

This document serves as a series of lesson snapshots for facilitating advisory in a multi-age PBL school. Each of the activities below are meant for modification. Advisory can range in time. Advisories go as short as 20 minutes and long as 60 minutes. Many of the activities below can be accomplished within the 20 - 60 minute time range. For the most part, the only materials needed are a large space, projector with a computer. Activities taking place outdoors are noted.

1. *What does this school need?* Circle up. Ask the students what the school needs. Circle at least twice. Advisor takes notes on a Google Doc and doesn't say a word. Let the students do the talking. If common needs arise, spend additional time coming up with a plan to address those needs.
2. *Discussing Frustrations With The Student-Directed Learning Process* - Take a frisbee outside. Have students circle up 10 yards apart from each other. Open with a quick prompt such as, "What is the last song you listened to on your device?" The only person that can talk is the person holding the frisbee. Make sure each student gets an opportunity to share. Then tell the students they're going to have an opportunity to share what frustrates them about directing their own learning. Now that students have the process down of one person talking at a time, have students share what they miss about the traditional classroom and what frustrates them about having to be in charge of their own learning.
3. *Crafting the Driving Question* - Circle up and hand each student a sticky note. Ask them, "If you could travel anywhere in the world, where would you go?" Students write down the specific location on their sticky note. Have a projector set and ready to go with a laptop or tablet connected and Google Earth available. Each student gets a turn at coming to the computer and punching in where they want to go. When students are done presenting, they receive another sticky note, and write down, "I want to go to this location because _____. " Following this activity, circle up and facilitate a discussion about having students plan a trip to their location. See if students are able to take their second sticky note and then develop a driving question for why they want to go where they want to go.
4. *Bragger or Bummer* - A great way to start of the week is circling whole group and asking students to share out something great that happened over the weekend (a bragger); or share out something that sucked (a bummer). Most Monday's this activity will only take a few minutes and is a nice routinized warmup. However, a few Monday's throughout the year this will take the entire advisory session because of events in students lives.
5. *Quotes for Change* - Provide students with fifteen minutes to search for a quote they

want to share out with the rest of advisory. Open a Google Doc and share it with students on your advisory. Have students cut and paste the quote to the Google Doc. Circle. Have students share out their quote and allow them to talk about the meaning of the quote to them.

6. *Using Twitter To Help Each Other Learn* - Begin by showing [clip from the movie Pay it Forward](#). Following the clip, ask students when they have helped out someone or tried to change the world. Ask students how many of them are on Twitter. Provide an assignment. Ask students to tweet to at least three of their peers within the next week when they find something pertinent to a peers learning or passion. For example, if they come across a Star Wars article, and think of a Star Wars fanatic in their advisory, send that article to the student. Demonstrates how Twitter is a Pay it Forward Model.
7. *Attitude or Gratitude* - A very good prompt for Friday's. Have students circle up and share out something they are grateful for or something that's causing them to have an attitude. Careful, circling twice could take over an hour.
8. *Attitude List & Gratitude List* - Students need their journals. Have students create either a gratitude list or an attitude list. The gratitude list should be comprised of everything they are grateful of. The attitude list is just the opposite. Students list everything that bothers them. These lists are private. Circle up at the completion and discuss the process.
9. *Learning Artifact Show & Tell* - A day prior to this activity, tell learners, "Please bring something to community circle that is an artifact. This item should relate to your life." Explain to students a show and tell opportunity is going to take place the following day. Students should bring an item to share with the community circle. Examples of possible items are endless. Items used in the past were: baseball, golf ball given by dead grandpa, first cell phone, baby picture, etc.
10. *Knowledge of Self* - Students are provided with the following prompt: *What's one thing you'd like everyone to know about you?* Circle at least twice. Follow up is: *What's one thing you'd like this community to know about you?* Many students will provide more personal answers to the second questions; especially, if they associate advisory/community circle to family.
11. *Elevator Speech Your Learning* - Students are used to getting questions about their school and what they do. People are curious about what they don't know. In an effort to provide students with the ability to turn a curious individual into a champion of

self-directed learning, students need to be provided with time to think, create, and implement their elevator speech. Many times, students will talk about how awesome their school is and how traditional school is lame. This is threatening. In this activity, start by handing out a 3x5 notecard to every student. On the side without lines, have students list their three favorite things about their school. When their finished with that, roleplay an [elevator speech](#). The facilitator can be the one making the speech to a student. Then have students create their own elevator speech for their school. Finally, have students practice with each other. Explore various levels of questions such as, "What do you guys do there?" all the way to very threatening, "That school is making you dumb, you don't do anything." Circle up and discuss process.

12. *Thank You Cards* - For this activity, you'll need tons of stamps, envelopes, art supplies, paper, markers, yarn, bows, etc. Start off by handing out a sticky note to every student. Have students list people or organizations that have been instrumental in their learning. Have students select one person or organization off of their list to create a homemade thank you card for. When finished. Label an envelop, and have one student take all of the thank you cards to the post office. If this is all done in one 45 minute session, great value is brought to the entire community. You can even circle up if finished early and discuss the importance of sharing gratitude.
13. *Letter to Community Experts* - some students are much better at getting community experts involved in their learning than others. By taking a day to have each student draft a letter to community experts, students who struggle with this skill can be helped by those who have this skill down. Opening prompt: *If you met a complete stranger and wanted them to work with you on your project, what would you want them to know about you?* Students are provided with sticky note and list three things they would want a complete stranger to know about them. Have students go to this [link](#) to get outline for 'Self Introduction letter'. Fill in outline. Draft letter. Have peers review letter and share finished copy with advisor. Learning artifact: students left with completed letter they'll be able to use in the future to introduce themselves to experts. Unanticipated outcomes: not all of the students worked off the outline. Many went right to letter. Students shared out google doc to me (1/19/2012).
14. *Superpowers* - Circle up. Inform the students each of them have superpowers. Ask them how they will use their superpowers to help the world. Listen to *This American Life* titled, "[Superpowers](#)." Discuss.
15. *What's new* - after a break of a week or more, a great community building activity is to circle up, and ask, "What's new?" Circle. Let every student respond.

16. *Two Truth's & a Lie (Google Image)* - hand out a sticky note. Have students write down two truths and lie. Provide students with 10 minutes to do a Google Image search to match up their two truths and one lie. Have students plug in their laptops to the projector, and peers have to guess which images are the truths and which one is the lie.
17. *Two Truth's & a Lie (cell phone)* - Good warm up activity. Pair students up. Students select three images to show their partners and tell their partners the story behind each of the images. Have students exchange cell phones. Each student shares out the images on their partners phone with the whole group. Two of the images should be told about verbatim to the whole group, while the third image should have a story made up. Hence, two truths and a lie about the photo's on their phone.
18. *Personal Device Sharing* - Most students enter school with at least one personal digital device. Have students locate one picture, song, or video that best represents a part of themselves they would like to share. Have students pass around the device to others in the community. If there's a student without an iPod, cellphone, or other personal device, provide them with a school device and allow them time to upload the media ahead of time. ([adapted from this site](#)).
19. *Community Puzzle* - Have every student select a picture off of their cell phones. The only restriction is that the picture cannot be a self portrait. Divide learners into groups of four. Have them select a picture off of their cell phones. Each group has to create a story based on the pictures from the phones. (If you want to take it a step further, students can record their story into a program such as Garageband and layer the pictures over the recording).
20. *Who Am I* - In this version of *Who Am I*, the only ground rule is that every question and answer is positive. No insults. No put downs. Write the name of each student on individual name tags. Have the students sit in a circle. The facilitator goes around and sticks the nametags on the backs of each student. Place a chair in the center of the circle, have students one at a time sit in the chair. The student in the center chair asks questions and the group responds with only yes or no.
21. *Balloon Tower* - divide students into groups of 4 before entering the room. Each group has 100 balloons and one roll of masking tape per group. The goal is to make a free standing tower that does not touch any walls/ceilings in which balloons do not pop. Circle and discuss process & learning following activity.
22. *How to Throw a Frisbee* - Divide students into groups of 4-6. Each group needs a frisbee.

This activity is divided into three phases.

1. Members work individually for 5 minutes, writing down skills they think they use to throw a frisbee. They then form a circle with fellow group members and begin throwing the frisbee. Then they verbally list skills noted and discovered through the throwing action.
2. A facilitator prompts the group members to be creative in their identification of skills used. The facilitator writes the identified skills on newsprint or a board as they are listed.
3. Gather whole group and circle. Students discuss process and difficulty of accurately labeling skills and actions

23. *Lost at Sea* - [see notes](#)

24. *Wilderness Challenge* - [see notes](#)

25. *Prisoner's Dilemma* - [see notes](#)

26. *Blind Walk* - [see notes](#)

27. *Equity Game* - [see notes](#)

28. [Words With Friends](#) - Pair up students. Have students log into Facebook (or download the app to an ipod/ipad or droid device). Have students start a game with the peer they've been paired up with.

29. *Draw Something* - Similar to Words With Friends. By playing these games one time in community circle, students develop relationships and will play these games together outside of school. A narrative and ongoing dialog is created between students. This is a huge value; especially for building multiage relationships and breaking down grade based stigma's. Drawsomething has apps in [iTunes](#), [Google Play](#), and can be played on [Facebook](#).

30. *The Great 80's Voicethread Challenge* - students will need to sign up for a [Voicethread](#) account and get a digital picture from the 1980's (preferably of their parents). Have students upload the picture and tell a story about it. Shareout voicethreds with the entire group. This can easily be a two day activity. Students can sign up for an account, upload a picture, and begin narrative on day 1. Stories can be shared out on day 2.

31. [Rick Rolled](#) Challenge - Opening prompt: Have you ever been Rick Rolled? Where does it

come from? As a group, look into the history of Rick Rolling. Why does it bother people so much? What fascinates a person and drives them to create a Rick Roll? Example, <http://www.youtube.com/watch?v=EqxIw-r8EwQ>

32. *Funny School Appropriate Video Challenge* - Break students into groups of 4. Provide each group with one device and access to youtube. Students have 8 minutes to find the funniest school appropriate video. Roles for this activity include a searcher, a recorder, and two suggestors. The searcher is the only person who can search for videos. The recorder writes down the exact keyword search used to find funny videos. The suggestors provide ideas for searching. When the eight minutes is complete, each group shows their video. Following the showings, circle up and have a discussion. What is appropriate for school? How has the line for appropriate content changed over the last few years? Who interprets appropriate? What phrase did students use to find the video and what does that phrase tell us about teens/society today?
33. *Website in an hour challenge* (90 minutes) - Divide students into small groups. Have students get to Google Sites, Webs, Weebly, or some other free drag & drop website creator. Tell students they will have one hour to create a website to for a product or service. Students must use the first 12 minutes as design time; meaning, no access to the web until the twelve minutes are complete. When the hour is complete, students share out their sites and attempt to sell the product/service to the rest of the group. Each presentation is ended with wild applause.
34. *TED Talk Challenge* - Have students explore <http://www.ted.com/> and select a video they'd like to have the entire group watch. Great a Googl Doc & share it so all of the learners can edit it. Have students write their own description to the movie they'd like the entire group to watch. Select one video per week to watch and make it a regular activity (e.g. TED Talk Tuesday, Thursday TED, Monday Movie). Allow students to present their video to the entire group. This activity will increase student voice by providing each student an opportunity to talk to the entire group.
35. *Google Trip Collab* - Divide students into groups of 3-5. Once divided, ask the students the following prompt: if you could plan a trip to any city in the world, where would you go? Provide the students with up to 5 minutes to build consensus on the city. Once students know the name of the city, have them write it in big letters on a piece of construction paper. Have the groups use Google Earth to see the top sites in the city of choice. Have students plan a trip through the city. Have groups share out and discuss what they would do in each location.

36. *Describe Your Ideal Community* - what do you want out of your community? Have students imagine they are 30 year old professionals. What do they want in their community? Do they want to live in an urban or rural area? What features of their current community do they want to have and what is missing from their current community? Use either a Google Doc or Google Site as a space for discussion. Provide students with ample design time and support. Some students may choose to do this activity individually; whereas other students may collaborate closely in a group. Activities requiring reflection and projection can be difficult for some students. Small group instruction may be necessary.
37. *Family Feeding* - Provide students with sticky notes. Ask them to close their eyes, and have them think of their favorite dish or meal that's unique to their family. Ask them to think of a food that brings them joy which was prepared by someone in their family. Have students open their eyes. Have them write on their sticky the food and the memories they associate with it. Circle. Have each student share out. This activity is good to do just prior to a holiday leave or another time when food is present. This activity could be taken further by having students bring in the specific dish.
38. *Analysis of a Playlist* - ask students with music device to stand up. Divide students into small groups ensuring the people with ipods/ipads/mp3 players/etc are in each group. Have the group design a playlist for a specific occasion (Gameday, wedding, graduation, etc). Circle up and share out playlists. Then, have a further discussion whole group. As a facilitator, find out if this process was easy or difficult. Is designing a playlist something that is collaborative or an individual task? If possible, bring a mixtape and cassette player and finish with a song from one of your mixtapes. A further discussion on tech changing life can be had following the mixtape.
39. *Technology Fast* - [see notes](#)
40. *Texting & Gossip Activity* - [see notes](#)
41. *Ice Breaker Scrabble Steelemaley* - Hand out sheets of paper, sticky notes, or 3x5 note cards. Each person gets one sheet per letter in their name. The sheets are then mixed up and redistributed. Then, have team members mingle and trade letters. Each trade then accompanies a new fun fact about the person. Finally, once names are completed, align names in a [Scrabble manner](#).