

## “Who am I? Part 2”

### SEL Competency

**Sense of Belonging:** “How well students feel they are valued members of the school community”

### Objective

To introduce/reintroduce students to the purpose, goals, & expectation of advisory (attendance, credit to graduate, participation, roles, etc.) while creating a safe, non-judgmental, and welcoming environment.

### Instructions:

#### 1. Overview of Advisory

- a. This is the link to our faculty advisory website ([bit.ly/governorAdvisory](https://bit.ly/governorAdvisory)) in which you can find all advisory information, lessons will be updated throughout the year. Please take a moment to review and refer back to this website as needed.
- b. Here is a description of your role as an advisor to help you navigate your advisory class:  
*“An advisor plays many different roles: teacher, coach, motivator, guide, advocate, adult friend, mentor and role model. Every student has an advisor who guides their progress throughout their time at Farrington. A meaningful advisor-advisee relationship can be a critical factor in a student’s success and resilience. Your first priority as an advisory teacher is to build a relationship with your advisees. There will be a weekly curriculum sent out for advisory, but please adapt it to the needs of your students. Advisors may also substitute more relevant topics during advisory unless it is a mandatory Personal Transition Plan (PTP) requirement. Frequently there will be more materials that can be used during the allotted times. Unless it is a PTP requirement, please pick and choose what would be most helpful to your students.”*
- c. Don’t forget to emphasize to students that attendance is taken and counted during advisory and is a class they need to be in!

#### 2. Farrington Way

As a quick opener, have students stand up and practice saying the Farrington Way out loud together. Start the class off or see if there are any brave volunteers willing to lead. Make sure to have the Farrington Way posted up for students to use. Students can also find it on our school website on the home page at the bottom (<https://www.farringtonhighschool.org/>).

#### 3. “Name Plate PART 2” Activity

Materials needed: Please hand out the students’ Name Cards that you should have collected from them during the last class when they did the first part of this activity.

- a. Explain: *“It is important for all of us to know each other’s name and build a sense of belonging during advisory as we will be spending the next few years together. This week we are going to finish up creating our name card, and have a better understanding of each other.”*
- b. If your Advisory hasn’t done so yet, have students *draw a symbol that represents them where the flaps meet when they turn their name card over.* (Second pic, drawing of the moon).

c. Once that is completed, have students *open up the name card and turn it over to the side where all four faces are completely empty. In each of those sections there will be a question prompt and students can either write or draw in their answer. (Third Pic)*

1. Where were you born? Where do you currently live?
2. What does excellence look like to you?
3. What are some unique qualities/ gifts you hold?
4. When and where do you feel safe?

*\*Feel free to change up the questions*

d. Once students have completed their name cards you can either have the class sit in a circle and share their name plate, or break the class into groups of 3-4 and have them share amongst themselves. This is still the start of the school year so this is a great time to connect/reconnect with our students and get everyone familiarized to build that sense of community within their advisory class.



Where were you born?  
Where do you currently  
live?

What does excellence  
look like to you?

What are some unique  
gifts/qualities you  
hold?

When and where do  
you feel safe?