Advisory (Part II)

The ADVISORY LESSON *ala* Sharing Circles
Principles of ADVISORY

- Ongoing process
- Proactive in preventing confrontations among students
- Can (perhaps should depending on the content area) be integrated into the curriculum
- Teachers suggest topics based on needs of the class
- Can be used for AFFECTIVE DOMAIN, but no ax-grinding
- Can be student initiated
Sharing Circle (defined)

- Circles of students who discuss topics in order to promote awareness, insight, and higher level thinking
- Students are allowed to explore who they are.
- Students become more aware of their strengths, abilities, and self-respect, so that they can believe in themselves and attain self-respect.
- Students listen and are listened to.
- Targeted growth areas are communication, self-awareness, and interpersonal skills.

Group Size and Composition
- 8 - 12 students works best
- Heterogeneous
- Practical membership is necessary.
Sharing Circle Procedures

- 20-30 mins. sessions
- Students sit in a circle without distractions
- Beginning or end of the day is best
- Creative scheduling

Procedures

1. Review rules (next slide), introduce topic, read first question, start, remembering that students may pass.
2. Review, reflect, reinforce, and encourage
3. “I” not “you” or “he” or “she”
4. Close when discussion reaches a natural closure,
5. Ask students to clarify the key concepts of the session.
6. Thank students for participation
7. Close
Sharing Circle Guidelines

- Bring nothing to the circle but yourself.
- Allow everyone a turn to speak.
- You don’t have to share if you don’t want to, but you do need to listen.
- There are absolutely no put-downs.
- Respect everyone’s feelings.
“The opposite of love isn’t hate. The opposite of love is not caring.”

Leo Buscaglia, *Love* (1972)
#1 - **Discuss the Buscaglia quote**

#2 - Discuss the relationship between power, care, and love.

#3 - Discuss “Power and Teaching” especially as it relates to Esmé Codell.

- Where’s Esmé get her power?
- Where will you gain your strength in teaching?
- How will students give you more power?
- Is there power in LOVE? If so, how does Esmé’s classroom reflect this?
- How does Esmé’s mentor give her power? How does Esmé give her mentor power?
- In what ways does Esmé share her power with her students?
- React to this “Are you saying that you don’t trust students?” To which Esme replied, “Absolutely not they are ten years old! They are still learning right and wrong.”
- Discuss what Esmé did about GANGS.
- What do you think of the way that Esmé handled the book theft? Is this fair?