"Getting to Know You" Activities
"Getting to Know You" Speeches

Objective
To get to know everyone in the advisory better as a person

Materials needed
Pencil, paper, and candy (to reward those who just gave their speeches)

Procedure
Everyone (students, teacher, FMPs), break into pairs so that they can interview one another. For 5-7 minutes, the advisory quietly tries to develop creative and interesting questions to interview such as: “If you could be any kind of animal, what would you be?” or “If you could be left on a desert island with any book, what book would it be and why?” For another brief period of time, the pairs interview each other. Then, each pair goes up in front of the class to present their interview in the form of an improvised speech.

Helpful Hints
* FMPs and teacher should make sure that everyone cooperates during the speeches
* FMPs and teacher could offer hints to create good interview questions (some basic questions are okay also, such as: “What school did you go to for junior high?” or “Do you have any pets?”

Rachel Melnick '03
Ashley Levit '03
Curtain Name Game

Objective
To learn names and remember them.

Materials
Sheet or curtain and candy for the winning team.

Procedure
One person from each team sits behind each side of the curtain and team members cannot see who until the curtain is dropped and they have to say each others names. Whoever says it first correctly wins. The loser sits out, but cannot help other team members.

Suggestions
Play this after a learning names game. It is even fun when you know every ones names later in the year because you have to think so fast.
Meeting a Friend

Interviewer's name: ____________________________

Subject's name: ____________________________

1. What are your interests and hobbies?

2. Are you on or planning to be on any school sports, clubs, activities, etc.?

3. What Junior High did you come from?

4. Were you looking forward to coming to Stevenson? Explain your answer.

5. How did you spend your summer vacation? Did you enjoy it?

6. What are your favorite television shows, movies, and/or books?

7. Do you have a prized possession? What makes it so special?

8. Do you have any heroes? Who are they, and why do you admire them?

9. What is your favorite childhood memory? Why is it so special?

10. So far, what has been your worst experience at Stevenson?

11. So far, what has been your best experience at Stevenson?
To Tell The Truth / Two Truths and a Lie

Objective
1. To have students reflect on their own personalities and lives
2. To have students test their knowledge of their peers

Procedure
1. Have each student produce a list of 3 interesting (not obvious) statements about him or her. Two of the statements should be true, and one should be false. Try to choose facts that are not common knowledge so that your peer will have a hard time guessing which statement is false.

Example:
I live in Colorado.
I have moved 3 times.
I received in-school suspension for starting a food fight in the cafeteria.

2. The student mentor collects everyone's lists. He reads a student's list and has the class vote on which statement is false. The person who wrote the list must identify the false statement at the end.

3. It is important that all student mentors play. It would be great if the teacher also played. It is also fun to see who stumped the most people in the class.
Getting to Know You

Objective
1. To learn more about the members of the Advisory
2. To help one-to-one communication skills
3. To identify common interests among members of Advisory

Procedure
1. Divide the class into 3 or 4 groups. Number of groups should be determined by the number of advisors able to participate.

2. Pass out envelopes filled with questions.

3. Have students pick one question from envelope.

4. Go around the circle and have each student respond to his/her question.

Suggestions
1. Encourage interaction among the students when answers are provided. For example, if a student says that Titanic is his favorite movie, find out how the other students in the group feel. Find out what other movies people enjoy watching.

2. Also, if there are any questions left over, have everyone in the group answer them.

3. Possible questions: What is your favorite movie?
   What is your favorite television show?
   Who do you want to be most like?
   What is your favorite breakfast/lunch/dinner?
   What would you put in a time capsule and why?
   What is your favorite piece of clothing and why?
   What has been the happiest moment of your life so far?
   What job do you want when you grow up and why?
   If you could have dinner with anyone, who would it be?
   Where is your favorite vacation spot and why?

Add any other questions you think would be fun. Have the students make up their own question.
Musical Chairs (advisory style)

Objective

1. To promote interaction among the freshmen
2. To get to know something(s) new about everyone
3. To determine what you have in common with other members

Procedure

1. Set up chairs in a circle. Be sure there is one less chair than number of students participating in activity.

2. Have one person stand in the middle. That person should say his/her name and one thing about himself/herself. The game will be a bigger success if the students pick interesting tidbits about themselves. One of the mentors might want to start and use an interesting example.

Possible Examples

a. My favorite ice cream is Cookies 'n Cream / I like people who like Cookies 'n Cream
b. I have a pet dog
c. I am the oldest child in the class
d. I saw Titanic more than twice / I like people who saw Titanic more than once
e. I have a part time job
f. I watch Simpsons every night

3. Every person who identifies with the leader's statement must stand up and move to a different chair. The leader must also find a chair. The person left standing must go in the middle and become the new leader.

Reminders

1. Have the students start by stating their name.
2. Have the students find a seat across the circle, not next to them.
3. Have fun!
**Balloon Fun / Info Poppers**

**Preparation**

Well, in order to prepare for this fun filled mixer... all we need to do is purchase enough (easy to blow up) balloons so that each advisory had one per student, advisor, and teacher. Then, it might be helpful to gather a list of questions (similar to the following) to have the advisors read to the students. And one last thing, we need little pieces of paper torn up to fit in the balloon holes!

**Questions/Ideas for Balloon Fillers**

1. Your Favorite Color
2. How many siblings you have
3. The weirdest location you have traveled
4. What you did over the summer
5. What Junior High you attended
6. Favorite Subject in School
7. What you want to be when you grow up
8. Favorite Food

So, how do we play this mixer?

You see, each student, advisor, and teacher is handed a balloon (un-blown). From here, each student, advisor, and teacher is now handed a little sheet of paper. On the piece of paper they are to write down something about themselves. Advisors can give them helpful suggestions by using the questions/ideas provided right about this description. After they finish writing down their fact about themselves, they fold it up and place it in the balloon. From here, they blow the balloon up and tie it shut. Now, all the balloons are placed in the middle of the room/students (they are in a circle). They are mixed up by an advisor and then each balloon is handed to a student, advisor, and teacher. Now, as a class, they have to figure out which fact belongs to which person. With the help of their peers, the advisory class will be close buddies in no time. This is a helpful game to open up people at the beginning of the year and get them chatting with new faces! :)

Carly Pinzur '02, Adam Kessler '02, Emily Shown '01 & Lisa Pearl '01
Guessing to Know You

Preparation
Prior to the activity the advisors would have to make up a list of activities that the freshman in their advisory would be interested in.

Explanation
The freshman would then each receive a list of the activities, and write down who they think is most interested in a particular one, for each activity. After each kid votes, you can tally all of the lists up, and see how the results come out.

Example of Activities
Playing basketball
Jumping on the trampoline
Roller blading
Listening to music

Jonny who receives this list, would think about who he thinks would be most likely to be involved in that activity.

Playing basketball: Jimmy
Jumping on trampoline: Katie
Roller blading: Mike
Listening to music: Cassy

Afterward, have everyone talk about it to reveal their true interests!
Mix It Up

Necessary Preparation
You will need to buy Polaroid film, poster board, and markers and get a Polaroid camera for this activity.

Description of the Activity
This activity is a get-to-know-you activity, so its best if you use it in the first or second week of school, before the kids all say they know everyone's name.

How to Play
The first thing you have to do is take everybody's picture with the Polaroid camera. You might have to cajole some of the more shy kids, but it's important that everyone's picture is taken. Let the pictures develop—it takes about 2 minutes. Have each student write his or her name on the white part of the photo and something that distinguishes him or her (i.e. talents, favorite things, etc.) Then, recollect the pictures and shuffle them up. Distribute them at random to each of the students. Then, instruct the students to approach five people, trading identities (photographs) by pretending they are the person whose picture they hold. For example, if Sue has John's picture, she says, "Hi. I'm John and I like to play Lacrosse." Then Mary, who Sue is talking to, does the same. When they are done, they trade pictures and continue with different people until they have traded five times. Then they present whatever person they are to the class. Recollect the pictures after each student has gone.

Follow up
The next day, have the students decorate the poster board, and then create a collage out of the pictures. Put up the poster board as an easy reference for the students to learn names from.

Chrissy Davis '01
Cards of Knowledge

Objective
This activity will help students get to know each other a little better.

Preparation
The only preparation needed for this game is that one, or more, FMPs need to bring a stack of normal playing cards being sure to remove all the face cards and aces.

Explanation
To start off, the entire advisory sits in a circle. The rules of the game are explained as followed. Each kid picks a card from the stack of playing cards. They hold onto that card. Then, one or both FMPs find out who has the highest card. The student with the highest card has to say a certain number of facts about themselves and their name (if this takes place at the beginning of the year). For example, if the highest card is eight then that student says eight things about him/herself. If there are two or more students with a certain number then each one says their facts in turn. After the highest number(s) are finished, then you work your way down the order until you reach someone with the lowest card.
"Do You Like Your Neighbor?"

Preparation
Absolutely nothing!

Explanation
The people involved stand in a circle and one person stands in the center. The person in the center walks up to any random person and asks "their name, do you like your neighbor?" The person replies "Yes, I like (person on left) and (person on right), but I especially like people (who wear watches - or any other characteristic). The people with that characteristic, in this instance watches, trade places. However, there will always be one person without a spot, they will then become the person in the center and start the process all over again.

Helpful Hints
Be patient! It takes a while to get used to, but in the end it is so much fun. Also allow for adequate space, this takes room.
The Name Game (part 1)

Objective
This is a great way to have everyone learn each other's names! It's the only thing that helped me with my advisory!!

Preparation
Have everyone in the advisory sit around in a circle, including the teacher.

This Version
One by one, go around the room and have everyone state their name and something they like that begins with the same letter. The catch is that for everyone that has already gone, they have to state their name and what they like before they can go. It is really interesting what they come up with for what they like. :)

Example
That's Lindsay, and she likes lizards. That's Scott, and he likes soccer. And my name is Jenny, and I like jellybeans.
The Name Game (part 2)

Objective
1. To become acquainted with each other
2. To begin getting used to talking in front of the group
3. To begin building trust within the group

Procedure
Lead in - for us to become a closer group, we need to get to know each other, and names are the best place to start. Think back to a time when a teacher didn’t know your name or kept calling you the wrong name. How did you feel about that? Now remember a time when a classmate you hardly knew called you by name. Wasn’t that a pleasant surprise. (If you like, allow time for a brief discussion of their memories.) Calling people by their names will be really important in this group rather than always saying thinks like, “he said,” “I agree with her,” or “What’s her name was right.”

The leader should go first. If group members volunteer only a bit of information, leaders can ask questions, such as: Do you have any nicknames? What are your brother’s or sister’s names? Why were you given that name? Do teachers pronounce your name right the first time? Do a lot of people have the same name as you?

Suggestions
Introduce confidentiality - each person has shared something about themselves. Perhaps someone has shared a nickname they don’t want used ever again. No matter how innocent it may seem, members of the group should not talk about that nickname to anyone outside the group. Stress that the group will never succeed if members can’t trust each other.
Get to Know You Bingo

Preparation
On a sheet of paper there should be a big box drawn and divided up into equal squares (preferably 5 x 5). In each of the boxes a different character trait or personal hobby should be mentioned. (ex: likes water skiing and snow skiing ~ has a younger sister and an older sister, etc...) The number of copies made of this chart should match the number of Freshmen in the advisory. Also, prizes such as candy should be provided.

Procedure
With these charts, the students will play "Get To Know You Bingo". The students will walk around the room and try to find people who fit into the categories in the boxes, marking off each box as they go. The object is just like the object of Bingo: to fill in the boxes either horizontally, vertically, or diagonally. Once a student accomplishes this, they yell "BINGO". This person will receive a prize provided by the FMP advisors. The game can repeat any number of times, and the style of the game can also be switched. (fill the border, one in each corner, etc...) If you play the game multiple times with different styles, the freshman will begin to remember the characteristics of others more easily. The main object of the game is to HAVE FUN!!!!
Materials
Bring about five soft balls, each a different color or shape if possible.

Procedure
Have the class form a large circle around the room. Give one student a ball, have him say his name, and toss the ball to someone across the circle. After they catch it, they then say their name and toss the ball. This continues until everyone has been thrown the ball. The last person to catch it throws it back to the original thrower. The entire cycle begins again, and the first person will say his name and throw it again to the same person he did the first time around. Once the class has the rhythm going, add another ball. Beginning with the same first student, have him say his favorite food and pass it to the same person again. The second person throws it to the same person, and this continues on... The cycle should be continuous, each student throwing the ball to the same person every time. After the group has the hang of it, more balls can be added, naming a different thing for each ball. For example, a red ball could represent your name, blue- favorite food, green- a hobby, yellow- a vacation spot, purple- an animal, etc... Each time a student received the "food" ball, he would say the same food and pass it to the same person.

Follow-up
Typically, this is a one day activity. However, the next day, the advisory can talk about different tactics that were used to keep the game successful. In order to keep the balls moving at all times, it was important to work together and pay attention. If somebody dropped a ball, or threw it to the wrong person, the entire "cycle" can be confused and unorganized. Although it's difficult to learn about each other and hear what everyone says when they catch the ball, it is a good way to learn names. It also promotes teamwork and communication.
The Toilet Paper Game

Materials
One large role of toilet paper with perforated squares (two if you think your kids will be greedy).

Procedure
The activity is simple and is great for introducing kids like an ice-breaker. You start by passing the roll around to each kid. Do not give them any more instruction than take as much or as little as you want. You know you're bound to get the kid who takes half to role as a joke, but the joke's on him later! ! Once everyone has their toilet paper explain what they must do. For each perforated square they must rip it off end say one interesting fact about themselves. Start from one end of the room and go to the other until everyone has gotten a turn. It could be that you need two days depending on how big the advisory is or how much they take. There really is no follow up but the next day you could bring in candy and quiz them on facts about their classmates.

Alicia McGeehin '01
Notecard Game

My favorite activity is the notecard game. You fold a note card in half and then in half again.

Then label each section 1 through 8.

Number 1 is: What is your favorite ice cream?
Number 2 is: Are you right, left, or both handed?
Number 3 is: Rate your athletic ability: Great, good, or good spectator.
Number 4 is: Math ability: awesome, really good, not that great.
Number 5 is: How many languages do you speak fluently?
Number 6 is: Favorite music type, pick only one.
Number 7 is: Family: Bio Nuclear, one parent, or have a guardian.
Number 8 is: Have a pet: dog, cat, other, or none.

Then after you have them fill the card out have them find only one person for each number with the same thing on the card and introduce themselves. It works in big groups and small groups. After you quiz the freshmen asking who has the same number 6 as Joe Freshman, and then you move on to the person who said I have the same as Joe than move on so on and so forth. You can change the Number 7 to what type of club, or sport do they want to get involved in at Stevenson.

Jeff Baygood