Great Advisory Ideas
Jaynellen Behre-Jenkins, Jim Burns, J. Thomas Kane

Feel free to choose from one of these activities for the “Koho-Teacher Choice” Advisory Lessons.

Tried and True Activities for Advisory Groups

Icebreakers for People and Topics
1. Birthday Line Up....students line up in order of their birthday without talking
2. Meet My Friend Who...students interview one another and introduce each other to the advisory
3. Famous Partners...place the names of famous couples on index cards, mix them up, and have students match up
4. Backwards name tag...place index card with another students name on backs, move around and ask for clues
5. Buddy in the Middle...students sit in a circle, person standing in middle tells one thing about themselves
6. Boundary Breakers...interview questions to help generate conversations about values
7. Animal Sounds...students simultaneously make animal noises and match up with like partners based on sound
8. Picture Books to break ice on character education topics...use books like the Giving Tree
9. Don’t Judge a Bag by Its Cover...stuff gift bags with unknown items, students select one, discuss why
10. Machines...place name of machines on index cards, distribute to groups, have them act them out
11. Pen Pals...State a little known fact about you on a 3 x 5 card with no name. Shuffle, and then redistribute the cards. Ask questions to determine the author of the card. Use the cards to create a bulletin board of people and their accomplishments. (Gibbs, p. 387, 2001)
12. Quote to live by...Students choose a ‘olelo noea‘au quote or Bible verse that is meaningful to them. Copy and decorate on an index card or type and print from laptop. Share the quote with their advisory.
13. Comic Strip Chaos...Teacher cuts comic strip into segments, then students randomly select one out of a large container. Haumana then search for others with the same comic strip sequence, introduce themselves, and then arrange themselves in chronological order according to form the sequence of the comic strip. The group then introduces
each person to the larger group and reads their comic strip aloud. Possible debriefing questions: What was easy or difficult about this activity? And why? Why is it important to know the names of your classmates? How can you include people who seem left out? Explain.
14. What Kind of Animal Am I?...Each haumana picks an animal that is representative of him or herself and doesn’t share their selection yet. Haumana circulate and introduce themselves to others by shaking hands and asking the other what kind of animal they are. Haumana then form groups according to the animal they identified with. Share with group members why they feel the animal represents them. Haumana then shares responses with larger group. Possible debriefing questions: What were some commonalities within your small group? What did you learn about others? Can you judge personal traits or qualities based on physical appearances? Why is it important to understand the personal traits or qualities that others value? How can this help you in group work, discussions, etc.?

15. What Kind of Food Am I?...Teacher writes the names of simple food items on index cards. Tape a card on the back of each individual. Each person must deduce what food item they are by asking only yes/no questions. The guesser may only ask one questions then seek another person. Once the guesser feels s/he knows what food item they are, they are to seek out the facilitator to verify the answer. Possible debriefing questions: What was difficult/easy about this game? Why are the values of ho’omau and e ho’olohe pono, as well as deductive reasoning, important for this game? How can those qualities be applied to school? Did anyone want to give hints to help someone? How can giving “hints” be helpful or sometimes bad? Is there a difference between giving hints and giving the answer? And how can being “helpful” sometimes actually hurt someone’s learning? Other variations: books of the Bible, characters in a book, etc.

16. Finding All We Have in Common...Refer to page 272 of Discovering Gifts in Middle School book or pages 355 in Tribes: A New Way of Learning and Being Together.


17. Do You Love Your Neighbor...The group stands in a circle with room in the center. Each person says their name loudly. One person begins in the circle and says to an individual “____, do you like or love your neighbor?” The individual either says “Yes, I love my neighbor’s ___ and ___, but I REALLY love people _____ (e.g. wearing blue) or “No, I do not love people, but I like my neighbors ___ and __.” If the individual says the former, all members with that characteristic must find a new spot in the circle at least three spaces from where they are standing. The person with no space (last person remaining) becomes the caller. If the individual uses the second phrase, his/her two neighbors must switch places with one another. The group members move in quickly to “lose” their spaces. The last of the two becomes the caller. Possible debriefing questions: Identify at least three new things that you learned about someone else. Why is it important to play ice breakers like this?

Communication Skills/Problem Solving/Team Building
18. Stepping Stones... move group across make believe river to other side of room
19. Life Raft...students stand on top of shower curtain and flip it over without anyone stepping off
20. Create a Shelter...use newspaper and masking tape to create shelter the group fits under with out talking
21. Tubes and Marbles Race...use half pipes in a race to place a marble in a bowl on the floor across the room
22. Tire Tubes...students connected in a circle and move tire tube around the circle
23. Tinker Toys...create exact same structure while seated back to back
24. Four Corners..Agree A Little, Disagree, Agree, Disagree A Little...use any topic to discuss points of view
25. Human Knot...students stand in a circle grabbing hands so they interlock, work together to get unlocked
26. Life Skill Lessons...how to tie a tie, how to set the table, how to do anything....celebrate success!!
27. Q:C:Q: - Quote, Comment, Question...analyze a famous quote, old or new.

Study/Organization Skills
28. Plus Five Club...celebrate students who have raised their average in a subject by five points in one marking period
29. Agenda Books...use for goal setting, study skills and long range planning
30. Goal Setting that integrates Parents as stakeholders....ask parents to sign off on their child's goals
31. Posting teacher tests and project due dates for all subjects on the Advisory bulletin board or Blackboard
32. Review Study Games for all subjects...send team members Q&A for your class

Community Service Ideas
33. Valentines for Veterans...make in Advisory and then invite the Vets in for a school assembly
34. Holiday Gift Baskets/Adopt a Family...distribute within community
35. Bring a Dollar to Go to the..... During the Day... (faculty basketball game, volleyball game)
36. WWF...Adopt a Panda (or other endangered species)
37. www.dosomething.org projects

Brain Break Ideas
38. Teacher projects video on LCD for students and teacher to follow: http://www.youtube.com/watch?v=VL4an7UC3wA
BRAIN BUTTONS

Make a U-shape with the thumb and index finger of one hand and place in the centre of your chest just below your collarbone. Gently rub this acupressure point for 20 to 30 seconds while placing your other hand over your navel. Then change hands and repeat. Helps with clear thinking, keeping pace while reading and focus.

NOSE/EAR CHANGE

Hold your right ear with your left hand and then hold your nose with your right hand. Then switch so that you are holding your left ear with your right hand and your nose with your left hand. Try to speed up (without punching yourself!).

THE ELEPHANT

Place the left ear on the left shoulder, extend the left arm like the trunk of an elephant and, with knees relaxed, use your outstretched hand to draw a lying-down eight sign, starting from the middle and moving the hand upwards to draw the left 'bulge' of the eight first. Look down your arm at your hand while you're doing it. Switch after three to five signs. Helps with hand-eye co-ordination and focus.

EXAMPLES OF BRAIN BREAKS

CROSS CRAWL

From standing, begin to march in time. As you raise your knees touch them with the opposite elbow. Helps with reading, writing, listening, memory and co-ordination.

HOOK UPS

While sitting or standing, cross one ankle over the other. Cross the same-side wrist over the other and touch palms together, thumbs downwards. Interlace fingers and draw hands up towards the chest. Rest your tongue on the roof of your mouth so your jaw relaxes. Sit or stand this way for one minute, eyes closed, breathing deeply. Then change your feet and hands around and cross them the other way. Helps with stress, self-esteem and listening.
A RANGE OF BREAKS
TO USE IN THE
CLASSROOM

Sitting Aerobics
- Get students to sit and run on the spot, with both feet moving backwards and forwards whilst staying seated.
- Swimming - right hand breast stroke motion, left hand backstroke and then add one foot doing a different swimming kick and then the second foot doing another kick.
- Shoulder to shoulder - the left hand to touch the right shoulder blade, the right hand to touch the left shoulder blade with hands moving across your chest. Repeat 5 times.
- Shake Shakes - shake one hand (for 3 seconds) then the other. Repeat 5 times. Shake one foot then the other. Repeat 5 times.
- Ear Ear - Get your left hand to touch your right ear lobe and then your right hand to touch your left ear lobe. Repeat 5 times.
- Nosey ear - Get your left hand to touch your right ear lobe and then get your right hand to touch the tip of your nose. Then swap positions so that your left hand touches the tip of your nose and your right hand touches your left ear lobe. Repeat 5 times.

Finger Aerobics
- Sit face to face with partner at a desk.
- Place hands palm down on desk.
- Take it in turns to lift different fingers off the desk.
- Build up a sequence of 5 lifts (10 between you) and repeat same sequence 5 times.
- Change routine by adding in taps, bends and big stretches of the finger.
- One person can then become an aerobics instructor & the other person has to do as you demonstrate.

Figure it Out
Ask students to follow these instructions:
- Sitting, rotate your right foot in a clockwise direction.
- After ten seconds keep your foot moving and simultaneously get your right hand to draw a figure of 6 in the air from the top down.
- As you move your hand you will notice that your foot reverses its direction and moves anti-clockwise.
- This is because the control centre for the right hand and foot are located close together on the left side of the brain.
- When the hand moves in the opposite direction to the foot then a short circuit or override function operates and the foot changes direction.
- The hand rates for survival.

Air Graphs
- Give students equations of line graphs on PowerPoint and get the whole group to stand and show the direction of the graph line using right and left hands.
- For example the graph y = x will be a straight line running from bottom left to top right and the graph y = 3 - x will be a straight line running from top left to bottom right.
ALPHABET EDIT

Alphabet Edit is a challenge. It is a very useful activity for clearing the mind of any baggage brought to the classroom that may be getting in the way of learning. It can be used for practising spelling and for learning the alphabet:

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
L T R R T R L R L R L R L R
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Alphabet Edit involves reading the letters of the alphabet aloud as a class or small group whilst completing the accompanying action.

L is a left arm raise
R is a right arm raise
T is both arms together.

A further variation (and complication) is to accompany the arm raise with an opposite leg raise! You can make it as fast or as slow as you like or do the alphabet backwards! Alphabet edit helps hand-eye co-ordination and will improve visual, auditory and kinesthetic ability.

MORE EXAMPLES OF BRAIN BREAKS

THIS AND THAT

Verbal instructions - 'do this' or 'do that' - accompany physical actions, which your students have to emulate, or not. If your instruction is 'do this' the students mimic your physical action. If your instruction is 'do that' the students avoid mimicking your physical action and continue as before. This is a simple break state activity which helps develop listening skills.
Double Doodles / Palm to Palm
- Doodle a shape in the air with one hand.
- Doodle in the air the same shape with both hands.
- Write a word in the air using one and then both hands.
- Join hands with a partner, palm to palm.
  - One student then writes their first name in the air using their right hand which results in their partner following those movements with their left hand. Partners then swap roles.
  - Both students should then write their names simultaneously in the air palm to palm.

New Vocabulary
- Practice new vocabulary and lesson terms by writing them in the air with your elbow, head, legs and hips.

Let's make some 8's!
Figures of 8's:
- Draw a figure of 8 lying on its side in the air with their writing hand – repeat this five times.
- Do the same with their non-writing hand.
- Now attempt this activity using both hands simultaneously.

Elbow 8s:
- Draw figures of 8 with both elbows simultaneously.
- Then focus gaze on your right elbow as you turn your upper body to the rear in a clockwise direction, finally centreing the 8 over the middle of your tailbone.
- Repeat the exercise with your left elbow making a figure of 8 movement with your right elbow as you rotate.

Shoulder 8s:
- Rotating shoulders simultaneously (left and right side) in figure of 8 rotation.

Finger tip 8s:
- Use finger tips of both hands to trace figures of 8 in the air at the same time.

Clicking fingers 8s:
- Click fingers on both hands whilst making a figure 8 shape.
STARTER ACTIVITIES

Alphabet Gym (Bridge with last lesson)

- Have the alphabet written around the room with letters L, R or T under each letter.
- This can be done on cards or on an electronic whiteboard.
- You then say a word to do with your subject and read it a letter at a time.
- Students then have to look at the chart and move their arms or legs according to the letter next to the alphabet letter.

L = Left hand and leg
R = Right hand and leg
T = Place left or right hand or and legs together

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1. Read through A to Z and then Z to A getting students to move arms and legs as directed on the grid.
2. Get them to move arms and legs as per the grid when a letter is read that is in their first name or surname.
3. When starting with keywords read out keywords with few letters increasing to longer words and get them to move arms and legs as directed on the grid. For example - *rite* it truncated spur.

You may like to replace the grid above with the one below and attempt activities 1 to 3 using this instead, which involves clapping, jumping and hopping.

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Clever Routes
- Use pages from old road atlases for this activity.
- Students split into pairs and search for features on a page. For example: town, village, motorway, woodland, church, park.
- The first to spot a location gains a point.
- The first student to get 10 points wins.

Starter / Bridge
- What am I? Either student or teacher chooses to be one 'thing' from last lesson.
- The group tries to identify the 'thing' by asking questions.

Double or Quit
- Provide students with a number (either one, two, four or eight), and get them to keep doubling this number until they lose count.
- The student who gets the furthest wins and can choose the next number.

Palindromic Numbers
- The mileage on a car shows 15951, which is a palindromic number (a number which reads the same forwards and backwards).
- Two hours later another palindromic number appears on the meter. What is that number?
- What speed was the driver travelling at?

Solution:
- Palindromic number = 16061.
  \( 16061 - 15951 = 110 \text{ miles covered} \)
  \( \frac{110 \text{ miles}}{2 \text{ hours}} = 55 \text{ miles per hour} \)

Article taken from:
"Brain Breaks, Starter Activities and Fillers" by Dave Vizard.

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BEHAVIOUR SOLUTIONS:
Brain Breaks,
Starter Activities and Fillers
Dave Vizard

A Range Of Breaks To Use In The Classroom © www.BehaviourSolutions.com
Monthly Advisory Reflection Ideas

58. Reflections

Teacher Instructions
Based on the feedback received by the advisory committee, there was a need expressed to demonstrate real-life connections between the lessons and activities taught and what students take away or learn from them. Asking students to reflect upon the Hawaiian values as each month comes to a close is one way see if they are applying these values to their lives, or perhaps thinking about ways in which they can demonstrate these values.

Advisories are not required to complete the monthly reflections, but we encourage you to do so. Because the reflections to require a little more effort and work on your part, advisories who do complete the reflections may be rewarded with incentives such as:
- being able to go through the lunch line first
- inviting a friend to sit with them during lunch
- snacks or other small treats (pencils, pens, etc.)

If you decide to have your advisory complete the reflections, please set aside 10-15 minutes at the end of the month, or the beginning of the month to do so. You may use regular advisory time or Ho’opa’a time for students to complete their reflections. Reflections can be done on paper or electronically. Please email Gail Vannatta (gavannat@ksbe.edu) if you need paper for your students to complete their reflections, as well as manila folders for students to file their reflections. If they complete reflections electronically, please have students keep their work on a desktop folder, and create a folder on your laptop for you to keep their work in as well.

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Monthly Advisory Reflection
School Year 2011–2012

Student Instructions
At the end of each month, please take 10-15 minutes to reflect upon the Hawaiian value you learned about. Some ideas for what you might include in your reflection are listed below:
- ways in which you have demonstrated the value
- ways in which you have seen the value demonstrated
- goals for yourself on how you might be more active in practicing the value
- ways in which you did not demonstrate the value
- something you might have learned from personal experience about the value

Reflections are open-ended; in other words, there is no right or wrong to what goes into your reflection. However, please be honest in your responses, and make your reflection meaningful to you.

You may choose to reflect in one of the ways listed below. Or, if you have a different idea for how to do your reflection, please check with your advisory Kumu to get his or her approval.

59. Draw It/Write it...draw and color picture of what the Hawaiian value means to you. Then, write two statements to share what you have learned this month about the value.
60. Quotation, Bible Verse, or ‘ōlelo no‘eau…find a quotation, Bible Verse, or ‘ōlelo no‘eau that relates to the Hawaiian value. Write or type out the verse or quotation, then give a 2-3 sentence explanation of what the quotation, Bible Verse, or ‘ōlelo no‘eau means to you.

61. Learning log/journal…reflect upon what you have learned about the Hawaiian value, as if you were writing a diary entry. Your journal should be between 100-125 words.

62. Bookmark…design a bookmark that relates to the Hawaiian value. Your bookmark may include pictures, words, or a combination of both.

63. Mixture of Three…write three statements about the value. Choose from the following:
- A Statement about what the value means to you
- A question about the Hawaiian value
- A non-example of the Hawaiian value
- A way in which you have demonstrated the value during your lifetime
- A way in which you might improve in demonstrating the Hawaiian value

64. Real-life Example…think of a person who demonstrates the value on a regular basis. This person can be someone you know, someone you’ve never met before, someone you’ve read about or seen on TV, a friend, family member, etc. Explain what this person does to demonstrate the value in his or her daily life.

65. Bumper Sticker…design a bumper sticker that promotes the Hawaiian value.

66. Personal pledge/self-challenge…write a statement in which you make a pledge to demonstrate the Hawaiian value by doing something that you can commit to. Explain your personal pledge in 2-3 sentences.

67. Acrostic poem…write an acrostic poem in which each letter of the Hawaiian value begins a phrase or a sentence relating to the value.

68. Word splash/word collage…include 7-10 words or phrases that relate to the Hawaiian value. Example below.
Study Habits Ideas

69. Study Habits...Directions:
A. Read the following short mo’olelo.

Kawika sat down at the family dining table to study with the radio on to KPUA. He looked over the assignments he had to do: complete 15 math problems, do a journal write for English and finish a lab report for science. His goal was to finish his homework in time to watch his favorite TV program, play a game on his PS3 and call his friend. Kawika thought to himself, “I need to plan how to do all of this. Math is my hardest subject so I should do that before I get tired. It will take about 30 minutes. Then, I’ll do my journal write and that would take another 15 minutes. Then, I’ll finish my lab report. That would take another half hour. That’s not so bad! I think I’ll call my Kealoha first. I’ll have plenty of time and then I’ll study.”

B. Debrief the story by asking haumāna what good part of Kawika’s study habits were and what could have been improved. List on the board what goals Kawika had and what plans he had. List his poor study habits.

C. Have haumāna do a self-evaluation of how he/she studies. See Self-Evaluation: How Do I study? Handout. (Adapted from Kamehameha Schools Mālama O Ke Ola Program, Unit 4: School Survival Skills)

70. Study Skills Games Online...go to http://www.homeworkandstudyskills.com/studylinks.html and preview the links to help improve your study skills.
Self-Evaluation: How Do I Study?

Inoa _______________________

Answer the following questions about your study habits:

1. Do I study alone?  
   
2. Do I study while:  
   watching TV?  
   listening to the radio/IPOD?  

3. Do I study at the same time every day?  

4. Do I interrupt my studying by:  
   talking on the phone with a friend?  
   for other reasons?  

5. Do I keep all the materials (computer, pencil, paper, etc.) I need for studying close by?  

6. Do I plan and organize what and how I will study before I begin?  

7. Do I think about and review the assignment I just completed?  

8. Where do I study?  

9. What are my good study habits?  
   What habits need to be improved?  

10. I would rate my study habits as:  
    Maika‘i (good) _______ ‘Ano maika‘i (pretty good) _______ ‘A‘ole maika‘i (not good) _______  

11. Take this evaluation home and share with your parents/guardians/dorm advisors. Together, complete the table below to identify areas of improvement, specific actions, and home/dorm support. Sign and return the completed sheet to your Advisor.

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Student Signature and Date: __________________________________________

Parent/Guardian/Dorm Advisor Signature and Date: ________________________