

Appendix A: Introduction Activities

Icebreaker Name: And Now I'd Like to Introduce...	
Estimate of Time: 10 minutes	
Materials Required: <input type="checkbox"/> Pencils and/or pens <input type="checkbox"/> Note card or paper for taking notes	
Facilitator Instructions	Materials and Visual Aids
<p>In this activity, participants pair up with individuals they do not know. Facilitator explains that instead of individuals introducing themselves, they will introduce their partners.</p> <p>Use the following instructions to facilitate this introduction activity.</p> <ul style="list-style-type: none"> ▪ Get participants into groups of two. Have people count off (the number of participants divided by 2) and pair off with the person that has the same number or partner with a person sitting nearby. ▪ Instruct partners to interview each other. Explain that they should take notes during the interview so they can use them if necessary to introduce their partner. ▪ Provide a list of questions people should be prompted to ask such as: <ul style="list-style-type: none"> ○ <i>Name?</i> ○ <i>Where are you from/where do you live?</i> ○ <i>What is your goal for the Opportunity Passport™ Matched Savings?</i> ○ <i>What is something interesting about you that not many people know?</i> ○ <i>What is one thing you have done in the last couple of years that gives you a sense of accomplishment?</i> ○ <i>If all of your living expenses were paid for, how would you spend your time?</i> ○ <i>Etc.</i> ▪ Write these questions on a flip chart or white board if you think it will provide clarity. ▪ Give the group five minutes for the pairs to interview one another (the facilitator should instruct participants to switch interviewer/interviewee status after two and half minutes). ▪ Ask partners to volunteer to do the introduction and instruct them to start out by saying “<i>And now I'd like to introduce...</i>” ▪ After everyone is finished, thank the young people for participating in the introduction activity. <p><i>Note to Facilitator: If the group has an uneven number of participants, partner with one of them. If not, introduce yourself at this time using the same questions.</i></p> <p>TRANSITION <i>Now that you know a little more about each other, you are going to learn a little more about this training.</i></p>	<p>Distribute note cards and pens or pencils for taking notes.</p>

Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement.

Icebreaker Name: Marooned¹

Estimate of Time:
15 minutes

Materials Required:

- Paper and pens for participants

Facilitator Instructions

In this activity, participants think about what three things and what three people (known to them, not known to them, living, no longer living) they would want to have if they were marooned on a deserted island assuming there was plenty of food and water.

Use the following instructions to facilitate this introduction activity.

- Instruct participants to reflect on individually the following scenario:

You have been stranded on a deserted island. There is plenty of food and water. What three things besides food and water would you have with you on this island? What three people would you want with you on this island? The people can be ones you know or not, living or not.
- Ask participants to write down both the items and people they would have as well as their rationale for their choices
- After 3 - 4 minutes, start by providing an example or sharing your own answers if you think this will help get the group started.
- Be sure to ask participants to start by sharing their name and their Opportunity Passport™ Matched Savings goal.
- Provide time for each participant to present. Ask clarifying questions as necessary.
- After everyone is finished, ask people to share what they learned about the other participants in the group.

TRANSITION

Now that you know a little more about each other, you are going to learn a little more about this training.

Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement.

Materials and Visual Aids

Distribute paper and pens or pencils.

¹ Marooned--Who Would You Take With You? By [Deb Peterson](#), About.com

Icebreaker Name: If I had \$100,000.	
Estimate of Time: 15 minutes	
Materials Required: <input type="checkbox"/> Flip chart for participants <input type="checkbox"/> Example flip chart for participants <input type="checkbox"/> Markers for participants <input type="checkbox"/> Tape	
Facilitator Instructions	Materials and Visual Aids
<p>In this activity, participants introduce themselves by sharing how they would use \$100,000. The facilitator keeps track of the values uncovered by participants as they share how they would allocate this unexpected windfall.</p> <p>Use the following instructions to facilitate this introduction activity.</p> <ul style="list-style-type: none"> ▪ Instruct participants to think about the following: <i>You have been given \$100,000. You have to use or allocate (which means commit) all of the money.</i> ▪ Instruct participants to write how they are going to use the money on a piece of flip chart paper. ▪ Give participants 4 minutes to complete this individually. ▪ Ask participants to introduce themselves by sharing their name and how they would use their windfall. ▪ When everyone have finished presenting, ask the following: ? <i>What values do you see represented by how the group would use this windfall?</i> <p>Write some of these themes down on a flip chart</p> <p>? <i>How are values and money related?</i></p> <p>? <i>Where do values come from?</i></p> <p>TRANSITION <i>Now that you know a little more about each other, you are going to learn a little more about this training.</i></p> <p><i>Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement.</i></p>	<p>One piece of clip chart paper and markers for each participant.</p>

Icebreaker Name: Three Truths and a Lie	
Estimate of Time: 10 minutes	
Materials Required: <input type="checkbox"/> Half a sheet of flip chart/newsprint paper <input type="checkbox"/> Markers for participants <input type="checkbox"/> Tape	
Facilitator Instructions	Materials and Visual Aids
<p>In this activity, participants introduce themselves by stating their name and then three truths about themselves and one lie. They do not share which statements are true or which is the lie. The other participants then guess which statement is the lie.</p> <p>Use the following instructions to facilitate this introduction activity.</p> <ul style="list-style-type: none"> ▪ Instruct participants to write on their flip charts: their names at the top of their paper and then four statements about themselves. Explain that three of the statements should be true and one should be a lie. ▪ Tell participants that they should keep the statement that is not true a secret. ▪ Explain that they will introduce themselves by showing their flip chart and stating their name and then the four statements. ▪ Explain that the other participants should then guess which statement is not true. ▪ Ask for more information—“tell us more about the time you sang a solo”—for a couple of them. ▪ Provide an example to get going OR prepare one for yourself: <ul style="list-style-type: none"> <i>My name is Madison</i> <i>I used to live in Amarillo, TX</i> <i>I have been on a 100 mile bike ride to raise money for MS.</i> <i>I have six cats.</i> <i>I used to sing and play tambourine in a band with friends.</i> (The six cats’ statement is the lie in this example.) ▪ After everyone is finished, ask people to share what they learned about the other participants in the group. <p>TRANSITION <i>Now that you know a little more about each other, you are going to learn a little more about this training.</i></p> <p><i>Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement.</i></p>	<p>Half sheet of flip chart paper for each participant to write their three truths and a lie. Participants should use this as a visual aid during their introduction.</p>

Icebreaker Name: Four Corners					
Estimate of Time: 20 minutes					
Materials Required: <ul style="list-style-type: none"> <input type="checkbox"/> Flip chart folded into fourths <input type="checkbox"/> Instructions on a flip chart as depicted below <input type="checkbox"/> Markers for participants <input type="checkbox"/> Tape 					
Facilitator Instructions	Materials and Visual Aids				
<p>In this activity, participants introduce themselves by sharing their four corners poster. The instructions for each corner are examples. Make up your own instructions.</p> <p>Use the following instructions to facilitate this introduction activity.</p> <ul style="list-style-type: none"> ▪ Explain to participants that they are going to draw their introduction on the flip chart paper as follows <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <i>What is your goal for participating in Opportunity Passport™?</i> OR <i>How do you plan to use the Opportunity Passport™ Matched Savings?</i> </td> <td style="width: 50%; padding: 5px;"> <i>What job or career to you envision for yourself?</i> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <i>How would you give back to your community or the world if you had the time or resources?</i> </td> <td style="width: 50%; padding: 5px;"> <i>If you could travel anywhere, where would you go? Or what would you want to see?</i> </td> </tr> </table> <ul style="list-style-type: none"> ▪ Ask participants to introduce themselves by sharing their name and their poster with the group. ▪ Hang the posters and keep them up during the entire training. <p>TRANSITION <i>Now that you know a little more about each other, you are going to learn a little more about this training.</i></p> <p><i>Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement.</i></p>	<i>What is your goal for participating in Opportunity Passport™?</i> OR <i>How do you plan to use the Opportunity Passport™ Matched Savings?</i>	<i>What job or career to you envision for yourself?</i>	<i>How would you give back to your community or the world if you had the time or resources?</i>	<i>If you could travel anywhere, where would you go? Or what would you want to see?</i>	<p>One flip chart paper for each participant folded into fourths.</p>
<i>What is your goal for participating in Opportunity Passport™?</i> OR <i>How do you plan to use the Opportunity Passport™ Matched Savings?</i>	<i>What job or career to you envision for yourself?</i>				
<i>How would you give back to your community or the world if you had the time or resources?</i>	<i>If you could travel anywhere, where would you go? Or what would you want to see?</i>				

Icebreaker Name: Introduction Alliteration	
Estimate of Time: 15 minutes	
Materials Required: <input type="checkbox"/> Table tent for each participant <input type="checkbox"/> Markers for participants	
Facilitator Instructions	Materials and Visual Aids
<p>This is a two-part activity that also helps people learn each other's names. In this activity, participants come up with an adjective that describes them but also starts with the same letter as their first name.</p> <p>In the second part, participants introduce themselves by first sharing the name and adjective of everyone that has been introduced before them and then themselves.</p> <p>Use the following instructions to facilitate this introduction activity.</p> <ul style="list-style-type: none"> ▪ Instruct participants to come up with an adjective that describes how they want to handle their finances that starts with same letter as their name. ▪ Provide an example: Thrifty Thomas, Saving Sandra, and Judging Jayden. ▪ Give everyone a minute to do this. ▪ Then instruct participants to introduce themselves by saying the adjectives and names of everyone that has gone before them ending with their own name. For example, Action Plan Aiden, Judging Jayden and I am Thrifty Thomas. [Note: This is easy for the first person; you can ask that person to do everyone once the last person in the room has spoken.] ▪ Write down all of the adjectives as people state them. ▪ When the introductions are complete, congratulate the group for finishing. ▪ Instruct them to fill in their table tent using their "new name" (Adjective + name) ▪ Call attention to the list of adjectives and invite participants to write the other attributes they would like to develop during the class. Invite them to write these on the other side of their table tent. <p><u>TRANSITION</u> <i>Now that you know a little more about each other, you are going to learn a little more about this training.</i></p> <p><i>Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement</i></p>	<p>Distribute table tents to participant.</p> <p>Create an example table tent using your own name.</p>

Icebreaker Name: Vote with Your Body	
Estimate of Time: 15 minutes	
Materials Required: <input type="checkbox"/> Four flip charts each with one answer to the questions written in the order the introduction questions will be asked.	
Facilitator Instructions	Materials and Visual Aids
<p>In this activity, participants will stand under an answer that best represents their response to each question posed. This is a kinesthetic and visual way for participants to become acquainted with one another.</p> <p>Use the following instructions to facilitate this introduction activity.</p> <ul style="list-style-type: none"> ▪ Instruct participants to stand under the answer that best represents their response to each question. ▪ Set up the activity so there are no more than 4 answer choices. ▪ Develop your answer flip charts so one answer to each question is listed on one flip chart in the order you plan to ask the questions. ▪ Only reveal the answer options for one question at a time (cover those questions you have not shared by folding the flip chart paper up and affixing with tape). ▪ Example questions and answers include: <ul style="list-style-type: none"> ▪ Where are you from/where do you live? (Write appropriate answers for your location) ▪ How are you going to use your Opportunity Passport™ Matched Savings? (Car, Education or Training, Apartment, Other) ▪ What is the most important topic in financial education? (Setting Goals, Credit, Budgeting, Using Banks) ▪ If you had all of your living expenses covered for the rest of your life, how would you spend your time? (Travel, Volunteer, Hang Out with Friends and Family, I wouldn't change anything) ▪ Which is your favorite? (You can list four soft drinks, four cell phone companies, four activities, four sport teams, etc.) ▪ After each question, ask one of the groups to introduce themselves by sharing their name, etc. You could also ask them to share a little more about their response e.g.. <i>Where do you want to travel?</i> ▪ Thank the young people for participating. <p>TRANSITION <i>Now that you know a little more about each other, you are going to learn a little more about this training.</i></p> <p><i>Note to Facilitator: If you are using this activity within a session other than the first session, you will need to change the transition statement</i></p>	<p>Four flip charts each with one answer to the questions. Hang the flip charts around the room far enough apart to allow participants to gather under each option, but not too far apart. You want participants to be able to hear each other.</p>

