

Category: Community Building
Advisory Goal: Community Building

Grade: 11

Opening: What is a metaphor?	5 minutes
Activity / Topic: "Are You More Like...?"	10 minutes
Closing: Challenge to family or friends	5 minutes
Supplies: none	
Grouping: Whole group	

Rationale: This session will help students understand how members of the advisory perceive themselves and their relationships to the others. This is a great exercise to help students understand the meaning of and exploration of the impact of metaphors as well as getting to know each other better.

Opening: Tell students that today's activity will be an opportunity for them to get to know each other better by using metaphors. Ask the students if anyone knows the meaning of a metaphor or can give an example of a metaphor. If no one can give an accurate description of a metaphor explain to the students that a metaphor is.....

a form of expression (not using 'like' or 'as') in which a quality or characteristic is given to a person or thing by using a name, image, adjective etc normally used of something else which has similar qualities etc

Example: *'He's a tiger when he's angry'* is an example of (a) metaphor.

<http://dictionary.reference.com/browse/metaphor>

Activity / Topic: "Are You More Like...?"

Directions:

1. Ask all the students to stand in the center of the classroom. Explain that they will decide if they are more like one object/noun or another on the continuum (if necessary, explain what a continuum is by a visual or example). Identify one side of the room as one object/noun and the opposite side of the room as the other object/noun. In other words, on one end of the continuum will be one object or noun, and on the other end of the continuum will be the second.
2. Provide a sample question: "Are you more like a dog or a cat?" From the left to right or front to back, students should stand where they feel they belong on the continuum. Are they more like a dog or a cat or somewhere near the middle? Students who place themselves in the middle of the continuum communicate that they either share the values or meanings of both objects/nouns or of neither of them.

3. Once students have located themselves in their place on the continuum ask them to: look where they are in relation to other, think about why they chose to stand where they have or consider what their location on the line says about each of them.
4. If you feel the group is ready, ask participants to explain why they chose to stand where they have. Why is each person more like one object or noun than another or somewhere in between. Ideally, this will help participants self-disclose in a non-threatening manner.
5. OPTIONS:
 - Instead of using two objects or nouns use four instead and have the students go to each corner of the room and then go to step 3.
 - After step 4, ask if any of the students want to change their location on the continuum and have them share the reasons for their change.

6. Options of objects or nouns:

A sitcom or drama?	Meatballs or spaghetti?	Hardboiled or scrambled eggs?
Figure skater or speed skater?	Pizza or ice-cream?	A moon or a star?
A bicycle or a skateboard?	An apple or an orange?	Field or forest?
Spring or fall?	Winter or summer?	A wish or an idea?
A river or an ocean?	Salt or sugar?	Fireworks or a laser show?
Flashlight or candle?	Oil or lotion?	Museum or a circus?
Hamburger or French Fry?	Morning or night?	Story or song?
Down or up?	The inside or the outside?	Candy or popcorn?
Hello or good-bye?	A one-way or round trip?	Critic or fan?
Enough or too much?	An open door or a closed door?	A canoe or a rowboat?

Debriefing: Ask the students to share one thing that was fun, challenging, or eye-opening.

Closing: Challenge your students to do such an activity with their friends or family members in order to get to know them in a different manner.

Follow-up options:

Category: Community Building
Advisory Goal: Community Building

Grade: 11

Opening: Recall and reflection	5 minutes
Activity / Topic: Current Events: Taking a Stand	10minutes
Closing: Reflective Discussion	5 minutes
Supplies: Something to record with and on	
Grouping: individual/ whole group	

Rationale: This session will help students communicate and collaborate with each other to share their views on their pre-selected current events topics. This is a great exercise to bring the group together and respectfully disagree.

Opening: Have students recall their list of current issues of concern. Discuss which issues affect them directly? Which issues affect them indirectly? Do any issues not affect them at all?

Activity / Topic: Current Events: Where do I stand?

Directions:

1. After recalling the advisory's list of current issues of concern, choose one issue to list arguments on both sides of the issue. Record all comments, even if you don't agree with them. (Don't allow debate or comments on students' contributions at this point!)
2. Now draw an imaginary line on the floor (or real one with tape or a piece of paper). One end represents "for" or "agree" and the other end represents "against" or "disagree".
3. Have students literally "take a stand" anywhere on the line depending on how strongly they agree or disagree with each statement.
4. While everyone is standing somewhere on the line, open the floor to debate. Spokespersons may be appointed to argue their positions. DO NOT allow discussion to turn personal or for anyone's opinion to be ridiculed. If everyone seems to agree on a point you might play "devil's advocate" and stand on the other side, posing the opposing view.
5. After each brief discussion, students should be allowed to change their positions along the line, if they desire. By the end, nobody should be near the middle/undecided position!

Debriefing:

Option One:

Summarize: What was the goal of this session?

Thinking Processes: What is one strategy you used to make your selection? Was your decision influenced by what other people said?

Option Two:

Summarize: What was the goal of this session?

Reflection on interpersonal/intrapersonal skills: Ask the students how they felt about the activity.

Closing: Reflective discussion: Do you think these are the same issues of your parents' generation? Do you think these issues will be faced by future generations?

Follow-up options:

You might want to have students ask their parents if they share their concern or had similar concerns when they were younger.

Category: Community Building
Advisory Goal: Community Building

Grade: 11

Opening: Identification of current issues of concern	5 minutes
Activity / Topic: Current Events	13minutes
Closing: Personal Connection	2 minutes
Supplies: Something to record with and on	
Grouping: individual/ whole group	

Rationale: This session will help students communicate and collaborate with each other to determine via, a multi-step voting process which current local, national or world issues are the most important to their lives. This is a great exercise to bring the group together and democratically reach consensus.

Opening: Have written on the board/whiteboard/chart paper: What is a local, national or world issue that you think about on a regular basis? Have the students share their responses and record them on the board/whiteboard/chart paper.

Activity / Topic: Current Events: What are the Important Issues?

Directions:

1. Based on the information from the Gathering Activity have the students narrow these issues to the FIVE most important ones (each student can vote for two).
2. Then hold another vote. Have each student vote for the single issue that he or she feels is the most important issue.
3. Students should be asked to defend their positions as they discuss each issue and its relative importance.
4. Inform students that the issues that they selected will be topics for advisories in the future.
5. **NOTE TO TEACHER:** Make sure you record the students' selection of their top five issues to use in future advisories.

Debriefing:

Option One:

Summarize: What was the goal of this session?

Thinking Processes: What is one strategy you used to make your selection? Was your decision influenced by what other people said?

Option Two:

Summarize: What was the goal of this session?

Reflection on interpersonal/intrapersonal skills: Ask the students how they felt about the activity. Was anyone surprised by the generated list?

Closing: Make a connection with the students by sharing a positive comment about their generated list. For example the teacher would say *"It really amazes me that the list you generated is very similar to the list my friends and I generated about such issues"*.

Follow-up options:

You might want to have students find a current article about their selected issues to use in later advisory sessions.