

ADVISORY LESSONS

2014-2015 SY

Character Words of the Month

(The following calendar provides an outline of possible Character Education activities for Advisory. Please feel free to modify or adjust these lessons as needed or appropriate).

August	RESPECT
September	RESPONSIBILITY
October	PEACE
November	CARING
December	INTEGRITY
January	COURAGE
February	PATIENCE
March	SERVICE
April	SELF-CONTROL
May	COOPERATION

AUGUST 2014 – RESPECT (make adjustments/modifications as needed or appropriate)

- AUG 11 MON Advisory 1-3 periods. See packet
- AUG 12 TUE Advisory 4-7 periods. See packet
- AUG 13 WED RESPECTING YOURSELF AND YOUR EDUCATION - Goal setting for August, top pg. 11 of agenda. Long term goal setting, bottom pg. 11 of agenda. Walkthrough, description, and demonstration of effective daily agenda use for students (daily assignments, marking and highlighting, etc.). Lesson to students: Respect yourself and your education enough to be well-organized, to plan for success, and to set realistic goals for the school year. Students work together to create and share goals for success. Team students up to keep each other accountable to our goals.
- AUG 14 THU RESPECT EACH OTHER - Bullying lessons and quizzes in agenda, pgs. 10, 12, and 14 (bullying lessons tend to be found in the left hand margin of the page). Answer questions and discuss as a group. Discuss how bullying is a disrespectful act and ask how we as observers can help prevent or stop bullying. Inform students that bullying lessons will be a frequent part of our Advisory lessons. Discuss how we can be respectful to one another on a daily basis.
- AUG 15 FRI RESPECTING A PROCESS – Explain that class meetings will be a process weekly. Teachers will define how that will look in their classroom and as a class set the norms for the meetings and share norms with students. Possible class meeting discussion topics for this week: “How was the first week of school?” “What is your specific plan to be successful this year?” “In what ways do you feel you are good, smart, and strong?” “In what specific ways do you plan to improve upon last year?” “What are you most excited about?” “What concerns or frightens you the most about this year?” “In what ways can you show respect throughout the day to teachers, staff, and fellow students?”
- AUG 18 MON DEFINING AND INTERNALIZING RESPECT - Weekly goal setting, pg. 16 of agenda (weekly goal setting can usually be found in the left margin). Students will create Frayer definition or concept map for the word “Respect.” (An example will be provided by e-mail, students should recreate the model in their agenda on that day’s page at the bottom in the “Act” section.) Teachers lead a discussion with students on what the word respect means to them.
- AUG 19 TUE RESPECT FOR LITERATURE and EFFECTIVE READING - Teacher models and describes effective and expected practices during DEAR (Drop Everything And Read) time. Teacher chooses a book and reads a portion to the students modeling pacing, thinking, and checking for understanding. Students will begin formal DEAR time on AUGUST 26. Essentially this lesson is a read aloud led by the teacher. I will bring in some children’s books for use this day if you cannot think of an example you like.
- AUG 20 WED RESPECTFUL CONVERSATIONS - Bullying quiz and discussion, pg. 16 of agenda. Grade check and conferencing with students. Teachers set expectations for grade check talks. Remind students that those conferences are meant to serve as mini-goal checks, and that they should encourage action on the part of the students.
- AUG 21 THU RESPECT FOR TEACHERS, STAFF, and ALL ADULTS - Teachers work with students on the following skills:
- Formal introductions using complete sentences
 - Firm handshakes and making eye contact
 - Saying “please” and “thank you,” and showing respect to individuals in positions of authority
 - Saying “yes sir/m’am” and “no sir/m’am”
 - Others – holding doors, assisting those who are struggling with heavy materials, doing the right thing, etc.
- AUG 22 FRI RESPECTING OUR DIFFERENCES – Class Meeting. Possible Topics: “In what ways are you different, strange, weird, or unique?” “Why is it important to be proud of or ‘own’ our unique qualities?” “How can we use our differences to make us stronger, better people?” “What do you notice about the diversity of our student population?” “How does our school diversity make Bayless a great place to learn?” “How would you defend someone who is being made fun of for being different?”

AUG 25 MON RESPECTING OUR WORLD - Weekly goal setting, pg. 18 of agenda. Advisory Project – Beautifying the School: Have a discussion with students regarding recycling and the program Mrs. Lange has in place to keep our environment healthy and thriving. Talk about all of the construction and improvements going on in and around our building.

In an effort to give students a feeling of ownership in the school as well as a sense of accomplishment for all of us, each advisory will be developing and implementing an Advisory Service Project.

The project should be based on one (or more) of our Character Education Words of the Month, though the students are not limited to implementing their project during that particular month. In fact, we are hopeful that most of these projects will be ongoing building and personal improvement opportunities. Our character words are Respect, Responsibility, Peace, Caring, Integrity, Courage, Patience, Service, Self-Control, and Cooperation. If we double up on character words that is ok.

Project Parameters (take two advisory periods to develop your service project proposal):

- Have students brainstorm ideas of tasks and improvements that could be done around the school to not only beautify the school but help show the community that we care about our students, our community, and our world. Encourage students to think outside the box, or think as if there is no box.
- Assume there is no money for your project, but let us know if money would be helpful. We will see what we can do.
- Every advisory will write/type a proposal to Mr. Efken and Mr. Harness explaining the service project your advisory would like to perform for the school. Include what character word(s) you would like to exemplify, the duration of the project, what will be needed for the project to be successful, and any other important information. Proposals are due by Friday, September 5, 2014 to Bob.
- Every student in your advisory must assist in writing your proposal, providing ideas, and implementing the project. Have each student sign the proposal at the bottom and submit it to our office. Feel free to use pictures, cutouts, graphics, drawings, etc. to beautify your proposal.
- Doug and/or I will come talk to your advisory once the projects are approved.
- When implementing the project, take pictures of everything and anything you can and share them with Bob and Doug.

Project Durations (these are suggestions; you are not limited to these options):

- One day – Plan a special school-wide day to raise awareness of a particular issue or to do a one-shot beautification project for the school.
- One week – Plan a week of activities related to your character word(s) to be implemented during all advisory classes. These activities would take the place of our regular advisory schedule when that word is our character word of the month.
- Ongoing/Monthly – Plan an event that will repeat once monthly or will require regular maintenance. Monthly projects would be for your advisory only and would not necessarily involve the entire school.

AUG 26 TUE DEAR – Drop Everything and Read. Students read, teacher models.

AUG 27 WED RESPECTING DIFFERENCES OF OPINION - Bullying quiz and discussion, pg. 18 of agenda. Discuss what it means to “conquer a conflict.” Also make sure students are aware that bullying is repeated action, and that conflict occurs when disagreement is present and individuals are equally upset at a situation. Grade check and conferencing with students. Remind students if they are doing poorly to get clarification from teacher as to why their grade may be suffering. It’s still early! Plenty of time to make up gaps in knowledge.

AUG 28 THU DEAR – Drop Everything and Read. Students read, teacher models.

AUG 29 FRI RESPECTING BAYLESS SCHOOLS – Class Meeting. Possible Topics: “How do you respond to someone when they show disrespect to Bayless Schools?” “How can we show respect to our building and grounds?” “This building was built in 1934. In what ways have our ancestors shown respect to quality education in this area? To this building?” “Why do you think we have chosen the word ‘respect’ as one of our strongest principles here at the Junior High?”
Work on service project proposals if needed.

SEPTEMBER 2014 – RESPONSIBILITY (make adjustments/modifications as needed or appropriate)

- SEP 1 MON NO SCHOOL – LABOR DAY
- SEP 2 TUE NO SCHOOL – PROFESSIONAL DEVELOPMENT DAY
- SEP 3 WED PERSONAL RESPONSIBILITY – GOAL SETTING - Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page. Students look to top of pg. 11 and review their August goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month? Goal setting for the month of September, top of pg. 21 in agenda. List at least two steps you will take to achieve your September goal. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan? Goal setting for the rest of the week, left column of page 22. What could you accomplish before Friday?
- Work on service project proposals if needed.** Grade check and conferencing with students. Remind students if they are doing poorly to get clarification from teacher as to why their grade may be suffering. We are quickly approaching progress report time, so let's work hard to make up gaps in knowledge.
- SEP 4 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the who, when, where, what, why, and how of his/her current DEAR book. Students then read for the remainder of advisory.
- SEP 5 FRI DEFINING RESPONSIBILITY – Goal setting for next week, left column of page 24. Bullying discussion on page 20 of agenda. Defining responsibility – Visual representation. Distribute computer paper to students. Have them mark a line to split their paper into two sections. On the left side, have them write the heading “RESPONSIBILITY IS,” then have them draw a visual representation with a one sentence description/example of what responsibility is. On the right side, have them write the heading “RESPONSIBILITY IS NOT,” then have them draw a visual representation with a one sentence description/example of what responsibility is not. This lesson should be in the form of a discussion/class meeting, but each student creates their own visual representation. When students are finished drawing and/or coloring their piece, hang them in the hallway until Friday, October 3rd.
- SEP 8 MON RESPONSIBILITY TO SERVICE AND REMEMBRANCE – Advisory Poster Contest. Each advisory will create a poster depicting the theme “We Remember, We Serve.” Poster must convey a clear message, address the theme, be creative, original and artistic, be easy to read, and be bright and colorful. More information to come.
- SEP 9 TUE **POSTER CONTEST POSTERS DUE AND SERVICE PROJECT PROPOSALS DUE – Finalize poster and service project proposal. Choose student to present proposal at 9/11 evening event. Advisory writes brief summary of proposal on printed scroll paper (provided).**
- DEAR – Drop Everything and Read. Students read, teacher models. Finish poster/service project if needed.
- SEP 10 WED EDUCATIONAL RESPONSIBILITY – Bullying quizzes and discussion, pages 22 and 24 of agenda. Remind students that just because you may not be the target of bullying personally, it is everyone's responsibility to be more than a bystander. Grade check and conferencing with students. Remind students if they are doing poorly to get clarification from teacher as to why their grade may be suffering. We are quickly approaching progress report time, so let's work hard to make up gaps in knowledge.
- SEP 11 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- SEP 12 FRI RESPONSIBLE vs. IRRESPONSIBLE BEHAVIOR – Class Meeting. Possible Topics: “What does it mean to be responsible? Irresponsible?” “Tell a story of a time you or someone you know acted responsibly. Irresponsibly.” “What responsibilities do you have at your home?” “What would happen if you, your parents, your loved ones, etc. did not act responsibly in their job, school, or home?” “Why do you think Bayless Junior High chose RESPONSIBILITY as one of our character words?”

- SEP 15 MON DOOR DECORATING – SPIRIT STUFF – BEING AWESOME! AGGRESSIVE BRONCHO!
- SEP 16 TUE DOOR DECORATING – MORE SPIRIT – MORE AWESOME! MORE H in BRONCHO!
- SEP 17 WED PARTICIPATE RESPONSIBLY – Bullying quiz and discussion, page 26. During grade checks, students will take a clubs/interest survey: The Culture Club will develop and distribute a survey to be given to all Junior High students that will determine student interest in a variety of in-school clubs and activities. Eventually once the data from the survey is compiled, we will have club time during advisory a few times per month.
- SEP 18 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- SEP 19 FRI HAVING FUN RESPONSIBLY – BAYLESS GAMES! Remind students of their events for the games. What does responsible behavior look like? How do we play responsibly? Remind students that participation in the games is a privilege, and that we are representing Bayless in everything we do this afternoon.
- SEP 22 MON RESPONSIBILITY TO OUR WORLD – Goal setting for the week, left column of page 28. If you have student computers at your disposal, have students do the following on their own (or using their phones). If not, teacher will model for students on Promethean Board, projector, or on teacher’s computer screen.
- Go to the website dosomething.org, a website dedicated to teen campaigns for social change. Have the students work in pairs or triads to explore the variety of campaigns on the site and make a commitment to participating in one before the end of October. Have students share out which campaign they chose. Remind them to encourage and “police” each other as they get involved in various campaigns.
- SEP 23 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- SEP 24 WED EDUCATIONAL RESPONSIBILITY – Bullying quiz and discussion, page 28. Grade check and conferencing with students. Remind students to use agenda effectively to stay organized.
- SEP 25 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- SEP 26 FRI RESPONSIBILITY QUOTES: Use the following quotes to engage students in a discussion on responsibility:
“Freedom involves responsibility, and most people are frightened of responsibility.”
“If you hang out with chickens, you are going to cluck. If you hang out with eagles, you are going to fly.”
“The right thing to do and the hard thing to do are usually the same.”
“It is wrong to escape the consequences of one’s act.”
“Take responsibility for your own happiness.”
“If you are going to be irresponsible, at least be responsible for it.”
- SEP 29 MON FISCAL RESPONSIBILITY – Goal setting for the week, left column of page 32. Students will be using the website <http://www.practicalmoneyskills.com/games/trainingcamp/ff/> to play a football themed financial game. If you have access to computers, have students play their own game. Otherwise, you can play as a class on projector.
- SEND INFORMATION HOME ON SCHEDULING STUDENT-LED CONFERENCES WITH STUDENTS TODAY!**
- SEP 30 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with **THE TEACHER** giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Teacher may choose to do a full class period read aloud or students may read for the remainder of advisory.

OCTOBER 2014 – PEACE (make adjustments/modifications as needed or appropriate)

- OCT 1 WED PEACEFUL TRANSITION INTO OCTOBER - GOAL SETTING - Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page. Students look to top of pg. 21 and review their September goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month? Goal setting for the month of October, top of pg. 31 in agenda. List at least two steps you will take to achieve your October goal. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
- Bullying lesson overview for October, page 30 of agenda. Quiz at bottom and discussion of what it means to “be unique” and embrace your differences. If time remains, grade checks and conferences with students
- OCT 2 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 3 FRI CLASS MEETING – PEACE – What comes to mind when you think of the word “peace?” How can you as a youth in today’s world promote peace in your community, your family, and in the world? Do you feel that peace can only be achieved by force? Why or why not? Often people say their only wish is for peace on earth. What would the leaders of our world need to do to achieve peace in our world?
- OCT 6 MON PERSONALIZING PEACE - Goal setting for the week, left column of page 34. Students provided paper copies of peace signs, on which they will answer the question “What does the word PEACE mean to me?” Students are encouraged to color and design their peace sign in any appropriate way they feel fit. Remember, though, these peace signs should represent what peace SHOULD BE, not what peace is not. It should be a positive representation of the ideal of peace. When students are finished drawing and/or coloring their piece, hang them in the hallway until Friday, November 7th.
- OCT 7 TUE **COLLECT STUDENT-LED CONFERENCE SCHEDULING FORMS FROM STUDENTS AND BOOK ALL CONFERENCES NO LATER THAN THIS DATE. CONTACT PARENTS BY PHONE OR IN PERSON BY THIS DATE IF ALL ARE NOT YET SCHEDULED. SEND YOUR CONFERENCE SCHEDULE TO DOUG**
- DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 8 WED SPEAKING PEACEFULLY – Bullying discussion, page 34. Talk with students about verbal bullying, particularly treating people unfairly because of our differences. Speaking peacefully includes avoiding calling people offensive names. Grade check and conferencing with students. Remind students to use agenda daily and that conferences are coming up next week. Remind them that their agenda is meant to be a communication piece between school and home. We are working to set them up to be the most successful student they can be. Grade checks.
- OCT 9 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 10 FRI CLASS MEETING – CONFERENCES – PREPARING FOLDERS - With conferences less than a week today, this class meeting should focus on Student-Led Conferences. At this class meeting, students will work with teacher to prepare their folders for conferences. Teacher will discuss each item that goes in the folder, why it is important, and how student should talk about that item when their parent(s) attend conferences. Students put their information in order, signing their name to appropriate documents, and reading through the agenda and scoring guide for conferences.

- OCT 13 MON CONFERENCE PRACTICE - Goal setting for the week, left column of page 36. Teacher sets students up in role-play situations where students practice facilitating their student-led conference. Teacher provides feedback related to the conference scoring guide, and does individual and whole group assessment of student understanding of conference procedures and expectations. With what time remains, teacher answers questions and provides suggestions for a successful conference.
- OCT 14 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 15 WED PEACE AND TOLERANCE – Bullying discussion, left side of page 36. Talk with students about the meaning of the word “tolerance.” Ask them to discuss how tolerance can lead to peace. Talk about the Internet and cyberbullying. We have had cases this year and in the past related to cyberbullying. Stress to them the suggestions listed, particularly saving evidence. Remind them that if they notice someone being bullied online, they should stand up for that person and report the incident. No grade checks this week. Students will get their grades at conferences.
- OCT 16 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 17 FRI NO SCHOOL – DAY FOLLOWING CONFERENCES
- OCT 20 MON NO SCHOOL – PROFESSIONAL DEVELOPMENT DAY
- OCT 21 TUE Goal setting for the week, left column of page 38.
- DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 22 WED CONFERENCE FOLLOW-UP – Bullying lesson, left side of page 38. Have students talk about what makes up their individual beliefs and values system. Do not require them to share out, but encourage them to share with someone, even if it is not here at school. Conference follow-up. Lead students in a discussion of how conferences went, what they thought went well and not so well, and what scared or encouraged them the most. Have students look at the goals they set for the year at their conferences. Have them write the goal on the front page of their agenda and reference it frequently. Remind them of the importance of realistic goal setting.
- OCT 23 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- OCT 24 FRI PEACEFUL CONFLICT RESOLUTION – Class meeting. Possible discussion topics include: “What do you think of when you hear the term ‘conflict?’” “What might a ‘peaceful resolution’ to a conflict look like?” “What skills are necessary for two individuals involved in a conflict to resolve it peacefully?” “Have you ever been in a conflict that ended in a way that was not peaceful?” “Thinking of the world at large, how might peaceful conflict resolution benefit our world and society?”
- If you have time, feel free to lead the students in a role play or modeling of a conflict, where students are asked to resolve the conflict peacefully. Ask them what they noticed about the way the conflict played out?
- Goal setting for next week, left side of page 40 in the agenda.

OCT 27 MON PLAY PEACEFULLY – ADVISORY CLUB DAY!

The plan is for this to be our first club day in advisory! Students will be able to sign up for clubs in which they wish to participate throughout the year. Each advisory teacher will have volunteered to supervise or facilitate one of the student clubs. The purpose is to give those students who do not otherwise have the chance to stay after school for clubs the opportunity to participate and have fun with different experiences. Let's make this as successful an experience as possible and we will try these days a couple times per month.

OCT 28 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.

OCT 29 WED GRADE CHECKS, PEACEFUL GRADE CHECKS (It's a stretch, I know) – Bullying quiz and discussion, page 40. Discuss with students the importance of self-confidence and that it is difficult for a bully to get under someone's skin if their victim has self-confidence. Grade check and conferencing with students. Remind students we are now over halfway through the semester, so it is time to kick their educational rear into high gear!

OCT 30 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with TEACHER giving a 60 second book talk. TEACHER tells the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.

OCT 31 FRI FALL EVENT – TO BE DETERMINED

NOVEMBER 2014 – CARING (make adjustments/modifications as needed or appropriate)

- NOV 3 MON CARING ABOUT OUR SUCCESS - GOAL SETTING - Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page. Students look to top of pg. 31 and review their October goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month? Goal setting for the month of November, top of pg. 43 in agenda. List at least two steps you will take to achieve your November goal. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
- NOV 4 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 5 WED CARING ABOUT EACH OTHER’S FEELINGS – Goal setting for the week, left side of page 44. Bullying quiz and student discussion, page 44. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher performs grade check conferences.
- NOV 6 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 7 FRI SHOWING THAT YOU CARE - Class Meeting. Possible questions include “Do you feel that you are a caring person?” “How would others know that you care about them?” “What can you say to or do for someone to show them that you care?”
- NOV 10 MON WATCHING CARING IN ACTION, PART 1 – Goal setting for the week, left side of page 46. Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together. First, watch the following video:
<https://www.youtube.com/watch?v=9PM6uX4yGp4>
Have students discuss what it means to care for someone that deeply. Possible questions: “Do you have someone in your life that you care about that much?” “How do you show that person that you care for them?” “What message would you want to tell the world about this person?” “What message would you want to tell the world about caring for others?”
- NOV 11 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 12 WED CARING ABOUT PERSPECTIVES AND POINT OF VIEW – Bullying quiz and student discussion, page 46. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher performs grade check conferences.
- NOV 13 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 14 FRI WATCHING CARING IN ACTION, PART 2 – Class Meeting and video lesson. Write the following quote on the board: “If you give a little love, you will get a little love of your own.” Suggested questions for conversation: “What do you think this quote means?” “Has someone ever done something nice for you, which made you want to do something good for someone else?”

Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together. First, watch the following video:
<https://www.youtube.com/watch?v=PT-HBI2TVtI>
Have students discuss what they noticed in the video. Possible question: “How are the people in the video showing they care?” “What changes can you make in yourself to “give a little more love” to the world?”

- NOV 17 MON NO SCHOOL – PROFESSIONAL DEVELOPMENT DAY
- NOV 18 TUE DEAR – Goal setting for the week, left side of page 48. Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 19 WED CARING THROUGH OUR WORDS – Bullying quiz and student discussion, page 48. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher performs grade check conferences.
- NOV 20 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 21 FRI CARING ABOUT THOSE IN OUR ADVISORY – Class Meeting. Have students pair up with someone with whom they feel very comfortable talking to. Talk to the students about being a good listener, and paying attention to what their friend is saying instead of waiting for your turn to talk. Have the students simply talk to one another about things that are going well in their lives, items in their lives that concern them, difficulties they are facing, and goals they have or wish to accomplish. Make it an open and inviting atmosphere by sharing a few of the above pieces of information with your advisory. Once students have shared, allow them to facilitate a class meeting that about how in your advisory family, you all can do a better job of caring for one another.
- NOV 24 MON WATCHING CARING IN ACTION, PART 3 – Goal setting for the week, left side of page 50.
Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together. First, watch the following video:
<https://www.youtube.com/watch?v=cZGghmwUcbQ>
Have students discuss how the man’s actions reflect the idea of caring. How did his actions affect those around him? How is it that the smallest thought, word, or deed can have such a profound effect on those around you?
- NOV 25 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with TEACHER giving a 60 second book talk. TEACHER tells the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- NOV 26 WED NO SCHOOL – THANKSGIVING
- NOV 27 THU NO SCHOOL – THANKSGIVING
- NOV 28 FRI NO SCHOOL – THANKSGIVING

DECEMBER 2014 – INTEGRITY (make adjustments/modifications as needed or appropriate)

- DEC 2 TUE Goal setting for the week, left side of pg. 54 in agenda
- DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- DEC 3 WED MONTHLY GOAL SETTING - Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page. Students look to top of pg. 43 and review their November goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month? Goal setting for the month of December, top of pg. 53 in agenda. List at least two steps you will take to achieve your goal this next month. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
- DEC 4 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- DEC 5 FRI INTEGRITY – THE QUALITY OF BEING HONEST, HAVING STRONG MORAL CHARACTER – Class Meeting. Possible Questions: “In what ways do you show integrity every day?” “What are the characteristics of someone who has integrity?” “How can you tell if someone lacks integrity?” “What could you do to help develop integrity in others?”
- DEC 8 MON Goal setting for the week, left side of page 56.
- INTEGRITY ACROSTIC – Have students write the word INTEGRITY down the left margin of a blank piece of paper. For each letter, they should write a word or phrase representing INTEGRITY or high moral character that starts with that letter. Once finished, please hang in the hallway until the end of winter finals.
- Acrostic Sample (obviously your students will use the word INTEGRITY):
- S**hines on my face
Up in the sky
Nice and warm on my skin
- DEC 9 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- DEC 10 WED Bullying quiz and student discussion, page 56. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher performs grade check conferences.
- DEC 11 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- INFORM STUDENTS TO BRING FINALS STUDY MATERIALS TO ADVISORY FRIDAY AND MONDAY!**
- DEC 12F/15M ACADEMIC INTEGRITY – FINALS STUDY HALL – Goal setting for the week, left side of page 58. So students are better prepared for their finals and so they can practice academic integrity, students will hold a finals study hall on Friday 12/12 and Monday 12/15. Please permit students to work with their same-grade peers in preparation for their finals. Encourage them to make flash or study cards and quiz each other on content.
- DEC 16 TUE DEAR – Drop Everything and Read. Students read, teacher models. For today only, students may read class specific texts in preparation for their finals.
- DEC 17-19 NO ADVISORY – FINALS

JANUARY 2015 - COURAGE (make adjustments/modifications as needed or appropriate)

- JAN 5 MON THE COURAGE TO BE SUCCESSFUL - GOAL SETTING
- Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page.
 - Students look to top of pg. 53 and review their December goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month?
 - Goal setting for the month of January, top of pg. 63 in agenda. List at least two steps you will take to achieve your January goal. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
 - Goal setting for this week, left side of pg. 66 in agenda
- JAN 6 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- JAN 7 WED HAVING THE COURAGE TO SAY NO TO BULLYING - Bullying quiz and student discussion, page 66. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews first semester grades with students.
- JAN 8 THU CHANGE OF SCHEDULE – Presentation by Irhad Sehovic in Advisory (report directly to HS Auditorium)
- JAN 9 FRI **ADVISORY CLUB SURVEYS** – Students will need to log into their e-mail to complete the club interest surveys.
- COURAGE – DEFINED AND DISCUSSED: Teacher shares definition of the word “courage”. Definition - The ability and willingness to confront fear, pain, danger, uncertainty, or intimidation – CLASS MEETING – Possible discussion questions: “In what ways have you had to show courage in your life?” “What are the characteristics of someone who is courageous?” “How can you tell if someone lacks courage, and what can you do to help them to be more courageous?” “Why is it important to have courage when faced with fear, pain, danger, uncertainty, or intimidation?” “How is courage related to bullying?”
- JAN 12 MON Goal setting for the week, left side of page 68 in agenda.
THE COURAGE TO BE A LEADER – The Shirtless Dancing Guy
Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together. First, watch the following video:
- Watch the following video with students: <https://www.youtube.com/watch?v=fW8amMCVAJQ>
Reflection questions: “In what ways was the ‘shirtless dancing guy’ courageous? How was he or did he become a leader?” “What makes the ‘first follower’ courageous and/or a leader as well?” “How could you have the courage to help start a movement here at Bayless?” “What does it mean when the video says ‘a first follower turns a lone nut into a leader’?”
- JAN 13 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- JAN 14 WED HAVING THE COURAGE TO COMMUNICATE - Bullying quiz and student discussion, page 68. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- JAN 15 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- JAN 16 FRI CLASS MEETING ON COURAGE – Possible discussion questions: “Thomas Jefferson said that one person with courage is a majority. What does that mean to you?” “Is peer pressure a very strong influence in this school? Does it take courage to resist peer pressure?” “What does it mean to have principles? What are some of your principles? How much are you willing to risk for your principles? Would you risk being criticized or losing popularity?”

- JAN 19 MON NO SCHOOL – MARTIN LUTHER KING JR. DAY
- JAN 20 TUE NO SCHOOL – PROFESSIONAL DEVELOPMENT DAY
- JAN 21 WED Goal setting for the week, left side of page 70 in agenda.
- ADMITTING WHERE YOU LACK COURAGE**
Have students respond anonymously to the following on a blank sheet of paper:
- “Courage is the ability and willingness to confront fear, pain, danger, uncertainty or intimidation. Having courage in the face of difficult situations is often a challenge. Write an anonymous paragraph where you describe an area in your life where you wish you were more courageous, make a plan for how you might show more courage in that situation, and describe how your life might be better by being more courageous. Do not put your name on your response. Show it to your advisory teacher for your daily grade, then keep it in your agenda to reference later.”
- JAN 22 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- JAN 23 FRI CLASS MEETING ON COURAGE – Possible discussion questions: “Do you stand up for what is right, even if you stand alone? Give an example if possible.” “Do you cave in to negative peer pressure? Why or why not?” “Do you avoid trying new things because you fear you will fail? Provide an example.” “Do you or have you ever intentionally hurt, ridiculed, or embarrassed someone else? Has anyone ever done the same to you? How did that make you feel? How might that make someone else feel?”
- JAN 26 MON Goal setting for the week, left side of page 72 in agenda.
- WHAT MAKES SOMEONE (or something) COURAGEOUS?** Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together.
- First, watch the following video: <https://www.youtube.com/watch?v=z2itQkiQUOE>
- Have students talk in small groups about what they see in the scene. How does this scene show the idea of courage? How does this scene portray cowardice? What in life makes you afraid? Since there is no magical wizard who can help us overcome our fears, how can we show bravery and courage?
- JAN 27 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- JAN 28 WED **HAVING THE COURAGE TO STAY SAFE** - Bullying quiz and student discussion, page 72. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- JAN 29 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with TEACHER giving a 60 second book talk. TEACHER tells the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- Students develop questions for tomorrow’s student-directed class meeting**
- JAN 30 FRI CLASS MEETING – STUDENT DIRECTED – To encourage student autonomy, have the students direct the conversation today with the teacher serving as a mediator to ensure that the conversation is appropriate. Offer suggestions if the conversation seems to come to a halt.

FEBRUARY 2015 - PATIENCE (make adjustments/modifications as needed or appropriate)

- FEB 2 MON BEHAVIOR EXPECTATIONS BOOSTER – Please review the Behavior Expectations Booster PowerPoint with your students. Use the pictures to facilitate a conversation on expected behaviors.
- FEB 3 TUE DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 4 WED THE PATIENCE TO SET GOALS - GOAL SETTING
- Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page.
 - Students look to top of pg. 63 and review their January goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month?
 - Goal setting for the month of February, top of pg. 75 in agenda. List at least two steps you will take to achieve your goal this month. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
 - Goal setting for this week, left side of pg. 76 in agenda
- FEB 5 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 6 FRI LOVE LETTERS CAMPAIGN – Students will be writing Valentine’s Day letters and/or cards to homebound senior citizens as a part of a project for the Mideast Area Agency on Aging. This is a dosomething.org project; more information may be found [HERE](#). Please put your advisory letters together and send them to Bob Efken by the end of the school day today (Friday Feb 6). He will get them where they need to go.
- FEB 9 MON Goal setting for the week, left side of page 78 in agenda.
- DEFINING PATIENCE POSTER – “PATIENCE IS...”
Get a piece of large butcher or poster paper. Across the top write the sentence starter PATIENCE IS... Using markers, have the students work on a graffiti write, where they take turns writing or illustrating examples of patience. (Example: Patience is waiting your turn in the deli line to get your Panini at lunch)
- When all students have added to the poster, hang it outside your classroom throughout the month of February
- FEB 10 TUE DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 11 WED BACKPACK, BINDER, and LOCKER CLEAN OUT – Facilitate the students assisting one another in straightening up their life, including organizing their backpack and binders or cleaning out their lockers. Discuss study skills and the importance of using the agenda in classes daily
- FEB 12 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 13 FRI ADVISORY CLUB DAY! Students will meet with their clubs during their advisory period. Students can report directly to their assigned club where the club sponsor will take role and note any absences.

- FEB 16 MON NO SCHOOL – PRESIDENT’S DAY
- FEB 17 TUE NO SCHOOL – PROFESSIONAL DEVELOPMENT DAY
- FEB 18 WED Goal setting for the week, left side of page 80 in agenda.
Bullying quiz and student discussion, page 80. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- FEB 19 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 20 FRI CLASS MEETING ON PATIENCE – Possible discussion questions: “What comes to mind when you hear the word patience? Is it important to have patience? What kind of people do you have little or no patience with? At what time during the day is your patience highest or lowest? Why do you think people say that patience is a virtue?”
- FEB 23 MON **SEND INFORMATION HOME ON SCHEDULING STUDENT-LED CONFERENCES WITH STUDENTS TODAY!**
QUOTES ON PATIENCE
Have each student choose one of the following quotes they individually like best. Have them write the quote across the top of a piece of computer paper then illustrate/draw what they think the quote is trying to say. Once finished, have the students hang the quotes in the hallway until the end of the month.
“All human wisdom is summed up in two words... wait and hope.”
“Patience is waiting. Not passively waiting. That is laziness. But to keep going when the going is hard and slow - that is patience.”
“Patience is the companion of wisdom.”
“All good things come to he who waits”
“The secret of patience is doing something else in the meanwhile”
“Patience can't be acquired overnight. It is just like building up a muscle. Every day you need to work on it.”
“Have patience with all things, but chiefly have patience with yourself.”
“One minute of patience, ten years of peace”
- FEB 24 TUE DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 25 WED TAKING A STAND - Bullying quiz and student discussion, page 82. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- FEB 26 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- FEB 27 FRI ADVISORY CLUB DAY! Students will meet with their clubs during their advisory period. Students can report directly to their assigned club where the club sponsor will take role and note any absences.

MARCH 2015 - SERVICE (make adjustments/modifications as needed or appropriate)

MAR 2 MON	GOAL SETTING – MONTHLY AND WEEKLY <ul style="list-style-type: none">▪ Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page.▪ Students look to top of pg. 75 and review their February goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month?▪ Goal setting for the month of March, top of pg. 85 in agenda. List at least two steps you will take to achieve your goal this month. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?▪ Goal setting for this week, left side of pg. 86 in agenda
MAR 3 TUE	DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
MAR 4 WED	SERVICE TO OUR PEERS - Bullying quiz and student discussion, page 86. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
MAR 5 THU	DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
MAR 6 FRI	COLLECT STUDENT-LED CONFERENCE SCHEDULING FORMS FROM STUDENTS AND BOOK ALL CONFERENCES NO LATER THAN THIS DATE. CONTACT PARENTS BY PHONE OR IN PERSON BY THIS DATE IF ALL ARE NOT YET SCHEDULED. SEND YOUR CONFERENCE SCHEDULE TO DOUG SERVICE PROJECT DISCUSSION – Discuss with your students your Advisory service project. If you have already completed the project, use this time to reflect upon the work they did and how it affected them and our community. If your project is not yet complete, discuss a timeline for completion. Encourage your students to put together another service project for the end of the year that will positively affect our school or community.
MAR 9 MON	STUDENT-LED CONFERENCE PREP – Goal setting for the week, left side of page 88 in agenda. Teacher sets students up in role-play situations where students practice facilitating their student-led conference. Teacher provides feedback related to the conference scoring guide, and does individual and whole group assessment of student understanding of conference procedures and expectations. With what time remains, teacher answers questions and provides suggestions for a successful conference.
MAR 10 TUE	DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
MAR 11 WED	SERVING THE BEST INTERESTS OF OTHERS - Bullying quiz and student discussion, page 88. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
MAR 12 THU	DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
MAR 13 FRI	NO SCHOOL – DAY FOLLOWING CONFERENCES

MAR 16 MON	NO SCHOOL – SPRING BREAK
MAR 17 TUE	NO SCHOOL – SPRING BREAK
MAR 18 WED	NO SCHOOL – SPRING BREAK
MAR 19 THU	NO SCHOOL – SPRING BREAK
MAR 20 FRI	NO SCHOOL – SPRING BREAK
MAR 23 MON	DEFINING SERVICE – Goal setting for the week, pg. 92 agenda. On a piece of computer paper, have students write a single sentence of what SERVICE means to them. Hang the student work in the hallway until the end of the month. Encourage their creativity, have them decorate their paper any way they see fit, and tell them to make it attractive.
MAR 24 TUE	DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
MAR 25 WED	SERVING YOUR SCHOOL/FIGHTING BULLYING- Bullying quiz and student discussion, page 92. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
MAR 26 THU	DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
MAR 27 FRI	ADVISORY CLUB DAY! Students will meet with their clubs during their advisory period. Students can report directly to their assigned club where the club sponsor will take role and note any absences.
MAR 30 MON	Goal setting for the week, page 96 agenda. Conference follow-up. Lead students in a discussion of how conferences went, what they thought went well and not so well, and what scared or encouraged them the most. Have students look at the goals they set for the year at their conferences. Have them write the goal on the front page of their agenda and reference it frequently. Remind them of the importance of realistic goal setting.
MAR 31 TUE	DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.

APRIL 2015 – SELF-CONTROL (make adjustments/modifications as needed or appropriate)

- APR 1 WED GOAL SETTING – MONTHLY AND WEEKLY
- Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page.
 - Students look to top of pg. 85 and review their March goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month?
 - Goal setting for the month of April, top of pg. 95 in agenda. List at least two steps you will take to achieve your goal this month. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
 - Goal setting for this week, left side of pg. 96 in agenda
- APR 2 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- APR 3 FRI CONTROLLING HOW WE MAKE OTHERS FEEL - NJHS Operation Beautiful Activity – Members of NJHS will come to your Advisories to lead your students in an activity. The activity will lend itself to a class meeting discussion. If time permits, facilitate a talk with your students on what they learned from the activity.
- APR 6 MON DEFINING SELF-CONTROL - Goal setting for the week, pg. 98 agenda. Separate your class into FIVE groups. Assign each group one of the following statements to write on the top of a piece of computer or butcher paper. Students should then illustrate that statement in action with a drawing below. Have students sign their drawing/illustration to show their support for and commitment to that form of self-control. Hang the images in the hallway throughout the month of April.
- “I will think before I act.”
 - “I will control my temper.”
 - “I will respect others and their belongings.”
 - “I will sit still and quietly pay attention.”
 - “I will build healthy habits.”
- APR 7 TUE DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- APR 8 WED TAKING CONTROL OF BULLYING – ASSERTIVENESS – Bully quiz and student discussion, page 98. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- APR 9 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- APR 10 FRI ADVISORY CLUB DAY! Students will meet with their clubs during their advisory period. Students can report directly to their assigned club where the club sponsor will take role and note any absences.

APR 13 MON SELF-CONTROL – “The Marshmallow Test”

Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together.

1. First, have students take out their cell phones and place them on the desk in front of them. Tell them if they can go the entire period without touching or looking at their phone even once, you will let them look at it when there is one minute remaining.
2. Second, watch the following video – The Marshmallow Test: https://youtu.be/QX_oy9614HQ
3. Third, lead students in a discussion on the video: Possible Discussion Questions:
 - Do we have to be tempted by something in order to show self-control? Why or why not?
 - Does your reaction to temptation reflect your morality? If the child eats the marshmallow before the examiner returns to the room, what does that say about how good or bad the child is? Explain.
 - Discuss the differences between “instant gratification” and “delayed gratification.”
 - There is an old saying that “good things come to those who wait.” What does that mean to you?
 - Would you have eaten the first marshmallow or waited until the second one arrived. Why?
 - Do you think people who are able to delay gratification are more or less successful? Why or why not?
 - Teachers: Studies have shown that those who are able to delay their gratification are more successful in job and career, since they are able to look 10, 15, 20 years into the future to see the benefits of the work today. Those who are unable to delay gratification are less likely to have the ability to hold jobs, maintain long-lasting careers, and tend to waste money more frequently
4. Finally, ask students if they were able to go the entire class period without touching their phones. Was it difficult? What made that task difficult? Allow them one minute to look at their cell phones before the bell.

APR 14 TUE Goal setting for the week. Left side of page 100 in the agenda

DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.

APR 15 WED TAKING ACTION AGAINST BULLYING – REMOVING POWER – Bully quiz and student discussion, page 100. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.

APR 16 THU DEAR/READING IS HOT/#10KBYMAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.

APR 17 FRI CLASS MEETING ON SELF-CONTROL – Possible discussion questions: “Why is it important to do what is right, even when you may not feel like it?” “What are some healthy habits that can make you a stronger person?” “Athletes make many sacrifices to reach their goals. What are some of the ways athletes show self-control or discipline?” “What are some things that could happen to a person who has very little self-control?”

- APR 20 MON Goal setting for the week. Left side of page 102 in the agenda.
- SELF-CONTROL WITH COOKIE MONSTER – “Me Want It, But Me Wait”
- Today’s lesson involves watching a video. If you are unable to do so, please consider making arrangements with another advisory to watch together. Watch the following video with your students:
<https://youtu.be/9PnbKL3wuH4>
- This video is intended for an audience of young children. Lead a discussion with students on how young children could benefit from the message this video provides. Why is it important that children learn self-control at a young age? How might that early learning of self-control help them as they get older?
- APR 21 TUE DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- APR 22 WED TAKING A STAND AGAINST BULLYING – Bully quiz and student discussion, page 102. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- APR 23 THU DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- APR 24 FRI ADVISORY CLUB DAY! Students will meet with their clubs during their advisory period. Students can report directly to their assigned club where the club sponsor will take role and note any absences.
- APR 27 MON NO SCHOOL – PROFESSIONAL DEVELOPMENT DAY
- APR 28 TUE Goal setting for the week. Left side of page 104 in the agenda
- DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.
- APR 29 WED TAKING RESPONSIBILITY FOR DEFEATING BULLYING – Bully quiz and student discussion, page 104. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- APR 30 THU DEAR/READING IS HOT/#10KBYPAY – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory, logging their progress on the appropriate Reading is Hot/10KbyMay paperwork.

MAY 2015 – COOPERATION (make adjustments/modifications as needed or appropriate)

- MAY 1 FRI CLASS MEETING ON COOPERATION – Possible discussion questions: “What does it look/sound/feel like when people cooperate with one another?” “Why is it important that students learn how to cooperate?” “In what ways do your teachers encourage you to cooperate with each other in class? Out of class?” “What might a person look like if they are not good at cooperating with others?”
- MAY 4 MON GOAL SETTING – MONTHLY AND WEEKLY
- Students turn to pg. 11 of agenda and review long term goal for the year which they should have written at the bottom of the page.
 - Students look to top of pg. 95 and review their April goal. Did you meet your goal? Exceed your goal? Do we need to carry your goal over to the next month?
 - Goal setting for the month of May, top of pg. 107 in agenda. List at least two steps you will take to achieve your goal this month. Who could help you accomplish your goals? What changes do you need to make to achieve your goal? What is your plan?
 - Goal setting for this week, left side of pg. 108 in agenda
- MAY 5 TUE DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- MAY 6 WED TAKING CONTROL OF BULLYING –Bully quiz and student discussion, page 110. Choose a student to serve as discussion leader. Students hold discussion on the bullying topic of the day while teacher reviews grades with students.
- MAY 7 THU DEAR – Drop Everything and Read. Students read, teacher models. Begin DEAR time with a single student giving a 60 second book talk. Tell the “who, when, where, what, why, and how” of his/her current DEAR book. Students then read for the remainder of advisory.
- MAY 8 FRI SIX FLAGS INCENTIVE DAY – CLASS MEETING – Today’s class meeting should focus on discussing the positives of the school year. In what ways did the students grow and mature? What are they looking forward to this summer? What questions do they have concerning next school year? In what way can they work to make themselves better in preparation for next year? Who is attending Summer Journey? What life goals do you have for yourself?
- MAY 11 MON #COOPERATION – Weekly goal setting, agenda pg. 110 left. Students will use a piece of computer paper to create a fake social media page (Twitter, Facebook, etc.) that shows an online conversation where people are cooperating with one another. Encourage them to be creative and positive. When students complete their page, hang them in the hallway until the end of the school year.
- MAY 12 TUE FINALS STUDY HALL (MAP Rewards Day and Olympiad)
- MAY 13 WED FINALS STUDY HALL (8th Grade Picnic) – ALTERNATE: Have the 6th and 7th graders write notes to 8th graders
- MAY 14 THU FINALS STUDY HALL
- MAY 15 FRI LAST ADVISORY CLUB DAY! Students will meet with their clubs during their advisory period. Students can report directly to their assigned club where the club sponsor will take role and note any absences.
- MAY 18 MON ADVISORY CHECK OUT – LAST ADVISORY DAY! – Clean out lockers (trash cans and recycle bins in the hallway), collect all locks and test them, use tape to label combinations directly on the lock, collect materials that you can save for next year (pens, pencils, notebooks, binders, paper, etc.)