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ABSTRACT

This guide presents a curriculum comprising 36 lesson plans designed to develop a more inclusive school community at the middle school level. The manual was designed by a task force that involved special and general educators representing students of all ages and types of abilities. The goals of the curriculum are, first, to develop positive relationships between students with disabilities, their peers, and school staff, and second, to foster a sense of community during the daily 15-minute Advisory Period. There is one activity per week for the 36 weeks of the school year, with each activity intended to be completed during the 15-minute Advisory Period. Provided for each activity is the following information: objectives, a list of needed materials, procedures, and adaptations for special needs. Activities address such issues as self-esteem, friendship, community, effective communication, conflict resolution, cooperation, and problem solving. Sample activities include: "Advisory Autographs" (students seek the autographs of other students), "People Recipes" (students make a recipe card for themselves), and "Non-elimination Musical Chairs" (the object is to keep everyone in the game). Week 36 contains a student and staff assessment of the activities. The manual also contains a list of 11 resources. (CR)

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ED 398 702

COMMUNITY CONNECTIONS

An Affective and Inclusive Advisory Curriculum

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*This project is dedicated in memory of
Mr. Willie James Floyd.*

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OVERVIEW

The development of this curriculum was a result of the 1992-93 Inclusion Task Force at Anwatin Middle School in Minneapolis, Minnesota. The primary charge of the task force was to design an inclusive model for educating students with unique and diverse needs--including those with special education labels (e.g., physically and other health impaired, mentally disabled, learning disabled). The task force involved special and general educators representing students of all ages and types of abilities.

The first step in the process of achieving a more inclusive school community was identified as including all students in Advisory Period and improving the overall school climate. For the 1993-94 school year, the specific goals for Advisory Period were:

- Goal 1: To develop positive relationships between students and their peers and staff that will establish a supportive relationship between the student and the Advisory teacher, promote positive peer interaction, develop into friendships among their peers, and encourage awareness of differences within the framework of Multi-cultural Gender Fair and Disability Aware Education.

- Goal 2: To connect students with their peers and staff so that students will develop a sense of community and belonging with Advisory, develop friendships among their peers, and know it matters that they are present.

These goals served as the foundation of the Community Connections Curriculum, designed specifically for use in Advisory Period. The overarching outcomes of the curriculum are: creating a sense of community among students in advisory, establishing positive and respectful relationships and interactions, and promoting effective interpersonal communication. The underlying design principles of the curriculum are: interaction and dialogue, experiential learning, and fun!

The 36 activities of the Community Connections Curriculum are organized into four sections-- each section corresponds to a quarter of the school year. One activity is featured every week and there are nine weeks in each quarter. Each activity is introduced in this curriculum guide with a lesson plan page. If handouts are required for an activity, they may be copied using the unbound versions located in the pocket at the back of the guide. Please note that while each activity has been designed to be facilitated during one of the five 15 minute Advisory Periods each week, all of the activities could extend for several Advisory Periods in a week. Individual advisors are encouraged to extend the activities given their desires and interests and those of their students.

Finally, your questions and suggestions for the Community Connections Curriculum are welcome. Please do not hesitate to contact Nanette Floyd at any point during the year. At the end of the year, the evaluation feedback provided by advisors and students will be particularly important to determine the effectiveness and interest in the Community Connections Curriculum.

COMMUNITY CONNECTIONS

1ST QUARTER

- WEEK 1: Advisory Autographs
- WEEK 2: Names In Motion
- WEEK 3: Know Your Neighbor
- WEEK 4: What's A Community?
- WEEK 5: People Recipes
- WEEK 6: Quality Quiz
- WEEK 7: Circles Of Friends
- WEEK 8: May I, May I, May I Enter?
- WEEK 9: Friendly Advice

COMMUNITY CONNECTIONS

WEEK 1

Advisory Autographs

OBJECTIVES:

1. The students will interact and familiarize themselves with other members of the group.
2. The students will become aware of characteristics, interests, and experiences similar to other group members.

MATERIALS:

Advisory Autographs Handout

PROCEDURES:

- Give each student a copy of the autographs handout.
- Instruct students to travel around the room for five to ten minutes collecting autographs. Inform students that any individual signature cannot be used for more than two items.
- After about five minutes, call the group back.
- Go through several of the items on the handout and ask students to identify similar and different responses.

ADAPTATIONS FOR SPECIAL NEEDS:

- Have students use a stamp or colored marker instead of a handwritten signature

Advisory Autographs

Find a person who . . .

1. Went to the Minnesota State Fair _____

2. Is my height _____

3. Saw the movie "Poetic Justice" this summer _____

4. Wears glasses or contacts _____

5. Loves to eat pizza _____

6. Likes to go shopping _____

7. Has the same favorite tv show as me _____

Name of favorite tv show _____

8. Is wearing jewelry _____

9. Likes to watch football _____

Name of favorite NFL team _____

10. Has the same color eyes as me _____

11. Likes to read _____

12. Went to the Mall of America this summer _____

13. Plays a musical instrument _____

Name of instrument _____

14. Has a middle name that begins with the same letter as mine _____

15. Is wearing black Dr. Marten "derby" boots or shoes _____

16. Knows how to cook _____

Favorite thing to cook _____

17. Played basketball during the long weekend _____

18. Visited a different state this summer _____

Name of state _____

COMMUNITY CONNECTIONS

WEEK 2

Names In Motion

- OBJECTIVES:**
1. The students will begin to learn the names of other group members.
 2. The students will exercise and further develop listening and memory skills.

MATERIALS: None

PROCEDURES:

- Have the students sit in a large circle.
- Instruct each student to think of the number of syllables in his/her first name. Then have them think of a series of movements so that there is one distinct movement to accompany each syllable in their name.
- The teacher begins the activity by stating his/her name while performing a movement. For example, Mr. (snap fingers twice) Benson (slap hands on thighs twice).
- Next, the student to the right of the teacher repeats the teacher's actions and then adds their name and a movement.
- Then go to the next student to the right. This student repeats the teacher's movements, the student's movements, and then adds their name and a movement.
- Continue the activity around the entire circle. Remind students to look at each person while they are repeating the movements, and that this will help them remember whose name they are repeating, because the last student in the circle will have to repeat the motions of the entire group.

- After completing the circle once, repeat the activity in reverse order. If time allows, have students continue with variations of the activity by doing the movements without names or skipping around the circle randomly.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Instead of having students contend with syllables and repeat the multiple actions of the other group members, ask students to say their name and perform a solitary movement to represent themselves. Their movement is added to the action chain by the next person. Students may also team up in pairs.

COMMUNITY CONNECTIONS

WEEK 3

Know Your Neighbor

- OBJECTIVES:**
1. The students will continue to learn the names of other group members.
 2. The students will exercise following directions.

MATERIALS: None

PROCEDURES:

- Have the students stand in a large circle.
- Instruct each student to memorize the names of the students to his/her left and right.
- The teacher begins the activity by standing in the center of the circle. The teacher then walks up to a student, points at him/her, and says either, "Left, know your neighbor," or "Right, know your neighbor." Before the teacher finishes saying "know your neighbor," the student pointed at must say the name of the person to the left or right, as indicated by the teacher.
- If the student does not call out the correct name in time, then they must enter the center of the circle. The teacher then takes the student's place. If the student states the correct name in time, the teacher remains in the center for another turn.
- Continue the activity randomly around the circle. The activity will become more difficult as it continues because students will have to learn new names when they take the place of the person who enters the center of the circle.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Additional assistance can be provided for students by pointing in the direction of left or right or by omitting the direction word completely.

COMMUNITY CONNECTIONS

WEEK 4

What's A Community?

OBJECTIVES:

1. The students will define and understand community.
2. The students will identify and recognize responsibilities and actions of members in a community.

MATERIALS:

A large piece of poster board or paper
Colored markers

PROCEDURES:

- Have the students sit in a large circle.
- Facilitate a group discussion using the following questions:
 - ~What does it mean to be a community?
 - ~How do you benefit from being part of a community?
 - ~What responsibilities do you have when you are part of a community?
 - ~Thinking about our classroom as a community, how should we act towards one another? What should we do together?
 - ~If someone is having a bad day, what could the rest of us do?
- During the discussion, provide direction so that students identify and contribute essential aspects of being a community. For example, partnership, communication, joint decision making, getting along and why it is important, learning about one another's perspectives, and providing support.
- Have the students generate a list of community expectations to be valued and recognized by all group members in their classroom.
- Record these expectations on large paper to be clearly posted in your advisory classroom.
- Note: This activity is easily extended for more than one Advisory Period.

COMMUNITY CONNECTIONS

WEEK 5

People Recipes

OBJECTIVES:

1. The students will examine and identify individual characteristics and traits.
2. The students will recognize diversity among group members within their advisory community.

MATERIALS:

Index cards or small pieces of paper
String or yarn

PROCEDURES:

- Provide each student with an index card.
- Instruct students to create a recipe card for themselves. They should begin by using measurements to list different characteristics. For example:

2 cups fun	a dash of smiles
5 cups love	a few hugs
3 tsp. naughtiness	
- Then have the students write directions for making themselves from the recipe. For example:

Mix the fun, love, and naughtiness together well, add a dash of smiles and a few hugs. Bake well in the love and care of friends and family.
- Have volunteers share their recipes with the group.
- Briefly discuss the fact that no two recipes are exactly the same, and that this uniqueness contributes to the composition of our community.

- Collect the students' recipes at the end of the class period. Connect the recipes with a long piece of string or yarn and post in your advisory classroom to provide a visual representation of connectedness.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Provide students with a list of different characteristics and traits so their time may be spent creating their recipe rather than contending with writing or spelling difficulties. Students could point to characteristics or traits they feel are representative of themselves. You may also conduct this activity in pairs so that students can help one another and share ideas.

COMMUNITY CONNECTIONS

WEEK 6

Quality Quiz

OBJECTIVES:

1. The students will identify areas that contribute to quality in our lives.
2. The students will recognize friendships and friends as a factor contributing to the quality of life.

MATERIALS:

The Quality of Life Wheel handout

PROCEDURES:

- Give each student a copy of The Quality of Life Wheel handout.
- Instruct students to complete the pie graph with words that represent components in their lives that give it value and increase its quality (work, school, leisure, recreation, relationships, material possessions, etc.).
- After a few minutes of independent work, ask students to briefly share components they recorded in the wheel. If students do not identify friendships as a component, identify these relationships as a valuable contribution to the quality of our lives.
- Briefly discuss how and why friendships contribute to the quality of life. Use the following questions to facilitate the discussion.
 - ~What is a friend?
 - ~How does it feel to have a friend?
 - ~Do we choose to have different kinds of friendships?
 - ~What things do those friendships provide for us?
- Note: This activity can easily extend for multiple Advisory Periods.

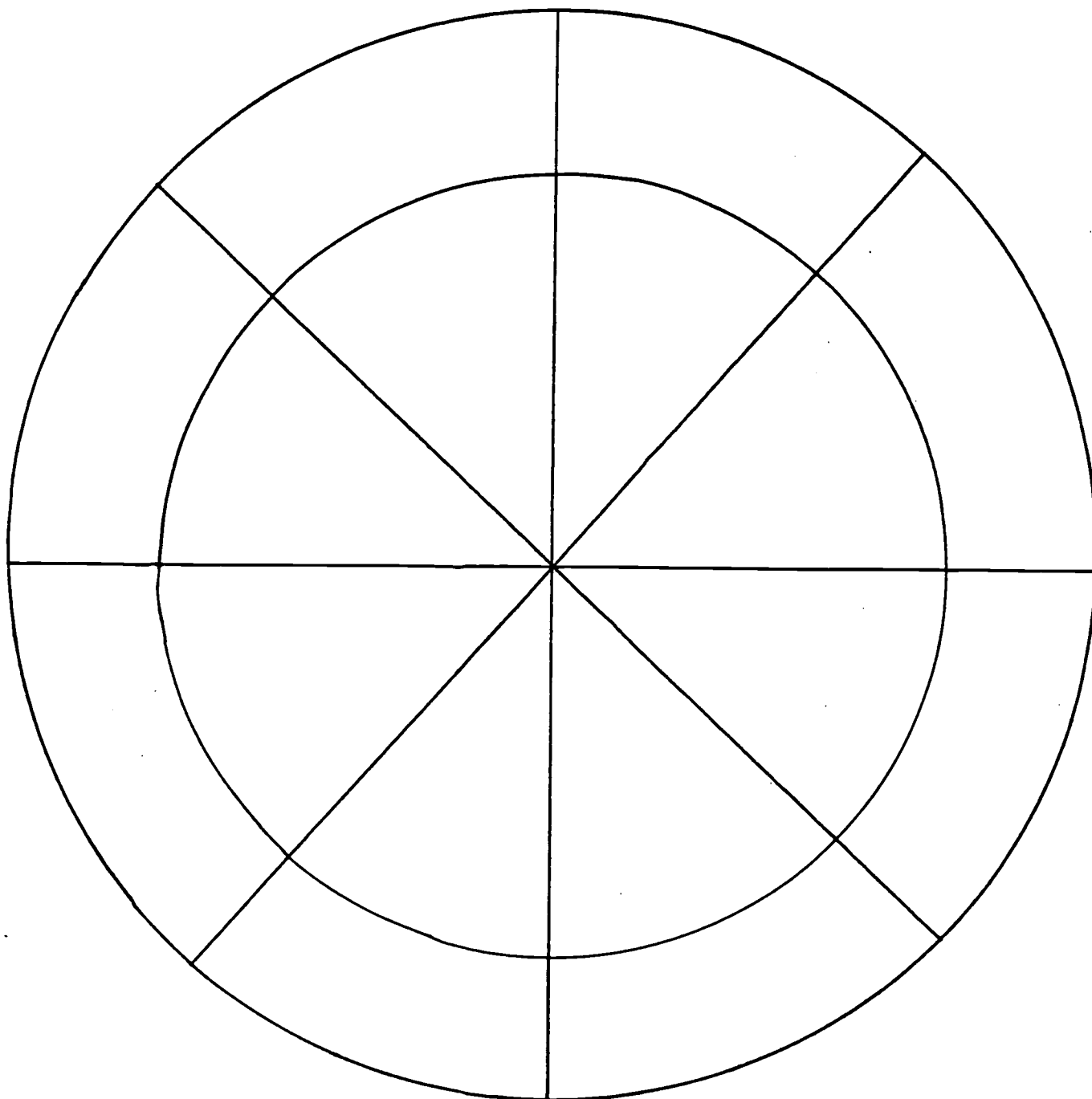
Adapted from: Schoeller, K., & Aberly, B. (1991). Instructor's Guide for Peer Connections. Minneapolis: University of Minnesota, Institute on Community Integration.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Encourage students to complete the pie graph with pictures, rather than words, of components in their lives that give it value. Students may work in pairs or small groups also.

The Quality of Life Wheel

Fill in the different sections of the pie graph with a word or drawing to represent components in your life that give it value and increase its quality.



COMMUNITY CONNECTIONS

WEEK 7

Circles Of Friends

- OBJECTIVES:**
1. The students will examine and identify different types of relationships and friendships.
 2. The students will become aware of the impact these relationships have on their quality of life.

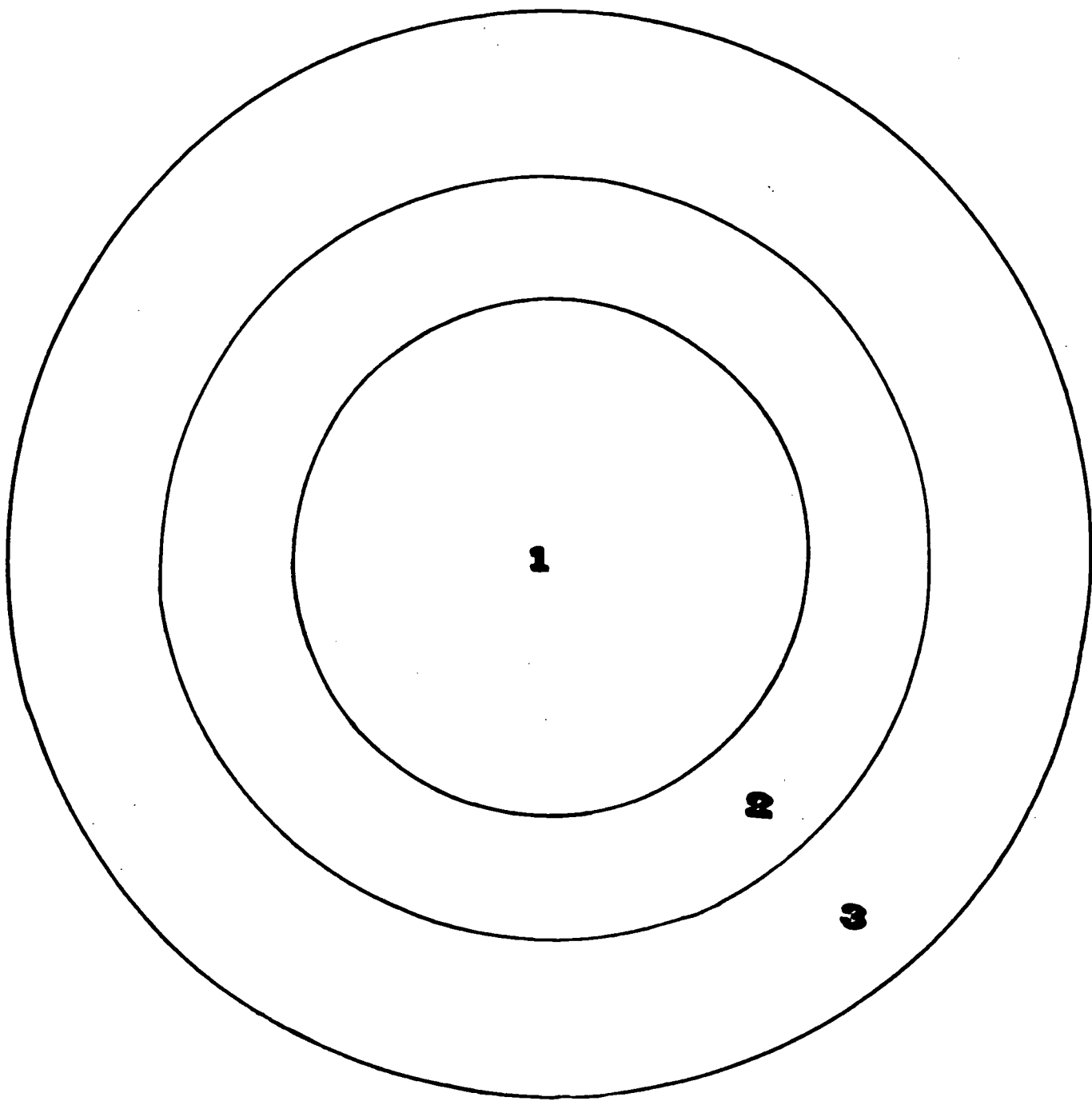
MATERIALS: Circles of Friends Handout

PROCEDURES:

- Give each student a copy of the Circles of Friends handout.
- Instruct students to record the names of their best friends in circle one. Explain that a best friend is someone you spend a lot of time with sharing feelings, thoughts, and experiences.
- Next, have students record the names of their close friends in circle two. Explain that a close friend is someone with whom you enjoy doing special things.
- Then have students record the names of acquaintances in circle three. Explain that an acquaintance is someone you know but may spend very little time with.
- Briefly explain the fact that it is important to have all three circles completed, and that there should be a balance between the three types of relationships. This will help stabilize and strengthen that component in the pie graph which contributes to the quality of our lives.
- Show students a blank copy of the Circles of Friends. Ask each student to share how they would feel if their life looked like that. Emphasize how important it is for all of us, as human beings, to have positive associations with other people.

Adapted from: Pearpoint, J., Forest, M., & Snow, J. (1990). *The Inclusion Papers: Strategies to make inclusion work*. Toronto: Inclusion Press.

Circles of Friends



COMMUNITY CONNECTIONS

WEEK 8

May I, May I, May I Enter?

OBJECTIVES:

1. The students will acknowledge that each individual controls his/her own behavior.
2. The students will become aware of and sensitive to feelings of isolation.

MATERIALS:

None

PROCEDURES:

- Ask for one volunteer and have them step into the hallway.
- While the volunteer is outside, have the other students form a tight circle by interlocking their arms.
- Ask the volunteer to come back into the classroom and try to get inside the circle.
- Have the students return to their seats and discuss the activity as a group. Have the volunteer describe their feelings and thoughts during the activity. Ask the other students to describe their feelings and thoughts while in control of the activity.
- Extend the discussion by talking about other situations and feelings of being left out. For example, being the last person picked to play on a team or not being invited to a party. If time allows, another discussion point could address what might happen if two people were outside trying to get in, and how might they join together and become even more isolated from the larger community.

COMMUNITY CONNECTIONS

WEEK 9

Friendly Advice

OBJECTIVES:

1. The students will examine different strategies and behaviors exercised in the development of friendships.
2. The students will perform and further develop problem solving skills.

MATERIALS:

Half sheets of 8.5" × 11" paper

PROCEDURES:

- Provide each student with a half sheet of paper.
- Instruct the students to each write a letter to a make-believe person who has no friends. Explain that the students should give the friendless person advice on how to develop friendship(s).
- Ask for volunteers to share their letters with the group.

ADAPTATIONS FOR SPECIAL NEEDS:

- Conduct the activity in small groups. Assign one student the responsibility of being the recorder and have that student write the group's ideas on paper. Have each small group share their letters and a different student may be assigned the task of reading the letter aloud.

COMMUNITY CONNECTIONS

2ND QUARTER

WEEK 10: Community Web

WEEK 11: Teen Talk

WEEK 12: Trust Travel

WEEK 13: He Said, She Said

WEEK 14: Design Directions

WEEK 15: Operation Open

WEEK 16: Mirror, Mirror

WEEK 17: Quick Shuffle

WEEK 18: Back To Back

COMMUNITY CONNECTIONS

WEEK 10

Community Web

OBJECTIVES:

1. The students will examine and identify the physical aspects of a community.
2. The students will develop strategies to empower themselves as a community.

MATERIALS:

A ball of yarn or string

PROCEDURES:

- Have the students sit in a large circle.
- Instruct the students to roll the ball of yarn from one to another. Explain that each student should hold on to the yarn after it has been rolled to them, and that they may only roll or toss the ball to someone who has not yet received it.
- As the ball of yarn is rolled from student to student, the person rolling must state a word associated with "community."
- When the students have completed the activity, explain that they have just created a community "web" on the floor. Point out that friendships develop within the community. Have the students view the physical features of the web to visualize key features of being a community, such as connectedness, diversity, and strength.
- Have students brainstorm different activities they could do to strengthen the "web" and build their advisory community. Some examples to initiate student feedback could include a Game Day or a Team Talk Day once a week.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Inform the group that they may roll or toss the ball of yarn so that students who use wheelchairs are able to participate. If students have difficulties with motor skills, wrap the yarn around their entire hand or arm instead of having them hold on to it with their fingers.

COMMUNITY CONNECTIONS

WEEK 11

Teen Talk

- OBJECTIVES:**
1. The students will communicate effectively with other group members.
 2. The students will learn something new about a classmate.

MATERIALS: Teen Talk Handout

PROCEDURES:

- Divide students into small groups of two or three.
- Provide each group with a copy of the teen interview questions.
- Have the students interview each other in their small groups using the prepared questions. Students do not need to record the responses during the interview as the purpose of this activity is communication, both sending information clearly and understanding messages sent.
- As a large group, have students share one thing they learned about the person(s) they talked with.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Assign one student the responsibility of reading the interview questions for the entire group so students will not have to struggle with reading difficulties. Interview questions could also be pre-recorded on an audio cassette and then activated during the interview using a tape player.

Teen Talk

Interview a community member using the following questions. . .

1. What is your favorite class?
2. Do you like school at Anwatin so far?
3. Do you have a boyfriend/girlfriend?
4. What do you like to do after school?
5. What do you want to be when you get older?
6. What is one thing you look for in a friend?
7. What do you do on the weekends for fun?
8. What would you do if you won the lottery?
9. What kind of music do you like the best?
10. Do you get along with your parent(s)?

COMMUNITY CONNECTIONS

WEEK 12

Trust Travel

OBJECTIVES:

1. The students will experience and recognize reciprocal trust within the group.
2. The students will exercise and further develop cooperation skills within their community.

MATERIALS:

None

PROCEDURES:

- Have the students form a tight circle by standing shoulder to shoulder.
- Ask for one volunteer to stand in the center of the circle. Tell the volunteer to stand as stiff as possible with his/her arms crossed in front of them on his/her chest.
- When the students on the outside are ready, the volunteer in the center of the circle will fall backward. The other students will catch the volunteer and continue to pass him/her around the circle from side to side and back and forth. Remind the students standing on the outside to keep their circle tight as this will give them more support. Also tell them to pass gently by keeping their palms flat and extending their arms smoothly from their shoulders.
- Continue the activity until all of the students have had an opportunity to be passed.
- Have students sit down in the circle and discuss the experience briefly. Ask students to describe their thoughts and feelings while being passed around the circle. Ask other students to describe their thoughts and feelings about being a part of the circle. Point out that trust played an intricate part of this activity. The person

being passed had to trust the students in the circle. And the students in the circle had to be trustworthy for the person being passed.

COMMUNITY CONNECTIONS

WEEK 13

He Said, She Said

OBJECTIVES:

1. The students will recognize the importance of effective and clear communication.
2. The students will become aware of the negative effects of rumors.

MATERIALS:

None

PROCEDURES:

- Have the students sit in a circle.
- Whisper a phrase to the student on your right. (Note: This activity is most effective if the message contains information about several different people.) Then have that student whisper the phrase to the next student on the right.
- Continue the activity around the entire circle. Remind students that the phrase may only be repeated one time. Have the last student to receive the message repeat it aloud for everyone to hear. Have students compare it to the original message.
- Repeat the activity, but this time ask a student to start the exercise with a longer phrase and pass it around the circle in the opposite direction.
- Facilitate a discussion of the activity as a group using the following questions:
 - ~How do rumors get started? Why do they continue?
 - ~How are they made worse as they are passed on?
 - ~How can good listening and speaking skills prevent rumors from spreading?
 - ~How do you cope with rumors that hurt?

- ~How can you personally stop the spread of rumors?
- ~Who should be involved in communication about specific people? (Answer: To resolve issues, the people involved must communicate directly).

COMMUNITY CONNECTIONS

WEEK 14

Design Directions

- OBJECTIVES:**
1. The students will recognize the importance of active listening.
 2. The students will recognize the necessity of clear communication through providing directions.

MATERIALS: A box of toothpicks or straws

PROCEDURES:

- Divide students into pairs and have them sit back to back.
- Provide each student with twelve toothpicks.
- Designate one student the role of the speaker and designate the other student the role of the listener.
- Instruct the speaker to create a design with the toothpicks. The speaker then gives the listener verbal directions to create the same design with his/her toothpicks. Remind students that they may not look at each other.
- When the directions have been completed, have the students compare the designs to see if they are similar.
- Have the students switch roles and repeat the activity.
- Ask the students to discuss the success of the activity with their partners. Instruct them to examine both roles in the discussion. What facilitated clear communication? What made it difficult?

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- This activity can also be performed in small groups of three. Designate one of the three persons to the role of the observer. The observer can add to the discussion by sharing observations of behaviors and interactions made during the activity.

COMMUNITY CONNECTIONS

WEEK 15

Operation Open

- OBJECTIVES:**
1. The students will become aware of their own behavior in resolving conflict.
 2. The students will recognize communication as an effective strategy in resolving conflict.

MATERIALS: None

PROCEDURES:

- Divide students into pairs.
- Have one student in each pair make a tight fist with his/her hand. Explain that in the next 30 seconds, the other student's task is to try to open his/her partner's fist. Remind students to complete the activity without causing any physical harm to their partners.
- Have the students switch roles and repeat the activity.
- Facilitate a brief discussion of the activity as a large group using the following questions:
 - ~Were you able to open your partner's fist?
 - ~What were some of the ways you accomplished this . . . or tried to?
 - ~What feelings or thoughts did you have during the activity as you tried to open your partner's fist?
 - ~What feelings or thoughts did you have during the activity as your partner was trying to open your fist?
 - ~Did any of you simply ask your partner to open their fist?
 - ~What is the purpose of this activity?

COMMUNITY CONNECTIONS

WEEK 16

Mirror, Mirror

OBJECTIVES:

1. The students will interact with other group members.
2. The students will understand the importance of becoming aware of nonverbal cues and body language in communication.

MATERIALS:

None

PROCEDURES:

- Divide students into pairs and have them stand facing each other.
- Designate one student in each pair as the leader. The other student is the follower, or "mirror."
- Instruct the leader in each pair to begin to move his/her head, arms, and body slowly and smoothly. Explain that the follower is to mimic the movements of the leader to create a mirror image.
- After a while, have the students switch roles.
- Briefly discuss nonverbal communication as a group. Ask the students to demonstrate different gestures and body language people use when they communicate verbally. Ask that they identify what is being expressed by the specific actions. For example:

smile	happiness
crying	sadness
rubbing stomach	hunger
shaking a finger	anger
yawning	boredom
folded arms	disgust
biting nails	nervousness

COMMUNITY CONNECTIONS

WEEK 17

Quick Shuffle

- OBJECTIVES:**
1. The students will increase interaction with other group members.
 2. The students will exercise and further develop communication skills.

MATERIALS: None

PROCEDURES:

- Ask for six volunteers and have them stand side by side in a line at the front of the classroom facing the rest of the group.
- Instruct the students who remained seated (audience) to observe the order of the group.
- Have the seated students close their eyes and put their heads down while the volunteers in line shuffle their position.
- Have the audience open their eyes. Explain that their task is to put the six students into the original order by taking turns moving the people in line. Each member of the audience may only move one person.
- Repeat the entire activity with six different volunteers until all students have had an opportunity to shuffle.
- Ask the students to discuss how they (audience) approached the group task of reshuffling the people in line into their original order.

Adapted from: Briggs, D., Eich, L., Hirschy, A., & Leslie, J. (1991). *Challenge Education - Affective Education: Problem solving for the Year 2000 and beyond* (2nd ed.). Indianapolis: Porter Starke Services, Inc.

COMMUNITY CONNECTIONS

WEEK 18

Back To Back

OBJECTIVES:

1. The students will increase communication with other group members.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

None

PROCEDURES:

- Divide the students into pairs.
- Instruct the pairs to sit back to back on the floor. Have them interlock both arms with their partner and bend their knees so that the bottoms of their feet remain touching the floor.
- Explain to the students that their task is to get both people standing without unlocking arms.
- Once the students have mastered this exercise, have the pairs join to form groups of four and repeat the activity.
- Continue to expand the size of the groups and repeat the activity until all of the students are connected and attempt the task as a large group.
- As a large group, discuss effective strategies for accomplishing the task.

COMMUNITY CONNECTIONS

3RD QUARTER

- WEEK 19: Toilet Paper Toss
- WEEK 20: Appearance Alterations
- WEEK 21: Candy Contention
- WEEK 22: Fabulous Five
- WEEK 23: Peer Pressure Cards
- WEEK 24: Giggle Game
- WEEK 25: All Aboard
- WEEK 26: What's Up?
- WEEK 27: Graffiti Wall

COMMUNITY CONNECTIONS

WEEK 19

Toilet Paper Toss

OBJECTIVES:

1. The students will interact by positively communicating with other group members.
2. The students will examine positive actions and the effects within their community.

MATERIALS:

A roll of toilet paper

PROCEDURES:

- Have the students sit in a large circle.
- Roll the toilet paper to one of the students in the circle.
- Instruct that student to tear off a few sheets of toilet paper.
- Explain that for every sheet the student tears from the roll, he/she must give a compliment to another group member or say something positive about their advisory community. This reminds students to be aware of how much toilet paper they are taking.
- After tearing off the sheets, the student gives compliments and/or positive comments and then passes the roll to someone who has not yet received it.
- Continue the activity around the circle until all group members have had an opportunity to participate.

COMMUNITY CONNECTIONS

WEEK 20

Appearance Alterations

OBJECTIVES:

1. The students will increase interaction with other group members.
2. The students will increase awareness and observation of other individuals during interaction.

MATERIALS:

None

PROCEDURES:

- Divide the students into pairs and have them sit back to back.
- Instruct all of the students to change at least four things in their appearance. Point out that they may make alterations by adding to themselves or taking away. Some examples of ways to change appearance include:

taking off glasses	rolling up sleeves
messing up hair	putting a watch on the other wrist
taking off earrings	borrowing a ring from someone
- After a couple of minutes, ask the students in their pairs to face each other. Explain that the object is to see if each student can identify what his/her partner has done to alter his/her appearance.
- Allow the students a couple of minutes to identify what has been changed, but remind them that no one is to correct what he/she has altered.
- Repeat the activity and encourage students to be more creative in their alterations.
- At the end, ask students to identify the reason for doing this activity . . . what did they learn?

COMMUNITY CONNECTIONS

WEEK 21

Candy Contention

- OBJECTIVES:**
1. The students will interact with other group members.
 2. The students will recognize clear communication as a necessary component of problem solving.

MATERIALS: Two bags of small size candy (e.g., M 'n M's, sour balls, Skittles)

PROCEDURES:

- Divide the students into pairs. Ask that each student in the pair sit facing each other.
- Instruct the students to assume an arm wrestling position by placing their elbows on the desk and grasping the hand of their partner.
- After students have arranged themselves in the arm wrestling position, distribute candy to each pair, placing three to five pieces on each side of the desk.
- Invite the students to begin arm wrestling with their partners. Explain that after each victory, the winner may eat a piece of candy from his/her designated side of the desk.
- When the students have completed the activity, ask if any groups simply took turns winning to obtain the candy more quickly and with less effort and less competition.
- Ask students how this activity reinforces or reminds them of previous discussions on communications.

COMMUNITY CONNECTIONS

WEEK 22

Fabulous Five

OBJECTIVES:

1. The students will increase attentiveness to and awareness of the actions of other group members.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

None

PROCEDURES:

- Have the students sit in a large circle.
- Tell the students that the object of the activity is to have exactly five people standing at all times. Explain that they are not allowed to talk or give other students directions during the exercise.
- Explain that each person may stand up whenever he/she wants to during the activity, but they cannot remain standing for more than five seconds at a time before they have to sit down again. Point out that after sitting down they may get right back up again if they choose to.
- After completing the activity, briefly discuss different behaviors exhibited within the group. Have students identify how successfully they cooperated, difficulties they encountered, effective ways they communicated, and suggestions for improvements.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- If students are unable to stand up, have them raise a hand or move their wheelchair towards the center of the circle to participate.

COMMUNITY CONNECTIONS

WEEK 23

Peer Pressure Problems

OBJECTIVES:

1. The students will exercise and further develop cooperative problem solving skills.
2. The students will exercise and further develop effective communication skills.

MATERIALS:

Peer Pressure Cards

PROCEDURES:

- Divide the students into groups of five.
- Distribute one peer pressure card to each group.
- Ask the students to read the peer pressure problems presented on the card. Instruct them to discuss the situation as a group and determine a strategy to address the problem.
- When the groups have completed the activity, ask that a member of each group share their approach to the problem with the entire class.
- Note: This activity can be extended to several Advisory Periods by having students generate and address real issues they have experienced or observed or that they are currently dealing with.

Peer Pressure Problems

PEER PRESSURE CARD #1

Some of your friends stole a copy of the math exam for next week. They made copies and are selling them because this is an important test that will determine your grade for the quarter. Many of your friends have already bought their copies and are asking you why you haven't gotten yours yet. What do you do?

PEER PRESSURE CARD #2

Your friends made fun of you on the bus yesterday because you brought your geography book home to read. They never do any homework because they think it isn't cool. You don't want to be teased, but you can't finish all of your work at school and are worried about your grades. What do you do?

PEER PRESSURE CARD #3

You and a friend got into an argument in the hallway today. The situation that started it has been going on for a couple of weeks now and everybody knows about it. Your friend called you a punk and everyone is telling you that you better fight to save face. You know that if you do, you'll be suspended and your parents will put you on 48 punishment. What do you do?

COMMUNITY CONNECTIONS

WEEK 24

Giggle Game

OBJECTIVES:

1. The students will increase support within the group through participation.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

None

PROCEDURES:

- Divide the students into two groups. Have the groups stand in a row facing each other approximately three feet apart.
- Instruct the first person, standing at opposite ends of the rows, to step forward. These students are the challengers.
- Have the challengers face each other in between the rows. The challengers are to walk the length of the rows without smiling, laughing, or changing the expression on their face.
- The group members standing in the rows are supposed to do whatever they can to make the other group's challenger smile or laugh. Inform students that they may talk, make faces, use gestures, or any other means except physical contact.
- Remind the groups that the challengers are walking through the rows at the same time so they need to make sure that their actions do not distract their own group member, just the other group's challenger. Also, remind the challengers that they may not close their eyes.
- After each student has been a "challenger," facilitate a discussion to process how it felt to be challenged by the other team, to return to your own team, and to challenge the challenger.

Adapted from: Briggs, D., Eich, L., Hirschy, A., & Leslie, J. (1991). *Challenge Education - Affective Education: Problem solving for the Year 2000 and beyond* (2nd ed.). Indianapolis: Porter Starke Services, Inc.

COMMUNITY CONNECTIONS

WEEK 25

All Aboard

OBJECTIVES:

1. The students will engage in appropriate peer contact.
2. The students will exercise and further develop cooperation and problem solving skills.

MATERIALS:

Anything to designate a small square, two feet by two feet

PROCEDURES:

- Use material of some kind to designate a small square on the floor. Examples would include a carpet square, card board, or masking tape.
- Explain to students that their task is to get every member of the group inside the square.
- Inform the students that in order to obtain successful completion of the activity, the entire group must remain inside the square until everyone counts to ten.

ADAPTATIONS FOR SPECIAL NEEDS:

- If any group members use wheelchairs, extend the square to accommodate the additional size of the group. Note: The presence of a wheelchair can make the task easier because of its larger area. This provides an opportunity to point out how diversity can be an asset.

Adapted from: Briggs, D., Eich, L., Hirschy, A., & Leslie, J. (1991). Challenge Education - Affective Education: Problem solving for the Year 2000 and beyond (2nd ed.). Indianapolis: Porter Starke Services, Inc.

COMMUNITY CONNECTIONS

WEEK 26

What's Up

OBJECTIVES:

1. The students will exercise and further develop awareness and observation skills.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

Any small object

PROCEDURES:

- Have the students stand in a large circle.
- Ask for one volunteer to enter the center of the circle.
- Instruct the volunteer to close his/her eyes and provide students in the circle with a small object, such as an eraser, a penny, or a marble. Ask them to pass the object from person to person around the circle.
- Tell the students to pass quickly and discretely by holding the object in one fist, palm down, and dropping it into the hand, palm up, of the next person. Students continue to pass the object around the circle. Point out that when students are not involved in passing the object, they should keep their hands clenched together in a tight fist so when the object reaches them, they will be ready to receive and pass quickly.
- After the students have the object moving from person to person ask the volunteer to open his/her eyes. Explain that he/she is to figure out where the object is.
- When a student gets caught passing the object, they must enter the center of the circle.

- Continue the activity until several students have had an opportunity to enter the center of the circle.
- At the end of this activity, ask students to identify the purpose. If necessary, restate the objectives.

COMMUNITY CONNECTIONS

WEEK 27

Graffiti Wall

OBJECTIVES:

1. The students will define and understand a "put-up" as a positive message in communication.
2. The students will identify and recognize different forms of "put-ups."
3. The students will recognize the effect of "put-ups" in their community.

MATERIALS:

A large piece of white bulletin board paper
Several colored markers

PROCEDURES:

- Facilitate an introduction by asking the students to define a "put-down." Next, ask the students to define a "put-up."
Note: A "put-up" is explained as something nice that someone says or does that makes another person feel good about him/herself.
- Ask the students to provide examples of things they can say to put others up. Next, ask that they provide examples of things they can do to put others up.
- Invite the students to describe how it feels to receive a put-up. Then ask them to describe how it feels to give a put-up.
- Reinforce the fact that whether an individual is receiving or giving a "put-up," he/she feels good.
- Ask the students why it is better to spend more time "putting-up," rather than "putting down."
- Draw lines on a large white sheet of bulletin board paper to make

it resemble a brick wall and then place it in the center of the floor. Invite the students to create a Graffiti Wall covered with put-ups.

- Provide the students several colored markers and have them spread out all around the paper and begin writing put-ups all over the wall until it is completely covered.
- Note: This is another activity that is easily extended for more than one day. Students might also create letters to add a title to the wall, stating for example, "Anwatin students put up, not down."
- When students have completed the exercise, the Graffiti Wall can be displayed in your advisory classroom or connected with the other brick walls from all of the advisory classes and displayed in the hallways throughout the school.

ADAPTATIONS FOR SPECIAL NEEDS:

- This activity may be performed on the floor or on desks pushed together to accommodate students who use wheelchairs. Also, put-ups may be added to the wall by drawing pictures instead of writing words. Stickers or stamps with positive words and images can be used. Photos from magazines can be cut and glued as well.

COMMUNITY CONNECTIONS

4TH QUARTER

WEEK 28: Pat On The Back

WEEK 29: Non-elimination Musical Chairs

WEEK 30: One, Two, Three, Four

WEEK 31: Who's The Leader?

WEEK 32: People To People

WEEK 33: Zoom, Zoom

WEEK 34: Helpful Hints

WEEK 35: Guess Who

WEEK 36: Advisory Assessment

COMMUNITY CONNECTIONS

WEEK 28

Pat On The Back

- OBJECTIVES:**
1. The students will exercise and further develop listening skills.
 2. The students will increase positive interaction within their advisory community.

MATERIALS: Half sheets of 8.5" × 11" paper
Masking tape

PROCEDURES:

- Provide each student with a half sheet of paper and a piece of masking tape.
- Instruct the students to help one another tape the sheet of paper to their backs.
- After the students have attached the paper, ask that they stand in a large circle.
- Stand outside of the student's circle and begin the activity by instructing the students to turn to the left. Explain that when you call out, "Pat on the back," the students need to write a put-up on the back of the student in front of them. Call out, "Pat on the back." Next, have the students turn to the right and call out, "Pat on the back," again.
- Continue the activity by providing additional directions so that the students will rotate within the circle, interacting with different group members. For example, instruct every other student to take two steps forward. Tell the students on the inside circle to move two steps to the left and tell the students on the outside circle to move two steps to the right. Now have the students on the inside take two steps back. The students will have rotated positions in the circle and when instructed to turn left or right and

"pat on the back," they will be writing on the back of a different group member.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- Again, the students may draw pictures of put-ups rather than writing words.

COMMUNITY CONNECTIONS

WEEK 29

Non-elimination Musical Chairs

- OBJECTIVES:**
1. The students will interact with other members of the group.
 2. The students will exercise and further develop cooperation skills.

MATERIALS:

Chairs for each student
A cassette player and music or radio

PROCEDURES:

- Place the chairs in a large circle.
- Start the music and have the students walk around the circle of chairs.
- Inform students that when the music stops, they need to sit on or touch one of the chairs.
- Explain that each time the music starts a chair will be removed. But, unlike "musical chairs" they might have played as kids, the objective is to keep everyone in the game and connected to a chair.
- Resume the music, each time remove one chair from the circle.
- As the game progresses, students will have to team up together and share chairs to keep everyone in the game.
- Continue the activity until there is only one chair remaining. All of the students in the group should be touching the chair.
- Facilitate a brief discussion of the activity using the following

questions:

- ~Did you have fun? Why?
- ~How do you think this version of musical chairs compares with the traditional (competitive) version?
- ~How do the objectives (cooperation vs. competition) effect the strategies used? . . . the type of interactions? . . . the affect during and after the game?

COMMUNITY CONNECTIONS

WEEK 30

One, Two, Three, Four

OBJECTIVES:

1. The students will interact with other members of the group.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

None

PROCEDURES:

- Divide the students into groups of three and ask each member in the group to face the other two.
- Instruct each group member to hold a tight fist in the center of the group.
- Tell them to shake their fists up and down together four times as they count aloud together, "One, two, three, four!" Inform the students that these are the only words that can be spoken during the activity.
- Continue to explain that on the count of "four," each student is to open his/her fist and extend any number of fingers, from zero to five. The object is for the three group members to have exactly 11 fingers extended.
- If a group masters 11, have them try to get exactly 23 fingers extended using two fists and extending any number of fingers, from zero to ten.
- As with many previous activities, you may choose to facilitate a follow-up discussion including how the cooperative interaction felt and how the students developed effective means of communication.

COMMUNITY CONNECTIONS

WEEK 31

Who's The Leader?

OBJECTIVES:

1. The students will exercise and further develop awareness and observation skills.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

None

PROCEDURES:

- Have the students form a large circle.
- Ask for one volunteer to step into the hallway.
- While the volunteer is outside, designate one student to be the leader. The leader guides the rest of the group in a series of movements that change every five to ten seconds. For example: clapping, stomping, winking, and other leg and hand motions.
- After the leader has been designated and the group is clear on the instructions, invite the volunteer to return to the classroom and enter the center of the circle.
- Explain to the volunteer that his/her task is to try and figure out who the leader is by observing the group. The student in the center is allowed to have three guesses. After three guesses, choose a new volunteer and begin the process again.
- Continue the activity until several students have had an opportunity to be the guesser and the leader.
- You may close this activity by asking the group how they thought it was most effective to conceal the leader. How did everyone need to cooperate with the task?

COMMUNITY CONNECTIONS

WEEK 32

People To People

- OBJECTIVES:**
1. The students will engage in appropriate peer contact.
 2. The students will exercise and further develop cooperation skills.

MATERIALS: None

PROCEDURES:

- Divide the students into pairs. Ask them to form a large circle of pairs around the teacher.
- The teacher, located in the center of the circle, begins the activity by chanting, "People to People, People to People." Have the students join in with the chant.
- After the entire group is chanting, the teacher begins to call out body part to body part instead of "People to People." For example: head to elbow, knee to knee, foot to foot. Explain that as the teacher calls out different body parts, the partners touch those parts of the body.
- The group follows these instructions until the teacher chants, "People to People!" When this happens, the students and the teacher scramble to find a new partner. Remind students to travel across the room carefully when scrambling to find a new partner.
- One student should be left standing without a partner. That student enters the middle of the circle and becomes the new leader calling out different body parts.
- Continue the activity until several different students have had an opportunity to be the leader.

Adapted from: Briggs, D., Eich, L., Hirschy, A., & Leslie, J. (1991). *Challenge Education - Affective Education: Problem solving for the Year 2000 and beyond* (2nd ed.). Indianapolis: Porter Starke Services, Inc.

COMMUNITY CONNECTIONS

WEEK 33

Zoom, Zoom

- OBJECTIVES:**
1. The students will exercise and further develop cooperation skills.
 2. The students will interact with other members of the group.

MATERIALS: None

PROCEDURES:

- Have the students sit in a large circle.
- Begin the activity by thinking of an easy hand movement. For example, flex and extend wrist. Demonstrate the movement for the students.
- Ask the students to "pass" the hand movement from person to person around the entire circle. As they perform the hand movement, they need to say, "Zoom."
- After the students have passed the movement around the circle once, repeat the exercise with the movement and "Zoom" being passed in the opposite direction.
- Now have a student volunteer a movement and an accompanying sound to be passed. For example, squat and then stand accompanied by a "swish." Again, students pass around the circle in one direction then the other.
- Continue the activity allowing several students to volunteer different motions and sounds.
- To provide students with an additional challenge, you can keep track of the amount of time it took them to pass the motion all the way around the circle and then see if they can attempt to

decrease the amount of time. If the students are extremely fast performing the activity, you can have two motions passing around the circle at the same time.

COMMUNITY CONNECTIONS

WEEK 34

Helpful Hints

OBJECTIVES:

1. The students will exercise and further develop problem solving skills.
2. The students will exercise and further develop cooperation skills.

MATERIALS:

Half sheets of 8.5" × 11" paper

PROCEDURES:

- Provide each student with a half sheet of paper.
- Ask the students to write a brief letter explaining a problem situation that they have at home, school, or with a friend.
- When the students have finished writing, collect the letters and redistribute them among the group, making sure that no one receives their original letter.
- Instruct the students to read the letters and then respond by writing a helpful hint about how to resolve or cope with the situation.
- Encourage students to be creative with their letters, for example, using a "Dear Abby" format.
- Have the students return the letters to the writer and allow them time to read the feedback.

**ADAPTATIONS
FOR SPECIAL
NEEDS:**

- This activity can also be performed in small groups. Designate different students to complete the tasks of writing and reading. Students could also be informed of the activity the day before and asked to write their problem with the help of a sibling or parent.

COMMUNITY CONNECTIONS

WEEK 35

Guess Who

OBJECTIVES:

1. The students will communicate information about themselves.
2. The students will use descriptions to identify other group members.

MATERIALS:

Index cards or half sheets of 8.5" x 11" paper

PROCEDURES:

- Provide each student with an index card or half sheet of paper.
- Instruct students to write some information that discretely describes themselves on the index card. Students can include information about their interests, talents, friends, or family.
- Collect the cards when all of the students have finished. Also include a card describing yourself.
- Read the information on the cards aloud to the entire group. Ask the students to guess who is being described.

COMMUNITY CONNECTIONS

WEEK 36

Student Assessment

This past year you have been part of a new curriculum at our school--
COMMUNITY CONNECTIONS. Every week in Advisory Period, there was
an activity . . .

Now . . . we need your feedback about these activities so that we can
determine how to make it better.

1. How much did you like the activities? (circle one)

1 - - - - 2 - - - - 3 - - - - 4 - - - - 5
Not at They were
all. great!

2. How connected do you feel with students in your Advisory Period?

1 - - - - 2 - - - - 3 - - - - 4 - - - - 5
Not at Very
all. close!

3. Do you feel like you got to know your advisor better?

1 - - - - 2 - - - - 3 - - - - 4 - - - - 5
Not at Yes, much
all. better!

4. How much did you like coming to school this year?

1 - - - - 2 - - - - 3 - - - - 4 - - - - 5
Not at I loved
all. it!

COMMUNITY CONNECTIONS

WEEK 36

Student Assessment

5. What did you like best about the COMMUNITY CONNECTIONS activities?

6. What did you learn about being a part of a community?

... what did you learn about friendships?

7. Did you make any new friends this year?

... if you did, are any of your new friends people you thought you would not be friends with?

8. Are there things you did **not** like about COMMUNITY CONNECTIONS? If so, what?

9. How could COMMUNITY CONNECTIONS and advisory be better next year?

COMMUNITY CONNECTIONS

WEEK 36

Staff Assessment

This past year you have been part of a new curriculum at our school-- COMMUNITY CONNECTIONS. Every week in Advisory Period, you facilitated an activity . . .

Now . . . we need your feedback about these activities so that we can determine how to make it better for you and your students.

1. How much did you enjoy the COMMUNITY CONNECTIONS curriculum?
(circle one)

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - 6 - - - - - 7
Not at all. Very much!

2. How effective was the curriculum for developing a sense of community among the students in your Advisory Period?

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - 6 - - - - - 7
Not at all. Very effective!

3. How effective was the curriculum for facilitating positive relationships between you and your advisory students?

1 - - - - - 2 - - - - - 3 - - - - - 4 - - - - - 5 - - - - - 6 - - - - - 7
Not at all. Very effective!

4. What did you like best about the COMMUNITY CONNECTIONS curriculum?

5. What do you think your students learned about being a part of a community?

. . . what did they learn about friendships?

COMMUNITY CONNECTIONS

WEEK 36

Staff Assessment

6. Did any friendships develop between students with different abilities, backgrounds, and experiences?

... were you surprised by the development of some friendships?

7. Are there things you did not like about COMMUNITY CONNECTIONS? If so, what?

8. How could COMMUNITY CONNECTIONS and advisory be better next year?

9. Overall, do you think COMMUNITY CONNECTIONS helped develop a more positive school climate?

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