

Membership and Belonging

Final Reflection

Purpose: Review materials from this section of the advisory program and reflect on new understanding and questions.

ADVISOR NOTES:

1. The Importance of Time and Space for Reflection

Providing advisees with the time and space to reflect on their learning, growth, and lingering questions from the section allows them to synthesize the material in meaningful ways before being introduced to new themes and concepts.

APPROXIMATE TIME:

30 minutes

MATERIALS:

Chart paper with the Big Paper questions and markers for each advisee

Slips of paper with advisees' names

2. Prepare for a Big Paper Activity

Before the advisory meeting, write (or print and tape) each of the following questions on a piece of chart paper for a **Big Paper** silent discussion. Visit facinghistory.org/advisory-media to learn about this teaching strategy.

- How do peer pressure, conformity, and fear affect the decisions students make about how they treat others in our school?
- What does it feel like to be an upstander or to witness someone being an upstander?
- What is one step you can take to help create more inclusive spaces at school where individuals and groups feel a sense of belonging?
- What questions do you have about group membership, assumptions, stereotyping, or responding to injustice that you would like to discuss?

3. Suggestion for an Alternative to Big Paper

If you prefer a more structured discussion format for the final reflection, you might start with small groups and then move into a larger circle, try the **Socratic Seminar** or **Fishbowl** strategy, or ask your advisees to respond to the Big Paper questions or the guiding questions on a **graffiti board**. Visit facinghistory.org/advisory-media to learn about these teaching strategies.

PROCEDURE

1. Think about This Section's Themes and Questions

- Start by recalling the core texts (images, readings, videos) and activities from this section of advisory. It might help to create a list on the board.
- Ask advisees to spend a few minutes quietly reviewing the materials from this advisory section in their folders and journals.
- Then have them respond to the following prompt in their journals. Let them know that they will be sharing their responses with a partner or in threes.

What was the most meaningful text (image, reading, video), activity, or discussion in this section of advisory for you? What makes you say that?
- Have advisees turn and talk or meet in triads to share their responses. You might ask for volunteers to share with the whole group as well.

2. Synthesize Key Concepts in a Silent Discussion

- Then explain the **Big Paper** strategy and give advisees time to address each question and respond to comments and questions that their peers raise (visit facinghistory.org/advisory-media to learn about this teaching strategy). Remind them that they should remain silent during this part of the activity. After they have finished responding to each question, they can circle back around and add comments to their peers' ideas and pose follow-up questions.
- Divide your advisory into small groups around each paper and have them read and discuss their observations before summarizing them for the group as a whole.
- Sit in a circle for a discussion of the Big Paper activity. You might start with the questions that advisees posed on the paper and then discuss their observations about the responses to the other questions and how they felt while engaging in the activity.
- Finally, ask advisees to think about their response to the following sentence starter, which they will share in a **Wraparound** (visit facinghistory.org/advisory-media to learn about this teaching strategy). You might choose a different sentence starter (I am feeling/I wonder/I question/I am confused by/I wish/I hope) or give them a menu to choose from.

After the Big Paper activity and our discussion, I am thinking about . . .