Mission

*To increase student engagement and attendance while providing a safe space where students are supported academically, socially, emotionally, and encouraged to speak freely.*

*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.*

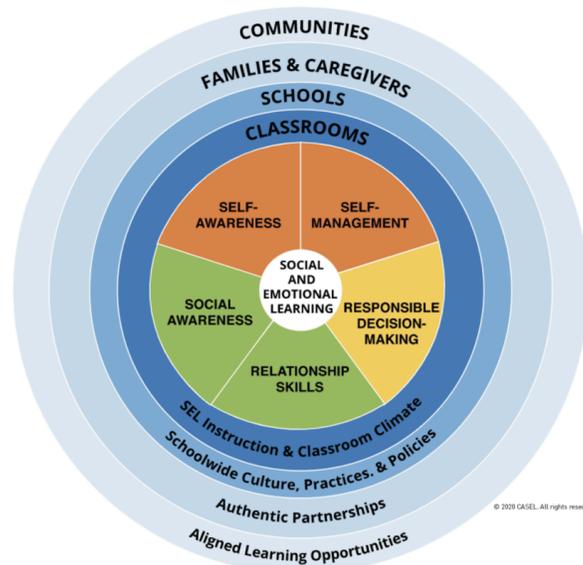
## Community in the Classroom

Advisory cultivates a culture in which everyone feels like they belong. They build a particular sense of community in which every member--students, teacher, teacher assistants, aides--feel that they are seen, heard, and respected.

The activities are sequenced to support steady growth in the understandings and skills needed to support authentic dialogue and problem solving. They emphasize fairness through understanding, and including everyone who is immediately affected by challenging circumstances in discovering the solutions.

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*



## Yeah But...

### ***“Advisory will take away time from academic areas and preparation for state assessments”***

Research shows that students who feel greater attachment to school achieve more academically. Additionally, advisory groups can offer students opportunities to specific techniques for dealing with stress, problem-solving, and learning to focus their attention. Some advisor groups focus on learning styles and study skills, directly supporting students’ achievement for their academic subjects.

### ***“Teachers shouldn’t have to focus on anything other than academics”***

There will be professional development and a support system will be in place that can ease some of the anxiety. It may take time to feel comfortable but rest assure you will be supported throughout the process.

### ***“Helping kids become organized and persistent, feel heard, and helping them plan for their futures-aren’t those roles for parents?”***

Short Answer: we have a commitment to teach all students. There’s an image of a successful student that we often carry- a student who is in honors classes, shows leadership and caring, seems well-adjusted and future-oriented, whose parents model, coach, and support. To wish that every student fit that profile is to ignore the vast array of assets that all the other students bring and to ignore the complexity of all students.

### ***“I don’t like that touchy-feely stuff”***

Fine. There are many options for activities, exercises, and projects that will achieve the same goals, whatever those goals are. Effective advisory programs allow for variation in content and style. Some groups may do explicit trust-building exercises with careful debriefings. Others may discuss current issues respectfully or share skills with members of their groups. Still others might do cooperative logic puzzles. In any of these examples, advisors can find their own style of connecting and coaching.

### ***“Facilitating an advisory group will be a tremendous amount of extra work”***

Facilitating an advisory group will take extra work, though calling the extra time “tremendous” depends on an advisor’s experience and perspective, and the design to be implemented. We will provide sufficient professional development, materials, and our support staff may assuage some people.

### ***“Aren’t advisory groups meant for private schools?”***

Independent schools have used advisory groups for many years but public schools have been implementing the structure as well, and increasingly so in recent years. Tragic events, such as the killings at Columbine High School in 1999, as well as research personalizing the learning environment and about the benefits of small learning communities have provided ample reasons for public middle schools to consider advisory groups.

### ***“Teachers aren’t trained to be counselors”***

True, nor should they be. The role of the “advisor” does not replace guidance counselors or social workers. There will need to be a clear definition of the boundaries between roles, and it will take time to get use to those boundaries. Advisors (or teachers) are not counselors, and students will need counselors for specific purposes, but their advisor can give them ongoing mentoring, help them set goals, explain grade reports, check on progress, coach them on communication, and so forth.

***“Will being an advisor undermine my authority as a teacher?”***

Some teachers worry that they will be taken less seriously by students if they interact with them in less formal ways. Instructing an advisory group can be less a structured role than being a teacher, and if it can be a way for students to know their teachers in a more comprehensive way, similar to advising a student club or team. Adolescents are so realistically conscious that this usually leads to greater motivation and respect, rather than less, as they do not want to disappoint a particular teacher.

***“What if an advisor doesn’t get along with a certain student or if two students really clash!”***

Advisory can be a place where students and advisors get an explicit chance to practice the notion that you don’t have to like people to work with them and treat them respectfully, an important life lesson. As a last resort, however, support and interventions will be provided where needed which will be determined by the advisory team.

## Self-Disclosure

Self-disclosure refers to sharing personal information with others. Types of self-disclosure can range from the sharing of information about your personal life and experiences to the sharing of your personal opinions about particular issues and events.

### When using self-disclosure...

- Consider the benefits and consider the risks. Think to yourself “will this information be helpful, harmful, or irrelevant to the students?”
- Be brief and share only the most important information. Keep the details to a minimum.
- Remember that self-disclosure can blur the boundaries between you and your students. Think to yourself “do they need to know this information about me?”
- Sometimes, self-disclosure will draw the attention away from the students, which contradicts the purpose of advisory.

## Confidentiality

Confidentiality is the idea that anything said between students and their advisor is kept secret from anyone outside the class.

**Confidentiality must be broken when the following situations occur...**

- A student expresses the intent to harm themselves or others (threat to self or others).
- Suicide ideations (both verbal and written statements).
- A student expresses that they or someone they know is being hurt (emotional, physical, or sexual abuse).
- Suspicion of abuse or neglect based on attendance, change in behavior, change in demeanor, change in hygiene, and visible bruises or marks.

**If you feel the need to break confidentiality, promptly bring your concerns to the guidance counselors (Mr. Moncion: 6th grade & 8th grade last names A-M and Ms. Mancuso: 7th grade & 8th grade last names N-Z), Ms. Klinger (Counseling in Schools), or an administrator.**

## DAY 1 ACTIVITY: 3/3 (blended); 3/5 (remote)

Topic: WELCOME TO ADVISORY/DEVELOPING AGREEMENTS

See PowerPoint: Welcome to Advisory

### 1. Introduce SBA's Advisory Mission/Purpose

Example script:

*"Today our school community is introducing advisory across every class. (If blended) Our advisory period will take place every Wednesday from 10:30-11:00. (If remote) Our advisory period will take place every Friday from 12:00-12:30. The purpose of advisory is to ensure a safe space where you are supported academically, socially, emotionally, and encouraged to speak freely. By conducting different activities each week, we hope to build a sense of community within our class, as well as within our school".*

Read aloud the mission statement on the slide.

### 2. Ice Breaker: Two Truths and A Lie

#1

- A safe place where students create a sense of community. *(truth)*
- Students learn skills to help deal with stress, problem-solving, and academic support. *(truth)*
- An opportunity for people to vent and get individual attention. *(lie)*

*"Advisory is a place where we want to begin (or continue creating) a sense of community within our class. During our advisory classes we will be helping you make better decisions, we will be providing academic support, while further developing your skills in different areas."*

#2

- Is a place to develop a positive school culture. *(truth)*
- Is a place where you can prepare for the rest of your school day. *(truth)*
- Is a time where teachers are taken less seriously. *(lie)*

*"Advisory will help us to develop a positive school culture. Every single class during this time is conducting advisory right now, so we are experiencing similar things during this period. We want this to be a place where you prepare for the rest of your day and week ahead."*

#3

- A therapy group for students. *(lie)*
- A place for students to voice their concerns. *(truth)*
- A place where at least one teacher knows you well. *(truth)*

*“ We want to create an environment where you feel safe and comfortable coming to each day. We want to get to know our students better so we can help guide you through different areas. Advisory allows for student voice.”*

## **Developing Shared Agreements**

Script: *“One of the most important parts of being a student in this classroom is making sure we take care of each other so everyone can learn. That means creating a classroom that feels safe.”*  
***What does it mean to have a classroom that feels “safe”?***

Have students share out. Record responses that are visible to all students.

Script: *“Everyone wants to be treated well, and for this to happen everyone needs to agree to treat others well”*

***“Are there ways in which agreements are different than rules?”***

***“What are some ways we can agree to treat others well during our advisory class?”***

Brainstorm ideas for classroom shared agreements. Record students’ ideas for how they will treat others this year, using their own words. As a class, group similar ideas, and narrow their brainstorm to 5-7 statements that capture what students have identified.

If agreements are not reached by consensus simply acknowledge that fact, remind the group that *“agreements can be requested at any time, and in the meantime each person is responsible to keep in mind what has and has not been agreed upon when they share”*. For example, if there has been no agreement about confidentiality, then each person is responsible to remember that what they share in the group might be shared by others outside the class.

Write down any agreements that are reached. Ask students for ideas about how the class can remember them.

After the lesson, create a large poster or use a digital white board, additional google slide, or padlet (whatever you are comfortable with) that documents the classroom shared agreements.

Remember, you can continuously refer back to the agreements when students are not following the agreements . If agreements need to be modified or additional agreements need to be added throughout the year, you may always return to this to help realign expectations.

## **3. Exit Ticket**

Ask students: *“What are your expectations and goals for your advisory group?”*

Students do not need to answer this question out loud. They can simply begin brainstorming and reflecting on what was discussed. They can make their own private notes which can be shared during the next advisory class.

## DAY 2 ACTIVITY: 3/10 (blended); 3/12 (remote)

Topic: Report Card Reflection

See PowerPoint: Advisory 2 Report Card Reflection

**\*\*\*Advisory-2 google doc should be completed by ALL students (two charts) however, Advisory-2.2 should ONLY be used for differentiation purposes (i.e. over-achievers, students who prefer to write). Students DO NOT need to complete all three forms\*\*\***

### 1. Briefly Revisit Community Agreements

Example script:

*“Today marks the second session of our advisory sessions. (If blended) Our advisory period will take place every Wednesday from 10:30-11:00. (If remote) Our advisory period will take place every Friday from 12:00-12:30. The purpose of today’s session is to reflect on our progress throughout marking period three. By conducting today’s session, we hope to help you gain a sense of where you stand academically and give you a few pointers of how to make sensible changes that can make valuable changes in your grades and efforts.”*

Review (5 min) Briefly review Community Agreements from the last session remind students of essential agreements that were created that make for a productive environment and how to handle one on one sessions.

*“Let’s take just a few minutes to discuss last week’s Community Agreements. As a reminder, these are the agreements that we decided on as a group. Does anyone have any questions about our agreements? Thoughts? Feelings? We must always respect the agreements and if at any time they are not followed, we will come back to them and discuss further”*

### 2. Reviewing Self- Reflection Questions

*“Today, we will use the Report Card Reflection (google document) sheet to reflect on our grades and any missing assignments. Rank yourself truthfully and add to the comments section.*

*Directions: On a scale 1-3, rank the following on the ME column and on the reflection/comments write how you can improve and/or ways your advisor can help you .” (slide 2)*

1 = A LOT  
2 = SOMEWHAT  
3 = HARDLY EVER

Give students scenarios:

*“I demonstrate an interest in learning. This is a 2 for me because someday I'm excited to come to school and learn and other days I just don't want to be here.”*

Then, briefly discuss with class. Allow students to complete the chart and give them examples when needed.

### **3. On the Spot Assessment Knowledge of Google Classroom with Students**

*“Let's take a few minutes to ensure that we all know how to view and access our progress using google classroom.”*

Ask the class: *About how many ways can I view or see how I'm doing in a class?*

Allow for multiple responses. Then, Watch video: How to see missing assignments on google classroom **(slide 3)**.

After students watch the video they will begin to chart their GPA for each subject using the “Report Card Reflections Grade Chart (MP3).” **(slide 4)**

Instruct Students: *As you fill out the chart keep in mind the goals you have for advisory that might help or challenge you to make changes and write this on the comment/reflection section. I will be meeting one-on-one with students and everyone should be working on this chart until it's your turn for our one-on-one. Please use the time well!”*

#### **\*\*\*REMOTE TEACHERS\*\*\***

*Please be advised that you are NOT required to create breakout rooms with your advisory class. Instead have a whole class discussion on ways students can improve their homework, classwork, assessment grades. Allow for students to share out and reflect on each other's ideas.*

**PLEASE REMEMBER AT NO TIME SHOULD INDIVIDUAL GRADES/PROGRESS BE DISCUSSED OPENLY AMONG THE ENTIRE CLASS. THESE CONVERSATIONS SHOULD BE CONDUCTED INDIVIDUALLY.**

### **4. One on one Begin/ Report Card**

Based on your cohort meetings try to begin one on one sessions with the students with higher needs ie. attendance, participation, and grades.

One-on-One should be about 1-3 minutes per student. Teachers might have already had one-on-ones with students, therefore, use time wisely for students who have higher needs.

The Report Card Reflection Grade Chart can be used to add notes for the students.

Example: If student “A” is missing four homeworks assignments, the teacher may give that student a modified version of such homework or allow the student to make up three of those homework assignments and count all four.

Example: If student “A” is missing a major project in another class (not the advisory teacher class) the teacher may encourage that student to speak with that teacher about making-up that assignment and/or needed extra help to complete (which can be done during advisory).

This chart should be saved in the student google classroom drive for future reference.

**\*\*\*REMOTE TEACHERS\*\*\***

Students should be encouraged to fill-out the Report Card Reflection Grade Chart but NOT required to share their grades or missing assignments during the whole group discussion. Instead teachers should provide scenarios to help students with their needs.

For example, if anyone is missing homework assignments you should take advantage of our advisory time to make-up and if you have any questions or need assistance for that assignment we can discuss as a class or send me a private message.

**5. EXIT TICKET: FIND YOUR WORK**

Students complete the True or False activity, then ask students *to name three places they can find their assigned work (or vice versa)*. Reflect on answers and allow for students to peer reflect.

This can also be done via google form or as a discussion board on padlet or any other platform.

**(slide 5)**

**\*\*\*Exit tickets should only be used if the teacher is able to complete advisory reflection charts with all students. This may vary depending on class size and needs of specific students. Please do not rush to get to the exit ticket\*\*\***

Wish students a great day when they're dismissed, and remind them about Parent- Teacher Conferences this week on 3/10 and 3/11.

## DAY 3 ACTIVITY: 3/17 (blended); 3/19 (remote)

Topic: Who am I?

See PowerPoint: [Advisory #3: Who am I?](#)

*Materials Needed: Either assign this [digital drawing Google document](#) with each student in Google Classroom OR use this [handout](#) if you are in person and would prefer to not use a digital activity (although the digital version would be the most recommended). **Remember to make a copy of any google documents before you assign it to your classes.***

[Examples of words to describe yourself](#) - If students are in need of more guidance.

### 1. Introduction to Activity (3 mins)

Example Script:

*“We are now in our third week of advisory and we have spent the last couple of weeks of committing to our community agreements and sharing some of our personal goals. Today will be an opportunity for us to continue to get to know each other better. 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 so far. I am going to share a Google Drawing document with each of you in our Google Classrooms so that you can add images and words that best describes who you are. I’m going to ask you to work on this today and we will eventually have time to share with the class. Here is an example of what it can look like (share example on Slide #3)”*

***NOTE: If the digital version is not accessible, students can use the attached worksheet to fill out instead. Invite students to draw images or write words INSIDE the person. If this is also not accessible, you can simply have students use blank pieces of paper.***

### 2. Who Am I (17 mins)

Students work independently on their digital or physical worksheet. You can choose to play music while they work. Remind students that this is an independent activity so we want to make sure to not distract each other while we are working. *Move about the room and keep kids on task and answer questions.*

***\*\*\*Remote teachers\*\*\****

*If you are able, you can still share music from your computer and invite students to send you a private message via the chat box if they have a question. If they are not using the digital version, they can use a blank piece of paper and any coloring materials that they may have in their home.*

### **3. Share Out...(10mins)**

Example script:

*“We are now going to take some time to share what we wrote down so far. Who would like to start and share a couple of things that they wrote about themselves? I am hoping to hear from as many students as possible. Let’s remember our community agreements while we listen to each other. Make sure to really listen to each other so that you can feel like you understand your classmates better. I may ask you to share what you heard someone else say about themselves”*

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 community agreements** before you begin the sharing. Students can either visually share their images or they can verbally share. Try to get as many students to share as possible, even if they only share one or two things with the class.

#### **\*\*\*Remote teachers\*\*\***

*If your class is very large, you can choose to put students in breakout groups so they can share with each other and then bring them back to the larger room for a final group share. When they return to the large group, you can simply invite one or two students to share with the entire class.*

### **4. Exit Ticket**

Share exit ticket prompt questions and invite students to reflect on these questions on their own. You can also put them into a Google Form so that they can submit their responses directly to you after the class is over. Feel free to adjust or add your exit ticket questions based upon your particular class.

#### **Prompt Questions:**

What is something that you learned today about your classmates that you didn't know before?  
How does it feel to share more about yourself with others?

***Recommendation for additional sharing/display of student’s work: You can decide how you would like to share their Who am I projects with the entire class afterwards. If you have digital versions of the work, you can put all of the student’s work together into one slide show, for example. If you have physical copies of the worksheet, you can display them in the classroom so that students can see them in person. If you would like to create a different way for students to share who they are with others, feel free to do so!***

## DAY 4 ACTIVITY: 3/24 (blended); 3/26 (remote)

Topic: Learning Styles

See Power Point: Advisory #4 Learning Styles

Materials: [PPT](#), [video](#), and [Learning Style Inventory](#)

### 1. Introduction to Activity (3 mins)

Example Script:

*“We are now in our fourth week of advisory and we have spent the last weeks of committing to our community agreements, sharing some of our personal goals, and learning more about each other. Let’s revisit our community agreements. Today will be an opportunity for us to continue to know more about ourselves and the way we learn. We are all long life learners, but we all learn differently. Have you noticed that sometimes you acquire information easier when you see it, or listen about it, or try things out? That is because we all have different learning styles. Let’s first learn about them!”*

### 2. Learning Styles + Inventory (17 min)

The teacher will show the Learning styles powerpoint. [PowerPoint Link](#) After the first slide, ask the students: *“So what is a learning style?”*

Allow for multiple responses. Then show the rest of the powerpoint, and the video. Then ask the students to define the three types of learning they were exposed to: *“What are the types of learning we have just learned about?”*

Allow students to answer. Then say: *“Now you are going to take an inventory to find out about your own learning style”*.

[Learning Style Inventory Link](#)

Before they hand in the inventory, students should tally their responses. Say :” *Add the number of responses for each letter and enter the total for each category. The area with the highest number of responses is your primary mode of learning.*

*(V) stand for Visual*

*(A)=Auditory*

*(K)-Kinesthetic”*

Students will take the quiz.

### **3. Share out (7 min)**

*“We are now going to take some time to share what we found out. Who would like to start and share the result of their inventory. I am hoping to hear from as many students as possible. Let’s remember our community agreements while we listen to each other. Make sure to listen respectfully to each other so that you can feel like you understand your classmates better.”*

#### **For remote teachers:**

*If your class is very large, you can choose to put students in breakout groups so they can share with each other and then bring them back to the larger room for a final group share. When they return to the large group, you can simply invite one student to share with the entire class.*

### **4. Exit Ticket (3 min)**

**Prompt question:** How would you use the information you learned about today?

## Day 5 Activity: 4/7 (Blended) & 4/9 (Remote)

Topic: Test anxiety, Friendship, Overcoming Embarrassment

Materials:

1. [Advisory Lesson 5 powerpoint](#) (Please remember to make your own copy)
2. [Study Group Breakdown of Roles](#)
3. [Study Group Script](#)
4. [Study Group T/F Question](#) (Please remember to make your own copy)
5. [Beating Anxiety with a Positive Mindset](#) (Please remember to make your own copy)

Advisor:

1. Before meeting with students you want to make sure you have “Study Group Script” posted in the google classroom. This is a PDF document so it can be posted in the stream. You can also print a copy for each student to follow along with as the class is reading.
2. Post “Study Group T/F Questions” and “Beating Anxiety with a Positive Mindset” as assignments and make each student a copy. This will ensure that students are able to write on the documents. **\*\*Be sure to make your own copies of these documents before you post them.**

Introduction to Activity: (use the [powerpoint](#) as a visual aid during this activity)

*“We are now in our fifth week of advisory and we have spent the last weeks committing to our community agreements, sharing some of our personal goals, learning more about each other and learning more about ourselves with learning style inventories. Let’s revisit our community agreements. Today we are going to have the opportunity to learn more about the anxiety we might feel when taking a test.”*

*Do we know what the term anxiety means? **Anxiety is a feeling of unease, such as worry or fear. It’s a reaction to something that is stressful.***

*When might we feel anxious? (students can share out) **Possible examples: Taking tests, making new friends, being on zoom***

*Today we are going to read a play or scenario where some of the characters might be feeling anxious about certain things. It’s your job to pay attention to who might be feeling anxious so we can discuss and answer some questions after our reading.*

Open the [T/F Activity #1](#) (be sure to make a copy of this document beforehand and post in your google classroom - instructions are at the top of the document in red)

*“Look at the T/F Activity and let's read the directions together...”*

*Directions:*

- 1. Read each statement carefully BEFORE reading “Study Group.”*
- 2. Read each statement carefully AFTER reading “Study Group.”*
- 3. Write “T” if you think the statement is True.*
- 4. Write “F” if you think the statement is False.*

*Now find the “Before” column and answer the questions with a “T” or an “F.”*

Students will complete ONLY the “Before” column during this part of the activity.

*Activity Example: There is no such thing as test anxiety; True or False - mark your answer in the “before” column.*

*Keep this document handy - we will be coming back to it after our reading of “Group Study.”*

### Assigning Roles for Reading:

*We will now be assigning roles for readers. I will first take volunteers. If I don't have any volunteers I will assign randomly.*

(Advisor: Be mindful some of the roles are longer and more difficult than others - See [Study Group breakdown of Roles](#) for assistance as roles are differentiated based on levels)

### Reading “Group Study” Script:

Guide students in opening [“Group Study Script”](#) in google classroom or print out copies for each student to read along with.

Read [“Group Study Script”](#) as a whole group allowing students to read their assigned parts.

### T/F Activity #2

*Now that we've read the play let's go back to our T/F questions and answer the “AFTER” column. Did the play change your mind about any of the statements? **Discuss***

*Aniyah was able to beat her anxiety with the help of her friends. There are lots of ways we can beat test anxiety. One way is keeping a positive mindset. We are going to complete an activity that will help us turn our sometimes negative thoughts into positive ones.*

**Beating Anxiety with a Positive Mindset Activity:**

*Please open “[Beating Anxiety with a Positive Mindset](#)” activity and let’s read the directions together: Think of ways you can change the negative statements below into positive ones. Let’s look at the first one together: I can’t do it. How can we change that negative mindset into a positive mindset? A: I **can** do it. Telling yourself you can do something is positive. Telling yourself you can’t do something is negative. On your own go through the rest of the red negative statements and make them into positive statements.*

**Exit Ticket:** (on the bottom of “[Beating Anxiety with a Positive Mindset](#)”

*When you have completed “Beating Anxiety with a Positive Mindset” at the bottom of the page you will find your Exit Ticket. Please explain in your own words why it’s important to have a positive mindset.*

**Extended Questioning:** *For those who have reviewed their learning style preference from our last advisory class, how can you use your strength in learning (either visual, auditory, or kinesthetic) to help alleviate anxiety or stress within school?*

## DAY 6 ACTIVITY: 4/14 (blended); 4/16 (remote)

Topic: Positive Affirmations

See PowerPoint: [Advisory #6 Slides](#) - Use this to start your lesson.

*Materials Needed: Either assign [My Positive Affirmation Images & Symbols](#) with each student in Google Classroom OR you can allow the students to create their own using paper and markers/colored pencils if you are in person. Please also share this as well - [Positive Affirmation List](#)*

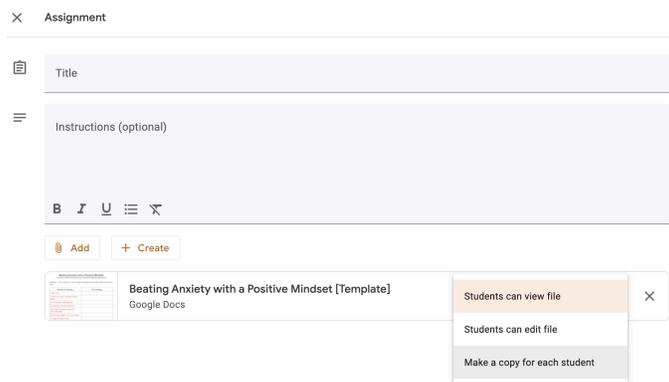
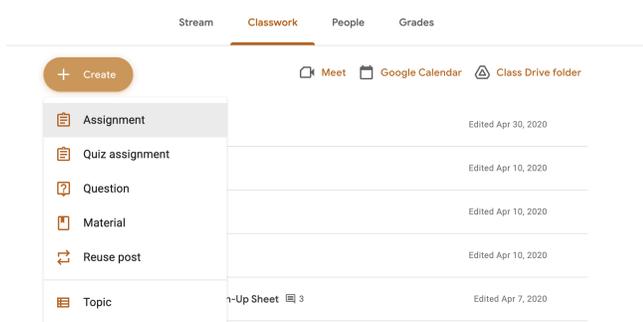
**\*\*Remember to make a copy of any Google documents before you assign it to your classes. You are currently only able to view the original so you must follow the instructions below in red to make copies for yourselves and your students\*\***

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## 1. Introduction to Activity (3 mins)

Example Script:

*“We are now in our sixth week of advisory and we have spent the last week looking at how we can lower our anxiety and shift our mindset when we are overwhelmed. Today we are going to continue this conversation by moving into creating our own personal positive affirmation images and symbols. Before we begin, who can share what we worked on last week? Last week’s exit ticket was posing the question, “Why is having a positive mindset so important?” Who can share what their answer is to this question?”*

***NOTE: You may want to pull up last week’s worksheet so that students can have a visual again. Invite one or two students to briefly share before moving into this week’s activity.***

## 2. Positive Affirmation Symbol Creation (17 mins)

Example Script:

*Thank you for sharing with us. Now we are going to use this same idea and think about positive affirmations. Who knows what an affirmation is? (Invite students to share if they have ideas). Affirmations are helpful phrases that can challenge negative thoughts and turn our thoughts into more positive ones over time. You can say them in your head or out loud. Today we are going to think about what positive affirmation can be helpful for each of us. I am now going to invite you to write down one challenge that you are facing right now. Now based on this challenge, choose one affirmation from the list that I’ve shared with you in google classroom that can help you work through this challenge. Think about these questions when choosing an affirmation: “What speaks to you the most? What would be the most beneficial for you to hear or read every day based on your specific needs?” Once you’ve chosen this affirmation, use the Google Slide that I’ve shared with you to create your own images or symbols that best reflect this affirmation.*

***\*\*\*Remote teachers/Variation for Sharing\*\*\****

*You can use a platform like Padlet or Nearpod for students to share their challenges instead of having them simply write them down. This way, you can easily see their responses all together and allow for the class to view each others’. Otherwise, you can have them write down their challenge on a piece of paper or on the side of their Google Slide ([My Positive Affirmation Images & Symbols](#)).*

## 3. Share Out...(10mins)

Example script:

*“We are now going to take some time to share our positive affirmations and our images with the class. By sharing our own affirmations with each other, we are sharing a little bit more about*

*ourselves but we may also be giving inspiration to someone else about how they can look at certain challenges. Who would like to share first?"*

It may be helpful for you as the teacher to share your own image/affirmation first in order to get the conversation started. **Remind students of the community agreements** before you begin the sharing. Students can either visually share their images or they can verbally share. Try to get as many students to share as possible, even if they only share one or two things with the class.

***\*\*\*Remote teachers\*\*\****

*If your class is very large, you can choose to put students in breakout groups so they can share with each other and then bring them back to the larger room for a final group share. When they return to the large group, you can simply invite one or two students to share with the entire class.*

#### **4. Exit Ticket**

Have students write out their answers on the last slide in the [My Positive Affirmation Images & Symbols](#) slides:

Reflection Questions: How can you use this affirmation throughout your day? ·How did it feel to come up with a positive, proactive solution to your issue?

## DAY 7 ACTIVITY: 4/21 (blended); 4/23 (remote)

Topic: Life Balance - Self Care Wheels

See Google Slides: [Advisory #7 - Life Balance & Self Care](#) - Use this during the entire lesson and **ASSIGN** this to each student in your Google Classrooms. Their activity is included in this slideshow so that you don't have to post a separate document. In order for students to add to their own, you must assign it and not simply post it as material. See instructions below.

*Alternative: You can allow the students to create their own Self-Care Wheels by using paper and markers/colored pencils if you are in person.*

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The image displays two screenshots of the Google Classroom interface. The top-left screenshot shows the 'Classwork' tab with a 'Create' button and a dropdown menu listing options: Assignment, Quiz assignment, Question, Material, Reuse post, and Topic. The top-right screenshot shows the 'Assignment' creation form with fields for 'Title' and 'Instructions (optional)', a rich text editor, and an 'Add' button. A 'Google Drive' dropdown menu is open, showing options for 'Link', 'File', and 'YouTube'. The bottom screenshot shows the 'Assignment' form with a preview of a Google Docs document titled 'Beating Anxiety with a Positive Mindset [Template]'. A dropdown menu is open, showing three options: 'Students can view file', 'Students can edit file', and 'Make a copy for each student'.

## 1. Introduction to Activity

Example Script:

*“We are now in our seventh week of advisory and today we are going to start to think about what it means to practice self-care and how to have balance in our life. Balance in life is crucial. When you have it, you can divide your time and energy across all areas of your being, ensuring an appropriate focus on family, learning, friendships, hobbies, etc. while nurturing overall wellness. If you step back and look at your life, you can see signs –exhaustion, stress, irritability, difficulty focusing – all are signals that change is needed to better support yourself. Today we are going to look at how we can find more balance within our own routines. I want you to each think about what self-care means to you. Let’s share out some ideas.”*

Write out some ideas on the Google Slide or use other platforms such as Jamboard, Padlet, Nearpod, etc. for students to add their thoughts to.

## 2. Self-Care Wheel Activity/Finding Balance

Example Script:

*“We all seem to have a lot of great ideas on how to practice self-care. Now I want us to think about how we are personally practicing self-care and how we can potentially add more to our self-care routines in order to bring more balance to our lives. This activity will be helpful for us all as we have a lot of different stressors such as exams, homework, stress, struggles with friends as well as at home. Let’s take a look at the Self-Care Wheel before we work on our own **(Show the blank self-care wheel slide)**.*

*As you can see, there are four sections in this self-care wheel:*

- 1. Physical: Activities that impact our physical health/wellbeing E.g. working out, sleeping, healthy eating.*
- 2. Educational: Our educational side helps us feel more focused and confident on our academic goals E.g. staying curious, learning new things, reading, joining clubs, enhancing intellectual interests*
- 3. Emotional: Ways that we express our emotions/ feelings E.g. Journaling, crying, talking*
- 4. Social: Interactions that help us feel connected to and supported by others E.g. spending time with friends/family, volunteering, etc.*

*This exercise is designed to help you reflect and find balance in your life. Fill in how you practice self-care in each section by writing words or adding images that best fits each designated section. Here is an example” - **show example slide.***

**The student's slides will be right after the example slide so that they can begin to work on their own. Allow students some time to work independently and then take a pause to invite them to add more.**

Example Script:

*“Once you have filled in what you **already** do for self-care, look to see if there are areas that you could be doing more. Does your self-care wheel seem balanced to you? Does one section have more items written down than another section? Does it seem like there is an equal number of items in each section? What do you think you could add to your self-care wheels to make it more balanced? This can be helpful to us as each kind of self-care practice can bring us a different kind of support.”*

**Allow students some time to work independently for a bit more time.**

### **3. Share Out**

Example script:

*“We are now going to take some time to share some of the things that we put into our self-care wheels. Even though you may not want to share, remember that it might be helpful to share your self-care ideas with others because it can give another student some ideas if they are struggling to find more ways to practice self care. What are some of the things that you are already doing and what are some ways that you can add more to your routine in order to make your wheel's more balanced?”*

**Remind students of the community agreements** before you begin the sharing. Try to get as many students to share as possible, even if they only share one or two things with the class. It may be helpful for you to share your own self-care wheel to get the conversation started.

### **4. Exit Ticket**

Reflection Question (See Exit Ticket Slide): What new self-care practices will you try to add to your routine? Is there anything that you can start to do to have more balance in your life?

## DAY 8 ACTIVITY: 4/28 (blended); 4/30 (remote)

Topic: Taking a chance

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Introduction to Activity: (use the powerpoint as a visual aid during this activity)

*“We are now in week 8 of advisory and we have spent the last few weeks discussing ways to better support ourselves. We have learned how important it is to take care of ourselves.*

*In the past weeks we have discussed anxiety and stressors that might make us feel uncomfortable. Today we are going to discuss some things we can do to help relieve those stressors or anxious feelings. Remember we want to always improve ourselves and take hold of our feelings.*

Slide 2 -

*Let's review what it means to be anxious: **Anxiety is a feeling of unease, such as worry or fear. It's a reaction to something that is stressful.***

Slide 3&4 “Did you know...” Read the facts from the slides.

Slide 5 - “You are in control” Discuss what it means to be in control

Slide 6-

*What does it mean to take a chance on yourself? **Taking a chance on yourself is ...when you put yourself first you give yourself time to become a better person.***

*Today we are going to read another play or scenario where some of the characters are feeling anxious. Take a close look at what the characters do in order to improve their situation.*

### Assigning Roles for Reading:

*We will now be assigning roles for readers. I will first take volunteers. If I don't have any volunteers I will assign randomly.*

(Advisor: Be mindful some of the roles are longer and more difficult than others - See Study Group breakdown of Roles for assistance as roles are differentiated based on levels)

### Reading "Taking a Chance" Script:

Guide students in opening "Taking a Chance" Script in google classroom or print out copies for each student to read along with.

Read "Taking a Chance" Script as a whole group allowing students to read their assigned parts.

After reading the script, discuss what the characters did to improve their situation.

### Activity/Discussion:

Slide 7 - *"What things can you do to relieve stress? What did the characters in the play do to relieve their stress and anxiety?"*

1. Breathing
2. Talking to your teacher about your anxiety.
3. Care for yourself by getting rest, eating breakfast and exercising.
4. Study so you know you are ready.

### Exit Ticket (make a copy for each student in your Google Classroom)

In the google word document answer the following questions:

Would you be comfortable talking to someone about how you feel?

Name several things you can do to relieve stress from your life.

## Day 9 Activity: 5/5 (blended; 5/7 (remote))

Topic: Career and Interest Exploration

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Materials:

[Advisory #9 powerpoint](#)

[Career Interest Inventory](#)

[Exit Ticket](#)

Introduction to Activity: (use [Advisory #9 powerpoint](#) as a visual aid during this activity)

*“Now that we are in the 9th week of advisory, I want us to take what we have learned about ourselves and start to think about how it relates to our futures. During today’s activity, we will continue to navigate our interests and priorities and apply these qualities to potential career paths.”*

**Slide 3**

**“What is a career?”** - Read the definition and examples on the slide.

**Slide 4**

**“What are the 6 personality types?”** - Read the 6 personality types on the slide. Ask students if they relate to any of the personality types.

**Slide 5**

**“How is your personality type related to your interests and career?”** - Read the facts on the slide.

**Slide 6 - Quiz**

**“What is your personality type?”** - *Have students complete the Career Interest Inventory attached to the slide. \*Remember to make a copy for each student.\**

*Remind students that this inventory is similar to the learning style inventory they took several weeks ago. They are to tally their responses and compare their totals to the answer key. The answer key lists careers which typically match each personality type.*

***Slide 7 - Exit Ticket***

**“Final thoughts”** - *Have students complete the [exit ticket](#) questions provided on the google doc and share their responses out loud (remember to ‘make a copy’ for each student). \*Remind students of the community agreements before having them share their thoughts on their results.\**

## Day 10 Activity: 5/12 (blended); 5/14 (remote)

Topic: Career and Interest Exploration

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Introduction to Activity: (use the powerpoint as a visual aid during this activity)

*“Last week we discussed how our personalities and interests can be applied to choosing a career path. Week 10 will be a continuation of week 9. We will look back at our inventory results, choose 1 career from the personality type that had the highest score, and research that career to better understand its qualifications and lifestyle.”*

**Slide 3**

**“Let’s review the 6 personality types”** - Ask a student or students to read the 6 personality types on the slide.

**Slide 4 - Research Report**

**“Research Report”** - Read the points on the slide and have students complete the research report attached. *\*Remember to make a copy for each student.\**

Students can utilize the below website to help them research RIASEC and jobs related to their specific area:

<https://www.truity.com/page/holland-code-riasec-theory-career-choice>

<https://careerwise.minnstate.edu/guide/counselors/counselorclustersholland.html>

<https://www.jobzone.ny.gov/views/jobzone/search/occupation/occupationSearchResult.jsf>

**Slide 5**

**“Final thoughts”** - Encourage students to discuss the findings of their research report and to discuss the questions on the slide. *\*Remind students of the community agreements before having them share their thoughts.\**

## Day 11 Activity: 5/19 (blended); 5/21 (remote)

Topic: Career Budgeting and Motivation

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### Introduction to Activity:

*“Today we will be taking our study of career choices and ideas and applying them to real life scenarios. Week 11 will allow you to take a closer look at some of the everyday necessities that should also be considered when selecting a career path. For today’s session you will need a calculator. It’s time to start investigating what the future has in store for you.”*

### **Slide 3**

*Ask a student or students to review results from week #9 and week #10 on the slide.*

### **Slide 4 -**

**“Career Budget Activity”** - *Read the introduction on the slide and have students complete slide #4 with their top two career choices and salary from the last advisory. If students are sure of one choice they can only budget for one and not the other. \* Each student may need a calculator \*Remember to make a copy of the activity for each student.\**

Students can utilize the below website to help them research yearly/monthly salary related to their specific area:

<https://www.payscale.com/research/US/Job>

### **Slide 5**

**‘Final thoughts’** - *Encourage students to discuss their feelings about both career and the realities that are connected to pursuing a career choice and to discuss the questions on the slide. \*Remind students of the community agreements before having them share their thoughts.\* Whole class discussion: After reviewing the career choice and budgeting are you still interested in pursuing this career? Why or why not?*

## Day 12 Activity: 5/26 (blended); 5/28 (remote)

Topic: Advisory Survey & Student Reflections

**Materials Needed:** [Advisory/School Student Survey](#)

**NOTE: You will not need to make your own copy of this survey. This data is being collected by the admin team so that we can best plan and implement advisory for next year. Any pertinent information will be shared with teachers.**

### Introduction to Activity:

*“Today we are going to take the time to reflect on our experiences this year in school and more specifically in advisory period. Let’s first start with a check-in. I want you to each think about what advisory has been like for you. If you could think of one word or title that best describes advisory for you, what would it be? Let’s share our ideas. This is just a way for us to start to reflect on our experience with advisory so far. There aren’t any wrong answers.”*

Teachers can start by sharing their word or title first and then call on a couple of students to share. You can also **remind students of the community agreements** before you begin the sharing. You do not necessarily have to have each student share, but this is a way to get them to start thinking about the topic so they can be warmed up for the survey. **You can choose to have them fill out a padlet or a nearpod, etc for this check-in question as well.**

### 1. Student School/Advisory Survey - [Click Here to Access the Survey](#)

*Post the survey in your Google Classroom and in the chat box (if you are remote).*

**Please allow the majority of the time for students to fill out this survey so that we ensure that they do it. Depending on your specific students, you may need to walk them through the entire survey while they fill out their answers. You can also choose to play music while they work on their surveys independently. We want honest answers. Please be mindful of this when having them fill out their surveys. Their answers are anonymous. The advisory planning team will be collecting the data and using it for future planning and implementation.**

### 2. Final Reflections with Classmates - *Only do this if there is more time left*

If you have extra time, it is encouraged that you continue a dialogue with your classes around advisory and the school year. Please feel free to send additional input from these conversations to the advisory planning team.

**Sample Classroom conversation prompts/questions:**

- What else would you like to talk about and explore during advisory next year?
- What is one thing that you enjoyed about advisory this year?
- What was one thing that you did not enjoy during advisory this year?
- Is there something new that you learned about yourself during advisory?

## Day 13 Activity: 6/2 (blended); 6/4 (remote)

Topic: Reflecting on the past year/what do we want to celebrate? What do we want to leave behind?

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### Introduction to Activity:

*“Today we are going to take the time to reflect on our experiences this school year and how you feel about transitioning out of one year and preparing for the upcoming school year. We are almost at the finish line, so it is time to start celebrating all we have overcome. Let's start by thinking about the good times this year .....*

*Do Now: Answer the following question: What are some of your best memories you have had from this past school year?( Share Out)*

You can also **remind students of the community agreements** before you begin the sharing. You do not necessarily have to have each student share, but this is a way to get them to start reflecting about the year. This will allow them to be more open in their responses in the activity.

### **Materials Needed: Interactive Google slides ( Option #1 OR Option #2)**

NOTE TO THE TEACHERS:

This lesson was created to help students process and reflect on the transition *out* of their current school year plus their transition *into* a new school year.

There are two different options for how this advisory can be given to your students:

1. Option 1: Present and discuss the slides together. • Complete interactive activities together with the whole group OR students complete interactive slides independently and share out
2. Option 2: Present and discuss the slides together. • Complete interactive activities together

with the whole group OR students complete interactive slides independently and share out

***Slide 4***

**“Exit Ticket”** - *Encourage students to discuss the findings of their research report and to discuss what experiences they learned from by sharing what they wish to leave behind . \*Once again ,remind students of the community agreements before having them share their thoughts.\**

## Activity 14: 6/9 (blended); 6/11 (remote)

Topic: Letter to My [7th Grade; 8th Grade; or 9th Grade] Self

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### Introduction to Activity:

*“This end-of-year activity is a self-reflection. Next year when you receive a letter to yourself you will really appreciate this exercise.*

*Writing a letter to yourself gives you insight and teaches you valuable life lessons that will stick with you for a lifetime. Think of it as a time capsule.*

*Enjoy and HAVE FUN!!”*

Step 1:

Decide what class you are teaching - 6th grade will be writing to their 7th grade self, 7th grade will be writing to their 8th grade self and 8th grade will be writing to their 9th grade self.

6th grade documents:

[Powerpoint](#)

[Letter Template](#)

7th Grade documents:

[Powerpoint](#)

[Letter Template](#)

8th Grade documents:

[Powerpoint](#)

[Letter Template](#)

## Activity 15: 6/16 (blended); 6/18 (remote)

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Topic: Vision Board for next year

### **What is a Vision Board?**

A vision board is a collection of images and words that represent the things you want in life—the things you want to do, the things you want to learn, the things you want to be.

Often, vision boards are not digital, they are hands-on creations, cutting images from magazines, and gluing it together on posterboard. While this is fun and tangible, it may not be as classroom-friendly.

### **STEP 1:**

Have students brainstorm their goals, both personal and academic. Give them good, guiding questions to help them imagine the end of the semester or school year and the things they hope to accomplish by that time.

You will need to help them understand the difference between unrealistic dreams (becoming King of England) and a realistic goal (reading two chapter books). But don't stifle the dreams in the process, just help them visualize all kinds of things for themselves.

– What have you always wanted to learn?

- Picture yourself at the end of the school year. What does it look like? What did you accomplish?
- What books do you want to read?
- What problems do you want to solve?
- What’s something you struggle with that you would like to overcome?
- What’s something you would like to learn in this class?.

## **STEP 2:**

Create your vision boards in [Google Slides](#)! As I mentioned earlier, you could also do this in Drawings, but I think the new add-ons for Slides gives it the edge.

- Add words, text, shapes, lines, arrows, emoji, even **GIFs**...WHATEVER! (I would encourage you not to add video. GIFs could even get out of hand. Remember, you want this to be something they can glance at and visualize in less than a minute.)

If you get stuck use the “Vision Board - I need help template”

## **STEP 3:**

Review and track goals! Review your vision boards periodically.