

Icebreakers
7th Grade Advisement Activity
Estimated time: 20-30 Minutes

Georgia's Teachers-As-Advisors Framework

Goal: 7-3.2 Develop positive, highly-developed interpersonal skills.

Competencies:

- a. Identify and demonstrate effective communication skills.
- b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful.

Objectives: Students get to know each other.

Materials: Varies with the activity.

Activity:

1. *Say:* Welcome to advisement. I am glad to see you. I hope all is going well with you and your family. Today in advisement we are going to get to know each other a little better. Advisement is a special time for us to spend together learning about and discussing many different topics. Just like last year, I may not always be able to solve your problems but, if I can't help you, I will find someone who can. Remember 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 by getting to know each other better and have some fun doing it!
2. Choose from the activities below. If time permits, you may want to complete several of these activities. Most of these activities were taken from the web site, *Education World*.

The CANDY JAR:

Pass around a bucket of candy and allow the children to take as much as they want. Once everyone has taken their share, they must count the number of pieces they each took. If they have five pieces of candy, then they must share five facts about themselves. If they took 14 pieces of candy, then they share 14 facts. Instead of using candy, you could use stickers, popcorn, gadgets from a dollar store, squares of toilet paper, party favors . . . the list is endless.

FACT OR FICTION:

Decide on how many facts you want each child to share with the class; we usually did three. I'd have the kids write down 3 statements about themselves; 2 factual and 1 made up. In turn, the students share their statements and the classmates must decide which one is fiction.

RECIPE CARD MIX-UP

Provide each student with a recipe or index card. Ahead of time choose about five questions that you might ask of students. Be as creative as you want with the questions. Possible questions might include the following:

- What is the title of a favorite book?
- What do you like doing in your free time when you're not at school?
- What is your favorite board game?
- What is your favorite candy bar?

If you could request your favorite meal for your birthday, what would that meal be?

When students -- and the teacher -- have written their answers to the questions, collect the recipe cards. Shuffle the cards. Then pass out a card to each student; be sure students do not receive their own cards. When everyone has a card, then the job of each student is to find the student in the room who belongs to the card the student holds. When everybody has found the person who wrote the answers on the card they hold, they must make sure they know how to pronounce that student's full name and that they understand everything that is written on the card. Then it is time for introductions. The teacher can begin the activity by asking the student on the card s/he holds to come to the front of the room. As that student stands by, the teacher introduces the student to the rest of the class by saying, "Class, I'd like you to meet _____. Her favorite book is _____. Her favorite board game is... Please welcome _____ to our advisement group!" The student that the teacher introduced continues the activity by calling up the student whose card he or she holds. Continue until all students have introduced someone to the class. When everyone has been introduced, take all the cards, shuffle them, and call out responses on one card at a time to see if students can remember who belongs to each card.

STUDENT DICTIONARY

Write five questions on the board. Questions might include the following:

- What is your name?
- Where were you born?
- How many brothers or sisters do you have?
- What are their names?
- Do you have any pets?

Tell students to write those questions on a piece of paper and to add five more questions they could ask someone they don't know. Pair students, and have each student interview his or her partner and record the responses. Next have each student use the interview responses to write a "dictionary definition" of his or her partner to include in a Student Dictionary. You might model this activity by creating a sample dictionary definition about yourself. For example:

Reynolds, Kim. *proper noun*. **1.** Born in Riverside, California. **2.** No brothers or sisters. **3...**

Have students bring in small pictures of themselves to paste next to their entries in the Student Dictionary. Display if allowed.

SKITTLES

Note: Before preparing or distributing any food in the classroom, ask about any allergies or dietary restrictions.

Bring one of your students' favorite candies, such as Skittles or M&Ms. Tell the kids to take as many as they want. Most are pretty apprehensive -- after all, it's the first day of school! -- so they usually take about ten to 15 Skittles. You should take some too. Next, pick out some fun music. For each Skittle they took the students must say one thing about themselves while moving to the music. You demonstrate first, of course. An option: Each color of candy represents a category students must speak about. Example: orange = scary memories, red = great vacations, green = something about your family, blue = favorite hobbies, etc.

Continue with advisement business or dismiss depending on the time.

