An Argument for Advisory

PARTICIPANT INSTRUCTIONS

Chapter One provides a rationale for teachers to use advisory to create a strong, safe, caring learning community and introduces two advisory structures, the Circle of Power and Respect (CPR) and Activity Plus (A+). These formats for advisory meet adolescent needs for autonomy, competence, relationship, and fun through lively and engaging interaction.

Keep in mind

Advisory refers to a period (sometimes called homeroom time) of 15-30 minutes set aside for students and teachers to get to know each other, build social skills, and transition into the learning day. An adult advisor is responsible for each group of advisory students. Ideally, advisory meetings are held in the morning before students begin their classes.

Discussion format at a glance: Affinity Process

In Affinity Process, small groups meet to create a rationale for advisory. Then groups combine to create a larger group, share their rationales, and combine ideas to generate a rationale for the new, larger group. This process of combining groups continues until all participants are in one large group and reach one consolidated rationale.

Reading Assignment

Read Chapter One: An Argument for Advisory, pages 9-29.

Interact with the text: Create a rationale for advisory

Generate a statement of support for using advisory at the middle level. Identify and provide evidence for three reasons a teacher might use advisory. You will share your rationale at the meeting.

Example rationale

Advisory is important because:

1. It meets students' need for relationship with their peers and at least one adult in school. Advisory provides opportunities for young people to greet each other and share about their lives in a lively and fun way. Students are more successful in school when they become connected, feel that they belong, and have strong ties to their peers and teachers.

2. Advisory is important because it provides an explicit, reliable structure for transitioning into a focused learning day. Students play games and laugh with each other and reduce tension.

3. Advisory helps students increase social and academic skills such as engaging in conversation, speaking publicly, cooperating, and playing fairly with others.

1.

2.

3

LEADER INSTRUCTIONS

Meeting Preparation

Familiarize yourself with the Affinity Process format. Decide how many small groups (two to four participants each) you will create. Arrange for an even number of groups, so they can conveniently combine into larger groups during the activity. For example, if you have eight groups of three, the small groups will combine to make four larger groups of six, then combine to make two larger groups of 12, then one group of 24. See page 15 below and Appendix C, page 76, for more on the Affinity Process. Decide if you will show the *Circle of Power and Respect Advisory Meeting* DVD. See suggestion on page 16 under Prepare for Next Meeting.

Materials: Whiteboard or chart paper, sticky notes, (optional) *Circle of Power and Respect Advisory Meeting* DVD and DVD player

Daily news

Prepare and post daily news chart: Direct participants to read and interact with the chart upon entering the room.

Date: _____

Greetings, Friends!

Welcome to the first session of our study group! Today we will discuss Chapter 1 of <u>The Advisory Book</u> and explore the rationale for using this structure with our students.

Do you intentionally do things to build community in your advisory and/or classes? (Make a tally mark)

Never   Rarely   Sometimes   Often   Always

 Here we go!

(sign)

Meeting

Gather in a circle

Create goals (5-10 minutes)

Ask participants to write down a goal for their participation in the book study. They can use the Notes space provided at the end of Meeting One. Examples: To learn about how to use Circle of Power and Respect in my classroom; to have thoughtful conversations about the book. Have each person share his or her goal with someone (this can be done in partners or triads if the group is large). Goals can also be gathered into a chart for group reference. Goals will be revisited at the last meeting.

Create rules (5-10 minutes)

Create rules that the group agrees (preferably by consensus) to follow throughout the book study. Suggested rules are on page 8; the group might use or modify and use them. Post the rules at each meeting.

Introduce topic

Today we will discuss the rationale for implementing Circle of Power and Respect and Activity Plus in our classrooms. We'll consider how classroom communities can benefit from lively and engaging activities and discussions in the meetings. I notice that on the daily news chart...[indicate here the results of the poll on the chart]. *We'll start by practicing two community-building CPR components—greeting and sharing.*

Guide greeting, sharing, and Affinity Process discussion format

Greeting: Left-Right Greeting (1 minute)

Participants greet the person to their right and left in the circle by saying Good afternoon, _____. Model turning and making eye contact with each other.

Sharing: Sticky Note Share (3 minutes)

Topic: Name a topic that would help group members learn more about each other, for example hobbies, places of travel, or family traditions. Stick the note on the chart.

Each participant writes a sharing topic on a sticky note and places it on the chart provided.

Read each note and tell the group that they will have an opportunity to share about themselves at each meeting using many of these topics. Save this chart for use at subsequent meetings.

Discussion format: Affinity Process (25 minutes)

1. Divide whole group into an even number of smaller groups of up to four people each.

2. In small groups, participants share their rationales for advisory.

3. After everyone shares, the small group articulates three reasons for advisory and writes them down.

4. Pairs of groups combine, repeat the process of sharing, and create a new set of three reasons for advisory.

5. The process of combining groups continues until all participants are in one group. The whole group creates one, consolidated advisory rationale comprised of their reasons.

Reflect: Individual written response (5 minutes)

Ask participants to answer the following questions in the Notes section.
What barriers do you see at your school that may prevent teachers from using the advisory structures of CPR and A+?

What could be done to overcome those barriers?

Prepare for the next meeting

Announce the next meeting date. Direct participants to Meeting Two's introduction and Reading Assignment, pages 18-19, to prepare for the next meeting.

Optional: If you have not already viewed the *Circle of Power and Respect Advisory Meeting* DVD, you may choose to view it now or at another opportunity before Meeting Two. The recording is about 20 minutes in length. It will provide you with a visual/auditory experience that will clarify your reading and discussion of CPR. At any time in Meetings Two through Six about the four components of CPR you may choose to view a component in the recording again, as a reminder.

Suggest follow-up

Discuss the two suggestions below and poll the interest of the group. If the group chooses to act collaboratively, designate a leader. Suggestions may be tabled for consideration at the next meeting.

- Gather a team to discuss the current class schedule and identify any barriers to implementing CPR and A+.

- Generate a letter to parents or statement for the student handbook that includes the rationale for advisory. The parent letter could also include explanations of the CPR and A+ formats.

NOTES