



Middle School Tujuane Days

Community Building

August 2022



Objectives

Our goals for today are:

- Have fun
- Get to know our Advisory group
- Build connections as an ISK middle school community



ISK Middle School Advisory

Who are we?

- Whip around the room
- Introduce yourself and tell us a highlight of your long break.



Community Building Activities

Object Transformation

What is it and Why Use It?:

This is a/Not a... asks students to use their imagination and pantomime skills to transform an object into something else. This activity supports students' abilities to use specific details both in their pantomime skills and in their verbal description of the object if words are being used as a description. This activity also encourages students to explore how to infer based on context clues, and identify the main idea of an action.

Directions:

Hold up a roll of tape offer an imagination challenge for the group. The object of the game is to transform the tape roll into something it is not. For example: *This is not a roll of tape, this is my red, shiny apple* (pantomiming biting into the apple, and then making a sour face) *Yuck, with a worm inside*. Ask students to describe what you did. Reference the performance skills that actors use to transform an object including: the voice, body, imagination, face, point of view, descriptive language, etc. Explain that each person in the circle will take a turn. They will say: *This is not a roll of tape. This is a...* as they use the context clues of their performance and their words to transform the object into something new. Take questions. Pass the object around the circle so that each participant can transform the object. The pace of the game is dependent on the needs of the group, but the teacher should keep the goals of spontaneity and creativity in mind.

Reflection:

- *What object transformations do you most remember from our exploration? Why?*
- *How did the properties/characteristics of our object (tape roll) inform your transformation choices?*
- *What skills did you use to be successful in this activity? Where else in our inquiry might we want to use these skills?*

Possible Side-Coaching:

- *Think about how you can use your actor tools (voice, point of view, imagination, body shape, expression, etc.) to help us understand what the object has become.*
- *In your verbal description of the object, try to use adjectives and adverbs to help us understand what this object looks like.*

Possible Variations/Applications:

- Multiple objects (e.g., a group of 3-dimensional solids) can be placed in the center of the circle and each person can choose which object to use for their turn.
- After playing multiple rounds, allow students to play a round in which the participant pantomimes the object WITHOUT words so that other students must guess what the object is.
- **READING/WRITING** and **SOCIAL STUDIES**: Have students turn a piece of fabric or a dowel rod into something related to a story from class or from a time from history.
- **Math**: Use 2-dimensional shapes (a triangle, a square) or 3-dimensional solids (a prism) to make connections to the shape and the larger world. In this version it can be useful to say: *This is triangular prism AND it is also...*



Community Building Activities

Ball toss name game

Class Management, Drama and Dance

Drama: The Ball Toss Name Game

Drama: The Ball Toss Name Game

This classic game is a great way to break the ice while keeping students active.

The Basic Game

1. Students stand in a circle.
2. Give a ball to one player who calls his/her name and tosses the ball to someone else in the circle.
3. The ball continues to be passed, ensuring that all become familiar with names.
4. Repeat the activity. This time, students start with their hands folded in front of them. After tossing the ball to someone else in the circle, students place their hands behind their backs. In this way, each person passes (and receives) the ball once.
5. The activity is repeated once again, following the sequence of passing the ball. Draw the students' attention to the pattern that has been established. This especially comes in handy for Extension C (see below).

Game Extensions

- A. Challenge students to complete the activity in a time limit.
- B. Students pass the ball, but don't call out names.
- C. The pattern of passing the ball is reversed. The ball is passed from last person to first.
- D. Two balls are passed, one using the original pattern and one using the reverse pattern.
- E. Students find a new spot in the circle. The game is repeated.
- F. Add up to five additional balls.



Community Building Activities

Hello my name
is...

1. Hello, My Name Is . . .

This is a fun game to play with your students in order to help them learn the names and some fun facts about their classmates. The idea is to use this game every day for 3 – 5 days in a row or play 3 – 5 rounds on one day. All you need are some “Hello, My Name Is . . .” name tags.

Each round will build on the last round using a different theme or question.

Round 1: Your Name

Have students write their name at the bottom of the white box on the name tag. They will need space to add other words in the white space in front of their name.

Round 2: Your favorite food

Have students write the name of their favorite food right above their name.

Round 3: Your favorite color

Have students add their favorite color on the name tag right before their favorite food.

Round 4: Your favorite hobby / activity

Have students add a favorite hobby or activity right before the color.

Round 5: Add an adjective that starts with the same letter as their name

Have students write an adjective that starts with the same letter of their name before the hobby.

To play, take turns going around the room introducing yourself according to the theme or question for that round. Each introduction should start with the words “Hello, my name is . . .” After each introduction, the class responds with “Hi _____!” repeating what the student said.



Community Building Activities

Hello my name
is...

Here's a Round 1 example:

Student 1: Hello, my name is Mary.

Class: Hi, Mary.

Student 2: Hello, my name is Jonathan.

Class: Hi, Jonathan.

For Round 2 each person will add their favorite food before their name. It might sound like this:

Student 1: Hello, my name is sushi Mary.

Class: Hi, sushi Mary.

Student 2: Hello, my name is taco Jonathan.

Class: Hi, taco Jonathan.

For Round 3 each person will add their favorite color to their name like this:

Student 1: Hello, my name is green sushi Mary.

Class: Hi, green sushi Mary.

Student 2: Hello, my name is blue taco Jonathan.

Class: Hi, blue taco Jonathan.

For Round 4 it's time to add a hobby to the mix.

Student 1: Hello, my name is singing green sushi Mary.

Class: Hi, singing green sushi Mary.

Student 2: Hello, my name is reading blue taco Jonathan.

Class: Hi, reading blue taco Jonathan.

For Round 5 each person will add an adjective that starts with the same letter as their name.

Student 1: Hello, my name is marvelous singing green sushi Mary.

Class: Hi, marvelous singing green sushi Mary.

Student 2: Hello, my name is jovial reading blue taco Jonathan.

Class: Hi, jovial reading blue taco Jonathan.



Community Building Activities

This or that

This or That Questions List

Whether you are just asking the questions or playing a game, you should get more details if one of their answers surprised you.

1. Dog or Cat?
2. Netflix or YouTube?
3. Phone Call or Text?
4. Toast or Eggs?
5. Cardio or Weights?
6. Facebook or Twitter?
7. Ice Cream Cone or Snow Cone?
8. Mobile Games or Console Games?
9. While walking: Music or Podcasts?
10. iOS or Android?
11. Form or Function?
12. Pop or Indie?
13. Cake or Pie?
14. Swimming or Sunbathing?
15. High-tech or Low-tech?
16. Big Party or Small Gathering?
17. New Clothes or New Phone?
18. Rich Friend or Loyal Friend?
19. Football or Basketball?
20. Work Hard or Play Hard?



Community Building Activities

This or that

21. Nice Car or Nice Home Interior?

22. What's worse: Laundry or Dishes?

23. Jogging or Hiking?

24. Bath or Shower?

25. Sneakers or Sandals?

26. Glasses or Contacts?

27. Hamburger or Taco?

28. Couch or Recliner?

29. Online Shopping or Shopping in a Store?

30. Receive: Email or Letter?

31. Passenger or Driver?

32. Tablet or Computer?

33. Most important in a partner: Intelligent or Funny?

34. Car or Truck?

35. Blue or Red?

36. Money or Free Time?

37. Amusement Park or Day at the Beach?

38. At a movie: Candy or Popcorn?

39. Pen or Pencil?

40. Toilet paper: Over or Under?

41. Cups in the cupboard: Right Side Up or Up Side Down?

42. Pancake or Waffle?



Community Building Activities

Get to know you
questions

3. Get-to-know-you questions

Not every icebreaker has to be complex. Simply asking some insightful questions can help everyone in the group get to know each other better. Examples of questions you might ask include:

- *What is your dream vacation?*
- *What is your biggest pet peeve?*
- *What is the most memorable activity you ever did with your family as a kid?*
- *What is one characteristic you received from your family that you want to keep, and which one do you wish you could change?*
- *What do you like to do for fun?*
- *If you were stranded on a deserted island and could only bring three items, what would they be and why?*
- *If you could have any famous person over for dinner, who would it be and why?*
- *What quality do you appreciate most in a friend/boss/co-worker?*



Community Building Activities

Things in common

10. 10 things in common

This game is a great way for team members to discover shared [traits and interests](#). To play, ask people to find a partner—preferably people will find a partner they have not had the chance to connect with yet. Have each pair identify 10 things they have in common with one another. Encourage team members to find deeper commonalities, such as if they each have two siblings or both studied English in college, rather than the obvious qualities, such as working at the same company.



Community Building Activities

Concentric Circles

CONCENTRIC CIRCLES

This icebreaker has students arrange themselves in an inside circle and an outside circle, the inside facing out, forming pairs. Pairs discuss their answers to a getting-to-know-you question, then rotate for the next question, forming a new partnership. This game gives students the chance to have **lots of one-on-one conversations** with many of their classmates and helps them quickly feel more at home in your class.

The possibilities for questions in this kind of configuration are endless; be sure to use more open-ended questions that can get students talking, rather than those that simply ask for a yes or no answer. Here are some sample questions:

- Do you play any sports? If so, which ones?
- Do you consider yourself shy or outgoing? Why?
- What was the last movie you saw? Did you like it?
- Describe your perfect dinner.
- What would you do with a million dollars?
- What is one thing you're good at?



Community Building Activities

Blobs and lines

BLOBS AND LINES

In this icebreaker, students are prompted to either line up in some particular order (by birthday, for example) or gather in “blobs” based on something they have in common (similar shoes, for example). What’s great about this game is that it **helps students quickly discover things they have in common**. It’s also ridiculously easy: Students don’t have to come up with anything clever, and they can respond to every question without thinking too hard about it. This game keeps students moving and talking, and it builds a sense of belonging and community in your classroom.

Here are some sample prompts you can use for this game:

- Line up in alphabetical order by your first names.
- Line up in alphabetical order by your last names.
- Gather with people who have the same favorite video game as you.
- Line up in order of your birthdays, from January 1 through December 31.
- Line up in order of how many languages you speak.
- Gather into 3 blobs: Those who have LOTS of chores at home, those who have A FEW chores at home, and those who have NO chores at home.
- Gather with people who have the same favorite season as you.