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### 1.2 Cross-Reference of Advisory Lessons and Themes

The grid below provides suggestions for using lessons in different advisory themes:

Lesson	Routines	Personal Skills	Academic Skills	Post-Secondary Planning	Teamwork and Community
<b>Section 1: Routines</b>					
<i>Journaling</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
<i>Silent Sustained Reading</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
<i>Planners</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<i>Check In</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Message Center</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Analyze This! Brief and Debrief Frequently</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Please and Thank You: How to Ask and How to Appreciate</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Evidentiary Hearings</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		
<i>Job Wheel</i>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<i>Connections/Reflections</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Continuum</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>The Dance Move</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Chalk Talk</i>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<b>Section 2: Personal Skills</b>					
<i>Commencement Exercise</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Who Are We . . . Really?</i>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Who Are They . . . Really?</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Mottos to Live By</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Ropes Course</i>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Working In Teams</i>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Designing Your Own Advisory</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Mission Statements</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Administrative Speeches</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>On-Campus Field Trips</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
<i>Extra Curricular Participation</i>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>It Takes a Village</i>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Introduction to Conflict Resolution</i>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
<i>Strategy Session</i>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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Lesson	Routines	Personal Skills	Academic Skills	Post-Secondary Planning	Teamwork and Community
Celebrating Effort and Improvement		☒	☒		☒
Academic Applications While Building Personal Skills		☒	☒		
<b>Section 3: Academic Skills</b>					
Why and How Professionals Use Planners		☒	☒		
How Am I Spending My Time?		☒	☒		
Am I Using My Time Wisely		☒	☒		
Time is Money		☒	☒		
Where Does the Time Go?		☒	☒		
Where Is It??? Backpacks, Notebooks, Locker?		☒	☒		
Study???			☒		☒
Cornel Note-Taking			☒		
Note-Taking Evaluations			☒		
Top Ten Test Tips			☒		☒
More “Top Ten” Tips		☒	☒		☒
Learning Styles		☒	☒		
Thinking Styles		☒	☒		
Test Types and Test Anxiety			☒		
Motivation vs. Procrastination		☒	☒		
Présumé: Looking Backward		☒	☒	☒	
Active Listening I		☒	☒		☒
Active Listening II		☒	☒		☒
The Dog Ate My Homework		☒	☒		
Family Support for Homework			☒		
Mind Tools: Memory, Mapping, Mnemonics		☒	☒		
Studying is M.U.R.D.E.R.		☒	☒		
Momentum			☒		
<b>Section 4: Post-Secondary Planning</b>					
Life is a Game		☒	☒	☒	
Starting S.M.A.R.T.		☒	☒	☒	
Checking Out Other People’s Goals		☒	☒	☒	
Goal Grids		☒	☒	☒	

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Lesson	Routines	Personal Skills	Academic Skills	Post-Secondary Planning	Teamwork and Community
Where Are We Going? How Will You Get There?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Building a Career Repertoire		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hot Jobs Newspaper Activity		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Career Interest Investigation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
What's Your Career IQ?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hidden Treasures		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Career Reports		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Budget and Career Portfolios		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Oral Communication as a Career Skill		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Career Speakers: The Three Day Experience		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Job Shadowing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College-Letters		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Post-Secondary Applications		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Musical Chairs: A Continuing Education Investigation Activity			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
What's Your College IQ?		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College Comparison Charts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College Panel		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Think College Early		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
College and Career Night				<input checked="" type="checkbox"/>	
College Reports				<input checked="" type="checkbox"/>	
A Journey of A Thousand Miles			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Six-Year Plan		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
My Six Year Plan		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
E-Mentors		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Section 5: Teamwork and Community Building</b>					
Name Game					<input checked="" type="checkbox"/>
Five Things in Common					<input checked="" type="checkbox"/>
Choosing Sides		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Tiny Teach		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Change Three Things		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
The M&M Game		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
I Used to Be...But Now I Am		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>

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Lesson	Routines	Personal Skills	Academic Skills	Post-Secondary Planning	Teamwork and Community
Biographies		☒	☒		☒
Fear in a Hat		☒			☒
Web of Life					☒
Group Contract					☒
The Shield		☒			☒
The Buddy System		☒			☒

### 3.1 COMMENCEMENT EXERCISE

**SSD Objective:** To address attrition rates by helping students understand the role advisory can play in “commencing” a new and successful high school career and by helping them visualize themselves graduating from high school.

**Materials Needed:** Digital camera, printer, cap and gown.

#### Instructions to Advisor:

Depending on the length of your advisory, this can be done in one or two sessions. The first session should entail a Socratic Seminar about commencing a new journey and making a fresh start. Students can discover the true meaning of the word “commencement” and learn the Latin term *tabula rasa*. Ninth grade in particular offers students the chance to start fresh and leave any negative images of themselves behind. Students respond positively and vocally to this group discussion as they imagine who they would like to be by the time they graduate.

After the discussion or at the next session, borrow a cap and gown and take each student’s picture, posting the pictures in the hall or classroom with their names and “Class of 200\_.” A computer class teacher can work with you or your students on importing and printing the digital images.

You may also want to suggest to English teachers that they support this activity by having students write autobiographies that also project into the future, or you may want to have students write the autobiography in advisory.

Here is a journal prompt that can be used to introduce this exercise:

“The only things we ever really regret in life are the risks we didn’t take.”

There are two times in your life when you can totally “reinvent” yourself. You can change the name you are called, your personality, your look, the kinds of things you do, your performance, your habits, and your abilities. One of those times occurs when you move from middle school to high school. You are finally meeting new

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students with new interests, who don't know anything about your past. You are meeting teachers who have no idea what kind of student you were in middle school. In LATIN (which lawyers have to learn), there is a phrase called "TABULA RASA." It means "BLANK SLATE." YOU are a blank slate on which a whole new "you" can be written this year. Who do you want to be? If you were shy and studious in middle school, you can decide to loosen up and be more outgoing and not just study all the time. If you were the class clown, you can decide to still be funny but be perceived as a leader instead of a joker. If you were a little lazy and didn't care, you can decide to try being a little more studious. If you've thought about being a musician or an athlete, it's not too late to pursue those interests.

IF YOU COULD "REINVENT" YOURSELF, WHAT WOULD YOU DO? WHAT KIND OF PERSON WERE YOU IN MIDDLE SCHOOL? WHAT KIND OF PERSON WOULD YOU LIKE TO BE? Everyone has something about themselves they would like to change – WHAT WOULD YOU CHANGE ABOUT YOURSELF?

## 3.2 WHO ARE WE . . . REALLY?

**SSD Objective:** Attendance will increase the more students feel comfortable and important to a group of peers and to an adult on campus. Students will develop skills to make friends and to share their feelings, so that they will be able to relieve stress through communicating with others.

**Materials Needed:** None.

### Instructions to Advisor:

Knowledge *is* power. The more you get to know about each student in your advisory, the better you will be able to assist them in building personal and academic skills. There are a number of ways in which students can learn about each other and about you. Two things are important to remember about introduction activities. First, you should participate and model the assignment so that the students can learn about you. Second, the activity should address more than just surface trivia about the person; it should reach into the past and future. This exercise should help students identify past experiences and people in their lives, analyze their strengths and weaknesses, and inspire them to begin thinking about their dreams and goals.

- Some advisors provide students with a list of provocative questions and have them do an impromptu oral presentation introducing themselves. This provides you with the opportunity to address oral presentation and listening skills.
- It is also possible to pair the students up and then ask them to introduce the other person to the class.
- Some advisors do introductions through creating a Coat of Arms or visual collage that addresses the same four areas: past experiences, strengths (or “likes”), weaknesses (or “dislikes”), and goals.
- Another way is to create their very first résumé or *curriculum vitae* that includes those areas. The résumé can be posted next to their graduation picture or included in their portfolio. Any visual or written introductions can still be presented orally to the class.

Whichever introduction activity you chose, it is important that the students know everyone’s name and discover common goals. One of the main objectives of any introductory atmosphere is to begin to build an atmosphere of trust and “family” in which students are willing to take academic risks knowing they will receive support from both the teacher and their peers in advisory.

## 4.1. WHY AND HOW PROFESSIONALS USE PLANNERS

**SSD Objective:** Students who use planners effectively for time management will increase their academic performance.

**Materials Needed:** Sample planners (or spiral notebooks), invitations for panel.

### Instructions to Advisor:

Several advisory meetings devoted to the reasons *why* organizers are a useful tool used by many professionals will help students see the advantages of planners. One excellent way to address time management is to invite a diverse panel of community professionals to discuss their methods. Each panel member is asked to bring and show his or her own personal planner and explain how it is used personal and professional life. Students can observe how and when professionals use planners for time management and organization. One school's panel consisted of a lawyer, a musician, a college student, a plumber, and the principal. In preparation, students can read articles related to time management, use one of the reading strategies, and present results to each other in class. Students can survey and/or interview teachers and administrators to find out who uses personal planners and why. Students can brainstorm about what information would be useful in a planner, and compare their results to what is provided in the planner they are using. One class designed and produced their own planners.

Remember that during the first set of advisory meetings, you will need to spend significant time showing students what, how, and where to write different items in their planners. If the class uses a professionally produced school planner, it is important to walk students through all sections of the planner and have them fill out appropriate sections during that time. Some schools design "Scavenger Hunt" activities for school-wide multiple section planners in order to familiarize the student with the whole planner. It is helpful for you to provide examples of completed planner pages. Direct instruction needs to include showing students how to record assignments on multiple days. For example:

Record the assignment and its due date on the day an assignment is given, and again on the actual due date.

Write the assignment and "DUE TOMORROW!" the day before it is due (or the week before the due date on larger projects).

Commit to and record one or two preparation and working dates related to the completion of the assignment.

Get together with study buddies or teams and commit to a mutual work time for an assignment. All student members record the same date and time.

Determine a day in advisory where it is appropriate to work on a strategy related to the completion of this assignment.

Make and record an after-school or before-school appointment with the academic teacher to receive help or a general progress check related to the assignment.

During the first weeks, students should be guided through this process each time. Ask them to show what they have written. Ask them to evaluate whether or not they have actually completed the commitments recorded in their planners. Reward them for their successes. You should always create a record in your own planner as the students work in theirs, and discuss with them the advantages and struggles related to using planners as an organizational skill in your own life. It is imperative that the entire grade-level faculty understands the use of planners and reinforces their use during their own class time. Some schools choose to use the planner as a hall pass, which helps ensure that the planner is kept with the student and allows the school to keep a record of when

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and why students are away from class. If a student uses their planner four periods a day, five days a week, it not only becomes a habit for the student, it also becomes a useful tool for teachers and parents.

## 4.2. HOW AM I SPENDING MY TIME?

**SSD Objective:** Student who understand how they spend their time are likely to designate more time to academic assignments than students who don't.

**Materials Needed:** Survey logs.

### Instructions to Advisor:

“Time is the coin of your life. Only you can determine how it will be spent.”  
— Carl Sandburg

There are a number of surveys or logs you can use to help students chart how they spend their time. Using a log presents an excellent opportunity for a math application, as students fill out the log and then create a pie chart to show what portion of their day is taken up by various activities.

Another exercise is called the 24-Hour Bill and relates time to the concept of how hard it is to know where the money goes once we have broken a twenty. Students track themselves carefully, even analyzing how they spent their time within a class period. They log their activities in twenty-minute intervals for twenty-four hours and later divide the activities by percentage of minutes into a variety of categories:

- Relaxing/Stressful
- Productive/Nonproductive
- Alone/With Others
- Academic/Nonacademic
- Related to My Goals/Off Track
- Positive/Negative
- Reading/Writing/Speaking/Listening
- With Friends/With Family
- Short-Term Effect/Long-Term Effect/No Effect

These categories provide excellent food for thought, although students can create their own categories. Use this exercise to examine personality traits and influences, obstacles to success, prioritization, deferred gratification, and sources of support.

## 4.3. AM I USING MY TIME WISELY?

**SSD Objective:** To gradually increase the amount of time students devote to academic work.

**Materials Needed:** Time grid.

### Instructions to Advisor:

Some advisories use the time grid from *Seven Habits of Highly Effective People* and have students look at a week's worth of activities, placing them in one of four categories:

- Urgent and Important
- Urgent but Not Important
- Important but Not Urgent
- Neither Urgent nor Important.

Through this exercise, students discover that the hardest tasks are really very important but seldom get done because they don't feel urgent. Whatever survey or exercise you use to help students discover how they use their time, follow up by asking them to alter their next twenty-four hours by adding thirty minutes of time in a positive area and deducting thirty minutes in a nonproductive area.

Discuss results in the next advisory and then present the challenge of altering the next twenty-four hours by one hour. Students enjoy planning for this and creating their own rubric for proof of change.

Although this exercise can be done for longer periods of time, a short turnaround time helps students talk more specifically about the process and also increases the likelihood of improvement.

Use the chart on the next page.

**PLACE ALL THE ACTIVITIES ON YOUR WEEK-LONG TIME LOG  
IN ONE OF THESE FOUR CATEGORIES:**

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<b>URGENT AND IMPORTANT:</b>	<b>URGENT BUT NOT IMPORTANT:</b>
<b>IMPORTANT BUT NOT URGENT:</b>	<b>NEITHER URGENT NOR IMPORTANT:</b>

## 4.4. TIME IS MONEY

**SSD Objective:** To gradually increase the amount of time students allot to academic performance.

**Materials Needed:** Articles on time management or panel presentation set-up; rewards for time dollars

### Instructions to Advisor:

Students may read articles or hear a panel from the community reveal how managing time has a direct financial benefit. Afterward, students can “pay” themselves one “time dollar” (point) for every productive minute they spend during the week, logging each one carefully in their planners. At the end of this exercise, you can allow students to “spend” their money on some fictional motivational activities and/or products (field trips, leather-bound planner, alarm clock).

Regardless of which exercise you use to help students realize the importance of time management in their own academic success, make sure you point out that knowing how you want to “spend” your time involves setting goals and priorities. Additionally, to get the most value out of our time, we must develop time-management skills. Building successful time-management habits requires the consistent application of good strategies, the collection of feedback, the correction of errors, and a little bit of juggling:

- Define your goals; use them to set priorities, and allot time accordingly.
- Track your use of time to see exactly where it is going.
- Use one planner (or notebook) to track all of your “to do’s”: goals, appointments, assignments, plans.
- Always subdivide larger tasks into smaller, more manageable ones.
- Learn to get value from using small blocks of time effectively.
- Learn the NOW habit. Start everything right away, even if it’s just a small step.
- Plan your time so that you can give 100 percent attention to the task at hand. Multitasking is highly overrated.
- Set interim deadlines to emphasize the need to complete schoolwork in phases.
- Do the most difficult, least desirable tasks first.
- Monitor your use of time to ensure that nothing is interfering with your top priorities.
- Identify your needs, your obstacles, and the supports available to you. Build a support network for the task at hand and access help sources whenever possible.
- Good time management is nothing more than good self-management.

## 5.1. LIFE IS A GAME

**SSD Objective:** Student will set and meet goals for improving their academic performance.

**Materials Needed:** Poster paper and supplies for creating goal lines (optional).

### Instructions to Advisor:

**Goal Line** – Some advisories use a sports theme throughout initial direct instruction on goal setting and refer to the space for writing the weekly goals as the “Goal Line,” a specific place for students to aim in order to feel a sense of accomplishment by the end of the week.

You should help students create a specific, measurable goal at the beginning of each week or designated time frame. Discuss with students how advisory activities can assist in the successful accomplishment of the goal. Specific activities may need to be adapted or designed at that time to fit the students’ differing needs and goals. It is important to meet with other teachers to discuss ways in which weekly goals match learning activities in other classes. Early on, you may want to have everyone select the same goal and then discuss whole-class strategies for working on the goal.

**Score!** – At the end of each week, be sure to celebrate the accomplishment of goals. Some advisors post goals and have a visual representation for noting success, such as a staircase, football field with gridlines, a racetrack with a finish line, or the traditional chart with stars. Some schools have competitions between advisories and the class that gains the most “yardage”— the advisory with the most students who achieved their goal — is recognized in school announcements. Additional communication practice occurs when these classes come together and challenge each other in Evidentiary Hearings.

**Halftime in the Locker Room** – Advisories using sports themes can relate the end-of-the-week reflection activity to how sports teams use halftime to rethink their “game plan” and make adjustments for the second half. Every student sets a concrete two-week goal. In the debriefing at the end of week one, students write a two-paragraph essay. In the first paragraph they write about what worked or did not work for them as they pursued their goal. In paragraph two, they write about changes in their game plan. At the end of the second week, the debriefing essay is a comparison and analysis of whether more was accomplished the second week.

## 5.2. STARTING S.M.A.R.T.

**SSD Objective:** Students will learn how develop performance goals.

**Materials Needed:** S.M.A.R.T. definition sheet.

### Instructions to Advisor:

Some direct instruction will be needed on how and why to set goals. There are many resources that provide information on goal setting and all agree that achievable goals need to be concrete, performance-based, and have a deadline. One acronym that students find easy to remember and apply is setting goals that are S.M.A.R.T.:

- Specific** – Write your goal in concrete, descriptive terms.
- Measurable** – How will you be able to prove you accomplished your goal?
- Action-Oriented** – Don't state an outcome, but state what you will DO.
- Realistic** – Goals should be a stretch, but still reachable.
- Timetable** – Set a specific date to measure your goal and incremental dates for actions.

Have students practice writing goals and then discuss in advisory whether the goal fits all the necessary criteria. Rewrite them until they do. When students complete their first weekly "Goal Line," have them check to make sure it is S.M.A.R.T. You should always model behavior, and set weekly goals and share them with the class.

Even S.M.A.R.T.er – As advisory progresses, have students continue to raise the bar for themselves in terms of the level of the goal. Continue to monitor for the five components, check on progress, analyze and revise strategies, and celebrate successes. An extended version of the S.M.A.R.T. goal process can be applied to setting long-term career and college goals. Although, chronologically, college comes before careers, it is important that students see how long-term planning involves working backward from a vision of the future.

S.M.A.R.T.er Still! – In the second half of advisory, their career destination, post-secondary choices, and high school plan of study will all be charted in a "life plan" using the S.M.A.R.T goals process. Have students develop one large Goal Grid for their life plan.

Students need to know that there is no magic formula for immediate success. A goal doesn't do the actual work for you; it just helps you focus. Even having a plan and good strategies may not be enough. Have students work in teams to brainstorm personal traits that help people reach their goals. Discuss ways of staying on track with your goals after initial enthusiasm wears off and the real work begins. Students can create a master list and their own acronyms as a mnemonic device. One such acronym is WISE:

- Willpower**
- Initiative**
- Stamina**
- Enthusiasm**

**11. ADVISORY RUBRIC:  
ASSESSMENT AND EVALUATION**

Acceptable	Recommended	Exemplary
<p>Collect baseline data in the following categories:</p> <ul style="list-style-type: none"> <li>• Standardized test scores/or other testing of reading/writing/math levels</li> <li>• Transcript analysis</li> <li>• Attendance</li> <li>• Discipline referrals</li> <li>• Graduation rates and destinations</li> <li>• College remediation rates</li> <li>• Student, family, and community surveys</li> </ul> <p>Analyze end-of-year data in all baseline categories for advisory purpose(s).</p> <p>Communicate assessment data is to advisory team to assist in designing advisory activities.</p> <p>Provide advisors with access to relevant information about other teacher/advisor programs and activities, including on-line resources.</p> <p>Develop an advisory syllabus and curriculum materials for each grade level.</p> <p>Set aside time for advisors to discuss their practices, priorities, and the expected standards of accomplishment.</p>	<p>In addition to “acceptable” criteria, it is strongly recommended that each school also implement the following actions:</p> <p>The school has developed an evaluation instrument for measuring the effectiveness of the advisory activities and design.</p> <p>The school has monitored implementation of program goals and advisory practices.</p> <p>Advisors provide pre and post-tests and surveys that correlate with advisory themes.</p> <p>School surveys students, parents, faculty, and community partners on selected advisory objectives and items.</p> <p>School establishes a campus/ community leadership team to use data to revise advisory curriculum and activities.</p> <p>All advisors are trained in the use of curriculum materials.</p>	<p>Exemplary advisory programs will supplement assessment by implementing some of the following actions:</p> <p>A board of students, parents, faculty, and community partners meets a minimum of twice a year to make curriculum and activity recommendations for advisory program.</p> <p>Student achievement has gone up on all selected criteria. Surveys indicate that stakeholders perceive a connection between the advisory and achievement.</p> <p>Teaching teams participate in assessment discussions of individual students each grading period to develop support activities for advisory.</p> <p>Teachers share effective instructional practices on an on-going basis and provide the assessment data used to determine the effectiveness of those practices.</p> <p>Subject-specific teachers work together to identify learning goals for advisory that will impact the success of their content areas.</p>