

2020 Back to School Special Edition

The First 10 Days of  
**Responsive**  
**Advisory Meetings**



Purposeful and Engaging Plans  
in Response to COVID-19



**Responsive Classroom®**

Dear Fellow Educators,

2020 has been a year that none of us will ever forget. The impact of COVID-19, along with the demand for equity, diversity, and inclusion stemming from the murder of George Floyd, can be felt from coast to coast. This resource is the Center for Responsive Schools' response to the numerous requests from teachers across the country and around the globe for support in returning to school during these unprecedented times.

As students and teachers start the 2020-2021 school year, this opening of schools will be vastly different from any other school year. Some schools will be returning to all in-person learning, some will be using remote learning models, and some will be using a hybrid of the two. There is a mixture of anxiety and excitement among students, parents, teachers, and administrators. As we return, we want every student to feel welcomed, seen, accepted, and supported.

This is a resource by teachers for teachers. Educators from all over the United States answered CRS' call for ideas, strategies, and tips for the return to school. The contributors specifically designed the first ten days of Morning Meeting (for kindergarten through sixth grade) and Responsive Advisory Meeting (for sixth through eighth grade) to help reconnect and build positive learning communities, with both social distancing and virtual learning in mind.

Whether your school year starts in person, on a screen, or both, may this resource help you bring hope and joy to your students and your schools at a time when connection and community are more important than ever.

Sincerely,  
Center for Responsive Schools

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# Responsive Advisory Meeting

## Introduction

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The *Responsive Classroom* practice of Responsive Advisory Meeting provides students with a safe and predictable environment in which to grow and connect socially, emotionally, and academically. As students return to school in the fall, whether virtually or in spaces that have been transformed to allow for social distancing, this practice remains a key tool in supporting students as they navigate the unknowns of the school year. As we embark on this new challenge, we want to keep the goals of Responsive Advisory Meeting alive while adapting in response to our current needs.

### **Responsive Advisory Meeting (Grades 6–8)**

Responsive Advisory Meeting allows teachers to connect with a group of students to provide academic and social-emotional support and to strengthen the community of the school.

#### ***Primary Objectives of Responsive Advisory Meeting***

- Support students in building positive, meaningful relationships with one or more caring adults at school
- Help students develop positive relationships with their peers
- Provide a safe place for students to strengthen their academic and social-emotional competencies, explore their interests more deeply, and nurture the development of new skills and talents

#### Week 1 Goals:

- Establish predictability and a sense of safety
- Create a sense of belonging and significance for students
- Encourage and share experiences and connections to create a welcoming and inclusive environment

#### Week 2 Goals:

- Continue to build and foster connections and a sense of safety
- Strengthen and support established relationships
- Nurture the positive community through building a continued repertoire of shared experiences

#### ***Set the Purpose for Responsive Advisory Meeting***

- Build student-to-student affiliation
- Support academic readiness
- Strengthen advisory-advisee relationships
- Develop communication and social skills
- Energize and re-engage
- Reflect and recalibrate
- Extend learning through themes

### **Responsive Advisory Meeting Considerations**

You will need to adapt Responsive Advisory Meeting to fit your school's safety guidelines, space constraints, and combination of in-person and virtual learning. As you make necessary modifications, we offer the same advice that we offer teachers who have time constraints: focus on your goals and work with the structures you have in place.

- Some teachers may not be able to achieve a circle for Responsive Advisory Meeting given social distancing precautions and space constraints in classrooms. We occasionally use the word “circle” in the pages that follow if a circle is ideal for a certain activity or conversation. However, you can think of “circle” as representing an order to follow during your meeting. Whether meeting in-person or virtually, it can be helpful to predetermine the order for your circle and post it for all to see, using pictures as students learn names.

- In many cases, a partner share is recommended. To form partners in person, pair up students with the person seated closest to them. As students learn to navigate the space, maintain a six-foot distance, and speak with a mask, they can move to stand with different partners in the room. Online partnerships can be created by posting a list of partners for students to chat with or pairing students together in breakout rooms.

### ***Considerations for Social Distancing***

In the midst of our world's pandemic, having the opportunity to gather with students in person can be rewarding and can present unique challenges as you seek to meet requirements to keep students and adults safe. In implementing Responsive Advisory Meeting to allow for social distancing and other safety measures, here are a few things to consider:

- Keep the focus on the goals for Responsive Advisory Meeting. A Responsive Advisory Meeting conducted from individual seats will still go a long way in creating a classroom community compared to having no Responsive Advisory Meeting at all.
- Adjust seating so students can see as many classmates as possible.
- Use activities that do not require contact.
- Try alternative spaces for Responsive Advisory Meeting if possible (common area, multipurpose rooms, outdoor fields, blacktops, etc.).
- Review expectations and use Interactive Modeling to support student success.

### ***Considerations for Virtual Platforms***

The virtual classroom has become more common as schools adjust to keep students and staff safe and the learning going. Whether using an asynchronous virtual platform or a synchronous virtual platform to implement Responsive Advisory Meeting, here are a few things to consider:

- Review, learn, and become familiar with your virtual platform and its features.
- Focus on the goals of Responsive Advisory Meeting, choose a purpose, and plan components to meet the needs of students within the virtual classroom.
- Use online tools like breakout rooms and screen sharing to support and scaffold the meeting.
- Keep the classroom routine simple and predictable.
- Not everyone has to talk, but it's important that everyone can be heard and seen.
- It's okay if some elements/components are done individually and brought together for the whole group to enjoy and engage with at another time, as would be the case for asynchronous learning.
- Review expectations and use Interactive Modeling to support student success. Different skills are required to engage online, so be sure to teach these explicitly.

### ***Additional Considerations***

- **Hybrid Classrooms:** Many schools are returning to the school year using a hybrid model where some students participate virtually while others attend in person. It can be hard to be in two places at once! Therefore, you may only be able to do Responsive Advisory Meeting with your students in person. You may then consider building in time once every week or two to have all students participate, either in person or virtually, in a virtual Responsive Advisory Meeting where everyone can be seen and heard. This opportunity will allow them to build a community with the students they will interact with on an immediate, day-to-day basis, as well as start to connect with students they may potentially interact with as the school year progresses.
- **Trauma:** Teachers and students alike will be entering the school year with many emotions. They may feel fear about being safe in the classroom, anxiety about re-engaging in person after learning online, and everything in between. This experience is new and unknown for all. For these reasons, students may be hesitant to participate fully. The teacher may want to do the heavy lifting at first so students can ease into the interactive components. It is important to acknowledge the feelings students have while also giving them space to forget about stressors and focus on creating joy and connection. During this time, it is important to lead with empathy and make adjustments for students and adults to participate as they are comfortable.

- **Equity:** Students will be returning to school having had varying experiences over the past few months. As we settle into the school year, it is important to use inclusive activities that allow for each person to participate and establish a sense of belonging, significance, and fun. Responsive Advisory Meeting is a perfect place for students to begin to be seen and heard for their own unique identity.
  - One key aspect that makes a person unique is their name. Students may be apprehensive to speak up on the first day, either in person or virtually, so many of the Day 1 greetings ask teachers to greet students by name. It is important to pronounce each person's name appropriately. Therefore, it may be a good idea to connect with each student individually prior to the start of the school year or the beginning of the day to learn their name.
  - Because Responsive Advisory Meeting is a perfect place to begin helping students be seen and heard, we need to pay careful attention to what students see and hear. We do not want Responsive Advisory Meeting to be a place where misbehaviors and names associated with those misbehaviors are pointed out. This is counterintuitive to the community we are trying to build. For this reason, we have included a daily focus. The daily focus highlights some skills to model and address as you set students up for success with Responsive Advisory Meeting.
  - Students will have different levels of self-control. Carefully observe student behavior and be aware of when to make adjustments. If you notice one or two students off task, keep your mind on the goals, not on these one or two distractions. However, if you notice student attention starting to wane and many students struggling to stay attentive, find a stopping point. You can then use these observations to support students during subsequent Responsive Advisory Meetings.

# The First Ten Days of Eighth Grade Responsive Advisory Meetings

## Considerations

### Developmental considerations for fourteen-year-olds:

- Crave adult connection even while fighting for their own independence
- Interested in learning and discovery as a means to answering the “Who am I?” question
- Respond well to academic variety and challenge
- Enjoy talking about current events formally in class and informally with peers
- Very aware of the problems in the larger world and invested in learning more about it and finding solutions

## Recommendations

In-Person	Virtual
<p>If the space is large enough that a circle can be achieved, place markers six feet apart, and model how to come to the circle and stand on a spot. If the space in the classroom is not large enough, help students define their personal space around their chair/desk.</p>	<p>Use a digital platform that will allow students to see each other.</p>
<p>If students are wearing masks, allow time for them to adjust to this. Wearing a mask may make talking and hearing others difficult at first. Ease into sharing and make sure everyone can hear.</p>	<p>Consider the various skills needed for virtual activities. Use Interactive Modeling to ensure success.</p>
<p>Don't look for perfection. Consider one thing to focus on each day to model and reinforce. A suggested focus will be provided for each day. The goal is to build community.</p>	<p>Share the platform you will be using with parents and invite them to practice with family members or friends prior to the start of the school year.</p>
<p>Start with low-risk questions and activities, and then build up to higher risk activities.</p>	<p>Mute all students at the beginning of each meeting and ease into interactivity.</p>
	<p>Don't look for perfection. Consider one thing to focus on each day to model and reinforce. A suggested focus will be provided for each day. The goal is to build community.</p>
	<p>Start with low-risk questions and activities, and then build up to higher risk activities.</p>

## Week 1 Goals:

- Establish predictability and a sense of safety
- Create a sense of belonging and significance for students
- Encourage and share experiences and connections to create a welcoming and inclusive environment

## Daily Focus: Build Student-to-Student Affiliation

### Arrival:

In-Person	Virtual
<p>Say hello to each student using the student's name as they enter the classroom.* Ask them to read the announcements message and find their seat.</p> <p><i>*You may not know students' names yet, and that is okay—just ask!</i></p>	<p>As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.</p>

### Announcements:

In-Person	Virtual
<p>Welcome, Eighth Graders!</p> <p>I am excited to be your advisor this year. I look forward to the opportunity to support you in building positive relationships with your peers and experiencing success in your classes and extracurricular activities.</p> <p>To start our time together, think about what you would like our community to know about you. For example, what are some of your interests and hobbies? What are some words you would use to describe yourself?</p> <p>Be ready to share some ideas with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Welcome, Eighth Graders!</p> <p>I am excited to be your advisor this year. I look forward to the opportunity to support you in building positive relationships with your peers and experiencing success in your classes and extracurricular activities.</p> <p>To start our time together, think about what you would like our community to know about you. For example, what are some of your interests and hobbies? What are some words you would use to describe yourself?</p> <p>Be ready to share some ideas with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>



**Acknowledgments:** Partner Chat and Around-the Screen Share

In-Person	Virtual
<p>Students pair up with another student. After greeting their partner by name, students share their response to the announcements prompts.</p> <p>Use Interactive Modeling to teach this process to ensure success.</p>	<p>In advance, create a list of student names to post so students will know what order to share in.</p> <p>Following the order of the list provided, the first student will greet the next student on the list by saying “Hello, [name]. What’s the good word?” The student will answer, “Thanks for asking. The good word is [response to announcements prompts].” Then that student will address the next student on the list, asking, “Hello, [name]. What’s the good word?” And so on, down the list.</p> <p>Use Interactive Modeling to teach this process to ensure success.</p>

**Activity:** Love It Leave It

In-Person	Virtual
<p>Let students know that you will call out an item or idea. If the item/idea is something they love, they are to hug themselves. If the item/idea is something they would leave, they should pretend to wad up the idea and throw it away. Ask students to look around as they make their motions to see who else “loves” or “leaves” the item/idea. Allow a few moments for students to look around, and then have all students stop their motion. Follow with additional items/ideas, and join the activity by interacting with the students.</p> <p>Love it or leave it . . .</p> <ul style="list-style-type: none"> <li>• Literature genres</li> <li>• Academic subjects</li> <li>• Songs/artists</li> <li>• TV shows/series</li> <li>• Movies</li> <li>• Books</li> <li>• Foods</li> <li>• Sports</li> </ul> <p>(These are only suggestions. You may replace any or all of the items with ones of your own. Begin with low-risk items before moving to higher risk ones.)</p> <p><b>Reflection:</b> Why is it important to consider our advisory group as a “community”?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p><i>Option 1:</i> If using a virtual platform that has a “thumbs up” and a “thumbs down” function, teach students to use this function to indicate whether they love an idea or if it’s one they would wad up and toss.</p> <p><i>Option 2:</i> If no “thumbs up” function is available, have students write “love it” and “leave it” on separate cards that they can hold up so both the card and their face are visible to others.</p> <p>Let students know that you will state an item or idea. If the item/idea is something they love, they should indicate with a thumbs up or “love it” card. If it is something they would leave, they should indicate with a thumbs down or “leave it” card. Ask students to note how other students have responded to the statement. Allow a few moments for students to see how others responded, and then have all students reset. Follow with additional items/ideas, and join the activity by interacting with the students.</p> <p>Love it or leave it . . .</p> <ul style="list-style-type: none"> <li>• Literature genres</li> <li>• Academic subjects</li> <li>• Songs/artists</li> <li>• TV shows/ series</li> <li>• Movies</li> <li>• Books</li> <li>• Foods</li> <li>• Sports</li> </ul> <p>(These are only suggestions. You may replace any or all of the items with ones of your own. Begin with low-risk items before moving to higher risk ones.)</p> <p><b>Reflection:</b> Why is it important to consider our advisory group as a “community”?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Build Student-to-Student Affiliation

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Welcome back, Eighth Graders!</p> <p>It was great to begin to get to know a little bit about you on our first day back. Today we will get to know more about each other and our Advisory group as we consider ways to build positive relationships together.</p> <p>What are some qualities that you value in the people you trust? Are they a good listener? Do they always have your back? Are they always honest with you?</p> <p>Be prepared to share your responses with a partner. Let's have a great day together!</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Welcome back, Eighth Graders!</p> <p>It was great to begin to get to know a little bit about you on our first day back. Today we will get to know more about each other and our Advisory group as we consider ways to build positive relationships together.</p> <p>What are some qualities that you value in the people you trust? Are they a good listener? Do they always have your back? Are they always honest with you?</p> <p>Be prepared to share your responses with a partner. Let's have a great day together!</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

**Acknowledgments: Partner Chat**

**In-Person**

Students pair up with a classmate. After greeting their partner by name, students share their response to the announcements prompts.

**Virtual**

If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name, students will share their response to the announcements prompts.

If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.

Use Interactive Modeling to teach this process and increase understanding and confidence for this virtual chat.

**Activity:** Just Like Me

In-Person	Virtual
<p>Let students know that you will make a series of statements. If the statement applies to them, they should stand at their desks. Ask students to look around and notice who else is standing. After allowing students a few moments to look around, have them sit down. Follow with other statements, making sure that all students have a chance to stand at some point.</p> <p>Possible statements:</p> <p>I like pizza.            I like sports.                      I like movies.        I like math.                      I like reading.        I like science.                      I like school.</p> <p>(These are only suggestions. You may replace any or all of the statements with statements of your own. Consider beginning with low-risk statements and then moving to higher risk ones.)</p> <p><b>Reflection:</b> How does knowing the likes and dislikes of others build community?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p><i>Option 1:</i> If using a virtual platform that has a “hands up” function, teach students to use this function to substitute the standing portion of the instructions.</p> <p><i>Option 2:</i> If no “hands up” function is available, have students write “like me” on a card and hold it up so both their card and face are visible to others.</p> <p>Let students know that in a moment you will make a series of statements. If the statement applies to them, they are to virtually stand up. Ask students to note who else is virtually standing and who the statement also applies to in the group. After allowing students a few moments to see who else is “standing,” have all students sit. Follow with other statements, asking students to join the activity by virtually standing if it applies to them.</p> <p>Possible statements:</p> <p>I like pizza.            I like sports.                      I like movies.        I like math.                      I like reading.        I like science.                      I like school.</p> <p>(These are only suggestions. You may replace any or all of the statements with statements of your own. Consider beginning with low-risk statements and then moving to higher risk ones.)</p> <p><b>Reflection:</b> How does knowing the likes and dislikes of others build community?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Build Student-to-Student Affiliation

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Hello, Team!</p> <p>Last time we met, we began discussing qualities that we appreciate in relationships. Today we are going to go a little deeper and share some things that we value about our family.</p> <p>What are three things about your family that you value?</p> <p>Be prepared to share your responses with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Hello, Team!</p> <p>Last time we met, we began discussing qualities that we appreciate in relationships. Today we are going to go a little deeper and share some things that we value about our family.</p> <p>What are three things about your family that you value?</p> <p>Be prepared to share your responses with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: Air Five

In-Person	Virtual
<p>Students pair up with a classmate. After greeting their partner by name, they air high-five one another (their hands should not touch) and then share their response to the announcements prompt. Students should repeat this process with three other classmates.</p>	<p>If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name and with a virtual high-five, students will share their response to the announcements prompt.</p> <p>If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name, give them an air high-five, and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.</p>

### Activity: Fact or Fiction

In-Person	Virtual
<p>Students write down three statements about themselves. Two will be factual (true) and one will be fictional (false). For example: “1. I moved here from Chicago [T]. 2. My favorite ice cream is salted caramel [T]. 3. I play basketball [F].”</p> <p>One student will read their statements aloud. The other students then vote using their fingers on which statement they think is false (one, two, or three). The student who read their three statements then reveals the false statement.</p> <p>You can continue until everyone has shared or spread this activity over several Advisory meetings.</p> <p><b>Reflection:</b> How important are first impressions? How much truth is in first impressions? How much should they influence how we treat others?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>Have students create three cards with a “1,” “2,” and “3” on each one.</p> <p>On a different card, students write down three statements about themselves. Two will be factual (true) and one will be fictional (false). For example: “1. I moved here from Chicago [T]. 2. My favorite ice cream is salted caramel [T]. 3. I play basketball [F].”</p> <p>Call on one student to read their statements aloud. The other students will vote by holding up the card that indicates which statement they think is false. The student who read their three statements then reveals the false statement.</p> <p>You can continue until everyone has shared or spread this activity over several Advisory meetings.</p> <p><b>Reflection:</b> How important are first impressions? How much truth is in first impressions? How much should they influence how we treat others?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Develop Communication and Social Skills

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Welcome, Thinkers!</p> <p>We have learned a lot about each other already, including our hobbies, likes and dislikes, things we value personally, and more.</p> <p>Today, we are going to continue to get to know one another as we focus on ourselves as learners and what we need in order to experience success this year.</p> <p>What are some academic behaviors that might support you and your success this year?</p> <p>Be ready to share with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Welcome, Thinkers!</p> <p>We have learned a lot about each other already, including our hobbies, likes and dislikes, things we value personally, and more.</p> <p>Today, we are going to continue to get to know one another as we focus on ourselves as learners and what we need in order to experience success this year.</p> <p>What are some academic behaviors that might support you and your success this year?</p> <p>Be ready to share with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>



### Acknowledgments: Elbow Bump

#### In-Person

Students pair up with a classmate. After greeting their partner by name, they elbow bump each other and then share their response to the announcements prompt. Students should repeat this process with three other classmates.

#### Virtual

If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name and giving them a virtual elbow bump (holding their elbow up to the screen), students will share their response to the announcements prompt.

If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name, do a virtual elbow bump (by holding their elbow up to the screen), and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.

**Activity:** Four Corners

In-Person	Virtual
<p>In advance, prepare a set of four signs, each labeled with a subtopic related to a main topic. For example, a main topic might be sea creatures, with the four subtopics being sharks, pelicans, dolphins, and starfish.</p> <p>Name the topic and then point out that each corner of the room represents one subtopic. Students go to the corner they are most curious about and discuss that subtopic with others for a few minutes. On your signal, students can either rotate clockwise to the next corner or choose a new one to go to.</p> <p>Some corner ideas:</p> <ul style="list-style-type: none"> <li>• Animals (dog, cat, neither, both)</li> <li>• Sports (football, baseball, softball, volleyball)</li> <li>• Movies (drama, horror, comedy, books)</li> <li>• School subjects (reading, math, science, other)</li> </ul> <p><b>Reflection:</b> How can sharing your thoughts with others strengthen your understanding of a topic?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p><i>Option 1: Four Corners.</i> If the virtual platform you are using allows for breakout rooms, you will use these to create your four corners. When you present the corners, ask the students to use the renaming function of the virtual platform to choose their room after their name. (Be sure to explain how the renaming function works before starting this activity.) Use the renaming by students to place them into their chosen group. Allow students 4–5 minutes in their groups to discuss the topic. Bring all students back to the whole group and repeat the process.</p> <p><i>Option 2: Scavenger Hunt.</i> Direct students to locate items in their work area that fit various categories and hold these up to their camera for others to see. Have the students notice who else has a similar item as their own.</p> <p>Some suggested categories:</p> <ul style="list-style-type: none"> <li>• Something in your favorite color</li> <li>• Something about as old as you</li> <li>• Something that makes you smile</li> <li>• Something that you're proud of</li> <li>• Something that helps you focus</li> <li>• Something that has special meaning to you</li> </ul> <p><b>Reflection:</b> How can sharing your thoughts with others strengthen your understanding of a topic?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Develop Communication and Social Skills

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Greetings, Team Eighth Grade!</p> <p>Throughout each day, there are times when each of us may need to be assertive by speaking up. We might need to ask for help, offer to help someone, or introduce ourselves to someone new.</p> <p>What do you think being assertive should look like, sound like, and feel like here at school with adults or with peers?</p> <p>Be prepared to share.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Greetings, Team Eighth Grade!</p> <p>Throughout each day, there are times when each of us may need to be assertive by speaking up. We might need to ask for help, offer to help someone, or introduce ourselves to someone new.</p> <p>What do you think being assertive should look like, sound like, and feel like here at school with adults or with peers?</p> <p>Be prepared to share.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: Around-the-Table Chat

In-Person	Virtual
<p>If possible, arrange the students into table groups. If needed, you can place 4–5 students into groups that are appropriately spaced in a standing circle.</p> <p>Going clockwise around the table or circle, students take turns sharing their thoughts on appropriate assertiveness. Have students follow that with a free-flowing conversation. To close, invite a single member from each group to share a brief summary of their discussion with the whole group.</p>	<p><i>Option 1: Virtual Around-the-Table Chat.</i> If the virtual platform you are using allows for breakout rooms, use these to create groups of 4–5 students. Allow 5 minutes for groups to discuss their thoughts on appropriate assertiveness. Bring all students back and invite a single member from each group to share a brief summary of their discussion with the whole group.</p> <p><i>Option 2: Whole-Group Chat.</i> Ask students to raise their hand if they wish to share their thoughts on appropriate assertiveness. Have as many students share as time allows.</p>

### Activity: Ball Toss

In-Person	Virtual
<p>Arrange students in an appropriately spaced circle.</p> <p>Name a topic that requires a brief response, such as: “Give an example of a time a student might need to be appropriately assertive with a peer—for example, expressing disagreement on a topic for a class project.” Call out a student’s name and “toss” an imaginary ball to them. The student pretends to catch the ball and shares their response. They then call out another student’s name and toss them the ball. The student who tossed the ball will sit down and the student who caught it will share. You can continue with the same topic or call out a new one. Allow the process to continue until all students have shared a response.</p> <p><i>Note:</i> This activity can be a vulnerable one for students. Allowing students to “pass” without sharing is appropriate.</p> <p><b>Reflection:</b> What is a new strategy for being appropriately assertive that you might try in the future?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>Prepare students for a virtual whole-group activity by having them stand in front of their screens.</p> <p>Name a topic that requires a brief response, such as: “Give an example of a time a student might need to be appropriately assertive with a peer—for example, expressing disagreement on a topic for a class project.” Say a student’s name and “toss” an imaginary ball to them. The student pretends to catch the ball and shares their response. They then call out another student’s name and tosses them the ball. The student who tossed the ball will sit down and the student who caught it will share. You can continue with the same topic or call out a new one. Allow the process to continue until all students have shared a response.</p> <p><i>Note:</i> This activity can be a vulnerable activity for students. Allowing them to “pass” without sharing is appropriate.</p> <p><b>Reflection:</b> What is a new strategy for being appropriately assertive that you might try in the future?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Week 2 Goals:

- Continue to build and foster connections and a sense of safety
- Strengthen and support established relationships
- Nurture the positive community through building a continued repertoire of shared experiences

## Daily Focus: Support Academic Readiness

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Welcome, Goal Setters!</p> <p>We have been doing lots of great work to get to know one another and build our class community. Today, we will begin to think about and set our goals for the first semester and create an action plan to achieve those goals.</p> <p>Quote of the Day:</p> <p>“I don't focus on what I'm up against. I focus on my goals and I try to ignore the rest.”</p> <p>—Venus Williams, professional tennis player</p> <p>Rate your school experiences from last year on a scale of 1 to 4 (1 = ugh; 2 = just okay; 3 = very good; 4 = great!). Be ready to share your rating and why you chose it.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Welcome, Goal Setters!</p> <p>We have been doing lots of great work to get to know one another and build our class community. Today, we will begin to think about and set our goals for the first semester and create an action plan to achieve those goals.</p> <p>Quote of the Day:</p> <p>“I don't focus on what I'm up against. I focus on my goals and I try to ignore the rest.”</p> <p>—Venus Williams, professional tennis player</p> <p>Rate your school experiences from last year on a scale of 1 to 4 (1 = ugh; 2 = just okay; 3 = very good; 4 = great!). Be ready to share your rating and why you chose it.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: Partner Chat

In-Person	Virtual
<p>Students pair up with a classmate. After greeting their partner by name, they share their response to the announcements prompt. Students should repeat this process with three other classmates.</p> <p>Note: This activity involves a higher risk question. You may provide an alternative question if you feel it is more appropriate.</p>	<p>If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name, students will share their response to the announcements prompt.</p> <p>If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.</p> <p>Note: This activity involves a higher risk question. Provide an alternative question if you feel it is more appropriate.</p>

### Activity: Creating a SMART Goal

In-Person	Virtual
<p>Provide each student with a <a href="#">SMART goal sheet</a> and coach them as they work to write their individual SMART goal in the first box. You may need to provide examples of SMART goals.</p> <p>This can be whole-group, teacher-guided activity. You can also provide instructions and then allow students to work individually or in appropriately spaced pairs or groups.</p> <p>Collect the SMART goal sheets, which will be used again tomorrow.</p> <p><b>Reflection:</b> How does setting a SMART goal differ from simply saying “I hope I pass my math test?”</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>Before starting the activity, provide each student with a <a href="#">SMART goal sheet</a> by either giving them the link to the document or emailing the document to the students. Once everyone has the SMART goal sheet, coach them as they work to write their individual SMART goal in the first box. You may need to provide examples of SMART goals.</p> <p>This will most likely need to be a whole-group, teacher-guided activity. If there is a chat box function on your virtual platform, ask students to use that if they have any questions.</p> <p>Ask students to save their SMART goal sheets, which will be used again tomorrow.</p> <p><b>Reflection:</b> How does setting a SMART goal differ from simply saying “I hope I pass my math test?”</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Support Academic Readiness

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Welcome, Goal Setters!</p> <p>Today we are going to create a plan of action so you can reach your SMART goal. There are two parts to this plan: Effort and Small Changes.</p> <p>A Goal Story: After thousands of hours of practice, Michael finally made the college basketball team. After college, he would win NBA titles and Olympic Gold Medals. Perhaps you know of him—Michael Jordan.</p> <p>Think about the connection between effort and change, and be prepared to share your thoughts.</p> <p>Let us continue to build our goals!</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Welcome, Goal Setters!</p> <p>Today we are going to create a plan of action so you can reach your SMART goal. There are two parts to this plan: Effort and Small Changes.</p> <p>A Goal Story: After thousands of hours of practice, Michael finally made the college basketball team. After college, he would win NBA titles and Olympic Gold Medals. Perhaps you know of him—Michael Jordan.</p> <p>Think about the connection between effort and change, and be prepared to share your thoughts.</p> <p>Let us continue to build our goals!</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: What's the News

In-Person	Virtual
<p>Have students pair up using appropriate distancing measures. Students will greet their partner by saying, “Hello, [name]. What’s the news?” Their partner will respond with “Thanks for asking. The news is [answer to announcements prompt].” Then the responding student will say, “What’s the news for you?” They should repeat this process with three other classmates.</p>	<p>If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. Students will greet their partner by saying, “Hello, [name]. What’s the news?” Their partner will answer, “Thanks for asking. The news is [response to announcements prompt].” Then the responding student will say, “What’s the news for you?”</p> <p>If your virtual teaching model doesn’t allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by saying, “Hello, [name]. What’s the news?” The student will answer, “Thanks for asking. The news is [response to announcements prompt].” Then the responding student will say to the next student on the list, “Hello, [name]. What’s the news?” and so on.</p>

### Activity: Creating a SMART Goal Plan

In-Person	Virtual
<p>Provide students with their SMART goal sheet from the previous day. Coach students as they work to complete the middle two columns. You may need to provide guided brainstorming or examples for the middle two columns.</p> <p>This can be whole-group, teacher-guided activity. You may also provide instruction and then allow students to work individually or appropriately spaced in pairs or groups.</p> <p>Collect the SMART goal sheets, which will be used again tomorrow.</p> <p><b>Reflection:</b> What is an “aha” moment you had while working to create the effort and change sections of your SMART goal sheet?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>Instruct students to retrieve their SMART goal sheet from the previous day. Once everyone has accessed their SMART goal sheet, coach them as they work to complete the middle two sections. You may need to provide guided brainstorming or examples for the middle two columns.</p> <p>This will most likely need to be a whole-group, teacher-guided activity. If there is a chat box function on your virtual platform, ask students to use that if they have any questions.</p> <p>Ask students to save their SMART goal sheets, which will be used again tomorrow.</p> <p><b>Reflection:</b> What is an “aha” moment you had while working to create the effort and change sections of your SMART goal sheet?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>



## Daily Focus: Support Academic Readiness

### Arrival:

In-Person	Virtual
<p>Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.</p>	<p>As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.</p>

### Announcements:

In-Person	Virtual
<p>Welcome, Goal Setters!</p> <p>Quote for the day:</p> <p>“If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges.”</p> <p>—Pat Riley, NBA coach and executive</p> <p>What is something you do outside of school where you give your best effort? Be prepared to share your thoughts.</p> <p>Get your SMART goal sheet from yesterday and begin to review it.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Welcome, Goal Setters!</p> <p>Quote for the day:</p> <p>“If you have a positive attitude and constantly strive to give your best effort, eventually you will overcome your immediate problems and find you are ready for greater challenges.”</p> <p>—Pat Riley, NBA coach and executive</p> <p>What is something you do outside of school where you give your best effort? Be prepared to share your thoughts.</p> <p>Get out your SMART goal sheet from yesterday and begin to review it.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: Air High Five

In-Person	Virtual
<p>Students pair up with a classmate. After greeting their partner by name, they air high-five one another (their hands should not touch) and then share their response to the announcements prompt. Students should repeat this process with three other classmates.</p>	<p>If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name and with a virtual high-five, students will share their response to the announcements prompt.</p> <p>If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name, give them an air high-five, and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.</p>

### Activity: Creating a SMART Goal Plan

In-Person	Virtual
<p>As a whole group, brainstorm the various hurdles or barriers that can get in the way of reaching a goal. List the top eight on chart paper. Students will then work in pairs or groups (using appropriate distancing measures) to brainstorm ideas to overcome these hurdles. Allow students 8–10 minutes to work on this, and then ask students to share their ideas with the whole group.</p> <p><b>Reflection:</b> Which of these hurdles could get in your way? What are some ways you can overcome these hurdles?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>As a whole group, brainstorm the various hurdles or barriers that can get in the way of reaching goals. List the top eight ideas on a projected document (list on a sheet of paper and hold it up if you cannot project). Students will then work individually to brainstorm ideas to overcome these hurdles. Allow students 8–10 minutes to work on this, and then ask students to share their ideas with the whole group.</p> <p>If there is a chat box function on your virtual platform, ask students to use that if they have any questions.</p> <p><b>Reflection:</b> Which of these hurdles could get in your way? What are some ways you can overcome these hurdles?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Energize and Engage

### Arrival:

In-Person	Virtual
Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.	As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.

### Announcements:

In-Person	Virtual
<p>Greetings, Eighth Graders!</p> <p>A lot has been happening in our country recently, including protests calling for racial justice.</p> <p>Think about a social justice topic you would like to discuss this school year. Prepare to share why this topic is important to you. Some examples for seeking justice could include the following:</p> <ul style="list-style-type: none"><li>• Race</li><li>• Gender</li><li>• Age</li><li>• Sexual orientation</li><li>• Religion</li><li>• Nationality</li><li>• Education</li><li>• Mental or physical ability</li></ul> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Greetings, Eighth Graders!</p> <p>A lot has been happening in our country recently, including protests calling for racial justice.</p> <p>Think about a social justice topic you would like to discuss this school year. Prepare to share why this topic is important to you. Some examples for seeking justice could include the following:</p> <ul style="list-style-type: none"><li>• Race</li><li>• Gender</li><li>• Age</li><li>• Sexual orientation</li><li>• Religion</li><li>• Nationality</li><li>• Education</li><li>• Mental or physical ability</li></ul> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: Partner Share

In-Person	Virtual
<p>Students pair up with a classmate. After greeting their partner by name, students share their response to the announcements prompt. Students should repeat this process with three other classmates.</p>	<p>If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name, students will share their response to the announcements prompt.</p> <p>If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.</p>

### Activity: Amazing Analogies

In-Person	Virtual
<p>Allow students to self-select a small group of 4–5 classmates. Students will need to designate a recorder and a presenter in the group. The recorder will need to record the group's thoughts, and the presenter will present the group's thoughts to the whole class.</p> <p>Pose the question: “How is seeking social justice like running a marathon?”</p> <p>Allow groups 4–5 minutes to prepare reasons and evidence to support the analogy. Recorders will write down the group's ideas. When the time is up, the group's presenter shares one of the group's ideas with the whole class.</p> <p><b>Reflection:</b> Think back to our conversation on appropriate assertiveness. How might an appropriately assertive conversation come from a social justice conversation?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>Begin by posing this question to students: “How is seeking social justice like running a marathon?”</p> <p><i>Option 1:</i> Utilize the breakout room function on the virtual platform to place students into small groups of 4–5 classmates. Each group will need to designate a recorder and a presenter. The recorder will need to record the group's thoughts, and the presenter will present the group's thoughts to the whole class. Allow groups 4–5 minutes to prepare reasons and evidence to support the analogy. Recorders will write down the group's ideas. When the time is up, the group's presenter shares one of the group's ideas with the whole class.</p> <p><i>Option 2:</i> Have students raise their hand to indicate they wish to share their response with the whole group (use the “hand up” function on the virtual platform or simply have students raise their hand so it can be seen on the screen). Allow as many shares as time permits.</p> <p><b>Reflection:</b> Think back to our conversation on appropriate assertiveness. How might an appropriately assertive conversation come from a social justice conversation?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

## Daily Focus: Reflect and Recalibrate

### Arrival:

In-Person	Virtual
<p>Say hello to each student using the student's name as they enter the classroom. Ask them to read the announcements message and find their seat.</p>	<p>As students enter the virtual format, say hello to each one using their name and wave to them as you welcome them to the class. Share your screen to show the announcements message and ask students to read it.</p>

### Announcements:

In-Person	Virtual
<p>Good morning, Advisory Team!</p> <p>As I reflect on the last nine days together, I have noticed how much each of you has contributed to creating our learning community. From welcoming one another, to sharing and finding connections, to participating in activities, your actions have helped create the foundation for us all to learn and have fun.</p> <p>Consider this quote:</p> <p style="text-align: center;">“Be brave. Take risks. Nothing can substitute experience.”</p> <p style="text-align: center;">—Paulo Coelho</p> <p>How does this quote apply to your learning this week? Be prepared to share your thoughts with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>	<p>Good morning, Advisory Team!</p> <p>As I reflect on the last nine days together, I have noticed how much each of you has contributed to creating our learning community. From welcoming one another, to sharing and finding connections, to participating in activities, your actions have helped create the foundation for us all to learn and have fun.</p> <p>Consider this quote:</p> <p style="text-align: center;">“Be brave. Take risks. Nothing can substitute experience.”</p> <p style="text-align: center;">—Paulo Coelho</p> <p>How does this quote apply to your learning this week? Be prepared to share your thoughts with a partner.</p> <p><i>Add any appropriate school or class information that needs to be shared at this time.</i></p>

### Acknowledgments: Partner Share

In-Person	Virtual
<p>Students pair up with a classmate. After greeting their partner by name, students share their response to the announcements prompt. Students should repeat this process with three other classmates.</p>	<p>If your virtual teaching model allows for breakout rooms, use that function to create student partnerships. After greeting their partner by name, students will share their response to the announcements prompt.</p> <p>If your virtual teaching model doesn't allow for breakout rooms, do this as an around-the-screen share, and in advance create a list of student names to post so students know what order to share in. Following the order of the list provided, the first student will greet the next student on the list by name and share their response to the announcements prompt. The student greeted then greets the next student on the list and shares their response, and so on.</p>

### Activity: Debate Duo

In-Person	Virtual
<p>Allow students to select a partner. To start, have each pair decide who will be 1 and who will be 2.</p> <p>Pose the following question to the whole group: Does homework improve academic achievement and risk-taking? All the 1s will take the “yes” position, and all the 2s will take the “no” position.</p> <p>Allow students 3–4 minutes to prepare reasons and evidence to support their position, and then have each side of the partnership offer their reasoning and evidence to support their side. Allow partners another 4 minutes to debate the question.</p> <p><b>Reflection:</b> Did the debate help to affirm your position, or did you switch positions?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>	<p>Begin by posing this question to the whole group: Does homework improve academic achievement and risk-taking?</p> <p><i>Option 1:</i> Utilize a breakout room function on the virtual platform to place students into pairs. Have each pair decide who will be 1 and who will be 2, and explain that 1s will take the “yes” position, and 2s will take the “no” position. After the breakout time ends, bring everyone back into the whole group for discussion.</p> <p><i>Option 2:</i> Have students indicate their opinion by giving a thumbs up if they agree, or a thumbs down if they disagree. Tell students to look around and see who thinks agrees and disagrees. After giving students a few moments, ask them to hold up a hand to indicate if they would like to share their thinking with the whole group. Allow as many shares as time permits.</p> <p><b>Reflection:</b> Did the debate help to affirm your position, or did you switch positions?</p> <p>This can be a silent reflection or you can ask for volunteers to share.</p>

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