

2017-18 Advisory Calendar - 7th Grade

Advisory Core Components	RISE=UP Multiculturalism Academic Excellence (growth mindset) Health & Wellness Community Building (AVP, etc.)
Grade Level Themes	Conflict Adversity Change Gender and Sexuality Ability and Disability
Week of August 24th	Community Building / RISE UP / Policies & Procedures/Foundations in Multicultural Practice
Monday 8:15 - 10:00am 2:30 - 3:30pm	<p>Community Building</p> <p><i>Do Now - What was the most interesting thing you did over the summer. Tell kids that it should be something they are comfortable sharing.</i></p> <ul style="list-style-type: none"> • <i>Introductions- introduce yourself and have students introduce themselves in a fun creative way!</i> • <i>Reminders: Help out the 6th graders, don't cuss, be careful and thoughtful in hallways, Rise Up meaning</i> • <i>Pass out planners</i> • <i>Pass out schedules/schedule sheets- have students fill in their schedule on their schedule sheets</i> • <i>Discuss New faculty and their rooms (In the handbook)</i> • <i>Assign/distribute Lockers: Help them outside to get into their lockers</i> • <i>Folder Decorating. (They should have brought folders for any advisory materials that are passed out...if they're missing a folder check the supply room)</i> • <i>Introduce grade level Themes - Conflict, Change, and Adversity; Gender and Sexuality.</i> • <i>Explain what a circle and the circle guidelines/when we use it</i> • <i>Circle Time- Questions surrounding how students feel on the first day of school this year</i> • <i>Review School Policies #1 - Dress code, planners, cell phones</i>
Tuesday 8:15 - 9:05 2:30 - 3:30	<p>Community Building</p> <p><i>Do Now- How was the first day of school? Explain?</i></p> <ul style="list-style-type: none"> • <i>Advisory norms- create an advisory contract (what do your students feel is important to have as "rules or norms" in the classroom. Make it on a poster and have everyone sign it. Bonding experience</i>

	<ul style="list-style-type: none"> • Discussion Norms-explain what they are and how they will be used in the school culture • Class Game- two truths and a lie • Review School Policies #2- discipline/infractions, tardies, grading, technology, all school meeting responsibilities
Wednesday	<p>Do now- What would make you feel more comfortable in Advisory?</p> <ul style="list-style-type: none"> • Birthday sharing/putting in planners • Create a "RISE UP" poster- have students create/design a rise up poster incorporating the different words in RISE UP and their importance to the school • Any other activities from Monday and Tuesday you have yet to do.
Thursday	<p>Do now- Are there any policies in place that you have questions on?</p> <ul style="list-style-type: none"> • Explain "Academic MONDAY"- it is now going to be either Silent Reading Time for a month at a time (students bring their own book and leave it in the room) or learning study skills and academic skills. • Technology agreement-review the agreement, pass out to students to bring home to show parents and get signed • Finish RISE UP Posters if you need to • Jeopardy Review Game! (wait on this because we might be getting a new one!)
Friday	All School Meeting - No advisory
Week of August 28th	Foundations in Multicultural Practice / Community Building
Monday	<p>Finish Policies: Emergency Policies Class Environment Policies Rise Up Posters Birthdays Advisory Breakfast Advisory Circle Time</p>
Tuesday	<p>We will be doing our Restorative Justice Lesson Plan Provided by Candice. I looks like it will take multiple days so this will be the week's full advisory plan. If you have extra time you can play games.</p> <p>***LOOK OVER SLIDES/PLAN PRIOR TO LESSON *****YOU MUST HAVE DONE AT LEAST ONE ADVISORY CIRCLE PRIOR TO BEGINNING THIS LESSON</p> <p>RESTORATIVE JUSTICE LESSON</p>
Wednesday	
Thursday	

Friday	All School Meeting - 6th Grade Advisors
Week of September 4th	Community Building / Multicultural Practice (Embracing Diversity)
Monday	<i>No School- Labor Day</i>
Tuesday	Finish RESTORATIVE JUSTICE LESSON
Wednesday	Finish housekeeping in the classroom: Procedures, bonding, forms, rise up posters, advisory contracts
Thursday	<i>Free time- class game</i> Here are other options for free time (Bookmark this for future)
Friday	All School Meeting - 7th Grade Advisors
Week of September 11th	Dimensions of Self
Monday	Benchmark Week- No advisory Curriculum Movies/Activities to keep them entertained in the room all day
Tuesday	
Wednesday	
Thursday	
Friday	All School Meeting - Brian
Week of September 18th	Dimensions of Self
Monday	Academic Day/Silent Reading
Tuesday	Multicultural Practice (Embracing Diversity) <i>Do Now- Why is it important to agree on "norms" or guidelines when you're in a group of people?</i> <ul style="list-style-type: none"> <i>Review discussion norms with students- (Lean in, Intent vs Impact, it's okay to disagree, practice self-focus, practice both/and thinking, knowing both process and content, and confidentiality.)</i> <i>Divide students into 2-3 groups depending on the size of your advisory and assign each group a different norm. They need to create a skit/scenario in</i>

	<p>which the norm wasn't used first and how it created a bad situation, then how using the norm could fix the bad situation</p> <p>Have them perform the skits group by group. After each skit, hold a discussion of what the rest of the advisory saw in the group's skit</p>
Wednesday	<p>Multicultural Practice (Embracing Diversity)</p> <p>Do Now- What norms do you have in your home that you have to follow?</p> <ul style="list-style-type: none"> • Continue performing skits if you didn't get to perform any the day before • Once all groups have performed, assign the groups a different norm on the list that has not been performed yet, continue this until all norms have been performed once!
Thursday	<p>Do Now- What is your least favorite part of who you are? -Ensure them they don't have to share</p> <ul style="list-style-type: none"> • Have students circle the 3-5 parts of their "Dimensions of Self" chart that have the biggest impact on who they are • Have students create a picture (however they want) that represents the 3-5 most important aspects of their identity that they noticed in the dimensions of self chart
Friday	All School Meeting - Dees
Week of September 25th	Dimensions of Self
Monday	<i>Academic Day: Silent Reading/Study Hall</i>
Tuesday	<p>Do Now- Do Now- What is culture?</p> <ul style="list-style-type: none"> • It is a shared system of meanings, beliefs, values and behaviors through which we interpret our experiences. Culture is learned, collective and changes over time. Culture is generally understood to be "what we know that everyone like us knows." • Prior to this activity fill in this: "Multicultural Identity Sheet" (teacher sheet demonstrates the aspects of your culture and who you are...ethnicity/religion/being a teacher/interests) • Share how your identity becomes a lens on how you view the world (Marriage teaches you how to work with a partner and compromise Parenting- to be strong and level headed Teaching-understanding, compassionate, giving) • Have students fill in the sheet for themselves
Wednesday	<p>Do now: Review Students identity sheets they filled out</p> <ul style="list-style-type: none"> • Think Pair Share: All students should share their identity sheet with a partner and see what they have in common and what they do not
Thursday	<p>September Birthday Celebration/Appreciations :-) Students should go around the room each share one appreciation about the birthday people (do one birthday person at a time) and the birthday person needs to finish by sharing something they appreciate about themselves</p> <ul style="list-style-type: none"> • They can bring in a treat for the class (it's a party day!)

Friday	All School Meeting - Mike
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October

Week of October 8th	Dimensions of Self
Monday	<i>Academic Day</i>
Tuesday	<p><i>Do Now- Review "Multicultural Identity Sheet" (if you did not do this activity, you need to do this first before you do this week's curriculum...see last Monday's lesson plan)</i></p> <ul style="list-style-type: none"> • <i>Have students reflect on how each individual identity shapes the way they view and interact with the world. You can use your own identity bubbles to illustrate this concept. **Biracial person- for example, might share how being biracial allows him/her to be a part of two worlds. **Being an older sibling allows for one to know responsibility and leadership</i> • <i>When you're sure that students understand this concept, discuss as a class or in small groups:</i> <ul style="list-style-type: none"> • <i>How would you feel if someone ignored one of your multicultural identity bubbles?</i> • <i>Can you see how ignoring one of your identity bubbles could cause miscommunication? Can anyone give an example?</i> • <i>Do you have more than these 5 identities?</i> • <i>If your 5 identity bubbles are communicating with a group of 5 others, how many identities are interacting? (30 minimum)</i> <p><i>LASTLY: Explain to the students: Our identities are NOT static. We are shaped and reshaped by what goes on around us and our identities constantly change as well. Give examples:</i></p> <ul style="list-style-type: none"> • <i>A parent dies and this reshapes the way we see the world</i> • <i>We fall in love and this reshapes the way we see the world</i> • <i>We fall out of love and this reshapes the way we see the world</i> • <i>We experience an act of violence and this reshapes the way we see the world</i> • <i>So, what we once knew to be true about ourselves and others can change over time. For this reason, we should always try to suspend judgment, ask questions of others and talk with those different from us as much as possible.</i>
Wednesday	<p><i>FLEX DAY: Finish Multicultural Identity Bubble Sheet Activity</i></p> <p><u>Games</u></p> <p><i>Whatever you want to do to bond as an advisory. Remember advisory is supposed to be a FUN and SUPPORTIVE group :D</i></p> <p><i>**Catch up since no one has ASM this week!</i></p>
Thursday	No School
Friday	No School

Week of October 16th	Developing Relationships/Bullying
Monday	Academic Day
Tuesday	<p>***There's a video today very important to save 25+ for the video</p> <p><i>Do now: Name a scenario in which bullying took place? What were the different parts people played? (5 min)</i></p> <ul style="list-style-type: none"> • What role do we <i>choose</i>? Read/explain this to your kids: Bullying is a problem in life, in school and outside of it. In order to recognize it and prevent it we need to understand the roles we can play in it. Each role is a choice we make in life and it can impact us and those around us. <ul style="list-style-type: none"> • Victim (target of the bullying) • Perpetrator and co-perpetrator (the bullies) • Ally (defender of the target) • Bystander (is aware it is happening) • Audience (congregates and watches) • Cheerleader (actively encourages the violence) <p>What do these roles look like in face-to-face bullying?</p> <p>The <i>perpetrator</i> and <i>co-perpetrators</i> decide on a target, someone they perceive as weaker and more vulnerable than they are. They make a decision to tease, demean, threaten, dominate, and hurt the victim, and then they corner and attack.</p> <p><i>Cheerleaders</i> actively encourage the attack by verbally egging on the bully, suggesting things to do to the victim, laughing and cheering, and verbally abusing the victim. The perpetrator and cheerleaders feed off of each other and escalate the violence. Cheerleaders can easily cross the line and become co-perpetrators.</p> <p>A <i>bystander</i> is aware of or actually witnesses the bullying, and the <i>audience</i> stands by and watches the bullying happen. In both cases they do nothing to intervene and help the victim. Their choice allows the violence to continue and, by their silence, they become accomplices.</p> <p>An <i>ally</i> or <i>defender</i> is a bystander or member of the audience who makes a decision to do something to stop the bullying. It could even be a cheerleader or co-conspirator who has a change of heart and realizes it is wrong. The ally steps in and advocates for the victim by telling the bully to stop, helping the victim get away from the situation, and telling an adult what happened. Do Now: In what forms does bullying come in? Have you seen any of these forms of bullying at our school? (10 min)</p> <p>The purpose of the next week (this will continue to next week) is to inform the kids of bullying, what it is, in what forms it manifests, and how to prevent it and to not be a bystander.</p> <ul style="list-style-type: none"> • Watch this video with the class. Have the class reflect on what they feel after watching the video. Let the discussion flow naturally. (be sure you have 25 minutes to watch)
Wednesday	Do now: Define the following terms- Ally or a Bystander (remind the students of these definitions)

	<ul style="list-style-type: none"> • Have students fill out this quiz- the purpose is to see if they understand the prevalence of bullying, (The answer key is attached, go over this with the students) • Discuss the different kinds of obvious bullying: Physical, verbal, and cyber • More importantly discuss “social bullying” as it is the most common in Middle School. Some students’ might not even know it is bullying when they are exhibiting these behaviors. These are examples: <ul style="list-style-type: none"> • lying and spreading rumours • negative facial or physical gestures, menacing or contemptuous looks • playing nasty jokes to embarrass and humiliate • mimicking unkindly • encouraging others to socially exclude someone • damaging someone's social reputation or social acceptance. <p>For each example of “social bullying” have the student’s share an experience where they have seen this behavior take place.</p>
Thursday	<p>Flex Day: Important things to make sure you’ve covered</p> <ul style="list-style-type: none"> • Bullying Video • Quiz on what happens at City School • Understanding bullying in various forms.
Friday	ASM Kymia

Week of October 23rd	Developing Relationships/Bullying
Monday	Academic Day
Tuesday	<p>Do now: Think about the types of bullying you have seen or played a role in at school.</p> <ul style="list-style-type: none"> • Give the students this Bullying Survey. Tell them to answer anonymously and not put their names on it. This will encourage honest and open communication. ***Collect the sheets and LATER look through them to see the results. Write down any patterns you see (15 min) • Free time
Wednesday	<p>Do Now: How do you think the survey results will be? Do you think there will be a lot of instances of bullying?</p> <ul style="list-style-type: none"> • Share the results from the survey given out the day before. • Reflect as a whole class with these discussion questions: <ol style="list-style-type: none"> 1. Do you think bullying is a serious problem in your school or community? Why or why not? 2. How do you think bullies feel when they demean someone else? 3. Do you think it's possible to make a bully understand other people's feelings? Why or why not?

	<p>4. How do adults in your school or community address bullying? Have you seen adults look the other way? What kind of interventions have you seen adults use to prevent or stop bullying?</p> <p>5. What kind of interventions can young people use to prevent or stop bullying? List three things you could do to defuse a bullying situation.</p> <p>6. Do you think you've ever bullied someone? If so, what made you stop? What made you want to bully someone again?</p> <ul style="list-style-type: none"> • Free time
Thursday	<p>Triggered conversation <i>Do now: What do you think the word "triggered" means? How do people use it at school?</i></p> <p>Explain what "triggered" means. Definition: Something that evokes a memory of a traumatic or negative event. Most commonly used when something brings back the memory and feelings of being bullied, raped, or physically assaulting in any way. (yes this is harsh but our kids need to understand the effect this "buzz/slang word" can have on someone who has experienced real pain) It will NOT be tolerated at school.</p> <p>Origin of the word: It was used as a way to warn people sensitive to certain subjects when reading deep heartfelt posts on the internet of women, and some men, sharing their issues dealing with eating disorders, sexual assault, domestic abuse, and other issues that are especially common among young women.</p> <p>Say the following: People use "triggered", and other words, in satire for comedy on social media platforms. These things are not meant to be translated into using them in common vernacular. It's important to understand the severity and the deep rooted meaning of what that word means. By overusing words like "bullying" or "triggered" or "assault" it takes away the severity and it desensitizes us to really important issues that people are dealing with in their life.</p> <p>Let the conversation flow, continue working on whatever you were doing prior to the bullying lessons.</p>
Friday	All School Meeting -Charles

Week of October 30th	Developing Relationships
Monday	Academic Day
Tuesday	HALLOWEEN STUDY HALL **MAKE SURE STUDENTS GET WORK DONE SO THAT THEY HAVE A FREE HALLOWEEN NIGHT

Wednesday	<p><i>Do Now: Share with your neighbor one story from your Halloween!</i></p> <ul style="list-style-type: none"> • Write the word Courage on the board. Create a mind map with the kids about what courage means and when you see courage in action. (5-10) • Explain to students that courage is the most important character trait when it comes to progress and change. In 7th grade we learn a lot about adversity but it's important to start with what we can do when faced with adversity. The hope is that we can live armed with the ability to stand in the face of adversity and make a change. (5) • Distribute these scenarios. Have the students thoughtfully respond to each scenario with what they would or would not do in each scenario. Tell them to be brutally honest. <p>Designate 1 side of the room as "Agree" one side as "Disagree" and have "Unsure" in the middle (place signs if you want). Read through each scenario and have students move to the side of the room they chose. Have some people share out their decision with the class, make sure they use "I" statements. Remind them that advisory is a place of confidentiality and no judgement. (20-30)</p>
Thursday	<i>October Birthday Celebration/Appreciations :)</i>
Friday	All School Meeting - Dave

November

Week of November 6th	Developing Relationships
Monday	Academic Day
Tuesday	<p>Words Hurt Lesson</p> <p><i>Do Now: Think quietly of a comment someone said to you that hurt your feelings.</i></p> <ul style="list-style-type: none"> • Before the lesson- Using craft or construction paper, trace and cut out a life-size silhouette/outline of a person. To avoid gender- or race-specific figures, you might want to cut the figure from green or blue paper. • Introduce the lesson- Gather students in a group and introduce them to their new "classmate. (You might give the figure a name such as Greenie or Bluey to avoid any association with a real person.) Explain that new students often have difficulty fitting in because they are entering a situation where groups of students have already formed bonds of friendship. Point out that some people will automatically put up barriers to a new student, deciding quickly -- without even trying to get to know him or her -- that they dislike the new student. • Ask students to imagine that Greenie (for example) has just come into a classroom where bonds already have formed; the atmosphere is very unwelcoming. Invite students, one at a time, to say something mean to Greenie. They will have to use their imaginations, because Greenie has no specific features they can pick on. The teacher might even start the ball rolling by saying something like "We don't want you here, Greenie, or "We don't like people who are different from us, or "Your hair's a mess, Greenie. Each time a mean thing is said to Greenie, the teacher rips off a piece of Greenie's body and hands it to the person who made the comment.

	<ul style="list-style-type: none"> • When ripping, rip large chunks; it will need to be obvious to students where each chunk fits into the whole if they are to piece Greenie back together. • After everyone has had a chance to say something mean to Greenie, its time to start taping Greenie back together. Invite each student who said something mean about Greenie to come up and use tape to reattach his/her piece of Greenie in its proper place. As each piece is reconnected, the student must apologize to Greenie for the mean thing that was said. (You might have younger students model in advance some of the words they might say when making an apology.) • When the torn body is fully repaired -- no matter how hard the students have tried to piece him back together -- Greenie will not look the same as when students met her/him for the first time. Ask questions to lead students to the understanding that, although some of the damage has been repaired, Greenie will never be exactly the same. His feelings were hurt, and the scars remain. Chances are those scars will never go away. • Hang Greenie on a wall as a reminder of the power words have to hurt. Greenies presence will serve as constant reinforcement of a vivid lesson in kindness. • Assessment-Have students write a paragraph to explain in their own words what lessons they learned from this activity.
<p>Wednesday</p>	<p><i>Do Now: Can you think of a real person that Greenie represents? (Don't name names)</i></p> <ul style="list-style-type: none"> • Hold a discussion about how it would feel to be Greenie. • This video is helpful for reinforcing how words/names hurt <ul style="list-style-type: none"> ○ https://www.youtube.com/watch?v=ltun92DfnPY&feature=youtu.be
<p>Thursday</p>	<p><i>Do now: What do you think the term whistle-blower means? Who blows whistles in your life and what is the purpose?</i></p> <ul style="list-style-type: none"> • Go over the following terms with the students: <p>bystander (bahy-stan-der) (<i>noun</i>) A person present but not involved; chance spectator; onlooker.</p> <p>courage (kur-ij, kuhr-ij) (<i>noun</i>) The quality of mind or spirit that enables a person to face difficulty, danger or pain without fear; bravery.</p> <p>dilemma (dih-lem-uh) (<i>noun</i>) A situation requiring a choice between equally undesirable alternatives; any difficult or perplexing situation or problem.</p> <p>upstander (up-stan-der) (<i>noun</i>) One who speaks up and becomes involved.</p>

	<p>whistle-blower (hwis-uhl bloh-er, wis-) (<i>noun</i>) A person who informs on another or makes public disclosure of a wrongdoing.</p> <ul style="list-style-type: none"> • Explain that we are going to go over how CHANGE happens. Have the students talk in their table groups to develop a plan each student can adopt when confronted with a scenario of bullying. What are 3 steps a person can take when involved in bullying (whether they're a bystander, upstander, or victim.. Have them write these plans down. • Have each group share their 3 step plan to stop bullying in school or anywhere else.
Friday	Veteran's Day

Week of November 13th	School/Group Work/SLC Skills
Monday	<p>Academic Day</p> <ul style="list-style-type: none"> • BRIAN'S ADVISORY ONLY: Your advisory has their SLCs this evening-- have them write a letter to their parents about the things they have learned in advisory
Tuesday	<p><i>Do now: Do you feel you have learned anything of value in advisory so far? Why or why not?</i></p> <ul style="list-style-type: none"> • Have students write a letter to their parents about the things they have learned in advisory • Chalk talk 2 questions "Do you think SLC are beneficial for you as a student?" "How do you feel before your SLCs?" -Have students write their answers to these questions on large sheets or the white board. Take a picture of their responses as we will revisit these questions after SLCs <p>Discuss students responses with the class.</p>
Wednesday	<p>Write "Snitches get stitches" on the board.</p> <ul style="list-style-type: none"> ○ Unpack what this means "if you tell, you'll be physically harmed to the point of needing stitches" ○ Discuss when this is used ○ Explain how this is a power move for bullies to maintain control
Thursday	Arrange the chairs into a circle in the room and play " Move your butt if ... "!!!
Friday	All School Meeting - Mini

Student Led Conferences/Thanksgiving Break Week

Week of November 27th	School/Group Work/SLC Skills
Monday	<i>Academic Day</i>
Tuesday	<p><i>Do now: How was your Thanksgiving break?? Share stories with the class</i></p> <p>IMPORTANT DISCUSSION: PLAGIARISM -What is it? -How do we identify it? -Importance of citations -Consequences</p>
Wednesday	<i>November Birthday Celebration/Appreciations :)</i>
Thursday	<p>Free time: Games, Bonding activities!!</p> <p>Game example: "Heads up!" download the app on your phone and split the class into two teams and play!</p>
Friday	All School Meeting - Brett

December

Week of December 4th	Community/Culture
Monday	Academic Day!
Tuesday	<p>Do Now: Do Now: Fill out "Check In Sheet" (print 11 of these before advisory and cut them in half) Tell the students they will be kept anonymous and if they want to talk about what they write down to write that as well</p> <ul style="list-style-type: none"> • What do you consider "your community?" After discussing community explain how our school is a community in itself. It has strengths and weaknesses. The important part about our community is to work together • Drawing Game! - Just like in preservice the kids will pair up and take turns being drawer and guesser. Teach writes on the board a word (like Movie theater) while the guesser closes their eyes. The teacher then erases the word and the drawers have to draw the item without speaking or writing anything for the guessers to guess. First team to guess correctly gets a point. Then the drawer and guesser switch teams

	<ul style="list-style-type: none"> • Discussion: Why was it important to work together? What was the hardest part of the activity? Was it easier to be one role or the other? Did you feel more pressure as the guesser or the drawer?
Wednesday	<p>Do Now: Do you feel more connected to your life in school or outside of school? (Share out)</p> <ul style="list-style-type: none"> • Give your students a plain piece of paper. Students will make a T-chart about the positives and negatives of your community (some kids might make school, home, church/temple groups, or friends as their community) • Why is community important?
Thursday	<p>10. Pass the Chicken!</p> <p>In this game, nobody wants to hold the rubber chicken -- the game's only prop! To begin the game, all students sit in a circle. Select one person to be It. That person holds the rubber chicken. The teacher or a "caller" says to the person holding the chicken, "Name five presidents of the United States. Pass the chicken!" As soon as the caller says, "Pass the chicken," the person holding the chicken passes it to the right. Students quickly pass the chicken around the circle. If it returns to the original holder before he or she can name five presidents of the United States, the holder is still It. Otherwise, the person holding the chicken when It finishes listing five presidents is the new It. You should prepare the topic cards for this game in advance. Topics can relate to your curriculum or be general information topics. The student who is It must name five items in the called-out category in order to get rid of the dreaded chicken!</p>
Friday	All School Meeting - Dees

Week of December 11th	Community/Culture
Monday	Academic Day
Tuesday	<p>Do Now: How can we make our community stronger?</p> <ul style="list-style-type: none"> • Bonding activity!: Students must line up in order of birthday (Month and day only) But they must do so without speaking. This shows their communication skills and their need to listen and communicate properly with one another. <p>Discussion questions: What was the most difficult part of this activity? What made it easier? How does this activity show how a community can fail or succeed?</p>

Wednesday	<p>Do Now: How does open communication make environments better?</p> <ul style="list-style-type: none"> • Game time!!! Salt and Pepper What You'll Need: Tape, a pen, a small piece of paper for each student and a list of well-known pairs (think peanut butter and jelly, Mario and Luigi, or salt and pepper). • Instructions: Write one half of each pair on the sheets of paper (Mario on one piece, Luigi on another, and so on). Tape one paper to each person's back, then have everyone mingle and try to figure out the word on their back. The rule: they can only ask each other yes or no questions. Once they figure out their word, they need to find the other half of their pair. When they find each other, have them sit down and find three things they have in common while the rest of the team continues. • After game review: How did this game help your communication skills? How did you find the right questions to ask? Did you feel like your classmates were helpful?
Thursday	<ul style="list-style-type: none"> • <i>December Birthday Celebration/Appreciations :)</i> • <i>Holiday Celebrations</i>
Friday	All School Meeting - Howe

Winter Break- 2 weeks

January

Week of January 2nd	LGBTQ
Monday	<i>No School</i>
Tuesday	<i>Academic Day</i>
Wednesday	<p><i>Do Now: How was your break??? Share with your class 1 thing you did over break</i></p> <ul style="list-style-type: none"> • Play Charades! Have students all write down 3 actions on little pieces of paper. Split the class into 2 or 3 teams. 1 member from each team takes turns pulling the actions from a hat. They have 1 minute to go through as many actions they can trying to get the members of their team to guess the action. They cannot pass. • You get 1 point for every action the team can accurately guess. Once the hat is empty, the game is over (if a team never got to go, put the actions back in the hat)

	<ul style="list-style-type: none"> • Last round, put them all back in and ask one student from each team who is up for a challenge. Give them the instructions to only use emotion to portray the action. • Lead Discussion: Some people can clearly portray emotion, some can't....some don't want to.
Thursday	<p><i>Do now: Why is body language important to understand someone's emotions?</i></p> <ul style="list-style-type: none"> • Complete this activity: "What is it" <ul style="list-style-type: none"> ○ Divide the class into small groups and have each group sit in a small circle. ○ Hand one player in each circle an "invisible" ball. Ask the player to decide how big and how heavy the ball is, using facial expression and body language to show this as the group members pass the ball around the circle. ○ After the ball has rounded the circle, hand the first player an "invisible" lump of clay. Ask the player to mold the clay into an object, silently acting out how to use the object, and then passing the object to the next player in the circle. ○ The next player takes the object, uses it for a different purpose, and then mashes up the clay. ○ Then the player sculpts a new objects and the activity goes so forth around the circle. <p style="color: red;">Encourage players to make increasingly unusual objects after the obvious ideas have been used up. Make sure that they are all using the objects in an effective manner. Let your players experiment with the game to see what they come up with.</p> • Hold a class discussion about how body language played into this activity
Friday	All School Meeting - Sheri & Admin

Week of January 8th	LGBTQ
Monday	Academic Day
Tuesday	<p>Do Now: Do you think you can tell how people are feeling by reading their body language?</p> <ul style="list-style-type: none"> • Complete this Word Search -Print this out before class, review terms when kids are done • How can we help someone who is struggling with their peers or fitting in? Have students brainstorm how to help someone struggling using 5 of the words from the word search.

Wednesday*****	<p>How often do you think of people in need?</p> <ul style="list-style-type: none"> The privilege activity: give every student a scrap of paper and have them throw it from their seats into the trash can at the front of the room. Be prepared for students to be upset at their disadvantage https://www.buzzfeed.com/nathanwpyle/this-teacher-taught-his-class-a-powerful-lesson-about-privil?utm_term=.tgRNemvpb#.xjzrQBGNd Full description in link above. What privileges do you have: Explain target, Non Target (Target groups are groups that are targeted as “less than” or different because of their race, gender, age, sexual orientation, role or job, and other differences. Non-target groups are defined as groups that are more likely to receive privileges and benefits in a society and who believe that their “way” is better.) Have students examine this sheet and circle all descriptors of them personally. (They can decline to circle some) Share with the class an ideas about how they have privileges or disadvantages and how that makes them feel. <p>New ideas of privledge (cell phone, ride to school, warm meal at home....)</p>
Thursday	<p>Do Now: Think of a time when you felt like an outside by the way people or society treated you.</p> <ul style="list-style-type: none"> Hand out this definitions sheet of LGBT terms, go over it with them and answer any questions. Here is a website with the terms and advice on asnwering questions http://hrc-assets.s3-website-us-east-1.amazonaws.com//welcoming-schools/documents/WS_LGBTQ_Definitions_for_Students.pdf This discussion might take a while so if you have any extra time use it as you wish.
Friday	All School Meeting - Brian

Week of January 15th	LGBTQ
Monday	NO SCHOOL
Tuesday	Academic Day
Wednesday	<p>Do Now: Fill out “Check In Sheet” (print 11 of these before advisory and cut them in half) Tell the students they will be kept anonymous and if they want to talk about what they write down to write that as well)</p> <p>The next activity is explorative and can be done in groups, pairs, or as a whole class. *****If you haven’t gone over the definitions sheet: you need to do that first, otherwise there will be confusion</p>

	<ul style="list-style-type: none"> • Think about a person in the media (youtube, tv, movies, instagram) who is an out member of the LGBT community. (Have students share their person with the class and allow for discussion to organically take place) (List of people who are gay) • Discussion Questions: How did you know they were an “out” member of the LGBTQ community? What are these people doing to help the LGBTQ community? What are some things you think these people have to deal with on a daily basis?
Thursday	<p>Do now: Do you feel like youtube videos/youtubers can have a positive impact on the world? Why or why not? **Be prepared for a discussion about Logan Paul and his “dead body video” its a hot topic right now (here’s a link for research http://www.bbc.com/news/world-asia-42644321)</p> <ul style="list-style-type: none"> • Today we’re going to teach about the “it gets better” campaign. Show students this youtube video: https://youtu.be/laiVPfMydwg hold a discussion about whether or not they have heard of this campaign and why it might be important • Show them this youtube video (they will probably know Toddrick Hall) https://youtu.be/lfQJ_V9K3EM and discuss if they think this video will have a positive impact on anyone’s lives. • How can we make things better for these people RIGHT NOW.? How can we encourage people who are feeling down that things will be better in the future?
Friday	All School Meeting - Mike

Week of January 22nd	LGBTQ
Monday	Academic Day
Tuesday	<p>Do now: Write down a list of celebrities in the LGBTQ community (they can be the ones we have already discussed in class)</p> <ul style="list-style-type: none"> • Students are going to be in group of 3-5 and research on an out member of the LGBT community. Points to research <ul style="list-style-type: none"> ○ Who this person is and what they do? (why they’re famous) ○ What is their coming out story? (when did they come out/how) ○ Provide pictures/videos of what this person looks like and does (for classmates to recognize) • They are to make a presentation in whatever form they want. Powerpoint would probably be the easiest.
Wednesday	<p>Do now: Get in presentation groups</p> <ul style="list-style-type: none"> ○ Work on presentations <p>Start presenting if you have time.</p>

Thursday	Do now: Get in presentation groups <ul style="list-style-type: none"> • Present on members of the LGBT community and their impact on the movement for equality • January Birthday Celebrations
Friday	All School Meeting - Mini

February

Week of January 30th	LGBTQ
Monday	<p>This week is benchmarking. I'm not going to do our normal curriculum as to "keep it light" on the kids.</p> <p>I suggest games and movies!! Below are some games from Donna.</p> <p>Benchmark Week (Games)</p> <p><u>Charades Relay</u> Divide the class into two or more groups. Have the teams spread out so they don't hear each other's answers. Explain that all the items on the list fall under three categories: small appliances, super heroes, and fast food items.</p> <p>Each team sends one person to you. Whisper the word to each person, and have the person go back to his or her team- make sure they all leave at the same time since it's a race. When a team guesses the word the person has acted out, someone new from the team runs up to you to get the next word. Whisper the next word on the list. Everyone has to go before someone can go a second time.</p> <p><u>Catch Phrase</u> Explain how the game works. You can use the box below to show them an example. Each answer is a popular or common phrase. The one below is "I understand" because the I is under the stand. You can also search "whats the saying game" and you'll find more examples.</p> <p>Copy and pass out the sheet of problems. Have them first do it individually then you can put them in groups to work together. (answers are on the second page.)</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"> <p><u>STAND</u> I</p> </div>



Carpool

Put them in groups, [pass the pieces out](#) and have them solve the puzzle. They are matching the names, vehicles (make and color), pastimes and professions. Answers on the second page

Stuck Like Glue

Create a start and finish line. The line needs to be large enough that all your kids can stand next to each other. You might need to take them outside or in the halls (silently).

Have the team stand behind the start line and let them know that their goal is to reach the finish line as a team. To ensure that they work as a team, each member must have his/her feet “glued” to the person next to him/her. (The outsides of the feet must remain in constant contact). While crossing from the start to finish line, if anyone on the team’s feet become unconnected, the whole team starts over.

Start with them doing it in pairs, then threes, then fours etc until you have everyone split within two teams. You can talk about what was difficult and what strategies were helpful.

Circle Pass Challenge

Split the class into two and have them make a big circle where team members alternate. This means the circle with go Team A person, Team B person, Team A person.. And so on.

The teams each want to pass the ball to their teammates in order without skipping anyone to complete the circle. They cannot touch the other team’s ball. Whoever finishes the round first wins a point. You want to play until 5 points. (or whatever total you want).

Human Tic Tac Toe

Arrange your room, or arrange the chairs so that you have a tic tac toe grid. This can be 9 chairs in the middle of your room.

Arrange your class into groups. You can play this half of the class vs half of the class or as small as groups of 4.

	<p>The idea is that they play tic tac toe. They can talk to each other before a person goes to sit down. You can arrange it in small groups and make it a tournament or play it half vs half with more strategy.</p> <p><u>Celebrity ID Game</u></p> <p>Summary: each person has a label with a famous celebrity or character name on their back. Everyone mingles, asking “yes” or “no” questions to gain clues about the name posted on their backs.</p> <p>Instructions: To set up, prepare several labels with famous celebrity or well-known names (e.g. Justin Bieber, Mickey Mouse, Russell Wilson, etc.) You need to stick a label on each person’s back. Then, announce it is time for the game to begin. At this point everybody mingles and introduces themselves to each other, and then each person asks yes or no questions to gain clues about the name. When a person correctly identifies the name, he or she removes the label and continues to mingle around to help others with their celebrities.</p>
Tuesday	
Wednesday	
Thursday	
Friday	All School Meeting - Kymia

Week of February 6th	LGBTQ
Monday	Academic Day
Tuesday	FINISH LGBTQ PRESENTATIONS
Wednesday	<p>How can we make a difference? Do Now: Have you seen your actions make an impact?</p> <p>Watch this Ted Talk, see how the discussion about it takes shape in your classroom (look to see if they have picked up any skills in discussing LGBTQ and Allies)</p>

	Discuss. Let class guide discussion and see if they're developing skills to talk about LGBTQ issues and Allies.
Thursday	<p>*Rock paper scissors EVOLUTION Game! (Students rock paper scissors with one another and the winner evolves into the next level, loser continues to rock paper scissor ONLY with someone of their same level. They should "act out" what these levels look like as to make sure everyone knows which level they're in</p> <ul style="list-style-type: none"> -Egg -Chicken -Dinosaur -Rockstar -Super Hero
Friday	All School Meeting - Jones

Week of February 13th	Black History Month
Monday	
Tuesday	<p>Do Now: What does it mean to come out? (of the closet) Why do we use that phrase?</p> <ul style="list-style-type: none"> • This activity will take a full 30 minutes so make sure you have enough time! You will also need to cut out a star for each student in your advisory (make sure there are equal red, purple, orange, and blue stars). <p>It's a very powerful activity. Discuss if there is time. Do now: Discuss as a group what the activity was yesterday (literally what happened. Leave feelings out. In table groups, discuss your feelings after completing this activity. Have table groups share the tables overall feeling. Hold a discussion: Why is it difficult to come out for some rather than others? Why is it important to let people come out in their own time? Is it appropriate to ask someone if they're gay or a lesbian? Why? Why not?</p> <p><i>Do now: What is black history month and why do we celebrate it?</i></p> <ul style="list-style-type: none"> • Watch this video • Have we seen racial injustice in our society? • Have the students make a list of things they have seen in movies or TV that have led to a divide between white and black people in America.

	<p>(It's Valentine's Day so I know some of you will be having parties or at least some treats so I have a documentary we can watch)</p> <p>Do now: What do you know about the Civil Rights Movement?</p> <ul style="list-style-type: none"> Show them documentary on Netflix called "The Sixties" the Civil Rights movement is Episode 5 "Long March to Freedom"
Wednesday	<ul style="list-style-type: none"> Continue "The Sixties" Episode 5 on Netflix
Thursday	<ul style="list-style-type: none"> Silent Reading
Friday	

Week of February 20th	Black History Month
Monday	<i>NO SCHOOL</i>
Tuesday	<ul style="list-style-type: none"> Sixties Documentary
Wednesday	<ul style="list-style-type: none"> Finish Documentary if you haven't yet Hold Discussion: Did you recognize these images? People? What surprised you? How did you feel watching it? What are some modern movements for the black american cause? (This can be a chalk talk if you want) <p>February Birthday Celebrations</p>
Thursday	<i>Professional Development</i>
Friday	<i>ASM Palmer</i>

March

Week of February 27th	Black History Month
Monday	<p>February Birthday Celebrations</p> <ul style="list-style-type: none"> <u>Have students fill out sheet for 7th grade trip nighttime groups</u> Finish Documentary if you haven't yet Hold Discussion: Did you recognize these images? People? What surprised you? How did you feel watching it? What are some modern

	<p>movements for the black american cause? (This can be a chalk talk if you want)</p>
Tuesday	<p>Do now: What do you know about the Black Lives Matter Movement?</p> <ul style="list-style-type: none"> • Read this letter to the class (Alternatively, you can pass this letter out to table groups and have them read it) Project the picture attached. <ul style="list-style-type: none"> ○ Ask the students why the driver was scared? ○ What have we seen on the news that would lead this driver to be afraid of a white police officer? ○ Why did the Lt. write this open letter to America? • Ask students to work in table groups and used chromebooks to research BLM and other movements for racial equality since the Civil Rights Movement. They should be looking for the cause of the movement, what sparked it, and how the movement message was shared with the public (Hashtags, protests, etc.)
Wednesday	<p>Do now: Do you see any parallels or similarities in the news now compared to the images and videos you saw about the Civil Rights Movement of the 1960s?</p> <ul style="list-style-type: none"> • Who are some of the people who have become the face of these movements (BLM movement specifically) Trayvon Martin, Eric Garner, Michael Brown • Disect these cases: Was there justice? Was there cause for these deaths? Would this happen if these were white men? What caused their death? (If they don't know about these people you can briefly recap) • Ask the students why the response hashtag to #BLM, #Alllivesmatter, was not well received. Unpack this • Watch this video- I'm Black and I'm....
Thursday	<p>Academic Excellence</p> <ul style="list-style-type: none"> • Silent Reading/Optional Study Hall
Friday	All School Meeting - Burrows

Week of March 6th	BODY IMAGE
Monday	<p>Do Now: Make a list on 2 post-its, "What does being Female mean to you" and "What does being male mean to you". **Give an example (Being Male means you aren't supposed to cry)</p> <ul style="list-style-type: none"> • Circle and have students write down the ones you like the best on the board (make sure some a stereotypical and some surprising). Write up

	<p>on the board the two list titles. Be advised...some people might not want to share, if you want, you can write them on the board. *This should all be done in silence</p> <ul style="list-style-type: none"> • Have students quietly think about the responses on the board for a few minutes. Ask them to debate with their tables on the validity of these claims. Are they true? Have you seen people of these genders break these stereotypes? **Have 1 student write down the discussion points at the table • With about 10 minutes left in the period, draw students' attention back to you. Have them share out their discussion points. Explain that each of the statements they have discussed are stereotypes. Explain what a stereotype is and how they evolve from specific truths into broad generalizations.
Tuesday	<p>Do now: Have you seen one of those stereotypes from yesterday broken in the past 24 hours? If so which one...No names.</p> <ul style="list-style-type: none"> • Ask the discussion question “How do we we see males and females portrayed in movies?” “ • Make a Venn diagram with this handy tool as a whole class (Or you can have table groups do it and share their projects) They’re comparing Female Stereotypes and Disney Princesses • Have the groups share out/present
Wednesday	<p>International Women’s Day Do now: Why is a day for women important?</p> <ul style="list-style-type: none"> • This is a fun little video about women who have contributed to society. Show this to the kids and ask them if they were surprised by any aspects of the video • Have students research the American Suffragettes! (Margaret Fuller. Elizabeth Cady Stanton. Lucy Stone.Susan B. Anthony)
Thursday	Academic Excellence
Friday	All School Meeting - Dees

Week of March 13th	BODY IMAGE
Monday	Talk about Trip

	Free time. Play games (Pictionary is always fun!)
Tuesday	
Wednesday	
Thursday	Academic Excellence
Friday	All School Meeting - Young Women's Empowerment

Week of March 20th	BODY IMAGE
Monday	<p>Do now: Have you improved since the last student led conferences? How? Or Why not?</p> <ul style="list-style-type: none"> • Guide students into groups to chat about their classes and conferences. If they enjoy them, don't, or find value in them • Trip debrief: Hlghs, Lows
Tuesday	<p>Do now: Draw a picture of a food you dislike Hold discussion: What if I told you that you MUST eat this food because everyone does and you need to follow the same path as everyone else....how would you feel and what would you do? (Take different responses)</p> <ul style="list-style-type: none"> • Show this video • Take students responses to this discussion: Do you have courage to stand up for yourself? For others? Have you seen these types of things happen in your life so far? How do you encourage people to be open minded?
Wednesday	<p>Do Now: How can we break down stereotypes of genders in the classrooms?</p> <ul style="list-style-type: none"> • Have the students take one of the gender implicit bias tests (one about science and one about career) Be sure to show them how to! • Have each student show you their score and write it down so you can get numbers for the class percentage. • Discuss the findings: Ask kids for their opinions, have they done these before, does it have validity?

Thursday	Student Led Conferences
Friday	Student Led Conferences

Week of March 27th	Body Image
Monday	<p>Do now: Why is middle school an important time to discuss body issues?</p> <ul style="list-style-type: none"> Show Twilight Zone Season 2 Episode 6 "Eye of the Beholder" available on Hulu **YOU NEED A FULL 25 MINUTES PLUS 10 FOR DISCUSSION*** <p>-Contact me if you need a Hulu Login!!</p> <ul style="list-style-type: none"> Hold Discussion- General thoughts? Why did watch this? How does this storyline relate to "image" in middle school? Who decides what is beautiful? Why do we listen?
Tuesday	<p>Do Now: Has anyone made comments about your physical appearance that hurt your feelings? Have you found yourself commenting on someone else's appearance either to them or behind their back?</p> <ul style="list-style-type: none"> Explain that middle school is called "middle" because students are in a transition period between being kids and becoming adults. A lot of this takes the form in their physical appearance. Bring back the GREENIE OR BLUIE!!! Just as earlier in the year, create a person out of paper and have the students shout out things they have heard students say, or said themselves SPECIFICALLY ABOUT A PERSON'S APPEARANCE. Put your person back together and discuss the impact these remarks have on their classmates. (If you still have your old one, put them together as friends who understand one another) <p>Here are the instructions from earlier in the year:</p> <ul style="list-style-type: none"> Before the lesson- Using craft or construction paper, trace and cut out a life-size silhouette/outline of a person. To avoid gender- or race-specific figures, you might want to cut the figure from green or blue paper. Introduce the lesson- Gather students in a group and introduce them to their new "classmate." (You might give the figure a name such as Greenie or Bluey to avoid any association with a real person.) Explain that new students often have difficulty fitting in because they are entering a situation where groups of students have already formed bonds of friendship. Point out that some people will automatically put up barriers to a new student, deciding quickly -- without even trying to get to know him or her -- that they dislike the new student. Ask students to imagine that Greenie (for example) has just come into a classroom where bonds already have formed; the atmosphere is very unwelcoming. Invite students, one at a time, to say something mean to Greenie. They will have to use their imaginations, because Greenie has no specific features they can pick on. The teacher might even start the ball rolling by saying something like "We don't want you here, Greenie, or "We don't like people who are different from us, or "Your hair's a mess, Greenie. Each time a mean thing is said to Greenie, the teacher rips off a piece of Greenie's body and hands it to the person who made the comment. When ripping, rip large chunks; it will need to be obvious to students where each chunk fits into the whole if they are to piece Greenie back together.

	<ul style="list-style-type: none"> • After everyone has had a chance to say something mean to Greenie, its time to start taping Greenie back together. Invite each student who said something mean about Greenie to come up and use tape to reattach his/her piece of Greenie in its proper place. As each piece is reconnected, the student must apologize to Greenie for the mean thing that was said. (You might have younger students model in advance some of the words they might say when making an apology.) • When the torn body is fully repaired -- no matter how hard the students have tried to piece him back together -- Greenie will not look the same as when students met her/him for the first time. Ask questions to lead students to the understanding that, although some of the damage has been repaired, Greenie will never be exactly the same. His feelings were hurt, and the scars remain. Chances are those scars will never go away. • Hang Greenie on a wall as a reminder of the power words have to hurt. Greenies presence will serve as constant reinforcement of a vivid lesson in kindness.
Wednesday	March Birthday Celebrations
Thursday	Academic Excellence
Friday	NO SCHOOL

April

Week of April 3rd	
Monday	<p>1. Give each student an index card or a piece of scrap paper. Tell students that you are going to display several images of different people for just a few seconds each. Instruct them to write down their first impressions of the person/people in each photo -- the words that come immediately to mind. Tell students that they should not write their names on their paper and that their thoughts will remain confidential.</p> <p>2. Project pages 1-5 from the Reshaping Body Image PDF or PowerPoint. Show each photo for about 3-5 seconds. After displaying all images, discuss the following questions:</p> <ul style="list-style-type: none"> • What were some of the first words that came to mind about these people? • Did you have any impressions about the health and happiness of each person? What were they? • Did you have any impressions about the level of intelligence or success of each person? What were they? • Did you write down any words about how attractive or unattractive each person is? What words did you use? • Did you write down any words about the body size or shape of each person? Which ones? What words did you use to describe their bodies • Were your “first impressions” of the women different from your feelings about the men? How about the white people as compared to the people of color? <p>Ask if there is anyone who did not think about the size of these people. Point out that although each person looks happy, healthy or active, the first impression that many people will have is about their body size.</p> <p>3. Ask students where we get our ideas of good body image (movies, tv, videogames, internet, social media) Write them on the board.</p>

	<p>4. Divide students into small groups of 3-5 and assign each group one of the topics from the discussion.. Direct each group to discuss the ways in which that category has shaped our ideas about body image and our perceptions about people who fall outside what is considered “normal” or attractive. Have each group select a recorder to write down the group’s ideas and a reporter to share back to the whole class later. Allow groups 10-15 minutes for discussion.</p> <p>Reconvene the class and ask each reporter to share the highlights of the group discussion. List salient points on the web next to the appropriate categories.</p> <p>5. Tell students that ideas in our society about body image are so ingrained that most of us take them for granted and accept them as natural and normal. This might lead us to internalize negative concepts about ourselves and others, such as feeling like a bad person for being overweight or thinking that thin people are the most worthy friends. Ideas about body image, however, are not fixed or universal, and vary depending upon the time and place.</p> <p>They serve as an ongoing reminder of the ideas discussed throughout the lesson.</p>
<p>Tuesday</p>	<p>6. Show students slides 6-10 from the Reshaping Body Image PDF or PowerPoint presentation listed below to illustrate this idea. After viewing the images, discuss some of the following questions:</p> <ul style="list-style-type: none"> • Which images surprised you? Why? • • How have ideas about body image in our society changed over time? What do you think have caused these changes? Do you think they will shift again in the future? • • How are ideas about body image different in other parts of the world? What do you think accounts for this? • • How do you think that fixed ideas about body shape and size in U.S. culture influence you? • • Do you think that bias against people because of their body size and shape is acceptable? <p>7. Ask students to silently reflect on how many times each day they judge (or hear others judge) their own or someone else’s size or appearance, and what effect these judgments have on us cumulatively and over time. Have students turn over the index card or sheet of paper from step #1 and write their responses to the following:</p> <ul style="list-style-type: none"> • List at least two physical features that you like about yourself. How can you learn to accept and like your body? • • How can we avoid judging others based on physical size or appearance, and emphasize internal over external qualities in others? <p>Ask for volunteers to share their responses to the second question. Write their responses on a sheet of chart paper and post them in the classroom so that the</p>

Wednesday	<p>Class Game Time!!</p> <p>Play the car game (I would start in the car as an example).</p> <ul style="list-style-type: none"> Reminde: 4 people sit in a “car” formation and the driver decides what “scene” they’re acting out. The rest of the car must figure it out and act along. Switch in students when you want! <p>Charades! Celebrity game! Whatever else you want to do :)</p>
Thursday	Academic Excellence
Friday	All School Meeting - Tom

SPRING BREAK

Week of April 17th	
Monday	Wellness Day
Tuesday	<p>Do Now: Highlights of Spring Break</p> <p>First: Open up for thoughts on wellness day. Ask students if they learned anything, highs and lows, suggestions from next year (write them down so we can use them for next year)</p> <p>Chalk Talk: 1: Do you think photoshop is used often in the media? Why or Why not? 2: If things are photoshopped, how do you think that this would have an impact on people’s self-esteem?</p> <p>Discuss chalk talk answers.</p>
Wednesday	<p>Do now: Have you noticed any photoshopping on celebrity’s instagrams?</p> <ul style="list-style-type: none"> Explain: We all try and make ourselves look as good as possible, can you think of some ways we try and make ourselves look good in pictures? Tell students as a table group to make a list of the ways that we make ourselves look as good as possible when posing for pictures. <ul style="list-style-type: none"> Expect/Prompt: Good Side, Sucking in, Puffing out, Skinny Arm Pose, Shoulders up, hiding behind people, filters, apps to fix blemishes, etc. Give students this article (or project it). Ask how a celebrity responding to photoshop can impact little girls or boys who hear them and listen.

Thursday	Academic Excellence
Friday	All School Meeting - Roots and Shoots

Week of April 24th	
Monday	<p>Do Now: Recall where we get our “body image ideals” from (Social Media, Magazines, Internet, Tv, and Movies). How much do you think they are photoshopped?</p> <ul style="list-style-type: none"> Show your students this ABC video on “photoshop”. Have students hold up their fingers 1-5 in their level of surprise on the amount of photoshop. 1 being not surprised at all and 5 being extremely surprised. <p>Have students in groups create posters for positive body image! If they’re good, maybe hang them around the school!!</p>
Tuesday	<p>Do Now: How much of your time do you spend thinking about how you look?</p> <ul style="list-style-type: none"> Explain that In talking about media, there's a lot about sexism also. Here's a trailer for Killing Us Softly which talks about women in the media. Hold discussion about whar they say and what they see on a regular basis. <p>Below I linked GREAT examples that I got permission to show,,,,HOWEVER you need to open them first and make sure that the articles advertised on the side are appropriate. If they're not, sometimes zooming in is helpful but if that doesn't work, scrap it.</p> <p>(Celebrities altering instagrams: https://www.buzzfeed.com/elliewoodward/this-could-be-how-celebrities-are-altering-their-instagram?utm_term=.tv3eQmxoO#.jayOJPVZR)</p> <p>Photoshop before and after https://www.buzzfeed.com/jessicamisener/17-mesmerizing-before-after-photoshop-gifs?utm_term=.vrYPa1JKO#.xv6g1p7kL</p> <p>Disney Princess Realistic Waistlines https://www.buzzfeed.com/lorynbrantz/if-disney-princesses-had-realistic-waistlines?utm_term=.oczz4Jk9#.uegdVDOgQ</p> <p>Disney Princess Realistic Bodies https://www.buzzfeed.com/lorynbrantz/disney-princes-with-average-bodies?utm_term=.ouQjP0ad1#.fbpgdxO8v</p> <p>Girls as disney princesses (Be careful to skip the reactions from the girls, there are curse words in those)</p>

	https://www.buzzfeed.com/kristinchirico/this-is-what-real-girls-would-look-like-as-disney-princesses?utm_term=.feDyr8Nxd#.rbrqQre2l
Wednesday	April Birthday Celebrations
Thursday	Academic Excellence
Friday	All School Meeting - Brian

May

Week of May 1st	Activism
Monday	<p>Do Now: What is the first word (JUST ONE WORD) you think of when you hear “13 Reasons Why”</p> <ul style="list-style-type: none"> • Read this before hand: It’s talking points on why 13 Reasons can be misconstrued in middle school-aged children. • Discussion: Use these talking points in a chalk-talk, open dialogue, or anonymous questions out of a hat. Allow for students to share their feelings and opinions. Be aware that some students might want to leave the room. (Key points: Suicide is not romantic, it’s not heroic, there ARE people to help, and talking about problems does NOT make them worse.)
Tuesday	<p>Do Now: How much of your time do you spend thinking about how you look?</p> <ul style="list-style-type: none"> • Explain that In talking about media, there's a lot about sexism also. Here's a trailer for Killing Us Softly which talks about women in the media. • Hold discussion about what they say and what they see on a regular basis. <p>Below I linked GREAT examples that I got permission to show,,,,HOWEVER you need to open them first and make sure that the articles advertised on the side are appropriate. If they’re not, sometimes zooming in is helpful but if that doesn’t work, scrap it.</p> <p>(Celebrities altering instagrams: https://www.buzzfeed.com/elliewoodward/this-could-be-how-celebrities-are-altering-their-instagramms?utm_term=.tv3eQmxoO#.jayOJPVZR</p> <p>Photoshop before and after https://www.buzzfeed.com/jessicamisener/17-mesmerizing-before-after-photoshop-gifs?utm_term=.vrYPa1JKO#.xv6g1p7kL</p> <p>Disney Princess Realistic Waistlines https://www.buzzfeed.com/lorynbrantz/if-disney-princesses-had-realistic-waistlines?utm_term=.oczz4JAK9#.uegdVDOgQ</p> <p>Disney Princess Realistic Bodies</p>

	<p>https://www.buzzfeed.com/lorynbrantz/disney-princes-with-average-bodies?utm_term=.ouQjP0ad1#.fbpgdxO8v</p> <p>Girls as disney princesses (Be careful to skip the reactions from the girls, there are curse words in those)</p> <p>https://www.buzzfeed.com/kristinchirico/this-is-what-real-girls-would-look-like-as-disney-princesses?utm_term=.feDyr8Nxd#.rbrqQre2l</p>
Wednesday	<p>Do Now: What is more difficult for you during testing, math or language arts?</p> <ul style="list-style-type: none"> • How do we problem solve? SBAC questions exposure and testing strategies • Math problems (from Donna). • Why is it important for students to have and use test-taking strategies? How do strategies help up in our everyday life (alarm clocks, backpacks, oven timers,) <p>April Birthday Celebrations</p>
Thursday	Academic Excellence
Friday	All School Meeting - Kim

Week of May 8th	Activism
Monday	Testing Week
Tuesday	Testing Week
Wednesday	Testing Week
Thursday	Testing Week
Friday	All School Meeting - Burrows

Week of May 15th	Activism
Monday	<p>Do now: How did testing go? Did you feel prepared? How were the restrictions on you?</p> <ul style="list-style-type: none"> • Have students meet in groups and put together a skit about their testing experience! <ul style="list-style-type: none"> ○ Skits must be 1-2 minutes long ○ Appropriate and not mocking teachers to be mean

	<ul style="list-style-type: none"> ○ Portray the feeling during testing ○ Show the student perspective ● Final discussion question: How could testing be easier for you?
Tuesday	<p>Do Now: Do you think you do things to make a difference in the world? Why or why not?</p> <ul style="list-style-type: none"> ● What does the word “Activism” Mean? ● Complete this Activism Inventory (Page 41 of “what do you stand for”) ***I’ll get these in your mailboxes by Monday ● Have students share
Wednesday	<p>Do now: In what small ways can you change the environment here at school?</p> <ul style="list-style-type: none"> ● Chalk talk: two poster questions 1 that has “what type of negative behavior do we see here at City” and the next that says “What is one way we can become active in changing this behavior?” ****Make sure students use question one to respond to question 2 ● Discuss
Thursday	Academic Excellence
Friday	All School Meeting - Dees & Tom

Week of May 22nd	Activism
Monday	<p>Do Now: Think back to when we discussed community and who is in our own levels of community.</p> <ol style="list-style-type: none"> 1. Break students up into three small groups and give each group a piece of chart paper. One paper should say the word “community,” one should say “activism,” and one should say “results of activism.” Assign three roles per group: recorder, illustrator and reporter. Instruct students to work cooperatively to write as many different words as they can think of that connect to, define or question the word on their chart. The recorder will act as the facilitator of the group and summarize the group’s conversation into easy-to-understand bullet points. The illustrator will document the conversation with visual images to support the text of the recorder for visual learners. The reporter will present the group’s work to the rest of the class when its time to share the group’s ideas. <i>(Note: If the three groups are large, add a fourth role of actor. If necessary, the actor will act out one of the group’s definitions with the help of another student from the group.)</i> 2. Instruct each group to share its poster with the others and work on coming to a consensus on the definitions. We often think of <i>community as a group of people living or working together and sharing some common ideas</i> and <i>activism as standing/fighting for change or for what you believe in.</i> Continue to offer the guidance that the “results of activism” can be

	<p>seen in many different ways, from changed policy, for example, to the changed hearts, minds and souls of an individual who once opposed or resisted the initial change and <i>art</i> as a visual way of expressing or sharing ideas, thoughts, feelings or stories. Discuss the terms until you feel that your students are comfortable using them.</p>
Tuesday	<p>Do now: Get into groups from the previous day</p> <ul style="list-style-type: none"> • Finish preparing/presentations (people will be at different speeds)
Wednesday	<p>Do now: Why is circle beneficial for classes?</p> <ul style="list-style-type: none"> • Hold Circle time, think of 2 questions you think would be good questions for your advisory to ask. (How do we feel about the advisory experience this year? Do you feel like you've learned from advisory this year?...etc..)
Thursday	Academic Excellence
Friday	All School Meeting - Kim & Burrows

June

Week of May 29th	
Monday	NO SCHOOL
Tuesday	<p>Do Now: What do you want to see happen in advisory for the remainder of the year??</p> <ul style="list-style-type: none"> • Tell the students they will be creating their own advisory curriculum for the rest of the year! • Separate them into groups of 4 and give them this sheet for guidance • Circulate to help the students with suggestions and ideas. Tell them we will remain indoors due to the yard being booked up through the year and that we will 100% conduct their advisory lesson!!
Wednesday	<p>May Birthday Celebrations</p> <ul style="list-style-type: none"> • Allow kids to finish planning lessons, OR start them!!!
Thursday	Academic Excellence
Friday	All School Meeting - Brian & Dave

Week of June 5th	
Monday	
Tuesday	
Wednesday	June Birthday Celebrations
Thursday	Academic Excellence
Friday	All School Meeting - 8th grade advisory team

Week of June 12th	
Monday	
Tuesday	
Wednesday	
Thursday	Academic Excellence
Friday	LAST DAY OF SCHOOL All School Meeting - Sheri & Faculty