
SECTION 6:

Choosing to Participate

ACTIVITIES

Advisory Community-Building
Project Guidelines

Revisiting Our Advisory Contract

The Bully Zones Project

Leaving a Positive Footprint Project

The Hazleton Integration Project

Take a Seat, Make a Friend Project

End-of-the-Year Closing Activities

Culminating Project: Advisory Community-Building Project Guidelines • page 269

Time	Purpose	Materials	Abridged Advisor Notes
Multiple advisory meetings	Work collaboratively to design and implement a school-based project that impacts the community in a positive way.	HANDOUT: Project Planning Guide HANDOUT: Project Storyboard Template Other materials will vary depending on the project	Students are given the opportunity to work collaboratively on a project that benefits the school community. The projects will vary depending on school, students' interests, what they perceive as the school's needs, and the resources and materials available to you.

Activities 64–69

Purpose	Materials	Abridged Advisor Notes
64: Revisiting Our Advisory Contract		30 min page 277
Remind the group of its shared expectations, revise them as needed, and set the tone for difficult conversations. Draw connections between factors that make a strong community and norms that ensure it remains strong.	Advisory contract	This is the last time that you will be prompted to revisit your advisory contract. This activity provides the opportunity for your advisees to reflect on the ways they have grown as a community, where they have improved over the course of the year at upholding their contract, and where they feel they can still do better.
65: The Bully Zones Project		30 min page 279
Reflect on inclusion and exclusion in your school community and explore how students at one high school took action to educate each other about bullying and create more inclusive spaces.	VIDEO: Bully Zones (see facinghistory.org/advisory-media) READING: Bullying at School (optional)	This activity is designed to help advisees think about and respond to the video "Bully Zones." If you have time, you might also read the first half of the reading "Bullying at School," available at facinghistory.org/advisory-media , and choose one or more discussion questions.
66: Leaving a Positive Footprint Project		30 min page 283
Explore how a class of elementary school students took action to stop bullying and spread positive messages to encourage their community to create an inclusive and welcoming environment.	VIDEO: Leaving a Positive Footprint (visit facinghistory.org/advisory-media)	This activity ends with a personal exit card reflection (visit facinghistory.org/advisory-media to learn about this teaching strategy). You might share excerpts from some of the exit cards as part of the opening routine in your next meeting.
67: The Hazleton Integration Project		30 min page 285
Discuss the ways that members of the school community should treat each other, and propose ways in which the group can help to make the school a more inclusive and welcoming space.	VIDEO: Joe Maddon in Coal Country (see facinghistory.org/advisory-media)	None
68: Take a Seat, Make a Friend Project		30 min page 286
Explore how conversations between strangers can create connections and help break down stereotypes.	VIDEO: Take a Seat, Make a Friend (see y2u.be/HfHV4-N2LxQ)	After watching the video, pairs will discuss some of life's big questions together. Write each prompt on a piece of paper that you or an advisee will choose randomly from a bag, hat, backpack, or box.
69: End-of-the-Year Closing Activities		One or more advisory meetings page 288
Reflect on personal growth and learning over the year and appreciate individuals in the school community.	Varies depending on the number of activities you choose	This activity includes suggestions for different ways you can close the year with your advisory group. You might choose to have one closing activity or devote multiple meetings to final reflections and sharing.

CULMINATING PROJECT + ACTIVITIES 64–69

OVERVIEW

In the final section of *Community Matters*, advisees encounter stories of individuals and groups who “choose to participate” in positive ways in their school and local communities. One of the aims of Activities 64–69 is to open advisees’ eyes to the different ways of participating—big and small—that are happening around them, and to help them realize that even though they are young, they still have the power to shape their communities through their choices and actions. Encountering these real-life examples offers an opportunity for your advisees to reflect on who they are as individuals and members of their school community, who they want to be, and what kind of school and world they want to help create. Then advisees will work together to envision, design, and implement their own project, one that will have a positive impact on their school community in a small or large way.

NAVIGATING THE ACTIVITIES

The activities in this section fall into four categories: the final project, revisiting the contract, learning about community-based projects, and the final days of the year.

- The section starts with the *Community Matters* final project guidelines. Here you will find a framework, menu of activities, reflection and discussion questions, and handouts to support a school-based advisory project.
- The videos in Activities 64–68 highlight different school and community projects that share the goal of bringing people together to create a more welcoming space. The activities include questions to prompt discussion about how advisees might apply lessons from each project to their own school and lives. You can decide whether or not to show and discuss all four videos.
- Activity 69 has suggestions for end-of-the-year rituals that spark reflection and provide ways for your advisees to express gratitude to those individuals who supported them along the way.