Rationale for “Ice Breakers”

The idea came to me at the “New Staff Workshop” back in January to do a mini-grant based on “ice breakers”. I was invited to go to this workshop since I had just recently been hired as the Learning Disabilities Consultant for the southern region of New Hampshire Adult Education. I had been invited to participate and to introduce myself to the group of new adult educators. As is the case in all workshops, each person had to share something of themselves to the group, and it was there listening to the new staff talk about community in their classrooms that I decided to do this project.

The theme of the workshop was on building community. During one of the break out sessions, the idea came to me about “ice breakers”. I always use “ice breakers” when I teach. I did use them when I worked full time at Salem High School as a Special Education teacher and Case Manager, and I still use them within my adult education classes.

For me, “ice breakers” are an easy way for the class to get to know each other and to begin to build community among each other. How can community be fostered within a classroom when students do not even now each other’s names?

You may ask yourself, “Why should I use “ice breakers”?”
“Ice breakers” can:
✓ Create a positive group atmosphere
✓ Help people to relax
✓ Break down social barriers
✓ Energize and motivate
✓ Help people to “think outside the box”
✓ Help people to get to know one another

http://wilderdom.com/games/Icebreakers.html

To use “ice breakers” for maximum effectiveness you must:

➢ Be conscious of your group dynamic.
➢ It is important that your activity not make anyone feel uncomfortable. No one should be forced to reveal extremely personal information or participate in a stressful environment. And of course, what’s personal to some may not be personal to others.
➢ In addition to encouraging interaction, you should try to tie your icebreaker into the topic to be discussed. Are there any points of your presentations illustrated by the activity? If so, bring them out. If not, you may want to consider choosing a different icebreaker. At the very least, “pre-call” any unrelated icebreakers by stating that their sole purpose is to introduce participants to each other and get the session moving along.

The proper definition of ice breakers (also known as Warm-ups, Energizers, Openers, and De-inhibitizers) is: team building activities that help people feel more comfortable and get to know each other in a process often called "breaking the ice" or "warming up the group."

Icebreakers are most commonly used early in the group process or at early stages of team development, for example, at the first class or at the beginning of a team meeting. They can also be used with great success whenever the group energy is low and people need re-energizing, or when members join or leave the group.

Icebreakers work best when they are fun and engaging, and they draw out information or qualities of the participants that aren't obvious or on the surface, such as hidden talents, attitudes, or previous experiences. Learning more about each other and having fun can help reduce tension and anxiety and help people get a sense of the commonalities between group members.


The ice breakers listed are ones that I found by doing a “Google” search. There was such an extensive list of them! I whittled the list down to those that I have either done in my classes or those that I plan to utilize.
What I find wonderful about “ice breakers” is that they can be used for so many different purposes. They can be used to “get to know people”, to build community, to work on communication, to create groups, and to learn to work effectively as a group. “Ice breakers” are also easy to modify to fit your purpose and particular need. Some that are contained within this mini-grant can also be used for writing exercises.

Enjoy beginning building community within your classroom. “Ice breakers” are a fundamental way to build community, and they typically only take a few minutes so instruction time is not lost. What is gained in community and common interests is a treasure!

Enjoy the activities listed within this mini-grant and have fun!
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Activity 1
Categories

This is a fun, interactive, introductory get-to-know-you activity for medium to large groups. This activity works best with large groups, and the minimum number of participants would be 15. This ice breaker is particularly useful as an ice breaker that could be used as an opener for a workshop or conference.

This ice breaker is also useful for celebrating diversity.

The process for this ice breaker is as follows:

 ✓ Ask everyone to stand up and then to walk around the room.
 ✓ Explain that you will announce a category. You can see the list below or use your own, and that participants should then quickly organize themselves into smaller groups, based on the category to which they belong.
 ✓ Once everyone is organized into their groups, ask each group to identify itself.
✓ Optional: Make a brief comment or ask each group a question pertaining to the categories.
✓ Allow participants time to say hello and mingle/chat with each other when the smaller groups are formed.
✓ Keep things moving by asking participants to walk around before announcing the next category.
✓ Continue until the group is "warmed up" and ready for the next activity. This will probably be after about 5 topics, depending on the group, purpose, and time available.
✓ Categories can also be used as a fun, simple way to organize people into smaller groups for other activities.
✓ For the first category, use one with two options and announce one side of the room for one category and the other side of the room for the other category. This should help participants to get the idea for how the activity works.

The list of categories can be found on the next two pages.
List of Categories

Two categories

When you clasp your hands together and fold the thumbs across the top, is your right or left thumb on top?

Fold your arms across your chest. Is your right or left arm on top?

Which leg do you put into your pants first?

Which eye do you prefer to wink with?

Which side of the bed (left or right) do you get out of in the morning?

Are you a folder or scruncher of toilet paper?

Can you roll your tongue? (yes/no)

Three categories

When licking an ice cream cone...do you:

Twirl the cone clockwise

Twirl the cone counterclockwise

Lick up and down?
Many categories

- What is your favorite season?
- How many siblings do you have?
- What color are your eyes?
- What's your shoe size?
- What type of shoes are you wearing?
- What's your favorite color
- What's your star sign?

References


http://wilderdom.com/games(descriptions/Categories.html
Activity 2
Truths & a Lie

This is a different kind of get-to-know-you activity which engages and challenges each group member in a fun way.

It is particularly useful as an icebreaker, or it can be used as an opener for a workshop or conference.

It is best for large groups, thirty or more people, and it is best to split into smaller group sizes if the size of the group warrants this.

The process for this ice breaker is as follows:

- Hand out cards or paper and pens if needed.
- Explain that in this activity each person will write two truths and a lie about their self and then the group will try to guess each other's lie. The goal is to: a) convince others that your lie is truth (and that one of your truths is the lie) and b) to correctly guess other people's lies.
✓ Allow approximately five minutes for writing 2 truths & a lie - this isn't easy for a lot of people - there will be some scribbling out, etc. The slower people will probably need to be urged along to "put anything you can think of" down. Allocate 5-8 minutes, but you will probably need to urge people along.

✓ Announce that we will now walk around and chat to one another, like a cocktail party, and ask about each other's truths and lies. The goal is to quiz each about each statement to help determine which is the truth and which is the lie, whilst seducing other people into thinking that your own lie is a truth. At the end the group will cast their votes and find out the truth.

✓ Emphasize that people should not reveal their lie, even if it seems others might have guessed.

✓ Allow 10-15 minutes of conversation time.

✓ Gather together in a circle. Start with one person who reads their three statements aloud to remind everyone
what they wrote. Then read the statements again, stopping to allow a vote for each one. For example, "I am Turkish. Who thinks that is a lie? [Vote] I am vegetarian. Who thinks that is a lie? [Vote] I have a metal pin in my right leg. Who thinks that is a lie? [Vote]. OK, my lie was "I am vegetarian."" The facilitator will need to help each person out, especially initially until the basic format is understood. The facilitator may add drama and reinforcement for correct guesses, tricky statements, and so on.

✔ The exercise can be run competitively, for example count up how many correct guesses of other people's lies and take away the number of people who correctly guesses your own lie. Highest score wins. Honesty counts!

http://wilderdom.com/games/descriptions/TwoTruthsAndALie.html
Activity 3

Have You Ever?

This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. It works best with larger groups.

The process for the ice breaker is as follows:

- The instructor explains that he/she will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.

- A list of about 20 items should be tailored to the particular group, setting, and program goals, but some suggestions are below. Usually the items are of a "Have You Ever....?" form, but also free to ad lib.

- Items should be carefully considered in order to prevent embarrassment, ridicule, and hurt feelings.
The motivation of participants to participate often needs some encouraging. Try to do some other warm-ups first. The rest is down to the leader's skill in demonstrating and encouraging.

**List of Possible "Have Your Ever?" Items**

1. Have you ever climbed to the highest point in your country of birth?

2. Have you ever lived overseas for more than 1 year?

3. Have you ever sung karaoke?

4. Have you ever been without a shower for more than 2 weeks?

5. Do you have both a brother and a sister?
6. Have you ever ridden a horse?

7. Have you ever eaten frogs' legs?

8. Can you speak 3 or more languages?

9. Have you ever been in love with someone who was vegetarian?

10. Have you swum in 3 or more different oceans?

11. Have you ever flown an airplane?

12. Have you broken 3 or more bones in your body?
13. Have you done volunteer work sometime in the last month?

14. Have you ever free-climbed a tree or mountain more than 10 meters vertically?

15. Have you ever had a close relative who lived to over 100?

16. Have you ever cooked a meal by yourself for more than 20 people?

17. Have you ever kept a lizard as a pet?

18. Have you ever been parachuting or done a bungee jump?
19. Can you not snap your fingers on your non-dominant hand?

20. Have you ever seen a polar bear?

Variations on “Have you ever…”

(adapted from Dave Hall (n.d.), www.nirs.org/naturalhigh/pdf/icebreak.pdf)

- Participants can generate their own questions. Here's one way. People are sitting in a circle. Everyone has a chair, or rope ring or hula hoop, except the person who is IT, standing in the center.
- The person in the middle asks a "Have You Ever" question that is true for him/her self for example, "Have you ever climbed a mountain over 10,000 feet?"
- Anyone whose answer is "yes" gets up and moves to an empty seat. So, if four people get up they try to exchange seats as quickly as possible. The person who asked the question tries to quickly gain a seat, leaving one other person
without a seat and they become the new IT.
✓ In choosing a question, participants can try for questions which reveal something such as, “Have you ever trekked the Great Wall of China?” or ask simple questions like “Have you ever fallen off of a bicycle?” for which everyone would get up.

**Pileup variation**

Anyone can ask a question and if you can answer yes to the question you move one space to your right and sit in that chair. If you cannot answer yes to the question, you stay seated in the chair where you are. This means somebody may be coming to sit on your lap from the seat to your left. Sometimes you get three and four people sitting in sort of a lap-style game on top of you. Then, when they ask the next question to go one space to the right by answering yes, they peel off one at a time sit down and you end up on top. It creates some
very interesting combinations. Physical touching reveals something about people and it breaks the ice so that people can then begin to feel more comfortable talking about and doing other novel things.

**Equipment**

None

**Time**

~10-15 minutes

**Brief Description**

Active, fun group activity to explore and celebrate the rich diversity of people's past experiences. Works well with large groups.

**Other Descriptions**

Popular activity with many variations. "Have You Ever" is often credited to Karl Rohnke.

Note related activities often contain good ideas for possible "Have Your Ever?" questions and other methods for exploring, celebrating and understanding individual differences and group diversity
If you looked back over your life, would you wish you had dared, risked and done a little more? Here are two famous poems along these lines:

The following was written by the late Erma Bombeck after she found out she had a fatal disease.

If I Had My Life To Live Over
by Erma Bombeck

If I had my life to live over, I would have talked less and listened more.

I would have invited friends over to dinner even if the carpet was stained and the sofa faded.

I would have eaten the popcorn in the 'good' living room and worried much less about the dirt when someone wanted to light a fire in the fireplace.

I would have taken the time to listen to my
grandfather ramble about his youth.

I would never have insisted the car windows be rolled up on a summer day because my hair had just been teased and sprayed.

I would have burned the pink candle sculpted like a rose before it melted in storage.

I would have sat on the lawn with my children and not worried about grass stains.

I would have cried and laughed less while watching television - and more while watching life.

I would have shared more of the responsibility carried by my husband.

I would have gone to bed when I was sick instead of pretending the earth would go into a holding pattern if I weren't there for the day.

I would never have bought anything just
because it was practical, wouldn't show soil or was guaranteed to last a lifetime.

Instead of wishing away nine months of pregnancy, I'd have cherished every moment and realized that the wonderment growing inside me was the only chance in life to assist God in a miracle.

When my kids kissed me impetuously, I would never have said, "Later. Now go get washed up for dinner."

There would have been more "I love you's".. More "I'm sorry’s" ...

But mostly, given another shot at life, I would seize every minute... look at it and really see it ... live it...and never give it back.

© Erma Bombeck
If I Had My Life Over - I'd Pick More Daisies

By Nadine Stair

If I had my life to live over, I'd dare to make more mistakes next time. I'd relax, I would limber up. I would be sillier than I have been this trip. I would take fewer things seriously. I would take more chances. I would climb more mountains and swim more rivers. I would eat more ice cream and less beans. I would perhaps have more actual troubles, but I'd have fewer imaginary ones.

You see, I'm one of those people who lived sensibly and sanely, hour after hour, day after day. Oh, I've had my moments, and if I had to do it over again, I'd have more of them. In fact, I'd try to have nothing else. Just moments, one after another, instead of living so many years ahead of each day. I've been one of those persons who never goes anywhere without a thermometer, a hot water bottle, a raincoat and a parachute. If I had to do it again, I would travel lighter than I have.
If I had my life to live over, I would start barefoot earlier in the spring and stay that way later in the fall. I would go to more dances. I would ride more merry-go-rounds. I would pick more daisies.

**Don Herold**

Of course, you can't unfry an egg, but there is no law against thinking about it.

If I had my life to live over, I would try to make more mistakes. I would relax. I would be sillier than I have been this trip. I know of very few things that I would take seriously. I would be less hygienic. I would go more places. I would climb more mountains and swim more rivers. I would eat more ice cream and less bran.

I would have more actual troubles and fewer imaginary troubles. You see, I have been one of those fellows who live prudently and sanely, hour after hour, day after day. Oh, I have had my moments. But if I had it to do over again, I would have
more of them - a lot more. I never go anywhere without a thermometer, a gargle, a raincoat and a parachute. If I had it to do over, I would travel lighter.

It may be too late to unteach an old dog old tricks, but perhaps a word from the unwise may be of benefit to a coming generation. It may help them to fall into some of the pitfalls I have avoided.

If I had my life to live over, I would pay less attention to people who teach tension. In a world of specialization we naturally have a superabundance of individuals who cry at us to be serious about their individual specialty. They tell us we must learn Latin or History; otherwise we will be disgraced and ruined and flunked and failed. After a dozen or so of these protagonists have worked on a young mind, they are apt to leave it in hard knots for life. I wish they had sold me Latin and History as a lark.

I would seek out more teachers who inspire relaxation and fun. I had a few of them, fortunately, and I figure it was they who kept
me from going entirely to the dogs. From them I learned how to gather what few scraggly daisies I have gathered along life’s cindery pathway.

If I had my life to live over, I would start barefooted a little earlier in the spring and stay that way a little later in the fall. I would play hooky more. I would shoot more paper wads at my teachers. I would have more dogs. I would keep later hours. I'd have more sweethearts. I would fish more. I would go to more circuses. I would go to more dances. I would ride on more merry-go-rounds. I would be carefree as long as I could, or at least until I got some care-instead of having my cares in advance.

More errors are made solemnly than in fun. The rubs of family life come in moments of intense seriousness rather that in moments of light-heartedness. If nations - to magnify my point - declared international carnivals instead of international war, how much better that would be!
G.K. Chesterton once said, "A characteristic of the great saints is their power of levity. Angels can fly because they can take themselves lightly. One 'settles down' into a sort of selfish seriousness; but one has to rise to a gay self-forgetfulness. A man falls into a 'brown study'; he reaches up at a blue sky."

In a world in which practically everybody else seems to be consecrated to the gravity of the situation, I would rise to glorify the levity of the situation. For I agree with Will Durant that "gaiety is wiser than wisdom."

I doubt, however, that I'll do much damage with my creed. The opposition is too strong. There are too many serious people trying to get everybody else to be too darned serious.

http://wilderdom.com/games/descriptions/HaveYouEver.html
Activity 4
Paired Sharing

This ice breaker is a great way to get people talking comfortably to people they don’t know or to raise the level of engagement within a group that does know each other.

Supplies: None.

Number of people: Works well in small or large groups (12-100).

Directions: Ask participants to stand up, and to move about the room. They can’t just turn to the person next to them; they have to find a partner who they don’t know or who they know the least of anyone else in the room. Once everyone is in pairs, (if you have an odd number, one group can be a threesome), the facilitator says: “You will have two minutes to discuss the following topic with your partner...”

Ideas for discussion:
✓ Find three things you and your partner have in common.
✓ Describe for your partner the first job you ever held.
✓ What would you do if you won the lottery?
✓ What are your most favorite and least favorite things about working for this organization?

At the end of two minutes, the facilitator gets the group’s attention and may invite participants to share what they talked about with their partners. Participants are then instructed to find a new partner and told they will be given a new topic.

This cycle can be repeated two or three times.

http://www.pecosriver.com/resources_3.html#All%20My%20Neighbors
Activity 5
All My Neighbors

A fun, moving-around activity that breaks the ice, pumps up the energy, and loosens people up.

Supplies: Something to use as a place marker for each individual (a name tag, a napkin, a note card).

Number of people: Works well in small or large groups (12-60 people).

Directions: Ask participants to form a shoulder-to-shoulder standing circle and then have each person take a step back. Give each participant a place holder which they should place at their feet.

The leader takes a place in the center of the circle.

The facilitator says:

“This activity is similar to the game of musical chairs that you played as a child. As you’ll
notice, there is one less place than people in the group. That’s why I’m in the center of the circle. So, I’ll begin in the center of the circle, but my task is to try and find a place on the outside of the circle and have someone else end up without a place. The way I’m going to do that is to make a statement that is TRUE for me. For example, if I am wearing tennis shoes, I might say ‘All my neighbors who are wearing tennis shoes.’ If that statement is also true for you, then you must come off your place and find another spot in the circle. I could also say something like ‘All my neighbors who love to swim,’ and if that’s true for you on the outside of the circle, you must move and find a new place. You may not move immediately to your right or left and you may not move off your space and return to it in the same round. Let’s do this safely. No running. No body-checking, kicking or pinching. OK. I’ll start.”

When you think people have had enough, simply say “OK, this is the last round.” Give a
round of applause to the last person who ends up in the center.

http://www.pecosriver.com/resources_3.html#All%20My%20Neighbors
Activity 6
The Signature Game

A fun, no-physical-impact activity that gets people out of their chairs and talking to other people in the room.

Supplies: A pencil and a piece of paper, note card, or something to write on.

Number of People: This activity works well with slightly larger groups (30-100).

Directions: On a flip-chart at the front of the room, the facilitator makes a list of five categories. These categories can be things like —

✓ Someone with an exotic pet
✓ Someone who’s been on TV
✓ Someone who has five or more siblings
✓ Someone who’s been in trouble with “the law”
✓ Someone who’s run a marathon
✓ Someone who can wiggle their ears
Each participant is given pencil and paper and asked to make five lines across their paper, one under the other.

Facilitator says the following: “Please draw five lines on your paper with enough room on each to have someone sign their name. In just a moment, I am going to turn over a list of categories. Your job, in the next five minutes, is to move around the room and obtain the signatures of a person who fits each category. Please sit down once you have obtained all five signatures, so I’ll know when you’re done. And have fun with this. It’s a great opportunity to talk to other people. And, by the way, categories can be broadly defined, so don’t worry about being too exact. If you were on TV when you were five as part of Captain Kangaroo — well, that counts. Everybody stand up. Go.”

At the end of five minutes, when people look like they’re getting close, ask them to sit down. Then take a few minutes and see what the group found. For example, “Who did you find that has an exotic pet? Jerry.”
Great. Jerry, tell us about your iguana.” Run through all five categories. At the end, ask people to give themselves a hand.

http://www.pecosriver.com/resources_3.html#All%20My%20Neighbors
Activity 7
Favorite T-shirt

Ask attendees to bring, but not to wear, their favorite T-shirt to the meeting. Once all participants have arrived, ask each person to show the shirt to the group and explain how the T-shirt best resembles their personality.

http://www.topten.org/content/tt.AU20.htm
Activity 8
Personal Bingo

The host will need to do a little homework before the meeting to find out a few tidbits about each participant, such as favorite hobbies, books, vacation spots, number of children, favorite foods, and so on. Prepare a bingo card with one tid-bit for each square, and instruct the participants to mingle with the group to identify the person for each square. As the information is uncovered, they ask the participant to sign their corresponding square. Keep moving among the guests until all squares are filled.

Rules: only open-ended questions may be used.
First person who fills their card wins a prize.

http://www.topten.org/content/tt.AU20.htm
Activity 9
Say Cheese, Please

As each participant arrives, take their picture with a Polaroid type camera and hang their photo on a piece of easel paper in the entrance area of the meeting room in groups of two or three photos. Depending on size of meeting, you may have only 2 per group or more if the group is large. Use your creativity and decorate the easel paper to extend a Warm Welcome and set the tone of the meeting. Once all participants have arrived, ask them to find their partner(s) from the photo display on the easel and spend about 5 - 10 minutes getting to know the person(s). Then, have them introduce their partner(s) to the rest of the group and share something they discovered they have in common.

http://www.topten.org/content/tt.AU20.htm
Activity 10

Famous People/Cities

As each participant arrives, tape a 3 x 5 index card on their back with the name of a famous person or city. They must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the person or city on their index card. EXAMPLES: Paris, Madonna, Santa Claus, John Wayne, Casablanca

http://www.topten.org/content/tt.AU20.htm
Activity 11  
Sensuous Sam & Inquiring Ida

Ask each participant to choose an adjective that begins with the first letter of their first name and one that really matches their personality. Have them introduce themselves just as they wrote it on the card and allow time for others to ask questions.

http://www.topten.org/content/tt.AU20.htm
Activity 12
Dream Vacation

Ask participants to introduce themselves and describe details of the ideal, perfect dream vacation. Be sure that participants may ask the question, “who, what, when, where, why, and how” this dream vacation would occur.

http://www.topten.org/content/tt.AU20.htm
Activity 13
Favorite Animal

As the guests arrive, and before you write their names on a name card, ask them to tell you their favorite animal and three adjectives to describe the animal. As they tell you, write the three adjectives on a name tag BEFORE their name. Omit the name of the animal. Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality. EXAMPLES: Loyal, cuddly, playful Dan. At the end of the “mingle” session, have the participants reveal the animals they chose or have the other participants guess what the animal was.

http://www.topten.org/content/tt.AU20.htm
Activity 14

Birthday Partner

Have participants mingle in the group and identify the person whose birth date, not year - just month and date, is closest to their own. Find out two things they have in common.

http://www.topten.org/content/tt.AU20.htm
Activity 15

Long Lost Relative

As a group, 1) ask each person to turn to the person on their right and greet him/her as if they really didn't want to be there. Then, everyone simultaneously tries to create lots of fun and excitement. Turn to the same person and greet him/her as if (s)he is a long lost, deeply loved relative who has just returned home and you're about to see the person for the first time in years! In fact, you thought you may never see this person again until this very moment. After that, now ask everyone, again simultaneously, to turn to the same person and greet him/her as if this person just told you that you won the state lottery for 50 million dollars and you have the ONLY winning ticket!~~

http://www.topten.org/content/tt.AU20.htm
Activity 16

Circle of Friends

This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles, or simply form two lines side by side, one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

http://www.topten.org/content/tt.AU20.htm
Activity 17

AUTOGRAPH SHEET

Participants are given a sheet with various traits on it. The objective is to find a person in the group who fits one of the descriptions and get that person’s autograph next to the trait. When making up the list, be creative, but include traits pertinent to the group. Each person may sign each sheet only once. Here are some examples:

Likes broccoli _____________
Balances his/her checkbook _____________
Has been to a fortune teller _____________
Speaks another language _____________

http://www.residentassistant.com/games/iccebreakers/autographsheet.htm
Activity 18
Beachball

Instructions

Get a large inflatable beach ball and use a permanent fine or medium point marker to write all of the following questions on it. This will take quite some time, but you can do it some night in front of the television. The resulting tool is an "icebreaker ball" that you can use for years to come.

You can use it in a large group and throw it around. The person who catches it has to answer the question touching their left thumb. They then say their name, answer the question and throw it to someone else.

You may also choose to use these questions as conversation starters in other types of games.

The following questions are simply suggestions. You can add more serious or in depth questions, depending upon the level of ice breaker you want this to be:
1. If you talking your sleep, what would you say?
2. What is the first thing you do when you get out of bed?
3. What is your favorite movie line?
4. Approximately how many jokes do you know by heart? Tell us your favorite.
5. What do Martians do for fun on Mars?
6. If you were to treat yourself to the "finer things" what would you treat yourself to?
7. If your life was being turned into a feature length movie, who would play you? And why?
8. Where is the worst place you've ever been stuck waiting?
9. What is your "15 minutes" of fame?
10. If you were invisible where would you go?
11. What's your favorite flavor of Jelly Bellys?
12. What one object in your home are you most embarrassed about owning?
13. What is your greatest addiction?
14. What song reminds you most of a past or present relationship?

15. Approximately, how many books have you read in the past year (excluding school books)?

16. Fill in the blank: When I dance, I look like __________.

17. Who is one person you wish you never met?

18. If you could be a famous actor, writer, athlete, artist or musician, which would you choose and why?

19. What is the worst occupation in the world?

20. What two television channels do you watch most frequently?

21. What is your greatest phobia?

22. If you were given a canvas and water colors, what would you paint?

23. What celebrity irritates you the most?
24. Other than the standard items (credit cards, money, drivers license, etc.), what interesting items do you keep in your wallet/purse?

25. What is the meanest thing you can say to somebody?

26. If you owned an enormous yacht, what would you name it?

27. What is your life long dream?

28. If you could ask the president of the United States one question, what would it be?

29. What have you tried in life and simply were not good at?

30. What is the scariest movie you've ever seen?

31. On a scale of 1 to 10 how "hip" are you?

34. What's the biggest advantage of being really tall?
35. How many minutes does it take you to get ready in the morning?

36. What hobby have you always wanted to pick up?

37. If you could be a member of a TV sitcom family, which would it be?

38. What is it about you that people find irresistible?

39. If you were any animal, what would you be?

40. What store is represented most in your wardrobe?

41. What event or technological breakthrough do you think will revolutionize the future?

42. What do you need more of right now?

43. If you were a nationality other than your own which would you choose? Why?

44. What is the most beautiful word you can think of?
45. What beverage do you find nauseating?

46. What three adjectives best describe you?

47. If you were on a desert island what two books would you want with you?

48. What is the first thing you notice when you meet someone?

49. If you were running for mayor of a city what words would comprise your slogan (max. 6 words)?

50. What is your favorite book growing up?

51. What is the most common compliment people give you?

52. What is the best purchase you've ever made?

53. If you could add any word to the dictionary what would it be?

54. What commercial product would you refuse to endorse?
55. What is your favorite pet name?
56. What word best describes your internet knowledge?
57. If you were flying in a plane that was about to crash, who would you want sitting next to you?
58. What American presidents do you know the most and the least about?
59. What is the longest period of time you have spent in a car?
60. What is the best costume you ever wore for Halloween?
61. What is the biggest indication that someone is a nerd?
62. What latest trend simply baffles you?
63. If you were an evil dictator, where would you rule?
64. What is the worst grade you ever received? What class was it for?
65. What would you like your nickname to be?

66. What do you consider your nicest feature?

67. If you could bathe in a vat of any drink or food item, what would you choose?

68. What song do you keep hearing over and over and over again?

69. What are you most proud of?

70. What is the worst piece of clothing someone can wear?

71. How many keys do you have on your key ring?

72. Who has the worst name that you know?

73. What age were you when you had your most embarrassing hair style? And what was it?

74. What's the best advice you've ever received?
75. If you could change one thing about the way you look what would it be?

76. What song reminds you most of the 80s?

77. What do you regard as the most repulsive form of music?

http://www.residentassistant.com/games/ic ebreakers/beachball.htm
Activity 19

Catch Me If You Can

CATCH ME IF YOU CAN: Players should be paired up. All players divide into two lines, facing in, shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance, for example, change a watch to different wrist, unbutton a button, remove a belt and so on. The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

http://www.residentassistant.com/games/icebreakers/catchmeifyoucan.htm
Activity 20

Comic Strip Chaos

**COMIC STRIP CHAOS:** Each participant takes a turn at picking a comic frame out of the large container. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together. This is a great game to break large group into smaller groups.

http://www.residentassistant.com/games/icebreakers/comicstripchaos.htm
Activity 21

Human Scavenger Hunt

HUMAN SCAVENGER HUNT: The paper will have a series of questions on it in a bingo format. Participants are required to find another participant who can answer “yes” to a question. They must have that person sign their name within the square. The object is to meet as many people as you can, and fill a “BINGO!”, which is a complete line either horizontally, vertically, or diagonally. You can only use each participant once. Note: The center circle should be a freebie.

Here are some samples:

✓ Knows their zodiac sign
✓ From a northern state
✓ Knows when Martin Luther King’s birthday is
✓ Member of a sorority or fraternity
✓ Has been a competitive athlete
✓ Has traveled abroad
✓ Knows how to polka

http://www.residentassistant.com/games/icebreakers/Humanscavengerhunt.htm
Activity 22

Mumble Jumble

**MUMBLE JUMBLE:** Before the activity begins, the leader will cut up a few pictures into puzzle pieces. Each group member will grab a piece of a puzzle from a bag. The group members will keep their puzzle piece to themselves until the leader says, “GO!” At this point, the group members will try to locate the other members of the group with the pieces to form the appropriate pictures. Whichever group does it first, wins. Good activity for breaking into retreat/activity groups.

http://www.residentassistant.com/games/icebreakers/mumblejumble.htm
Activity 23

String Game

**STRING GAME:** Participants select pre-cut lengths of string from the group facilitator. Each member holds the string between his/her thumb and forefinger. For each “wrap” of the string around the finger, participants must share one thing about themselves.

http://www.residentassistant.com/games/icebreakers/stringgame.htm
Activity 24

Toilet Paper Game

TOILET PAPER GAME: Get a roll of toilet paper and explain to your group that they are going camping and need to take as much toilet paper as they think they may need for a three day trip. Once everyone has an ample supply, explain to the group that for every square in their possession, they must share something about themselves. NOTE: If anyone knows the activity, ask them not to give away the secret under any circumstances.

Activity 25

Rebel Feet

This is a good exercise for self-awareness and releasing tension in a session.

Make sure that the members of the group are sitting comfortably. Now ask them to lift their right feet off the floor and make clockwise circles and, while doing this, ask them to draw the number '6' in the air with their right hands. Their feet will change direction and there's nothing they can do about it! Try it right now! You can't outsmart your feet!

http://www.mwls.co.uk/icebreakers/
Activity 26

Surgeon’s Dilemma

Stereotypical thinking is one of the major barriers to awareness. Generalizations can help to make sense of the world but they can also seriously mislead us...

A young man who had been badly injured in a car accident has been brought into a hospital’s accident and emergency department. The doctor determines that emergency brain surgery is required. Accordingly, the brain surgeon is paged. Upon seeing the patient, the surgeon exclaims, ‘My God, I can't operate on that boy! He's my son!’

That is so, but the surgeon is not the boy's father. How can the apparent contradiction be explained?

Surgeon’s Dilemma Solution

The answer, of course, is that the surgeon is the boy’s mother. Although there are many women doctors - and many of them
prominent specialists - our cultural stereotyping tells us that doctors are men and nurses are women.

http://www.mwls.co.uk/icebreakers/
Activity 27
Following Instructions
This is an exercise which demonstrates the importance of not jumping to conclusions when following instructions.

Give everybody a sheet with the following instructions printed on it:

Can You Follow Directions?
Three minute test:

1. Read everything before you do anything.
2. Put your name in the upper right hand corner of this page.
3. Circle the word 'name' in sentence two.
4. Draw five small squares in the top right-hand corner.
5. Put an X in each square you have just drawn.
6. Put a circle around each square.
7. Sign your name under the title of this page.
8. After the title write 'yes yes yes'.
9. Underline sentences number seven and eight.
10. Put an X in the lower left-hand corner of this page.
11. Draw a triangle around the X you have just made.
12. On the back of this page multiply seventy by thirty.
13. Draw a circle around the word 'top' on sentence four.
14. Loudly call out your first name when you reach this point in the test.
15. If you think you have carefully followed these directions, call out 'I have carefully followed the directions'.
16. On the reverse side of this paper add 107 and 278.
17. Count out in your normal speaking voice from one to ten.
18. If you are the first person to get this far, shout out loudly 'I am the first person to get this far following these instructions.'
19. Punch three small holes in your
paper with your pencil here . . .  
20. Now that you have finished reading carefully, do only sentences one and two.

Debrief by asking what happened and why it happened.

http://www.mwls.co.uk/icebreakers/
Activity 28

Ping Pong

This exercise randomly selects group members. You will need as many ping pong balls as you have people. Decide in advance how many groups you want and how many people you want to be in each group.

Prepare the ping-pong balls by writing a group number on each ball. For example, if you have twelve people who will be working in three groups of four people, then write ‘1’ on four of the balls, ‘2’ on another five balls and ‘3’ on the last five balls.

Throw the balls to the participants until everyone has caught or retrieved a ball. Then ask them to work with the people who have the same-numbered balls as themselves.

http://www.mwls.co.uk/icebreakers/
Activity 29
Alphabetic Introductions

Each participant is asked to choose a letter of the alphabet. Duplicate letters are permitted. They are then given five minutes in which to describe themselves using single words beginning only with that letter. You could award a small prize for the person with the most number of words.

A further optional stage is to ask participants to write down their chosen words on a sheet of paper with their name at the top and display it on the wall for the duration of the event. Others could be asked later on in the event as to whether the words accurately describe the individual.

http://www.mwls.co.uk/icebreakers/
Activity 30

Either, Or

This is another great exercise for helping larger groups of people to get to know each other better.

The process to do the ice breaker is as follows:

✓ Get the group to stand in the middle of a large space.
✓ Then ask an either-or question and request the group to split up according to how they would answer the question. For example, you could ask them whether they prefer a sweet or savory treat and then request that the people who have a 'sweet tooth' to go to one end of the room – and the people who have a 'savory tooth' to go to the opposite end of the room.
✓ Ask another either-or question, but this time, ask the people to congregate at the sides of the room so that everyone has to change position.
Choose a set of either-or questions that are relevant to the event and let the exercise continue until feel that the participants are starting to get to know each other.

http://www.mwls.co.uk/icebreakers/
Activity 31

Name Six...

This is a good exercise for building trust and helping team members to get to know each other better.

The team members sit in a circle with the facilitator sitting in the middle. The facilitator chooses one of the team members to start and asks the team members to name, in turn, six places that they have visited.

The process is repeated with another subject, but starting with the next team member in the circle.

Continue the session with additional subjects. It's best to start with safe subjects — like ‘places you have visited’ — and increase the relevance as you progress.

Other possible subjects are:

- Jobs or roles that you have had.
✓ Things you are good at.
✓ Things that you find difficult.
✓ Things that embarrass you.
✓ Things you like.
✓ Things you dislike.

http://www.mwls.co.uk/icebreakers/
Activity 32

Stringing Conversation Together

To do this ice breaker, you must do the following:

- Cut string or yarn into pieces of different lengths.
- Each piece should have a matching piece of the same length.
- There should be enough pieces so that each student will have one.
- Then give each student one piece of string, and challenge each student to find the other student who has a string of the same length.
- After students find their matches, they can take turns introducing themselves to one another.
- You can provide a list of questions to help students "break the ice," or students can come up with their own. You might extend the activity by having each student introduce his or her partner to the class.

http://www.education-world.com/a_lesson/lesson/lesson196.shtml
Activity 33

Hands-On Activity

To do this ice breaker, you must do the following steps:

✓ Have students begin this activity by listing at least 25 words that describe them and the things they like. No sentences allowed, just words!

✓ Then ask each student to use a dark pen to trace the pattern of his or her hand with the fingers spread apart.

✓ Provide another sheet of paper that the student can place on top of the tracing. Because the tracing was done with a dark pen, the outline should be visible on the sheet below.
Direct students to use the outlines as guides and to write their words around it.

Provide students a variety of different colored pencils or markers to use as they write.

Then invite students to share their work with the class.

They might cut out the hand outlines and mount them on construction paper so you can display the hands.

Challenge each student to identify his or her own hand, and hands of others in the class.

http://www.education-world.com/a_lesson/lesson/lesson196.shtml
Activity 34
Chain Gang

To do this ice breaker, you must:

✔ Begin by asking students "Who can do something really well?"

✔ After a brief discussion about some of the students' talents, pass out paper and ask students to write down five things they do well.

✔ Then provide each student with five different-colored paper strips.

✔ Have each student write a different talent on separate paper strips, then create a mini paper chain with the strips by linking the five talents together.

✔ As students complete their mini chains, use extra strips of paper to link the mini chains together to create one long class chain.
✓ Have students stand and hold the growing chain as you link the pieces together.

✓ Once the entire chain is constructed and linked, lead a discussion about what the chain demonstrates -- for example, all the students have talents; all the students have things they do well; together, the students have many talents; if they work together, classmates can accomplish anything; the class is stronger when students work together than when individual students work on their own.

✓ Hang the chain in the room as a constant reminder to students of the talents they possess and the benefits of teamwork.

http://www.education-world.com/a_lesson/lesson/lesson196.shtml
Activity 35

People Poems

Have each student use the letters in his or her name to create an acrostic poem. For example, Bill could write:

Big
Intelligent
Laughing
Loving.

Tell students they must include words that tell something about themselves -- for example, something they like to do or a personality or physical trait.

Invite students to share their poems with the class.

This activity is a fun one that enables you to learn how your students view themselves.

Allow older students to use a dictionary or thesaurus. You might also vary the number of words for each letter, according to the students' grade levels.

http://www.education-world.com/a_lesson/lesson/lesson196.shtml
Activity 36
Name Tag Match Maker

Each group member will need a 5" x 7" card for a name tag. Then give the following directions:

1. Put your name in the center of your card.
2. In the upper left corner, write four things that you like to do.
3. In the upper right corner, write your four favorite singers or groups.
4. In the lower left corner, write your four favorite movies.
5. In the lower right corner, write four adjectives that describe you.

When everyone finishes, have them mingle with the group for a few minutes. Without talking, they are to read the upper left corner of the other group members' cards. When time is up, they are to find one or two people who are most like them and visit for a few minutes. When time is up, they are to mingle again reading the upper right corner of the other
group members' cards. They then find the one or two people most like them and visit. Repeat with the lower left corner and lower right corner information.

To make sure everyone visits with several people, you could implement a rule that no two people can be in the same group more than once.

http://www.kimskorner4teachertalk.com/classmanagement/icebreakers.html#People
Activity 37

Story of My Life

You have just been given a contract to write your autobiography for a major publishing company. Your agent Harry Hardnose is anxious to get to press. He has decided to help you get started with a few probing questions.

1. First, take a piece of flipchart paper and fold it in half and then in half again to form a book.
2. Choose the title of a popular song for the name of your book. Write that title on the front cover.
3. On the inside of the front cover (page two), list a table of contents.
4. Name of the place where you were born
5. Description of your first job
6. Number of years you have been working for your company
7. On page three, draw a picture of your family.
8. On the back cover of the book, draw a picture of what you plan to do when you
retire. Where will you go? Who will you go with? Etc.

Materials Needed

Paper, markers, flip chart paper, and enough time to complete the project.

Allow five to ten minutes for setup, and drawing.

When all books are complete, have people tell their story, using the book as a visual aid.

Depending on the size of the group, you may want to debrief in smaller groups.

If possible, leave the books in a central location during your training to encourage further introductions and discussions.

Variations

✓ Change the focus of the pages of the book. For instance, most exciting moment, favorite food, most exciting vacation, etc. Be careful not to make any of the questions too personal. The idea is to open people up, not shut them down.

Activity 38

What's Cooking?

Your family (group) just inherited a successful restaurant from Chef Charlie, a long lost relative. The only problem: was that Charlie was very disorganized. The only recipes you have found are on torn strips of paper. You have to make sense of it all and quickly! The restaurant is opening tonight, and you have to have the food ready.

✓ Each member of the group will be given part of recipe (an ingredient, instruction, etc.).
✓ Your job is to put yourselves in order as quickly as possible. Your recipe must make sense.
✓ When your group is done, loudly announce “bon appetite” to signal the end of the game.

Materials Needed

Several Small Prizes for the Winning Team
Cut Recipes (Separate the Title, Ingredients, Instructions, Etc.)
Time

Allow ten to 12 minutes for the game. Once a team calls “bon appetite,” have them introduce themselves and read their recipe in order.

Variations

1. For an added challenge, this game can be made considerably more difficult if groups are not pre-designated before the recipe pieces are distributed. Participants must then not only find the correct order but the correct recipe as well.

Activity 39

ABC’s of Me

You have been hired by the Creative Classroom Company to illustrate a poster to help children learn their ABCs. By happy coincidence, you and your first name are the subject of the poster!

1. First, take a piece of flipchart paper and write your name vertically down the left side.
2. Next, choose a word that starts with each letter of your name. The word should describe something about you. Write those words horizontally across the paper, using the letters of your name as the first letter of each descriptive word.
3. After you have listed your words, draw an accompanying picture to illustrate each.
4. When you are finished, tape your poster to the wall.
**Materials Needed**

Paper  
Markers  
Tape

Allow five to ten minutes for setup and drawing.

When all posters are complete, have people introduce themselves using their name drawing.

Depending on the size of the group, you may want to debrief in smaller groups.

If possible, leave the drawings posted throughout your training session.

**Variations**

✓ Narrow the focus of the words. For instance, all words must be adjectives, nouns, or verbs related to work, related to foods you like, etc.

Activity 40
I Remember

You and the others in your group are about to revisit the past and take a trip down “Memory Lane.”

1. First, get a coin.
2. Next, look at the year on the coin. Take a minute to think about what you were doing when that coin was minted. Were you in school? Were you a child? Where did you work? Were you married? Where did you live? What was going on in your life at that time? What was the music of the day? and so on. If you were not yet born or prefer not to discuss your life during the year selected, choose another coin.
3. After you have had some time to remember where you were, you are ready to play the game. Your goal is to find someone with a coin that was minted at least two years before or after yours. Ultimately, your goal is to have the oldest coin in the room.
4. Once you have found a partner, take three minutes to tell each other about your moments in time. When you are finished, each of you flip your coin. Reveal the results of your toss to your partner. If they are alike, both heads or tails, exchange coins. If they differ, keep your original coin.

5. Repeat the process up to three times as designated by the facilitator.

**Materials Needed**

Coins, Prize, and Time

Allow five minutes for setup.

Allow five minutes for each round.

At the end of all rounds, call each year in order and ask each participant to stand and give his or her name.

Award a prize to the holder of the oldest coin.
Variations

✓ Use your own coins to ensure an even distribution of years.
✓ If using your own coins, incorporate a piece of corporate history with each. Research a fact or figure about each year of your business and include it with the corresponding coins. When the participants exchange their own information, they can also share a piece of the corporate history. When debriefing, call each year in order and ask the participant with the year called to read his or her fact.

Activity 41

Six Degrees of Separation

It happens all of the time: we meet someone who knows someone we know. It’s a small world, that’s for sure. The object of this game is to see how small the world really is.

1. First, find a partner. Introduce yourselves and make a list of five to ten things that you have in common with each other: where you went to school, year you were born, number of years with the company, food likes, sports likes, etc.
2. Once you have completed your first list, you must find someone else in the room that also has one of those five to ten things in common with you. When you have found that person, repeat step one and develop a new list.
3. Repeat step two.
4. Continue until you have met five other people or time is called by the facilitator.
5. A prize will be given to the first person able to complete the game. When you are done, let the facilitator know that you have finished.

**Materials Needed**

Prize

Time

Allow approximately 15 - 20 minutes for game.

Once most people have finished, call time.

Ask your winner to reveal his/her chain of separation by introducing those interviewed.

Activity 42

Scavenger Hunt

You are about to begin a scavenger hunt with several members of this training group.

The object of the game is to collect all of the items listed below as quickly as possible.

You may talk with anyone in the group.

You may not leave the room.

You must associate each item with the person who gave it to you.

You may not get more than two items from any one person.

Once the facilitator has assigned groups, you may begin play.

When your team is finished, your team should loudly announce the phrase “hunt over” to the rest of the group.

Be prepared to say where you got each item. A prize will be awarded to the team that finishes first.
1. A Driver’s License
2. A Family Photo
3. A Store Receipt
4. A 1979 or Earlier Penny
5. A Piece of Candy
6. A Ballpoint Pen
7. A Lipstick
8. A Planner, Palm Pilot, Calendar, or Other Organizer
9. A Drink
10. A Coffee Cup
11. A Marker
12. A Piece of Candy
13. A Store Credit Card
14. A Pair of Glasses
15. A Magazine or Book

The list of hunt items should be reviewed by the facilitator before the game begins in order to make sure that all items are available.

**Materials Needed**

Several Small Prizes for the Winning Team

Time
Allow 10 - 12 minutes for the game.

Once a team calls “hunt over,” have them review each of the items, where they got them, and from whom.

**Variations**

- Instead of using actual items, list activities and facts as the items to find. For instance, “plays piano.” The object of the game is to find someone who plays the piano and associate the person’s name with that item.

Activity 43

Tattoo

You have just arrived at Tony’s Tattoo Parlor for a tattoo.

Tony is competing for “Tattoo King of the Year,” a contest sponsored by Needle Knows magazine.

Every design is a potential entry, and Tony wants each of his tattoos to say something about the person wearing them.

From you, he needs a little inspiration and a design before he can start his work.

Tony is excellent at lettering, animals, characters, band logos, maps, and so on.

1. On your piece of paper, you are to design a rough tattoo that reveals something about yourself, your work, your hobbies, or your family, in order to help get Tony’s creative juices flowing.
2. You must also make a note about how big the tattoo should be and where you will have it applied.
Materials Needed

Paper
Tape
Markers

Allow five to ten minutes for setup, drawing, and posting designs on the wall.

Depending on the size of the group, you may want to debrief in smaller groups.

If possible, leave the designs posted throughout your training to encourage further introductions and discussions.

Variations

✓ Narrow the scope of the tattoo design: what you do at work, an animal most like you, favorite song, favorite band, adjective that best describes you, etc.
✓ Divide your group in two. For round one, assign one group the role of Tony and the other group the role of the customer. Each customer must find a Tony and tell him about the design they would like and why. Tony is to draw a
design, asking questions as he or she goes.

✓ After the first set of designs is complete, the groups reverse roles.
✓ To encourage additional interaction, ask the customers to “shop around” and find another partner to work with.
✓ To debrief, let each Tony describe what he or she drew and for whom.

Activity 44
Storyteller

You are about to stretch your storytelling skills with the help of others in the group designated by the facilitator. You will incorporate facts about yourself into a story that could just go anywhere.

First, write down the name of ...

1. something you would see in a store.
2. something you would buy as a gift for your mother.
3. your favorite sport
4. your favorite celebrity.
5. a crime.
6. your favorite restaurant.
7. a tourist attraction.
8. a profession.
9. the name of someone in the room.

The facilitator will begin the story with, “Once upon a time, I found the most unusual thing.”
The next person is to fill in the next piece of the story.

The object of the game is to incorporate as many of the items as you can from those listed above.

No one can say more the two sentences at a time.

Turns must be taken in order.

To win, you must incorporate all of your words and then conclude the story.

Everyone must get an opportunity to “write” from their imagination at least twice before the story can end.

Allow ten to 20 minutes for the game.

If the group is large, consider breaking into smaller subgroups or reducing the number of incorporated words required to win. For instance, you must work in five words from those listed in part one.
Variations

✓ You can easily tailor this game by changing the questions in part one to better match your industry, company, presentation topic and so on.

Activity 45

Trait Trader

You have just taken a job as a trait trader in the fictitious exchange, the Personality Market. You are a new executive, and it is very important to you that you do well in your new job. To do so, you must trade wisely and end the game with a trait that applies to you.

1. In a moment, you will be given a piece of paper, your trade slip, with a personality or character trait written on it. For example, tall, creative, adventurous, quiet, and so on. Write your name on the slip.
2. You must trade your slip with someone else. If your new trait also applies to you, write your name on that slip. If not, move to step three.
3. Trade again. Your goal is to end up with a trait that applies to you and to have written your name on more slips than anyone else.
4. When the facilitator calls out “exchange closed,” the game is over.
5. You may stop trading before the exchange closes. Remember, your goal is to end up with a trait that applies to you and to have written your name on more slips than anyone else.

Materials Needed

Prize

Trait Slips (Consider: Over 5'8", Born in the 70s, Red Hair, Curly Hair, Athlete, Creative, Talkative, Adventurous, Quiet, Bossy, Demanding, Funny, Dare Devil, and so on) You design the slips based on your group. Remember to be sensitive to age, gender, and any other topic that may hurt others.

Time

Allow 12 - 15 minutes for the game and then call “exchange closed.”

Next, ask everyone to turn their trait slip to the side that holds the names of the traders.
Ask your first trader to say his or her name and to read his or her trait, stating whether or not it is true about them.

Then, ask the others in the group to raise their hands if the trader’s name appears on their trade slips.

Count the hands.

Move to the next trader and repeat.

When done, award the prize to the trader with the most slips signed who has a trait that describes him or her on the final slip.

Activity 46

Race for the Truth

You and the other “runners” in the room are about to embark on a race for the truth. Your goal is to cross the finish line as quickly as possible by truthfully answering questions about yourself as you follow the facilitator’s directions.

1. Line up on the starting line as directed by the facilitator.
2. In a moment you will hear a statement. If it is true about you, move forward one step. If it is false, remain at the finish line.
3. Once all first moves have been made, the facilitator will make another statement. Again, if it is true, move forward one step. If it is false, remain on the starting line if you have not yet advanced. If you have advanced past the starting line, take one step back.
4. Repeat step three until the first “runner” completes the race.
Materials Needed

2 Long Pieces of String for the Start and Finish Lines

List of Statements Related to The Group, (for example, “I have worked here more than one year.” “I think we have too many meetings around here.” or “I understand xyz aspect of my job.” )

Time

Allow five to ten minutes for this activity.

Variations

✓ Narrow the scope of the statements to relate to issues at work, materials being covered, etc.

Activity 47

Candy Confessions

You have just taken a job as a candy tester in the Candy Confessions factory. What makes this candy different from other candy is that each flavor is associated with a fact about you. Your job is to select and “test” four different candies from a bowl/box that will circulate among all testers.

1. Choose four candies from the bowl without looking. In a moment, a key code will be revealed, indicating which truths you should tell.
2. Once the code has been revealed you may begin your confession.

Materials Needed

Basket of Candy
Key Code

Kit Kats = Favorite Movie, Favorite Magazine, Favorite Song, or Favorite Book

Krackle = Favorite Vacation Spot, Place You Would Like To Visit, Place You Would Least Like To Visit, or Worst Vacation
Lollipop = Number of Years in Current Position, Where You Work, What You Do, or Brief Description of First Job

Gum Drops = Something About Where You Live, Something About Where You Grew Up, Something About Your Family, Something About Your Town/City

Kisses = Wildcard [tell us anything]

**Time**

Allow ten to 20 minutes for the entire process.

**Variations**

- Allow people to take as many candies as they like from the basket and reveal something random about themselves for each candy they take.
- Use a ball of string. Allow each person to take as much as they like. For each inch, they must reveal something about themselves. (Additional material: string, scissors, and ruler)

Activity 48

True or False

You have just entered a new society of truth-tellers and liars. You and the others sometimes tell the truth and sometimes lie. The key to this society is knowing when you are being lied to and when you are being told the truth.

Partners must guess if a statement is the truth or a lie. If both players are correct, move on. If both are incorrect, move on. If one is correct and one is wrong, the wrong person is out.

1. First, flip a coin. If it reveals “heads,” you tell truth; if “tails,” you lie.
2. Find a partner, swap stories. Your partner must then guess if you told the truth or a lie. If both are correct, move on. If both are incorrect, move on. If one is correct and one wrong, the person who guessed incorrectly is out.
3. Move on and repeat steps one and two until one person remains and is declared the winner.
**Materials Needed**

Prize

Extra Coins

**Time**

Allow ten to 20 minutes to play the game, depending on the size of the group. Award a prize to the person who remains standing.

Activity 49

The Magic Lamp

You and your team have just found a lamp. You rub it, and surprise! A genie appears. The genie grants you three wishes. You are allowed to make three changes at work. You may change yourself, your boss, your job, the people around you, etc.

1. The facilitator will soon divide you into groups of three to five people and give your team a piece of flipchart paper and a marker.
2. Once you have your materials, design your wish list for your genie. When you are finished, post it on the wall.

Materials Needed

- Flipchart Paper
- Markers

Time

Allow five to ten minutes for setup, writing, and posting lists on the wall.
Allow five minutes for debriefing.

If possible, leave the lists posted throughout your training to encourage further introductions and discussions.

Activity 50

Totem Truths

In the past, a totem pole was carved for several reasons; for example, to honor a deceased elder who was important to the carver, to show the number of rights and names a person had acquired over his or her lifetime, or to document an encounter with the supernatural.

Today, totems are carved not only for those reasons but also to tell the story about the person commissioning the pole.

You and your team are about to design a totem pole to discover your group’s strengths and weaknesses.

1. In a moment, the facilitator will divide you into teams. Each of you will be handed a piece of cardboard and a list of totems. You are to design a totem figure that best represents your strengths in the group. You may use one of the totem symbols given or make up your own.
2. Once you have completed your drawing, you and your team will tape them one on top of the other on a portion of the wall. Be prepared to explain your strength to the group.

**Materials Needed**

8.5” x 11” Cardboard Piece for Each Participant

Markers

List of Animal Totems (pages following)

**Time**

Allow 20 minutes for the entire process.

This exercise is excellent for teambuilding.

**Variations**

- Ask each group to design a group crest, similar to a family crest. The only disadvantage to this versus the totem is that the groups are static. With the totems, you can reorganize the groups and have them rebuild the poles throughout the day’s activities.
Symbols To Use For Totem Poles

Alligator - Maternal and vengeful

Ant - Group minded, patient, active, and industrious

Antelope - Active, agile, and willing to sacrifice

Armadillo - Safety oriented and cautious

Badger - Courageous, aggressive, healing and energizing

Bat - Regenerative and long living

Bear - Industrious, instinctive, healing, powerful, sovereign, protective of the world, and strong
Beaver - Determined, strong-willed, constructive, and protective

Bee - Organized, industrious, productive, wise, social, celebratory, and enthusiastic about life

Buffalo - Sacred and strong

Butterfly - Metamorphic and transformative

Cat - Protective, detached, sensual, mysterious, magical, and independent

Cheetah - Swift, insightful, and focused

Cow - Nurturing and maternal

Coyote - Intelligent, stealthy, tricky, and mischievous
Crane - Solitary, just, enduring, independent, intelligent, and vigilant

Crow - Law enforcing, shape shifting, changeable, creative, spiritual, energetic, and just

Deer - Intellectual, gentle, caring, kind, subtle, graceful, feminine, gentle, and innocent

Dog - Noble, faithful, loyal, trainable, protective, and guiding

Dolphin - Kind, prudent, capable of deep emotion, wise, and happy

Dragon - Enduring, infinite, wise, powerful, and fiery

Dragonfly - Flighty, carefree, and strongly imaginative
Eagle - Divine, sacrificing, intelligent, courageous, spiritually illuminated, healing, and daring

Elephant - Strong, powerful, and wise

Elk - Strong and agile, proud, independent, pure, and noble

Falcon - Adventurous, passionate, and leading

Fish – Graceful

Fox - Cunning, agile, quick-witted, diplomatic, wild; feminine in its magic of camouflage, shape-shifting and invisibility

Frog - Cleansing, transformative, sensitive, medicinal, undiscernibly beautiful and powerful
Gazelle - Aggressive

Goose - Self-demanding, reliable, prudent, rigid, vigilant, parental, and productive

Hawk - Informative, intuitive, victorious, healing, noble, cleansing, visionary, and protective

Horse – Independent, enduring, mobile, terrestrial, powerful, and free

Hummingbird - Portentous, timeless, healing, and combative

Jaguar - Chaotic and shape shifting

Lion - Family-oriented, strong, energetic, courageous, and protective

Lizard – Conservational and visionary
Llama - Comforting to others

Lynx - Discrete, protective, and guiding

Moose - Headstrong, enduring, steadfast, and wise

Mouse - Observant, orderly, organized, and detail oriented

Opossum - Diversionary, strategic, and deceptive

Otter - Playful, friendly, dynamic, joyful, helpful, and generous

Owl - Deceptive, clairvoyant, insightful, informative, detached, wise, changeable, and silent

Ox - Sacrificing and self-denying
Peacock - Immortal, dignified, and self-confident

Porcupine - Innocent, companionable, and trustworthy

Rabbit - Fearful, timid, nervous, humble, intuitive, balanced, and fertile.

Raccoon - Curious and clean

Raven - Introspective, courageous, self-knowing, healing, protective, tricky, and magical

Salmon - Proud, intense, confident, wise, inspiring, and rejuvenating

Seahorse - Confident and graceful

Seal - Loving, desirous, imaginative, creative, and dreamy
Shark - Predatory, enduring, and adaptable

Skunk - Noticeably present, and strong

Snake - Impulsive, shrewd, transformative, healing, energetic, and wise

Squirrel - Organized and gathering

Stag - Sovereign, regenerative, giving of bounty, beauty, and mystical signs

Swan - Graceful, balanced, innocent, soulful, loving, beautiful, self-possessed

Tiger - Strong, valorous, powerful, and energetic

Turkey - Generous, life-giving, and self-sacrificing
Turtle - Nurturing, shy, and protective

Weasel - Strong, energetic, ingenious, and stealthy

Whale – Wise and giving

Wolf - Loyal, persevering, successful, intuitive, trainable, ritualistic, and spirited

Woodpecker - Sensitive, protective, and loyal

Activity 51

Definitions

You have just taken a job at a dictionary company. You are responsible for editing a new edition. The only problem is that some of the computers went on the fritz and wiped out various definitions. You have decided to “wing it” and make up definitions for the words of which you don’t know the meaning.

1. In a moment, you will be handed a card. It will contain either a word or a word and a definition.
2. If you received a “word only” card, you must make up a definition.
3. If you received a definition card, you must explain the definition without reading the card.
4. The object of the game is for the others in the group to spot the real definition of the word.
5. You may not vote on your own word.

Materials Needed

Small Prizes
Index Cards with Words

Index Cards with Definitions of Lesser-Known Words (See Example)

Brobdingnagian \brahb-ding-NAG-ee-uhn\, adjective; Colossal; of extraordinary height; gigantic. -- as a noun: a giant. [Often misspelt Brobdignagian.]

1. ``The final triumph of my Brobdingnagian persecutor.'' --William Godwin, The Enquirer
2. ``A brand-new brobdingnagian hotel.'' -- Benjamin Disraeli, Lothair
3. ``Known to our Brobdingnagian intelligence as grains of sand.'' ---Grant Allen

**Time**

Allow 5 minutes for preparation.
Allow 10 minutes to play the game.
Award small prizes to the people who guess the most correct answers.

Activity 52

Guess Who?

Here is yet another technique for breaking the ice with a mid-sized group - it works particularly well in your own company or group - is to ask people to write on a post-it note something about themselves that nobody else would know.

People then have to guess who the answer may apply to. You do not have to do all of the answers - just pick a few at random. You can also save a few for later in the day when people return from a coffee or lunch break.

Some of the answers can be really revealing. One person turned out to have been a breakfast TV presenter earlier in his life and another went into the woods looking for mushrooms!

http://www.presentationhelper.co.uk/ice-breaker.htm
Activity 53

Story of My Life

This ice breaker involves giving people the chance to make a small book about the story of their life. They have to draw in it a number of scenes about their life. They can read these back to each other or to the group.

http://www.presentationhelper.co.uk/ice-breaker.htm
Activity 54

Which Finger?

Here is a good one for breaking the ice.

Do this to members of your audience in turn.

1. Get your audience to hold out their hands with their arms straight in front of them and their thumbs pointing straight up
2. Ask them to rotate their hands so that their thumbs are pointing downwards
3. Ask them to cross their hands over so that their palms are flat against each other.
4. Get them to interlace their fingers to make a fist.

Now - point to a finger (without touching) and ask them to move it. Now try another. They will probably find the bottom fingers most difficult.
Repeat the exercise with touching - many people find this easier.

http://www.presentationhelper.co.uk/ice-breaker.htm
Activity 55

Draw a Picture

Another ice breaker technique, which is quite simple, is to get members of the audience to draw a picture without showing the other person. The members then have to describe the picture to the other person who has to make an exact copy - without being able to see it. All of the instructions have to be made verbally and there can be NO POINTING!

Set a time limit of three minutes.

Most people will find this very difficult.

Allow the participants a very quick glimpse of the picture. They will then suddenly be able to draw it with ease.

This demonstrates two different learning styles. All too often teachers and coaches rely heavily on verbal communication. Often a picture will help to convey the message far more effectively.

http://www.presentationhelper.co.uk/ice-breaker.htm
Activity 56

Coincidences

According to this website, this is an ice breaker that the author stated that was learned from their father, an amateur magician, used to use.

This works well with larger numbers.

Ask people to guess how many people you would have to ask before you found two people who have the same birthday.

Ask them to call their guess out and write down the answers. Most people think that it will be a number over 100.

Then, get people to write down their birthday, just the day and the month, on a big sheet of paper. Get them to call their date out in turn. Write these down on a flip chart. Statistically the average is just 26 people to find a pair that have the same birthday.
You can end by saying, "Isn't that an amazing coincidence. Now talking about coincidences my presentation will now reveal..." and then you are off.

http://www.presentationhelper.co.uk/ice-breaker.htm
Activity 57

SHARING TOSS

Objective: To determine what the participants already know about telecommunications, and actually share that information.

Preparation: None

Resources: Ball or some other small object that can be thrown

Activity: The participants stand up to form a circle where a ball is being thrown from one person to another. Before anything happens we go around doing a name game, which would be their name and a certain movement of their choice. Then, the facilitator throws out word that deals with "Telecommunications" to the participants. One participant has the ball and says one word they think of when they think of computers. Then with out delay pass it to someone else and the cycle continues until there is another word thrown out. The first
time normally goes slow, so the next round you can throw another ball in or just tease the participants, by saying that "the other day we did this activity with 2nd Graders and they did it in 35 seconds, lets see if you can beat that."

**Time:** 5 minutes

Activity 58

TELEPHONE

Objective: To show how communication and miscommunication can really affect a message. Listening to what a person is saying can really make sure that a message won't get distorted or loss while in the process.

Preparation: None

Resources: None

Activity: The participants are separated into 2 lines, an A line and B line.

The facilitator says a random statement to the first person in front of each line.

Then, they will pass the message down to the other people on their group.

The rule is the message has to transferred by whispering it to the person’s ear without the other group hearing.
It is very similar to how a real phone works—a message is communicated between people.

It is the participants' job to report the message accurately to one another.

**Time:** 5 minutes

Activity 59
BIG WIND BLOWS

Objective: It can be a fun activity with which to end the workshop. It is also a way to measure understanding of various topics with which the session has dealt.

Preparation: None

Resources: None

Activity: Everyone has a seat, except for one person who stands in the middle. His/her job is to stand there and say an attribute, article, characteristic, and so on. For example, "Everyone who is wearing shoes with laces," or "Everyone who has a pet."

The people sitting listen carefully, and if they have the same attribute or article of clothing that is called out by the player in the middle, they must move to another seat across from them.

They cannot move to the seat to the left or right of them, only across.
As players move to new seats, the person in the middle must move to find an empty seat.

Whoever is left standing without a seat becomes the player in the middle.

As an added step, ask a question to the person that stands in the middle about a topic like Telecommunications. They have to answer it correctly before they can go on with the game.

**Time:** 5 minutes

Activity 60

THE WEB

Objective: It is just a reflection period to find out what people thought of the session. Also the web demonstrates how everyone is connected through something like the internet.

Preparation: None

Resources: Ball of yarn or other type of string

Activity: There is a ball of yarn that is given group.

The size of the ball deals with the size of the group.

The participants are sitting in the form of a circle.

One person starts off by receiving the ball of yarn and would say a couple of words about how the session was for them.

When the person is done he holds tight to the piece of string and throws the ball to another person across from him.
The same process is continued.

The result after everyone has said something and holds a piece of the yarn is a yarn web.

**Time:** 5 minutes

Activity 61

Magic Wand

In this activity, you will tell the participants that they are magicians that possess a magic wand that is all powerful.

Pass a “wand” around the class and see what the participants would do with their wand.

Materials

“wand”

http://adulted.about.com/od/icebreakers/t p/toptenicebreakers.htm
Activity 62

WORLD LEADERS

Objective: To demonstrate the power of collaboration.

Preparation: Prepare Slides.

Resources: Slides of World Figures

Activity: Give participants 2-3 minutes to try and identify as many of the world figures on the slide as possible.

Stop.

Ask people to raise their hands if they were able to identify one? two? three? all?

Then, ask participants to find one or two partners, and take another 2 minutes quietly working together to try and identify the world figures on the slide.

Stop.

Now, again, ask groups to raise their hands if they were able to identify one? two? three? all?
You should find that the number of raised hands increases when people are able to collaborate and share their collective knowledge.

Reveal the names before the suspense grows too great!

Questions you might want to ask the group,

✓ What does this exercise say about the power of collaboration?
✓ What does this exercise say about our knowledge of national versus international figures?

**Time:** 5-7 minutes

Activity 63

LET'S BUILD A WEB PAGE!

**Objective:** To let participants introduce themselves using a web page metaphor.

**Preparation:** Have name tags ready to welcome participants.

**Resources:** Polaroid camera or cards for participants to draw themselves
Paper to draw a "web page"
Color markers
Tape

**Activity:** If camera is available have participants take pictures of themselves. Otherwise, participants draw themselves in blank cards. Then, in pairs, they build a poster using the concept of a web page. They stick their pictures and write about themselves.

Questions they might answer as part of their poster "web page":


✓ What are your ideals in teaching?
✓ What would you like your students to accomplish?

**Time:** 30 minutes

Activity 64

**Fantasy Island**
Ann, Guidance Counselor: Northport, NY

"To help students get in touch with what's important to them and to introduce themselves to others in the class.

Students will need construction paper and markers or crayons.

Students are told to imagine that the piece of paper in an island.

The island is theirs and they can have anything on the island that they want.

Encourage the students to draw images of anything that they'd like to have on their "Fantasy Island"

After drawings are finished, students are paired off. They share with each other about their island.
After 5-10 minutes, the pairs are invited to share with the class what they've discovered about their similarities and differences.

http://www.teach-technology.com/ideas/ice_breakers/
Record Of Me
John, 5th Grade Teacher: Salem, MA

"This helps students get acquainted and to start to feel at ease in the class/group setting.

Make copies of a blank record; A circle within a circle divided into 6 segments.

Start by talking to students about what a composer thinks of when he/she writes a song.

The person wants to share his/her feelings or ideas with other people.

Tell the students that they'll be doing a brief activity to share some things about themselves.

Hand out a blank record sheet to each student."
Ask students to choose six (6) categories from the following list and create a Record of Me.

One of the categories must be what I hope to accomplish or get from this group/class.

My Favorite Song
My Favorite Place To Go With Friends
My Month of Birth
Favorite Restaurant
Class I Like Best
Favorite Movie
Favorite Musician
Where I was Born
Place I'd Like To Go To
What I Want To Accomplish or Get From This Group/Class

Give students about 5 minutes to work, then ask them to pair off with someone they don't know.
Ask them to begin to share the information they've chosen for their record with their partner.

Ask students to take turns introducing their partner to the class/group, explaining what they've learned about their partners."

http://www.teach-technology.com/ideas/ice_breakers/
Activity 66

Who Loves You Baby?
Noah Sumner, English Teacher

"An icebreaker that seems to work well for high-school students, entails trying to guess their classmates' favorite things.

Circulate writing paper and pens and ask students to write their names and record their favorite.

You as the teacher can come up with subject appropriate topics. Some ideas that I've used are: bands, TV shows, movies, books, subjects, foods, sports and athletes.

Collect the papers, and read the answers, but have the class guess who responded.

It's a good way to settle beginning of the year tension and get to know your classes."

http://www.teach-ology.com/ideas/ice_breakers/
"Ask for 2 student volunteers to come up and stand in front of the class.

Explain to them that they are going to be part of an experiment about different perceptions.

Ask the class to begin to describe the two classmates who are standing before them.

Let the descriptions go on for a few minutes. Examples of descriptions might be: hobbies, music they like, and so on.

Ask the 2 students how accurate the descriptions of them were.

Let the students point out things that were right on and things that were not true, at all.

Point out to students how we all assume certain things to be true about people based on how they look.
Additionally, our perceptions are based on our experiences and beliefs.

Perceptions change from person to person and there is never an absolute truth in our perceptions.

We need to be open to experiencing people for who they are and not how they look."

http://www.teach-nology.com/ideas/ice_breakers/
The Latest Teaching Idea That Worked!
Draw Yourself On The First Day
Milton Rays, 4th Grade Teacher

"On the first day of school I always play "Draw Yourself" with the kids.

It serves as a great ice breaker.

I have students draw themselves.

I collect all papers and post them at the front of the room.

Students the try to identify who was the artist for each picture.

The activity also helps you get an instant sense of each students self concept and work ethic."

http://www.teach-technology.com/ideas/ice_breakers/
"I like to start my year off with a letter of introduction to my students. They like to learn about me (and about you), so I tell them a little bit about myself -- where I live, what I like to do in my spare time, pets, children, anything I think I want to share that they might like to hear.

Then I have them write a letter back to me in the same format regarding themselves and sharing some of the same type of information.

This helps you to learn a lot about your students in the beginning of the year."

http://www.teach-technology.com/ideas/ice_breakers/
Activity 70
Birthday Lineup

Instruct Group members to line up in order of their age without talking.

Variations

Blindfold some or all participants

Use alternative criteria like middle name, age, etc.

Activity 71
Group Scrabble

Group Size

Medium

Large

Materials

- Index cards with letters of the alphabet on them
- a hat

Set Up

Each person picks a letter card out of the hat. If you have a big group, you will need more letter cards, and it is probably good to include a few extra vowels (A,E,I,O,U) and consider removing the X, Q and Z from the hat.

Directions

Tell the group their task is to arrange themselves into complete words given the cards they select from the hat.
The group can come up with several small words or just a few long words, but every letter needs to be included.

Once they are done, you can have everyone put their cards back in and re-draw, or move on to a new activity.

Once they are in their word groups, have participants do mini get to know you activities, such as, share your hobbies, the last book you read or movie you saw, your first memories as a child, plans for summer vacation, and so on.

**Debrief**

Talk about communication, whose ideas were heard, what challenges were there, etc. You can also ask them initially how hard they expect it to be and at the end ask why it was harder/easier than expected.

Activity 72
Impulse

Group Size
Medium

Materials
A Coin and a Ball

Set Up

Divide the group into two teams.
Each team should stand in a straight line, shoulder to shoulder, facing the other team.

Directions

The Facilitator should sit at the back of the lines, flipping a coin so that only the last person in each line can see it.

If the coin lands on heads, the two people watching squeeze the hand of the person in front of them. This sends an impulse down the line.

No one may talk or make any noises.
When the person at the front of the line receives the impulse, they grab for the ball, which is positioned evenly between the two teams.

The team that successfully sends the impulse most quickly and obtains the ball can send the person from the front of the line to the back, and the process begins again with a new coin flip.

If someone grabs the ball without heads being flipped, then they must send the person from the back of the line to the front, so that the team has to win one more round in order to rotate through.

Once one team has rotated all members through, it wins.

**Variation**

The two lines of participants sit facing each other and close their eyes.

The facilitator takes hold the hands of the people at the front of the line.
The facilitator will start the pulse by squeezing both hands at once.

When the pulse has reached the last person in the line they open their eyes and grab for the ball.

Activity 73
Life Map

Group Size
Small Medium

Materials
Paper and pencils and pens

Set Up
Pass out materials

Directions
Each individual in the group draws a "map" of their life starting from birth to the present, using map symbols. For example, stop signs, do not enter, curves ahead, and other road signs, to represent significant periods in their life. Share as group.

Activity 74
Personality Test

Objectives

This test helps organizations and managers to get better insight concerning their employees and prospective employees.

Group Size

Small
Medium
Large

Materials

Pen and Paper

Set Up

None

Directions

Answers are for who you are now...... not who you were in the past. Have pen or pencil and paper ready. It's only 10 simple
questions, so...... grab a pencil and paper; keep track of your letter answers. Number your paper 1 to 10 first.

1. When do you feel at your best? a) In the morning B) during the afternoon and early evening c) Late at night

2. You usually walk..... a) Fairly fast, with long steps b) Fairly fast, with little steps c) Less fast head up, looking the world in the face d) Less fast, head down e) Very slowly

3. When talking to people, you... a) Stand with your arms folded b) Have your hands clasped c) Have one or both your hands on your hips or in pockets d) Touch or push the person to whom you are talking e) Play with your ear, touch your chin or smooth your hair

4. When relaxing, you sit with... a) Your knees bent with your legs neatly side by side b) Your legs crossed c) Your legs stretched out or straight d) One leg curled under you
5. When something really amuses you, you react with... a) A big appreciated laugh b) A laugh, but not a loud one c) A quiet chuckle d) A sheepish smile

6. When you go to a party or social gathering, you... a) Make a loud entrance so everyone notices you b) Make a quiet entrance, looking around for someone you know c) Make the quietest entrance, trying to stay unnoticed

7. When you're working or concentrating very hard, and you're interrupted, you... a) Welcome the break b) Feel extremely irritated c) Vary between these two extremes

8. Which of the following colors do you like most? a) Red or orange b) Black c) Yellow or light blue d) Green e) Dark blue or purple f) White g) Brown or grey

9. When you are in bed at night, in those last few moments before going to sleep, you lay... a) Stretched out on your back b) Stretched out face down on your stomach c) On your side, slightly curled d) With your
head on one arm e) With your head under the covers

10. You often dream that you are... a) Falling b) Fighting or struggling c) Searching for something or somebody d) Flying or floating e) You usually have dreamless sleep f) Your dreams are always pleasant

POINTS: 1. (a) 2 (b) 4 (c) 6 2. (a) 6 b) 4 (c) 7 (d) 2 (e) 1 3. (a) 4 (b) 2 (c) 5 (d) 7 (e) 6 4. (a) 4 (b) 6 (c) 2 (d) 1 5. (a) 6 (b) 4 (c) 3 (d) 5 (e) 2 6. (a) 6 (b) 4 (c) 2 7. (a) 6 (b) 2 (c) 4 8. (a) 6 (b) 7 (c) 5 (d) 4 (e) 3 (f) 2 (g) 1 9. (a) 7 (b) 6 (c) 4 (d) 2 (e) 1 10. (a) 4 (b) 2 (c) 3 (d) 5 (e) 6 (f) 1

Now add up the total number of points.

Debrief

OVER 60 POINTS Others see you as someone they should 'handle with care.' You're seen as vain, self-centered and one who is extremely domineering. Others may admire you, wishing they could be more like you,
but don't always trust you, hesitating to become too deeply involved with you.

51 TO 60 POINTS Others see you as an exciting, highly volatile, rather impulsive personality; a natural leader, one who's quick to make decisions, though not always the right ones. They see you as bold and adventuresome, someone who will try anything once; someone who takes chances and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

41 TO 50 POINTS Others see you as fresh, lively, charming, amusing, practical and always interesting; someone who's constantly in the centre of attention, but sufficiently well-balanced not to let it go to their head. They also see you as kind, considerate, and understanding; someone who'll always cheer them up and help them out.

31 TO 40 POINTS Others see you as sensible, cautious, careful and practical. They see you as clever, gifted, or talented, but
modest. Not a person who makes friends too quickly or easily, but someone who's extremely loyal to friends you do make and who expect the same loyalty in return. Those who really get to know you realize it takes a lot to shake your trust in your friends, but equally that it takes you a long time to get over it if that trust is ever broken.

1 TO 30 POINTS Your friends see you as painstaking and fussy. They see you as very cautious, extremely careful, a slow and steady plodder. It would really surprise them if you ever did something impulsively or on the spur of the moment, expecting you to examine everything carefully from every angle and then usually decide against it. They think this reaction is caused partly by your careful nature.

Activity 75

Question Cup

Group Size
Small | Medium | Large

Materials

Index Cards

Cup (a box, hat, or other container may also be used)

Set Up

Directions

Each member of the group writes a “get to know you” question on an index card and places it folded in a cup.

Make sure to encourage participants to ask discussion questions, rather than questions that solicit a yes or no response.

The facilitator then selects one card at time and asks the group members, or 1 member of the group, to respond.
Variation

Write out a numbered list of questions.

Participants choose a number, without seeing the list, and are asked to respond to the corresponding question.

Variation

Place all of the questions in the cup, or hat with a large group.

Have the participants sit in a circle.

Pass the cup around the circle, each participant draws a question from the cup, answers it, and passes the cup on.

Activity 76

Stare and Share

Group Size

Small

Medium

Materials

None

Set Up

None

Directions

Each participant should find a partner, and sit or stand facing their partner.

Tell them to "stare at each other for one minute and take in as much as you can during that time."

At the end of the time, ask them to face away from their partners, and then ask both participants some questions about the other person, such as:
✓ What color eyes do they have?
✓ What types of shoes are they are wearing?
✓ Do they wear glasses or contacts?
✓ How would you describe their hairstyle?
✓ Other questions you may think of?

Debrief

How did you feel being observed in this way?

What did you get from the other person's body language?

Activity 77
Take as Much as You Need

Objectives
This activity is designed to have each person share things about himself or herself with the group.

Group Size
Small or Medium

Materials
A bag of candy (e.g. M&M’s or Skittles) or roll of toilet paper

Set Up
N/A

Directions
Form the group into a circle.

Without telling them any of the details of the activity, pass around the bag of candy or roll of toilet paper and tell them to "take as much as you need."
Once everyone has taken some, ask them to tell one fact about themselves for every piece of candy.

**Variations**

When using M&M's or Skittles assign a specific question to each color of candy.

Red - Childhood memory

Orange - Irrational fear

Yellow - Favorite places, Green - Favorite books/albums/TV shows/movies

Purple - Pet peeve

You could also use this as a reflection activity and have each participant share one thing they learned or one thing they are going to do different for each piece of candy.

Activity 78
Teach a Talent

Group Size

Small
Medium

Materials

None

Set Up

Pair up participants

Directions

✓ Everyone selects one talent or special gift that they possess and can teach or demonstrate for the other person.
✓ They introduce themselves, explain what their special talent is, and then teach the other person how to do their special talent. Should be something simple, such as how to whistle, how to snap, how to tie a special knot, or how to find out
some information, how to spin a pen on your finger, and other ideas.

Debrief

Alternatives

You can customize this by asking participants to share their particular area of expertise, related to the subject of the training, that they are willing to share during the workshop.

Activity 79
Three Questions

Group Size

Small
Medium
Large

Materials
Pen and paper

Set Up
Everyone in the group writes down 3 questions they would like to ask others in the group. Not the normal “what’s your name” type questions but something like, "Where is the most interesting place you have ever traveled" or "Name a topic you feel absolutely passionate about".

Put all the questions in a hat and ask them to the group
Alternatives

Put all the questions in a hat and ask them to the group

Activity 80

What Does Your Name Mean?

Objectives

To get to know other people's names and something memorable about them.

Group Size

Small

Materials

None

Set Up

None

Directions

Ask each person to introduce themselves by name and to explain what their name means and where it came from.

You can also ask them to tell if they like their name or not as a child & if they like it now. This gets some interesting stories and helps everyone remember each others names.
Alternatives

Ask everyone to share their favorite nickname or pet name. Who calls them this name? When and why? Where did it come from?

Activity 81
What’s In Your Pocket / Purse

Group Size
Small

Materials

Set Up

Directions
Everyone selects one or two items from their pocket, purse, wallet or backpack that has some personal significance to them.

They introduce themselves and do a show and tell for the selected item and why it is important to them.

Debrief

Alternatives
This is also called "show and tell"

Activity 82

Would you rather?

Objectives

Discover new things about each other, and assess how well you really know each other.

Group Size

Small

Medium

Materials

List of questions

Set Up

Come up with a list of Would you Rather Questions or use some of these:

Would you rather always take a cold shower or sleep an hour less than you need to be fully rested?

Would you rather always get first dibs or the last laugh?
Would you rather always have to say everything on your mind or never speak again?

Would you rather always lose or never play?

Would you rather always wear earmuffs or a nose plug?

Would you rather always win pie-eating contests or always win wheelbarrow races?

Would you rather be 3 feet tall or 8 feet tall?

Would you rather be 3 feet taller or 3 feet shorter?

Would you rather be a deep sea diver or an astronaut?

Would you rather be a dog named Killer or a cat named Fluffy?

Would you rather be a giant hamster or a tiny rhino?

Would you rather be a tree or live in a tree?
Would you rather be able to hear any conversation or take back anything you say?

Would you rather be able to read everyone’s mind all the time or always know their future?

Would you rather be able to stop time or fly?

Would you rather be an unknown minor league basketball player or a famous professional badminton star?

Would you rather be born with an elephant trunk or a giraffe neck?

Would you rather be forced to tell your best friend a lie or tell your parents the truth?

Would you rather be forgotten or hatefully remembered?

Would you rather go about your normal day with no clothes on or fall asleep for a year?

Would you rather be gossiped about or never talked about at all?
Would you rather be hairy all over or completely bald?

Would you rather be happy for 8hrs/day and poor or sad for 8hr/day and rich?

Would you rather be invisible or be able to read minds?

Would you rather be rich and ugly, or poor and good looking?

Would you rather be stranded on an island alone or with someone you hate?

Would you rather be the most popular or the smartest person you know?

Would you rather be the sand castle or the wave?

Would you rather eat a bar of soap or drink a bottle of dishwashing liquid?

Would you rather eat a handful of hair or lick three public telephones?

Would you rather eat a stick of butter or a gallon of ice cream?
Would you rather eat a stick of margarine or five tablespoons of hot pepper sauce?

Would you rather eat poison ivy or a handful of bumblebees?

Would you rather end hunger or hatred?

Would you rather find true love or 10 million dollars?

Would you rather forget who you were or who everyone else was?

Would you rather get caught singing in the mirror or spying on your crush?

Would you rather get even or get over it?

Would you rather give bad advice or take bad advice?

Would you rather give up your computer or your pet?

Would you rather go to an amusement park or to a family reunion?

Would you rather go without television or junk food for the rest of your life?
Would you rather have a beautiful house and ugly car or an ugly house and beautiful car?

Would you rather have a kangaroo or koala as your pet?

Would you rather have a missing finger or have an extra toe?

Would you rather have one wish granted today or three wishes granted in 10 years?

Would you rather have x-ray vision or bionic hearing?

Would you rather invent a cure for cancer or a cure for AIDS?

Would you rather kiss a jellyfish or step on a crab?

Would you rather know it all or have it all?

Would you rather live without music or live without T.V.?

Would you rather love and not be loved back, or be loved but never love?
Would you rather make headlines for saving somebody's life or winning a Nobel prize?

Would you rather meet an alien visitor or travel to outer space?

Would you rather never use the internet again or never watch TV again?

Would you rather not be able to use your phone or your e-mail?

Would you rather only be able to whisper or only be able to shout?

Would you rather own a ski lodge or a surf camp?

Would you rather publish your diary or make a movie on your most embarrassing moment?

Would you rather spend the day surfing the internet or the ocean?

Would you rather sweat moderately but constantly 24 hours a day all over your body or have a metal pin in your jaw that constantly picks up talk radio stations?
Directions

Take turns answering the questions and if time allows have participants come up with their own questions.