

GREAT NECK NORTH HIGH SCHOOL

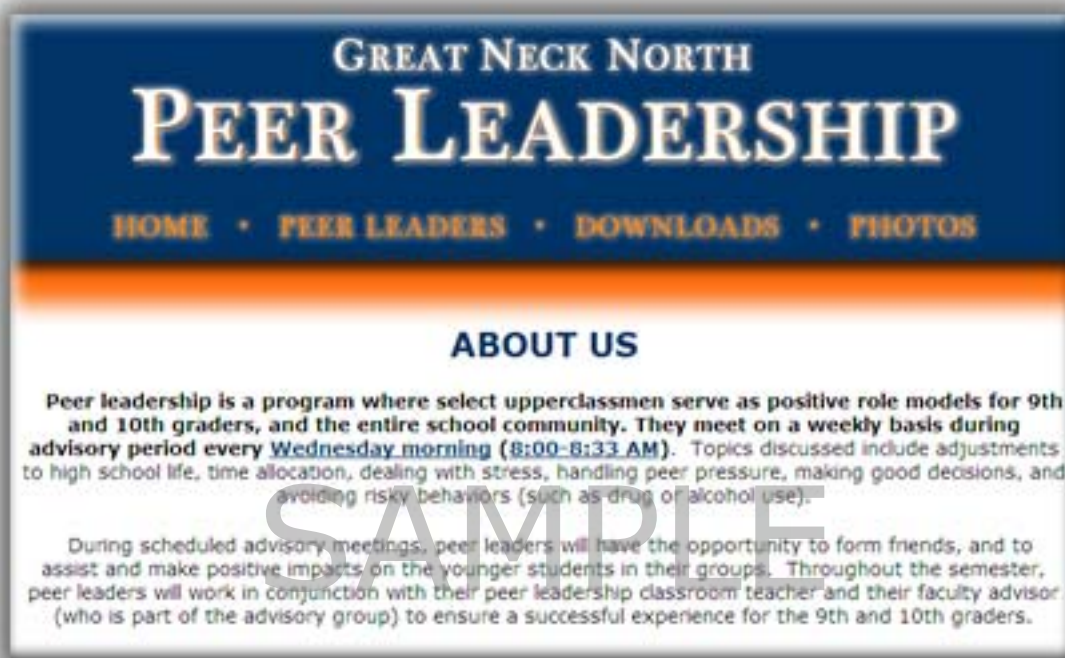


Manual designed by Ryan Fisk
Photo by Ashley Yeung

2008 - 2009

NINTH GRADE PEER LEADER MANUAL

PEER LEADERSHIP ONLINE



www.greatneck.k12.ny.us/GNPS/NHS/clubs/PeerLeadership

Our web site is located in the "Clubs/Activities" section of the Great Neck North High School web site. As you can see from the screenshot above, it is divided into four useful areas:

HOME

This page will load first when you visit our web site, and contains important announcements and some background information about the Peer Leadership program. Important announcements will also be placed on our bulletin board at North High School.

PEER LEADERS

Here, you can find the current ninth and tenth grade advisory peer leaders. To maintain internet privacy, only the last initial will be shown.

DOWNLOADS

Visit the downloads page to view or print important forms and documents, discover information about interesting advisory trip ideas, or to view an electronic copy of this manual. Check back often, as this page is frequently updated.

PHOTOS

As advisory progresses, we will collect photos from the student activities fair, advisory sessions, and your advisory trips and post them to this page. Feel free to e-mail any advisory-related photos to Mr. Fisk at RFISK@greatneck.k12.ny.us. To maintain internet privacy, photos with students' faces showing may be edited, or not included on the site.

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THE FACULTY ADVISOR'S ROLE

The **faculty advisor**, along with the **peer leaders** and **support personnel**, will attain the program's goals by:

- Providing students with a "home base" and a supportive small group atmosphere.
- Helping students get to know and appreciate the other students in the group.
- Providing students with pertinent information and encouragement to help them successfully acclimate to high school.
- Encouraging each student to fully participate in all advisory group meetings and following up with a student when he or she misses a meeting.
- Following up on a peerling's unexcused absence, by speaking directly to the student, having a peer leader speak with him/her, informing the peer leader's classroom instructor, calling the peerling's parents, or consulting with the peerling's counselor or administrator regarding disciplinary action.
- Contacting the appropriate support service members (e.g. counselor, psychologist or social worker) on behalf of a student.
- Attending several workshops with fellow advisors, conducted by a peer leadership class instructor/supervisor, to review their group's progress and to plan future activities.
- Being in touch with the classroom instructor to give feedback and suggestions on peer leader group skill training and planned activities for advisory sessions.
- Scheduling weekly meetings with peer leaders to plan for the advisory meetings.
- **Every faculty advisor must take attendance, (noting any lateness or absence) on Infinite Campus for each advisory session (period 0).**

THE FACULTY ADVISOR AS ADVOCATE

The role of the faculty advisor as advocate is a very important one. They may have to communicate with a colleague regarding sensitive issues. Diplomacy is central to success as an advocate. A faculty advisor may need to become an advocate as a result of:

- A direct request from the peerling.
- On going dialogue between advisor and peerling revealing a clear problem.
- A request from a teacher, administrator, parent, or counselor.

Your goal should be to **assist** the peerling in resolving conflicts.

The following procedures will help you as an advocate:

- Discuss the problem with the peerling or group, stressing the need for full disclosure and honesty.
- Help the peerling to understand their role in the problem.
- Encourage the peerling to use a positive approach to resolve the problem on their own. It may help to have the peerling role play with you or the group.

If the peerling is unable to resolve the problem, you should consider intervening directly. In some cases, it may be necessary to solicit the help of a third party in mediating the problem.

THE PEER LEADER'S ROLE

The **peer leader**, along with their **co-leaders**, **faculty advisor**, and **support personnel**, will attain the program's goals by:

- **Being a positive role model for all the students in the advisory group.**
- Providing students with a "home base" and supportive small group atmosphere in the advisory.
- Attending all scheduled peer leadership classes and advisory sessions (Wednesday mornings) on time, fully prepared and willing to lead and participate in advisory.
- Scheduling and attending **mandatory** weekly meetings with faculty advisors and co-leaders to plan for future advisory sessions.
- Encouraging each student to attend and fully participate in all advisory group meetings and following up with a student when he or she misses a meeting.
- Encouraging students to get to know and appreciate the other students in their group.
- Acknowledging peerlings outside of advisory sessions.
- In consultation with faculty advisors, contacting appropriate support service members (guidance counselors, school psychologists, social worker, and/or administration) on behalf of students.

CONFIDENTIALITY

Confidentiality is a very important aspect of the advisory group and should be established as the norm for the group. It will encourage and protect the members who may disclose personal matters.

- **Group Consensus** - Each advisor and peer leader will help his/her group develop a clear understanding of and commitment to confidentiality within the group.
- **Group Limitations** - The advisor and peer leader will help group members understand that while they should feel free to discuss many aspects of their lives in this group, this is, however, not group therapy and very intimate details of personal and/or family concerns are more appropriate to discuss privately with their counselor, psychologist, or social worker.

Although confidentiality is one of the cornerstones of the group, the faculty advisor and peer leaders must make it clear that they cannot be the guardian of all secrets. The peerling must understand that there are exceptions to confidentiality that are mandated by law:

- When the student is at risk of imminent danger or harm to themselves or others.
- When abuse or neglect is suspected.
- When the court subpoenas information.
- When the student has knowledge of, or has participated in a criminal activity.

IF THERE IS EVER AN ISSUE OF LEGALITY, YOU MUST CONSULT THE PRINCIPAL.

TIPS FOR RUNNING A SUCCESSFUL ADVISORY

- Peer leaders and faculty advisors should get to their advisory rooms at least five minutes prior to the advisory session to set up the classroom, prepare for planned activities, and await the peerlings.
- Arrange all chairs in a circular formation, and students should place all schoolbooks and bags to the side of the room.
- Peer leaders should not sit next to each other; they must spread themselves out within the group.
- Faculty advisor should also sit in the circle, and be integrated within the group.
- Peer leaders and advisors should be actively involved in activities and remain in rooms for the duration of advisory.
- A list of e-mail addresses and phone numbers of all group members should be distributed to everyone.
- Attend weekly scheduled planning meetings between faculty advisor and peer leaders to process and plan for future advisory sessions.

SAMPLE

Contact @Ryan_Fisk
for full manual

ADVISORY LOGS

Peer leaders are required to write weekly advisory logs. The focus of these logs is for proper planning and reflection of weekly advisory sessions, which is an integral part of the peer leadership program. Peer leaders are responsible for attending all of the scheduled weekly meetings with their faculty advisor and co-peer leaders in order to plan and discuss activities and ideas for upcoming advisory sessions. In addition, these weekly meetings will provide the opportunity for the faculty advisor and peer leaders to reflect on the success of the previous advisory session. The weekly advisory logs **must be signed** by the faculty advisor during the weekly planning meeting before they are handed to the classroom instructor.

A blank advisory log may be found on page 28, and copies are always available in the Health office (room 130), Ms. Goldman's office (in the Guidance Department), or they may be downloaded, completed, and printed from the Peer Leadership web site. A sample is below.

DATE:
YOUR NAME:
FACULTY ADVISOR:
CO-LEADERS:

ADVISOR'S SIGNATURE: _____

WEEKLY "PLANNING" MEETING

DATE & TIME OF MEETING:

ABSENTEES:
(Co-leaders, faculty advisor)

SUMMARY OF MEETING:
(Include discussions and activities planned for your advisory session, and be as detailed as possible.)

REFLECTION OF ADVISORY SESSION

DATE OF ADVISORY:

ABSENTEES:
(Peerlings, co-leaders, advisor)

HOW HANDLED:
(If applicable, how were the absentees handled?)

SUMMARY OF ADVISORY:
(What happened? Did you do the planned activities? Be as detailed as possible.)

WHAT WORKED:

WHAT DIDN'T WORK:

ANY CHANGES:
(What would you have done differently?)

ADVISORY AT A GLANCE

<u>ADVISORY</u>	<u>DATE & TOPICS</u>	<u>PAGE</u>
SESSION 1 - STRUCTURED	TUES. 9/2 - DAY BEFORE SCHOOL / ORIENTATION	8
SESSION 2 - STRUCTURED	WED. 9/3 - FIRST DAY OF SCHOOL / ICE-BREAKERS / GOALS	9
SESSION 3 - STRUCTURED	FRI. 9/5 - ALL ABOUT ME / CONTACT INFO. / ART OF INTERVIEW	10
SESSION 4 - STRUCTURED	MON. 9/8 - H.S. REALITY CHECK / FIRST WEEK / GROUP PHOTO	10
SESSION 5 - STRUCTURED	WED. 9/10 - DISCUSS ACTIVITY FAIR / MOCK ELECTIONS	11
SESSION 6 - STRUCTURED	WED. 9/17 - ACTIVITY FAIR (COMMONS)	12
SESSION 7 - STRUCTURED	WED. 9/24 - FRESHMAN CLASS ELECTIONS (AUDITORIUM)	12
SESSION 8 - STRUCTURED	WED. 10/8 - REVIEW LAST 2 WEEKS / INTERIM REPORT ACTIVITY	13
SESSION 9 - STRUCTURED	WED. 10/15 - FRESHMEN 'R' US / SURVIVAL KITS	13
SESSION 10 - STRUCTURED	WED. 10/22 - TEEN DRUG USE / FACULTY ADVISOR'S MTG.	14
SESSION 11 - STRUCTURED	WED. 10/29 - HALLOWEEN ACTIVITIES	15
SESSION 12 - FLEXIBLE	WED. 11/5 - FLEXIBLE ACTIVITY	16
SESSION 13 - STRUCTURED	WED. 11/12 - REPORT CARD ACTIVITY	16
SESSION 14 - STRUCTURED	WED. 11/19 - HOW TO RAISE BETTER PARENTS	16
SESSION 15 - FLEXIBLE	WED. 11/26 - THANKSGIVING ACTIVITY	16
SESSION 16 - STRUCTURED	WED. 12/3 - FRIENDSHIPS ACTIVITY / FACULTY ADVISOR'S MTG.	16
SESSION 17 - STRUCTURED	WED. 12/10 - SECRET SANTA / ADVISORY COMPETITION	17
SESSION 18 - FLEXIBLE	WED. 12/17 - HOLIDAY ACTIVITY / GIVE OUT GIFTS	17
SESSION 19 - STRUCTURED	WED. 1/7 - H.S. REALITY CHECK / BEGIN MAKING SURVIVAL KIT	17
SESSION 20 - STRUCTURED	WED. 1/14 - FINISH SURVIVAL KIT	17
SESSION 21 - FLEXIBLE	WED. 1/21 - QUESTIONNAIRE / PARTY	17

The complete Peer Leadership Manual is also available online:

<http://www.greatneck.k12.ny.us/GNPS/NHS/clubs/PeerLeadership/>

TUESDAY, SEPTEMBER 2ND - ORIENTATION DAY

SESSION 1 - STRUCTURED

This session occurs before the school year begins, and during this session, the peer leaders will be introduced to the faculty advisors and support personnel. After discussing the roles and responsibilities of the peer leadership program, the peer leaders will meet their advisees for the first time, conducting their first advisory session.

- 11:00am - 11:30am - Faculty advisors meet in room 130 for overview of the advisory program.
- 11:30am - 12:00pm - Advisors meet with peer leaders in the Library to prepare for the first two advisory sessions and plan mandatory weekly scheduled "planning" meetings.
- 12:00pm - 1:00pm - Advisor's luncheon meeting.
- 1:00pm - Peer leaders will conduct an orientation for ninth graders under the supervision of the guidance department in the Student Commons.
- 1:45pm - All advisory groups meet in their scheduled rooms with advisors for their first meeting. Peer leaders will bring their groups from their tour of the school to the advisory group meeting, and will remain with their groups in advisory. After introducing yourselves, use one of the activities below to "warm up" your group. You may use either of the following:

TOILET PAPER ACTIVITY

- Ask students to take off as many sheets of toilet paper as they think they need and then pass the roll to the person next to them. Then have them tell one thing about themselves for each sheet they took. Another variation of this icebreaker is to use Skittles instead of the toilet paper.

QUESTION IN A HAT ACTIVITY

- Each student will get an index card on they will write at least one question they have about coming to high school (without putting their name on it). These questions will be then put in a hat, which peer leaders will take out and answer.

After the icebreaker activity, ask students about their expectations for the first day of school, and answer any questions they have. Let them know that you will be meeting with them tomorrow

WEDNESDAY, SEPTEMBER 3RD at 8:00am, and that they are welcome to raise any additional questions they may think of, between now and then, in the advisory period. Let them know that upcoming sessions are also scheduled on **FRIDAY, SEPTEMBER 5TH** and **MONDAY, SEPTEMBER 8TH**.

- 2:15pm - 2:40pm - Advisors and peer leaders will escort their groups to the auditorium for an address by Mr. Kaplan.
- 2:40pm - All peer leaders assemble in the Soccer field for the afternoon group training.
- 3:00pm - 5:00pm - 9th and 10th grade peer leaders' group training on the Soccer field.

WEDNESDAY, SEPTEMBER 3RD

SESSION 2 - STRUCTURED

Ice-breakers are important in the beginning stage of group formation when members can get to know each other by doing fun activities. Be sure to review **"Tips for Running a Successful Advisory,"** (page 3) and **"Ice-Breaker Activities"** (page 18); both are available online.

- 10-15 minutes - After taking attendance, begin the advisory session with one of the ice-breaker activities shown below:

GROUP JUGGLE

- This is a fun and challenging way to get the group to learn each other's names by throwing and catching soft objects in a circular formation. For directions, see page 18.

INTERVIEW AND INTRODUCE

- For this activity, participants pair up and interview each other, sharing their results with the rest of the group. For directions, see page 18.

ALL MY NEIGHBORS

- Similar to musical chairs, this activity has the group moving from spot to spot, learning facts about one-another in the process. For directions, see page 18.

M&M ACTIVITY

- This activity has students answering various questions, based on which color M&Ms they select from a bag. For directions, see page 18.

- 10 minutes - Talk about the guidelines for advisory:

ACCEPT OTHERS

- Listen to each other; show respect for each other even if you don't agree. Don't interrupt.

NO PUT-DOWNS

- Verbal put downs hurt people, even when they appear not to be bothered.
- Non-verbal put-downs (facial expressions, gestures, side conversation) also hurt.
- If people think they might be put down, they hesitate to share feelings and ideas.

OPTION TO PASS

- Everyone should participate, but not everyone has to answer every question.

CONFIDENTIALITY

- **Confidentiality is a very important aspect of the advisory group and should be established as the norm for the group. Information that is shared in the group is not to be repeated to anyone outside the group, except in situations mandated by law:**

- When the student is at risk of imminent danger or harm to themselves or others.
- When abuse or neglect is suspected.
- When the court subpoenas information.
- When the student has knowledge of, or has participated in a criminal activity.

- 5 minutes - Talk about why 9th grade advisory is important and relate their personal experiences of 9th grade, **and emphasize the importance of attending all sessions and being on time.** Review students' schedule to ensure a smooth start of the school year, and conclude by reminding them about the next two advisory meetings. Tell students that you will be bringing in a digital camera and taking a group photo during the next advisory session.

All About Me...

NAME:

E-MAIL ADDRESS:

.....

MY FAVORITE...

TV show (the one I can't miss):

Musician:

Type of music:

Song:

Movie:

Actor:

Book:

Subject in school:

Sport and sport team:

Meal and food:

Clothing item in my closet:

Color:

Store:

Day of the week and time of day:

- OVER -

My best friends are:

The person what I admire most is:

The one “famous” person (alive or dead) that I’d like to have dinner with is:

If I could give a speech to all Americans, I would like it to be about:

This is what annoys me:

This is what I hate to do:

What I like most about myself is:

What I dislike most about myself is:

The five things that I would like to do by the time I graduate high school are:

- 1 -
- 2 -
- 3 -
- 4 -
- 5 -

This is where I will be ten years from now:

.....

This is All About Me on:

Month: _____ **Date:** _____ **Year:** _____

ADVISORY TRIP IDEAS

Some of the best bonding moments occur outside the classroom, or even outside of the building. A well-planned advisory trip will help peerlings and peer leaders get to know one-another on a more personal basis. The experience will bring the group members closer and strengthen their interactions in the advisory sessions.

TO ARRANGE AN ADVISORY FIELD TRIP

- With the help of your faculty advisor, select from one or two of the locations or activities below, or create a trip idea of your own. Note that due to scheduling obstacles, trips that require minimal bus transportation (for example, taking the train to the city) are easier to schedule than ones with longer bus rides.
- Utilize the contact information (web sites, phone numbers) to find out more information and cost of the activity.
- Present your ideas to the peerlings during advisory, and select a trip or activity.
- Contact Mr. Ziring in the transportation department at (516) 773-1462 to schedule a date for bus transportation (if applicable).
- Once a mutually agreed upon date has been arranged, get the permission slips from the main office and give out to all group members to get them signed by their parents and teachers.
- A trip request form needs to be completed by the faculty advisor and signed by the administration, authorizing the trip. The form is available in the main office.

LOCATION / ACTIVITY	ADDRESS	CONTACT INFO	ADDITIONAL NOTES
Bryant Park, NYC	1098 Avenue of the Americas New York, NY 10036 CLICK FOR MAP	(212) 768-4242 (Park Office) www.bryantpark.org	<i>Check site for weekly events. Restaurants nearby include Bryant Park Grill and Chipotle.</i>
Cradle of Aviation Museum and IMAX Theater	1 Davis Ave Garden City, NY 11530 CLICK FOR MAP	(516) 572-4066 (Group Sales) www.cradleofaviation.org	<i>IMAX Theater plays Hollywood movies and "classic" films. Handicapped accessibility.</i>
Dave & Buster's	1504 Old Country Rd Westbury, NY 11590 CLICK FOR MAP	(516) 542-8501 www.daveandbusters.com	<i>Activities include video games, bowling, billiards, and dining. Handicapped accessibility.</i>
Eisenhower Park	1899 Hempstead Tpke East Meadow, NY 11554 CLICK FOR MAP	(516) 572-0348 www.nassaucountyny.gov	<i>Attractions include mini golf, batting cages, and fields. Handicapped accessibility.</i>
Island Rock Climbing Gym Corporation	60 Skyline Drive Plainview, NY 11803 CLICK FOR MAP	(516) 822-7625 (Tim) www.islandrock.net	<i>Over 9,600 square feet of indoor climbable terrain for climbers of any skill.</i>
Karts Indoor Raceway	701 Union Pkwy. Ronkonkoma, NY 11779 CLICK FOR MAP	(800) 718-KART www.karts1.com	<i>Two separate tracks on 27,000 square foot indoor facility.</i>
Madame Tussaud's Wax Museum, NYC	234 West 42nd Street New York, NY 10036 CLICK FOR MAP	(888) 923-0334 (Group Sales) www.nycwax.com	<i>Restaurants nearby include ESPN Zone and Virgil's BBQ.</i>
New Rock City, Upstate NY	33 LeCount Place New Rochelle, NY 10801 CLICK FOR MAP	(914) 637-7575 www.newrockcity.com	<i>Free admission, group pays per attraction (see web site) Handicapped accessibility.</i>
Nissequogue Canoeing and Kayak	112 Whittier Dr. Kings Park, NY 11754 CLICK FOR MAP	(631) 979-8244 (Linda) www.canoerentals.com	<i>Canoe trips depart from either of two locations (see web site) based on tide.</i>
Sheridan Bowling Lanes	199 E. Jericho Turnpike Mineola, NY 11501 CLICK FOR MAP	(516) 741-3444 (Ginny) www.amf.com/sheridanlanesny	<i>Handicapped accessibility.</i>

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