

### What is Advisory Period?

Advisory is an non-traditional wrap around support period that focuses on social/emotional behavior development and academic success

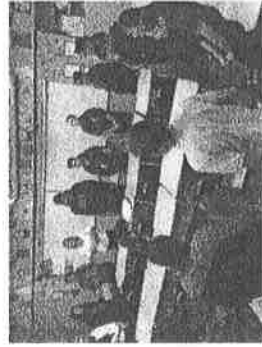
Every Advisory class is different, some may move slower or quicker through the social/emotional developmental lessons. (All lessons are provided in the google drive folder "Advisory Period")

Every Advisory mentor/teacher becomes an advocate and example for their advisory students, teaching students how to advocate for themselves

*The best way to promote positive behavior and academic success in a student is through the development of positive relationships.*

### Where is Advisory period?

Advisory is held in the teachers everyday classroom. There is no special setup that is needed to facilitate social/emotional learning (SEL) in advisory period.



### Who is involved in Advisory Period?

All teachers will have one advisory class

All students will have one advisory teacher for their two years at FJH

Teachers can volunteer to be on the **Advisory Period Team**, they will help to develop the **Advisory Core Values & Non-Negotiables for FJH**. They will also create lessons for the period along with addressing issues they may see on campus.

# Why?

## The Short- and Long-Term Benefits of SEL

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

These social and emotional skills are some of several short-term student outcomes that SEL programs promote (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012). Other benefits include:

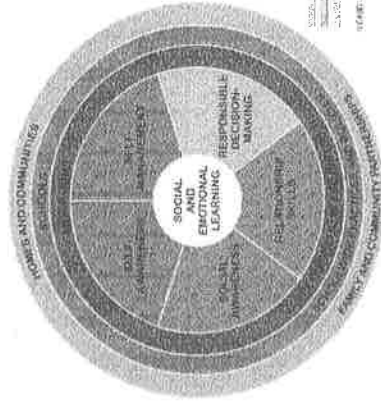
- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

## When is it?

Advisory Period is the 1st period class of the day (15 minutes every day). Every teacher will have 23-25 students that will be their "homeroom" for 2 years (7th and 8th grade).

Assemblies, Rallies, Class Competitions, Handouts... virtually EVERYTHING on campus will be organized by Advisory Class.

## Components of SEL



## Why have Advisory Period?

6 of the Quality Standards for Expanded Learning in California directly promote 3 core areas of SEL

Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011).

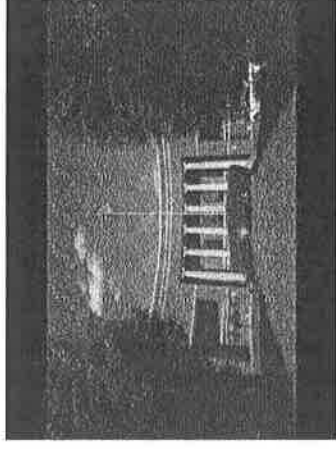
In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship (e.g., Hawkins, Kosterman, Catalano, Hill, & Abbott, 2008; Jones, Greenberg, & Crowley, 2015).

### **Where do I get all the Advisory Materials?**

The Advisory Period Team will share the Google Folder “Advisory Period” with you, which has the materials needed for the class.



### **The WHY and HOW of Advisory Periods**



### **Student Letters for Advisory Period**

30 of the most at-risk 7th&8th Grade students wrote personal letters about themselves

Pick one student based on their letter they wrote (letters are by grade level, 8th or 7th)

That student will be then placed in your advisory period

Once you pick a letter write your name at the top and give it back to Erick

### **How will the student be graded?**

The class will be Completion (Pass) Non-completion (Fail)

Grade will be based on class participation, SEL completed work, and note check/academic reflection.

## Self-Awareness

Self-awareness involves understanding one's own emotions, personal goals, and values. This includes accurately assessing one's strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism. High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

<https://www.youtube.com/watch?v=EhW-9PJkIE>

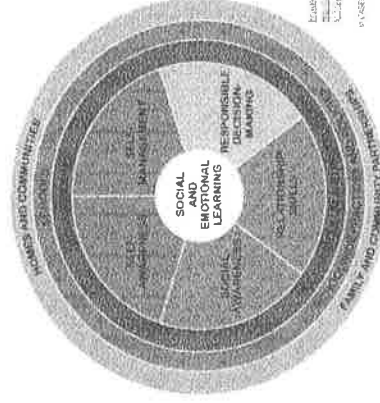
# Questions?



## Self-Management

Self-management requires skills and attitudes that facilitate the ability to regulate one's own emotions and behaviors. This includes the ability to delay gratification, manage stress, control impulses, and persevere through challenges in order to achieve personal and educational goals.

## Components of SEL



Measuring SEL  
Lynch et al.  
2014  
PAGE 2012

### Responsible Decision Making

Responsible decision making involves learning how to make constructive choices about personal behavior and social interactions across diverse settings. It requires the ability to consider ethical standards, safety concerns, accurate behavioral norms for risky behaviors, the health and well-being of self and others, and to make realistic evaluation of various actions' consequences.

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### Social Awareness

Social awareness involves the ability to understand, empathize, and feel compassion for those with different backgrounds or cultures. It also involves understanding social norms for behavior and recognizing family, school, and community resources and supports.

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### Relationship Skills

Relationship skills help students establish and maintain healthy and rewarding relationships, and to act in accordance with social norms. These skills involve communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking help when it is needed.

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