

**ICEBREAKER: “Getting to Know You”**  
**6<sup>th</sup> Grade TAA Activity**  
**Estimated time: 20-30 Minutes**

**Georgia’s Teachers-As-Advisors Framework****Goal 6-3.2 - Develop positive, highly-developed interpersonal skills**

- c. Identify and practice positive social skills (good manners, showing gratitude, etc.)
- d. Identify and demonstrate ways to respect and work cooperatively and collaboratively with others

**Objectives:**

- To learn about each other
- To practice positive social skills
- To define the word dyad.

**Materials:**

- Optional: two decks of playing cards
- ½ of your advisees names on a piece of paper and an hat or other container to contain the names

**Activity:**

1. *Say:* Good Morning! Welcome to advisement. Advisement is a special time for us to spend together learning about and discussing many different topics. It is important that you understand, I am your ADVISOR. You and I will become very good friends and I will become the person you will come to if you have questions or problems. I may not always be able solve your problems but, if I can’t help you, I will find someone who can. This advisement group is NOT like one of your classes. We will focus on questions like “What do you want to be when you grow up?” and “What do you plan to do after graduation?” and “What do you do if someone bullies you?” just to name a few. Today we are going to begin to get to know each other a little better. Before we start, I am going to tell you a little about myself. [Instructor should prepare a short bio about his or herself. Attempt to make this as personal as you “professionally” can]
2. After the instructor has told the group some information about themselves, ask the students to brainstorm the type of information they would like to know about each other. *Say:* Let’s take a few minutes to brainstorm the type of information you would like to know about each other. Be sure we don’t become too personal with our questions--- respect the personal privacy of some information. For example, it is too personal to ask about a family situation or that person’s social status or religious status. EX: Name? Grade? Siblings? Sports? Hobbies? Special Talents? Favorite Music? Favorite School Subject? Possible Career Choice?
3. *Say:* Now that we have a list of possible questions, we will divide into groups of two called dyads. There are several methods: two decks of cards (students with the same card are partners); counting off by twos or if you have 20 students, have students count off one to ten twice and find the person with the same number); Drawing names out of a hat (half of your advisees draw the names of the other half of your advisees).
4. *Give the groups about 5-7 minutes to ask each other three or four questions and prepare their introductions of each other. Then gather in a circle and ask each pair of advisees to introduce the other.*

5. *After the activity, Ask:* Did any of you find this hard to do? If so, what made it hard? Let students discuss if needed. Explain that no one expects everyone to become “best friends”, although some of us might become good friends over time. What we hope is that everyone makes an effort to be respectful and friendly, so students feel safe to share and discuss what’s important to them.
6. *Say:* Raise your hands if:
  - a. You learned something new about at least one person
  - b. You can name everyone in the group by their first name
7. Instructor should go around the circle and name each person then *ask the group* to “Sit quietly and see if you can name each individual in the circle. If you have trouble, raise your hand and the rest of the group will help you. Have a great day. When you see a group member in the halls, remember to say hello! AND if you need help or assistance, come see ME! See you next time.