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California State University
San Bernardino

CUSTOMIZING THE EIGHTH GRADE
ADVISORY PROGRAM FOR
MARY PUTNAM HENCK INTERMEDIATE SCHOOL
STUDENTS AND THEIR TEACHERS

A Project Submitted to
The Faculty of the School of Education
In Partial Fulfillment of the Requirements of the
Degree of
Master of Arts
In
Education: Secondary Option

By
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San Bernardino, California

1991

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Second Reader: Dr. Margaret Atwell

CUSTOMIZING THE EIGHTH GRADE ADVISORY PROGRAM FOR
MARY PUTNAM HENCK INTERMEDIATE SCHOOL STUDENTS
AND THEIR TEACHERS

Timothy H. West, M.A.

California State University, San Bernardino, 1991

STATEMENT OF THE PROBLEM

The purpose of this project was to develop for implementation an advisor-advisee program to meet the expressed needs of faculty and eighth grade students at Mary Putnam Henck Intermediate School. MPH Intermediate serves students from several communities in the San Bernardino Mountains. Certain aspects of the advisor-advisee program implemented during the previous school year were determined to be problematic and in need of revision. This writer believed the faculty might abandon the program if forced to implement the same program for a second year.

DESIGN

The project suggested an advisor-advisee program implementing the recommendations found in the California State Department of Education report Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools, while addressing the concerns and meeting the expressed needs of the faculty and students involved.

The Department of Education report recommends teacher-based guidance promoting personal awareness, success in school, and positive interpersonal relations. Also recommended is guidance providing primary direction for future vocational decision-making. The project also suggested a discussion dominated program allowing for flexible implementation, spontaneous student input, and only small amounts of teacher preparation.

RESULTS

The result of the project was a customized advisor-advisee program designed to promote student success in school, student self-awareness, and positive student interpersonal relations. The project incorporated faculty and student suggestions. The project retained the lessons evaluated as relevant, practical, and fun. Optional lessons, pertaining to original subject headings, were provided. Finally, a supplemental list of thought-provoking discussion-starters was provided as alternatives.

CONCLUSIONS AND IMPLICATIONS

This writer found the original advisor-advisee program was rigid, impersonal, and repetitive. If this program was continued without revision, the students at Mary Putnam Henck might have been deprived of the most important aspect of the middle school concept. The traditional junior high model presents formidable barriers to the formation of

stable peer groups and supportive relationships with adults. Unless revisions were made to the original program, MPH students could have faced these barriers without the support of an advisor-advisee program.

The faculty at MPH Intermediate School will be able to use this project to provide an effective teacher-based guidance program.

ACKNOWLEDGEMENTS

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To my dad and mom, whose love, financial support, and emotional encouragement have always been evident and a source of fortitude.

And finally, to my family. To my wife Linda for her love, support, understanding, and tolerance of the hundreds of hours and insane schedule required to complete this degree, and to my children, Lauren and Garrett, who were without a dad for seemingly endless hours, days, weeks, and months. I love you all.

I dedicate this work to schoolchildren at every grade level in the hope that you always have someone who cares.

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CHAPTER 1 - Introduction

Area of Concern

Statement of the Problem

Objective

INTRODUCTION

Area of Concern

It is the concern of this author that the Mary Putnam Henck Intermediate School (MPH) faculty may abandon the advisor-advisee program, first introduced during the 1990/1991 school year. As it currently exists, the program has been evaluated as repetitive, inflexible, requiring intensive teacher preparation, as well as being impersonal and irrelevant to the MPH student body. If this program is cancelled, the concept of middle school education at MPH is imperiled, because the advisor-advisee program and the middle school concept are in many ways one and the same (George, 1988).

Statement of the Problem

In the Spring of 1990, the decision was made to begin a teacher-based guidance program for the students at MPH Intermediate. A complete advisor-advisee program was purchased from a neighboring school district. After one year of implementation, it is felt the lessons require too much teacher preparation and too much written work by students. Both faculty and students want the program revised, eliminating lessons of low value, continuing lessons of high quality, modifying some lessons, and creating lessons which more fully meet MPH student needs. The faculty desires more flexibility and relevance, fewer

worksheets requiring duplication, and lessons that stimulate discussions which seem less contrived. Students want a program that is more relevant and personal, requires less written work, and allows for student generated topics of discussion. The problem for this author is to adapt the current program to meet these needs.

Objective

The objective of this project is to develop and implement an advisor-advisee program for eighth grade students at Mary Putnam Henck Intermediate School which promotes success at school, positive peer relations, personal awareness, and eases the transition to Rim of the World High School.

CHAPTER II - Review of the Literature

REVIEW OF THE RELATED LITERATURE

There are a variety of research articles, journals, books, and curriculum guides developed in middle grade education which indicate the importance and necessity of a formal teacher-based guidance program. Professional guidance counselors in middle level schools are responsible for large numbers of young adolescents and their increasing need for personal assistance. Students require counseling and guidance support, and counselors cannot always meet their demand for services. Teacher-based guidance programs are documented in professional literature as one part of the middle school concept designed to address this problem (Lake, 1989).

Middle level educators are still pursuing the ideal structure for meeting the needs of young adolescents. This quest began before the first junior high school opened its doors to the first junior high student. Teachers at the middle level have always known that their students needed more than "mommies" but less than distant and aloof lecturers. George (1988) suggests that, during this period of transition from child to adult, adolescents need close trusting relationships with adults and peers.

As reported in the Carnegie Foundation report on adolescent education, Turning Points, many young adolescents attend massive, impersonal schools of between 1,000 and 2,000 students, often requiring travel some distance from

the neighborhood where they reside (Carnegie Council on Adolescent Development, 1989). This is a major shift from the elementary school structure, which provided a more personal learning experience.

Now, in the junior high, about every 50 minutes they will be asked to change teachers and classmates as many as six or seven times per day and to interface with each successfully. They will also be expected to learn from unconnected and, what seems to them to be, irrelevant curricula. The subject of one class will most likely have nothing to do with the subject of the next class. They will receive guidance from a counselor who must be responsible for well over 500 other adolescents. This type of educational structure was found by the Carnegie Council to create formidable barriers to the formation of stable peer groups and close, supportive relationships with caring adults. With primary emphasis placed on academic disciplines and mastery of subject matter taught by way of departmentalized academic structure, there is excessive danger that these students will feel lost.

Similar to teachers who are unable to know well and trust more than a minority of students, students know and extensively trust few adults. Many adolescents are suspicious of adults and suppress their real feelings. The feelings observed by adults may not be the adolescent's true feelings. Wheeler (1989) believes that a student's outward

behavior can be deceptive when narrowly observed. Finding the true feeling behind behavior is time consuming and may require assistance from colleagues who share the advisee. Structuring the daily schedule to provide time for this communication is an important aspect of the middle school. Teachers are rarely able to meet with each other to discuss students they have in common because conference and planning periods are scattered throughout the day. This is a result of the traditional model of junior high school education, which is too often a watered-down version of high school, lacking a clear sense of identity (Dorman, 1987).

The middle school model of adolescent education, in its ideal form, attempts to guarantee that the intellectual and emotional needs of adolescents will not go unmet. The middle school model proposes a common academically-oriented core curriculum where the various disciplines work together as teams. This structure allows for flexible scheduling with extended blocks of uninterrupted time, where collaborative teaching efforts are employed.

Common planning periods and student advisory programs allow teachers to learn about individual students and share the information with each other to more fully address student needs. The need for closer personal relationships has been recognized by middle level educators for a long time. The advisor-advisee program has the potential to meet this need. George finds the student advisory program is at

the heart of the middle school, and in many ways they are one and the same.

The middle school model is more likely than the junior high model to respond to the rapid and particularly stressful physical, intellectual, and social needs of early adolescents. Simply placing the appropriate grade levels on the same school site does not create a middle school program. Cawelti (1988) reports that many schools with grades 6 - 8 remain junior high schools and are middle schools in name only. The actual program is more important than the grades included on the site. While there is not yet consistent evidence that the middle school model produces greater student achievement, it does allow the needs of adolescents to be addressed through the educational strategies found to be effective by experienced middle level educators.

Guidance services are identified as essential features of any school structure designed to meet adolescent needs. In the middle school model these services are crucial. Students who have behavior problems, psychological difficulties, or interpersonal difficulties are likely to experience learning problems. Adolescents experiencing the turbulence of rapid changes in their bodies, minds, and social relationships often lose the sense of importance for academic achievement. To promote success in learning, all faculty should collaborate to provide students with

classroom experiences that stimulate growth in a variety of personal areas (Gerler, Drew, and Mohr, 1990).

In large middle schools, the counselor-to-student ratio is often greater than 1:500, sometimes much higher. No counselor can perform the duties assigned to him or her by the administration as well as meet the myriad of known adolescent needs. The guidance program must be a total school concern involving teachers and other faculty, as well as counselors. In this way, all students are provided an adult from whom they can seek help or guidance related to academic, social, and vocational matters. Using the home-base arrangement, faculty are responsible for a smaller number of students than is found in a normal academic class setting. This is accomplished by having every certificated adult on campus be responsible for a group of students at the same time (California State Department of Education, 1987). Some advisory programs include classified adults in order to further reduce the ration of advisors to students.

Being an advisor gives the educator role an added dimension. It provides an opportunity to care about a smaller ratio of students in a more personal way, outside the academic classroom. This extra care can take many forms. The advisory program is a primary prevention program where small groups of students meet in a homeroom setting for a general "check in". The program is preventative in that it provides a person to whom the student can turn for

help before a serious problem develops (Georgia Comprehensive Guidance series, 1981). It is, however, not to provide care identical to that which is assigned to the role of the counselor.

When teachers first learn of the advisory program, they voice concerns such as "I'm no psychiatrist," or, "I'm no expert in moral development." These are frequently voiced misunderstandings. While expertise in counseling and values education is, of course, helpful, it is not essential to becoming a good advisor (Arnold, 1990). The advisor is not to replace or even substitute for the trained guidance counselor (Brough, 1985). When the teacher/advisor runs into a problem with a student, requiring more than a reassuring word or talk, a referral would be made to the guidance counselor. Trained professionals should be the persons to provide any in-depth counseling.

A fundamental role of an advisor in this program, according to Arnold, is simply to be an advocate, a person who demonstrates interest, care, and concern. The advisor may be one who helps the school change to meet student needs, presents student concerns to teachers of whom the student may be afraid, or presents student concerns to school-based site management committees. Another role for the advisor is as a guide for advises. The advisor may help the student plan academic schedules, develop study habits, or provide guidance in strategies for school or societal

success. The advisor may conduct group meetings concerning values clarification, decision making, and goal setting, among others.

Brough proposes many strategies for gaining closeness and trust from advises. She suggests that advisors talk with individual students on a regular basis, greet them at the door, show concern that is genuine, and become familiar with their facial expressions. Try to read what is occurring inside. See students outside of the academic setting by being a club advisor, a chaperon, or being visible on the luncheon. Call their parents with good news about small victories and accomplishments. Observe them in classes during conference periods. This might also show the advisory non-believers that the program can be effective.

Those who feel uncomfortable in the role of advisor and unqualified to advise should realize that they are already performing these duties to a large degree. Teachers guide students in the use of strategies which promote success in their daily lives. When teachers see a student visibly upset, they attempt to provide comfort. When teachers see students practicing incorrect strategies in peer or adult relations, they attempt to give them an alternative method. When teachers sees a student struggling in a particular situation, they try to show the student a simpler way. These are the things teachers do every day. Advisory groups provide a chance to share positive strategies for dealing

with problems in advance, with a small group of students who know the teacher well and are well-known by the teacher.

The advisor-advisee program is a system of institutionalized caring where teachers who care to communicate can communicate that they care.

CHAPTER III - Rationale**Statement of Goals****Statement of Objectives****Statement of Proposed Modifications**

RATIONALE

The California Middle Grade Task Force report, Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools says that a vital transition thread should run through each of the middle grade years in the form of a teacher based advisor-advisee program. Mary Putnam Henck Intermediate initiated such a program. Faculty and student dissatisfaction with certain aspects of the adopted program necessitated revision and modification.

Statement of Goals

The primary goal of this project was to modify the adopted program while still addressing the recommendations for goals delineated in Caught In the Middle.

1. Orientation - to the building, staff, school rules, handbook, schedule, and individual student concerns.
2. Trust building - which identifies shared values and goals, and builds strong peer and group relations.
3. Responsibility - for personal commitment to positive academic achievement.
4. Decision Making - and the steps to making personal and group decisions.
5. Self-Awareness - through identification of physical, emotional, social, and intellectual

- changes, including personal strengths and weaknesses.
6. Critical Thinking / Test Taking - and note-taking, outlining, library skills, and homework skills, including associated need for positive attitude.
 7. Choices - and effects on self, family, peers, teachers, and classmates.
 8. Career - Community - future goal setting and planning, including types of goals related to personal interests, abilities, and aptitudes.
 9. Transition - to Rim of the World High School related to buildings, staff, school rules, handbook, schedule, graduation requirements, including individual concerns and anxieties.
 10. Closure - farewells, apologies, and appreciation to those staff members or peers who touched their sixth, seventh, or eight grade lives.

Statement of Objectives

The objects for the MPH eighth grade Advisor-Advisee program are based on the goals recommended in Caught in the Middle.

1. To orient students to the school.
2. To build trust among the advisees and with the advisor.

3. To provide guidance in advisee responsibility taking.
4. To provide instruction in decision-making steps.
5. To promote advisee awareness of self, acceptance of others.
6. To provide guidance in test-taking and related skills.
7. To provide guidance in choice-making and related effects.
8. To assist student exploration of career/community resources.
9. To promote successful transition to Rim High School.
10. To provide opportunities and ideas for closure.

Statement of Proposed Modifications

The modifications must meet the specific, identified needs of the faculty and students at MPH.

The faculty has called for modifications allowing for:

1. Increased flexibility for the teacher in the selection of daily lessons with which they feel most comfortable.
2. Increased flexibility for the teacher to select alternate lessons based on student-proposed topics.

3. Reduced amounts of teacher preparation in duplicating student activity worksheets.
4. Reduced amounts of student writing assignments.
5. Reduced amounts of repetitive lesson objectives/topics.

The student body has called for:

1. Increased amounts of discussion time with peers and reduced amounts of writing activities.
2. Increased opportunities for generating topics of discussion.
3. Increased flexibility to peer-study immediately prior to important tests which they all share.
4. Increased amounts of lessons devoted to human relations, peer interactions, and difficulties with friends.
5. Increased amounts of discussion relating to current and future decision making.

The lessons related to each subject heading were modified and expanded to provide for greater discussion, reduced preparation time, greater variability, increased flexibility, and a more personal focus on the MPH student.

This writer expects the MPH advisor-advisee program to be changed and modified after each year of implementation. An important goal of the revision for this year was to get teacher support for continuing the program. Another goal of

the revision was to create a positive "mindset" within the faculty of their potential roles as advisors.

CHAPTER IV - Mary Putnam Henck Intermediate School
Eighth Grade Advisory Program

DESIGN AND ORGANIZATION

Design

To achieve the goals and objectives, this project incorporated the representative features of a middle grade advisor-advisee program recommended in Caught in the Middle. The sections of the original program evaluated by faculty to be of high quality were retained. In addition, review of commercial programs and professional literature was conducted. Then appropriate lessons were created to implement the objectives. Also, information sheets to explain the philosophy of the advisor-advisee program were created and included in the curriculum. Finally, suggestions for management, proven successful by faculty, have been provided to all advisors as part of the curriculum.

The remainder of the 1990/1991 school year provided numerous opportunities for both faculty and students to submit input related to the importance, relevance, and effectiveness of the original advisor-advisee program. Since the need for modification was recognized, this writer sought published research information, samples of in-use programs from middle schools across the United States, as well as faculty and student evaluations of the program including suggestions for revision.

Surveys, questionnaires, personal interviews, written communication, and phone contacts were used to gather the information needed for this revision/modification. Several formal opportunities for interested faculty to have input were provided. Faculty and students were asked to comment regarding the effectiveness and usefulness of the lessons currently being implemented. The faculty was asked to supply topics which they felt were necessary to achieve the goals of the program. They were also asked to submit proven effective lessons and successful management techniques. Based on this input, the adopted program was revised and modified to meet the needs of the faculty and students of MPH Intermediate.

Organization

Student lessons and topics were organized according to ten subject headings. These subject headings are: orientation, trust building, responsibility, decision making, self-awareness/acceptance of others, critical thinking/test-taking, choices, career/community, goal setting, and closure. The original program uses these subject headings and the faculty felt they were appropriate for the needs of our student body.

The final curriculum manual is composed of over 70 formal lessons, including optional lessons. The initial sections of the guide include philosophy, goals, objectives,

an explanation of the basic role of the advisor, and suggestions for successful management. A section of alternative discussion-starters is included at the back of the curriculum guide.

Orientation

Title: Teacher Resource - Student Information Sheet

Strand: Orientation

Objective: To provide the advisor with student personal data

Procedure: 1. Students to complete information sheet.

2. Advisor can also complete information sheet
(optional).

3. Place this information in advisory folder
along with signed parent letter and other
information.

Follow-up: Advisor might also want to provide some
information to orient students and build trust
with the advisees.

90-91 Evaluation: NEW

Source: T. West, suggested by Venado Middle School
Advisory Program

Title: Student Information Sheet Age: _____

Strand: Orientation Ph# _____

Year: 91/91 Advisor: _____ B/D: ____/____/____

Full Name: _____

Class Name?: _____ Street Address _____

Box #: _____ City: _____

#1 Parent Name: _____ Step? __Y__N

#1 Occupation: _____ Place _____

#2 Parent Name: _____ Step? __Y__N

#2 Occupation: _____ Place _____

I live with:	Name	Age	Relationship
--------------	------	-----	--------------

How long in mtns.?	_____	_____	_____
-----------------------	-------	-------	-------

_____	_____	_____	_____
-------	-------	-------	-------

Besides Advisory, my other classes are:	Class	Teacher
--	-------	---------

1	_____	_____
---	-------	-------

2	_____	_____
---	-------	-------

I have lived in:	3	_____	_____
------------------	---	-------	-------

_____	4	_____	_____
-------	---	-------	-------

_____	5	_____	_____
-------	---	-------	-------

_____	6	_____	_____
-------	---	-------	-------

_____	7	_____	_____
-------	---	-------	-------

8	_____	_____
---	-------	-------

In my leisure time I like to (activities, hobbies, sports):

School subjects I enjoy: _____

. . . don't enjoy: _____

Last year's best grade: ___ in _____ W/who? _____

Last year's worst grade: ___ in _____ W/who? _____

Do you know the reason you received the good grade? _____

. . . and the worst? _____

What do you feel best about here at MPH? _____

What worries you most about school? _____

Did you participate in any clubs at MPH last year? _____

Sports? _____ Dances? _____

Tutorial? _____ Detention? _____

How much time each day do you watch T.V.? _____ Read? _____

Circle the word that describes your reading ability:

NONE POOR FAIR AVERAGE GOOD EXCELLENT STATE CHAMP!

I'm proud that you are in my advisory group and I'm hoping we'll have a GREAT year! Get off to a good start and let me know if there is any way I can help you.

Title: People to Help Me

Strand: Orientation

Objective: Review names/services of important staff members.

Procedure: Students work in groups to complete activity sheet.

NAME	TITLE	ROOM/ AREA	REASON A STUDENT MAY NEED TO SEE HIM/HER
_____	PRINCIPAL	_____	_____
_____	_____	LIBRARY	_____
MS. CHASE	_____	_____	_____
_____	_____	_____	STOLEN PERSONAL ITEM
_____	_____	_____	APPT.-SCHEDULE CHANGE
MS. DRAKE	_____	_____	_____
_____	_____	ATTENDANCE	_____
_____	_____	_____	PAY A SHOP FEE
_____	_____	MAIN OFF.	CHECK ON DANCE TICKET
MR. TURNER	_____	_____	_____
_____	CUSTODIAN	_____	_____
_____	_____	_____	_____
_____	ADVISOR	_____	_____
_____	_____	_____	_____

90-91 Evaluation: NEW

Source: Venado Middle School Advisory Handbook

Title: MPH Handbook and a Thousand Other Rules

Strand: Orientation

Objective: To acquaint students with the MPH handbook and procedural practices not published in the handbook.

- Procedure: 1. (Advisor or an advisee may lead, or use group work)
2. Have students try to remember rules not listed in the handbook that they might know from lunch lectures, trials, errors, or posted signs. List on board (or scrap paper will all group member names).
3. Discuss. They may miss:
- Route to grounds after lunch
 - Entering the main office
 - Hall pass policy
 - Tardy policy (3rd + all to end of "Q")
 - Physical boundaries - grounds, eating
 - Use of soda machine, use of phone
 - Gum/candy (sales and use)
 - Illness at school/how to handle
 - Display of affection

Follow-up: Please submit any new ideas. Could move into "RULES" lesson.

90-91 Evaluation: NEW

Source: T. West

Title: Why We're Here. What is Advisory Anyway?

Strand: Orientation

Objective: To provide an understanding of the advisory program.

Procedure: Share the following with students:

1. Students at this age claim that adults don't understand them. Teachers say the same thing, that students don't care to understand them either. Advisory was created to help us understand each other so that we can do what is most important at school, LEARN.

(Teachers: This list is for you to use as a guide only. Chose those ideas with which you feel comfortable, and then discuss these concepts with your advisees. If you see other roles which are not on the list, please add them for revisionary purposes.)

2. Advisor is:

- For all of us
- As much for teachers as it is for students
- To provide a place where WE can share ideas, thoughts, questions, concerns, fears, etc.
(without worry, as long as we do it carefully)
- To help students understand teachers
- To help teachers understand students

- To help students understand each other
- To help students to understand themselves better

My job is:

- To help you be successful at school
- To help you solve problems with students, teachers or classes
- To help you develop positive ways of dealing with worries, problems and decisions
- To be available to help you in any way I can
-
-

Follow-up: The class could discuss possible problems that may be dealt with in advisory (schedule problems, lockers, school rules, grades, personality conflicts, etc.)

90-91 Evaluation: NEW

Source: T. West/B. Lane

Title: Isn't That Special?...

Strand: Orientation

Objective: To provide a positive feeling to the advisory group. To have students say something "mushy" that they may not ordinarily say, especially about themselves. To create an awareness that words like these may be spoken in the group without negative reactions from peers.

Procedure:

1. Give each student the list of statements. Read the list in order, whether the comment is true for them or not. (Be sensitive to the fact that all advisees may not have adequate reading skills. If you know which do not read well, stop just before an easy one, discuss, and then have the poor reader begin anew.)
2. I'm me. I'm special. There is no one else just like me.
 - . I have a special name that was given to me when I was born.
 - . No one has a voice just like mine; no one has fingerprints just like mine.
 - . I can do some things easily. I can do some things well.
 - . Some things are hard to do. Some things I cannot do well yet.

- . I can do many things now that I could not do only a short while ago.
- . As I get older, I will be able to do more things than I can do now.
- . I do not have to be good at everything; I can make mistakes.
- . I have feelings. I may be happy, sad, angry, tired, or have many other feelings.
- . I can learn good ways to show my feelings.
- . No one knows how I feel unless I show them or tell them.
- . I am like others in some ways. I am different from others in some ways.
- . I know that I am special and others are special, too.
- . My thoughts and ideas are important. Other people's ideas are important, too.
- . I am likeable (and loveable) to others.
- . I can like and love others.
- . I know that some children are special because they have special needs, like crutches, braces, and glasses.
- . Each year I have a special day called my birthday.
- . My family belongs to me. My family is special.

- . Other things belong to me, like clothes, friends, and things I make.
- . My thoughts belong to me until I share them with others.
- . A friend is someone who likes me just as I am.
- . I am part of a group, a family, a class, a...
- . I need to help my family by sharing what we own, helping in plans sharing ideas, and doing what I am asked to do.
- . Adults can be helpful because they know many things that I do not.
- . Some things I can change, and there are some things I cannot change.
- . I cannot change my height, my skin color, my family, or where I live.
- . I cannot solve some problems that cause people to fight, argue, or drink. I may not be able to change a problem or a handicap, but I can make it better.
- . I cannot keep my parents from getting a divorce, going away, or leaving me, but I can tell someone who will help me if I am hurt or left along.
- . I'm me. I'm special. There's no one just like me.

Follow-up: See if the group can identify who "I" is. ("I" is any of us or all of us. I is "Anychild".)
Wish the group a very happy day.

90-91 Evaluation: Several advisors did various forms of this activity with success.

Source: T. West - adapted from a management page - San Bernardino City Unified Advisory Program

Title: Rules...Why?

Strand: Orientation

Objective: To help students understand that rules are a necessary part of life.

Procedure:

1. Create small groups.
2. One scrap paper, have groups define the word RULE.
3. Ask:
 - What is a rule? Are rules necessary? ..fair?
 - What is a law? Are laws necessary? ..fair?
 - Are rules and laws different?
4. Have the groups make lists of rules they like and rules they do not like. Groups could be assigned to discuss different locations: home, school, traffic, church, theaters, ski areas, etc.

Follow-up: This may take two or more days. Depending on length of discussion, parts of this lesson may be used each day. If students decide a rule is unfair, they may pursue its modification or elimination (or perhaps ask for further clarification).

90-91 Evaluation: "Excellent/" "5 days" "2 days" "boring"
"OK" "Write down 3 good home rules, and 3 bad. Same for school." "kids interested"
"Some rules made both good and bad lists."

Source: San Bernardino City Unified Advisory Program

Trust Building

Title: Optional Activities

Strand: Trust Building

Objective: To gain trust in advisor and build trust among advisees.

Procedure:

1. On first day of school ask for any individual problems, especially with schedule, to be submitted to you. Make a list, act quickly, and provide feedback. EX: An advisee tells you he/she did not get advanced art as he requested. Another got a class he/she did not request at all. The locator sheets in the counseling office could be checked. Chances are you will find the first student did not obtain the signature for an advanced class, and the second student did not turn in the locator sheet at all. Either way, when you report back with the exact reason for the problem, or the problem solved, the advisees will have the knowledge that you are there FOR them. (Remember: The counseling office rarely deals with scheduling problems during the first week, and if you get one resolved for a student, you will be the HERO!)
2. Use a polaroid camera at the beginning of the school year. Take a picture of the first person who comes into Advisory. Hand him/her the camera and he/she is to take a picture of the next advisee who enters.

You will problem get some started looks, but they will be in their best clothes. Good to use for class scrapbook or bulletin boards.

3. Create a bulletin board display with the advisee pictures that come back from Picture Day or with ones you have taken yourself. (See Activity #2.)
EX: Use magazines for this. Each advisee places his/her own picture behind something so that it has to be "opened" to see the picture. Use car trunks, curtains, zippers, flowers, telephone booths, doors, microwaves, folders, eyes/eyelashes, fruit with peel, windows, sewer caps, pianos, etc.
4. Try various competitions throughout the year: snow pools, football (always pick a team they do not like), basketball, world series competition/rivalry, etc. Snow pools are great: Use a calendar and set a minimum amount (1"). In the spring, announce that there will be another "snow day" soon. The students will go "nuts" because they are sitting in their shorts, etc. Have a sign-up sheet. Whenever it snows next, those on the right list WHO SHOW UP FOR SCHOOL, get hot chocolate. Remember: It always snows near Mother's Day.

5. Have students list 10 positive compliments to give themselves, using the letters in their first names.

EX: P olite * use index cards and decorate

A dventurous use thesaurus

T rustworthy THIS COULD BE DONE the

first week and then tags

could be worn to help

remember name.

Title: Bounce Game (need tennis ball)

Strand: Trust Building

Objective: To learn advisees' names, practice listening skills.

Procedure:

1. Discuss how often people forget the names of people to whom they have just been introduced. Not only is this uncomfortable if you have to introduce that person to someone else a few minutes later, but many adults feel guilty and angry at themselves if they do not remember names.
2. Discuss the feeling the "forgotten" person might get.
3. Arrange in a circle. Bounce the ball to any advisee.
4. The advisee must say his/her first name and a positive thing he/she did during the summer.
5. That advisee bounces the ball to another member, who repeats the name and paraphrases the activity of the member who threw the ball to him/her. He/she then says his/her own name, supplies an activity, and bounces the ball to another, and so on.

Follow-up: Teacher emphasizes the similarities and differences of the activities shared. Discuss whether the game or pairing the name with an

activity made it easier to remember. Discuss how this could be used to remember names of people you will be introduced to later in life.

90-91 Evaluation: NEW

Source: Suggested by G. Mills, from educational conference notes.

Title: Making Introductions

Strand: Trust Building

Objective: To build group familiarity, friendliness, and cohesiveness. To demonstrate and practice the "art" of introducing people to each other.

Procedure:

1. Discuss: "A stranger is a friend you haven't met, yet."
2. Demonstrate how to make an introduction, with a student you know. (Use student information sheet.)
3. Have students pair off with someone they do not know well (or appoint partners).
4. Use optional activity sheet, or have students interview partners for: name, birthplace, travels, student rating, best memory of the past, one goal, school likes, one home fact, one family fact, free-time activity, and time on the mountain.
5. Format for introductions: "I would like to meet or introduce you to) my new acquaintance _____. He/she was born in _____. He/she has traveled to _____. ..."
6. Partners make introductions to entire group, or have two smaller groups doing introductions.

Follow-up: Fine tune introduction skills; discuss when you might have to make introductions, embarrassment when you forget to make them, and types of

introductions (one-to-one, introducing yourself, mom to friend, friend to dad, girlfriend to grandmother).

90-91 Evaluation: "good," "no improvement," "keep," "need more time"

Source: San Bernardino City Unified Advisory Program

Title: Making Introductions

Strand: Trust Building

Interview: Name _____ Birthplace _____, _____

1. Have you traveled outside of California? Where? _____

... of the United States? _____

2. What kind of student are you? Really Good Good Average

Need to Work Harder Need Help

3. Is there one thing that might make you different from
anyone else in this class? _____

4. What is one of your greatest memories? _____

5. How do you spend your free time? _____

6. Tell one thing about your family. _____

7. tell one thing about your home in (town) _____.

8. What do you like best about school? or MPH? or your
last school? _____

9. What is one goal you have in life? _____

Title: Personal Word Picture

Strand: Trust Building

Objective: Variation of making introductions.

Procedure:

1. Students number a half sheet of scrap paper 1-10 and write:
 - 1) Your first name
 - 2) Three descriptive words (characteristics)
 - 3) Three things you really enjoy
 - 4) Two things you worry about
 - 5) Two things you would like to know
 - 6) Two things you would like to see (NO movies)
 - 7) A job you would like to have (occupation)
 - 8) A relationship (EX: granddaughter of Edward)
 - 9) Where you live
 - 10) You last name
2. When these are complete, split into partners.
3. Both stand in front of class and each, in turn, reads from the activity sheet (only one copy is necessary) to introduce partner to the group.
4.
 - 1) This is _____.
 - 2) Who is _____ & _____ & _____.
 - 3) Who really enjoys _____ & _____ & _____.
 - 4) Who worries about _____ & _____.
 - 5) Who would like to know _____ & _____.
 - 6) Who would like to see _____ & _____.

- 7) Who would like to be a(n) _____.
- 8) Who is the _____ of _____.
- 9) Who is a resident of _____.
- 10) Whose last name is _____.

Follow-up: ?

90-91 Evaluation: NEW

Source: R. Wildhaber/T. West

Title: Getting Acquainted

Strand: Trust Building

Objective: To develop group cohesiveness and friendships.
To identify similarities and differences among advisees.

Procedure:

1. Have students complete activity sheet (with little or no contact). Let them know the process of the lesson.
2. Collect, mix, and hand the activity sheets out to the advisees. Each advisee should have a different inventory.
3. Have students read parts of the inventory WITHOUT GIVING THE NAME (four or five parts).
4. Advisees guess the identity of the mystery advisee.*

Ask those who recognize a close friend not to say.

*Have one for yourself (or a "bogus) made out in advance and slip it into the pile before redistributing the inventories.

Follow-up: See below

90-91 Evaluation: "Good lesson" "Kids preferred teacher to read and they would guess. First guess sex, then narrow it down. (I found it interesting why a certain sex could be eliminated.)" "!" "fun" "...liked by

the students."

Source: San Bernardino City Unified Advisory Program

Title: Getting Acquainted

Strand: Trust Building

1. Favorite foods _____
2. Favorite places _____
3. Favorite T.V. shows _____
4. Favorite movies _____
5. Favorite book(s) _____
6. Favorite magazine(s) _____
7. Clubs _____
8. Church _____
9. Favorite sports team _____ F-ball _____ B-ball _____
10. Favorite hobbies _____
11. Collections _____
12. What I like to do with my parents _____
13. Brothers ___ Sisters ___ What I like to do with them (NOT
what I'd like to do TO them) _____
14. Favorite singer/band/type of music _____
15. Community you live in _____
16. Travels/trips _____
17. Famous people you have met _____
18. Names of best friends _____
19. SOMETHING NO ONE IN HERE KNOWS (not even close friends)

Name _____

Title: Scavenger Hunt

Strand: Trust Building

Objective: To foster an atmosphere of cooperation, trust, sharing and support among members of the group by identifying like feelings and experiences.

Procedure:

1. Divide the class into small groups. Present activity sheet. (Or use scrap paper, put list on board.)
2. They are to find something they ALL like and something they ALL dislike for each category.
3. Only part of the list may get done if you try to do this in one day. (Maybe give time limit to have three done.) If group can't decide, suggest consensus.
4. Share decisions, if time.

Follow-up: Search for experiences they have in common. reward with "SUPERKIDS" for each consensus at which they arrive.

- a. A time when their parents made them happy.
- b. A time when they got in trouble at school.
- c. A time they felt left out.
- d. A time they got away with something they should not have.
- e. A time when they could have really been hurt.
- f. A time when they felt proud, or..., or...

Evaluation: "Worked" "This was good" "OK (x3)" Didn't
work first time, _____ suggested a change.
(staff member)"

Source: San Bernardino City Unified Advisory Program

Title: Scavenger Hunt

Strand: Trust Building

Scavenger Hunt List

	LIKE	DISLIKE
A. Food	_____	_____
B. T.V. show	_____	_____
C. Indoor Game	_____	_____
D. Outdoor game	_____	_____
E. Gift received	_____	_____
F. Summer vacation	_____	_____
G. School subject	_____	_____
H. Chore at home	_____	_____
I. Hobby	_____	_____
J. A way to spend Saturday	_____	_____

Title: Stems

Strand: Trust building

Objective: To structure positive group responses using sentence stems.

Procedure:

1. Students form a circle; you are also in the circle.
2. Explain that one person starts a sentence, often the advisor, and each person should finish it.
Make "passing acceptable, but don't offer this.
(May come back to them after others have gone, or not.)
3. ONLY ONE stem per session. Choose one which is relevant to the day's session.
4. Go left or right. Each student says the beginning of the sentence (important) and then completes it.
EX: "I feel good when..."

"I feel good when...people say positive things to me.

"I feel good when...i'm at home."

"I feel good when...it snows at 5 a.m."

"I feel good when...I'm in Utah."

Follow-up: Can be used several times each year. Submit additional stems for revisionary purposes.

Stems: One thing I like about me...

One thing that makes me happy...

I am proud that I...

I get excited when...
My clothes say that I am...
Something I do well...
Someone I'd like to be like...
Something I do well...
My greatest strength is...
I feel comfortable with...
I react when I'm successful by...
I feel different from other people because...
When I feel i've done a good job...
My favorite way to get a reward....
My favorite way to get praise...
The way to get attention from others is...
Something I'd like to change...
Something I'd like to change about myself is

90-91 Evaluation: NEW

Source: Adapted from Talking, Listening, Communicating by
Jeffery Bormaster and Carol Lou Treat (1982).

Title: Liar's Game

Strand: Trust Building

Objective: To help students build trust in their group
through understanding of group members

Procedure:

1. Advisees need scrap paper, pencil, and "poker face".
2. Number paper from one to whatever number is in group.
3. Advisees are to think of a statement to make about themselves which is totally true or totally false.
4. Go around room with each advisee making his/her chosen statement.
5. Other members write "true" if they think the statement is true or "false" if they think the statement is false.
6. Then go around the room letting each person give the correct answer for his/her statement. This part is important, so that advisees do not leave with false information about other advisees. Each advisee grades his/her own paper.

NOTE: Remember to have the statements made in some kind of order so that they can be matched to the speaker for "grading" purposes.

Follow-up: See if advisees can come to a consensus on WHY it was easy or not easy to tell whether statements were true or false.

90-91 Evaluation: "Great!!!" "Kid's really enjoyed this."
"Keep it."

Source: San Bernardino City Unified Advisory Program

Title: More Than Anything Else, I Would Like to Be...

Strand: Trust Building

Objective: To help students realize the aspirations of others may be different and should be respected.

Procedure:

1. Discuss the ways in which people are different and have different problems.
2. Distribute activity sheet.
3. Ask each student to read the entire list and think about each characteristic as it applies to him/herself.
4. Have each advisee rank each characteristic in order of his/her personal preference.
5. After they have finished, write each characteristic on the board. Under each, write down the number value that each advisee assigned to that particular characteristic.
6. Now add these values, in order to arrive at a total class value. EX: under "rich" -
1,2,3,4,3,4,2,3,5,3,2,7,6,7,8,7,8,10=85
7. List the class totals in order of lowest to highest.
(85/18 = 4.7 for average ranking).
8. Stress to the group that the only reason they need to total is to realize that everyone has different

preferences, these preferences should be respected, and there are no right or wrong answers.

Follow-up: Ask the advisees to survey teachers, friends, parents. Total the rankings and develop an average to compare. Discuss the reasons for the similarities and differences. Also, HOW MANY advisees ranked each characteristic as 1st, 2nd, and so on can be placed on a tally sheet and reviewed.

90-91 Evaluation: "Worked well" "Xlnt (x2)" "not nearly enough time" "3 days" "so much for hedonism - if this is true, I'm astounded" "a tally sheet would help - see attached"

Source: San Bernardino City Unified Advisory Program

Mark HOW MANY advisees ranked "rich" (number) 1st, 2nd, 3rd. Columns should total how many advisees answered the survey, and it should become obvious which end of the scale advisees consider most important.

Responsibility

Title: MENTALLY Present

Strand: Responsibility

Objective; To increase student awareness of the difference between being physically and mentally present.

Procedure:

1. Write so students can see (board/overhead):
"Successful students are BOTH physically AND mentally present at school EVERY school day."
- (or some similar variation -- please submit change on eval form).
2. Discuss the importance of being MENTALLY present.
3. "You have all probably seen the kind of people we're going to talk about."
4. Ex: Drivers "lost" while responsible for a 3000# car.

A lifeguard who daydreams while on duty is NOT mentally present.

Your best friend thinking about how much he/she wants the "New" girl/boy to notice him/her.

Follow-up: In small groups, have students generate situations in which someone is physically, but not mentally present. What could cause this/ (Mom yelled at them before they left for school...)

90-91 Evaluation: "Good." "Keep it." "No improvement."

"OK." "!!"

Source: San Bernardino City Unified Advisory Program

Title: You Be the Teacher

Strand: Responsibility

Objective: To increase the awareness of the responsibility of a grading system.

Procedure:

1. Assemble into small groups.
2. Distribute activity sheet. Advisees are to come to a consensus regarding the ranking of the important factors to be considered when assigning grades to student work. No voting.
3. After group work, advisees should report the group ranking.
4. Discuss.

Follow-up: Survey teachers as to their ranking, whether any circumstance could arise where they may deviate from their ranking, and whether the teachers were graded in this way as students.

90-91 Evaluation: "interesting discussion (x2)" "students got the point" "ok"

Source: San Bernardino City Unified Advisory Program

Title: You Be the Teacher

Strand: Responsibility

Instructions:

You are a group of teachers who have been teaching the same group of students for the past six weeks. You must now assign letter grades on their work, and you must determine the most important factors to be considered. You are to rank the following considerations from most important (#1) to least important (#9).

- _____ a. How hard the student has tried to do the assigned work.
- _____ b. How the parent will react to the letter grade assigned.
- _____ c. What kind of letter grade has been given in the past.
- _____ d. How well the student did the work.
- _____ e. How much of the work was completed by the student.
- _____ f. The student's attitude toward the schoolwork.
- _____ g. The neatness of the work the student has turned in.
- _____ h. The student's expectation of what the letter grade should be.
- _____ i. How often the student has been a discipline problem.

After your group has finished, if there is time, consider these questions. SHOULD STUDENTS KNOW THIS INFORMATION FROM THE START OF THE COURSE? HAVE YOU ALWAYS ASKED THIS INFORMATION OF YOUR TEACHERS?

Title: Want Rights?...Be Responsible!

Strand: Responsibility

Objective: To help students understand that in order to have rights, one must act responsibly. MPH Rule #1 = "Students will respect the rights of fellow students and school personnel."

Procedure:

1. As a class, define "rights". They've all said, "I've got my rights!" then define "responsibilities."
2. List the rights of students. School rule #1 - All students must respect them. What are they? List on board as identified. Students have the right:
 - a. To receive respect
 - b. To privacy
 - c. To speak and be heard
 - d. To have property treated with care
 - e. To their own opinions
 - f. To an orderly work area
 - g. To work without being bothered
 - h. To learn at their own rate
3. Can these rights be removed? Ask what one has to do to receive these rights. It has to be more than "just be born." EX: a. To receive respect, one must show respect. b. To receive privacy, one must not violate another's privacy.

4. Ask if each right is separate. EX: Can you lose right "c" for violating another's right "g"? Ask for school situations. (EX: Use foul language, lose right "e".)
5. Advisees should understand: "You get what you give."

Follow-up: Advisees may create charts for the classroom: one "Rights" and one "Responsibilities." Add specifics as they arise during the school year. Advisees may want to submit lists for inclusion in the student handbook, since knowledge is "assumed" and not specified.

90-91 Evaluation: "too long - get to the point faster"

"good, but too extensive" "worked well"

"simple concept - hard to cover"

Source: Modified from San Bernardino City Program

Title: The Naggin'ist Person I Know!

Strand: Responsibility

Objective: To help students understand that the persons who "bug" us are also the ones who care for us.

Procedure:

1. Draw a picture of the person who nags you the most. (detail, person only, no background to give clues)
2. Around the picture, put the subjects they nag you about the most.
3. Consider why this person does the nagging. Is he/she also the person who loves you the most?...the one who cares the most for your welfare?...the one who has the biggest investment in seeing you do well? Is it just because he/she enjoys it, is twisted,...?
4. How could you let this person know you understand why they nag you but..., Could you stop the nagging?
5. How would you feel if this person quit nagging you,...even if you didn't change your behavior? would you think he/she didn't care anymore?

Follow-up: Number the drawings, and post them on the wall.

Have other students guess the role of the person drawn (mom, dad, vice-principal, brother, sister, social studies teacher). MAYBE have some guessing as to actual names. (CAREFUL!!)

90-91 Evaluation: NEW

Source: M. Ross/T. West

Title: Well...Who's Job Is It? (Pretzel Logic)

Strand: Responsibility

Objective: To show students that often no one does the job if everyone is responsible.

Procedure:

1. Read to, write on board, or copy for students the following:

There was an important job to be done. Everybody was sure that somebody would do it. Anybody could have done it, but nobody did. Somebody got angry about that because it was everybody's job. Everybody thought anybody could do it, but nobody realized that everybody wouldn't do it. It ended up that everybody blamed somebody when nobody did what anybody could have done.

2. Discuss the meaning. Good Luck!
3. Attempt to relate this to social situations.

Advisees get the first shot...but...,

- a. Seeing a rock in the road, in the fog, successfully avoiding it, and driving on, though it would have been easy and not dangerous to move it so NOBODY else would have a problem. (Not my job, man!)
- b. You're following a truck to the dump; a bag of trash falls off. You aren't in a hurry. It is not dangerous. You care that trash gets in the

forest. What do you do? (SOMEBODY will get it, right?)

- c. Five drivers live in the Smith household.

There are three cars; one gets shared by all five drivers. The car runs out of gas on the way to your graduation dance. The best looking guy/girl in school is waiting for you to pick him/her up. NOBODY admits to driving the car last. Your dad says it was SOMEBODY else's turn to fill the car with gas. Mom says it is EVERYBODY'S job to make sure the car has gas. Looks like NOBODY did it. How does this affect you? Oh, by the way, forget about that date to the dance. NOBODY showed up to get him/her.

Follow-up: What societal problems are a result of this behavior?

90-91 Evaluation: NEW

Source: T. West

Title: Freedom = Responsibility

Strand: Responsibility

Objective: To provide further understanding of
responsibility for specific school behaviors.

Procedure:

1. List on board advisee-identified classroom behaviors or freedoms that some teachers allow and some do not.
 - a. Study with friend
 - b. Leave seat
 - c. Receive help
 - d. Ask questions
 - e. Sit where I wish
 - f. Bring personal belongings
 - g. Have a hall pass
 - h. Work in groups
 - i. Choose own assignments
2. Identify accompanying behaviors that guarantee these freedoms.
3. Have students list five freedoms they would like to have at school. (DO NOT bring up the gum thing except to document that this has been tried!)

Follow-up: As behaviors arise to reinforce freedoms given/earned.

90-91 Evaluation: "Needs to be shortened or combined with others on responsibility." (x7)

Source: Adapted/combined from San Bernardino City Advisory
Program

Title: Rumors

Strand: Responsibility

Objective: To acquaint students with the problems rumors can create.

Procedure:

1. The advisor whispers one of the five examples below to one student (or two if you want to do this with separate groups and compare the end result). The advisee passes it along "word for word" to another advisee, and so on. The last student announces out loud to the group what he has heard.
2. Then compare this to the original statement.
 - a. Wouldn't it be fun if Jack and Jill were going together.
 - b. Jill makes me so mad when she does that, I could just hit her.
 - c. Hey, we don't have to study so hard, because it's an open-book test. My head hurts anyway.
 - d. I hope we have a Valentine's Day dance so I might get a chance to dance with Mr. Brooks/ Ms. Lane.
 - e. Jill looks like a cow when she wears that dress.

Alternatives:

3. Each "rumor-monger" must preface the rumor with,
"I heard him/her say that..."

4. Use two groups and compare the final statement.

Follow-up: Discuss how accurately the statement was passed along. How would you feel if you were the one to make the original statement? If you were the one the statement was about. Do you think it matters what the topic is, related to how accurately the information is passed?

90-91 Evaluation: "good" "keep" "worked well" "ok (x2)"

Source: San Bernardino City Unified Advisory Program

Title: I'm Just a Kid...Who'll Listen to ME?

Strand: Responsibility

Objective: To provide students with the understanding that they can have an impact...especially when part of a larger voice.

Procedure:

Students often feel they have no power to effect change. But as citizens, especially future VOTING citizens, of the United States and of the larger global community, powerful decision making bodies and government officials are particularly accountable to their generation as stewards of those decisions.

STUDENT LETTERS DO COUNT.

1. Identify societal issues of interest to students.

EX: Endangered species -- gorilla, elephant,
rhino

Pollution -- smog, oil spills, trash in the
forest

Resources -- deforestation (tropical, U.S., and
local)

Population/development

Local education issues

Homelessness

Hunger

Drugs

Other?

2. Discuss what responsibility they might feel.
3. Discuss what impact they could have.
4. Identify methods for input into societal issues.
5. Letter writing to publications, officials, politicians, organizations -- discuss style issues below.
6.
 - a. Limit letters to a single page. Increases likelihood they will be read.
 - b. Present views clearly and thoughtfully.
 - c. Present views in a friendly, but firm or assertive manner. Don't be critical or belligerent.
 - d. Highlight any ideas you might have on changes.
 - e. In concluding, always thank the recipient for considering your views. Let him/her know that you "await his/her response."
 - f. Sign your name at the bottom, with return address (home or school; get advisor permission to use the school address for "in care of" delivery).
 - g. Most officials will answer your letters. Write them back and thank them. If your concerns are not addressed in the reply (rare), a follow-up letter is in order to reaffirm your concerns.
 - h. The worst that could happen is you wasted a stamp, unless MPH paid (advisors might keep

this low-key). We've seen President Bush read letters from kids, right?

- i. Don't forget issues at the lowest levels (school, community, county). They affect you most.

Follow-up: Submit other topics for revisionary purposes.

90-91 Evaluation: NEW. Idea taken when MPH student had personal letter published in a local paper.

Source: Idea for advisory - D. Wilder, advisee

Above written by T. West

Title: The Best of Times

Strand: Responsibility

Objective: To help students increase their awareness of who or what is responsible for positive events that have taken place during their lives.

Procedure:

1. Write lesson title on board. Explain that all our lives are influenced by events and people. Here is an activity to detect these influences in their lives.
2. On the board: "List the five best things that have happened in your life."
3. When finished, have students write who or what was responsible for each event.
4. Discuss the following: How many of the best things were you responsible for? Maybe get class totals.
5. Collect student work -- needed for follow-up lesson.

Follow-up: "The Worst of Times" -- next lesson

90-91 Evaluation: "Good" "Good double lesson, cohesion"

Source: San Bernardino City Unified Advisory Program

Title: The Worst of Times

Strand: Responsibility

Objective: To help students increase their awareness of who or what is responsible for negative events that have taken place during their lives.

Procedure:

1. Write lesson title on board. Explain that all our lives are influenced by events and people. Here is an activity to detect these influences in their lives.
2. On the board: "List the five worst things that have happened in your life."
3. When finished, have students write who or what was responsible for each event.
4. Hand out "the best of times" student work. Compare this list to today's list. See who is responsible for the good and the negative. We have the power to make good things happen but are SOMEWHAT at the mercy of other things for the negative.

Follow-up: Compare the two lessons; show that "you" are primarily responsible for the best things that happen to you, and "someone else" is usually responsible for the worst.

90-91 Evaluation: "Elicited deep disclosure done late in year; if done very early, students might

not trust enough" "good" "keep" "a real
eye-opener - how to follow this up?"

Source: San Bernardino City Unified Advisory Program

Goal Setting

Title: My First Three Jobs

Strand: Goal Setting

Objective: To have students become aware that things they do now can help them reach a future goal.

Procedure:

1. Disclose to the advisees the first three jobs you, the advisor, worked (or pick any three entry-level jobs).
2. As a group, try to identify a short list of skills to go with each job (timeliness, responsibility, follow-through, making change, etc.).
3. After discussion, have students divide papers into three sections and draw themselves in their first three jobs, or first two, or first one.
4. Advisees could make a short list of skills needed for these jobs, and write these words around the drawing.
5. Have advisees share their lists of required skills. Try to find where they are being taught these skills: at school, at home, scouts, etc.
6. If quality pictures are encouraged, this might take more than one day, especially if pictures are shared.

90-91 Evaluation: NEW

Source: T. West

Title: Goal Parts (different from goal posts)

Strand: Goal Setting:

Objective: To provide students with the knowledge of the parts of a goal, practice in identifying the parts of a goal, writing a goal, and speaking a goal.

Procedure:

1. Ask the class for the definition of the word "goal." Ask someone to say a goal (does not have to be one that is personal for him/her). Write it on the board.
2. Tell the group that goals involve four parts:
 - a. WHO will do the action.
 - b. WHAT he/she will do.
 - c. HOW MANY he/she will do.
 - d. WHEN it will be done or HOW MUCH time it will take.
3. Check to see if the one on the board has all four parts. If not, rewrite.

If so, underline the WHAT,

circle the WHEN, put a

triangle around the HOW MANY, and put a

box around the WHO.

(Often the WHO is implied when writing/stating goals.)

4. Have advisees practice diagramming goals as partners.
5. Let them know they need to be familiar with the parts before they can hope to state attainable goals for themselves.

Follow-up: Review, as and if necessary.

90-91 Evaluation: NEW

Source: Adapted from Challenges: A Young Man's Journal for Self-Awareness and Personal Planning

Title: New Experiences

Strand: Goal Setting

Objective: To help students explore interests and develop goals.

Procedure:

1. Distribute activity sheet.
2. On popcorn pieces, have advisees write the name of something which they enjoyed from the very first time they tried it.
3. On the "one that got away," have advisees record something in which they were disappointed after trying it for the very first time.
4. On the popcorn box, have students list activities they have always wanted to explore.
5. On the popcorn popper, explain how they might try to accomplish them.

EX: Fly an airplane (a want, so goes on popcorn box).

Take flying lessons (a method of reaching the goal, so goes on the popper).

Join the Air Force, get into flight training (also a method, so goes on the popper).

6. Discuss with advisees that each "want" in the box is a kernel. You cannot just put it in the popper and hope, wish, or dream. You must plan, take

action, and follow steps to get them to "pop" into reality.

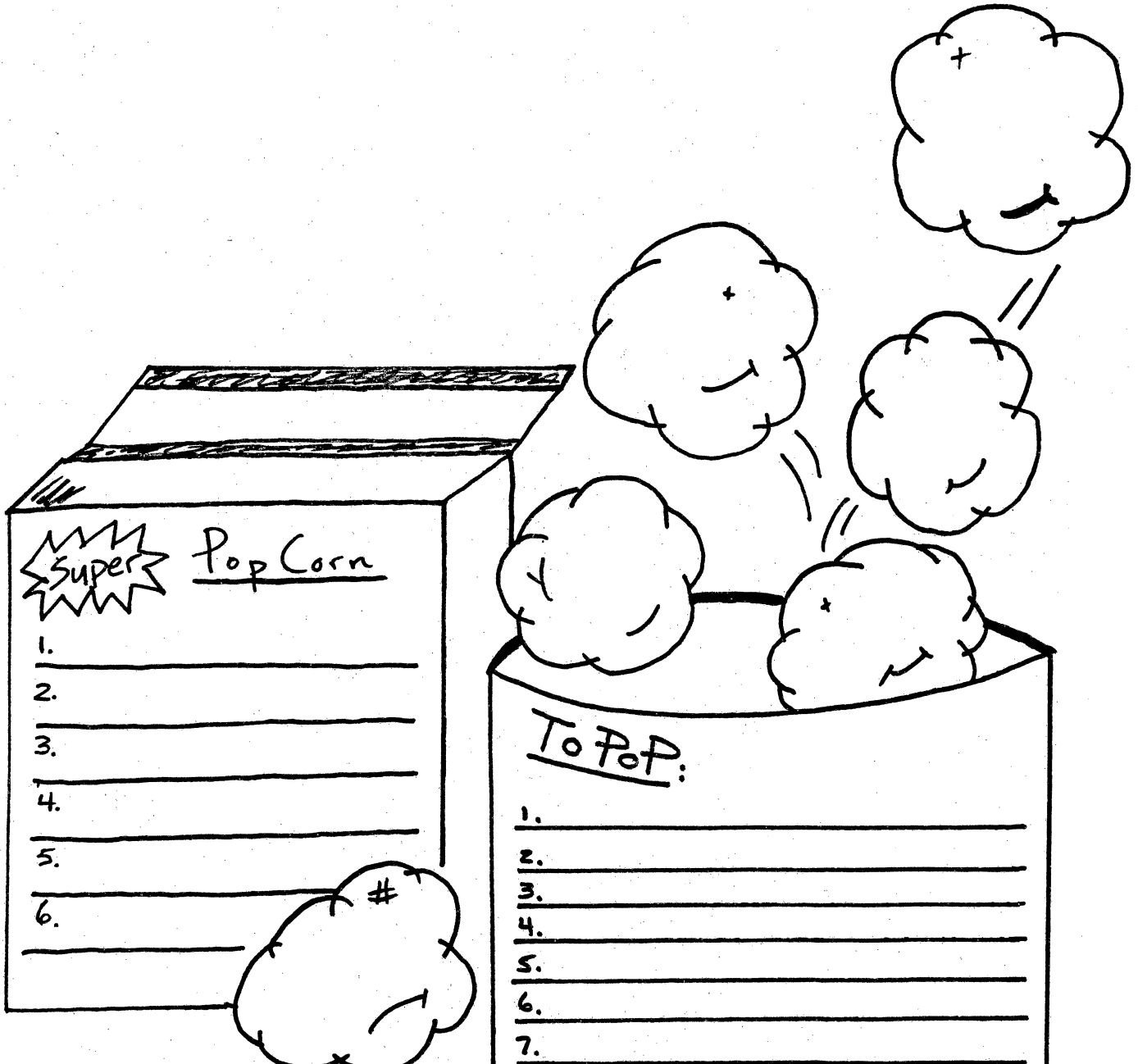
Follow-up: Take one suggestion from advisee and see if the class can identify how to get this idea to "pop."

Source: San Bernardino City Unified Advisory Program

Title: New Experiences

Strand: Goal Setting

New Experiences



This week try something you have never tried before. Share your reactions with someone.

(# = The one that got away.)

Title: Setting Up a Goal

Strand: Goal Setting

Objective: To build on New Experience lesson. To identify steps to achieving a goal.

Procedure:

1. Advisees may use a goal from the "popper" or select a new goal. If new, identify something they would like to do.
2. Complete this sentence: "My goal is to....."
3. Identify five steps which will lead to the achievement of this goal. (May work as partners to brainstorm.)
4. List resources needed to "climb" these steps.
5. Draw a timeline, beginning with today's date and ending with the achieved goal. Label the steps along the continuum.

Follow-up: ?

90-91 Evaluation: "use along with New Experiences - same day"

"useful" "ok" "seems repetitious"

"oops, I already did this (as follow-up on Wed.)"

Source: San Bernardino City Unified Advisory Program

Title: How Am I Doing?...So Far?

Strand: Goal Setting (Use six or seven weeks into each quarter)

Objective: To provide students with the opportunity to reflect on their current academic status, what they want to achieve, and actions to take to get what they want.

Procedure:

1. Prior to progress reports, students complete this activity and submit it to the advisor. Then, after progress reports, the activity is redistributed for further completion.
2. Advisees are to vertically divide a full sheet of lined paper into quarters. In the first column they list their classes. The second column is for them to list: "The grades I think I will receive." This is the section they will complete today (columns 1 and 2).
3. Submit the page to advisor. (3-holed paper would allow for storage until further use.)
4. After progress reports, redistribute the papers and complete column 3 -- "The grades actually received."
5. Column 4 is for advisees to set a goal for the next report card. ("The grades I want to receive on my report card.")

6. Advisees should attempt, using comments from progress reports, to identify at least three specific behaviors which would allow them to reach the stated goal.

Follow-up: As the advisor scans the student data, it may be found that some advisees need to be provided further "focus."

90-91 Evaluation: NEW (found in every advisory program reviewed).

Source: Venado Middle, Big Bear Middle, Riverside Unified, and related lesson in San Bernardino City Unified.

Titles: Shorties

Strand: Goal-Setting

Objective: To give students the opportunity to set, attain, and be rewarded for achieving a short-term goal.

Procedure:

1. Discuss the difference between short-term goals
-- set daily, weekly, and monthly (or hourly for some).
2. ...and long-term goals
-- set for several months, yearly, or for a lifetime.
3. The purpose for this lesson is to set a short-term goal.
4. Discuss some possible short-term goals. Decide if it is for a week or month (suggest week).
-- doing all homework, cleaning room, being on time.
5. Students are to write an attainable goal in positive terms. EX: "I will be on time to every class for one week." Have them share goals with a partner and ask partners to help monitor their progress. Partners sign each other's goal.
6. Collect goals, place in envelope, and at the end of the designated time period distribute goals to each student and give a small certificate/piece of

candy to those who say they've met their goal.

(Believe!)

Follow-up: Another goal? Same goal, longer time?

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Title: Longies

Strand: Goal Setting (long-term)

Objective: To give students the opportunity to set and achieve a long-term goal.

Procedure:

1. Remember: Long-term goals
-- set for several months, yearly, or for a lifetime. (Unless the advisor is very motivated, several months is most appropriate here.)
2. Have advisees write themselves a letter to be opened at the end of the school year. Advisees might describe who they are right now in terms of favorites (music, food, friends, and so on).
3. They should set a goal they want to accomplish by graduation and write it in positive terms. The goal should be personal, social, or academic; and school related?
4. Write the description and goal in letter format, to themselves, including date; include the action steps necessary to accomplish their goals.
5. Place in envelope, address to self.
6. Collect and store. At end of year, distribute.
Have them share with a partner.

Follow-up: Reward certificates would be appropriate.

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Self Awareness/Acceptance of Others

Title: Who Am I?

Strand: Self Awareness/Acceptance of Others

Objective: To encourage students to think about and question their identity.

Procedure:

1. Write "Who am I?", so advisees can see (board or overhead).
2. Explain that, though this seems like a simple question, it may require much thought because we have so many roles to play.
3. Advisees may come up with many responses:
Ask for a student to start a list on the board.
Ask for volunteers to give parts of this lists.
 - a) A student
 - b) A dancer
 - c) A painter
 - d) A blonde
 - e) Of French descent
 - f) and so on

Follow-up: Discuss the problems of being successful in many roles.

Discuss how proud they should be for filling so many requirements successfully.

Show similarities/differences in responses.

90-91 Evaluation: "OK" "Good" "No Improvement" "Made me
think, too."

Source: Adapted from San Bernardino City Unified Advisory
Program

Title: Coat of Arms

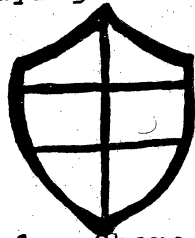
Strand: Self Awareness/Acceptance of Others

Objective: To help students identify their good qualities.

Procedure:

1. Distribute Coat of Arms activity sheet
2. Discuss the concept, including the historical background, that was often symbolized on a family's coat of arms.
3. Tell advisees that what we are today does not always reflect our heritage, and that is all right.
4. Have students make a coat of arms reflecting what they do well, what is important to them, where they want to live their life (environment), a motto or saying that represents them (do unto others...)

5.



Follow-up: 1. Share and post.

2. At end of year, ask advisees how they would change their coats of arms. Maybe let them change them.

90-91 Evaluation: "Kids enjoyed" "good" "more time=good quality"

Source: San Bernardino City Unified Advisory Program

Title: Divide and Conquer

Strand: Self Awareness/Acceptance of Others

Objective: To increase student awareness that they share qualities and interests with their peers, using physical activity.

Procedure:

1. Group leader (does not have to be advisor) stands in front of the group and presents a pair of opposites.

EX: "Those of you who like morning stand on the right. Those of you who like evening stand on the left."

Divide the room with string, tape, or imaginary dividing line.

2. The list of opposites is endless and the number of group leaders is limited only by the number of advisees and the number of turns each can take.
mountains/ocean brothers/sisters
video/board games nature vacations/city vacations
mystery books/romance math/language arts
socializing/athletics at lunch
3. Students will identify similarities and differences, group likes and dislikes. Some beginning bonding may occur. Students can gain an understanding that peers with which they thought they had nothing in common may have been

misunderstood. This activity has the potential to increase advisee involvement in future activities/discussions.

Follow-up: Please submit any modifications you make to this activity for revisionary purposes, as well as opposite pairs determined valuable for school awareness.

90-91 Evaluation: New

Source: Adapted from lesson by Susan Pelley, in A workbook of Teacher Advisory Ideas and Activities by Carol Spencer.

Title: If I Could Be

Strand: Self Awareness/acceptance of Others

Objective: To help students clarify who they are, what they want to be, and what they want to do.

Procedure:

1. Students complete activity sheet, make decision, and be prepared to offer reasoning.
2. As a group or in pairs, discuss written responses. explain reasons for decision. Each person shares at least one decision with entire group.

Follow-up: Possible illustration of choice, justification, and seeing themselves in the positions of their choice.

90-91 Evaluation: "worked well" "ok" "interesting"
"value?" "keep"

Source: San Bernardino City Unified Advisory Program

Title: If I Could Be

If I could be any animal, I'd be a(n) _____

because...

If I could be a bird, I'd be a(n) _____

because...

If I could be an insect, I'd be a(n) _____

If I could be a flower, I'd be a(n) _____

because...

If I could be a tree, I'd be a(n) _____

because...

If I could be a piece of furniture, I'd be a(n) _____

because...

If I could be a musical instrument, I'd be a(n) _____

because...

If I could be a building, I'd be a(n) _____

because...

If I could be a car, I'd be a(n) _____

because...

If I could be a street, I'd be a(n) _____

because...

If I could be a state, I'd be _____

because...

If I could be a foreign country, I'd be _____

because...

If I could be a game, I'd be _____

because...

If I could be a record, I'd be _____

because...

If I could be a movie, I'd be _____

because...

If I could be a T.V. show, I'd be _____

because...

If I could be a food, I'd be _____

because...

If I could be a part of speech, I'd be a(n) _____

because...

If I could be any color, I'd be _____

because....

Title: Value Yourself!

Strand: Self Awareness/acceptance of Others

Objective: To encourage students to think of themselves in a positive manner. To increase group cohesion.

Procedure:

1. Tell advisees they have \$1.50 to spend on the words that best describe them as a person.
2. They will then make a list of those words and total them.

\$.20 Beautiful	\$.15 Sincere	\$.15 Successful
.15 Friendly	.25 Dependable	.20 Creative
.25 Honest	.20 Intelligent	.25 Understanding
.25 Generous	.15 Careful	.20 sensitive
.15 Pleasant	.20 Polite	.15 Happy
.20 Helpful	.25 Thoughtful	.25 Hard Working
.25 Fun	.25 Humorous	.20 Interesting
.50 Your Choice	.25 Talented	-.05 Grumpy

Follow-up: Each advisee could present the words that best describe him/her.

90-91 Evaluation: NEW

Source: Adapted from A Workbook of Teacher Advisory Ideas and Activities by Carol Spencer -- Submitted by Joan

Title: Friend Traits

Strand: Self Awareness/acceptance of Others

Objective: To help students learn to get along more effectively with teachers, peers, and family

Procedure:

1. In class discussion, generate a list of ten characteristics a friend should possess. Write them all, then eliminate all but ten.
2. Divide into small groups, with the following instructions.
3. Rank order from one to ten, with one being most important.
4. Consensus is important -- no voting. (If done as a class instead of small groups, arrive at a list the whole class can live with.)

Follow-up: Do the ranking as a class (in addition or instead). Discuss if any of these characteristics need to be improved in your friends or in yourself.

90-91 Evaluation: "Good discussion" "ok" "worked well"

Source: San Bernardino City Unified Advisory Program

Title: I am Unique Because....

Strand: Self Awareness/acceptance of Others

Objective: To encourage students to be aware of their unique features but to also understand that others have the same or similar feelings and experiences.

Procedure:

1. Ask each advisee to think of one thing that makes him/her different from everyone else in the room. This could be a feeling, experience, possession, ability, whatever.
2. The aspect should be something that the advisee wants the other group members to know about him/her.
3. Allow a couple of minutes for reflection. Then have the aspect written on a slip of paper.
4. Put slips in a container. Draw slips, and read one at a time. As the slips are read, have advisees raise their hands if what is written applies to them.
5. Students should realize and be reassured that they are normal and others have the same experiences. Those with unique items should be made to feel proud that they are unique as individuals.

Follow-up: Have you ever thought you were the only person in the whole world who had a particular problem?
Does being the same as other people give you good

feelings or bad ones? Is it important to be like others? Is being different from other people in some ways important? Why?

90-91 Evaluation: "ok" "no improvement"

Source: San Bernardino City Unified Advisory Program

Title: I Am Somebody

Strand: Self Awareness/Acceptance of Others

Objective: To provide students with an opportunity to recognize their worthiness and value as an individual.

Procedure:

1. Distribute a small (generic) "Certificate of Accomplishment."
2. Review orally with advisees the importance of liking oneself. Discuss how, though we all make efforts, many times these efforts go unnoticed and unrewarded.
3. Assure students they have something about them of which they can be proud.
4. In groups of two, have students fill in the certificates for their partners.
5. Advisees will then present the certificates to their partners in front of the group. "I would like to present this award to _____ for accomplishing _____."

Follow-up: Tape the small award into school folder.

90-91 Evaluation: "improve certificate" "do in pairs and present" "positive group reaction"

Source: San Bernardino City Unified Advisory Program

Title: Demonstrating Emotions

Strand: Self Awareness/Acceptance of Others

Objective: To provide students with the opportunity to demonstrate and recognize a variety of emotions.

Procedure:

1. A leader tapes a 3x5 card onto each person's back when it is his/her turn. On the card is a written word for an emotion.
2. The advisee is not to see the word.
3. The rest of the group is to somehow demonstrate the emotion using motions or statements.
4. Choose an advisee to begin.
5. The remainder of the group studies the emotion or feeling written and their cards.
6. In turn, each person responds to the player with a statement or motion that demonstrates the feeling on the player's card (they must not use the word or a synonym of the word).

EX: If the player's card was excitement, the response might be, "I got a great date for the dance!"; for jealousy, "You always think you're so cool!"

7. The player tries to guess what the emotion is, based on the group's actions.
8. After the first two responses, the player may guess.

9. Suggested emotions:

excitement	fear	sadness
depression	anger	hurt
worry	being misunderstood	anxiety
frustration	being left-out	jealousy
loneliness	joy	happiness

Follow-up: ?

90-91 Evaluation: NEW

Source: Kathleen Rogers in A Workbook of Teacher Advisory
Ideas and Activities by Carol Spencer

Title: Making Others Feel Good

Strand: Self Awareness/Acceptance of Others

Objective: To introduce students to various strategies for enhancing the positive feelings of others.

Procedure:

1. Hand out activity sheet.
2. Have students discuss the 15 ways to make others feel good. Could be done in small groups. (Next to each, the group could list when, on what occasion, they could do these activities.)
3. Discuss how students feel the person would react, how it would make him/her feel, and how they might feel if someone did this for them.
4.
 - a. Include someone new in your group.
 - b. Say "hello" to someone you don't know.
 - c. Offer to go to the store for someone.
 - d. Draw a picture for someone.
 - e. Invite a "loner" to play a game with you.
 - f. Write a special card for someone.
 - g. Ask someone who speaks a different language to teach you a word.
 - h. Plan a surprise for a friend.
 - i. Thank a friend for being a friend.
 - j. Offer to help someone.
 - k. Make a toy for a younger child.
 - l. Clean up an area that needs cleaning.

- m. Let someone know you want to apologize.
- n. Do a favor for someone.
- o. Write three things you could do for someone; have that person choose one; then do it.

Follow-up: Students could identify when they could use these ideas. Students could write five additional ways.

90-91 Evaluation: "went well" "no improvement"

Source: San Bernardino City Unified Advisory Program

Title: Unfairness to Groups

Strand: Self Awareness/Acceptance of Others

Objective: To identify and discuss common stereotypes.

Procedure:

1. Distribute activity sheet to individuals or small groups of two to three advisees. They are not to complete the stems with their "feeling" (EX: "disgusting"), but with their belief about that group.
 - a. All football players are...
 - b. Women are likely to...
 - c. Fat people are...
 - d. Students who get straight A's probably...
 - e. Students with physical handicaps probably feel...
 - f. Cheerleaders tend to be...
 - g. Black students are good at...
 - h. Asians are...
 - i. Hispanic students like to...
 - j. Vice-principals probably don't ever...
 - k. All men...
 - l. Every politician (is likely to)...
 - m. Flatlanders...
 - n. Skiers just...
2. Prejudiced thoughts come from stereotypes that we hold in our minds. We get most of these

stereotypes from what we hear people say, what we read, and what the people around us believe. ALL people aren't..."anything."

3. Complete the sentence stems.
4. Discuss the responses.

Follow-up: Answer these questions, as a group:

- a. How true are your answers, and are they true for every member of that group? Almost every member?
- b. Where did you get this information?
- c. What purpose do these stereotypes serve those who hold them?
- d. Is it fair to judge a whole group based on the actions or behaviors of the most "visible" few?

90-91 Evaluation: "One of the best discussions so far"
"ok" "keep"

Source: Adapted from San Bernardino City Unified Advisory Program

Title: The Case of the People with the Green Hair

Strand: Self Awareness/Acceptance of Others

Objective: Students will explore how people become prejudiced.

Procedure:

1. Advisor selects seven good readers. They stand in front of the class.
2. Class follows along; advisees in the front read the paragraph with their number on it.
3. Advisor reads paragraphs 8 and 9.
4. Discuss questions listed at the end?

THE CASE OF THE PEOPLE WITH THE GREEN HAIR

1. JD is not born with prejudice against other human beings who have green hair. But, from the time he is a tiny tot, JD is warned against them. "Stay with your own kind. You're a bad boy, JD, if you have anything to do with the green-haired children." JD learned not only from his parents' words but also from their voice tone, facial expressions, and gestures.
2. As JD grows older, he learns that his parents, their friends, and neighbors do not want people with green hair to attend his church, live in his neighborhood, or go to his school, playground, or camp. The adults who control JD's life, and whom he imitates and depends upon, insist that the people with green hair stay in

their place. Everybody with whom little JD is acquainted believes that green-haired people should worship elsewhere, live elsewhere, and be educated elsewhere. As a child, JD very seldom even sees people with green hair.

3. As to jobs, the family of little JD believes that people with green hair should do the heavy and dirty work which people like JD's folks need done but don't want to do themselves. The better jobs, in professions and businesses, should belong to people like JD's father and mother. If people with green hair do hold any such job, they should be restricted to working for their own kind, the people with green hair.
4. The people with green hair whom JD does encounter are those folks who do the heavy and dirty jobs for his family. Naturally, these folks do not happen to be the more able green-haired people. Instead, they are the people who can attain only this type of work. They are not well-educated. They dress poorly. They get dirty on the job. So JD's first actual childhood experience with green-haired people helps persuade him that his family is right. Green-haired people, he can plainly see, are inferior people. They are uneducated, poor, and dirty.
5. The way things are, there can be almost no communication between JD and the people with green

hair. JD has no reliable way of telling what green-haired people are thinking. True, he occasionally reads about them in the newspaper. But, since conflict makes news, his newspaper usually reports on the green-haired people who get in trouble with the law. When the name of a person with green hair appears in the news, the local newspaper carefully places the words "green hair" after the person's name. JD often gets the impression that too many green-haired people get into difficult situations. The conclusion he has about green-haired people is even more confirmed. People with green hair are people who do bad things. even the newspapers say so.

6. Since he has no way of communicating directly with people who have green hair, JD is an easy prey for wild rumors concerning "Greenies," as many call them. JD hears that the "Greenies" want to marry people with "superior" hair color, and thus make everybody's hair partly green. Though people with green hair repeatedly deny this rumor and explain that all they want to do is be treated like human beings, JD hangs on to the rumor. It strengthens his resolve to keep people with green hair in their place, so that people like himself and his family will not be forced to live at the low level "with the Greenies."

7. Time moves along. JD becomes a man. He follows the patterns he had learned. He marries a girl who has learned the same things about "Greenies" that he has. They become parents. And what do they teach their children? "Don't play with the children with green hair. You are bad if you do."
8. JD has learned to be prejudiced against people with green hair. How did he get that way? His total environment encouraged prejudice against the people with green hair. He learned his beliefs from his family, their friends, and his neighbors. He learned them from his LIMITED observations. He learned them from his reading of the newspapers. He learned them because he rarely saw them on his job. He developed an unattractive picture in his mind, an ugly stereotype of the people with green hair. So he carried these to his own children. Because they noticed and imitated their father's feelings, JD's children, too, became infected with the disease called prejudice.
9. Nothing ever broke the circle that closed JD in with his prejudices. Things were so arranged by JD's family that, from the time he was born, he found himself walled in by the circle. In turn, he began to build a circle of prejudice around his own children from the time they were born.

DISCUSS: Identify five ways JD is taught to be prejudiced.

Are these kind of teachings still present in society today? What are some ways this could be overcome?

Follow-up: a. Extended activities: "If your dad dyed his hair green?"

b. What is meant by a circle of prejudice/

c. Who is walled out?

90-91 Evaluation: "...did well" "...liked this" "really good" (x2)

Source: San Bernardino City Unified Advisory Program

Test Taking/Critical Thinking

Title: Advantages/Disadvantages

Strand: Test Taking/Critical Thinking

Objective: To help students understand how to evaluate a situation.

Procedure:

1. Have students draw a large "T" on their paper.
2. On left side of the vertical line, have students write the word "ADVANTAGES." on the right side of the vertical line, have students write "DISADVANTAGES."
3. List at least two advantages and disadvantages for the following situations:
 - a. Going to the dentist.
 - b. Being by yourself.
 - c. Telling someone that you care about them, when you do.
 - d. Giving homework/doing homework/not doing homework.
 - e. Having your principal leave unexpectedly and a new principal take over (in the middle of the year).
 - f. Living in California, or living in the mountains.

g. NOT telling someone that you care about them
when you do.

4. Discuss responses.

Follow-up: Students should understand there are no decisions
that do not have a "down side." It just may not
be apparent.

90-91 Evaluation: "O.K."

Source: San Bernardino City Unified Advisory Program

Title: Steps for Successful Test Taking

Strand: Test Taking/Critical Thinking

Objective: To show students there are only three keys for taking tests. (Many students find they do well on tests because of these three things.)

Procedure:

1. Ask students what they do to be successful on tests.
2. Make list of student responses on board.
3. Have students write down the subject of a recent important test.
4. Have them write the topic.
5. Have them number a scrap paper form one to thirteen.
6. Ask them to think about the test they listed and write "yes" or "No" as you provide the following:

a) PREPARATION

- | | |
|---|-----|
| I kept up on assignments. | Y N |
| I took notes on discussions and readings. | Y N |
| I reviewed my notes. | Y N |
| I made up practice questions. | Y N |

b) CONFIDENCE

- | | |
|---------------------------------------|-----|
| I knew I studied well. | Y N |
| I talked myself out of being nervous. | Y N |
| I didn't panic. | Y N |

c) TEST TAKING PLANS

I looked over the entire test before starting Y N

I read all directions Y N

I answered all questions I was sure of. Y N

I budgeted my time for all sections. Y N

I outlined for essay questions. Y N

I rechecked my answers when I finished. Y N

4. See what student answers match and which they missed.

5. Hand out list if deemed valuable.

Need something here Follow-up:

90-91 Evaluation: NEW

Source: Big Bear Middle School Advisory Program

Title: Improving Note Taking Skills

Strand: Test Taking/Critical Thinking

Objective: To help students understand that note taking is not simply writing down everything you hear someone say.

Procedure:

1. Taking good notes does not mean writing down everything; it means summarizing main or important ideas.
2. Read the paragraph below to the class. Have students write down its key ideas, using no more than four short phrases. Remind students to listen, using the "5 W's and an H."

WHO is involved?

WHAT did they do?

WHY did they do it?

WHERE did this happen?

WHEN did it happen?

HOW did this happen?

3. Suggested questions to ask:

Where did Live Aid take place?

When did it take place?

Who performed in the concert?

LIVE AID

Live aid was an important fund-raising event to help famine relief in Africa. It was held on July 13, 1985, in Philadelphia and London; over sixty of the world's most famous rock stars were featured. Live Aid attracted 162,000 rock fans in person, and twelve satellites showed the concert to over a billion viewers in 150 countries. Live Aid raised more than \$70 million to help relieve the hunger victims in Africa.

4. Review notes with the class.

Follow-up: ?

90-91 Evaluation: NEW

Source: B. Lane - Adapted from The Write Source by P. Sebranek, et al.

Title: Study Skills...Study Hints...Study Tricks
 Strand: Test Taking/Critical Thinking
 Objective: To provide students with some strategies for increased school success.

Procedure:

1. These may be demonstrated to students individually over several days, or from time to time.
2. MATH -- When doing problem solving activities involving written words, you should look for key words.

WORDS THAT POSSIBLY MEAN YOU SHOULD:

ADD:	SUBTRACT:	MULTIPLY:
How Much	Were Left	(_____) of (_____) cost =
How Many	How Much is Left	Same Number Things
In All	How Much More	In Each
Total	How Much Less	"Each" or "Times" w/Altogether
All Together	How Many Left	DIVIDE:
And	How Many Fewer	"Each" with "Need" or "Needed"
	How Many Greater	
	Difference	
	Lose	

PROBLEM SOLVERS CHECKLIST:

RILL = R ead

- a. Read the problem carefully and "see it." I magine
- b. Draw a line under the question. L ook
- c. Circle key words that help you know how L ook
to solve the problem.

- d. Draw two lines under EACH FACT you will need.
 - e. Say the problem to yourself in your own words.
 - f. Draw a picture.
 - g. Decide if you will add or subtract.
 - h. Solve and decide if the answer makes sense.
3. READING -- There are various reading strategies to help analyze, remember, and recall what you read.

RAP = R ead a paragraph	SQRRR - S urvey the reading
A sk yourself 2 things	for heading,
(main idea, 2 details)	bold print, and
P araphrase	italics
	Q uestion the
	meaning
	R ead
	R ecite
	R eview

4. WRITING -- There are also strategies for remembering to include certain aspects in your written work.

COPS = C apitalizaiton of initial words, proper nouns
 O rganization, including topic, body (details),
 closing
 P unctuation
 S pelling

HOW - H eading -- full name, date, subject, page #

O rganized -- Writing on front of paper, left margin,
right margin, one blank line at top, one
blank line at bottom, proper spacing

W riting Neatly -- Writing on lines, writing is
readable, erasing is neat

5. LISTENING -- There are also strategies that will
improve your listening skills. When a teacher presents
a lesson you should:

LISTEN = L ook at the person speaking.

I nquire when you don't understand.

S it it up straight.

T une in to what is being said.

E xplain it to yourself.

N ote any work to do on a reminder sheet.

Follow-up: Please submit advisor reaction regarding
usefulness of the strategies as well as student
report on success.

90-91 Evaluation: NEW

Source: Strategies for this lesson have been compiled
through several years of teaching, conferences, and
university coursework.

Title: How to Take True/False Tests

Strand: Test Taking/Critical Thinking

Objective: To help students understand how to take a true/false test.

Procedure:

1. Say: A true/false exam tests your knowledge of facts and details. Questions are usually short, but this doesn't mean that the answers are necessarily obvious.
2. Make copies of the following "TIPS." Pass a copy out to each student.

TIP #1 READ THE STATEMENT SLOWLY AND CAREFULLY, word by word. If any part of the statement is false, the entire statement is false. In order to be a true statement, every part must be true.

TIP #2 BEWARE OF "SWAY" WORDS. Their very presence in a sentence can sometimes sway a statement from "true" to "false." Some common "sway" words are "all," "always," "only," "because," and "never."

TIP #3 PAY SPECIAL ATTENTION TO "TRUE CLUE" WORDS. Their presence in a sentence usually indicates that the statement is true. The most common "true clue" words are "usually" and "generally."

TIP #4 STICK WITH YOUR FIRST ANSWER. Usually your first hunch is right, so don't change an answer unless you are SURE your first choice was incorrect.

TIP #5 CHECK YOUR ANSWER by rereading the statement, adding your chosen answer as part of the statement.

EX: TRUE or FALSE? Jupiter is the smallest planet in our solar system.

To check this answer you would say, "False, Jupiter is not the smallest planet in our solar system," or, "True, Jupiter is the smallest planet in our solar system."

3. Complete the activity.

PRACTICE ACTIVITY: Write five true/false questions. Design your questions using the strategies in "TIPS", #1 to #4. Next to each statement, write the "TIP" a student should have followed to correctly answer the question.

1. _____
2. _____
3. _____
4. _____
5. _____

Follow-up: Check with advisees after their next T/F test to see if this helped them.

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Title: Multiple Choice Tests

Strand: Test Taking/Critical Thinking

Objective: To help prepare students for a multiple-choice test.

Procedure:

1. Read the following aloud: The best preparation for a multiple choice test is through the knowledge of the material you'll be tested on. Once you have the knowledge, all you need to do is tackle the questions using this step-by-step process.
2. Make copies and distribute to each advisee.
3. Read orally in class.

STEP #1 READ ALL THE DIRECTIONS CAREFULLY. Although most tests direct you to choose the best answer, some tests require that you choose more than one answer.

STEP #2 READ THE QUESTION or statement and try to answer or complete it BEFORE looking at the answer choices. If the answer you have given is among the choices, mark it. For example:
Who was the first man to set foot on the moon?

- a. Neil Armstrong b. Flash Gordon
c. John Glen d. Albert Einstein

READ the question and try to answer. If you studied the information, you probably know

the answer. If your response is Neil Armstrong, scan the choices for "Neil Armstrong." The correct answer is "a." Mark the answer and move onto the next question.

STEP #3 IF YOU CANNOT ANSWER THE QUESTION, read each choice carefully. First look for distractors that are obviously wrong. For example:

Who was the first President to travel by jet?

- a. George Washington b. Abraham Lincoln
- c. Dwight Eisenhower d. Ronald Reagan

You can ELIMINATE Washington and Lincoln immediately, because jets were not built until the 1950's, long after those presidents were dead. You have now narrowed the answer choices to 2 -- Eisenhower and Reagan. Even if you have no idea when Eisenhower was president, you know for sure that jets were around long before Reagan was president, you your answer is "c."

STEP #4 ELIMINATE THE CHOICES that do not fit grammatically with the beginning question or statement.

Which cities have hosted the Olympic Games twice?

- a. London b. Los Angeles
- c. St. Moritz d. All of the above

Because the subject of the question is plural (cities), then the answer must also be plural. The only answer that's plural is "d" -- All of the above. Pay attention to verbs, too. On completion statements, read the statement and the answer choice to see if it sounds grammatically correct. If it doesn't, then disregard it as a choice.

STEP #5 ELIMINATE CHOICES that seem too vague or general. Correct responses are often the ones containing specific, detailed information. They may also be noticeably longer than the other choices and are carefully worded.

STEP #6 WHEN TWO CHOICES ARE EXACT OPPOSITES, usually one of the two is the correct answer. Read them carefully and choose.

At 212 degrees F water:

- a. Freezes b. Is comfortable for bathing
- c. Boils d. All of the above

STEP #7 USE INFORMATION included in statements and questions to help you answer other questions. This may be especially helpful when you have completed the entire test and are going back to review your answers.

Follow-up: Next lesson

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Title: Essay Tests

Strand: Test Taking/Critical Thinking

Objective: To instruct students how to take essay test.

Procedure:

1. Copy discussion sheet.
2. Distribute to students.
3. Read in class.
4. Discuss.

ESSAY TESTS are written tests that direct you to write answers ranging in length from a few sentences to several paragraphs. Here you have a chance to show off, to display your skills and your knowledge. A GOOD essay needs more than facts and details and ideas. A GOOD essay needs to be well organized, thoughtful, and clearly written in sentences and paragraphs.

Writing a GOOD essay depends on what you do before you write. You must get an idea of where you will finish the essay and plan how you will get to the finish.

1. READ THE DIRECTIONS CAREFULLY. Pay special attention to the vocabulary used in the directions. Here are some common essay terms:
 - a. If the directions say COMPARE, you must describe how two or more things, people, or events are similar.

- b. If the directions say CONTRAST, you must describe how two or more things, people, or events are different.
 - c. If the directions say EXPLAIN, DESCRIBE, or STATE, you should use the words to characterize something or someone so the readers gets a good picture in his/her mind.
 - d. If the directions say PROVE, you should give arguments and several facts that support what you have stated and convince the reader.
 - e. If the directions say DIAGRAM, you should draw a picture, chart, or graph and label it so your answer does not need a lot of written explanation.
 - f. If the directions say SUMMARIZE, you should give ideas and points quickly, without a lot of details or unrelated material.
2. READ ALL THE ESSAY QUESTIONS if you are given a choice. Mark the ones you can do best and put a few facts that you think of in the margin while you read the rest of the questions.
 3. BUDGET your time. Allow time to organize, answer, and check. If the questions are of equal value, divide the amount of time you have by the number of questions you must answer.

4. To help you remember what you have learned, write a letter to a friend who does not do well on essay tests and EXPLAIN the importance of doing well on tests. Then SUMMARIZE some test taking tips.

Follow-up: Discuss differences and similarities between three kinds of tests.

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Decision Making

Title: The Decision Making Model

Strand: Decision Making

Objective: To outline the decision making model prior to specific instruction in the steps of the model (next five lessons).

Procedure: The steps below are the basis for five subsequent lessons.

1. THE DECISION MAKING MODEL:

Define the problem.

Establish the alternatives

Consider the alternatives.

Identify the best alternative.

Do something.

Evaluate.

2. Go over the steps in the decision making model with the advisees. Briefly explain each step and give some basic examples. Tell them the first letter of each step spells out the word D-E-C-I-D-E.

3. Tell the advisees they will practice each step during a series of lessons.

Follow-up: Begin the brainstorming lesson.

90-91 Evaluation: NEW

Source: T. West - adapted from Big Bear Middle School
Advisory Program

Title: Look Before You Leap - Brainstorming

Strand: Decision Making

Objective: To have students know that decision making is a process and brainstorming is but one step in its process

Procedure:

1. Assemble advisees into small groups.
2. Go over rules for brainstorming:
 - No negative comments or put downs - all ideas OK.
 - Work for quantity - the longer the list of ideas, the better. Record ALL ideas, even zany, wild ideas.
3. In small groups, brainstorm solutions to one of the following suggested sample situations:
 - Uses for a styrofoam cup, brick, or other common item.
 - Excuses for not having a homework assignment
4. Allow time for students to generate enough ideas. Have each group pick several ideas to share with the class.
5. Have groups share their ideas with the class. Use questioning strategies that are OPEN ENDED to get students to articulate what went on in their minds -- how they felt, came to their conclusions, etc.

Follow-up: Next lesson

90-92 Evaluation: NEW

Source: B. Lane - Adapted from Big Bear Middle School
Advisory Program

Title: Considering the Consequences - Cause and Effect

Strand: Decision Making

Objective: In order to choose from among different alternatives, students need to be able to make some kind of prediction about the results of their actions. Students need to understand cause and effect.

Procedure:

1. Let advisees know that it is important to consider the outcomes of alternatives. What might happen?
2. Pick a simple situation requiring a decision (putting chains on to go to the store one mile away).
3. Use "circle and arrow" diagram to introduce the idea that any one action might have several different outcomes (including NO "+" or "-" effect).
4. Write the situation you choose in the center. Have advisees generate possible outcomes.
5. Discuss their responses, and the usefulness of this tool

Follow-up: Other situations:

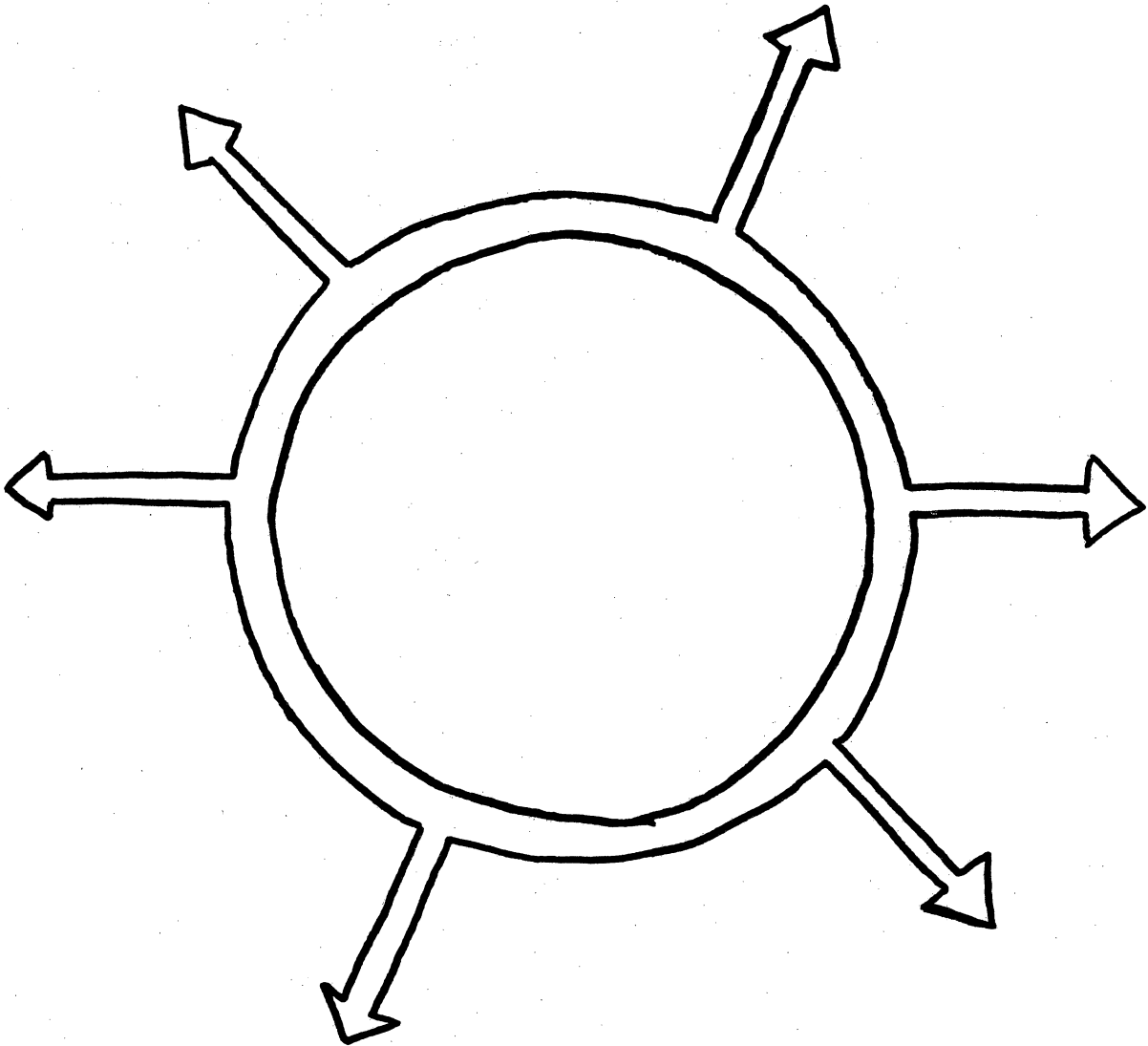
Arriving at school without a tardy note,
cheating on a test, bringing home a poor report
card, being elected to student body office,
calling a teacher by his/her last name only

90-91 Evaluation: NEW

Source: B. Lane/T. West - Adapted from Big Bear Middle
School Advisory Program

Title: Considering the Consequences - Cause and Effect

Strand: Decision Making



Title: Pros and Cons

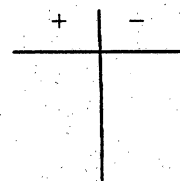
Strand: Decision Making

Objective: Almost every situation, problem, or alternative has both positive and negative results. In addition to identifying the possible responses to a situation, students also need to be able to evaluate the "+" and "-" merits of those responses.

Procedure:

- Using the simple diagram, have students list the pros and cons of one or more of the following:

- Saving your allowance
- Having a part-time job
- Having two best friends



- Explain that no two persons' lists would be exactly the same because what is important to each of them will be different.
- Using the following scenario, have students:
 - Identify two or more options
 - Choose one of the options and list "+"s" and "-"s" for the selected option.
 - Reach a consensus, if possible, and tell which wins -- the "+"s" or the "-"s".

Jack's parents are divorced. He lives with his Mom and younger brother, Kevin, in Irvine. Jack's Dad lives near Sun Valley, Idaho, where he has a

horse ranch. Jack is in a position to decide where he wants to spend the summer. (Would it make a difference if Mom lived in Sun Valley, and Dad lived in Irvine? What if the other parent lived in Tulsa, Oklahoma?)

Follow-up: - Choosing between a Ski Club Trip and a Mexico vacation with your family

Choosing between making up a grade in summer school so you can advance to the next grade, or going on a white-water rafting trip.

90-91 Evaluation: NEW

Source: B. Lane/T. West - Adapted from Big Bear Middle School Advisory Program

Title: Ivy's Quandary - Use of Decision Making Strategies

Strand: Decision Making

Objective: To practice use of strategies for making decisions.

Procedure:

1. Read the situation.

Ivy's best friends, Jenny and Sara, have been pressuring her to drink some beer. Another friend, Kay, is encouraging her to say, "No." Ivy knows her parents have forbidden her to drink. Help Ivy use the six steps to make her decision.

2. Go through the six-step method of making decisions.

- a) Define. What is the issue?
- b) Establish the alternatives. What are the choices?
- c) Consider the consequences. What are the possible outcomes? would her decision affect anyone else?

Sara?

Jenny?

Kay?

Parents?

Relationship among the participants?

- d) Identify the best alternative.
- e) Do something.
- f) Evaluate the action.

Follow-up: Is this situation more complex than it seems/
What else might Ivy consider?

90-91 Evaluation: "Good discussion!" "Keep it."

Source: T. West - Adapted from Big Bear Middle School
Advisory Program and San Bernardino City Unified
Advisory Program

Title: Act and Evaluate

Strand: Decision Making

Objective: To conclude the section on decision making, and provide encouragement for future use and success.

Procedure:

1. Once you have made a decision about the best alternative, the final steps in the model are to act on your decision, see what happens, and then evaluate the effects of your decision.
2. Every decision will not be correct but, with these steps, you have a much better chance of making a correct decision (or at least a well-thought-out decision). You can be comfortable that you have made every effort to do your best at that point in time. We all learn from mistakes and poor decisions. We learn from successes, too. You will have MANY!

Follow-up: Practice this strategy any time there is a decision to be made during the lessons in this program.

90-91 Evaluation: NEW

Source: T. West

Choices

Title: Red Ribbon Week

Strand: Choices

Objective: To focus student thinking related to Red Ribbon Week, generate discussion, provide meaning to existing school activity, and educate teachers regarding current student awareness.

Procedure:

1. Could be open discussion or scrap paper activity.
2. Ask: What is drug abuse?

What is so bad about abusing drugs?

What drugs are currently most commonly abused?

Who is responsible for drug abuse?

What is the best way to avoid the abusive use of drugs?

Is drug use the same as drug abuse?

Should drugs be completely legalized? Would this have positive effects? (Price would fall, then the drug "kings would make money another way?)

Follow-up: Document discussion aspects for revisionary purposes. Write letters to editor, politicians, officials.

90-91 Evaluation:

Source: Unknown -- Adapted by T. West

Title: Conflict Resolution Choices

Strand: Choices

Objective: To identify what conflict is and various methods for resolving conflict.

Procedure:

1. Define: CONFLICT - when two or more people disagree. It is where a person finds himself/herself with an opposite or very different opinion and the clash is great. Conflicts can be expressed verbally and/or physically, including showing no outward expression at all (changing your behavior toward your parents, but not "dealing" with the real conflict).
2. People resolve conflict in various ways. Here are some ways or strategies for behaving in conflicts. Check how frequently you use each of these strategies.

(Frequently, Occasionally, Rarely)

- | | |
|--|-------|
| a. Avoid the person. | F O R |
| b. Change the subject. | F O R |
| c. Threaten the other person. | F O R |
| d. Fight physically | F O R |
| e. Whine and complain, until you get your way. | F O R |
| f. Try to turn the conflict into a joke. | F O R |
| g. Admit you were wrong (even if you don't believe you were) | F O R |

- | | |
|---|-------|
| h. Give in. | F O R |
| i. Get another person who agrees with you. | F O R |
| j. Try to compromise. | F O R |
| k. Try to understand the other point
of view | F O R |
| l. _____ | F O R |

Follow-up: Do you know of any methods of resolving the conflict, other than those mentioned?

Which of the above methods would involve the least emotional effort? ...stress? Which would still let you have a nice day? Which might only delay the conflict? Which might make the problem worse?

Discuss +'s and -'s of each.

90-91 Evaluation: NEW

Source: Venado Middle School Advisement Handbook - Irvine, California (adapted by T. West)

Title: Dropping Out Can Be Hazardous to Your Driver's License

Strand: Choices

Objective: To help students understand values clarification.

Procedure:

1. Read the paragraphs below.
2. Generate a discussion with advisees as to whether or not this is a fair court decision.

DROP OUT AND LOSE YOUR LICENSE

The West Virginia Supreme Court, in a 3-2 decision, has upheld the nation's first state law denying 16- and 17-year-old high school dropouts the right to drive ("Should Dropouts Be Denied Driver's Licenses?," Oct. 1989). The two-year-old law has been appealed by a dropout who argued he was entitled to a hardship exception because he couldn't find a job if he didn't have a license to drive.

Wrote Chief Justice Richard Neely, "A child who has an opportunity to go to school and deliberately chooses not to avail himself or herself of such opportunity demonstrates a general lack of responsibility." Neely's opinion noted that a student's license wouldn't be revoked if the student leaves school with the consent of administrators.

The majority opinion said that before a student quits, school officials have to provide a hearing to notify the student of the consequences.

3. Discuss other alternatives that might help keep kids in school.

Follow-up: ?

90-91 Evaluation: NEW

Source: B. Lane - Using Sun Telegram news article.

Title: The Situation

Strand: Choices

Objective: To provide students with the opportunity to investigate group choice making.

Procedure:

1. Break the class down into small groups.
2. Distribute copy of "The Situation" to every student.
3. Read the paragraphs aloud.
4. After reading, each member of the group is to individually rank each item salvaged from the plane. Do not discuss the situation or problem until each member has finished the individual ranking.
5. After everyone has finished the individual ranking, rank order the 15 items AS A GROUP. Once group discussion has begun, do not change individual ranking.
6. When all groups have finished, discuss group answers orally.
7. When all groups have had the opportunity to share and explain their answers, read the answers provided by the Air Force Training Manual.

THE SITUATION

It is approximately 10:00 a.m. in mid-July and you have just crash landed in the Sonora Desert in southwestern United States. The light twin engine plane, containing the bodies of the pilot and the co-pilot, has completely burned. Only the air frame remains. None of the rest of you has been injured.

The pilot was unable to notify anyone of your position before the crash. However, ground sightings, taken before you crashed, indicated that you are 65 miles off the course you have filed in your VFR Flight Plan. The pilot had indicated before you crashed that you were approximately 70 miles south-southwest from a mining camp which is the nearest known habitation.

The immediate area is quite flat and, except for occasional barrel and saguaro cacti, appears to be rather barren. The last weather report indicated that temperatures would reach 110° F., which means that the temperature within a foot of the surface will hit 130° F. You are dressed in light-weight clothing -- short-sleeved shirts, pants, socks, and street shoes. Everyone has a handkerchief. Collectively, your pockets contain \$2.83 in change, \$85.00 in bills, a pack of cigarettes, and a ballpoint pen.

THE PROBLEM

Before the plane caught fire, your group was able to salvage the 15 items listed here. Your task is to rank these items according to their importance to your survival, starting with "1" the most important, to "15" the least important.

- _____ A FLASHLIGHT
- _____ A JACK KNIFE
- _____ AIR MAP OF THE AREA
- _____ PLASTIC RAINCOAT
- _____ MAGNETIC COMPASS
- _____ COMPRESS KIT WITH GAUZE
- _____ .45 CALIBER PISTOL (LOADED)
- _____ RED & WHITE PARACHUTE
- _____ BOTTLE OF SALT TABLETS - 1,000
- _____ 1 QT. WATER PER PERSON
- _____ BOOK: "EDIBLE ANIMALS OF THE DESERT"
- _____ 2 PAIR OF SUNGLASSES PER PERSON
- _____ 2 QTS. 180 PROOF VODKA
- _____ 1 TOPCOAT PER PERSON
- _____ A COSMETIC MIRROR

SURVIVAL EXPERT'S RANKING

1. A COSMETIC MIRROR -- In the sun, the mirror can produce bright light which can be seen for several miles.
2. 1 TOPCOAT PER PERSON -- Best thing to do is attempt to restrict the air flow around your body to decrease the amount of water evaporation that results in dehydration and death.
3. 1 QUART OF WATER PER PERSON -- will keep you "comfortable" for a while, but not long.
4. FLASHLIGHT -- Helpful to aid searchers after dusk. Also, with batteries removed, the flashlight can be used for a plastic still.
5. RED & WHITE PARACHUTE -- To produce shade by spreading parachute over the air frame of the plane.
6. JACK KNIFE -- Since cactus is available, you can use the knife to cut the cactus and use it in a homemade still to obtain moisture from the barrel and saguaro cacti.
7. PLASTIC RAINCOAT -- Knife and raincoat go together to develop plastic still. Rest of items will not.
8. .45 CALIBER PISTOL (loaded) -- Dangerous item to have because of physical and emotional stress of the group.
9. TWO PAIR OF SUNGLASSES
10. COMPRESS KIT WITH GAUZE -- Not needed since no one is injured and you should not be leaving the crash site.

11. MAGNETIC COMPASS -- Not needed, since you should not attempt to walk from the crash site.
12. SECTIONAL AIR MAP FOR AREA -- Not needed since, you should not attempt to walk from the crash site.
13. BOOK: "EDIBLE ANIMALS OF THE DESERT" -- Should not expend your energy attempting to leave the crash site to hunt.
14. 2 QUARTS OF 180 PROOF VODKA -- Little value, since the effects of alcohol on you system is to draw water, in order to absorb the alcohol into your system.
15. BOTTLE OF SALT TABLETS (1,000) -- Will actually rob your body of moisture.

Follow-up: Compare group answers to those provided by the Air Force.

90-91 Evaluation: NEW

Source: Spencer Kagan in Cooperative Learning Workshops for Teachers

Title: Supplement to Friend Traits

Strand: Choices

Objective: To identify the causes for "losing" a friend by choice.

Procedure:

1. Remind advisees that earlier they did a lesson where they identified the traits they felt were necessary for their friends to possess.
2. Tell them they will now discuss, possibly investigate, and maybe identify reasons one may choose NOT to be friends with someone any more.
3. Tell advisees the following story:

Josh and Jim were taking the proficiency test in the spring of their eighth grade year. They had already had several chances to pass the test over the last two years. This was their last chance to pass. During the test they were observed to be "communicating." The teacher did not hear what was being communicated, but knew they were. The teacher had warned them that if they spoke AT ALL they would fail the test. The teacher took the tests away. Josh stated that Jim had asked for an answer. Jim stated that he hadn't asked, but that Josh was talking to him. Both boys still lost their tests. Several minutes later the two boys were observed speaking to each other as if nothing had happened. The teacher could not believe that AT LEAST one of the boys wasn't furious at the other. One of the boys

lied about the other, and still they acted as friends. When queried about their relationship, Josh said they were "just friends."

4. Ask for opinions, questions, concerns.

5. ASK:

Is it possible that these two would remain friends.

Could you ever trust this person again?

Would you call someone your friend if that person had tried to get out of trouble by getting you into trouble?

What kind of apology would you have to see.

Is being a liar an acceptable friend trait?

Is it enough to end a friendship?

Were Jim and Josh really ever friends? Why? Why not?

Follow-up: ?

90-91 Evaluation: NEW

Source: T. West, Resource file information.

Title: Mrs. Humphries' Dilemma

Strand: Choices

Objective: To help students understand value judgment.

Procedure:

1. Distribute "Mrs. Humphries' Dilemma" to the class.
2. Read the paragraph aloud.
3. Have students choose the BEST answer which will help solve Mrs. Humphries' dilemma.
4. Allow students to share their answers with the class. (All students will not choose the same answer to the dilemma.)

MRS. HUMPHRIES' DILEMMA

Shelley, a young woman, was sentenced to five years in prison for armed burglary. She escaped after six months, moved to another city, and got a job. After five years she married, had a child, and is now a good wife and mother. By coincidence, she ran into an old acquaintance, Mrs. Humphries, who recognized Shelley and knew that she had escaped from prison and that the police were looking for her.

Should Mrs. Humphries report Shelly to the police?
(Select an answer from the seven possible listed below, or make up one of your own.)

- _____ 1. Yes, because Mrs. Humphries' friends would think she was a good citizen if she reported Shelley.

- _____ 2. Yes, because if she doesn't, she could get into trouble with the police.
- _____ 3. No, because if she doesn't, most people would agree that Shelley is no longer a criminal.
- _____ 4. No, because she might want Shelley to do something for her sometime.
- _____ 5. No, because after Mrs. Humphries thinks about it, she'll decide not to report Shelley.
- _____ 6. No, because the purpose for imprisonment has been served and Shelley is not a threat to society.
- _____ 7. Yes, because it is her duty to help the police and obey the law.

Follow-up: Discuss other alternatives that were not mentioned.

90-91 Evaluation:

Source: Unknown -- Found in teacher resource material.

Title: To Be...Or Not To Be...

Strand: Choices

Objective: To help students understand values clarification.

Procedure:

1. Read paragraph aloud in class.

HANS VS. THE DRUGGIST

In Europe, a woman was near death from a rare kind of cancer. There was one drug that the doctors thought might save her. It was a form of radium that a druggist in the same town had recently discovered. The drug was expensive to make, but the druggist was charging ten times what the drug cost him to make. He paid \$200.00 for the radium and charged \$2,000.00 for a small dose of the drug. The sick woman's husband, Hans, went to everyone to borrow money, but he could only get together about \$1,000.00, which is half of what it cost. He told the druggist that his wife was dying, and asked him to sell it cheaper or let him pay later. But the druggist said, "No, I discovered the drug and I'm going to make money from it." So Hans got desperate and broke into the man's store to steal the drug for his wife.

2. Discuss whether or not Hans did the right thing.

Right? Wrong? Why? Why not?

Follow-up: Discuss other options that Hans and the druggist might have had. What else might have occurred.

90-91 Evaluation: NEW

Source: Unknown -- Found in resource material.

Career/Community

Title: Communication Skills

Strand: Career/Community

Objective: To provide students with skills for communication required for a variety of situations.

Procedure:

1. Tell the advisees that their body, eyes, face, voice, and distance when speaking say as much or more than the words they choose to use.
2. Discuss the following steps/skills for use in a variety of social situations which they will encounter in the community and in the workplace.

To make RESPONSIBLE statements

1. FACE the person
2. Keep EYE CONTACT
3. Have SERIOUS VOICE TONE
4. Keep a SERIOUS FACIAL EXPRESSION
5. Use a STRAIGHT BODY POSTURE
6. Begin with "I..."
7. Don't BLAME
8. NO EXCUSES
9. Suggest a POSITIVE thing to do

Skills to be ASSERTIVE

1. FACE the person
2. Keep EYE CONTACT
3. SERIOUS VOICE TONE
4. SERIOUS FACIAL EXPRESSION
5. Use RELAXED BODY POSTURE
6. Begin with "I..."
7. Keep appropriate DISTANCE
8. Good TIMING (make an appointment to talk with someone in authority)

CONVERSATION skill steps

1. FACE the person
2. Keep EYE CONTACT
3. Use a PLEASANT VOICE TONE
4. Have a (smiling) POSITIVE FACE
5. Use a RELAXED BODY POSTURE
16. INTERRUPT CORRECTLY - if needed
7. Say HELLO (as a greeting)
8. INTRODUCE YOURSELF (if needed)
9. ASK A QUESTION (open-ended)
10. LISTEN to the person's answer
11. TALK MORE (about the subject)
12. ANSWER ANY QUESTIONS (you're asked)
13. ASK MORE questions - open-ended
14. SAY GOODBYE - close the conversation

ASKING for help:

1. FACE the person
2. Keep EYE CONTACT
3. Use a SERIOUS VOICE TONE
4. Have a SERIOUS FACE
5. Keep STRAIGHT BODY POSTURE
6. SAY the person's NAME
7. ASK if he/she has time
8. EXPLAIN THE TASK
9. EXPLAIN YOUR PROBLEM
10. ASK FOR ADVICE
11. LISTEN CAREFULLY
12. ASK QUESTIONS
13. SHOW how to do the task
14. ASK for feedback
15. THANK the person helping

RESPONDING TO TEASING

skills:

1. FACE the person
2. Make EYE CONTACT
3. Use a SERIOUS VOICE TONE
4. Have a SERIOUS FACIAL
EXPRESSION
5. Keep a STRAIGHT BODY
POSTURE
6. Ask the person to STOP
TEASING
7. Give a REASON (no
discussion or argument)
8. If the person stops, say
THANKS and CHANGE THE
TOPIC. If not, LEAVE!

RESISTING PEER PRESSURE

skills:

1. FACE the person
2. Make EYE CONTACT
3. Use a SERIOUS VOICE TONE
4. Keep a SERIOUS FACE
5. Have a STRAIGHT BODY
POSTURE
6. SAY SOMETHING POSITIVE
7. Say "NO"
8. GIVE A REASON for saying
NO
9. SUGGEST SOMETHING
ELSE
10. If the person will not
listen to you, SAY NO
AGAIN and LEAVE

Follow-up: Practice, using social and vocational situations
for role-play.

90-91 Evaluation: NEW

Source: Teacher resource material/exact source unknown.

Title: Proud to Be an American!!!

Strand: Career/Community

Objective: To discuss with advisees the meaning of the passage and the importance others in the world may feel about coming to America.

Procedure:

1. Read: A brand-new American citizen was overheard saying the following:

YOU CAN GO TO MEXICO, BUT YOU CAN'T BECOME A MEXICAN

YOU CAN GO TO FRANCE, BUT YOU CAN'T BECOME A FRENCHMAN

YOU CAN GO TO ITALY, BUT YOU CAN'T BECOME AN ITALIAN

BUT...YOU CAN COME TO AMERICA, AND BECOME AN AMERICAN

2. Discuss advisee reactions, comments, etc.
3. Ask: does this saying make you ...Proud? ...Sad? ...Angry? Do you believe it? Why? Why not?

Follow-up: Please submit evaluation with comments, changes, results.

90-91 Evaluation: NEW

Source: Origin of quote is unknown; above written by T. West

Title: Wishes

Strand: Career/Community

Objective: To build student self-esteem through a project helping others by giving of themselves.

Procedure:

1. Explain to the group that there are children and adults in our community who have very little. Some children do not have enough warm clothing for our winters, enough food, or toys to make their holidays special or even nice.
2. Brainstorm a list of items needed.
3. Distribute paper and markers. Have students write a wish for something that they would like someone less fortunate to have (very expensive ideas need to be discouraged). Place this wish on the front of a greeting card. EX: "I wish a child could have a pair of warm mittens for the holidays."
4. On the inside of the card, write what you would take off your holiday list so that the gift would be possible (the reason for sensibility of gift selection).
5. Present the card to parents and explain to them that instead of buying the gift they planned, would they please buy something for a less fortunate person?

5. Plan to bring in the gifts in time for the PTA holiday food drive. (Can also be distributed through an organization or church - counselors or nurse MAY coordinate this for us.)

Follow-up: How will the people who receive these gifts feel?

How would the students feel if they saw a young child wearing their gift, the first new mittens he had ever had? How would they feel if they only KNEW some young child was wearing the mittens? Will they feel any different because they only knew it instead of saw it? Would they feel different if the receiver was an older person, maybe even someone who was a real bum?

90-91 Evaluation: NEW

Source: T. West - Adapted from "One T A to Grow Please!"

Title: Would I Work With Me

Strand: Career/Community

Objective: To help students evaluate themselves as co-workers.

Procedure:

1. Below are listed 13 job skills found important in employees by employers.
2. Read the list aloud in class. Then distribute the "Would I work With Me" handout.
3. Ask students: Would they work with somebody like themselves?

IMPORTANT JOB SKILLS

1. Be honest and dependable.
2. Be reliable and punctual.
3. Get along well with people.
4. Cooperate with superiors.
5. Accept and handle responsibility.
6. Be willing to undergo further job training.
7. Think of yourself as a worthy person.
8. Communicate orally and listen effectively.
9. Work with minimum of supervision.
10. Solve personal and professional problems.
11. Possess entry level job skills/knowledge.
12. Read with understanding.
13. Understand required mathematics.

WOULD I WORK WITH ME?

- | | | |
|--|-----|----|
| 1. Are you kind to others? | Yes | No |
| 2. Are you ever late? | Yes | No |
| 3. Do you call people when you are going to be late? | Yes | No |
| 4. Do you ever just not show up for something? | Yes | No |
| 5. How do you dress? _____
_____ | | |
| 6. Do you take time to look neat and clean? | Yes | No |
| 7. Do you brush your teeth at least once a day? | Yes | No |
| 8. When someone is angry and takes it out on you, how do you react? _____
_____ | | |
| 9. What things are important to you about the people you work with? _____
_____ | | |
| 10. Do you have all these qualities yourself? | Yes | No |
| 11. Would you want to work with someone every day who acted exactly like you do? | Yes | No |

Follow-up: ?

90-91 Evaluation: NEW

Source: T. West/B. Lane

Title: Exploring Future Career Options

Strand: Career/Community

Objective: To allow students to assess their preferences for job satisfaction and career traits.

Procedure:

1. READ: As an adult you will need to work to earn money, but there are many other important reasons for wanting to work. Below are listed 22 "satisfactions" people get from jobs. Rate how important these are to YOU.

1 - not very important at all

2 = not very important

3 = pretty important

4 = extremely important

_____ INFLUENCE PEOPLE: Be in a position to change other people's attitudes and opinions.

_____ WORK ALONE: Do things by myself, without much contact with others.

_____ HELP SOCIETY: Contribute to the betterment of the world I live in.

_____ PUBLIC CONTACT: Have a lot of day-to-day contact with people.

_____ MAKE DECISIONS: Have the power to set policies and determine a course of action.

_____ WORK WITH OTHERS: Have close working relationships with a group; work as a team toward common goals.

_____ CREATIVITY: Create new ideas, programs, art forms, or anything else that has not been developed by others.

_____ HELP OTHERS: Help other people directly, either individually or in small groups.

_____ SECURITY: Be assured of keeping my job and of a reasonable financial reward.

_____ FAST PACE: Work quickly; keep up with a fast pace.

_____ RECOGNITION: Be recognized for the quality of my work in some visible or public way.

_____ EXCITEMENT: Do work that is very exciting or that often is exciting.

_____ ADVENTURE: Do work that requires me to take risks.

_____ PROFIT, GAIN: Expect to earn large amounts of money or other material possessions.

_____ KNOWLEDGE: Seek knowledge, truth, and understanding, or be considered by others as an expert.

_____ FRIENDSHIP: Develop close personal relationships with the people I work with.

_____ COMPETITION: Pit my ambitions against others.

_____ CHANGE AND VARIETY: Have job duties that often change or are done in different settings.

_____ POWER AND AUTHORITY: Control other people's work activities.

_____ PRECISION WORK: Do work that must be done with very few mistakes.

_____ PHYSICAL CHALLENGE: Have a job whose physical demands are challenging and rewarding.

_____ INDEPENDENCE: Decide for myself what kind of work I'll do and how I'll go about it; not have to do what others tell me to do.

Now that you have rated each of these work satisfactions, look over your list. select those that mean the most to you and list them below. If you think of any other things that are very important to you, add them to the list.

Follow-up: ?

90-91 Evaluation: NEW

Source: Venado Middle School Advisory Program

Closure

Title: Where Do I Stand

Strand: Closure

Objective: Students will evaluate their own standing in relation to promotion to high school

Procedure:

1. Obtain proficiency printout for your advisory students.
2. Discuss with advisees that they need to pass all proficiencies and have no more than three semester "F's" on their report cards in order to be promoted to high school.
3. Have each advisee mark on his/her current proficiency standing on the student activity sheet.

Name of Class	1st Sem. Grade	*2nd Sem. Grade	Pass?
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____
5. _____	_____	_____	_____
6. _____	_____	_____	_____
7. _____	_____	_____	_____

*Predicted Check Mark

Each class passed with a "D" or better counts toward promotion. If you have more than three semester "F's," you will have to retake these classes, if offered, during SUMMER SCHOOL, or be retained.

	YES	NO
Proficiency - Language	_____	_____
Proficiency - Reading	_____	_____
Proficiency - Writing	_____	_____
Proficiency - Math	_____	_____

5. Have students predict final semester grade. They must have no more than three semester "F's" to be promoted to ninth grade. If they have more than three "F's," suggest alternatives (e.g. bring final grades up or attend summer school).

6. Have students check off proficiencies they have passed. All proficiencies need to be passed before being promoted to the high school

Follow-up: Answer individual questions.

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Title: Heading for High School

Strand: Closure

Objective: Students will understand high school registration forms and fill them in properly in preparation for parent signature.

Procedure:

1. Use forms from the high school when they arrive.
2. Distribute registration forms and refer to procedures developed by the high school counselors.
3. Go over each form and discuss it. Make recommendations concerning class choice and "optimal" 9th grade schedule.

Follow-up: Set up deadline for forms to be signed and returned.

90-91 Evaluation: NEW

Source: San Bernardino City Unified Advisory Program

Title: Transition to Rim High - Preparation for
Counselors

Strand: Closure (Transition)

Objective: To familiarize students with RHS handbook, reduce
questions regarding handbook, allowing counselors
to address other concerns.

Procedure:

1. Briefly review the RHS handbook.
2. Briefly review graduation requirements.
3. Briefly explain credit system.
4. List any questions that need answering and submit
to RHS counselors.

Follow-up: RHS counselor presentation, upcoming.

90-91 Evaluation: NEW

Source: T. West

Title: The "A" Word (ANXIETY)

Strand: Closure

Objective: To help students to realize that anxiety over change is normal, realize their fears are not unusual or unique, and alleviate their irrational fears by providing accurate information.

Procedure:

1. Begin by telling advisees the group will discuss the "A" word. Have them guess which "A" word. Give hints (ends with "Y", has an "X"). When they get it, ask someone to offer a definition.
2. Tell them you've heard they might be worrying about going to the high school
3. Have the advisees divide a scrap paper into halves, vertically. Label one side MPH and the other RHS.
4. Ask them to individually list (without discussion) their concerns about leaving MPH and going to RHS.
5. Compare the lists. They should have many of the same fears. They have hear the same rumors. Some may have no fears (Sure!).

PREVIOUS ANSWERS:

MPH: Finals; falling during graduation ceremony; leaving security of school I know well; going to a new school; my grade in _____; leaving the teachers I have met; leaving my seventh and sixth grade friends; leaving the easy work compared to

the high school; some "freak chance" that as I walk to get my diploma they will tell me I have not passed.

RHS: Seniors, sophomores, juniors; not knowing where the classes are; getting picked on; Mr. _____; meeting new peers/teachers; getting "trash-canned"; getting lost; harder work; "I don't speak English well and they might get mad"; OVERWORKING myself, getting involved in too many activities; fights; making the _____ team; dress code; my brother's friends; driving; fitting in; _____ tryouts; no more pampering from teachers; stricter teachers; failing; messing up as cheerleader; crowded halls.

Follow-up: Provide some truth, alleviate some fear.

Ask: Are any of these fears similar to the fears you had as fifth graders going to MPH?

90-91 Evaluation: Very well received and appreciated by group.

Source: T. West/T. West's 1991 advisees

Title: Student Questionnaire/Evaluation

Strand: Closure

Objective: To allow students to share their feelings regarding the advisory program.

Procedure:

1. Distribute activity sheet and allow students to complete questionnaire.

STUDENT QUESTIONNAIRE/EVALUATION

Advisee Name _____ Advisor Name _____

- T F 1. I talked with my advisor individually (or alone) during the last school year.
- T F 2. My advisor spoke with my parents at least once last year.
- T F 3. If I had a problem with one of my classes, I went to my advisor.
- T F 4. I feel comfortable talking to my advisor about school-related problems.
- T F 5. I feel comfortable talking to my advisor about personal problems.
- T F 6. I am satisfied with my advisor.
- T F 7. My advisor helped me get along better in school.
- T F 8. My advisor helped me work on ways to improve my grades.

- T F 9. My advisor helped me choose my electives for this/next year.
- T F 10. I have made friends in my advisory group.
- T F 11. I enjoy being with the students in my advisory group.
- T F 12. I feel comfortable that we have a sense of trust in our advisory group.
- T F 13. I was an active participant in my advisory group.
14. Is advisory worthwhile? _____ (Yes or No)
15. If I were to change advisory I would _____

16. What did I like about advisory? _____

17. What do I feel I gained from advisory? _____

18. Did I experience any personal growth during year? _____
19. Describe something that happened this year that I will probably never forget. _____

20. What am I most proud of about this last year? _____

21. If I could live the year over, what would I do differently? _____

22. Write the name of a person (s) who has done something to help me out this year.

23. Do I think my advisor liked me? _____

24. Would my year have been better (or worse) if there had been no advisory class? _____

2. Ask students to share feelings about advisory as a whole class or in small groups. The results of the survey should be shared with your school site advisory committee. Have students take notes to submit, with all group members' names attached.

Follow-up: None

90-91 Evaluation: NEW

Source: T. West, B. Lane, San Bernardino City Advisory Program/Big Bear Middle School Advisory Program (composite).

Title: Thank You...I'm Sorry...Goodbye

Strand: Closure

Objective: To allow students to close one section of their education before moving on to the next.

Procedure:

1. Ask students to think of all the people who helped them or somehow touched their lives in a positive way during their years at the middle school.
2. Encourage them to think of bus drivers, secretaries, nurses, yard duty persons, teachers, administrators, etc. (those who do not often hear "thanks").
3. Ask them to write one thank you or other type of note to these people, whether they deliver them or not.
4. Format: WHO - they are thanking
WHAT - they are saying thanks for
WHY - it helped
CLOSING -something nice.
5. EX: Thank you for giving me a million chances. I'm sorry I've been so negative. Thank you for helping me in the sixth grade. Thank you for always letting me have extra time for...

Follow-up: The advisor could deliver the notes for the students. More time and days could be provided

for this activity, especially during the last few days of advisory.

90-91 Evaluation: Well received (by both writers and receivers)

Source: T. West

CHAPTER V - Extension/Alternate Activities**Student Suggested Topics for Discussion**

EXTENSION/ALTERNATIVE ACTIVITIESORIENTATION

1. Do you act like different people when you are with your friends, your family, or your schoolmates?
2. When you are in a totally new situation where no one knows you, do you try to act smarter, tougher, or more "awesome"? How did this turn out? If you have ever seen someone else do this, what did you think?

TRUST BUILDING

1. If a friend had an important secret and didn't want other people to learn about it, would telling you the secret be a big mistake?
2. Have you ever almost lied to someone, changed your mind, and told the truth? How did you feel? Would your relationship with that person have been different if you HAD lied?
3. Do your parents try to trick you into doing things they want you to do? If so, do you usually figure out what's going on right away or not until later?

RESPONSIBILITY

1. Do you think that you have too many chores? If you could assign the chores in your house, which ones would you take for yourself?

2. When you make a mistake, do you make up excuses? If so, do you think people believe you?
3. If you woke up tomorrow and by magic were already grown-up and had kids of your own, how would you treat them differently from the way your parents treat you?
4. If you and your friends were collecting money for charity, and your friends decided to steal what they were collecting but said they would not be friends with you any more unless you did it too, what would you do?
5. If your parents told you your best friend was a bad influence on you and that you were no longer allowed to see each other, how would you feel? Would you do what they said?
6. Have you ever farted and then blamed someone else?
7. If a good friend did something bad and you were asked if you knew anything about it, would you lie to keep your friend out of trouble?
8. Have you ever blamed your friend for something you did and you knew would get them in trouble? Did you (would you) still expect them to be your friend? Has anyone ever done that to you? Would you be their friend if they did?
9. If you were given \$1,000.00 to use to help other people, how would you spend it?
10. If you were to offer your parents one tip on how they could become better parents, what would you tell them?

11. What do you think your parents worried about when they were your age? What do you think they worry about now?
12. Did you ever stand up for something you thought was right even though a lot of people got upset with you or did not agree with you? If not, do you think you will ever be strong enough to do so?

GOAL SETTING

1. If you knew that by practicing hard every Saturday you could become the best in your school at whatever you wanted, what, if anything, would you work on? Now imagine looking back on your choice in twenty years; do you think you would wish you had picked something else, or something, to work on?
2. Of all the things you could imagine doing when you grow up, which one would most please your parents? Most disappoint them?
3. Some adults have a lot of trouble enjoying themselves. If you were asked to give them some advice about how to play and have more fun, what would you say?

SELF AWARENESS/ACCEPTANCE OF OTHERS

1. Do you think boys or girls have it easier?
2. Why do you think the most popular kids in school are so popular? What do you think makes them popular?

3. If you could have a round trip ride in a time machine and travel any distance into the past or future, where would you want to go?
4. One day your father gets a really weird idea and dyes his hair green. Knowing everyone would be looking at him and snickering, would you go to the mall with him if he wanted your company?
5. What would you do if everyone in your family forgot your birthday?
6. Would you rather your mother/father gave you more presents or spent more time with you? Which would make you feel she/he loved you more? Would your answer have been different if you chose the other parent? Why?
7. Are you in a hurry to grow up? What does it mean to be "grown-up"? When do you think it will happen to you? Does it happen at a certain age? If not, what characteristics does a "grown-up" have?
8. If you had only five minutes to think up a nickname for yourself and knew everyone would use it for years, what would you pick? What nicknames would you pick for your parents? For your best friend?
9. What makes you feel guilty? Do people try to make you feel guilty very often? Who?
10. What is the hardest thing about growing up?
11. Would you rather hang around a group of younger kids and be the boss, but do things that younger kids do, or

- hang around with a group of older kids and be the "squirt", but do things that older kids get to do?
12. If a rich kid wanted to buy your parents, how much would you ask for them -- assuming you were willing to sell? Would you trade your parents with any of your friends?
 13. Who are your heroes? Why do you think they are so terrific? Do they seem "bigger than life"? Are any of them normal, everyday people?
 14. What tricks do your friends use to get you to do things they know you really do not want to do?
 15. If you could change any one thing about the way you look, what would it be?
 16. What is the thing you dislike most about yourself? Do you think other people care about it as much as you do?
 17. Can you remember a time when you succeeded in doing something you thought you would never be able to do? If so, how did it feel? Would you rather try more ambitious things knowing you might fail, or try easier things knowing you would be sure to succeed?
 18. What do you think your friends like most about you? If you lost that quality, do you think they would still like you?
 19. Could you be best friends with someone who was extremely ugly? How do you feel when you see someone who is disfigured or crippled?

CRITICAL THINKING/TEST TAKING

1. What is the biggest difference between what happens on television and what happens in the real world?
2. If an older kid hit you, stole something of yours, and told you he would hurt you if you told on him, would you tell anyone? If so, who?
3. Pretend that there are three people in a doctor's office: a one-year-old baby, a grandmother with a lot of grandchildren who love her, and a teenager who works hard but just flunked out of high school. They are all terminally ill, but you can save one of them. Which would you pick?
4. Your parent has been real depressed and you want to do something to make him/her feel better. You study extremely hard for an important test, get an A+, and all your friends accuse you of cheating. (You are not a great student but have OK grades.) How do you feel? What do you say to your friends? They still do not believe you.

DECISION MAKING

1. What advice would you give to someone if his/her mom and dad were getting a divorce and they were always trying to make him/her take sides in their arguments? Imagine he/she loves both his/her parents equally. Would you give advice on such an important issue?

2. How do you feel when someone changes his/her mind at the last minute after you have made plans?
3. How would you feel if you talked someone into making a difficult choice and it turned out to be a MAJOR disaster?
4. Your parents have approved your plans. Another party in the plans makes a change and now your parents say you cannot do the new activity. What could be their reason? (EX: You were going to "sleepover" with friends to celebrate a birthday, and now the group is going to Magic Mountain.)

CHOICES

1. If you were the ruler of the world and could have anything you wanted, as well as have people do anything you wanted, do you think you would get greedy and mean or would you be a good and fair ruler? What kind of things would you be sure to do?
2. Would you rather have a strict teacher who was fair and taught well, or a teacher who was relaxed and fun but did not teach very well? What would make you change your mind?
3. Imagine that your principal told you he/she wanted to make school better and would change it in any ONE way you suggested. What would you tell him/her to do?
4. If you had to pick an age to be for your whole life, knowing that you would just stay that age and never

grow older, what age would you pick? (You would still only live to your own life expectancy.)

5. Would you rather be a rich and famous movie star or a great doctor who saves a lot of people, but is not wealthy or well known?
6. If you could see into the future but not change it, would you want to do so? Do you see any problems with knowing the future?
7. If your big brother/sister offered you some drugs, what would you do?
8. If you could choose any bedtime you wanted, what time would you choose?
9. If you could be invisible for a day, what would you do?
10. Would you like to have an identical twin? What about that would be best? Worst?
11. When did you get yourself in the biggest mess by telling a lie? What do you think would have happened if you had just told the truth?
12. Are there things you pretend not to like but really do enjoy? Why would a person do this?
13. If you agreed to sell your bike to a friend and then someone offered you more money, would you go back on the bargain?

CAREERS/COMMUNITY

1. Which subjects at school do you think will be important to you in the future? Which ones do you think will be completely useless?
2. If you told an adult or someone you wanted to work for or with that you had "experience," but really did not, could you "pull it off"?
3. Your boss is not friendly, has never mistreated you, and makes a lot of money. You work with cash and could take a little bit without him/her knowing (maybe). Would you? Who would it affect if you got caught?

CLOSURE

1. Have you ever wanted to say goodbye to someone but did not, then never saw that person again? What feeling made you not speak?
2. Have you ever refused to say goodbye to your parents because you were unhappy with them? After they left did you feel even more unhappy?
3. Is it a good idea to always say you love someone, if you do, because you never know...?
4. Did you hug and kiss your parents or close relatives when you were a little kid, but you do not now? Why did this stop?

The thought-provoking questions in this section are adapted from Stock (1988), and created by Tim West, Barbara Lane, and Douglas Long.

We sincerely hope that advisors will closely monitor their groups so that those advisees who are brave enough to disclose their feelings and provide input to the group will not become targets for "killer" statements.

Select only those items from the list of alternatives which are appropriate for the level of trust and cohesiveness which the group has developed.

Title: Student Suggested Topics for Discussion
Strand: N/A
Objective: To provide student input into advisory program.
Procedure: These topics were suggested by eighth grade advisees:

- . Gangs - Making people feel uncomfortable.
(Came from student trip to Magic Mountain, where "gang" members repeatedly cut in line and the student felt helpless.)
- . Smoking - And rights of both smokers and nonsmokers.
- . Sports - In general, and ethics in sports.
- . Gays - Suggested during time when Boy Scout leaders were in the news (gays wanting to be scoutmasters).
- . People being treated according to how they act, not what or who they are.
- . Having shorter periods at MPH to provide wider variety of classes. (Special objection to double language arts period.)
- . Special Eight Grader privileges.
- . Helmet Laws - Yes/no. If no, do the rest of us have to pay for those who die, or, worse, survive. (Also seatbelts.)

- . Grading "groups" in classes of individuals -- appropriateness of this practice.
- . Ethics - "Lying to a liar" -- OK?
- . School policies -- detentions, hall passes, early release
- . Dressing out for P.E. - Why? "+"s" and "-"s", cost = \$, and hygiene.
- . Parent "unreasonableness" - Came from not allowing a change in pre-made plans at the last minute, even though the change did not affect anyone. Parent simply did not like for plans to change.

Follow-up: Solicit other ideas from 1991/1992 advisees.

90-91 Evaluation: N/A

Source: Compiled by T. West; submitted by eighth grade advisees.

CHAPTER VI - Implementation**Philosophy****Strands****Goals****Objectives****Modifications****Role of the Advisor****Suggestions for Management****Sample Introductory Letter**

MPH ADVISORY PROGRAM

Philosophy

Students in the early adolescent years experience change at a much faster pace than at any prior time in their lives. They experience rapid physical change, intellectual change, and emotional change. Too many also must face extreme social change and changes in the structure of their families. Contemporary society and associated social stressors exacerbate these changes, resulting in the potential alienation of even what educators think of as the "secure" kid. The transecent is often able to sense the relevance, no less the importance, of schoolwork.

In a large middle level school, it is not uncommon for a young adolescent going through these transitions to feel "lost, alone, and isolated." To remove these negative feelings, build positive peer relationships, and develop a student's personal commitment to academic achievement prior to entry into high school, middle level schools need to be responsive to the transescent's unique needs. The advisory program is but one part of the ideal method of response. It can be a large part of the method, and it may well be the heart of the method.

The method is not the school, the grade levels involved, the organization, the quality of teaching, or the lessons in the curriculum. What is of paramount importance is the spirit in which these things are offered. In order

to get TO THE HEART, the program must be offered FROM THE HEART.

A FENCE RIDER

A transescent is too old...too young,
childish...adult,
dependent...self-reliant,
a groupie...a loner,
sexy...sexless,
frustrated...excited,
rebellious...conforming,
free...imprisoned.

A transescent is a fence rider who can dismount on either side at any given moment.

Betty Trogdon Burnette

Teacher

Balfour Elementary School

Hendersonville, NC

EIGHTH GRADE ADVISORY - SUBJECT HEADINGS - STRANDS

SUGGESTED IMPLEMENTATION: This list is to be used as a guide only, and lessons can be selected by the advisor at any time to meet advisee needs. (Please note on evaluation form when lessons were considered most useful.)

SEPTEMBER:	ORIENTATION
OCTOBER:	TRUST BUILDING
NOVEMBER:	RESPONSIBILITY
DECEMBER:	GOAL SETTING
JANUARY:	SELF AWARENESS/ACCEPTANCE OF OTHERS
FEBRUARY:	TEST TAKING/CRITICAL THINKING
MARCH:	DECISION MAKING
APRIL:	CHOICES
MAY:	CAREER/COMMUNITY
JUNE:	CLOSURE

GOALS OF THE MPH ADVISORY PROGRAM

The goals of the MPH advisory program are designed to address many of the recommendations outlined in Caught in the Middle: Educational Reform for Young Adolescents in California Public Schools. This report says that a teacher-based advisor-advisee program should be present in California's schools for middle grade education.

- ORIENTATION - To the school building, staff, school rules, handbook, schedule and individual student concerns.
- TRUST BUILDING - Which identifies shared values and goals, and builds strong peer and group relations.
- RESPONSIBILITY - For personal commitment to positive academic achievement.
- DECISION MAKING - And steps to making personal and group decisions.
- SELF-AWARENESS - Through identification of physical, emotional, social, and intellectual changes, including personal strengths and weaknesses.
- CRITICAL THINKING/
TEST TAKING - Including note taking, outlining, library skills, homework skills, and associated positive attitude.

- CHOICES - And effects on self, family, peers, teachers and classmates.
- CAREER/
COMMUNITY - Including future goal setting and planning for personal interests, abilities, and aptitudes.
- TRANSITION - To high school, related to building, staff, school rules, handbook, schedule, graduation requirements, and individual concerns.
- CLOSURE - Of one educational situation and smooth transition to the high school.

MPH ADVISORY PROGRAM**OBJECTIVES**

- To orient students to MPH.
- To build trust among the advisees and with the advisor.
- To provide guidance in advisee responsibility taking.
- To provide instruction in decision making steps.
- To promote advisee awareness of self, acceptance of others.
- To provide guidance in test taking and related skills.
- To provide guidance in choice making and related effects.
- To assist student exploration of career/community resources.
- To promote successful transition to Rim High School.
- To provide opportunities and ideas for closure.
- To address faculty concerns about original program.
- To address student concerns about original program.

MODIFICATIONS FOR 1991/1992

The MPH staff requested the following modifications to be made:

1. Increased flexibility for teacher selection of daily lessons.
2. Increased flexibility for teacher selection of alternate lessons/activities.
3. Reduced amounts of teacher preparation and copying.
4. Reduced amounts of student writing assignments.
5. Reduced amounts of repetitive lessons and topics.

The MPH eighth grade student body requested the following modifications to be made:

1. Increased amounts of discussion time with peers.
2. Increased opportunity for student-generated topics of discussion.
3. Increased flexibility in the schedule to peer-study prior to important tests which they all share (presidents, Constitution, finals).
4. Increased amounts of lessons, activities, or topics related to human relations.
5. Increased amounts of discussion related to future decision making.

The revised program is composed of fewer lessons: those lessons found to be acceptable and/or valuable based on faculty input; new lessons addressing topics requested by

participants; and a section of alternative topics for discussion.

Reduced copying of activity sheets was one primary goal. A more personal focus on the MPH student and greater opportunity for variability were others.

The revised program should provide for increased flexibility, opportunities for spontaneous divergence from the schedule, including study time, if requested and deemed necessary.

THE MOST IMPORTANT MATTER IS FOR SOMETHING VALUABLE, THAT WILL PROMOTE STUDENT SUCCESS, TO OCCUR IN THE ADVISORY GROUP EACH DAY.

THE ROLE OF THE MPH ADVISOR

An Advisor is an ADVOCATE for student needs. (You may stop reading here. The rest is just details.)

An Advisor is...

- One who demonstrates interest and concern for student success.
- One who acknowledges students on campus and greets students as they enter the classroom
- One who talks WITH students on a regular basis.
- One who accepts students at whatever level of physical, mental, social, or emotional development they have attained.
- One who knows what the school has to offer.
- One who helps student needs match school offerings.
- One who helps the school change to accommodate student needs.
- One who listens to students.
- One who provides a reassuring word or talk to students.

An Advisor can...

- Notify a student's teachers if he/she experiences some trauma that might affect his/her learning.
- Be a resource for other teachers to understand the advisee.
- Be the one to identify a problem requiring counselor or specialist intervention.

- Be the person a student can turn to for help before a serious problem develops.
- Help students adapt to school by assisting with: study habits, planning schedules, and guidance in strategies for school or societal success.

THE SAME COMMITMENT THAT MAKES YOU A GOOD TEACHER
WILL MAKE YOU A GOOD ADVISOR.

The advisor role can, when implemented in its ideal form, enable you to know a few students significantly better than most students in your classes.

SUGGESTIONS FOR MANAGEMENT

The following ideas are suggested only, but have been determined by faculty to be of value. (As additional strategies are identified, please note them, or any modifications to those listed below, for revisionary purposes.)

- Send a letter to parents/advisees (see following sample).
- Enforce the school tardy policy, assigning tardy for unpreparedness, including all materials and SSR book.
- One faculty member supplied SSR book without tardy IF the advisee made the request prior to the tardy bell.
- Have some form of written roll each day (dated sign-in sheet where each advisee writes HIS/HER OWN first and last name).
 - Unnecessary when written work is required; roll can be taken from the work submitted. Adds responsibility to the advisee and discourages frivolous input. (No name = absent.)
- Have advisees use one-half page of scrap paper EVERY day, on which they may comment or make suggestions about the activity and then submit it for attendance.

- Allow advisees to mark an "X" next to information which they do not want shared during follow-up or closure; ask permission if input is valuable but marked. Often they will allow sharing. This builds trust in the advisor; NEVER VIOLATE THIS.
- Advisee reads bulletin.
- Have advisee direct all lessons or discussions possible.
- Sit among the advisees, as a group member; this encourages discussion.

SAMPLE INTRODUCTORY LETTER

This is suggested only. (Please note other ideas or modifications for revisionary purposes.)

Advisor name Conference hours Room #

Dear Parent/Advisee,

_____ is enrolled...Advisor...Silent Reading Class...(dates of SSR)...dates of Advisory). The SSR...requires...a plot...20 min.

(Quote school rule #2 about timeliness and materials)... An appropriate SSR book is a necessary material.

If the SSR book is forgotten, I...(your policy) ...assign one tardy. After two tardies school policy...detention must be...until the end of the quarter.

The advisory class encourages discussing focusing...for success... It is the sincere hope of all MPH staff...middle school years...be successful...

The MPH faculty hopes these two programs will be of help...They cannot be successful without YOUR support and... I am pleased...that has been assigned...am looking forward to a positive school year.

If you have questions or concerns, please...at 337-6257.

Sincerely,

To indicate you have read this letter regarding SSR and
Advisory and discussed....,

Advisee

Parent

EVALUATION/REVISION INSTRUMENT

Grade 8 Lesson # _____

Strand: OR TB RESP GS SA TT DM CH CACO CL

What worked well? (Good student input)

What needs improving?

Other suggestions:

- For related lessons:

- For modifications:

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