

PERSPECTIVES FOR A DIVERSE AMERICA

# 20 Face to Face Advisories



PERSPECTIVES  
*for a* DIVERSE  
AMERICA

A K-12 LITERACY-BASED ANTI-BIAS CURRICULUM

# 20 Face to Face Advisories

Teaching Tolerance is proud to partner with The Origins Program ([originsonline.org/about](http://originsonline.org/about)) to present 20 advisory activities selected from *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* by Linda Crawford ([originsonline.org/bookstore/face-face-advisories](http://originsonline.org/bookstore/face-face-advisories)).

## PURPOSE OF ADVISORY ACTIVITIES

When properly facilitated, advisory period can be a time for the authentic relationship and community building that students need to feel safe and supported in their schools. School must be relevant and engaging to adolescents before they will make an effort to do what schools ask of them. “A homeroom or advisory at the start of the day, when properly structured to meet adolescent needs, can promote social development, assist students in their academic programs, facilitate positive involvement among teachers, administrators, and students, and provide adult advocacy and a positive climate in the school community” (*Middle Grades Research Journal*, Fall 2011, page 148).

The meetings in *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* expose students to diverse perspectives and guide them to understand those perspectives and to critically and honestly analyze ideas from a variety of cultures. It all happens through safe, engaging, guided peer-to-peer activities that build social emotional skills and connections across differences.

Students greet each other respectfully and then share interesting, meaningful activities that draw them together. They become more open to diverse people and cultures, ready to take a stand for equity. Such connections and understandings help create the optimal social emotional conditions for learning. They foster awareness of social biases and reveal possibilities for transforming them.

The 20 advisory meetings selected for Teaching Tolerance provide a sample of the movement *Face to Face Advisories* makes from awareness to action. They are grouped by the domains of Teaching Tolerance’s Anti-bias Framework: Identity, Diversity, Justice and Action, with five advisories in each domain.

## TWO ADVISORY FORMATS

Each advisory activity includes a goal, meeting components and teacher tips, and there are two types of Face to Face advisories—Circle of Power and Respect (CPR) and Activity Plus (A+). Both formats create a safe, inclusive atmosphere in which students and their teachers may learn about each other and grow closer—even when discussing challenging subjects like racism and heterosexism.

For a detailed discussion of the *Developmental Designs* CPR and A+ advisory meeting structures, see *The Advisory Book* ([originsonline.org/bookstore/advisory-book-revised-edition-0](http://originsonline.org/bookstore/advisory-book-revised-edition-0)).

## CPR ADVISORY FORMAT

The Circle of Power and Respect (CPR) format for advisories is ideal for creating inclusive communities. Each activity contains four key components:

**Daily News**—Previews the advisory activity’s focus and helps students shift into thinking gear as they transition from home to school.

**Greeting**—Teaches students to respectfully greet someone they hardly know or don't particularly like.

**Share**—Provides time to talk about daily issues as well as challenging topics like bias, discrimination, justice and acceptance.

**Activity**—Connects students through play and activities that allow them to voice their opinions and discover commonalities.

**ACTIVITY PLUS (A+) ADVISORY FORMAT**

The A+ format allows more time for the final activity, which allows students to reflect on the implications of what they have learned or thought or heard—for them personally, for the school community and/or for society.

# Identity Advisory 1 (CPR)

*Advisory goal: Know one another culturally.*

## DAILY NEWS (WRITTEN MESSAGE TO STUDENTS)

Ciao, friends! (Italian)

Be thinking about an informal greeting you can use to greet the person next to you today. The sharing question today will be: What do you know about the meaning of your name and why your family chose it? We'll be looking for volunteers to share out.

## GREETING

### Informal English Greeting

A selected student begins. She greets the student to her right using informal English (e.g., "Howdy, \_\_\_\_."). The greeted student responds repeating the first student's language then turns to the next person and greets her with the same or a different informal greeting. The process is repeated around the circle. All greetings must include the person's name.

➡ Informal English Greeting examples: "Hi, \_\_\_\_." "Howdy, \_\_\_\_." "How's it going, \_\_\_\_?" "S'up, \_\_\_\_?" "Hey, \_\_\_\_."

## SHARE

### Partner Share on Topic

Partners share their answers to these questions: "What do you know about the meaning of your name and why your family chose it? Was it because they liked the sound of it? Were you named for someone? Does your name have special meaning?"

Students share on topic for a specific length of time with a time warning halfway through the share to ensure balanced sharing/listening. Afterward, volunteers share out to the whole group.

➡ Suggest that students who do not know about the significance of their given names ask about it at home. Students could decide to include the information in the shares they begin developing in Identity Advisory 2. To lessen any discomfort students may have about a lack of information about their names, assure all that this will be just one of many items that might comprise the shares.

## ACTIVITY

### When the Cold Wind Blows

Students sit in a circle. One student stands in the middle of the circle, and his chair is removed. He says, "When the cold wind blows, it blows for anyone who \_\_\_\_," filling in the blank with a category such as "has a dog" or "is left-handed." Everyone who fits that category rises and quickly finds a new place to sit, including the person in the middle. The one student who doesn't find a seat stands in the center of the circle and continues the game by saying, "When the cold wind blows, it blows for anyone who \_\_\_\_," naming a new category. The activity continues for several rounds.

➡ For this game, in order to learn more about each other's lives, limit categories to ones that relate to interests, hobbies and family, rather than allowing students to focus, say, on clothing or appearance. For example, the cold wind blows for anyone who

- has more than two siblings
- has moved in the last year
- speaks more than one language

- is the oldest child in the family
  - has a grandparent living with them
  - enjoys playing a sport
  - enjoys music
  - has a hard time getting up in the morning
- ➔ Model and practice safe chair changing before playing, including how to claim a chair by tagging it first, so students know how to move quickly and safely during the game.

# Identity Advisory 2 (CPR)

*Advisory goal: Learn how to share about your identity by describing the cultural influences that have shaped you.*

## DAILY NEWS

Bienvenidos, students! (Spanish)

Today I will do an Identity Share and describe ways that my culture has influenced me and helped shape my identity. On other days, I hope some of you will also be amenable to doing an Identity Share so we can learn about some ways that your culture has influenced your life.

## GREETING

### High-Five Greeting

In sequence around the circle, students greet each other with a high-five. For example, Kim says, “Hi, Ahmed,” and gives him a high-five. He replies, “Hi, Kim,” and gives her a high-five.

## SHARE

### Identity Share by Teacher on Topic

The teacher explains ways that his culture has shaped his identity.

🕒 Model this share format by going first. Familiarize yourself with the Identity Share Guidelines, and use them to design your share. Explain that students will have a chance to develop and do an Identity Share in the near future.

## IDENTITY SHARE GUIDELINES

If you’re not sure how to share what you want people to know about your culture, try some of the suggestions in the list below.

- Bring one or two objects that represent part(s) of your life and culture.
- Describe how the following things have influenced you:
  - family traditions and characteristics (e.g., family members, favorite activities, holidays, customs, religion, foods you eat, native languages, attitudes toward education, family rules)
  - physical environment and neighborhood
  - race and ethnicity
  - appearance
  - media/advertising
  - gender
  - school
  - law and government
  - economics (e.g., how much money your family has)
- Describe the origins of your name and why it was chosen for you.

- If your ancestors weren't indigenous (native) to the United States, describe the countries from which they came.
- Explain the work the adults in your family do at home, in the community or at paid jobs.
- List the responsibilities you have in your family.
- Describe one way your family has supported you.
- Describe what other aspects of your life have influenced who you are.

➔ Before you share, establish audience guidelines. Ask the students, "What do supportive listening and participation look, sound and feel like?" See below for suggestions. After you share, direct the audience to ask questions or make relevant comments, allowing you to fill out your story by responding. Post the Identity Share Guidelines from which the audience can draw questions about topics the share hasn't already covered. Encourage students to ask open-ended questions (e.g., "How do you feel about having to take care of your little sister?" "In what ways does advertising affect how you dress?" "What does your mom say about how you dress and wear your hair?").

### **Audience Guideline Suggestions**

- Focus on the sharer, not on yourself or fellow audience members.
- Listen actively and get ready to comment or ask questions about the share. Even if you don't get to ask or comment, preparing helps you be an active listener.
- Be ready to support with details any opinions you express.
- Listen to other people's questions; you will get more out of the answers, and you can avoid repeating someone else's question.
- Listen and watch for interesting, original, entertaining, enlightening and well-expressed aspects of the share, and be ready to comment on them.
- Think about whether and how the performance could be improved. Be ready to offer respectful suggestions if they are invited. If a comment won't help the sharer, say it another way, or don't say it.

➔ Now that you have modeled the Identity Share for students, give them the Identity Share Guidelines and a week or two to prepare Identity Shares of their own. If you want advisory content suggestions for the interim, see the *Developmental Designs* online resources ([originsonline.org/educator-help#for-middle-level](http://originsonline.org/educator-help#for-middle-level)) or *The Advisory Book* ([originsonline.org/bookstore/advisory-book-revised-edition-0](http://originsonline.org/bookstore/advisory-book-revised-edition-0)) for ideas on greetings, share topics and activities.

### **ACTIVITY**

#### **Shuffle 'Em Up**

Students sit in a circle and write their names on large note cards. On the teacher's prompt, "Shuffle 'em up," students switch cards with one or more other players, then hold the new one in front of them like a name tag. A selected student stands in the middle of the circle. He rearranges the cards in students' hands as quickly as possible so that everyone is once again holding his own name card. If there is time, when all students have their own names back, the teacher may say again, "Shuffle 'em up."

➔ If students do not know each other's names well, each student can hold up her own name card and say the name out loud before the first round of Shuffle 'Em Up. This will familiarize everyone with the names and their correct pronunciation and help avoid embarrassment.

# Identity Advisory 3 (CPR)

*Advisory goals: Become more able to describe your culture and how it has shaped you. Learn about each other's cultures.*

## DAILY NEWS

Good morning, good listeners!

Today \_\_\_\_ and \_\_\_\_ will be doing the first student Identity Shares. Use your attentive listening skills, and be ready to ask interesting questions.

🕒 Plan additional advisory meetings for more student Identity Shares.

## GREETING

### Basic “Good Morning” Greeting

A selected student begins. She greets the student next to her in the circle, “Good morning, \_\_\_\_”; the person greeted responds, “Good morning, \_\_\_\_\_,” then turns to the person next to her and greets her. The process is repeated around the circle. The audience’s job is to watch each greeting politely and quietly.

## SHARE

### Identity Share by Student Volunteer on Topic

The student explains ways that her culture has shaped her identity.

As support for the sharer and the audience, post the Identity Share Guidelines from Identity Advisory 2. If the pace seems to lag, prompt questions by directing the audience to the list. Listen carefully to the questions the audience asks of a sharer, and intervene if a question seems to make the sharer uncomfortable. Establish that the audience will close the shares with a brief acknowledgment (see more below).

🕒 Watch over the conversation to make sure students present a balanced picture. As needed, direct students to

- notice similarities and differences
- balance stories of victimization of one culture by another with descriptions of celebrations of joyful, productive aspects of cultures
- share both negative and positive facts and emotions about cultures

You can help maintain balance in the conversation by interjecting a question. If the sharer’s emphasis is on how different a culture is from others, ask about broadly shared characteristics (e.g., “Is there an age when a boy or girl is considered an adult?” “Is there a holiday when families gather and relax together?”). If the share emphasizes persecution, ask questions that might bring out sources of strength or hope (e.g., “Are leaders and others working for peace at this time?”). If facts are overemphasized, ask a question about feelings (e.g., “Do you like being a member of a large family? What are the advantages and disadvantages?”).

🕒 Acknowledge students who do Identity Shares. The audience can do a **cheer** ([originonline.org/educator-help/cheers](http://originonline.org/educator-help/cheers)) for the sharers or offer comments about what they specifically appreciated in the shares. Comments should be specific and descriptive, not general praise such as “You were great.” The social skill of giving a compliment requires thinking in order to be authentic: What specifically was interesting in the share? What specifically was something you admired or something you learned? Empty praise doesn’t mean much, but a thoughtful compliment can mean a lot to the sharer, especially coming from a peer.



## **ACTIVITY**

### **Name 'Em All**

Volunteers try to correctly name everyone in the circle.

🕒 If the volunteer gets stuck, students can give a clue about a person not mentioned yet, for example the letter the name begins with or a word it rhymes with. This will show the person whose name has been forgotten that others do remember her name.

# Identity Advisory 4 (CPR)

*Advisory goals: Develop an inclusive view of language. Build community.*

## DAILY NEWS

Dear group,

Sometimes we use formal speech, and other times we relax into slang. The trick in life is to know how and when to use each. Today we'll play with our names, both our formal full names and informal nicknames. Think of a nickname or baby name to share with us, and then we'll play a name game.

## GREETING

### Full Name Greeting

One at a time, students greet the person to their right using that person's first and last names ("Good morning, Sarah Roberts."); middle names are optional. They shake hands politely, and the person responds with the same format ("Good morning, Ana Garcia.").

☞ Whole-group alternative: Each person greets the group by saying her first and last names ("Good morning, everyone. My name is Sarah JoAnne Roberts.") The group in unison responds back, including the name ("Good morning, Sarah JoAnne Roberts.") This alternative avoids the problem of students not knowing how to pronounce certain names. Students can begin with the whole-group greeting and on another occasion try out the Full Name Greeting.

☞ Smiles and giggles often result when adolescents try on formality. This is fine, but sarcasm or mockery is not. If you detect either, direct the student to try it again with friendly respect (or to sit out if it was intentional).

## SHARE

### Whip Share on Topic

"What is your nickname?" Each student offers a brief response to the topic; nicknames quickly "whip" around the circle.

## ACTIVITY

### Name Race (Team-Building Activity)

Seated or standing in a circle, students see how quickly they can say their names (see variations below) one time around the circle. The teacher times the rounds to compare results.

☞ Variations: Go faster and faster. You can try to set your best time for first names only and then try with first and last names or first, middle and last names. You can go the opposite direction around the circle and use nicknames. (A stopwatch is useful!) As you have fun with the Name Race, the students' names become more familiar and the community more connected.

# Identity Advisory 5 (CPR)

*Advisory goals: Identify similarities in the midst of differences. Develop teamwork skills. Experience leadership and followership.*

## DAILY NEWS

Hello, friends!

Sometimes we're surprised when we discover that we share characteristics or preferences or experiences with a person from whom we think we are quite different. Today our task is to note as many similarities and differences as we can.

## GREETING

### Same and Different Greeting and Share

Partners greet each other with a high-five, low-five or fist tap. As always, each greeting and response includes the name of the person. Then they identify three ways they are different from each other and three things they have in common.

## SHARE

### Venn Diagram Partner Share: Similar and Different

Using a Venn diagram, partners record ways they are different and similar, naming as many commonalities and differences as they can. Students draw two circles, each about six inches in diameter and overlapping by about three inches at the center. They write one of their names above the circle on the left and the other name above the circle on the right. They bring up cultural and personal characteristics (e.g., "has five siblings," "likes spring rolls," "good at baby-sitting") and determine where in the Venn diagram the characteristic should be placed—in an area representing one of them or the area in the middle, representing both. To the whole group, volunteers share out examples of characteristics the pairs found that they have in common.

☞ The first time students do this, you may give teams a list of characteristics to consider, such as differences or similarities in ages, families, favorite foods, things they are good at, native languages, favorite colors, places they've been and ambitions.

## ACTIVITY

### Shape Up

Students form teams of four, five, or six, with each team choosing a leader. Using five pieces of flat elastic nine feet long, teams recreate a geometric shape drawn on the board by the leader. All team members must have contact with the elastic at all times. At first, the shapes should be simple (triangle, square, pentagon); as the students succeed, the figures should become more challenging (circles, regular and irregular polygons).

☞ For the greatest difficulty, blindfold all but one team member, who gives instructions to the others.

☞ You'll probably have time for only a few shapes.

☞ Flat elastic about 3/8 inch wide works best. You can buy it at craft stores and fabric stores.

☞ This is an activity where leaders tend to emerge. The team can't complete the figure unless they are somewhat organized, and the one who steps up to direct the organizing emerges as a leader. If there is time after the activity, students can discuss who helped the group organize its efforts. It's also interesting to note who was willing to follow. No one can lead unless others are willing to follow. In fact, it is said that great leaders are made by great followers—another example of our connectedness that you can point out to your students.

# Diversity Advisory 1 (CPR)

*Advisory goal: Understand that certain cultural characteristics can raise or lower your social status.*

## DAILY NEWS

Ohayō gozaimasu, everyone! (Japanese—[transparent.com/learn-japanese/phrases.html](http://transparent.com/learn-japanese/phrases.html))

One of the things people do when they see each other is look for differences. “Has he changed his hair?” “She always wears that black scarf on her head.” “He talks with an accent.” Today we’ll play a little with the differences we notice. They can make life interesting but also sometimes uncomfortable.

## GREETING

### Reach Out Greeting

Students stand. When the teacher states a category from the list below, the students find people who fit it and greet them. Tell students that the idea is to greet as many people as possible before the category changes. The teacher can gradually increase the degree to which students reach out:

“Greet people whose eyes are not the same color as yours.”

“Greet people who have the same middle initial as you.”

“Greet people you haven’t talked to yet today.”

“Greet people you don’t know very well.”

➡ To minimize seeking certain people, keep this greeting moving along by calling out a new category before movement stops.

## SHARE

### Think Ink Pair Share on Topic

Students respond to the following prompt: “There are many differences among us. At our school, are there some characteristics that tend to make people more or less popular? Write some down.”

Students think quietly about the topic for a minute or two, write their thoughts on paper, and then share with their partners for a specified time and with a warning halfway through the share to ensure balanced sharing/listening. Volunteers share out.

➡ Thinking time is important so students seriously consider how popularity works in your school. Students write their thoughts before sharing them. If there isn’t time for students to share out with the whole group or if they are reluctant to do so, you can collect the ideas and read them anonymously at this meeting or the next one.

## ACTIVITY

### Something’s Different

Partners start by facing each other and observing details about appearance. Then partners turn back to back. Each person makes a quick change in appearance (e.g., tucks in shirt, rolls up sleeves, switches a ring from one hand to the other). When both are ready, they turn around and face one another again. The objective is for each person to detect the change that the other has made. If there is time, the partners can play another round.

➡ Variation: Groups of four play, and the pairs try to detect changes the other pair has made.

# Diversity Advisory 2 (CPR)

**Advisory goal:** *Recognize positive and negative responses to others who are different from us.*

## DAILY NEWS

Hola, compadres! (Spanish)

Most of us have had moments when we felt like the odd person out, the one who was different from the group in some way. Often people seem to want to hang out with others who are like them. Today we'll get clear about different ways of dealing with difference.

Have you ever felt that you were the “different” one in a group? Initial below.

YES \_\_\_\_\_

NO \_\_\_\_\_

## GREETING

### Huddle Up Greeting

As the teacher makes statements about personal interests, students respond by coming to the middle of the circle if it applies to them and greeting the others in the middle with them. After each huddle, students return to their seats. Those for whom the statement doesn't apply stay where they are, quietly waiting for the next statement. For example, the teacher might say, “Huddle up if you enjoy watching football.” Everyone who likes to watch football comes to the middle of the circle and greets everyone else who shares this trait, while those who don't enjoy watching football remain seated. Categories of personal interests that demonstrate “soft” commonalities and differences in the group are less likely to divide students in a negative way.

Here are some examples:

- Huddle up if you have a pet.
- Huddle up if you like scary movies.
- Huddle up if you like to sleep late.
- Huddle up if you like to cook.
- Huddle up if you like to talk on the phone.
- Huddle up if you text.

➡ Make sure that everyone gets into the circle to greet at least once. The last two topics on the list above are aimed at getting everyone into the circle.

## SHARE

### Think Pair Share on Topic

Each student tells about a time when she felt she was the only one (or one of few) who was different in some way from the rest of a group (e.g., she was older or younger, she was the “new kid,” or she was the only person of her gender, race and ethnicity, etc., in the group).

Students think about the topic for a minute or two and then discuss their thoughts with their partner for a specified time with a warning halfway through the share to ensure balanced sharing/listening. Volunteers share out.

## ACTIVITY

### Responding to Differences Scenarios

The teacher explains that the scenarios are all examples of ways we respond when we interact with people whom we perceive as different from us. Every three or four students receive one scenario. In each of the scenarios, whether the differences are described or not, students should assume that the people described are different from one another in race and ethnicity, language, sexual orientation, socioeconomic class, ability, and/or religion. Using the categories defined in the Responding to Differences Continuum, partners take a few minutes to decide which category best matches the events in their scenario. Partners then share out with the whole group their scenario, the number they assigned it and why. Thinking about the behaviors in each scenario will sharpen student appreciation for the nuances of behavior among people.

### Responding to Differences Continuum

How do you respond to differences in the people you know?

1. EXCLUDE    2. AVOID    3. ALLOW    4. ACCEPT    5. APPRECIATE

#### 1. Exclude

You purposely keep this person out or deny him access to places, information, groups and activities. For example, you do not let him join your game after school.

#### 2. Avoid

You intentionally arrange things so you have as little contact as possible with this person. For example, if she is eating lunch at a certain table, you choose a different table, but you don't prevent her from sitting at your table if she chooses to.

#### 3. Allow

You see the differences in this person as somewhat negative. You say that people who are different in this way are OK, as long as they don't get in your way.

#### 4. Accept

This person's difference doesn't bother you. You work with her in class sometimes and it's not a problem, but you don't seek her out for friendship.

#### 5. Appreciate

You see the person's difference in a positive way and enjoy being around him. Sometimes you go out of your way to be with him.

### Responding to Differences Scenarios

Identify where the following scenarios fall on the Responding to Differences Continuum.

1. Alonzo and John are assigned to be lab partners. They don't hang out together at all outside of school.

During lab work, they talk only when necessary. They get the work done and then wait silently for the period to end. When the bell rings, each goes to his friends and moves to the next class.

2. Mary finds out that Delores will be working on the dance decorations, so she joins a different committee.

3. Robert asks Anthony, "Where'd you get those shoes, Anthony—the Goodwill?"

4. Jane often goes to Miriam's house after school. Miriam's mother and father are immigrants, and Jane enjoys listening to Miriam's mom tell stories about the old country. She enjoys the food Miriam's mom prepares, which is new to her.

5. Ed and Derek have been friends a long time. Sometimes Ed asks Derek for advice about what to do in certain situations when he feels social pressure. Derek encourages him to be himself and acknowledges his

positives. Ed appreciates his friendship with Derek because Derek seems like the only person at school who understands him.

6. Francine is starting a new after-school group to raise money for the nearby community center. She invites other students to be involved, many of whom are people she hasn't hung out with at all outside of school. She understands that it will take many people with a variety of skills and working styles to launch this group, and she's willing to approach people she hardly knows.

7. Georgia intentionally does not invite Jessie or Ralph to her party.

8. David is Catholic, and Martin is Jewish. They live in the same neighborhood and ride the same bus to school. They talk to each other almost daily about school and sports, and sometimes they hang out together after school. They have never discussed their religious differences.

# Diversity Advisory 3 (CPR)

**Advisory goals:** Appreciate the value of heterogeneity. Understand the tendency toward homogeneity.

## DAILY NEWS

Dear heterogeneous students,

Diversity is everywhere, so the ability to socialize and work with people who are different from us is an important personal strength. Is your main group of friends more homogeneous or more heterogeneous? Indicate on the continuum below:

Homogeneous \_\_\_\_\_ Heterogeneous  
(I avoid mixed groups) (I hang out with lots of different people)

## GREETING

### Name Card Greeting

Students write their names on note cards and then place them randomly face down in the middle of the circle. One at a time, each student selects a card, reads it and greets the student indicated. The teacher can save the cards for reuse in a future Name Card Greeting.

## SHARE

### Simultaneous Share on Topic

Students respond to the following prompt: “Use a show of fingers, one to five, to indicate how often you are an explorer: someone who likes to mingle with a variety of folks, many of whom seem different from you. Show one finger for rarely and five for most of the time.”

☞ Give students a moment to think before they respond. Assure them that the number they show is just a rough indication of who they hang out with most of the time. On your count of three, all give their responses simultaneously.

## ACTIVITY

### Responding to Differences: My Relationships

Students think about the people they know and describe someone for each of the categories below from the Responding to Differences Continuum. *This exercise is private and anonymous.* To protect privacy, students should not name the people they are describing. Students return their completed papers to the teacher at the end of the meeting, sharing the work with no one else.

☞ You can share an example with your students so they understand how it works. Here’s an example for category 2 (Avoid):

Example: She is a lesbian and everybody knows it. I don’t hang out with her because when I do I get teased. I really don’t care that she’s a lesbian, but I don’t want people thinking that I am.

#### 1. Exclude

You purposely keep this person out or deny him access to places, information, groups and activities. For example, you do not let him join your game after school.

Example:

#### 2. Avoid

You intentionally arrange things so you have as little contact as possible with this person. For example, if she is eating lunch at a certain table, you choose a different table, but you don’t prevent her from sitting at your table if she chooses to.



Example:

**3. Allow**

You see the differences in this person as somewhat negative. You say that people who are different in this way are OK, as long as they don't get in your way.

Example:

**4. Accept**

This person's difference doesn't bother you. You work with her in class sometimes and it's not a problem, but you don't seek her out for friendship.

Example:

**5. Appreciate**

You see the person's difference in a positive way and enjoy being around him. Sometimes you go out of your way to be with him.

Example:

# Diversity Advisory 4 (CPR)

*Advisory goal: Build trust for others in the group.*

## DAILY NEWS

Dear students,

This morning I will share with you about a person who is quite different from me, in whom I have a lot of trust. I will invite your questions and comments after I share. We'll also try out an activity that requires us to have confidence in each other: Knots!

## GREETING

### Psychic Shake Greeting

Everyone silently picks a number from one to three. That is the number of times students will shake everyone else's hands in this activity. Students mingle in the circle and start shaking hands, seeking others with their number. For instance, if a student's number is two, she shakes twice with each person. If the person she is greeting tries to shake a third time or resists shaking after one shake, then she has not found a match, so the two separate and continue greeting others. If the person shakes exactly twice, the two stay close together as they seek others who shake twice. The greeting has been completed when there are three clusters of people.

## SHARE

### Venn Diagram Share: Differences and Trust, Modeled by Teacher

The teacher prepares ahead of time a Venn diagram, using himself and a person he trusts who differs from him culturally. Areas of difference include religion, urban/rural childhoods, native language, age, ability, race and ethnicity. The teacher uses the Venn diagram to show the commonalities and differences and asks for questions and comments afterward. (Students will prepare and share their own Venn diagrams in Diversity Advisory 5.) A student should write down the questions so the group can use them as a resource when students share their diagrams.

## ACTIVITY

### Knots (Trust-Building Activity)

Students stand in a circle and link right hands with someone across from them. Then they link left hands with someone else: The "knot" is complete. Students must untangle the knot without letting go of hands.

☞ You can have students hold a strip of cloth in each hand and grab the cloth rather than hands (stretchy cloth makes the activity easier but less challenging). This reduces the closeness and touching required by the activity. Decide what degree of contact will work for your group, or separate groups as you see necessary. This activity, like handshakes and high-fives, can be a context for teaching about respectful touching.

# Diversity Advisory 5 (CPR)

*Advisory goal: Understand how community can influence performance.*

## **DAILY NEWS**

Get ready to race, speedy ones!

We're going to see how fast we can go when we have a team behind us for support. Also, we need two volunteers to share about their trustworthy people today.

## **GREETING**

### **High-Five/Low-Five Greeting**

In sequence around the circle, students greet and high-five their neighbors. The neighbors greet and low-five them back. For example, Jake says, "Hi, Roberta," while giving her a high-five, and Roberta replies in the same way while giving Jake a low-five.

## **SHARE**

### **Venn Diagram Share: Differences and Trust**

Volunteers share with the group their Venn diagrams of someone they trust.

☞ A follow-up question: "What else might the two people in this diagram have in common?"

You can explain that searching for our commonalities helps keep us positively connected.

## **ACTIVITY**

### **Number Race**

Divide the group into two or three teams. The teacher creates circles on the floor, outlined with yarn or string, with one circle for each team. The teacher then places inside each circle paper plates or something similar numbered from one to 10 and scatters them, number side up. At the start signal, teams send one member at a time into their circle to touch all 10 numbers consecutively. Team members encourage and assist each other in finding the plates in the proper order (e.g., "Turn around! Number seven is behind you."). Each team times the process and shares their results with the other teams or tries to better their result if there's time to repeat the course.

☞ Variation: Experiment with the impact of group support on performance: Time the course first without support and then with support. Compare the results and ask students to reflect: "How did it feel/impact your performance to do the course without and then with support?"

# Justice Advisory 1 (CPR)

*Advisory goal: Understand that the experience of school is different for different students.*

## DAILY NEWS

Good morning, students!

For sharing today, think about the institution of school and the effect it has had on you. Do you believe school is easier for some students, depending on their gender, race and ethnicity, size, appearance, ability or socio-economic class? Mark your answer below on the continuum:

No \_\_\_\_\_ Yes

## GREETING

### Language Greeting: Using American Sign Language

To sign “hello” in American Sign Language, students smile, make eye contact and make a friendly salute toward the people they are greeting. The first student starts by greeting the person on his right; that person returns the greeting and then greets the person on her right, and so on.

## SHARE

### Think Ink Pair Share on Topic

Students respond to the following prompt: “Is school easier for some students, based on their gender, race and ethnicity, size, appearance, ability or socio-economic class? Is school easier for girls than for boys? In what ways might school be different depending on how much money your family has?”

Students quietly think about the questions for one or two minutes and write down their thoughts. Then students form groups of two or three and share what they’ve written. The teacher keeps time, prompting groups to change sharers every two minutes to ensure balanced participation. Volunteers share out their responses with the whole group.

## ACTIVITY

### Talking Cards on Topic

Students respond to the following prompt: “What would help students make friends more easily at school and do well academically?”

Students write and then sort ideas and opinions so they are “heard” anonymously. The cards do the “talking.”

1. The teacher passes out two small note cards to each student, putting extras in the middle of the circle.
2. The teacher asks, “What would help students make friends more easily at school and do well academically?”
3. Students write responses on cards (one response per card). They write a suggestion and explain why they think it would help students do well socially and academically.
4. The teacher collects and shuffles the cards.
5. The teacher asks for one volunteer to read the cards and one to record responses, grouping similar ones.
6. Everyone discusses the suggestions.

☞ In the Talking Cards activity, remind students that opinions are only as good as the evidence that supports them. Encourage students to give examples and data that will substantiate their suggestions for improvements to the school culture.

☞ The discussion of how to make school a place where all students can do well both socially and academically may call for an additional meeting.

# Justice Advisory 2 (CPR)

**Advisory goal:** *Be aware of the damage bullying does to everyone in the school.*

## DAILY NEWS

Hello to all!

We often remember long afterward things that people say and do. People who have been bullied never forget it. Here is the definition of bullying we will use in this advisory: repeated, aggressive behavior against a person who has to defend herself from someone who has more power than she does. Intimidation, rumors, gossip and media can all be used to bully someone.

## GREETING

### Handshake Greeting

Students greet each other with, “Good morning, \_\_\_\_\_” and a handshake, going around the circle.

☉ Model and discuss how you want handshakes to look and feel. Components of a good handshake include body position (standing 12 to 18 inches apart), eye contact, grip, squeeze, flow, duration and release.

## SHARE

### Partner Share on Topic

Students respond to the following prompt: “What is a comment someone made to you quite a while ago—positive, negative or neutral—that you have never forgotten?”

Students share for a specified length of time with a time warning halfway through the share to ensure balanced sharing/listening. Volunteers share out.

☉ As students share out, note the characteristics of the comments we tend to remember, and discuss them with students. Examples:

“I still remember my cousin saying that I was really stupid because I couldn’t divide yet.” (generalization)

“I remember when a girlfriend told another friend that my hair always looks like I just woke up, and it went around as a big joke.” (teasing)

“Once a teacher said that I was an eager learner.” (praise)

## ACTIVITY

### Watch *Bullied: A Student, a School and a Case That Made History*

*Bullied*, produced by the Southern Poverty Law Center, is available for free along with a teaching kit for the asking at the Teaching Tolerance website. If the teacher doesn’t acquire the documentary, he can use the quotes below to tell the story.

### Quotes From the Documentary

*Bullied: A Student, a School and a Case That Made History* tells the true story of Jamie Nabozny, a student who endured persecution from anti-gay students, stood up to his tormentors and filed a federal lawsuit against his school district. The suit led to a landmark federal court decision holding that school officials could be held accountable for not stopping the harassment and abuse of gay students. In *Bullied*, Jamie tells the story of the persecution he endured every day. The following are quotes from the film. Jamie is speaking.

“I just know that it hurt a lot to hear those words on a daily basis—people calling me queer, fag, homo ... saying really disgusting things about ... sex ...”

“When I was walking down the hallway I’d have things thrown at me ... I’d be kicked, tripped, spit on ...”

One day when Jamie’s science teacher stepped out of the classroom, anti-gay students attacked Jamie in the room.

“And the two boys started harassing me. And they had started touching my legs and telling me, you know, that ‘you like it’ and stuff, and I kept pushing them away. And then eventually I tried to get away from them and they pushed me to the ground. One of them got on top of me and were just continuing to—to touch me and being vulgar, I guess.”

# Justice Advisory 3 (CPR)

*Advisory goal: Know the facts about inequalities between American men and women today and in the past.*

## DAILY NEWS

Greetings, young people!

Today we'll look at some sad facts about the status of women in the United States and think about what might be done to alleviate the inequality. We all pay a price for living in a sexist society.

## GREETING

### Partner Greeting

Basic greeting done in pairs: "Good morning, \_\_\_\_\_," simultaneously, rather than around the circle.

## SHARE

### Partner Share on Topic: Status of Women in the United States

The teacher reads aloud the statistics below or distributes them to students and has them read off the list, one person per bullet. Then everyone discusses the following: "What ideas do you have for increasing women's rights?" The teacher specifies a length of time to share and issues a warning halfway through the share to ensure balanced sharing/listening.

### Status of Women in the United States

Although the 20th-century feminist movement brought advances, there is still a big gender gap in the United States. As women age, the wage gap increases. Here are some facts about the wage gap:

- For working women between the ages of 25 and 29, the annual wage gap is \$1,702.
- In the last five years before retirement, the annual wage gap is \$14,352.
- Over a 40-year working career, the average woman loses \$431,000 to the wage gap.
- In 2010, women who worked full time year round earned 77 percent of what men earned.
- In all ethnic groups, women earn less than men in comparable jobs.
- College-educated women earn 5 percent less the first year out of school than their male peers; 10 years later, they earn 12 percent less.
- Women are more likely to work in low-wage jobs, such as retail sales, child care, waitressing and cleaning.
- Single women are even more adversely affected by the wage gap than married women. Single women earn only 78.8 percent of what married women earn, and only 57 cents for every dollar that married men earn.

## ACTIVITY

### Simultaneous Clap

Students clap their hands around the circle in varying patterns. There are several rounds to this activity, and they become increasingly challenging.

1st round: With everyone standing in a circle, the first person claps, then the person next to him claps, then the person next to her, and so on around the circle, keeping a smooth, steady rhythm and with no hesitations.

2nd round: The first person claps with both hands the two hands of the person next to him, who does the same with the next person, and so on around the circle.

3rd round: The first person claps his own hands at the same time that the person next to him claps her hands. She turns to the third person and they do the same, and so on around the circle, with every pair trying each time to clap at the very same moment.

4th round: With hands at the ready, everyone tries to clap at exactly the same moment. This may take some practice—it requires students to pay very close attention to each other.



# Justice Advisory 4 (A+)

**Advisory goal:** Raise awareness that everyone in the world is affected by an uneven distribution of resources.

## DAILY NEWS

Welcome!

Today we'll have an experience that will show us just how unbalanced a world we live in. We'll begin by standing in a circle. Do this now: Gather in a standing double circle, the two circles facing each other, for an inside-outside greeting.

☞ Before the advisory meeting begins, designate eight areas of the room to represent eight regions of the world, as listed in the population and wealth distribution chart below. Distribute students' chairs into these areas in proportion to *wealth* distribution in those eight regions (e.g., put 34 percent of the chairs in the area designated for North America, and only 3 percent of the chairs in the area for China).

## GREETING

### Inside-Outside Greeting

Students stand in a double circle (one inside the other). As the inside circle slowly rotates, members of the inside circle greet people in the outside circle with a handshake and "Good morning, \_\_\_\_." The people in the outside circle return the greeting. Many variations are possible; for example, high-fives or low-fives can replace handshakes.

☞ There are no chairs in the meeting area because all the chairs are distributed in the eight areas representing wealth distribution.

## ACTIVITY

### Competing for Resources Around the World

1. The teacher explains that the areas of the room represent eight regions of the world. She will tell certain numbers of students to go to each area, based on the world's population distribution. For example, the teacher will send 6 percent of the students to the area for North America (where there are more chairs than needed) and 23 percent of the students to the area for China (where there are far fewer chairs).

2. Now the teacher asks everyone to sit down in their areas. There will be too few chairs for some groups and a surplus for others. Students reflect on what they notice about wealth inequalities.

☞ After the activity, read aloud the reflection questions below.

☞ An alternative, faster (chairless) method is to divide students into eight groups according to population and then distribute fake money to illustrate wealth inequalities. Students can observe the greater money given to smaller groups and less money given to larger groups.

### Percentage of world population and wealth: example with 25 students

Region	Population	Wealth	Population	Wealth Chairs
North America	6.1%	34.4%	1.5 (2)	8.6 (9)
Latin America and Caribbean	8.2%	4.3%	2 (2)	1.07 (1)
Europe	14.9%	29.6%	3.7 (4)	7.4 (7)
Africa	10.2%	1.0%	2.5 (0)	0.25 (0)
China	22.8%	2.6%	5.7 (6)	0.65 (1)
India	15.4%	0.9%	3.8 (4)	2.25 (2)
Wealthy Asia-Pacific	5.0%	24.1%	1.2 (1)	6.02 (6)
Other Asia-Pacific	17.5%	3.0%	4.3 (4)	0.75 (1)

**Reflection**

1. What do you notice about the way the world's population is distributed?
2. What do you notice about the way the world's wealth is distributed?
3. How might uneven distribution of wealth affect those who have more? Those who have less?

# Justice Advisory 5 (A+)

*Advisory goal: Expand your view of yourself and others to be all that you and they might be, not just what you and they have been in the past.*

## DAILY NEWS

Greetings, friends!

Even when we think we know someone, we can miss small but important changes he or she makes, day by day. It takes vigilance to guard against the “stereotype slide,” the tendency to see someone else as unchanging. Today we’ll all choose alter egos, and we might surprise each other!

## GREETING

### Ball Toss Greeting

The first person starts by greeting someone by name (“Good morning, Jake”) and tossing a soft ball or beanbag to him. The person greeted responds in the same fashion (“Good morning, Roberto”), catches the object, greets another person (“Good morning, Miles”) and then tosses it to him. He returns the greeting, and so on. Once someone has received and tossed the object, he puts his hands behind his back to signal that he has been greeted.

➡ Before playing, model and practice tossing appropriately. The objective is to play quickly and smoothly, without dropping the object, and not taking time to choose someone to greet. Make sure students say the name clearly *before* tossing the object, alerting the recipient.

## ACTIVITY

### Secret Identity

Students play in two teams, except for one student who becomes the announcer. Each team chooses a speaker. Every team member writes an “identity” or “alter ego” on a note card. The identity represents a part of herself that may be quite different from her public face. The identity may be expressed by naming a famous person with whom the student identifies, or it could be a general designation such as “movie star” or “circus performer.” Team members give the cards to the announcer, who keeps the two team piles separated. The announcer reads an identity from Team B. Team A decides together which member of Team B might have chosen this identity as her alter ego and tells their speaker who they think it is. The Team A speaker says the guess chosen by the team. If the guess is correct, the person identified moves from Team B to Team A. Then Team A gets another chance, and they continue to guess the identities of people on Team B until they guess incorrectly. When an incorrect guess is made, the announcer reads an identity from Team A, and Team B gets to guess.

➡ After the activity, discuss the reflection questions below.

## Reflection

Were you surprised by any of the alter egos chosen by your classmates? We tend to stereotype others, even our friends, family members, and classmates, thinking we know them thoroughly. Share about a time when someone you thought you knew well surprised you.

# Action Advisory 1 (CPR)

*Advisory goal: Become aware of how we speak to and treat one another at school.*

## DAILY NEWS

Welcome, all!

Today we're going to begin investigating our school's culture and its language. On the continuum below, indicate with a mark your estimate of how often we (adults and students) use biased language here at our school. Biased speech includes offensive or hurtful words that demean people.

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Rarely

Many times a day

Pick up a copy of the Tracking Biased Speech Survey we will use to evaluate how much biased speech is going on in our school. Tomorrow we will tally our results.

## GREETING

### Fist Tap Greeting

Students greet each other around the circle silently or with "Good morning, \_\_\_\_\_," adding a gentle fist tap.

☞ You can also use the Fist Tap Greeting as a quick simultaneous partner greeting when time is short. Model and practice fist-tapping before beginning: Make a fist and then gently tap your partner's fist as "Good morning, \_\_\_\_\_" is exchanged.

## SHARE

### Whip Share on Biased Speech Topic

Students show fingers, one to five, to indicate how often they hear students put down others in their school on a typical day: one finger for rarely and five for many times a day.

Each student offers a brief response; responses quickly "whip" around the circle. The teacher then discusses the Tracking Biased Speech survey with the class.

☞ Give students some examples to help them understand what is meant by biased speech:

- "You're so lame!"
- "You're acting like a girl!"
- "That's so gay!"
- "There go the nerds."
- "He's a Sped kid."
- "Another dumb jock."
- "You're a retard."
- "Let's ask the Asian—he'll fix it."
- "That looks really ghetto!"

☞ Ask students and then brainstorm: "How can you record an incident of biased speech if you don't have your form with you at the moment?"

## **ACTIVITY**

### **Zoom**

Students see how quickly they can say “Zoom!” around the circle. A student begins the activity by saying, “Zoom!” and turns his head quickly to a neighbor on either the right or the left. The neighbor passes the “Zoom!” to the next player and so on around the circle, as fast as the group can. A leader can time the “Zoom!” around the circle and challenge the students to go faster.

# Tracking Biased Speech Worksheet

Definition of biased speech: prejudiced, offensive, hurtful words that demean or exclude people because of age, gender, religion, race and ethnicity, social class, sexual orientation or physical or mental traits.

During one full school day, listen carefully to the conversations around you: things said by students and adults anywhere in the school, including by you. Tally derogatory remarks you hear in any of the categories listed. *Do this privately.* Don't comment on the biased remarks—just record with a tally mark that you heard them.

CATEGORY	TALLY
Race and Ethnicity	
Gender	
Religion	
Sexual Orientation	
Physical or Mental Ability	
Appearance	

On the back of this page, write down a couple of the biased statements you overheard. Discuss how you felt before, during and after doing the assignment. Also answer these questions:

1. Was any of the biased speech your own?
2. Was any of it language you sometimes use?

# Action Advisory 2 (CPR)

**Advisory goal:** *Become aware of the amount and nature of biased speech in our school.*

## DAILY NEWS

Good morning, sociologists!

Today we'll compile the results of our surveys. Below is a chart about biased speech with the same headings as your Tracking Biased Speech survey forms. Do this now: Record your data on this master chart, and we'll see the results we got as a group. Make a tally mark for every comment you have heard under each category.

Race and Ethnicity	Gender	Religion	Sexual Orientation	Physical/Mental Ability	Appearance

☞ Have students organize their tally marks in clusters of five. If some do not know how to use tally marks, teach them.

## GREETING

### Partner Greeting

Students greet each other by shaking hands and saying, "Good morning, \_\_\_\_\_." Partner greetings are done in pairs, simultaneously, rather than sequentially around the circle in the usual style.

☞ This greeting format is useful when time is short or the risk level needs to be lowered.

## SHARE

### Partner Share

Partners discuss the results of their surveys on the frequency of biased speech and any specific examples they recorded. A whole-group tally and discussion of the data on the master chart follows the partner share. Volunteers share out any examples they collected. Students brainstorm in response to this question: "What might we say in response to biased speech that might shut it down or at least reduce its frequency?"

☞ Possible responses to biased speech:

- "I don't think that's funny."
- "That's the kind of language that really hurts people."
- "I'm surprised to hear you talk like that—I don't think of you as a person who is so prejudiced."

Explain that these phrases allow people to speak up against bias in a simple, straightforward manner. Sometimes they may open a dialogue. Other times, they simply allow people to challenge bias and take a vocal stand against it. And they could draw a snide comment from the person being addressed.

☞ If many students did not collect data, you can tally whatever results you have, take one more day to tally and compile the results the next day.

☞ Keep your own tally. Add your results to the chart, and share language you heard in school.

## ACTIVITY

### Yes!

Students stand or sit in a circle and look around at each other's eyes. When eye contact is made, both players say, "Yes!" They then switch seats, high-fiving as they walk across the circle.

# Action Advisory 3 (A+)

*Advisory goal: Understand the courage and character needed to take a stand.*

## DAILY NEWS

Welcome, friends!

Today we'll begin talking about what it takes to survive hard times, even atrocities, and come away with the courage and determination to help others.

## GREETING

### Cambodian Greeting

For a formal greeting, the greeter places her palms together with thumbs close to her chest and says, “Chum reap suor” (pronounced “choom reb suah”) as she leans toward the person and lowers her head slightly. For an informal greeting that could translate into something like “How’s it going?” she can simply say, “Suk sa bye” (pronounced “sook sah bye”) with no hand gesture or bow.

☞ Do not permit disrespect. The gesture in the formal greeting is a small bow toward the person being greeted; it shows respect and friendliness. You can introduce the formal greeting by saying that you know everyone can do this respectfully. The informal greeting does not include the gesture. Choose the one your students can handle.

## ACTIVITY

### Arn Chorn-Pond, Cambodian Genocide Survivor, and Moments of Courage

The teacher reads the Arn Chorn-Pond resource to students. After the partner reflection, the teacher introduces the Moments of Courage project.

### Arn Chorn-Pond

The Khmer Rouge was a political and military regime that controlled Cambodia with immense cruelty from 1975 to 1979. During its reign, more than 1.5 million Cambodian men, women and children were murdered. Millions of Cambodians fled to refugee camps just over the border, in Thailand, where they lived in fear and hunger for years. Arn Chorn-Pond’s family was murdered in a Khmer Rouge death camp when Arn was nine years old. Of the 500 children in the camp, only 60 survived. The Khmer Rouge forced Arn to undress the children and hold their hands as they killed them. Arn finally escaped. He survived on his own in the jungle for a time, and then got to a refugee camp in Thailand. Eventually, he was adopted by an American couple and moved with them to New Hampshire, where he graduated from high school. But he was haunted by dreadful memories. The fact that he had survived when so many had died depressed him. In 1984, Arn co-founded Children of War, dedicating his life to ending the suffering of children who survived the Khmer Rouge nightmare. He has helped Cambodian youth in Cambodia and in the United States and has also worked to preserve Cambodian traditional music.

☞ Optional: Listen to [Arn Chorn-Pond](https://facinghistory.org/video/arn-chorn-pond-everyone-has-story) ([facinghistory.org/video/arn-chorn-pond-everyone-has-story](https://facinghistory.org/video/arn-chorn-pond-everyone-has-story)) on the Facing History and Ourselves website (10 minutes).

### Reflection

Partners, discuss as many of these questions as you have time for. Be sure to include question 4: It is the beginning of a project in which your group gathers your thoughts, memories and observations about moments of courage when people take a stand against prejudice and for justice.

1. How might the saying “What doesn’t kill you strengthens you” apply to Arn’s life? What qualities does Arn exhibit that probably helped him survive his ordeal?
2. Do you know someone who survived hard times and helped others? Have you?
3. If Arn had come to your school when he left Thailand, would you have gone out of your way to be his friend? Why or why not?



4. Describe any courageous acts you have witnessed, heard about or done yourself, recently or in the past. Using an index card for each act, record three facts. Here are some questions to help you:

- Who took the action? (Identify the person in some way: name, age, gender or relationship to you.)
- Where did you witness the event?
- What happened?
- What were your thoughts and feelings about it at the time?
- Do you think you could do this yourself?

### **Moments of Courage Cards**

While students read and interact with the Daily News message for the next week or so, the teacher should give them time to record on note cards moments of courage they experienced recently or remember from the past, in school or elsewhere. The teacher collects these cards as students write them by having students drop them in a box next to the Daily News.

➡ Before this advisory meeting, write down on note cards moments of courage you have witnessed, heard about or done yourself. Read your cards to students to help them understand the purpose and method of this project. Point out that small acts are important, too, like smiling at a stranger or sitting next to someone who's alone at lunch and starting a conversation.

# Action Advisory 4 (CPR)

*Advisory goal: Become aware of people who take a stand.*

## DAILY NEWS

Good morning, storytellers!

Today we'll share the Moments of Courage we have been collecting, and we'll hear stories collected by other people.

☞ Be sure to wait to do this advisory until each student has had a chance to record at least one moment of courage. See Action Advisory 3 for the start of the project.

## GREETING

### High-Five Greeting

Moving in sequence around the circle, students greet each other with a high-five. For example, Roxanne greets Arie with "Hi, Arie" and a high-five. Arie replies in the same way.

## SHARE

### Moments of Courage Share by Teacher

The teacher reads aloud a few of the moments of courage cards collected so far. She then acknowledges students for contributing to the project and points out that acknowledging such acts is a way of speaking up.

## ACTIVITY

### Giraffe Stories

The teacher shares the following with students: "From students who speak up when someone is being bullied to young people who establish organizations to reduce the violence that cultural hatred breeds, there are young people who take action instead of walking away. The Giraffe Heroes Project honors risk-takers—ordinary people who 'stuck their necks out' for what was right, in the U.S. and around the world."

### Distribute Giraffe Stories

Before the advisory meeting, the teacher copies and cuts apart the 10 stories below. For the activity, the teacher divides the class into 10 groups and gives one story to each group. After deciding how they want to do it (in unison or one reader at a time) each group reads aloud the description of their "giraffe."

☞ If you need more giraffe stories, you can find them at the Giraffe Heroes Project website (<http://www.giraffe.org>).

### Giraffe Heroes Project Stories

1. Sarah Cronk was a high school cheerleader when she decided to create a more inclusive cheerleading squad in her school. Her brother was excluded from many activities because he was on the autism spectrum, and this made her aware of the outsider status of students with disabilities. The Spartan Sparkles cheerleading team now includes 10 cheerleaders with disabilities. Her goal is to start 100 inclusive cheerleading squads through her organization, the Sparkle Effect.

2. Eric Love was a college student when he led protests against white supremacist rallies and worked to make Martin Luther King Day a state holiday in Idaho. He also spoke publicly against homophobia at a rally and lost some support by doing so, but he continued his anti-bias stand.

3. Tammie Schnitzer, Sarah Anthony, Wayne Inman, Margaret Macdonald, Brian Schnitzer and Keith Torney all responded to intimidation from anti-Semitic Aryan supremacists in Billings, Mont., by showing solidarity with Jewish families at Hanukkah time. Like the Jewish families, they all put menorahs in their windows, despite the possibility that their homes might become targets of the bigots.

4. Cheryl Perara, of Toronto, Canada, was inspired as a teenager to work to protect children being used as sex slaves in countries around the world. Cheryl founded OneChild, run by youth working to stop commercial exploitation of girls and boys.
5. Desiray Bartak wanted all kids who have been sexually abused to know they could stand up for themselves, so she went public about being abused by a relative. She convinced a high-profile attorney to bring a suit for damages against her abuser, and she won. Despite harassment from her classmates, Desiray continued to speak out and founded a support network for abused kids.
6. John DeMarco was 13 when he reported a neighbor for painting “racial” epithets on a home in his neighborhood—a home that a black family was considering buying. Neighbors objected to John’s action, but he persisted and testified against the perpetrator, who was convicted.
7. Ernesto Villareal was a star high school football player who took a stand to stop racist taunts at football games. He risked his spot on the team by organizing Latino players to boycott football practice. The action stopped the name-calling.
8. Franklin McCabe III, a Navajo/Sioux teenager in Parker, Ariz., used a music and light show he created in seventh grade to speak out against substance and alcohol abuse at Native American social events.
9. Roosevelt Johnson, a high school student in Selma, Ala., founded a local chapter of 21st Century Leadership, an organization that enlists gang leaders in confronting racism. He also helped pressure slumlords to improve housing and established study groups, peer counseling and voter registration drives.
10. Alberto Esparaze took a stand to use his time and knowledge to help others. He created programs that help especially poor people and minorities in Arizona improve their lives.

# Action Advisory 5 (CPR)

*Advisory goal: Imagine yourself intervening on behalf of the target in a situation of bias or discrimination.*

## **DAILY NEWS**

Welcome, walkers!

Today we'll see how many ways we can dream up to walk across the circle and greet each other. After the Let Me See Your Walk Greeting, we'll discuss spreading the word about people who have had the courage to stick their necks out for others.

## **GREETING**

### **Let Me See Your Walk Greeting**

The first student pantomimes doing something he enjoys (e.g., playing ball, operating a video game, eating) as he walks across the circle to another student. He greets her and asks to see her "walk." She returns his greeting, they exchange places, and she pantomimes a favorite activity as she crosses the circle to another student. This is repeated until all have been greeted.

Here is an example: Ted enjoys baseball, so he mimes swinging a bat as he walks across the circle to Shalana. He says, "Good morning, Shalana. Let me see your walk." Shalana replies, "Good morning, Ted. Watch this!" and crosses the circle pretending to paint. Shalana then continues her walk and greets another student.

## **SHARE**

### **Partner Share**

Students discuss ways the group might publicize the Moments of Courage (e.g., create a hall display, write a letter to the principal, send a letter to the editor, or create a presentation for another advisory group or for an assembly). Volunteers share out ideas.

☞ Optional: Determine if the group wants to share courageous moments with others. If so, pursue the possible ideas presented.

## **ACTIVITY**

### **Count Up (Team-Building Activity)**

Students count to 10 as a group. Only one person may speak at a time, and students blurt out numbers without following a pattern or sequence to help them take turns. If more than one student says a number at the same time, the group starts from one again.

# Advisory FAQs

## *Want to know more about leading advisory activities?*

### **Q. What can I do to encourage students who aren't participating?**

Build trust. Students must feel safe and included. Everyone needs to give and receive a friendly greeting, with eye contact and a pleasant manner, with no one left out. Try playing cooperative games (see [DevelopmentalDesigns.org](http://DevelopmentalDesigns.org) for many greetings and games that adolescents enjoy). *The Advisory Book* has an appendix of dozens of games that help bring adolescents together, and *Face to Face Advisories: Bridging Cultural Gaps in Grades 5-9* includes a section on community-building advisories. It describes in detail 15 meetings to build the trust and connection that facilitates open, honest conversations about culture and bias.

### **Q. What if students misbehave during meetings and don't respect the rules and/or others?**

Chapter 1 of *The Advisory Book* includes a section on establishing a healthy social climate in advisory by establishing rules, practicing routines and responding to rule-breaking. Corrections are made in a democratic and respectful manner that preserves the feeling of community while addressing misbehavior.

### **Q. What if an activity seems inappropriate for my students?**

Skip it or adapt it. You are the best judge of what they are ready for and what is right for them developmentally. Use your judgment, but preserve the basic sequence of meetings, which are designed to build upon one another.

### **Q. Why are some words underlined in the Daily News messages?**

The underlined words are often relevant to the day's conversation; most are meant to stretch adolescent vocabularies and perhaps bridge cultural differences.

### **Q. I'm a high school teacher. Are these meetings appropriate for 15-to-18-year-olds?**

The content of these meetings is definitely appropriate for older students and even for adults (you might try out a few of the meeting activities at a staff meeting). Although high school students may resist participating in games, if you can get them past the "I'm too mature for that kid stuff" attitude, they will probably enjoy them.

Need more information? Check out this special *Face to Face Advisories* excerpt ([originonline.org/developmental-designs/support-face-face-advisories-selection-teachingtoleranceorg](http://originonline.org/developmental-designs/support-face-face-advisories-selection-teachingtoleranceorg)) for the Teaching Tolerance advisory selection.

# Advisory Best Practices

## *Developmental Designs Advisory Best Practices*

The *Developmental Designs* approach recognizes that schools have complex cultures. And in order to create healthy, empowering school climates, educators must examine the entire system: curriculum, instruction, materials and equipment, and the adult community. This approach directs efforts toward the social emotional climate of the system, considering the quality of relationships among staff, among students, and between students and staff.

The following practices in advisory meetings support an integrated, comprehensive approach to creating a school climate that calls for each person to be respected and valued.

### **Goals and Declarations**

Ensure that everyone in the advisory, including the teacher, declares a personal stake in the group. Ask “If things went really well for you in this advisory, what would it look like? What is the best outcome for you personally that you can imagine?” Then have each person convert the answers to those goals into declarations: *I will personally do \_\_\_\_\_ in advisory to make [my goal] happen.*

### **Social Contract**

Create an agreement among all the stakeholders in the advisory that draws from the group’s personal goals and binds the advisory community to rules for respect for all individuals and cultures.

### **Modeling and Practicing**

Model and practice the routines and activities of the advisory so that students know the expectations and competencies essential to their success.

### **The Loop**

Follow a two-step reflective process that includes thoughtful planning of activities and assessment afterward of the content and the process, the ideas and opinions generated in the activity, and how they relate to students’ own lives and opinions. The Loop helps students develop well-founded ideas.

### **Empowering Language**

Ensure that self-expression by students and teachers respects guidelines to ensure that communication in advisory is respectful of many points of view, never debasing.

### **Pathways to Self-control**

Guide students to be both authentic and respectful. If they disrupt the community, provide techniques for correction that maintain the individuality and dignity of the rule-breaker.

### **Collaborative Problem-solving**

Teach students to make decisions through a consensus process that includes everyone.

### **Power of Play**

Help your advisory community bond with games that ensure no one is left out.

### **Practices for Motivating Instruction**

Give everyone opportunities for leadership and self-direction during meetings. Conversations should be relevant to students’ home and neighborhood lives, and activities should be designed to appeal to many learning styles.

# Advisory Acknowledgements

*Our thanks to the Origins Program for the use of these advisory activities.*

## **THE ORIGINS PROGRAM AND THE DEVELOPMENTAL DESIGNS APPROACH**

*Face to Face Advisories* is The Origins Program's (TOP) latest effort in accomplishing its mission "to promote an equitable and humane multicultural society through quality education for all." The Origins Program, a nonprofit based in Minneapolis, Minn., has worked with educators since 1979, providing school residencies in cultural understanding through the arts, as well as workshops, consulting and publications to create open, equal and connected school environments in grades K-12 in 45 states. In 2004, TOP created the *Developmental Designs* approach for advancing social emotional and academic growth in adolescents.

## **LEARN MORE, DIG DEEPER**

These 20 advisory meetings on culture and bias provide a taste of the more than 125 meetings described in detail in *Face to Face Advisories*. The book provides the tools you need to guide conversations about culture that will take students from initial exchanges about their cultures to an understanding of the interconnectedness of everyone on our planet, the terrible price we have paid for bigotry, the realization that change is not only possible but inevitable, and opportunities to direct change toward justice and equality for all.

Explore the book at The Origins Program bookstore ([originsonline.org/bookstore/face-face-advisories](http://originsonline.org/bookstore/face-face-advisories)), including excerpts from six chapters.

## **LEARN MORE ABOUT THE DEVELOPMENTAL DESIGNS APPROACH BEHIND FACE TO FACE ADVISORIES**

*The Advisory Book*—Begin every day productively for all students, and build inclusive classroom communities where students are engaged and successful in their learning and develop the social skills for responsible independence ([originsonline.org/bookstore/advisory-book-revised-edition-0](http://originsonline.org/bookstore/advisory-book-revised-edition-0)).

*Classroom Discipline: Guiding Adolescents to Responsible Independence*—Create a classroom climate for student growth. Explore this practical guide for building relationships with students, setting goals, creating rules and practicing them, redirecting and problem-solving when students break the rules, and engaging students in learning (<http://www.originsonline.org/bookstore/classroom-discipline>).

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Go to [www.originsonline.org](http://www.originsonline.org) for more information.

Origins is a nonprofit, educational organization with a mission to promote an equitable and humane multicultural society through quality education for all. Origins is the sole provider of the Developmental Designs approach for advancing social, emotional, and academic growth in adolescents. Through books like *Face to Face Advisories*, workshops, consulting, and other publications, the approach provides highly practical strategies for increasing student engagement, self-management, and connection to school.



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