
SECTION 1:

Welcome to Advisory!

ACTIVITIES

Develop an Advisory Contract

Welcome to Advisory!

What Is Advisory?

Get to Know the Advisor

MeUUMe (Name Game)

Concentric Questions

Lines and Circles

Like Peanut Butter and Jelly

This Is Better than That!

Advisory Bingo

Birthday Line-Up

60-Second Interview

Dear Advisory

Checking In on the Opening Days

How Can I Support You?

Purpose	Materials	Abridged Advisor Notes
1: Develop an Advisory Contract		2 x 30 min page 26
Establish norms and expectations for how the group will treat each other, communicate, and problem-solve.	Journals Chart paper and markers	This activity is a key component of building community and developing the norms that will allow advisees to take risks, grapple with challenging content, and engage in civil discourse. We recommend that your advisees start the process of contracting in their third or fourth meeting, after they have learned each other's names and played community-building games. If you have not already done so, read more about Contracting in section A of Fostering a Reflective and Supportive Community on page 8. This activity includes a journal response. If you have not introduced journaling in a prior meeting, plan to set aside time to do so before your advisees write their first entry.
2: Welcome to Advisory!		10 min page 30
Welcome advisees, introduce the advisor, and offer a brief explanation of the rationale of the advisory program.	None	Start the year with this activity. Arrange the chairs or desks in a circle or arc before the start of the advisory meeting. Your introduction should be inviting and short so you can move on to name games and community-building activities.
3: What Is Advisory?		20 min page 32
Identify common experiences in school—the good and the bad. Understand the role advisory plays in helping advisees navigate these experiences.	None	Pair this activity with one or two get-to-know-you games in the first or second advisory session of the year.
4: Get to Know the Advisor		15 min page 34
Forge a strong advisor-advisee relationship by allowing advisees to learn about what makes their advisor a unique individual and discover commonalities with their advisor.	Index cards	Include this activity in one of the first three advisory meetings, if possible. You can combine it with one or more get-to-know-you games or community-building activities.
5: MeUUMe (Name Game)		15 min page 35
Learn the proper pronunciation of names and start to build a positive group culture where advisees feel and are known.	None	MeUUMe includes paired introductions between every advisory member, which can feel more inviting than group games for students who are shy.
6: Concentric Questions		15 min page 37
Learn each other's names and start to build a positive group culture where advisees feel known and are known.	None	This is a fun, low-threat, low-vulnerability activity that doesn't require any special knowledge or skills. This activity uses the Concentric Circles teaching strategy, which you can learn about at facinghistory.org/advisory-media .
7: Lines and Circles		20 min page 39
Learn each other's names and start to build a positive group culture where advisees practice collaboration and get to know one another.	None	This is a fun, low-threat, low-vulnerability activity that doesn't require any special knowledge or skills.
8: Like Peanut Butter and Jelly		15 min page 41
Learn each other's names and start to build a positive group culture where advisees feel known and valued.	HANDOUT: Role Cards for Like Peanut Butter and Jelly	English Language Learners may need additional support to understand their role and find their partner. Circulate during the activity to help as needed until you are confident that everyone has an idea of the pair they are looking for.

Purpose	Materials	Abridged Advisor Notes
9: This Is Better than That!		20 min page 44
Learn each other's names and start to build a positive group culture where advisees practice collaboration and get to know one another.	None	This is a fun, low-threat, low-vulnerability activity that doesn't require any special knowledge or skills.
10: Advisory Bingo		15 min page 46
Reinforce the importance of learning and using each other's names. Create a positive group culture where advisees feel and are known. Discover common interests and experiences across the group.	HANDOUT: Advisory Bingo HANDOUT: Advisory Bingo (Blank)	Advisory bingo invites advisees to practice writing each other's names and builds community by acknowledging both shared and unique talents and interests. This activity involves a handout that advisees might want to keep. If you have not passed out folders for advisory handouts, you should build in time to do so before or after the game.
11: Birthday Line-Up		15 min page 50
Create a positive group culture where advisees feel and are known. Initiate the conversation about rituals and what the group would like to celebrate, and how, over the course of the year.	None	In this activity, it is up to the advisor to establish the parameters for upcoming birthday celebrations. It is important that whatever ritual you establish, it is inclusive of every advisee in the group.
12: 60-Second Interview		20 min page 52
Practice names and start to learn more about each other in paired conversations, which can feel safer than large-group discussions for many advisees. Create a positive group culture where advisees feel and are known. Discover common interests and experiences across the group.	HANDOUT: 60-Second Interview	If you use the Concentric Circles strategy (visit facinghistory.org/advisory-media to learn about this teaching strategy) to pair advisees for their interviews, have them arrange their desks in two circles facing each other so they can sit during the interviews to facilitate note-taking on the interview handout.
13: Dear Advisory		30 min page 55
Celebrate the unique qualities that each advisee brings to the group and learn about each other's areas of expertise.	Lined paper or journals	This activity can also be done as a way of asking for and receiving advice within the advisory group throughout the year. Have your advisees write problems or challenges that they are facing on individual index cards. Then collect the cards, read them out loud one by one, and have the group discuss possible solutions or next steps.
14: Checking In on the Opening Days		30 min page 57
Learn about issues advisees are having (follow up with one-on-one conversations). Get a pulse on how advisees are understanding school culture. Start to develop norms for participation.	HANDOUT: Peaks and Valleys	Include this activity in the first two weeks of the school year, if possible. Modify the first part of the activity, "School Basics," if your advisees are not new to the school building. At the beginning of the year, use pairs and trios to encourage sharing among the group and to provide space for quieter students who might not yet feel comfortable answering personal questions in a larger group. Ask the group to problem-solve before offering your own ideas.
15: How Can I Support You?		30 min page 61
Foster advisee-advisor relationships and a sense of community within the group. Encourage self-advocacy by inviting advisees to articulate the ways in which the advisor can support them.	HANDOUT: How Can I Support You?	Include this activity in the second or third week of the school year, if possible. The final reflective discussion introduces a routine for closing advising meetings that involve group collaboration. You might choose to use this routine over the course of the year or develop your own set of reflection questions with your advisees that you revisit after group-work activities.

Welcome to Advisory!

ACTIVITIES 1–15

OVERVIEW

The materials in the opening section of *Community Matters: A Facing History and Ourselves Approach to Advisory* have been developed to create a welcoming environment and promote a sense of community. Advisees are best able to share ideas, take risks, and help each other when they feel a sense of trust and belonging in a given environment. In addition to a number of low-risk name games, there are several activities that provide meaningful ways for advisees to reflect on their identities and introduce themselves to their peers. The process of learning about their peers can break down stereotypes and help build trust among the group. For example, advisees who assume they do not have anything in common with their peers may learn that they share an interest in the same music or that they have been through a similar experience. The activities, discussions, and reflections at the end of the section are designed to help advisees start to consider what it means to be part of a community and how to respond to challenges that may arise within the group. The goal of this opening section of *Community Matters* is to launch your advisory program in a way that feels welcoming, inclusive, and exciting to your school community.

NAVIGATING THE ACTIVITIES

The activities in this section can be broken into three categories: getting to know each other, starting the school year, and creating group norms. They are designed to stand alone in shorter advisory meetings or be combined for longer ones (see **Sample Advisory Meeting Maps for the Opening Weeks** on page 19).

- Activity 1: Develop an Advisory Contract is an important step in any Facing History program for creating a reflective and inclusive community, and your group will revisit its advisory contract over the course of the year. While contracting is set as the first activity to help highlight its importance, you should not contract in the first advisory meetings. Wait until your advisees play some name games, understand the purpose of advisory, and start to get acquainted with each other.
- For Activities 2–15, you should work with your advisory coordinator to choose which ones you will include in the opening weeks of the school year and how you will combine them with each other and with school-specific activities like touring the building, assigning lockers, or maintaining an academic planner.
- The number and type of introductory activities and games you play with your group will depend on how well your advisees know each other, how well they know you, and how well you know them. It is important that advisees don't just know each other's names; they also need to be able to pronounce them correctly.