



MADISON PARK ACADEMY

1. **Name Juggle:** Get eight to ten soft objects that you can throw. Ask students to form a circle. If you have more than 15 people, you might want to split the group in half and have one facilitator for each group. *We're going to establish a pattern of tossing and catching the object. I will say a student's name and then toss the object underhand to her. That student will then say another student's name and toss the object to him. You need to remember who tossed the object to you and who you tossed the object to. You will always catch the object from the same person and always throw to the same person.* We will do this a couple of times using one object to establish the pattern. After you have practiced with one object then introduce another object. The goal is to see how many objects you can juggle.
2. **Name Tent Toss:** Make a name tent with your first and last name in large letters. Jot down responses to the posted questions on the inside of your name tent. Example questions: *What is a food you can't live without? What is a subject in school where you feel like you have learned things that will help you in life? What's a movie you would want to see again? What is something you like to do in your free time?* When students are ready, have them stand in a circle and hold their name tent up so everyone can see their name and face. Include yourself in the circle. Hold up your name and say your response to one of the questions. For example: *"I'm Ms. Hatch and I couldn't live without sushi because I love Japanese food."* When all students have had a chance to introduce themselves and share a "favorite," toss the name tent into the middle of the circle. Volunteers call out names and return name tents to each person as quickly as they can. Debrief by asking some of the following questions: *What was it like to do this? What was easy? What was challenging? In what ways can learning names help us work and learn together?*
3. **Name and Motion:** Have the group form a circle. Ask students to say their names and make a gesture that goes with their name. After each person says his or her name and makes a gesture, everyone in the group will repeat the name and the gesture. Model the gathering first, then go around the circle. ** Some students feel more comfortable engaging in this gathering when they are seated. The motion can be done from a chair.*
4. **"You Name It" Lineups:** Ask students to line up *silently* (A on left → Z on the extreme right). If there is not enough space to make a straight line, a "U," circle, square or any similar shape will work. Model how to do this with an example. You



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- might say, *"So if my name were 'Sabrina,' I would move to the second half of the line, since 'S' is in the second half of the alphabet, a few letters after 'M.' Then I'd use gestures to communicate and try to figure out my exact position in the line."* Once the class has lined up, ask students if they are confident about their positions. If not, give them another 30 seconds to check in with their neighbors silently. When students are ready, ask them to go down the line and say their names. If students positioned themselves incorrectly, invite them to move into the correct order. Debrief by asking a few of the following questions: What did you notice happened during the Activator? How did we do with our prediction? Any surprises? If we were to do this Activator again, what goal would you like to set for how long it will take us? What additional strategies might we use to decrease the time?
5. **Name-Matching Exercise:** On a 5x8 note card, ask everyone to write one word that begins with the first letter (or sound) of their first name that reflects something positive about themselves (e.g. Mechanical Manual, Bold Barrera) In a circle, ask everyone to say their name, the word, and the connection they have to the word they chose. Then ask everyone to toss the card in the circle. Using a timer, ask for two volunteers to see how fast they can return the correct card to the person who wrote it. Do this a number of times to see if successive advisees can beat the previous time. **Tossing the index cards into the circle over several advisories at the beginning of the year is a worthwhile exercise, as it will ensure that everyone is known by name in the group.*
 6. **Name and Asset:** On a 5x8 note card, ask everyone to write their name and choose an asset that describes a piece of their personality (give examples of assets, or provide a list of asset adjectives). Pair with a student and have them share the reason why they selected the word. Have them introduce each other with the word. This is Andres and he is creative. He likes to draw comic strips.
 7. **Paired Interviews:** Choose three questions you will use to interview a partner. Some Suggested Interview Questions: 1) *What's the best thing about being a teenager? The hardest?* 2) *What is a TV show or movie you could watch over and over? Why?* 3) *If you could spend 24 hours with one famous person, dead or alive, who would it be? Why?* 4) *Name one thing you could teach someone how to make or do?* 5) *What is a holiday you and your family celebrate and what is one tradition you have to celebrate it?* 6) *What is one thing you are most excited about for this upcoming*



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- school year (could relate to school or something you do outside of school)?* Have students sit next to their partner and make eye contact. Take turns asking each other questions. Communicate that you're listening through body language, and provide details in your responses. Thank your partner and ask permission to share one thing you learned with the class. Partners go around and introduce one another with one thing they learned about the other person.
8. **Pick a pocket...pick a purse... go inside the pack...pick a pic** Find an object in your pocket, purse or pack that would reveal something about your personality. Or, find a picture on your cell phone that says something about you/your summer, etc. For example, if a student has a Blockbuster card they might say, "I love movies."
 9. **Tangled Web:** Gather your advisees in a circle (sitting or standing). Hold a large ball of yarn. Start by telling your advisees one way in which you will support or contribute to the advisory group. Then -- toss the ball of yarn to an advisee without letting go of the end of the yarn. The advisee who gets the ball of yarn tells his or her name and one contribution or support they will bring to the group. Then the advisee tosses the yarn to somebody else, holding on to the strand of yarn. Soon -- your advisees have created a giant web. After everyone has spoken, you and your advisees continue to hold the yarn. Start a discussion of how this activity relates to the idea of teamwork -- for example, your advisees need to work together and not let others down. To drive home your point about teamwork, have one student drop his or her strand of yarn; that will demonstrate to students how the web weakens if the advisory group isn't working together. **Note:** You might explore with your advisees where they see teamwork happening at school.
 10. **Food for Thought:** To get to know your advisees and to help them get to know one another, have each advisee state his or her name and a favorite food that begins with the same first letter as the name. For example: "Hi, my name is Latrece, and I like liver." As each advisee introduces himself or herself, he or she must repeat the names and favorite foods of the students who came before or just the student that came before.
 11. **Letter to Self:** Have students write themselves a letter where they address their hopes, fears, questions, habits, struggles, impressions, predictions, and goals for the year. After students write these letters, collect them and pass them back out at the



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end of the year. Modify for younger kids: Have them trace their height over the course of the year.

- 12. People Bingo:** The goal is for students to get to know one another by having them sign their names by something that relates to them. For example: Have you ever been out of the country? Find someone that is an only child. This game can have a time limit on it. The one with the most signatures wins a prize.

HUMAN BINGO

Directions: Fill out this Bingo sheet. You may only put ONE person in ONE box. You may use yourself ONCE.

Find someone who went to another country this summer:	Find a 9 th or 10 th grader who has a dog or cat:	Find someone in the 11 th grade who loves sports:	Find someone in the 12 th grade who knows what college they want to go to. What is it?:
Find an 11 th or 12 th grader who read a book this summer:	Find someone whose favorite color is either purple, yellow, or blue: _____	Find someone who wears glasses or has sunglasses in their backpack: _____	Find someone whose name begins with "S," "J," or "T."



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Find someone who does not like milk:	Find a 9 th or 12 th grader who has Facebook:	Find someone who likes to play soccer:	Find someone whose favorite subject is science:
Find a 10 th or 11 th grader who is wearing sandals:	Find someone who likes to dance:	Find someone who was born in a country other than the USA:	Find someone who ate cereal for breakfast this morning:

- 13. Empathy Questions:** Cut up these prompts and put them in a cup—pass them around the circle and have kids answer the prompt in front of them as an easy way to facilitate a “community circle.” Have students pick one at a time so they will be listening to each other and not thinking about the question they picked.

How was your day today?	What do you want to be when you grow up and why?	If you could be any age, what age would you choose?
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Name one of the stupidest things you've ever done in your life.	What are your thoughts on religion?	Who do you turn to for advice?
What goals do you have for your education?	What was the last thing you lied about?	If you could have a second chance at something, what would it be and why?
Do you feel like your life is in balance? Explain.	How important do you think it is to be rich?	How would you explain love to somebody who had never heard of it before?
Describe your dream girlfriend/boyfriend/partner	When you are a parent what would you do differently than your parents did?	Who is there in your life that you would take a bullet for?



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What are your thoughts on teenagers using drugs?	On a scale of 1-10, how strict are your parents? How do you feel about this? Do you wish it was different?	What is your favorite way to spend a Saturday?
What is a question you would like to ask your mother/father but never have?	If you could have lunch with anyone living who would it be?	If you had \$1,000,000 dollars to give away, how would you do it?
What do you "know now" that you wish you knew 4 years ago?	What is one habit in school you wish you could change? How might you do this?	What is your favorite thing about your mom or dad?
Who was your favorite teacher ever and why?	If you did not need the money, what would you work for?	What is some good advice that you've received?



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14. Rock-Paper-Scissors-Lizard-Spock or Cheerleader Rock-Paper-Scissors: Basically a crazy way to modify the rock-paper-scissors game we are all familiar with. Play until one winner remains. Modify by having all losers cheer on the winners. You should end up with half the class cheering for one student, and half the class cheering for someone else. For example, as Juan and Mariela play rock paper scissors in the final round, half the class is behind Mariela chanting “Mariela! Mariela! Mariela!” and half the class is behind Juan cheering “Juan! Juan! Juan!”

- Scissors cuts paper
- Paper covers rock
- Rock crushes lizard
- Lizard poisons Spock
- Spock smashes scissors
- Scissors decapitates lizard
- Lizard eats paper
- Paper disproves Spock
- Spock vaporizes rock
- Rock crushes scissors

15. Incorporations: This game is about forming and reforming groups as quickly as possible. Don’t worry if you are not even into the first group by the time the next group is called, just head to the next group. The idea is to meet many different groups of people as fast as possible. Get into groups of three...Go!

- A group where everyone uses the same toothpaste
- A group that dries the same part of their body first
- A group with the same birthday month
- Wearing the same size shoe as you.
- Find everyone else born in the same month as you.
- Think of the first vowel in your first name, find four other people with the same vowel.

16. Meet and Greet: Ask participants to stand and put one hand in the air. They are to move around and pair up with someone across the room. Partners are to stand back to back. Instruct participants to keep their hand up until they find a partner. If there is an uneven number, a facilitator should pair up with a participant. Give the following instructions: “In a few moments I will ask you to turn around and greet



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your partner. Be sure to share your name and your grade level. Now think about one feeling you have for this school year. Turn and face your partner. The person with the shortest hair goes first." Give the group two minutes to share. After two minutes, signal the group to refocus their attention to the leader/facilitator. When the group is quiet, instruct participants to shake their partner's hand and say "Nice to meet you. I hope your year goes great." Participants are to put one hand in the air and begin to move around the room to find a new partner. Once everyone has a partner, give the following instructions: Think of a book or movie which changed your life. Face your partner. Give name, grade level, and response to above statement. Tallest person goes first. After two minutes, thank your partner and say "I am so curious to check out that book or movie." Continue the activity for as many more rounds as you like. You can also ask students to suggest the questions.

- 17. Snowball Activity:** Students write on a piece of paper three things about themselves. Then they crumple the paper up into a 'snowball' and have a one-minute snowball fight. At the end of the minute, everyone grabs the closest snowball and has to try to find the person who wrote it. They then introduce that person to the rest of the group, sharing the three facts."
- 18. Pictionary Telephone:** You may want to split your class into two groups for this activity. Sit in a circle. Every student will need a post-it or index card for each person in the group (for example, if you are playing with 20 people, each person will need 20 index cards). First, students write a sentence about something fun they did over the summer and write their name in upper right hand corner. They keep all 20 index cards together and pass it to the left (after about 30 seconds). The next person looks at the sentence on the first index card, moves that card to the back of the stack, and draws a picture of that sentence on the second card. After 30-60 seconds, each person passes their stack to the left again. The third person sees only the drawing on page 2. They then must take that drawing and put it at the bottom of the stack and write a sentence about the drawing on page 3. Continue passing alternating drawing, writing, drawing, writing until you choose to be done. Then pass these "books" back to their original owners to read and laugh about. Have some students share out how their initial sentence changed over time.
- 19. The Alphabet Game:** Without explicitly strategizing, the community must recite the entire alphabet with one voice per letter. If two individuals say the same letter, the



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entire group must restart with "A." How far can the group get in the alphabet?

Variation: Close your eyes and try the group activity, or do this with numbers up to 25 or 30. <http://www.youtube.com/watch?v=JS1J-2QYB-Q&feature=related>

20. Speed Friending: Have one half of the class form a circle with each student facing outward. Have the other half of the class form a circle around the inner circle, facing inward. Line students up so that they are facing each other. Ask a question. Let them talk for about 30ish seconds, and then have them switch (move left/right). Then ask the next questions. Variations can be done: move three to right, reverse, swap places, etc. Example questions:

- 1) Where are you from or where were you born?
- 2) What is the one thing about yourself that people probably don't know?
- 3) Do you want to get married someday? Do you want to have kids? How many?
- 4) What do you do for fun?
- 5) What are you most proud of?
- 6) Is religion important to you?
- 7) Do you follow politics?
- 8) Do you believe in love at first sight?
- 9) What is your most treasured possession and why?
- 10) What is your favorite month of the year and why?
- 11) Which is your favorite book or movie?
- 12) Which is the one job in the world that you would love to do?



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- 13) Which is your favorite music and your favorite singer/band?
- 14) Do you like animals/keep pets?
- 15) Do you believe a cup is half empty or half full?
- 16) You have got six months to live - what will you do first?
- 17) If you won a lottery, how would you spend your millions?
- 18) If you have friends coming over, what would you cook?
- 19) What is your favorite sports activity?
- 20) Which is your favorite genre of movies - comedy/thriller/action?
- 21) What is the nicest thing you have ever done for one of your teachers?
- 22) What is the nicest thing a teacher has done for you?
- 23) What is your favorite holiday and why?
- 24) What celebrity do you have a crush on?
- 25) What is something strange/exotic you have eaten?

21. M&M Game: Empty a bag of M&Ms in to a bowl. Have each student select an M&M. Then they must share out based on what color they got.

- o Blue – something you hope to do in your lifetime,
- o Red – an embarrassing moment or something crazy you did
- o Orange - a book you've read recently or like a lot
- o Brown – a place you would like to visit and why



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- o Yellow - name a person that inspires you and why
- o Green – your hope or fear for the year

- 22. I Love My neighbor/The North Wind Blows:** Name things that you and others may have done/believed/love/etc. Students must run to a chair across the room (can't sit on the available chair next to them). Encourage students to move past physical traits. Examples: *I love my neighbor who was born outside of Oakland. I love my neighbor whose favorite subject is math. I love my neighbor who never skips breakfast. I love my neighbor who wears clean underwear every day.*
- 23. Musical Chairs:** You know how to play this one. Put music on and stop it. Remove one chair each round. _Modified: Musical chairs but the caller gives special instructions such as "Put your head on the chair" or "put your right leg on the chair!" Once students get comfortable, you can also try Birdie on a Perch where one student is the birdie and one is the perch and when the music ends, birdies must find their perches and hop on as quickly as possible (ask returning HS teachers about this if you need more explanation)
- 24. Zen Bat:** This is a fun name game with a foam noodle/soft bat. Students sit/stand in a circle with one person in the middle. Advisor can start in the middle to ease the anxiety. One "caller" says someone's name and the person in the middle with the zen bat must find that person and "hit" them (not in the head!!) before they yell someone else's name. The zen bat holder continues to attempt to "hit" the named person before they name someone else. If they succeed, they change places with the person who couldn't yell another name in time.
- 25. Name "Draw"/Name Your partner:** Another good name game. Split the class in half. Each group selects one person who will "draw" with the opposing team(s). Once one person from each team has been secretly selected, the advisor counts down. When the advisor says "draw!" everyone EXCEPT the two selected student squats down. You are left with 2 standing students. Whoever says the others' name last loses and must sit down. Continue playing until one team is eliminated (or shrunk drastically).



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High pressure name game! Alternative: Stand in a circle, person in the middle points at someone randomly. That person ducks down. The people on either side of the person ducking have to say each others' names. Whoever says the others' name last must go into the middle.

26. **Zip, Zap, Zop:** Make eye contact and "zip" to your neighbor with an arm motion. The neighbor must then "zap" to someone else. That person must "zop" to someone else. If you "boing" it gets sent back. "Zap" to your neighbor.
<http://dbp.theatredance.utexas.edu/node/29>
27. **Juicy Fruit/Silly Veggies:** Say your name and your favorite fruit without using your teeth. Repeat who came before you and then another name. Or... Make a placard with a name of a vegetable in front of you. Without your teeth say your vegetable and the name of someone else's. For example: "Annie Rudabega. Sally Spinach." Without missing a beat, Sally must respond: "Sally Spinach. Aubrey Artichoke." Etc.
28. **Mosaic Self-Portrait:** What makes you unique? Think about personality traits and then visually represent it in collage and then share out. Learn new things about your advisees and then hang up the artwork! Or, group up a 9, 10, 11, 12 grader or 6, 7, 8 and have them make a collage of what they have in common and what they do not have in common. Present out to the whole advisory.
29. **Color Chips :** Lay out paint chips of a variety of colors on a table (we have extras in room 25). Be sure to include colors that are light and dark, intense and muted. Ask each student to select a color that reflects: *How you are feeling today? Your feelings about the weekend, week, holiday weekend, vacation. Your thoughts and feelings about...*
30. **Select an Image:** Collect a set of photographs, postcards, or greeting cards with compelling, funny, weird, interesting images of people, animals, or elements of nature. Spread your pictures on the floor or a table and ask advisees to choose an image that reflects - *The best thing you bring to a group. Your best asset as a student. A big frustration in your life right now. Something you are doing right now that is helping you achieve your goals. Something you are doing right now that is keeping you from achieving your goals. A good choice you have made this week. What you need from the group to do your best thinking today. The best quality you bring to a friendship. Something of which you are feeling very proud.*



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31. **The Weather Channel:** Lay out imagines of different types of weather, or just ask students to pick their personal forecast. Think about your mood today. What weather condition are you? To begin this gathering you might want to have your advisory brainstorm all the different types of weather they can think of and then have them select from the list. (Partly Cloudy, Sunny, Thunderstorms, etc.)
32. **A Penny for your Thoughts:** Select a penny and think of and share a significant event that took place that year. Note: Make sure the pennies you have are within the last three to four years.
33. **Windows:** Imagine that you are looking through a window - What is the scene you would most like to see. Note: This could involve nature, a person, just about anything...
34. **Doorways:** Imagine you have been given a key to a door that could take you to another place for 24 hours, where would you want to go?
35. **Comic Strip Chaos:** Each participant takes a turn at picking a comic frame out of a large container. After your advisees have chosen one, they will begin to search for others with the same comic strip sequence. After your advisees have found everyone in their group, they must arrange themselves so that the sequences of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together. Great gathering to break the advisory group into smaller groups. **Note:** Find several relevant comic strips from the paper and laminate them. You can add these to your advisory resources. You could also have the students bring in a favorite strip and cut them up for you.
36. **Metaphor Toy Bag:** Collect a bag of small toys, magnets and small objects. You are sure to find objects by looking in junk drawers, kitchen drawers, on shelves, etc. in your home. Invite students to pick a toy or object that represents any of the following: 1) *The best thing I bring to a group*; 2) *A personal skill that I bring to working out problems*; 3) *A part of my personality*. * This is a gathering that can be repeated throughout the year. Advisees love it! Have them bring in objects to contribute to the bag and have them make up some stems (we have some items in room 25).
37. **Spin Around:** Spin Around is an incomplete statement that is completed in turn by each person in a circle. It goes quickly with each person responding with one word or



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a short phrase. Spin Around Examples: 1) *I wish someone would invent...* 2) *The best ice cream flavor...* 3) *My most difficult class is... because...* 4) *If I could invite one famous person to spend the day with me...* * This is a gathering that can be repeated throughout the year. Have your advisees make some of these spin arounds and add them to your Spin Around box/envelope/bag.

- 38. If anybody asks me...** If we were to create a Top Ten List for Teenagers to relax what would it look like? What's something you do for fun? Today I... I really appreciate it when... One thing I do to take care of myself is... My favorite quiet activity is... I love to eat... My favorite ice cream, cookie, pizza, tamale... I get really frustrated when... What is the best topping to put on a pizza? Baked potato? Ice cream? * This is a gathering that can be repeated throughout the year.
- 39. What word describes me?** Print out a list of words with personal assets and qualities of character. Spread them out on a table and have the students choose a word with which they identify. Have them explain their choice to their peers. **Examples:** assertive, attentive, caring, compassionate, curious, forgiving, leader, intuitive, skillful, steady, supportive, trustworthy... **Note:** Assign pairs, and have each member of the pair choose a word for the other and explain their choice.
- 40. Just Like Me:** As the advisor, script a series of statements about yourself. As you say the statement, ask students to stand when they identify with it (this is like west wind blows but with advisor saying all the statements). There is no talking during this gathering. Sample Statements: *I like to eat chips and salsa. I like to take siestas on the weekend. Exercise is a way that I relieve my stress. I live in an apartment. I have at least six siblings or more. I was born on the East coast. I like to read poetry. I speak a second language. I am comfortable working through conflict. I am organized. I like to be in nature. I worry sometimes. I love music.* **Note:** This is a gathering that is especially comfortable for ELL students. It enables everyone to participate without speaking. This gathering explicitly reveals to students commonalities that they have with their peers and advisor. Over the course of the first semester, each of your advisees could script a series of personal statements and take turns leading this gathering.
- 41. Are you more like...?** Are you more like the sun or moon? Are you more like a passenger or a pilot? Are you more like a mountain or a river? Are you more like a novel or short story? Are you more like a football or a soccer ball? Are you more like



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a scrambled egg or a fried egg? Are you more like a saxophone or guitar? Are you more like a cheeseburger or hotdog? **Note:** We have a book of a million examples of these (see Annie).

42. **On a scale of 1-10...** How organized are you? How important is it to keep a clean bedroom? How easy is it to make new friends? How important is it for you to attend college? How comfortable are you having your picture taken? How important is it for you to meet deadlines?
43. **2 Truths & A Lie:** Advisees write down two truths about themselves and a lie. Then one advisee introduces the three “facts” to the rest of the group who tries to guess which one is a lie.
44. **Fear in Hat:** Advisees write personal fears anonymously on pieces of paper which are collected and placed in a hat or other container. Each advisee randomly selects and reads someone else’s fear to the group and explains how his/her peer might feel. **Note:** This gathering fosters interpersonal empathy.
45. **I’ve done something you haven’t done:** Have each advisee state something they have done that they think no one else in the advisory group has done. Give them time to think about this. In a go-round fashion have each advisee share. If someone else has, the advisee must state something else until he/she finds something that no one else has done. **Note:** This illustrates the uniqueness of each individual.
46. **Common ground:** This works best for small groups of four to five. Identify a scribe for each group. Give the groups a specific time (perhaps 5 minutes) to write a list of everything they all have in common. You might want to give some examples (We all like to eat ice cream. We all like to watch movies. We all eat sushi.) Let the groups know up front that they cannot focus on physical attributes. When time is up, ask each group how many items they have listed. For fun, ask them to announce some of the most interesting items.
47. **What’s in a Name?:** Start by reading excerpt from Sandra Cinsnero’s *My Name*. <https://vimeo.com/105508553> Pair up and have advisees interview each other and present on each other or have students fill out their own info and write their own poem/present on their name.
48. **Hanging Mandala Mobiles:** Make a little card with different requirements for each part of the mobile. Visual representation on one side and on the back answer a



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question or put a fact/aspect of yourself. Select three to find pieces of the mandala to share with the group. Hang them as art pieces.

49. **Totem Poles:** Print out a huge long list of what every animal means—people choose an animal (or food or item) to represent them and then connect them between students. Kids would make part of the totem pole and then put it together as an advisory. Explain what totem poles are part of and what they symbolize. It's a way of looking at inter-connectedness and hierarchy in a new way—serving different roles in part of the group. You could put 12th/8th graders on the bottom of the paper totem pole supporting the younger kids as they move up the totem pole. Alternative: Get milk crates for each grade level. 12th/8th grade team makes an image and puts it on the stacking milk crates, on top of that 11th/7th, etc. Use as storage and totem pole art!
50. **Personality Tests:** Meyers Briggs/ NESW/etc.
<https://www.personalityperfect.com/test/free-personality-test/>
51. **Life Maps/Journey Maps:** Where is your family from? Where are you born? Create a road map about your journey so far and explain major important events/highlights/problems you have faced on your journey. Where do you want to be in ____ amount of time (college/career)? A great way to build a community in the classroom; requires respect and getting to know one another on a more personal level. Demonstrate your own life map as a starting point. Alternative: You can make a comic book (Detailed story book about where you come from) or a timeline (put a year and writing about what happened on that year).
52. **Yardstick challenge:** Every student needs to keep his/her finger on the yardstick and lower it down together. Modify: no talking. If you drop the stick, start over. Make sure to debrief!!
53. **Trust Falls:** Have your advisory complete trust falls over the course of the year. They stand with their back facing group and fall into their arms. Teach proper holding techniques. Make everyone feel safe. Start with upperclassmen and move on to the freshman as they gain trust. Debrief!



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54. **Poll Everywhere:** <http://www.polleverywhere.com/> Cool technology get-to-know-you game
55. **Affirmative Fold-Ups:** Have group comfortably sit in a circle. Give each participant a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one (or a sentence) positive word about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet. Participants will continue to select other's sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the papers to their owners. This is a great game to do at the end of a retreat, the end of a year for an organization, at a staff meeting, etc.
56. **Chalkboard Sentences:** This exercise asks the participants, working in teams, to race against one another to formulate a sentence to which each team member has added a word. The facilitator begins by explaining that the participants will be competing to see which team is the first to complete a group sentence. Next, the participants are asked to divide into two teams. If the group contains an uneven number, one participant may compete twice. The group leader sets up blackboards or newsprint for each team. The teams then are to line up 10 feet from their board. After giving the first person in each team's line a piece of chalk or marker, the leader explains the rules of the game. The rules are as follows: Each team member is responsible for adding one word to the sentence. The players take turns; after they go to the board and write one word, they run back to give the next player the marker, and then go to the end of the line. (The sentence must contain the same number of words as there are members on the team.) A player may not add a word between words that have already been written. The group leader may wish to process the activity with a discussion on the most serious aspects of the exercise (i.e. the value of anticipatory thinking, the individual cooperating in a group task, etc.).
57. **Human Knot:** The group starts out in one or two tight circles. Everyone in the group reaches across the circle with their right hand to grab another group member's right hand. The group then reaches in with their left hand to grab a different group member's left hand. The object is to untangle the group without letting go of hands until a circle is formed. If the group is having extreme difficulty, you can administer



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“knot first-aid” and break one set of tangled hands (with group consensus), otherwise group members may not let go at any time. You may have to decide as a group that the knot is not solvable, after prolonged attempt. NOTE: Can have group do without talking if they are advanced enough.

58. **Keep it Up:** The players form two or more teams with 10-12 players on a team. Each team gets into a circle. Each team is given a volleyball or balloon. The players attempt to keep their ball in the air the longest. When a team wins, they get a point. The team with the most points, wins. Do not allow players to catch the ball during play. NOTE: To vary, change the way of scoring...say the ball must be hit in the order of the participants in the circle.
59. **Lap Sit:** The group will start in a circle. Every group member will turn placing their left leg towards the inside of the circle. Everyone will take one giant step into the middle of the circle. With hands on the person's shoulders in front of you, the group will sit on each other. The group will need to work together to communicate. Once this has been completed, the group may wish to try to walk in this formation. This is a dynamic activity - and one that will make the group feel a great sense of accomplishment when successfully completed!
60. **Levitation:** One person will lie on the ground on his/her back, with eyes closed (if they feel comfortable). The rest of the group will place their hands underneath the person lying down. One person will be designated to be the captain, and therefore should place him/herself at the person's head. Once everyone is ready, the captain will softly count to three. At this time, the group will pick the person up to their waist. The captain will again softly count to three, and the group will bring the person to shoulder height. The captain will softly count to three, and the group will bring the person overhead. Finally, the captain will count to three, and the group will gently rock the person (forward and backward) down to the ground. It is the volunteer's responsibility to stay stiff as a board. It is the rest of the group's responsibility to take this activity very seriously, not to talk, and to keep the head higher than the feet at all times.
61. **Lifelines:** Like Life Maps but simpler. Each member draws a line on paper to represent the highs, lows, significant events, turning points, etc. of his/her life to



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date (can also project into future). Members share their lifelines with other members. Members ask questions about each other's lifelines. This exercise also can be done with pipe cleaners and verbal explanations.

Highs: Birth Teenager College First Job

Lows: Childhood HS Grad School Future

62. Machine Game: The object of this game is to create a machine out of a group of people (i.e. ceiling fan, hot air balloon, watch, etc.). You might want to split your group into two or three smaller groups. Each person is required to be accountable for one noise and one motion of the machine. The group members should then put their motions and sounds together to create the machine. Give each group about 5 minutes to work together and prepare, and then have the groups present to everyone. Ask the other groups to guess what machine the group is.

63. Masks: Participants are given a piece of paper (preferably poster board). They are asked to cut out a face shape (that is fairly large - like the size of a regular face). They can cut out eyes and a mouth if they would like. Participants are then asked to decorate the face. One side represents what they feel people see/know/believe about them (on the outside). The other side represents what he/she feels about themselves (things going on the inside, what people do not necessarily know or see, etc.). The participants then share with the group if they feel comfortable.

64. Check-in Questions for Circles:

<http://awesoroo.com/140-very-best-would-you-rather-questions-you-have-to-ask>

http://www.gettoknowu.com/LifeLessons/conversation_with_a_teenager_03.php

<https://minds-in-bloom.com/20-question-to-ask-kids/>

<https://nationaldaycalendar.com>



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65. Most Likely: Give everyone a few post-its/stickies and tell them they are going to vote for the “most likely” to do something within their advisees. Read the prompts (or have a student read them) and then let everyone write their vote on their post-it. Collect and see who the winner is!

- Most likely to sleep through their alarm...
- If we all called a puppy at the same time, it would probably go to...
- Most likely to laugh at their own jokes...
- Has the weirdest dreams...
- Has travelled around the world the most...
- The pickiest eater...
- The most ticklish...
- Has the best “favorite joke” or funny story to tell...
- Has the best memory / best at memorizing
- Is the best at keeping a secret...
- Most likely to practice kissing in a mirror...
- Is the most respectful to their grandparents...
- Watches the least TV...
- Has the most shoes...
- Most likely to help a stranger out...
- Has the most brothers and sisters?
- Wears the most interesting/unusual socks...
- Could hold their breath the longest?
- Beat everyone else in a staring contest?
- The first person to stand up for someone that is being bullied?
- Most likely to have sung in the shower this morning...
- Has gone camping or on nature hikes the most?
- Had the healthiest breakfast?
- Does the most chores/helps around the house for their family?

66. From the students: Concentration Game.

- Everyone is in a circle with hands out to both sides, palms facing up. Hands are resting on top of other people’s hands so everyone’s connected. Your left hand is underneath the person’s right hand (the person on your left). Your right hand is resting on top of the person’s left hand (the person on your right).
- The facilitator begins by clapping the person’s hand on their left by moving their right hand to the left. The person on the left continues this clapping pattern so that people are clapping each other’s hands around the circle. However, when the facilitator starts with the initial clap, the facilitator chants “This is a game of concentration; no repeats, no hesitation; the category is...”. Whomever the clap



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has landed on chooses the topic once the facilitator finishes their chant. The person picks a category (think Scattergories) such as food, shoe brands, rappers, etc. That person starts by giving an example (“Adidas”).

- Everyone proceeds to give an example until someone repeats or hesitates then that person is out.
- Repeat until last person remains.

67. Watch **music videos** and reflect (see Elaine for ideas)

68. Watch/read **student news** here: <https://www.cnn.com/studentnews/> and discuss (see Gomes for ideas)

69. Have students design a Kahoot! Quiz about themselves and then present to their classmates (see Langer for ideas)

70. Sentence Starters. Have students pull one of the sentence starters and finish it (without thinking too hard)

- Although most people don't find...
- I am...
- I have never...
- I love it when...
- I love to...
- I think I have the best...
- I would never...
- My idea of beauty is...
- The best thing I ever did for my child is...
- The best way for me to relax is...
- The best way to save...



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- The biggest and best...
- The funniest thing that ever happened to me was...
- The greatest thing my child ever did was...
- The lowest...
- The most important decision I ever made in my life was...
- The most unbelievable thing...
- The thing that makes me laugh is...
- There is nothing I enjoy more than...
- When I think of prunes...

71. Talking In Circles

- Ask your advisees to stand in a circle around a long piece of string tied at the ends to form a circle. The team is next asked to create shapes with the string – square, triangle, figure 8, rectangle, etc.
- To increase the difficulty level, the members are asked to shut their eyes/be blindfolded and repeat the exercise. To further the complexity of task, random team members may be “muted” at different times thereby making communication more challenging.
- This activity also tests the level of leadership and trust within a group.

72. [Hoop Hop Paper Scissor Rock](#)

73. [Balloon Games](#)

74. Tiger, Love, Bird

- Everyone stands in a circle (you can do this in small groups and then a large group or start with the large group)
- Participants have the option for 3 actions.
 - Tiger - make claws with your hands and say rawr



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- Bird - loop thumbs together and make a bird flying away and say tweet tweet
 - Love - open your arms like you are giving a hug and say awwwwwww
- Everyone turns around so they are facing outside of the circle
- On the count of three everyone turns around and does a motion.
- The goal is to have the whole circle do the same motion without agreeing or talking about it beforehand
- Continue doing it until they succeed or merge the groups together to try it as a whole team

75. Around the World

Form small groups (8-10) and ask to discuss responses to questions (suggestions below). Whoever is the “winner” gets voted to move to the next group. Goal is to make it back to your original group by the end.

- Who has the longest hair?
- Who has the most siblings?
- Who has the best injury story?
- Who plays an instrument?
- Who has the coolest shoes
- Who has the highest GPA?
- Who’s favorite subject is science or math?
- Who has the worst excuse for being late to class?
- Who has the funniest joke?

76. Duck and Cover

- The group stands in a circle. One person is in the middle. The person in the middle says one person’s name. That person must quickly crouch down. The people on either side of the person who just crouched down are now competing to say each other’s names first. The loser goes into the middle and the process repeats.