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



In the second half of the materials, you'll see a focus on new themes, but many of the practices from the first part of the year are carried through consistently, including learning plans, the Advisory door, one-on-ones and the FOCUS elements.

Happy 2016, Advisor!

Advisory 73: CALENDAR DAY, NEW YEAR'S RESOLUTIONS

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.

Calendar Day! (5 mins)

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

- Monday, January 19- NO SCHOOL
- For those of you applying to college, many schools have applications due at this time.
- Are there any birthdays to add in January?

Circle (13 mins)

"Does anyone know what the word *principled* means? The FOCUS topic says that as principled learners, 'we act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.'

"Part of being principled is knowing yourself, and making decisions that will help to impact your life and the lives around you in a positive way. Today we're going to reflect on how we can think about ourselves and make resolutions for self-improvement. What does *resolution* mean? Does anyone know? Resolution means something you *resolve* to do. It's a commitment you make toward change. I'd like you all to think about 2015, and what was great and what was not so great, and how we want 2016 to be better.'

Initiate the circle, having a student facilitate the questions and reflections, if possible. Questions for the group:

- What was a highlight for you personally in 2015?
- What was a highlight for our community (advisory, school) in 2015?
- What was a challenge for you personally in 2015?
- What was a challenge for our community (advisory, school) in 2015?
- What is a goal you have for yourself for 2016?
- What is a goal you hold for your community in 2016?

Closing (2 mins)

"Tomorrow, you'll each be doing a written reflection on your New Year's Resolutions. I hope that you can think between now and then about some things you'd like to change for 2016. Have a great day! Welcome to 2016!" Wish students a great day when they're dismissed.

Advisory 74: NEW YEAR'S RESOLUTIONS

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 New Year's Resolution Worksheet for each student (next page)
- Students will need pen/cil.

Introduction (5 mins)

"Yesterday we did some really powerful reflection and sharing in the circle, and today we'll be creating our New Year's Resolutions." Hand out worksheets. "I wanted to share some of my own ideas as a model for what you could think about for your own resolutions" Talk with students about the things you're proud of from the past year, the challenges you encountered, your goals, etc., using the worksheet as a guide. Remind students that their resolutions are part of this month's FOCUS theme of *Principled*.

Resolutions (15 mins)

Have students work independently on their worksheets (next page). Collect the worksheets at the end of Advisory. Wish students a great day when they're dismissed.

Name: _____

MY NEW YEAR'S RESOLUTIONS WORKSHEET

In 2015, I was very proud that I was able to:

- 1.
- 2.
- 3.

In 2015, I was challenged by:

- 1.
- 2.
- 3.

Something that is important to me about 2016 is:

What I'd like to make happen in 2016 is:

I plan to change in the following ways this year (MY RESOLUTIONS):

- 1.
- 2.
- 3.

Advisory 75: APPRECIATIONS

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 one piece of paper for each student, with the name of each student on it, as well as one for yourself. Papers should be folded up, as students are going to choose them from a pile. Remove the papers for the students who are absent today.
- Students will need pen/cil.

Introduction (2 mins)

"Today we're going to do something fun! Although every advisory is fun, I think you guys are going to enjoy this especially! Today you're going to create an appreciation for a member of this advisory. I have a pile of folded up paper here, and each paper has someone's name on it. We are each going to pick a name, and then we're going to write about the person whose name we pick. I'm going to lay down some basic ground rules first:

1. You cannot switch the name you receive for someone else. We all have at least one thing we can appreciate about each member of this advisory. You get what you get, and you don't get upset.
2. Whatever you write needs to be positive, appreciative and *appropriate*. Think about what you would want someone to say about you. Be kind, be appreciative.
3. If you feel like you're struggling with this, raise your hand and I'll come and help you get started.

An appreciation is something like a story about a time this person did something special, or helped someone. It can be about something you like about them, like their style or their sense of humor. It should be at least 4-5 sentences, and please make sure you sign your name, so the person knows who it was from. I'll be collecting these at the end of class and we'll be sharing them tomorrow. We don't have a lot of time for writing, so please go ahead and get started!"

Writing appreciations (10 mins)

You may choose to play music softly while students are writing their appreciations.

Closing (3 mins)

Collect the written appreciations. Let your advisory know how much you appreciate them, and how they have grown since the beginning of the school year. Check to make sure all appreciations are complete and appropriate, so that they may be shared tomorrow. Wish students a great day when they're dismissed.

Advisory 76: TEAM BUILDING/APPRECIATIONS

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 copies of the student appreciations from yesterday.
- Students will need pen/cil.

Reading appreciations (15 mins)

In a circle, have students share out their appreciations by reading aloud what they've written to the person. If a student is not comfortable reading aloud, you can offer to read it for them, or they can just give it to the person to read silently. Once they have read the appreciation, they should give the paper to the person. If there are students here who were not in school when the appreciations were written, ask for students to volunteer to talk about what they appreciate about that person.

If you have extra time, you can ask students to debrief the experience, and discuss what they liked about it, how they felt about what was said, and what they'd change if they were to do it again. Wish students a great day when they're dismissed.

Advisory 77: STUDY SKILLS/GOAL SETTING

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 copies of the Study Skills for Different Learning Styles, page 60-61 of this guide.
- You will need student copies of the My Resolutions Worksheet from earlier this week.
- Students will need pen/cil.

Learning Circle (12 mins)

Hand out both the Learning Styles study guide and the My Resolutions worksheet. Ask students to volunteer what their learning styles are, from what they know about themselves. "How many of you have been practicing study skills aligned with what we learned earlier this school year about our learning styles? I just handed out your resolutions and also the Learning Styles study guide. How many of you made resolutions to improve your academics? No matter how well we are performing, there is always room for personal growth. I'm asking all of you to think about what you know about yourself, and tell us what kind of learner you are- visual, auditory, physical. And tell us how you know that this is true."

After students have gone around the group and shared their learning styles, ask them to make a note on their resolutions worksheet regarding their study skills. What will they commit to doing for the rest of the school year to get their academic work on track or to improve it?

Closing (3 mins)

Share your own goals and learning styles. Collect students' Learning Styles study guides and resolution worksheets. Wish students a great day when they're dismissed.

Advisory 78: STUDY SKILLS/GOAL SETTING, Part 2

Prep:

- Prepare pair group seating.
- 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.

Introduction (2 mins)

"Today I'd like you to find a buddy who shares your learning style, and you're going to work together to accomplish these three things:"

Write on board:

- 1.) Make a list of the things you can do to study (flash cards, mnemonic devices, etc.)
- 2.) Write a list of the classes you each need to study for the most
- 3.) Make a list of what you need to study

"You have FIVE minutes. Let's see how you do!"

Work time (5 mins)

Circulate while students are working, giving them ideas and kindly keeping them focused and on task.

Discussion (13 mins)

Discussion questions:

What does it mean to study? (try to get students to talk about memorization, comprehension skills)

What are the kinds of things you need to study? (facts, patterns/order of events, names, vocabulary)

What is the best time of day for you to study? (different for everyone, but important to know yourself)

How do you study best? (with friends? with music? flash cards, etc.)

Besides grades and test scores, how can you tell if you have learned something? (self-testing, reviewing, etc.) Wish students a great day when they're dismissed.

Advisory 79: SLPs, 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 space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have the Advisory Norms highly visible.
- 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). It can be found on page 57 of this guide.

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 have been functioning as a team. *Is there room for improvement? Did they do well?*

Ask students 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
- Studying for upcoming tests (like Smarter Balance)
- 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 8o: SLPs, 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 space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have the Advisory Norms highly visible.
- 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). It can be found on page 57 of this guide.
- You'll need small pieces of paper or post-it notes for students.

Study Skills Goal-Setting (5 mins)

Ask students to sit with their "study buddies" from Monday's lesson. Each group is to set a goal for studying during IWT today. On the post-it notes, they are to put their names and their study goals for Advisory time. Let them know they will be studying together for the remainder of the week's advisory sessions. That's ____ minutes of quality study time!

Ask students 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
- Studying for upcoming tests (like Smarter Balance!)
- 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.

Closing

Be sure to collect students' post-it notes before they leave. Wish students a great day when they're dismissed.

Advisory 81: SLPs, 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 space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have the Advisory Norms highly visible.
- 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). It can be found on page 57 of this guide.
- You'll need students' post-it notes from yesterday.
- Other study aids, such as index cards, would be helpful.

Study Skills Goal-Setting (5 mins)

Ask students to sit with their "study buddies" from yesterday. Hand out their post-it notes, and let them know there's a lot they can get done. If students have already met the goals they set, ask them to push into new goals for studying. Have students try a new study skill (using rhythm, flash cards, self-quizzing) today, if they need to change it up.

Ask students 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
- Studying for upcoming tests (like Smarter Balance!)
- 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.

Closing

Be sure to collect students' post-it notes before they leave. Ask them to remember they can study OUTSIDE of advisory, and should spend time at home preparing for Smarter Balance. Wish students a great day when they're dismissed.

Advisory 82: SLPs, 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 space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have the Advisory Norms highly visible.
- 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). It can be found on page 57 of this guide.
- You'll need students' post-it notes from yesterday.
- Other study aids, such as index cards, would be helpful.

Study Skills Goal-Setting (5 mins)

Ask students to sit with their "study buddies" from yesterday. Hand out their post-it notes, and let them know there's a lot they can get done. If students have already met the goals they set, ask them to push into new goals for studying. Have students try a new study skill (using rhythm, flash cards, self-quizzing) today, if they need to change it up. Remind students that this month's FOCUS is *principled*. Part of having principles is making hard decisions, setting a standard for yourself. "Today I'm asking you to push yourself a bit harder, and see what you can get accomplished in studying."

Ask students 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
- Studying for upcoming tests (like Smarter Balance!)
- 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.

Closing

As students are leaving, ask them how they did on their study goals. Wish students a great day when they're dismissed.

Advisory 83: SLPs, 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 space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have the Advisory Norms highly visible.
- 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). It can be found on page 57 of this guide.
- Study aids, such as index cards, would be helpful.

Study Skills Goal-Setting (5 mins)

"Today and tomorrow, I'm going to help you to set up study groups. Depending on which classes you share, which topics you're studying, I'll help you get into small groups so you can quiz each other on the material you're currently working on." Ask students to each share one class they need to study for, and group them with people who are also studying that topic/class. Encourage students to take turns quizzing each other on the material.

Ask students 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
- Studying for upcoming tests (like Smarter Balance!)
- 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 84: SLPs, 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 space to meet with a student one-on-one, with a computer.
- Students will need pen/cil and paper.
- You'll need to have the Advisory Norms highly visible.
- 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). It can be found on page 57 of this guide.
- Study aids, such as index cards, would be helpful.

Study Skills Goal-Setting (5 mins)

Have students re-join into their study groups from the previous day. Each group should set a goal for their focus (memorizing vocabulary words, quizzing each other on the parts of the cell, etc.), and get to work right away.

Ask students 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
- Studying for upcoming tests (like Smarter Balance!)
- 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 85 & 86: PRINCIPLED 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).
- You should have students' New Years Resolutions worksheets handy.

Introduction (5 mins)

"Thursday and Friday, you guys are going 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 New Year's Resolutions. If your resolutions are something you feel like sharing, you can display them on the door. You can also display a list of the things you've studied.

"**Thursday** 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. If you would prefer to use this time to study (especially for Smarter Balance next week), that is wonderful—you can do that instead.

"**Friday**, you'll be looking to select and post work that shows the idea of being *principled*. You can post something about your study habits, about your New Year's resolutions, or some other reflection on what *principles* mean to 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 your SLP and the Advisory door project*, 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 look at their SLP with you and begin to fill it out.

Wish students a great day when they're dismissed.

Advisory 87: CALENDAR DAY, TEAM-BUILDING

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 piles of scrap paper for the day's Pick-Me-Up (PMU) activity.

Calendar Day! (5 mins)

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

- Monday, February 16-Friday, February 20- NO SCHOOL
- Parent-Teacher Conferences, date TBD (school administration will set the date).
- Black History Month celebration, date TBD (school administration will set the date).
- Are there any birthdays to add in February.
- For those of you applying to college, FAFSAs should be completed soon, if they have not already.
- February's FOCUS is OPEN MINDED .

Ask students what it means to be *open-minded*. Read them the FOCUS definition for this month: "we critically appreciate our own cultures and persona; histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience."

PMU/Team-Building (15 mins)

Have students break into teams, and compete in "The Paper Tower" activity, page 125 of this guide.

Debrief Questions:

- What technique worked well for your group?
- What role did you find yourself taking?
- What did you learn about working in your group?
- Did you encounter different points of view on your team? How did you handle that?
- If you were to do this again, what would you do differently?

Advisory 88: TEAM-BUILDING

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 one piece of blank paper for each student, as well as one marker for each student for today's (PMU) activity.

PMU/Team-Building (20 mins)

Have students participate in the "Behind Your Back" activity, page 125 of this guide. Make sure to emphasize that this is a positive, appreciation activity. Make sure you participate with them, with your own paper and marker.

You may choose to ask students to volunteer to read their comments.

Advisory 8g: REVISITING NORMS

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 your advisory norms, which should be posted in the room.
- Students will need pen/cils.
- You will need 2 pieces of chart paper, one with the question “What do you love about our advisory?” written on it, and one with “What do we need to work on, as an advisory?” on it.

Introduction (2 mins)

Let students know that this month we'll be working on re-examining our community expectations, and determining how we are doing as a collaborative community. We'll begin this work by reflecting in a chalk walk, around how we're doing. The rules to the chalk walk are that you communicate with written words- so you can *write* your comments on each piece of paper. If you see something someone else has written, you can put a star next to it, or a smiley face. Everyone should try to write at least 2 things on each paper. We're going to take our time today to brainstorm, and tomorrow we'll look at what we came up with.

Chalk Walk (15 mins)

Have students move around the room, writing on the paper. You can play music softly during the chalk walk, if you like.

Debrief (3 mins)

- What did you think of brainstorming this way?
What was hard?
What did you like?
If we did this again, what would we do differently?

Wish students a good day as they're dismissed.

Advisory 90: REVISITING NORMS

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 your advisory norms, which should be posted in the room.
- You will need the papers from yesterday's chalk walk.

Revisiting Norms (20 mins)

Ask students to read the comments from the first paper from yesterday ("What do you love about our advisory?").

Connect each comment with one of the norms. For example, if you have a norm that says "we respect each other," and one of the comments was "we're respectful," you can show the students that they're doing well with that norm.

After you've gone through the list of positive comments, have students read aloud from the other paper ("What do we need to work on, as an advisory?"). Ask which norms we are not fully living up to. Put a circle around those norms. Ask if there are any norms that need to be added to the list, based on what comments people made.

Wish students a good day as they're dismissed.

Advisory 91 & 92: CIRCLING/CULTURAL AWARENESS

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 your advisory norms, which should be posted in the room.
- You'll need the list of culture terms on the next page, printed and cut into individual slips. Students will be drawing them out of a hat.

Introduction (3 mins)

"Let's quickly touch base on our norms, especially the ones we circled and the ones we added yesterday. Who wants to read them?"

"Today we'll be having a circle discussion about culture. I have prepared slips of paper, each with a single word on them. We're going to go around the circle, and you'll draw a slip of paper. I would like you to read the word, and then tell us what you think it means. We are focusing on tolerance and appreciation, since our theme this month is *Open-Minded*. So, if you'd like to share a story about this word, I'd like to hear an example of open-mindedness."

Circle (17 mins)

Have students go around the circle, selecting words and sharing. You will likely only get through half of the group on **Friday**. You can pick up with the rest on **Monday**.

Wish students a good day as they're dismissed.

CULTURE TERMS

Culture

Minority

Ethnicity

Prejudice

Sexual Orientation

Race

Stereotype

Gender

Bias

Discrimination

Diversity

Socioeconomic

Class

Status

Power

Identity

Advisory 93: CIRCLING/CULTURAL AWARENESS

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 your advisory norms, which should be posted in the room.
- You'll need the Cultural Iceberg image, next page, either a copy for each student, or projected on your projector.

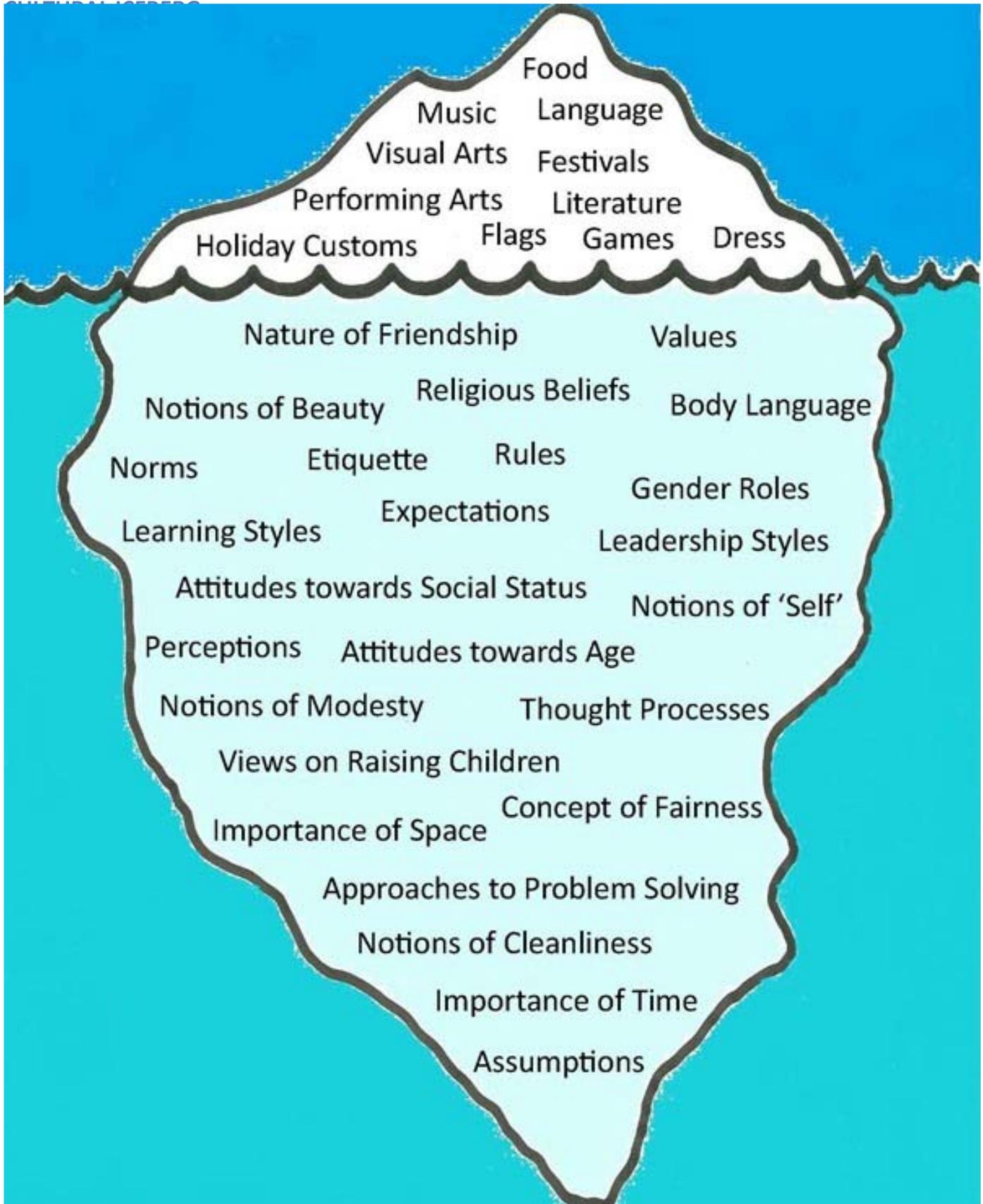
Introduction (3 mins)

"We talked in our circle for the past couple days about culture and about community. Today we're going to do a circle activity about what's obvious about us, and what's not so obvious. I'd like you to take a look at the image of the iceberg. This is an image of what we usually *see* about a culture, and what is hidden beneath the surface. For example, we might think of a certain food when we think of a certain culture, but we don't necessarily understand how people in that culture think about *age*. I'd like to go around the circle, and we can each share one thing that we think would go on the top of the iceberg (for example, you may think that I have a great sense of humor, or that I'm a snappy dresser, but you may not know that I have three kids!), and one thing that would go below. Please share what you are comfortable sharing, but push yourself to reveal something that people might now know about you. Remember this is a safe space. I'll go first. Who'd like to go next?"

Circle (17 mins)

Have students go around the circle, sharing their iceberg perspective.

Wish students a good day as they're dismissed.



Advisory 94 & 95: PLANNING FOR BLACK HISTORY MONTH CELEBRATION (Brainstorming)

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 chart paper and markers for brainstorming.

Introduction (3 mins)

"Because it's February, which is Black History month, and because we're celebrating the FOCUS aspect of being *Open Minded*, we're going to start planning our contribution to our school's Black History Month celebration. I'd like to spend some time brainstorming today on what we'd like to comment upon. We have an opportunity to contribute art, writing or performance to our school's celebration. What do we want to celebrate? Let's brainstorm a list of people, events or aspects of Black History we're interested in."

Brainstorming (17 mins)

Write a list, as students volunteer ideas. Push them to consider historical figures, events that are part of Black History, as well as current events and issues.

Wish students a good day as they're dismissed.

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 chart paper and markers for brainstorming.
- Students will need pen/cils.

Introduction (3 mins)

"Yesterday, we made a list of people and historical events we're interested in celebrating. Today, we're going to create a list of the types of *products* we could create. For example, we could write an epic poem, or a rap, or we could write a letter to a historical figure. Let's make a list. You name out your ideas, and I'll write them down."

Brainstorming (15 mins)

Write a list, as students volunteer ideas.

Closing (2 mins)

Ask students to come up to the list and write their name next to the idea they like the most. Wish them a great day when dismissed.

Advisory 96: PREPARING FOR BLACK HISTORY MONTH CELEBRATION

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 the brainstorming work from yesterday and the day before.
- You'll need any materials for student contributions (markers, poster paper, pen/paper, etc.).

Introduction (3 mins)

"OK, today we're going to get into work groups to work on our Black History Month contributions. Yesterday, you signed up for one of the products (poetry, rap, performance, historical biography, etc.). Today, and through the end of next week, you'll get to work on those products. I'll be here to help support your work. Each day in advisory, you'll work with your small group to prepare."

Work Time (17 mins)

Students work on their contributions. You wander in the room, offering assistance and support, giving recommendations.

Wish students a good day as they're dismissed.

Advisory 97 & 98: PREPARING FOR BLACK HISTORY MONTH CELEBRATION

Work Time (20 mins)

Students work on their Black History Month contributions. You wander in the room, offering assistance and support, giving recommendations.

Wish students a good day as they're dismissed.

Advisory 100 & 101: BLACK HISTORY MONTH 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.
- 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).

Introduction (5 mins)

"Thursday & Friday, you guys are going 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 Black History Month. Each of you should choose one piece of your work from this month to display.

"Thursday I want you guys to start with decorating the background. On Friday, I'd like to see each of the small groups finalize the project you've been working on and include a piece of your work from this month that you want to display on the door."

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 Advisory door project*, 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)

This month, you are looking to focus your limited one-on-one time for those who are falling behind, or who have been running into difficulties this month.

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 102: CALENDAR DAY, NON-VIOLENCE VIDEO

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 to have a j or other technology to show a video.

Calendar Day! (5 mins)

Ask students to review the calendar for March, as you fill it in together. Important dates this month (Dates are examples – check your calendars):

- March 5 is Parent-Teacher Conference!
- March 8 is International Women's Day.
- Spring break is Mar. 30-April 3.
- March is KNOWLEDGEABLE in the FOCUS. We'll be talking about our own knowledge this month.
- Are there any birthdays to add in March?

Introduction (2 mins)

"Last month, we focused on Black History Month, and on *Open Minded* In the FOCUS. This month, we are going to segue into non-violence month, and we'll be looking at *Knowledge* in the FOCUS. I'd like to begin by showing you a short video of Martin Luther King Jr, discussing the power of non-violence."

Video (9 mins)

Show video: <https://www.youtube.com/watch?v=74XJJ3Tq5ew>

Closing (4 mins)

Ask students to tell you what they think the main idea of the video was.

Wish students a great day when they're dismissed.

Advisory 103: NON-VIOLENCE CIRCLE

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'll need to have a copy of the Non-Violence Quotes from MLK on the next page, with quotes cut into strips for today's circle.

Introduction (2 mins)

"Yesterday we watched a short video of Martin Luther King Jr. discussing the importance of non-violence. Today we'll have a chance to talk about some of his ideas and how they apply to our lives in our circle. I have some quotes from MLK, and I'm going to pass around the quotes. I'd like volunteers to read the quote they receive and say a few words about what they think of that quote, and if it applies to either your life today, or something you've seen in our community or on the news.

"I'm hoping one of you would like to lead the circle activity today, calling on students and moderating the conversation." Allow a student volunteer to facilitate the circle, if possible.

Circle (16 mins)

Students share quotes and their responses.

Closing (2 mins)

Wish students a great day when they're dismissed.

MLK NONVIOLENCE QUOTES

Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.

The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

We must develop and maintain the capacity to forgive. He who is devoid of the power to forgive is devoid of the power to love. There is some good in the worst of us and some evil in the best of us. When we discover this, we are less prone to hate our enemies.

I refuse to accept the view that mankind is so tragically bound to the starless midnight of racism and war that the bright daybreak of peace and brotherhood can never become a reality... I believe that unarmed truth and unconditional love will have the final word.

The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education.

In the End, we will remember not the words of our enemies, but the silence of our friends.

The limitation of riots, moral questions aside, is that they cannot win and their participants know it. Hence, rioting is not revolutionary but reactionary because it invites defeat. It involves an emotional catharsis, but it must be followed by a sense of futility.

We must learn to live together as brothers or perish together as fools.

Take the first step in faith. You don't have to see the whole staircase, just take the first step.

Advisory 104 & 105: SMARTER BALANCE CONVERSATIONS – not relevant for this year.

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 copies of their most recent SLP (Learning Plans)
- Students will need pen/cils.
- Thursday you will need chart paper and a marker.

Introduction (2 mins)

Wednesday - "Today I'd like to start by asking you to think about your Smarter Balance exams. I've handed out your Learning Plans, and I want you to take a moment to update Smarter Balance exam section. What test did you take in January? What do you know about your progress? What's next for you in June? Please take a couple of minutes just to write in any new information you have."

Thursday - "Yesterday some of you raised some great questions that we weren't able to answer. I'd like to re-visit those. Let's make a list of the questions you'd like to get more information about, regarding Smarter Balance testing."

Circle- Smarter Balance Discussion (16 mins)

Wednesday - "In our circle group, I want to open up the floor to questions and comments about Smarter Balance. What did you think about the last round of testing? What questions do you have? What support do you need?"

Thursday - "I'm going to write down your questions and needs on this chart paper, so I can better support you in our one-on-ones."

Students can ask questions or share their thoughts about the exam.

Closing (2 mins)

Wish students a great day when they're dismissed.

Advisory 106 & 107: COMMITMENTS & 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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 57 of this guide.
- Students will need copies of their most recent SLP (Learning Plans)
- Students will need pen/cils.

Introduction (3 mins)

"Friday and Monday, you'll be working on your plans to finish the year strong! Can you believe we're in March already! Spring break is next month. We are well past the half-way point for the year, and the end of the school year is upon us. We've been talking about Smarter Balance exams, and we're going to be spending some time at the end of this month in planning for a non-violence celebration. But for Friday and Monday, I'd like you to work on these 'Finishing Strong' worksheets. This month's FOCUS is KNOWLEDGEABLE, and you are the most knowledgeable about your own habits, practices and strengths and weaknesses. Use that knowledge to come up with some commitments for yourselves, using this worksheet.

"Please remember our norms, and how to conduct yourselves during one-on-ones. While I'm meeting in a one-on-one, you can be working on the following:

- Finishing Strong worksheet
- Your SLP
- Studying you need to do
- 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.

Closing (2 mins)

Collect worksheets.

Wish students a great day when they're dismissed.

Remind them to honor International Women's Day on Saturday.

Name: _____

Date: _____

Finishing Strong



My plan to finish 2015-2016 school year strong:

One new strong habit of mind:

Resources that can help me (people, activities, organizations)

Three academic goals:

1.

2.

3.

Three personal goals:

1.

2.

3.

My success matters because:

(Brainstorming)

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 chart paper and markers for brainstorming.

Introduction (3 mins)

"This month, our school is going to be hosting a non-violence event. I'd like to spend some time brainstorming today on what we'd like to contribute. We have an opportunity to contribute art, writing or performance to our school's celebration. What do we want to celebrate? Let's brainstorm a list of ideas around non-violence.

"Whatever brainstorming we do today, you will work on for the next few days in advisory, with a partner or in a small group, or independently, if you like." Record ideas on chart paper.

Brainstorming (15 mins)

Write a list, as students volunteer ideas. Push them to consider historical figures, quotations, or written reflections."

Closing (2 mins)

"As you leave, please put your name next to something on the list that you'll be working on this month."

Wish students a good day as they're dismissed.

Advisory 109-114: NON-VIOLENCE EVENT PREP/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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 57 of this guide.
- You'll need chart paper from Weds, Mar. 11.
- You'll need space on the board/Projector to write student goals.

Introduction (5 mins)

"Today we're working on our Non-violence month contributions, and I'll be doing one-on-ones. First, can we please go around the room, and each person share what they plan on working on." Have students each share what they want to do (write a poem, work on a skit, do a short biography of a historical figure, etc.), and write their stated goal on the board. Let them know they have one week to complete their contributions, and count down by day. The last day they will be working on these is Mar. 18, when they should be completed so they can share what they've done.

"Please remember our norms, and how to conduct yourselves during one-on-ones. While I'm meeting in a one-on-one, you can be working on the following:

- Your non-violence event contribution
- Your SLP
- Studying you need to do
- 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.

Closing (time permitting)

Ask each student to share what progress was made on their contribution. By Weds the 16th, students should be sharing their work with you and each other. Wish students a good day as they're dismissed.

Advisory 115 & 116: POST-SECONDARY TIMELINES/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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 62 of this guide.
- You'll need copies of the Post-Secondary Timeline worksheet (next page) for each student.
- Students will need pen/cils.

Introduction (5 mins)

"You all have a great deal ahead of you after graduation. As we look forward toward college, it's important to know all the steps you have between now and then. Whether you're a freshman or a senior, there's lots to be done. Please work on the post-secondary timeline I'm handing out. There are some web resources if you're not sure how to get started. A lot of this information is on your learning plans, too.

"Please remember our norms, and how to conduct yourselves during one-on-ones. While I'm meeting in a one-on-one, you can be working on the following:

- Your post-secondary timeline worksheet
- Your SLP
- Studying you need to do
- 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.

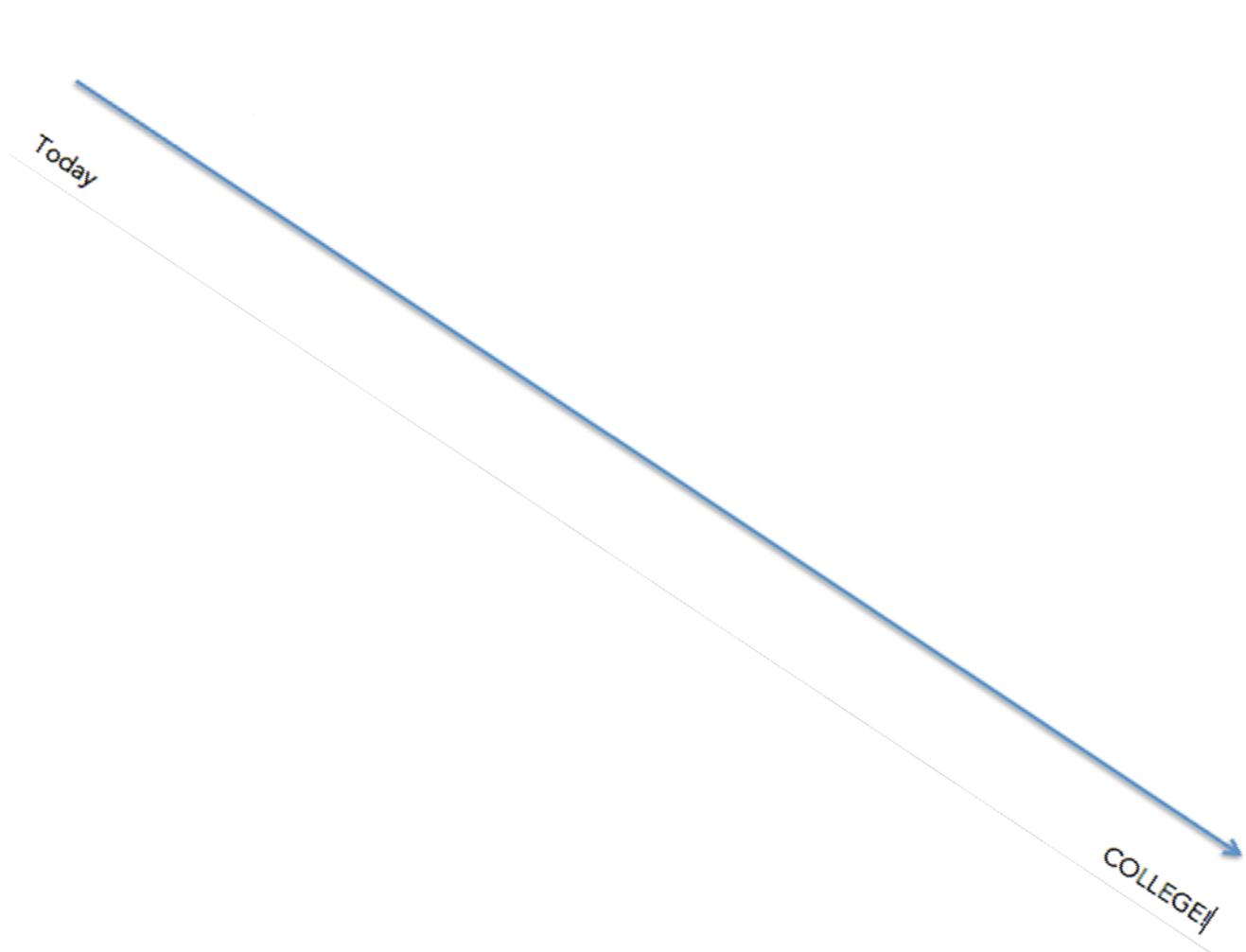
Closing

Collect worksheets.

Wish students a good day as they're dismissed.

Name: _____ Date: _____

Post-Secondary Timeline



Include the following on your timeline, with dates:

- FAFSA completion
- College application deadlines (usually December of your junior year)
- Extracurricular activities
- SAT preparation & exams
- Financial aid application
- Graduation
- Smarter Balance exam
- Exit interview

Seniors should include:

- Buying supplies for the dorm
- Filling out paperwork for housing
- Getting a meal plan
- Looking into work-study
- Creating a monthly budget
- Buying books
- Registering for classes

Advisory 117, 118, 119: KNOWLEDGE 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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 57 of this guide.
- You'll need material for the Advisory Door background (could be colored paper, magazines or just plain white paper students can write/draw on).
- Students should have access to their Post-Secondary timelines & Finishing Strong worksheets. They may also want the MLK quotes from this month's work.

Introduction (5 mins)

"For the next three days, you guys are going 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 all kinds of knowledge. You've been working on Finishing Strong, on planning for your post-secondary lives, and working on your knowledge of non-violence.

"Monday 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. If you would prefer to use this time to study or work on your non-violence contributions, that is wonderful—you can do that instead.

"Tuesday & Wednesday, you'll be looking to select and post work that shows the types of knowledge we've been working on this month. You can post something about your plans to finish the year strong, your post-secondary plans or what resonated with you about non-violence work."

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 non-violence contribution prep, and the Advisory door project*, 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.

Wish students a great day when they're dismissed.

Advisory 120: TEAM-BUILDING

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 "The Right Family" activity from page 132-133 of this guide.

Introduction (5 mins)

"Each of you will need one small object to pass in this activity (pen/pencil, wadded up paper, whatever they want to use). I'm going to read the directions and then a passage, and after we get through the activity, we'll debrief. This should be fun!" Give them a few minutes to each find an object to pass.

PMU & Debrief (15 mins)

Follow the Right Family activity from this guide.

Debrief questions:

- What was hard about this activity?
- What did you like?
- How did we do as a group?
- What did this teach us about listening?
What did this teach us about multi-tasking?

Wish students a great day when they're dismissed.

Advisory 121: TEAM-BUILDING

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 "Who Am I" activity from page 126 of this guide, either copies of the directions, or have them written or projected on the board.

Introduction

There's no introduction—students will begin as they enter the room. You'll put a post-it note or index card on their backs with the name of a famous person on it. Direct them to read the instructions as they enter and begin as soon as they're in the door.

PMU & Debrief(15 mins)

Follow the Who Am I activity from this guide.

Debrief questions:

- Who was not able to guess their person?
- Can we help this person out by giving some clues?
- What did you learn about asking questions?
- If you were to do this again, what would you do differently?

Closing

Wish students a great day when they're dismissed.

Wish them a happy and healthy spring break!

Advisory 122: CALENDAR DAY, BALANCE TEAM-BUILDING

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 April, as you fill it in together. Important dates this month:

- Wednesday, April 15- Income tax due, for students who work
- Wednesday, April 22- Earth Day
- Day of caring, date TDB (school administration will set the date)
- Monday, April 27- NO SCHOOL
- Are there any birthdays to add in April?
- For those of you applying to college, FAFSAs should be completed soon, if they have not already.
- April's FOCUS is BALANCED

Ask students what it means to be *balanced*. Read them the FOCUS definition for this month: "We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live."

PMU/Team-Building (15 mins)

Have students break into small groups, for the Balance Team-Building Activity. Read the following directions:

In your groups, you are to pull out your keys, if you have some, or go through your pocket or book bag. Take a few moments to reflect on what you find. Then you will introduce your keys, or your items, and share with the group what aspect of your life they connect with. This is an exercise to get us thinking about our work/school/life balance. Which of your items is connected to Work, School, Family, Friends, Fun? Talk briefly about your items, and draw a conclusion about how they reflect your life balance.

Save a few minutes at the end of this activity for a debrief, that the teacher conducts with the entire group.

Debrief questions:

What was surprising about this activity?

What did you learn, about yourself or others?

Closing

Wish students a great day when they're dismissed.

Advisory 123: BUDGET TEAM-BUILDING

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 scrap paper for the day's Pick-Me-Up (PMU) activity.
- Students will need pen/cils.

Introduction (3 mins)

"In today's advisory, you'll be trying to spend ONE MILLION DOLLARS. In each small group, you'll have 10 minutes to come up with a list of items that you'd like to buy that totals ONE MILLION DOLLARS. You can use computers/smart phones/tablets to research prices. The only rules are you can spend no more than \$500,000.00 TOTAL on cars & real estate. The other half of your budget has to come from other items. Ready, set, GO!!

PMU/Team-Building (10 mins)

Students will work in their small groups to try to develop a budget to spend a million dollars.

Save a few minutes at the end of this activity for a debrief, that the teacher conducts with the entire group.

Debrief (7 mins)

Ask each group to share their budget.

Debrief questions:

What was hard?

What did you learn about money?

Closing

Wish students a great day when they're dismissed.

Advisory 124: TIME BUDGET CIRCLE

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 chart paper and a marker for today's activity.
- You'll need copies of the 24 Hour Daily Budget worksheet for students (next 2 pages)

Introduction (3 mins)

"In our circle today, we're going to talk about the ways in which we spend our time. I'm going to be taking notes for us on this chart paper, but I want you to tell me what are the activities that you think take up the most of your time and attention. There are no wrong answers, though I would ask that you try to keep the comments fairly tame—like a radio edit version. I want to hear from you about what you think takes your time. As you guys talk, I'm going to write down what you're listing as different "tasks," like *babysitting*, *working*, *playing video games*, etc. Is there anyone who'd like to run the circle today?" If a student volunteers, have them facilitate the conversation. Take notes on what is being said.

Circle (10 mins)

Students share their ideas on what they spend time on.

Debrief (7 mins)

Ask students to share what they see on the list, and to pick the things they think take the most of their time. Put an asterisk next to those tasks.

Hand out the 24 Hour Daily Budget worksheets, and ask them to track what they do between leaving advisory today and starting advisory tomorrow. They should bring their completed worksheets to advisory tomorrow.

Closing

Wish students a great day when they're dismissed.

Name: _____

Date: _____

24 Hour Daily Budget

Write down what you are doing during each stretch of time.

2:00 PM- 3:00 PM _____

3:00 PM- 4:00 PM _____

4:00 PM- 5:00 PM _____

5:00 PM- 6:00 PM _____

6:00 PM-7:00 PM _____

7:00 PM-8:00 PM _____

8:00 PM-9:00 PM _____

9:00 PM-10:00 PM _____

10:00PM-11:00PM _____

11:00PM-12:00AM _____

12:00AM- 1:00 AM _____

1:00 AM- 2:00 AM _____

2:00 AM- 3:00 AM _____

3:00 AM- 4:00 AM _____

4:00 AM- 5:00 AM _____

5:00 AM- 6:00 AM _____

6:00 AM-7:00 AM _____

7:00 AM-8:00 AM _____

8:00 AM-9:00 AM _____

9:00 AM-10:00 AM _____

10:00AM-11:00AM _____

11:00AM-12:00PM _____

12:00PM- 1:00 PM _____

1:00 PM- 2:00 PM _____

Over ->

Use your tracking to determine how much time *total* you used in each category. If there's enough time, you can calculate what fraction of 24 hours you devoted to each category/task.

Total number of hours of each:

- _____ hrs Family responsibilities
- _____ hrs Meals/snacks
- _____ hrs Screen time (video games, FaceBook, iPad, etc)
- _____ hrs Homework/studying
- _____ hrs School/class
- _____ hrs Socializing
- _____ hrs Sports
- _____ hrs Hobbies
- _____ hrs Extracurricular activities (clubs)
- _____ hrs Work/job
- _____ hrs Sleeping
- _____ hrs Other?

What did you spend the most time on?

What did you spend the least time on?

What surprised you?

Do you see anything you want to change about how you spend your time?

Advisory 125: TIME BUDGET CIRCLE, 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 chart paper and a marker for today's activity.
- Students should have their completed copies of the 24 Hour Daily Budget worksheet for students.

Introduction (2 mins)

"I'd like you to take a few minutes to make sure your time budget worksheet is filled out. You can work with a partner to sort out the number of hours you spent on each task/activity. I'll be moving around the room to help you if you get confused. Each of you should be able to answer the questions on the back of the worksheet. Go ahead and get started."

Students working (15 mins)

Students work with a partner to complete the worksheet.

Closing (3 mins)

Ask students what surprised them about this activity, and what they learned about how they spend their time.

Collect the worksheets.

Wish students a great day when they're dismissed.

Advisory 126: INTRODUCING BUDGET PROJECT

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 Sample Monthly Budget for each student (next pages).
- Students will need pen/cils.

Introduction (2 mins)

“One of the goals for this month of BALANCE, is that we can have a better understanding of financial balance. Over the next few weeks, we’ll be talking about different aspects of budgeting, spending and saving, and how to manage your finances responsibly. I’m handing out a worksheet that each of you will be working on this month. It’s your personalized budget, and you’ll be completing it this month. In advisory between now and the end of April, we’ll be learning about how to manage your money effectively. You’ll have some time to complete this budget as we go.”

Reading through the worksheet (15 mins)

Read through the directions and have students estimate their budget on their worksheets, for each element of their spending (or future spending).

Closing (3 mins)

Ask students what surprised them about this activity, and what they learned about money.

Collect the worksheets.

Remind students that income tax returns are due on April 15.

Wish students a great day when they’re dismissed.

Sample Monthly Budget

Name: _____ Date: _____



*grab hold
of your future*

Making a Budget

Making a budget is the most important step in controlling your money.

A budget allows you to track your **Income** (the money that you have) and your **Expenses** (the money you spend). By writing down your monthly income and expenses, you can see how much money you expect to have for the month and plan for how much you can spend.

The First Rule of Budgeting

The first rule of budgeting is simple: *Spend less than you earn!*

If you earn \$150 a month from your job, and earn another \$50 from your allowance or birthday money, your income for the month is \$200. If your savings account earns another \$5, your total income is \$205.

Structuring Your Budget

1: Determine your Income.

Estimate all “incoming” money, including salary from a job, allowance from your parents, and birthday money.

2. Estimate Required Expenses.

Required expenses include taxes and bills that you *must* pay. Required bills may include your cell phone bill and gas money to drive to work or school. You should also include payment to your savings in the “Required Expenses” category. Whether you are saving for something specific (like a car or college) or just tucking money away for the future, it is critical that you get in the habit of paying yourself first! Even a few dollars each month helps build your savings.

3. Estimate Discretionary Expenses

After you have paid your Required Expenses, you can use the money left over for some fun! Discretionary Expenses may include clothes, shopping, pizza, video games, gifts and any other expenditures that are considered “optional”.

Review the following Sample Budget on page 2, and then make your own monthly budget using the worksheet on page 3. Stay within your budget, pay yourself first, and you will always be in control of your Money and Stuff!

Source: <http://www.moneyandstuff.info/budgetworksheet.htm>

Category	Monthly Budget	Actual Amount	Difference
INCOME:	Estimate Your Income	Your Actual Income	
Wages/Income Paycheck, Allowance, Birthday Money, etc.			
Interest Income From Savings Account			
INCOME SUBTOTAL			
EXPENSES:	Estimate Your Expenses	Your Actual Expenses	Difference
Savings			
Savings Account			
Bills			
Taxes - From Paycheck			
Rent/Mortgage			
Utilities (Electric, Cell Phone, etc.)			
Groceries/Snacks			
Car			
Car Payment			
Car Insurance			
Gasoline			
Shopping			
Clothes			
Other Shopping			
Fun			
Entertainment Movies, Pizza, Video Games, Bowling, etc.			
Other Expenses			
EXPENSES SUBTOTAL			
NET INCOME Income Minus Expenses			

Step 1:

Estimate the answers for the first column. How much do you think your job after graduation will pay you? How much do you plan to put into savings? How much do you plan to spend on each of the items? Fill out the first column that says "Monthly budget."

Advisory 127: CREDIT & SAVINGS, Day 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.
- You'll need a projector/speakers to show a quick video and an article to read aloud and discuss.

Introduction (3 mins)

"Let's take a look at this video about building your wealth and making sound financial decisions."

<http://www.entrepreneur.com/article/234454>

Reading through the article (15 mins)

Project the accompanying article, and have kids read sections aloud.

Closing (3 mins)

Ask students what surprised them about this article, and what they learned about money.

Remind students that income tax returns are due on April 15. Wish students a great day when they're dismissed.

Advisory 128: CREDIT & SAVINGS, Day 2

Tuesday, Apr. 14

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'll need a projector/speakers to show a quick video.

Introduction (4 mins)

"Let's take a look at this video about credit cards."

<https://www.youtube.com/watch?v=qWWZ77-1YuA>

Circle (16 mins)

In the circle, discuss the video. questions:

What do you know about credit cards?

How many of you have credit cards, or have family members who have them?

What do you think it's important to know about credit cards?

What questions do you have about credit cards?

Wish students a great day when they're dismissed. Remind students that income tax returns are due on April 15.

Advisory 129: CREDIT & SAVINGS, Day 3

Wednesday, Apr. 15

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'll need a projector/speakers to show a quick video.
- You'll need Credit Card Fact Sheet, next page.

Introduction (2 mins)

"Let's take a look at this video about credit cards."

https://www.youtube.com/watch?v=nCT_EePFFW4

Circle (18 mins)

In the circle, discuss the video. Questions:

What do we need to know about credit cards?

Hand out the Credit Card fact sheet, next page. Read through the facts together.

Remind students that income tax returns are due today.

Wish students a great day when they're dismissed.

Credit Card Facts

Credit limit

A credit card company set limits on how much you can charge on your card. This limit is based on your ability to handle debt.

Paying the minimum monthly payment

Bad idea. After you subtract the minimum payment from your balance, finance charges will be added to your remaining **balance**. These charges add up month after month. You can dig yourself into a hole real fast. Want to see how?

Know this too: the minimum payment is the LEAST amount you can pay to keep the card active. If you pay less, your card will be deactivated (turned off).

Grace period

If you pay your bill in full during the grace period, you won't have to pay a finance charge on purchases for that bill. A grace period is usually about 25 days.

Late fees

If you don't pay your bill by the due date (the date your grace period expires), you will be charged a late fee. These can be as high as \$35! Get yourself organized to pay on time. Paying late is costly.

Interest rates

Remember: when you use your credit card, you're borrowing money. So you will be charged interest whenever you don't pay your bill in full. With a credit card, you are paying for convenience. Credit card rates can be 18% or as high as 24% depending on your credit history.

"Secured" credit cards

Some banks offer secured credit cards to people with a poor credit history or no credit history at all. Secured cards can be the best option for your first credit card. The card is "secured" with a cash balance, a savings account, for example. You cannot touch this balance, or the card will be deactivated (turned off). If you charge over your limit, the bank can take the balance from your account. Your account acts like **collateral** for a loan. These cards may charge higher **interest rates**, but they offer the convenience of using a credit card while you build a good credit history.

Your credit card is lost or stolen

You must notify your credit-card company as soon as you know your card has been stolen or used without your permission. If you do, you will be responsible for only the first \$50 of unauthorized charges. These days, thieves can steal your credit card number — they don't need the actual card. Always know where your card is, and keep all your receipts.

Debit cards do not offer the same protection as credit cards. (Some credit card companies offer debit cards with some protection.) Most debit cards work like writing a check — the money is immediately taken out of your account. If you do not report a false charge or charges within 60 days of receiving your bank statement, you could be held responsible for the false charges. Be sure you understand the details when you sign up for a debit card.

Credit reports

As you enter the adult world of work, you begin to build a credit history — a record of your borrowing and paying habits.

Source: <http://www.themint.org/kids/credit-card-facts.html>

Advisory 130: CREDIT & SAVINGS, Day 4

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'll need a projector/speakers for an interactive activity and a video.
- You'll need Credit Card Fact Sheet, next page.

Interactive Activity (8 mins)

Open

<http://www.themint.org/kids/i-paid-how-much.html>

Ask kids to guess the answer to the multiple choice question. Point out the AMOUNT they're paying for the luxury of using the credit card (at the interest rate, the loan costs them over \$400 if they pay the minimum payment each month).

Video & Discussion (12 mins)

"Let's take a look at this video about credit cards."

<https://www.youtube.com/watch?v=PU4mXdKNFI>

In the circle, discuss the video. Questions:

What do we need to know about credit cards?

Can you list the 5 tips they mentioned?

Answers: Review your statement, Save your receipts, Control your purchasing, Pay them off quickly, Use cash whenever you can.

If you did not finish reading the Credit Card Fact sheet from yesterday, you can read the rest today.

Wish students a great day when they're dismissed.

Advisory 131: CREDIT & SAVINGS, Day 5

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'll need a projector/speakers for a video.

Video & Discussion (10 mins)

"Let's take a look at this video about payday loans."

<https://www.youtube.com/watch?v=ekWX2z7R3lo>

In the circle, discuss the video. Questions:

What did we learn about payday loans?

What was surprising about this video?

How do payday loans stack up against credit cards?

Video #2 & Discussion (10 mins)

"OK, now we will watch a video about savings accounts."

<https://www.youtube.com/watch?v=jottAaz3zVU>

In the circle, discuss the video. Questions:

What did we learn about savings accounts?

What are the benefits of savings accounts?

Who here has a savings account?

If you were to open a savings account, what would you save for?

Wish students a great day when they're dismissed.

Advisory 132: COLLEGE BUDGET, Day 1

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'll need copies of What Does A College Budget Look Like for all students, next page.

Reading (10 mins)

Have students read the What Does a College Budget Look Like article together.

Circle (10 mins)

- Ask students to comment on the article. Suggested questions:
- What was surprising about this article?
- What did you already know?
- Which expenses do you think seemed unnecessarily high?
Which expenses do you think you would not pay for?

Wish students a great day when they're dismissed.

What Does a College Budget Look Like?

What does an actual college budget look like—and how can you be smart with yours? Here's a peek into one family's costs.

ANIYAH (Mom):

Lindsey is halfway through her sophomore year at the University of Kansas, so money spent during her freshman year has long been in the books. As parents, we spent exactly \$17,435 on her first year expenses. Here's the breakdown:

- Room and board: \$5,654
- Sorority: \$3,258
- Tuition—in-state, public university, after scholarships: \$2,651
- One-time expenses (computer, printer, dorm room furnishings): \$2,322
- Fees (campus, technology, orientation, parking, sports pass, etc.): \$1,976
- Books: \$1,074
- Deposits (enrollment and housing): \$500

What's not included in these numbers are college search costs (ACT prep and tests, application fees, and travel for college visits), travel expenses once she enrolled (KU is 30 minutes from our home), and spending money. (Jayla will cover that below.)

And while I've broken our expenses down into logical categories—and the way you'll usually see costs laid out—I've come to learn that there's a different way to categorize college expenses:

- The cost of the education
- The cost of the college experience

In fact, only about \$7,350 of our cost was for actual education—tuition, books, computer, and certain deposits and fees. The rest—more than \$10,000—is the cost of the college experience: living on campus, belonging to a sorority, and attending sporting events. Our two most expensive categories, room and board and sorority costs, fell into the experience section.

JAYLA (College Student):

I am still responsible for my "running money"—things like food, clothes, and gas money. Here is what the breakdown of my freshman year expenses looked like:

- Food: \$651.79
- Clothing: \$515.55
- Gas: \$534.21
- Personal (cash withdrawals, travel, movie and concert tickets, books, haircuts, gifts, etc.): \$1,063.34
- Miscellaneous (mostly Target runs): \$779.71

A rough estimate of my total expenses for my freshman year is \$3,544.60, including a few things I was later reimbursed for. As I was going through my bank statements to create this breakdown, I noticed that the bulk of my spending came in the first couple months of school. Some of this is to be expected because of those initial trips to places like the grocery store and Target, but I also learned as the year went on how to better control my spending.

Source: <http://www.usnews.com/education/blogs/twice-the-college-advice/2012/01/24/what-does-a-college-budget-look-like>

Advisory 133 & 134: COLLEGE BUDGET, Day 2 & 3

Tuesday, Apr. 21

Wednesday, Apr. 22

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 student copies College Budget worksheet for each student (next page)

Intro (3 mins)

"Today we're going to work on our college budgets. Yesterday, you read a short article that talked about a student's experience in her first year of college. Today we're going to look at our own projections for what things might cost in college."

Circle (15 mins)

Go through the college budget worksheet, asking students to plug in some of the data from yesterday, or their own ideas on what income and expenses might be.

Closing (2 mins)

Ask students to hand back their worksheets to you.
Wish students a great day when they're dismissed.

College Budget Worksheet

CATEGORY	MONTHLY BUDGET	SEMESTER BUDGET	SCHOOL YR BUDGET
INCOME:			
From Jobs			
From Parents			
From Student Loans			
From Scholarships			
From Financial Aid			
Miscellaneous Income			
INCOME SUBTOTAL			
EXPENSES:			
Rent or Room & Board			
Utilities			
Telephone			
Groceries			
Car Payment/Transportation			
Insurance			
Gasoline/Oil			
Entertainment			
Eating Out/Vending			
Tuition			
Books			
School Fees			
Computer Expense			
Miscellaneous Expense			
EXPENSES SUBTOTAL			
NET INCOME (INCOME LESS EXPENSES)			

Advisory 135 & 136: COLLEGE BUDGET, Day 4 & 5

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 student copies College Budget worksheet for each student, from Tuesday & Wednesday
- You'll need copies of 15 Budget Hacks for Freshman for each student, next page.

Intro (3 mins)

"Today we're going to work on our college budgets. We've been looking at what costs might be, and today we're going to look at how to cut some corners!"

Circle (15 mins)

Have students read the 15 Budget Hacks, and ask after each one if that is a hack that anyone would use, and which item on their college budget that hack might save them money on.

Closing (2 mins)

Ask students to hand back their worksheets to you.

Wish students a great day when they're dismissed.

15 Budget Hacks for Freshmen

By [Sarah Dougherty @sarahgdougherty](#)

A penny saved is a penny earned. Here are a few sneaky ways to hang onto your cash for as long as possible.

- 1. Rent your textbooks!** *Why spend \$250 on a book that you're never going to use again?! Check out amazon, Chegg.com, and even your college bookstore. Companies often include free shipping when returning and provide high-quality books. (Spend that money elsewhere!)*
- 2. Avoid late-night Insomnia Cookies/Jimmy John's/Pizza/Insert-college-delivery-company-here.** *The freshman 15 is real, and trust me, you aren't really that hungry... drink some water, snack on whatever you have in your room, and ignore the delivery trap.*
- 3. Only buy groceries that are 100% necessary.** *You have a meal plan for a reason. Stock up on milk, honey nut cheerios, ramen noodles, and call it a semester.*
- 4. Use your Warrior Money/Bama Cash/Lion Dollars, or whatever money is loaded onto your student ID card.** *While maybe the food court food seems less enticing than going out with friends, take advantage of the "free" money and what it can get you.*
- 5. Don't be shy about student discounts!** *At first I was reluctant to ask the cutely preppy JCrew cashier for the student discount, but now I'm all about that extra 15% off with my student ID.*
- 6. Unsubscribe from online shopping lists!** *The cutest fashions, flash sales, and 'exclusive' savings will only cause you to spend what you know you shouldn't. Wait until Thanksgiving or Winter Break to go shopping at home.*
- 7. Subscribe for websites like Shutterfly.com if you want some dorm room keepsakes.** *They often send registered customers coupons for 50 free prints that you can have shipped right to your dorm! Don't spend money on buying pictures from companies or even paying for them at your local drug store. Look for these gems in your inbox!*
- 8. Reuse things!** *As obvious as this may seem, most people just throw out a notebook once their class is over—even when there are 50-100 blank sheets in there! Duh! Instead of buying all new supplies, take the blank sheets and put them in a binder or rip out the used sheets. It'll add up.*
- 9. Make your own coffee!** *I, of all people, understand the delight that is Starbucks and Dunkin Donuts, but I've also learned (the hard way) that the reusable K-Cups with regular coffee is way cheaper in the long run. Use your dining dollars to treat yourself with an occasional pick-me-up, but not for your everyday fix.*
- 10. Free t-shirts are gold.** *Some t-shirts can cost \$20-30! Take advantage of every free t-shirt that comes your way; you can always unsubscribe from their club email later in the semester.*
- 11. Free pizza is also golden.** *Oftentimes, seminars, workshops, even activities will advertise free food. Always go. (You never know what you'll learn or who you'll meet as you indulge free of cost!)*
- 12. Store brand is the best choice!** *When cleaning your mirror, bathroom, or just doing laundry, a store brand is good enough to get the job done! The difference in money spent will add up and enable you to do fun things off campus.*
- 13. Take advantage of free student admission!** *Most sporting events, theatrical performances, movies and speakers on campus are free with a swipe of your student ID! Check out the campus calendar... you may be surprised by how many (free) options you have each night!*
- 14. Join (beneficial) rewards programs!** *If you have a car on campus, buy gas at the grocery store where you can earn points the more you frequent the location... earning up to \$.50 off per gallon goes a long way.*
- 15. Carry cash!** *By carrying cash and not letting your 'plastic' do all the work, you'll know how much money you have and are physically able to spend. You don't want to max out your credit card or have your debit rejected.*

A lot of the challenges I faced financially freshman year were caused by impulse buys! Avoid online shopping and eat on campus and find free entertainment around your school. I promise, awesome, low-costing opportunities are there!

Source: <http://thecollegetraveler.com/15-budget-hacks-for-freshmen/>

Advisory 137, 138, 139: BALANCED 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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 62 of this guide.

- You'll need material for the Advisory Door background (could be colored paper, magazines or just plain white paper students can write/draw on).
- Students should have access to their time budgets and financial budget work from this month's work.

Introduction (5 mins)

"For the next three days, you guys are going 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 BALANCE. You've been working on creating all sorts of budgets, and we also talked early in the month about how to balance our many responsibilities and our activities.

"**Wednesday** 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. If you would prefer to use this time to study or work on your non-violence contributions, that is wonderful—you can do that instead.

"**Thursday & Friday**, you'll be looking to select and post work that shows the types of knowledge we've been working on this month. You can post something about your time budget, or either of your financial budgeting activities."

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 Advisory door project*, 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.

Wish students a great day when they're dismissed.

Advisory 140: CALENDAR DAY, RISK TEAM-BUILDING

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 to have post-it notes or index cards for today's activity.
- Students will need pen/cils.

Calendar Day! (5 mins)

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

- Friday, May 22- NO SCHOOL
- Monday, May 25- NO SCHOOL
- Are there any birthdays to add in April?
- Smarter Balance exams are just around the corner in June!
- May is RISK-TAKERS on the FOCUS.

Ask students what it means to be a *risk taker*. Read them the FOCUS definition for this month: "We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change."

PMU/Team-Building (15 mins)

Have students break into small groups, for the Risk Team-Building Activity. Read the following directions: *In your groups, on each post-it note, write one way in which a student could challenge themselves. For example, by answering a question s/he is not sure of, by reading out loud, by entering a contest. See how many you can come up with in 5 minutes. GO!*

After 5 minutes, have each group share what they came up with. On the board, write a long arrow like this:



Ask students to place the post-its on the space of the line they think they belong.

Debrief questions:

What was surprising about this activity?

What did you learn, about yourself or others?

What do you usually think about when you think about "risk" in school? How is this different?

Closing

Wish students a great day when they're dismissed.

Advisory 141: RISK CIRCLE

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.

Circle (20 mins)

"In the circle today, we're going to be talking about risk. I have a list of questions about risk with me, and I'm wondering if anyone would like to facilitate the circle today. I'll back you up, since this is a challenging topic, but I'd love it if a student wanted to lead the discussion." If there is a student volunteer, give them the list of questions, and sit next to them to help facilitate. Ask kids to review the norms before beginning the conversation.

Circle questions:

What are the kinds of risks the FOCUS is urging us to take?

What are the kinds of risks we need to stay away from?

What do we know about risk?

What kinds of risks do we see people taking every day? Good risks? Bad risks?

Closing

Wish students a great day when they're dismissed.

Advisory 142 & 143: RISK READING

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'll need student copies of Why the Teen Brain is Drawn to Risk, on following pages.

Circle (20 mins)

"In the circle today, we're going to read an article together and discuss it. It's about the wiring of the teenage brain, and how that affects decisions involving risk."

Have students read the article together, taking turns reading aloud. If time permits, ask some of the questions below.

Circle questions:

What did you agree with in the reading?

What was confusing?

What did you disagree with?

What else do you have questions about?

Closing

Wish students a great day when they're dismissed.

Why the Teen Brain Is Drawn to Risk

By Maia Szalavitz @maiasz Oct. 02, 2012



Philip and Karen Smith / Getty Images

If you're the parent of a tween, be warned: your cautious 10-year-old is bound to turn into a wild child in a few short years, with seemingly no regard whatsoever for safety. Indeed, **teenagers** have the double the risk of dying compared to their preteen selves.

Adults have long reckoned with ways to protect adolescents from their own misjudgments. Only recently, however, have researchers really begun to understand how the teen **brain** is wired and that some of what appear to be teens' senseless choices may result from biological tendencies that also prime their brains to learn and be flexible.

Take teens' perception of risk. It's certainly different from that of adults, but not in the ways you'd expect. Research shows, for instance, that teens tend to wildly *overestimate* certain risks — of things like unprotected sex and drug use — not to lowball them as one would predict. So, it may be that teens' notorious risk-taking behavior stems not from some immunity to known risks, but rather, as a new study now suggests, from their greater tolerance to uncertainty and ambiguity — that is, *unknown* risks.

"Relative to adults, adolescents engage more in unknown risks than they do in known risks," says Agnieszka Tymula, a postdoctoral student at New York University and the lead author of the **study**, which was published in the *Proceedings of the National Academy of Sciences*. Teens, it seems, love the unknown.

To examine the differences in risk-taking between teens and adults, researchers studied 33 healthy adolescents aged 12 to 17, along with 30 normal adults aged 30 to 50. They all engaged in a gambling game, in which they could take a definite \$5 reward or choose between the possibility of getting a much larger payout or nothing at all. The payout was based on whether there was a greater number of red or blue poker chips in a stack of 100; to vary the ambiguity, larger or smaller portions of the stacks were hidden from view.

In this way, the trials provided different amounts of information about the risks involved: for example, in some trials, participants could choose between the \$5 and a clear 50% chance of winning \$50. In others, however, they had a choice between \$5 and varying amounts of money, up to \$125, but the probability of winning appeared to vary from 25% to 75%. In reality, they always had a 50% chance of winning, but were led to believe their odds varied, which allowed researchers to look at how participants thought about ambiguity.

"If the risks are known, adolescents engage [in risk-taking] less than adults do, but if they are unknown, this is reversed," Tymula says. In fact, when the payout was known to be \$125, adults always gambled — but this was not so for teens.

"I think [the finding] adds very nicely to the literature," says Valerie Reyna, professor of human development and psychology at Cornell University, who was not associated with the research. "The new breakthrough here is that it extends our knowledge about adolescent risk-taking into the realm of ambiguity aversion."

Reyna's own research has shown how excessively teens tend to overestimate risk: for example, when asked about the risk of AIDS in one study, adolescents estimated that a teenage girl who is sexually active has a 60% chance of contracting HIV. (The actual odds are miniscule for most Americans.)

This perception, however, doesn't prevent teens from engaging in risky behavior. Why? Because teens have a different style of information processing, Reyna argues. They may get lost in the details about specific risks and overly focused on possible rewards, while ignoring the overall "gist" of the problem — i.e., the ultimate consequences. In the case of unprotected sex, for example, even if the odds of contracting HIV are low, a bad outcome would be irreversible. Unlike teens, adults tend to focus on the end result and the consequences.

Oddly, teens' information-processing style seems to rely on the uniquely human "rational" parts of the brain. Reyna's work has shown that adolescents carefully think about risks most adults wouldn't even consider taking — like, say, playing Russian roulette — using their prefrontal cortex. They use quantitative reasoning and take about twice as long as adults do before responding, while adults immediately have a negative reaction to such risks, stemming intuitively from the insula, and almost automatically say no.

So why might the teenage brain be wired this way? Their greater tolerance for uncertainty and the unknown — and an increased desire for and focus on rewards — probably helps them leave the nest. Such explanations are speculative, Reyna cautions, but notes that "in rats, for example, adolescent rats are more likely to explore a new environment. You don't know what you're going to find: that's sort of the definition of a novel environment. If you are more ambiguity tolerant, that would enable that sort of exploration."

In other words, it takes some acceptance of uncertainty and comfort with not knowing in order to learn and to be open to new knowledge. "We come into the world with limited knowledge about what kind of consequences we will experience after making decisions and also about how likely these different outcomes are," says Tymula. "But, of course, we want to learn, so this tolerance for unknown risks might stem from an underlying biological feature that makes learning about the unknown less unpleasant for adolescents than it is for adults."

An early part of learning any type of new skill — from typing to teaching — is accepting instruction and consciously thinking about all of the tactics and techniques involved in performing the skill. While novices need to think step-by-step, however, experts will have incorporated the best routines into their brains to the point that they become automatic. This may be why the teen brain uses the higher-order cortex for risk decisions: it hasn't yet made enough of them to develop an intuitive reaction that it can "offload" to other brain regions.

Such new information about how the teen brain works — and why its characteristics shouldn't simply be seen as negative or dysfunctional — is only just beginning to inform teen health programs. Reyna, for example, has studied how teaching "gist"-based reasoning can help teens avoid dangerous sexual choices, finding that teens who are taught to focus on potential, catastrophic negative outcomes, rather than the odds, make fewer risky sexual decisions and have fewer partners.

Tymula suggests that allowing teens opportunities to safely experiment — for example, a simulator that shows sober teens what drunk driving is like — could also help, by making an unknown risk seem more real and known. Allowing teens the opportunity to take risks in a safe context could also help them develop expertise that underlies gist-based thinking.

Meanwhile, it's interesting to note that while adults tend to prefer the certainty of misery to the misery of uncertainty, as family therapist Virginia Satir once put it, the same may not be true for teens.

Maia Szalavitz is a health writer at TIME.com. Find her on Twitter at @maiasz. You can also continue the discussion on TIME Healthland's Facebook page and on Twitter at @TIMEHealthland.

Source: <http://healthland.time.com/2012/10/02/why-the-teen-brain-is-drawn-to-risk/>

Advisory 144 & 145: RISK 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'll need copies of the Advisor-Student 1:1 Meeting Agenda, p. 62 of this guide.
- Students will need copies of the Risk Reflection worksheet, next page.
- Students will need pen/cils.

Introduction (3 mins)

"Today and tomorrow you'll be working on a reflection on your own comfort zone. I'm giving you a worksheet where you can include different types of risks we ask you to take at school, and that you'll have to take in college, and you can place them on your own comfort zone. Think about what you know you about yourself, and what you are willing to push yourself to do.

"Please remember our norms, and how to conduct yourselves during one-on-ones. While I'm meeting in a one-on-one, you can be working on the following:

- Finishing Strong worksheet
- Your SLP
- Studying you need to do
- 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.

Closing (2 mins)

Collect worksheets.

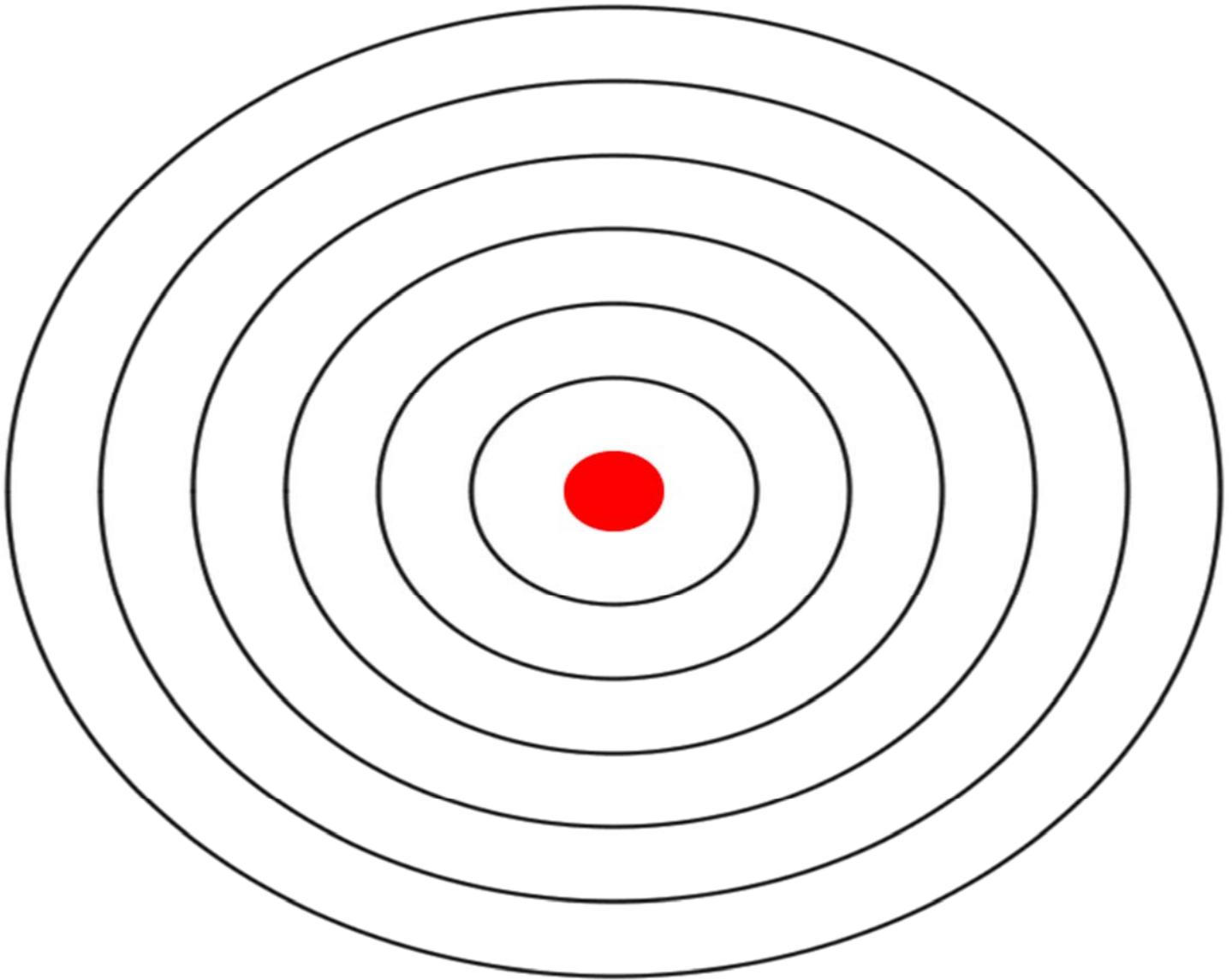
Wish students a great day when they're dismissed.

Name: _____

Date: _____

Risk Reflection Worksheet

Write the following risk activities on the bull's eye. The center is your comfort zone—the things you're most comfortable with. The outer circles each represent something that is a bit more uncomfortable for you.



At Our school:

Group work
Participating in class
Answering questions
Conflict resolution
Sharing my ideas
Asking for help
Studying for tests

Working with people I don't know
Reading out loud
Public speaking
After-school activities
Math
English
PE/Health
Science

Social Studies
Projects
Writing research papers
College applications
Financial aid applications
FAFSA
College essay

Advisory 146, 147, 148, 149, 150 & 151: 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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 57 of this guide.
- Students will need copies of the Study Skills worksheet, page 60-61 of this guide.
- Students will need pen/cils.

Introduction (5 mins)

"We have talked several times this year about study skills, and what works best for you. Over the course of this week, while I'm handling one-on-ones, I'm asking you to take this time to study and prepare for Smarter Balance exams, which are right around the corner. In many of your Risk Reflections, you mentioned that studying was an area you would like to get better at. I'm hoping we can take a moment to go around the room and mention the study skills we are best with, and what Smarter Balance exam you'll be preparing for. As we go, please listen, so you can choose a partner you can learn from." Have students go around the room and share what method they prefer for studying. Have them break into study groups or pairs.

"Please remember our norms, and how to conduct yourselves during one-on-ones. While I'm meeting in a one-on-one, you can be working on the following:

- Studying you need to do for Smarter Balance and/or finals
- Homework for your classes
- Any of the previous work of Advisory
- Your SLP

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.

Closing

Collect worksheets.

Wish students a great day when they're dismissed.

Advisory 152, 153, 154 & 155: SLP CHECK-IN & 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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 57 of this guide.
- Students will need copies of the Study Skills worksheet, page 60-61 of this guide.
- Students will need their copies of the Learning Plan
- Students will need pen/cils.

Introduction (5 mins)

"As we wrap up this year, it's time to update our Learning Plans. In the final days of this month, in the gear-up to Smarter Balance, I'm asking you to take a look at your Learning Plans and decide what you'd like to change, and what more you can add, based on our work together. You can also choose to use this time to study for Smarter Balance exams.

"Please remember our norms, and how to conduct yourselves during one-on-ones. While I'm meeting in a one-on-one, you can be working on the following:

- Studying you need to do for Smarter Balance and/or finals
- Homework for your classes
- Any of the previous work of Advisory
- Your SLP

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.

Closing

Collect worksheets.

Wish students a great day when they're dismissed.

Advisory 157 & 158: RISK 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 copies of the Advisor-Student 1:1 Meeting Agenda, p. 62 of this guide.
- You'll need material for the Advisory Door background (could be colored paper, magazines or just plain white paper students can write/draw on).
- Students should have access to their all their advisory work from this month, including their SLPs and Risk Worksheets.

Introduction (5 mins)

"For the next three days, you guys are going 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 a lot of thinking about Risk-Taking. You've been working on pushing out of your comfort zones, to take sensible risks at school.

"**Thursday** 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. If you would prefer to use this time to study or work on your non-violence contributions, that is wonderful—you can do that instead.

"**Friday**, you'll be looking to select and post work that shows the conversations we've been having about risk-taking this month. You can post something about you're your own comfort zone, your post-secondary plans or what resonated with you about risk-taking."

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 contribution to the Advisory door project*, 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.

Wish students a great day when they're dismissed.

End of the Year

For the month of June, you will determine advisory activities and calendar with school administration. Due to other school activities and Smarter Balance examinations, you'll need to determine a suitable course of study for advisory.

Recommendations include asking students to reflect on all the work and learning they've done this year, the highlights of advisory, and giving their input, via survey, around how advisory can be improved, and what worked well.

It would be a good idea to reach out to parents in June, to congratulate their students on finishing strong, and to let them know what is recommended for the summer.

Great job, advisor! Great work with your new community of scholars! Enjoy the summer.