

# Meeting One

Using the Circle of Power and Respect (CPR) meeting format, participants get to know each other better and enjoy community-building activities. After the CPR, they explore social-emotional learning outcomes and teacher supports for *Face to Face Advisories*.

## Meeting Preparation

Encourage participants to read the first section of *Face to Face Advisories*, pages 1-15, prior to this meeting. Ask them to bring the book to all of the meetings.

Post the CPR graphic and the Face to Face Meeting graphic near the message.

- link to Circle of Power and Respect (CPR) Format graphic
- link to Face to Face Meeting graphic

Familiarize yourself with the greeting and activity in the meeting. Be ready with your own example for the Name Exercise Greeting, and jot down a list of categories to call out for the Huddle Up activity.

Familiarize yourself with the Face to Face Advisories Social Outcomes. The outcomes are also introduced on page 2 of *Face to Face Advisories*.

- link to Face to Face Advisories Social Outcomes

## Materials

Materials needed for the daily news message; an index card for each participant

Prepare and post the daily news message

Direct participants to read the chart as they enter the room.

Welcome, All!

Today, in a Circle of Power and Respect (CPR) meeting format, we will spend some time getting to know each other better, and we'll have some fun (and exercise!) with our names. Orient yourself to our meeting format with the CPR diagram near this message. Begin thinking about how our school community might grow from having focused conversations about culture, equity, and inclusiveness. Be prepared to share at our meeting.

Check out the Face to Face Meeting graphic near this message, especially the Keep in Mind and Ask Yourself portions. We will discuss the teacher supports provided for the advisories.

## MEETING (55 MINUTES)

### Gather in a Circle

#### Guide the CPR meeting (25 minutes)

Adapted from *Face to Face Advisories* Community-building Advisory 6, page 36

Greeting: Name Exercise Greeting (5 minutes)

- link to Guidelines for Greetings

Be the first to greet. Participants spell their names, acting out the letters according to the following rules: For tall letters, such as t, l, and b, participants stretch their arms up; for letters that are neither tall nor go below the line, such as e, a, and n, they hold their arms straight out; for letters that extend below the line, such as g, p, and y, they touch their toes. *Good morning. My name is Billy: B* (arms up), *i* (arms straight out); *l* (arms up); *l* (arms up); *y* (touch toes). Everyone: *Good Morning, Billy*. Everyone spells out the name and makes the gestures.

Share: Partner Share (10 minutes)

- link to Guidelines for Shares

*Share your hopes for yourself, for our students, and for our school community in this process of examining culture and building appreciation for diversity.*

Specify a time for the shares. Give a time warning halfway through to ensure balanced sharing/listening. Save a few minutes at the end for volunteers to share out to the whole group.

Activity: Huddle Up (10 minutes)

- link to Guidelines for Activities

Each time you read one of the following statements, participants mingle and inquire to gather with people like them. When everyone is in a group, have each group call out their category, for example, *We like*

*chocolate ice cream!* Group members can also discuss details of their commonalities, such as the suggestions provided in parentheses below.

Huddle up with those who:

- favor the same flavor of ice cream (discuss what kind of cone you prefer)
- have a birthday in the same month (discuss what day)
- enjoy playing or watching the same sport (discuss what you like about it)
- would like to visit the same state or country (discuss what you would do there)
- have achieved a similar goal (discuss what goal)

### **Discuss: Outcomes of cultural conversations (30 minutes)**

Introduce topic

*In our CPR meeting, we shared our hopes for cultural conversations in advisory. Now we will explore the potential social benefits of engaging in these cultural conversations in our school.*

Jigsaw (25 minutes)

#### **Small group work: (10 minutes)**

- Divide into five groups.
- Assign each group one of the advisory outcome pairs from the Social Outcomes resource.
- Each group identifies a recorder (the person with the fewest siblings) and a reporter (the person with the longest first name).

- Allow ten minutes for each group to review and discuss their assigned advisory and outcome:

*How might the “Keep in Mind” and “Ask Yourself” content in your assigned advisory help the group achieve the desired outcome?*

*What might you see and hear if students and adults achieved the outcome?*

- With one minute remaining, give a verbal reminder for groups to prepare to report.

### Whole-group share (15 minutes)

The reporters share with the whole group, followed by questions and comments. Allow no more than three minutes per group.

### Reflect (5 minutes)

**Exit card with prompt:** *List three points to remember from your discussions today.* Distribute a note card to each participant. Have them write their responses and hand them to you as they leave.

### Prepare for Next Meeting

Encourage participants to read “How to Lead Face to Face Advisories,” pages 17-28, prior to the next meeting. Meeting Two focuses on the first few pages, and Meeting Three continues to explore the reading.

Excerpt from *A Leader's Guide to Face to Face Advisories*, © The Origins Program, 2014