

Middle School Advisory Long-Term Sub Plans, 4 Weeks

Four complete week binders for middle school advisory, grades 6 to 8. Every day has individual work and a team task.

PREVIEW

What is included

- 4 week binders of 68 pages each: 272 pages
- 52 front pages: binder cover, important information, note to the sub, the week plan filled in, schedule, set index, class list, how it went, Monday opener
- 40 solo blocks (20 review sets, 20 calm blocks) and 20 team tasks for groups of four
- 20 optional games, a fun way to end the class
- Answer keys for everything; color and ink-saver B&W, US Letter and A4

How it works

1. Leave the binders out. Each has its own filled-in plan with page numbers.
2. The sub runs the day's review set in every period; students work on their own.
3. The calm block fits any gap, the team task a block period, the game the last 15 minutes.
4. No prep and no tech: print and go.

The 20 days, 45 to 55 minute periods

- **Week 1, days 1 to 5:** Goal Setting, Study Skills, Conflict Resolution, Digital Citizenship, Kindness and Community
- **Week 2, days 6 to 10:** Growth Mindset, Time Management, Friendship and Peer Pressure, Managing Stress and Emotions, Respect and Diversity
- **Week 3, days 11 to 15:** Communication and Listening, Responsible Decisions, Media Literacy, Healthy Habits, Teamwork
- **Week 4, days 16 to 20:** Self-Awareness and Strengths, Empathy, Bullying and Upstanding, Money Basics, Gratitude

Optional game every week: Mon **Whiteboard Quiz Game** Tue **Paper Password** Wed **Class Feud** Thu **Classroom Millionaire** Fri **Mystery Box**

What this preview shows: the note to the substitute, the Week 1 plan, more front pages, one page of every daily part, a full review set with its answer key, a calm block, a team task, the game types and one ink-saver page. Every product page is watermarked. The full product has 272 pages.



Note to the Substitute

Grades 6 to 8 · five days · every set runs from the printout alone

Thank you for covering my classes this week

Everything you need is in this binder. The front pages (important information, weekly schedule, class list) are filled in for this week. After them come the work sets, one per day: **Advisory 1** is Monday's set, **Advisory 2** is Tuesday's, and so on to **Advisory 5** on Friday. Run the day's set in every period you teach that day. Each set is one period (45 to 55 minutes), stands alone, and has its own answer key at the back of the binder, so you never have to make anything up or know the subject. The first page of every set tells you what to say. Every set ends with a challenge, so it stretches to a 90-minute block when you need it.

After the subject sets come the shared blocks, one of each per day. The **calm block** is always allowed: for a period that runs short, a loud class, or anyone who finishes early. The **team task** fills a period on its own. The **game** is optional: a fun way to end the class, or something for extra time. Fifteen minutes, from the script.

Each day has

- One Advisory set (one period, with a challenge to stretch it)
- A calm and quiet block: a puzzle page and a reset sheet
- A team task for groups of four
- A paper game from the script

If the class is loud

- Set a voice level with a number, 0 to 3, and use it all week (the Day 1 opener explains it).
- Switch to the calm block. Nobody needs to move.
- Every set has a challenge at the end, so fast finishers always have something.
- If a set is not working, stop it and use the calm block or the team task. Every set starts cold.

At the end of each day

Please fill in that day's line on the "How it went" page. It takes two minutes and I read every word.

Did this kit work well for your class? A quick review helps other teachers find it and earns you TpT credits. Thank you!

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This Week's Plan

Filled in for you: run the day's set in every period you teach. Keep it as it is, or use the blank schedule on the next page for your own order.

WHEN	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Start of class	**Meet Your Sub** p. 11 · 15 min, every period	Attendance, voice level	Attendance, voice level	Attendance, voice level	Attendance, voice level
Main work, every period	**Advisory 1** Goal Setting p. 14	**Advisory 2** Study Skills p. 23	**Advisory 3** Conflict Resolution p. 32	**Advisory 4** Digital Citizenship p. 42	**Advisory 5** Kindness and Community p. 51
Early finishers or a loud moment	**Word Search and Reset Sheet** p. 17	**Word Match and Grounding Sheet** p. 26	**Secret Codes and Control Sheet** p. 35	**Word Scramble and Brain Dump** p. 45	**Word Ladders and Three Good Things** p. 54
Block period or extra time	**The Two-Week Crunch** p. 19	**The Quiz Week Study Plan** p. 28	**The Welcome Booklet** p. 37	**The Homework Club Council** p. 47	**The Mixed Lunch Debate** p. 56
Last 15 minutes (optional): a fun way to end the class, or for extra time	**Whiteboard Quiz Game** p. 21	**Paper Password** p. 30	**Class Feud** p. 40	**Classroom Millionaire** p. 49	**Mystery Box** p. 58

How to use this plan

- Page numbers point to the first page of each set. Copy one per student.
- The calm block is always allowed: a period that runs short, a loud class, or anyone who finishes early.
- The game is optional: a fun way to end the class, or something for extra time.

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ADVISORY SUB PLANS WEEK 1

Middle School Advisory, 5 New Days of Print and Go Work

Teacher _____

Room _____

Grade and classes _____

Week of _____

Everything a sub needs for five days is in this binder: a filled-in weekly plan, a blank schedule, the class list, and for every day one Advisory set, a calm block, a team task and a paper game. Each set is one period, stands alone, and has its own answer key. Nothing needs subject knowledge, a login or a projector.



Important Information

The page the sub reads first. Fill it in once and keep it current.

People to call

Office _____

Teacher next door _____

Nurse _____

Principal / admin _____

Tech help _____

Emergency procedures

Fire: exit and meeting point _____

Lockdown _____

Severe weather _____

Medical _____

Where the first aid kit is _____

Helpful students

_____

_____

_____

Students who need extra support

_____

_____

_____

Where things are

Attendance / how to take it _____

Paper, pencils, supplies _____

Hall passes _____

Copier, if the sub may use it _____

Class routines

Start of class _____

Bathroom _____

Phones _____

End of class _____

Weekly Schedule (Blank)

Your own order: write the set for each period (Monday: Advisory 1, Tuesday: Advisory 2, and so on) and the class next to each period. Cross out or rename periods to match the school day.

PERIOD / CLASS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 Class:					
Period 2 Class:					
Period 3 Class:					
Period 4 Class:					
Period 5 Class:					
Period 6 Class:					
Period 7 Class:					

How to fill it in

- One set per period. Each set runs 45 to 55 minutes; if a slot runs longer, the challenge fills the rest, or add that day's team task.
- Same subject all day? Write the day's set in every period you teach. Planning, lunch and duty periods: cross them out.
- On Monday the opener (15 minutes) comes first in every period, then the set.
- The game is optional: put it in the last period as a fun way to end the class, or use it for extra time. The calm block goes in any gap.

Set naming

Sets are named by subject and day: **Advisory 1** is Monday's set, **Advisory 2** is Tuesday's, and so on to **Advisory 5** on Friday. The set index lists every set with its minutes and page.

Class List and Dismissal

Names, what a sub must know, and how every student goes home. Copy one per class.

(B) bus (write the number) (W) walks (P) picked up (write who) (A) after-school program (O) other

#	STUDENT NAME	NOTES (ALLERGIES, NEEDS, HELPFUL, LEAVES EARLY)	HOME	BUS # / PICKED UP BY / PROGRAM
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

How It Went

For the substitute. One line per day, two minutes at the end of each day. Check the boxes and go.

Monday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Tuesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Wednesday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Thursday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Friday

Sets done: _____ Class was: ☐ Great ☐ Fine ☐ Hard, see notes

Notes / stars of the day: _____

Meet Your Sub

Opener

Day 1 opener, 15 minutes at the start of every period on Monday, before the set. Nothing to prepare.

Sub script (same routine for every class)

1. **Before first period, fill in the introduction sheet** (next page) once. Keep it honest and short. Students read a sub in ten seconds; give them something real to read.
2. **Introduce yourself** from the sheet: two minutes. Then hold up the "Ask the Sub" list and take three questions from hands. Three, not ten.
3. **Read the class agreement** out loud. Ask the class to add one line of their own and write it on the board for that period. That line is theirs; they will keep it better than yours.
4. **Set the voice level** with a number, 0 to 3 (bottom of the sheet). Say which level the set needs. Use the numbers all week.
5. **Start the set:** "This is today's work. It has a challenge at the end, and the calm block is always allowed when you finish."

If the class is loud

- Skip the questions, keep the agreement and the voice level.
- Start the set sooner. Point to the voice level on the board and hold the class to it.

If a period has ten minutes left

- Play Two Truths and a Lie (rules on the class page) in groups of six. Each group picks one to share.
- Or hand out the reset sheet from the calm block.

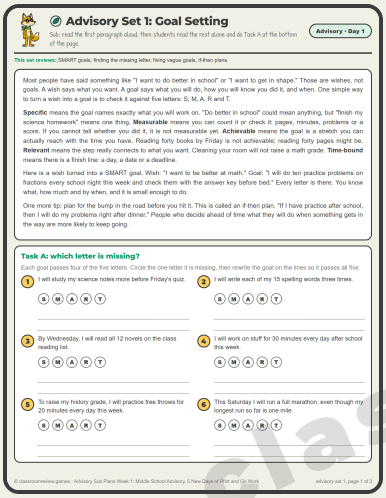
Monday morning checklist (before first period)

- ☐ Read the Important Information page: office number, emergency exits, the nurse.
- ☐ Check the class list for allergies, medical needs and students who leave early.
- ☐ Find today's set on the weekly schedule and count copies for every period.
- ☐ Fill in the About Your Sub sheet and pin it where the class can see it.
- ☐ Write the voice levels 0 to 3 on the board.
- ☐ Put the answer keys somewhere students cannot reach them.

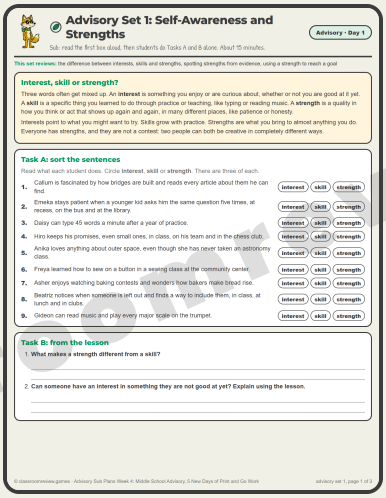
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ONE PAGE OF EVERY DAILY PART

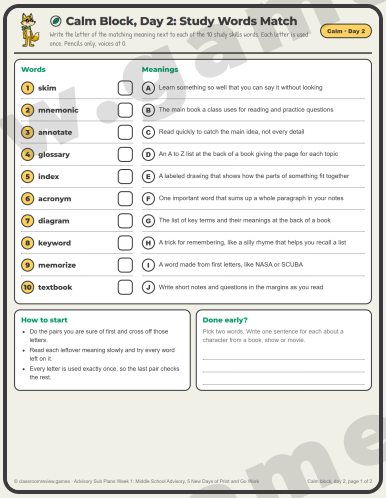
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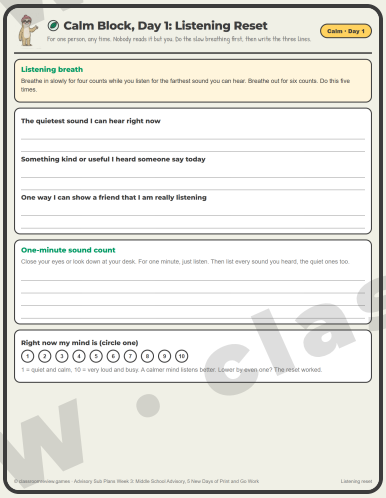
Review set, Week 1 (solo)



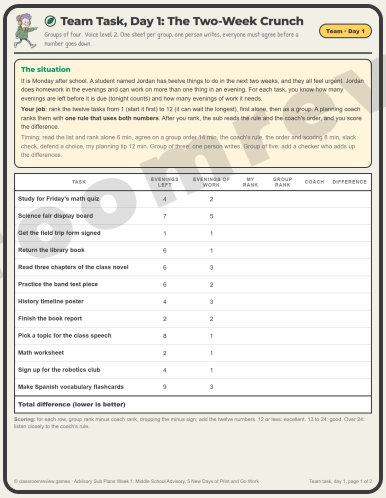
Review set, Week 4 (solo)



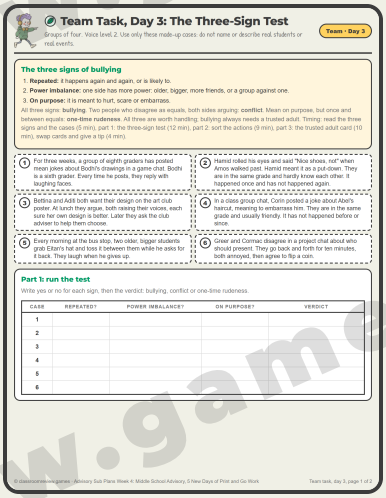
Calm block: word puzzle (solo)



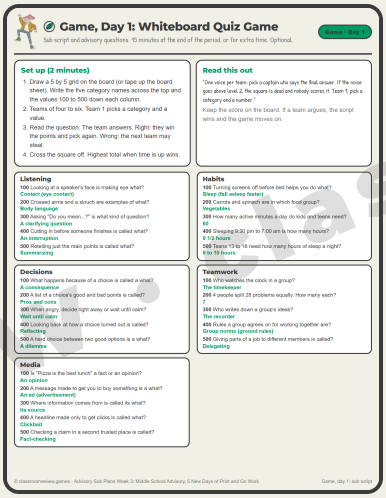
Calm block: reset sheet (solo)



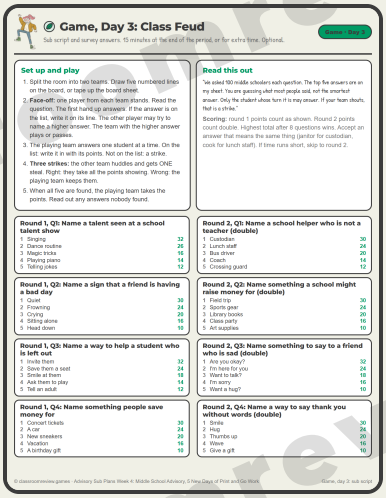
Team task, Week 1 (group)



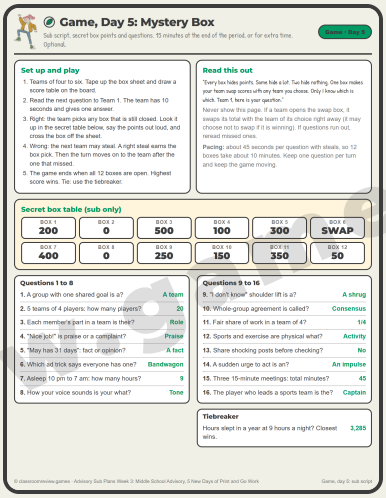
Team task, Week 4 (group)



Game: Whiteboard Quiz Game (group)



Game: Class Feud (group)



Game: Mystery Box (group)

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Every day: a review set, a calm block, a team task and an optional game



Advisory Set 1: Strength Spotting

Task C: name each strength. Task D: make each compliment specific. About 20 minutes.

Advisory · Day 1

Task C: student profiles

Each profile shows one strength from the bank. Two words are not used. Write the strength and underline two clues in the profile that prove it. Then name one more place where that strength could help.

creativity · curiosity · honesty · organization · patience · persistence

1 Harper keeps a folder with a different color for every class. She writes each due date on a calendar the same day it is assigned. When the drama club lost track of its props, she made a checklist that everyone ended up using.

STRENGTH _____

COULD ALSO HELP IN _____

2 Declan could not finish the mile run in September, so he practiced twice a week and finished it in November. His bridge model for science collapsed two times, and he rebuilt it both times. He says a hard problem just means he has more tries left.

STRENGTH _____

COULD ALSO HELP IN _____

3 Divya asks "Why does that happen?" in almost every science lesson. She borrows library books about deep sea animals just to learn more. Last spring she took apart an old clock with the art teacher to see how the gears turn.

STRENGTH _____

COULD ALSO HELP IN _____

4 Cyrus told the cafeteria cashier when she gave him too much change. When he knocked over a classmate's model by accident, he told the teacher right away. If a friend asks for feedback on a drawing, he says kindly what works and what could be better.

STRENGTH _____

COULD ALSO HELP IN _____

Task D: make the compliment specific

A vague compliment is kind, but a specific one helps a person see their strength. Rewrite each one: name a strength, then give the example.

1 **Vague:** "Evie is nice." **What you saw:** On the first day, Evie showed a new student where every classroom was and walked her to the right bus.

_____

_____

2 **Vague:** "Brooke is good at stuff." **What you saw:** In one week, Brooke fixed the jammed stapler, the wobbly desk and the pencil sharpener that kept getting stuck.

_____

_____

3 **Vague:** "Hazel is smart." **What you saw:** When her group got stuck on a project, Hazel asked three questions that helped everyone see a new plan.

_____

_____

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Advisory Set 1: Strengths and Goals

Task E: write one step for each student. Task F is private. Then the challenge. About 15 minutes.

Advisory · Day 1

Task E: use a strength to reach a goal

A strength works best when you put it to work. For each student, write one specific step that uses the strength to move toward the goal.

1. **Grace** wants to finish her science fair project on time. **Strength:** organization.

2. **Evan** wants to remember more of each chapter for reading quizzes. **Strength:** creativity.

3. **Fatima** wants to help newer members feel welcome in the robotics club. **Strength:** patience.

4. **Hamza** wants to make more free throws for the basketball team. **Strength:** persistence.

Task F: my strengths map

This is yours to keep. Nobody needs to read it. Think about school, clubs, sports or hobbies.

A STRENGTH I BRING

TWO PLACES IT SHOWS UP

AN INTEREST I WOULD LIKE TO TURN INTO A SKILL

A GOAL MY STRENGTH COULD HELP WITH, AND ONE STEP

Challenge

Choose one strength from the Task C bank that no profile used. Write six to eight sentences about an invented student who shows that strength in three different places at school, without ever naming the strength. At the bottom, write the strength in small letters, so a reader can guess first.

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Answer Keys (1 of 10)

Teacher copy. Keep these pages out of the student sets.

Advisory Set 1: Self-Awareness and Strengths

Task A: 1. interest; 2. strength; 3. skill; 4. strength; 5. interest; 6. skill; 7. interest; 8. strength; 9. skill. **Task B** (any wording with the same idea is fine): 1. A strength is a quality in how you think or act that shows up in many places; a skill is a specific thing you learned through practice or teaching. 2. Yes. An interest is something you enjoy or are curious about, whether or not you are good at it yet.

Task C: 1. organization; 2. persistence; 3. curiosity; 4. honesty (not used: creativity, patience). Clues: accept any two sentences of the profile. "Could also help in": answers vary; accept any school, club or team setting where the strength would help.

Task D: answers vary. Accept a sentence that names a quality (not a skill) and gives the example. 1. Fits: welcoming, kind, helpful, friendly. Sample: "Evie is welcoming: on the first day she showed a new student every classroom and walked her to the right bus." 2. Fits: resourceful, a problem solver, handy. Sample: "Brooke is a problem solver: in one week she fixed a jammed stapler, a wobbly desk and a stuck pencil sharpener." 3. Fits: thoughtful, a good question asker, a creative thinker. Sample: "Hazel is thoughtful: when her group got stuck, she asked three questions that helped everyone find a new plan."

Task E: answers vary. Accept one specific action that clearly uses the named strength and moves toward the goal. Samples: 1. Grace lists every step of the project with a date next to it and checks one off each afternoon. 2. Evan draws a quick four-box comic of each chapter, showing the main events in order. 3. Fatima offers to walk new members through the coding steps slowly and answers their questions without rushing. 4. Hamza shoots 20 free throws after every practice and keeps a tally, even on days when he misses a lot.

Task F: private; do not collect or grade the content. **Challenge:** accept six to eight sentences showing one unused strength (creativity or patience) in three different school places, with the strength named only at the bottom.

Calm block, Day 1: word search

B	T	B	B	G	F	U	C	H	N	Z	K	X	Z
J	B	A	P	A	S	S	I	O	N	K	Y	T	T
G	B	S	L	Q	K	Q	L	O	Q	N	P	L	F
A	S	Y	U	E	P	C	Y	H	O	B	B	Y	C
R	C	T	D	W	N	L	A	F	I	H	P	G	N
N	Y	I	U	B	W	T	T	N	O	T	P	W	O
Q	B	L	O	X	Y	R	C	T	K	G	X	K	X
Z	H	I	R	P	A	R	S	G	C	N	U	K	F
P	B	B	P	I	E	E	L	A	E	E	Q	I	N
P	D	A	T	A	R	S	P	G	J	R	K	N	A
T	K	E	T	E	H	A	E	F	W	T	Z	G	Z
G	J	I	T	K	B	K	K	B	H	S	G	K	Y
K	V	N	O	L	V	D	F	A	Z	X	I	X	H
E	I	L	E	U	N	I	Q	U	E	Z	X	B	S

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Calm Block, Day 1: Word Search

Find all 12 listening words. Every direction, including backward. Pencils only, voices at 0.

Calm · Day 1

P	S	E	H	E	C	U	G	R	O	I	W	A	L
S	O	L	P	I	T	E	E	E	U	E	N	T	V
B	S	S	B	J	B	L	S	S	T	M	Q	T	S
G	R	V	T	S	I	T	T	P	S	U	L	E	L
Q	E	Q	R	U	W	O	U	O	Y	L	X	N	O
A	Z	U	T	E	R	N	R	N	F	O	B	T	F
W	I	E	B	E	K	E	E	S	Q	V	T	I	W
V	R	S	O	G	M	A	K	E	M	D	T	O	Y
E	A	T	Y	A	M	V	E	Z	H	C	R	N	G
U	M	I	U	S	L	Y	Z	P	G	C	Y	Q	X
T	M	O	G	S	X	Z	E	E	S	B	S	W	J
J	U	N	V	E	J	R	Z	N	Z	W	G	W	M
O	S	P	B	M	G	A	J	B	E	S	U	A	P
M	F	Y	F	I	R	A	L	C	O	F	W	K	M

SUMMARIZE · ATTENTION · RESPONSE · QUESTION · GESTURE · POSTURE · MESSAGE · CLARIFY · SPEAKER · VOLUME · PAUSE · TONE

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Team Task, Day 1: Patterns and Plans

Use your labels from page 1. Talk it over, agree, then write.

Team · Day 1

Part 2: find the patterns

For each student, write the letters of their three cards. The strength that shows up twice is their strength. The other card is a one-time moment.

STUDENT	THEIR THREE CARD LETTERS	STRENGTH THAT SHOWS UP TWICE	ONE-TIME CARD LETTER
Ayaan			
Briony			
Callan			
Daphne			

Part 3: put each strength to work

Each group member takes one student. Write a plan for how that student could use the strength from Part 2 to reach the goal. Name the strength, one action, and when or how often.

Ayaan wants to remember 20 Spanish words for Friday's quiz.

Briony wants to make the school soccer team at the spring tryouts.

Callan wants to finish a 240-page novel for book club in four weeks.

Daphne wants to get more students to join the school garden club.

Part 4: talk it over

1. Why did you need more than one card before naming a student's strength?
2. Which card was hardest to label, and how did your group decide?
3. One strength your group showed today, and the moment it showed up.

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Game, Day 1: The Board

Tape this to the whiteboard or copy it. Cross squares off as they are played.

Game • Day 1

STRENGTHS	EMPATHY	UPSTANDING	MONEY	GRATITUDE
100	100	100	100	100
200	200	200	200	200
300	300	300	300	300
400	400	400	400	400
500	500	500	500	500

Scores

Team 1	Team 2	Team 3
Team 4	Team 5	Team 6

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Game, Day 2: Paper Password

Sub script and advisory word list. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 2

Set up (2 minutes)

1. Students sit in pairs, facing each other. Give each pair one copy of the card page, cut into the four round cards (or folded so only one card shows).
2. Partner A is the clue giver in rounds 1 and 3, Partner B in rounds 2 and 4. The guesser never sees the card.
3. Each round lasts 2 minutes. The clue giver says ONE word. The guesser gets ONE guess. Wrong: give another one-word clue.
4. After five clues without a right guess, the word scores 0 and the pair moves on. Say "Go" and "Stop" for each round.

Read this out

"Your clue is one word only. You may not say the secret word or any part of it. If the word is snowman, you cannot say snow or man. No gestures, no spelling, no rhymes. Break a rule and that word scores zero."

Scoring: guessed on clue 1 = 5 points, clue 2 = 4, clue 3 = 3, clue 4 = 2, clue 5 = 1. The clue giver circles the number on the card. After round 4, pairs add their four round totals. Highest total wins; ask pairs to call out totals over 60.

Referee calls

A clue that is two words glued together ("hotdog", "rainbow") counts as one word only if it is a real single word. Plurals and "-ing" forms of the secret word are parts of it and are not allowed. If two pairs argue about a clue, the word scores zero and they move on. The example clues below are allowed and show students what a good first clue sounds like.

Timing (15 minutes)

0:00	2:00	4:30	7:00	9:30	12:00
Set up, read the rules	Round 1, Partner A	Round 2, Partner B	Round 3, Partner A	Round 4, Partner B	Add totals, winners

Round 1: Partner A gives clues

TONE	example clue: voice
NOD	example clue: agree
GESTURE	example clue: wave
MESSAGE	example clue: note
WHISPER	example clue: quiet

Round 2: Partner B gives clues

CHOICE	example clue: decide
RISK	example clue: danger
FACT	example clue: true
OPINION	example clue: belief
HEADLINE	example clue: title

Round 3: Partner A gives clues

SLEEP	example clue: pillow
WATER	example clue: thirsty
VEGETABLE	example clue: broccoli
STRETCH	example clue: yoga
SCREEN	example clue: phone

Round 4: Partner B gives clues

CAPTAIN	example clue: leader
SHARE	example clue: split
ROLE	example clue: job
PRAISE	example clue: compliment
HUDDLE	example clue: circle

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Game, day 2: sub script



Game, Day 4: Classroom Millionaire

Sub script and the 12 questions. 15 minutes at the end of the period, or for extra time. Optional.

Game · Day 4

How it works

1. Tape up the ladder sheet. The whole class is one player. Pick a student for the hot seat (a new student for every question).
2. Read the question and the four options, then read the options again. The hot seat may listen to quiet advice, then says "final answer" and a letter.
3. Right: the class climbs one rung. Before hearing the next question, the class may vote to walk away and keep what it has.
4. Wrong: the climb ends. Rungs 4 and 8 are safe: the class keeps the last safe amount it passed.
5. Time left over? Play the questions again as a team quiz.

Three lifelines (one use each)

Ask the class: everyone shows 1, 2, 3 or 4 fingers at once for A, B, C or D. The hot seat looks, then decides.

50/50: read out the two wrong options listed under the question. Cross them off.

Phone a friend: the hot seat picks one classmate, who has 30 seconds to say what they think out loud.

"Only the hot seat's final answer counts. Shout an answer and the class loses a lifeline."

Rungs 1 to 4, rung 4 is safe

1. $100 Which is a need, not a want?
A. Candy B. Fresh water C. Toy car D. Movie ticket
Answer: B. Fresh water (50/50 removes A and D)

2. $250 Safest way to help a student being teased?
A. Shove B. Laugh C. Tease back D. Walk with them
Answer: D. Walk with them (50/50 removes A and B)

3. $500 Your friend's team lost. Empathic reply?
A. That must hurt B. Forget it C. So? D. Ha!
Answer: A. That must hurt (50/50 removes C and D)

4. $1,000 Which shows real gratitude?
A. A quick thx B. A specific note C. Eye roll D. A shrug
Answer: B. A specific note (50/50 removes C and D)

Rungs 5 to 8, rung 8 is safe

5. $2,500 A $40 jacket is 10% off. Sale price?
A. $4 B. $30 C. $36 D. $44
Answer: C. $36 (50/50 removes A and D)

6. $5,000 Trying again after failing shows which strength?
A. Persistence B. Boasting C. Hurrying D. Luck
Answer: A. Persistence (50/50 removes B and D)

7. $10,000 Unlike a one-time argument, bullying is?
A. Loud B. Fair C. Funny D. Repeated
Answer: D. Repeated (50/50 removes B and C)

8. $25,000 Save $8 a week. Weeks to reach $96?
A. 8 B. 12 C. 14 D. 16
Answer: B. 12 (50/50 removes A and D)

Rungs 9 to 12

9. $50,000 Speaking up feels unsafe. Best move?
A. Get an adult B. Laugh along C. Film it D. Join in
Answer: A. Get an adult (50/50 removes B and D)

10. $100,000 Lowest price per ounce?
A. 8 oz, $2 B. 12 oz, $3 C. 20 oz, $4 D. 10 oz, $3
Answer: C. 20 oz, $4 (50/50 removes A and D)

11. $500,000 Which habit helps you notice good things?
A. Complaining B. Sulking C. Teasing D. Gratitude list
Answer: D. Gratitude list (50/50 removes A and C)

12. $1 MILLION Earn $50, save 30%. How much to spend?
A. $15 B. $20 C. $35 D. $45
Answer: C. $35 (50/50 removes A and D)

If the class misses

Wrong on rung 1 to 4	**class keeps $0**
Wrong on rung 5 to 8	**class keeps $1,000**
Wrong on rung 9 to 12	**class keeps $25,000**
Walk away after rung n	**class keeps rung n**

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Advisory Set 2: Empathy

Sub: read paragraph 1 aloud. Students read the rest alone, then do Tasks A and B.

Advisory · Day 2

This set reviews: empathy versus sympathy and the brush-off, reading cues, taking another person's perspective, rewriting replies with empathy

When a classmate is having a hard time, there are a few ways to answer. **Sympathy** means feeling sorry for someone from the outside: "Oh no, that's too bad." It is kind, but it can keep the other person at a distance. **Empathy** means trying to understand how the situation feels from the other person's side and showing them that you get it: "That sounds really frustrating. Do you want to talk about it?"

A third kind of answer is a **brush-off**. It skips over the feeling, with lines like "At least it wasn't worse," "It's not a big deal" or a quick change of subject. People who brush off a feeling usually mean well, but the other person can end up feeling unheard.

Empathy takes three steps. First, **notice the cues**: a person's face, voice, body and words often show how they feel before they say it. Second, **imagine their side**: ask yourself how you might feel in their exact situation. Third, **respond**: name the feeling you think they have, then ask a question or offer help without taking over. You do not need to fix the problem to show empathy, and you do not have to agree with everything the person does. Empathy means taking their feelings seriously.

Task A: empathy, sympathy or brush-off?

Read each situation and the reply. Circle **E** = Empathy, **S** = Sympathy, **B** = Brush-off. There are three of each.

1. **Arlo's science model broke on the bus.** "At least you still have the weekend to fix it." (E) (S) (B)
2. **Carmen was not cast in the school play.** "Oh, that's too bad." (E) (S) (B)
3. **Dorian's closest friend moved to another school.** "That sounds lonely. Do you want to sit together at lunch this week?" (E) (S) (B)
4. **Gianna's poem came back with a low grade.** "It's just one assignment. Anyway, did you see the game?" (E) (S) (B)
5. **Elise cannot find the library book she borrowed.** "That sounds stressful. Want help retracing where you went today?" (E) (S) (B)
6. **Bao's team lost the final by one point.** "I'm sorry you lost." (E) (S) (B)
7. **Colin forgot his lines during the class presentation.** "You seem really embarrassed. Want to practice with me before Friday?" (E) (S) (B)
8. **Hattie's group planned the poster without asking her.** "Don't worry about it, it's not a big deal." (E) (S) (B)
9. **Flora's drawing got smudged right before the art show.** "Poor you. What a shame." (E) (S) (B)

Task B: from the reading

1. **What are the three steps of empathy?**

2. **Does showing empathy mean you have to fix the problem or agree with the person? Use the reading.**

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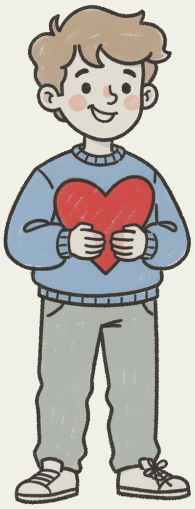
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