

Ice Breakers
12th Grade Advisement Activity
Estimated time: Varies with each activity

Georgia’s Teachers-As-Advisors Framework:

Goal 9-3.2 Develop positive, highly-developed interpersonal skills

a. Demonstrate effective communications skills

Competencies:

b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful and respectful.

d. Demonstrate ways to respect and work cooperatively and collaboratively with others.

Objectives: Students will begin to feel comfortable as a member of this advisement group; and learn about each other

Materials: will vary with the activity

Activities: Choose two of three of these activities during the first session to help students become acquainted and comfortable working in this small advisement group. You may want to use these periodically when appropriate or when time allows.

A. MAROONED – Divide students into teams of 3-4. Tell students, they are marooned on an island. What five items would they have brought with them if they knew there was a chance they might be marooned. Note that they are only allowed five items per team, not per person. You can have them write items on a flip chart, chalk board, or newsprint then discuss and defend their choices with the other groups. This activity helps students to learn about other’s values and problem solving style and promotes teamwork.

B. COLORS – Have each person in the group tell if they could be a color, what color would they be and why. Students can learn about each other such as peoples’ likes and dislikes, and personality traits. You can add to this by adding selected construction paper and scissors. Students not only choose the color, but they also cut a shape and discuss how the shape and color reflect who they are. Allow about 1 minute per person.

C. A COAT OF ARMS – Reproduce a Coat of Arms in the shape of a shield divided into 6 quadrants (see handout). Direct the students to create their own coat-of-arms using the directions on the handout. Tell them they are to use only symbols in all quadrants except where directed in the lower right to write the 3 descriptive words. Reminded students that the three descriptive words that they chose could represent characteristics they do not yet possess but aspire to. Further instruct that all symbols and words should be positive. You may want to model what you would do in each section if you were creating your own coat-of-arms. “In the upper left quadrant, I would have piano keys and musical notes because I am good at playing the piano. In the upper right section, I would draw an ear because I am trying to improve my listening skills...” After the shields are completed, students divide into groups of 3 or 4 and shared their coats-of-arms as a method of introducing themselves to group members. Finally, ask each student to take a 3X5 card on a half sheet of paper. On the card or piece of paper he or she would write an affirmation using the 3 words from the shield that they had used to describe themselves, adding an –ing phrase. Provided the following model: I am a _____, _____, and

_____ person (student) who is _”ing phrase.” Then I shared my own personal affirmation: “I am a caring, positive, assertive person who is enriching the lives of my friends, family, students, and colleagues.”

D. COUNT FROM 1-21 - The objective of this game is to count from 1 to 21 and then back down to 1 again, as a group exercise. The Group stands in a large circle close but not touching. The rules are as follows:

- * Anyone may call out the next number at any time but,
- * It's back to 1 when two people call a number simultaneously,
- * No one may call out two numbers in a row - back to 1.
- * Any obvious pattern (e.g. two people alternating, bouncing numbers between specific people,) and it's back to 1,
- * No discussion beforehand,
- * Silence apart from calling out numbers,
- * Everyone must close their eyes.

Note to leader: This exercise requires sensitive listening, openness, an acceptance of giving and strong teamwork. Most groups don't get very far, particularly if one or more people attempt any form of control - trying to call out as many times. If the group gets stuck, you can give them a clue. Ask them to: "think about how many people are in the circle". If they still have a problem then add the point "What number are you trying to count up to?" The group should be able to complete the exercise after that. (Or at least make a significant improvement).

E. CAH REGISTER GAME – distribute the handout, CASH REGISTER WORKSHEET. This exercise shows the power of teamwork. Read the story: “A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened a cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.” Have individual students answer the test by themselves first with NO talking. Tell them to answer question based on the FACTS provided in the story. After they complete it individually, put them in groups of 3-5 people and then as a group re-answer the questions. You may need to read the story several times. Students will learn we are all biased. We assume too much. And TEAMS generate better results-----but take longer. Answers for the Cash Register exercise. The correct answers for all questions is the question mark (?) except for question 3 (false) and question 6 (true)

Dismiss the advisement OR Continue with another planned activity, if time allows.

HANDOUT FOR COAT OF ARMS

Using symbols (except for #6):

In the #1 space draw a symbol of something you are good at

In the #2 space draw a symbol of something you are trying to improve

In the #3 space draw a symbol of your most prized material possession

In the #4 space draw a symbol of your most prized non-material possession

In the space #5 draw a symbol of your future career

In the space #6 write three words which describe you

1	2
3	4
5	6

CASH REGISTER WORKSHEET

Statements about the story: Circle your answer. Answer questions based on the FACTS provided in the story. Answer questions as a group. Appoint a recorder (person with earliest birthday in the year).

1. A man appeared after the owner had turned off his store lights.	T	F	?
2. The robber was a man.	T	F	?
3. The man did not demand money.	T	F	?
4. The man who opened the cash register was the owner.	T	F	?
5. The store owner scooped up the contents of the cash register and ran away.	T	F	?
6. Someone opened a cash register.	T	F	?
7. After the man who demanded the money scooped up the contents of the cash register, he ran away.	T	F	?
8. While the cash register contained money, the story does not state how much.	T	F	?
9. The robber demanded money of the owner.	T	F	?
10. The story concerns a series of events in which only three persons are referred to: the owner of the store, a man who demanded money, and a member of the police force.	T	F	?
11. The following events in the story are true: someone demanded money, a cash register was opened, its contents were scooped up, and a man dashed out of the store.	T	F	?

Discuss the following in your groups:

Did it take longer to answer the questions in your groups?

Were any of you biased in your answers?

Did any of you assume too much?

How did you feel when someone changed your mind about what you thought you heard?

How can you relate this exercise to everyday life?