Building Community with Ice Breakers

Mini Grant

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Rationale

Building Community with Ice Breakers

Over my years in adult ed, I have come to appreciate ice breakers more and more. When I was teaching full time at Salem High School, I always did fun activities, but I never had the term “ice breakers” in my head. It was when I started in adult ed that this term was bandied about and I knew then and there that my fun activities were a way to bond people within the classroom and build community. There is nothing more uncomfortable then feeling like you do not belong.

Adult education is unique in that the classrooms foster community and it is highly encouraged to promote it. Our adult students are grappling with life, and many times, it is life at its hardest. Our students did not choose to have learning be difficult for them; if anything, they would have chosen for it to be easy and smooth.

If we can engage our learners to tap into the community of the class and to lean on its members for success, then why not create that classroom community the minute we are gathered? When ice breakers are used effectively, then can help others get to know each other, and also clarify the purpose of why they are in class. When students engage in the ice breaker, they are getting to know one another and it helps to “lower their guard”.

I hope that this mini grant gives you many ideas that will help you build that community within your class. Keep it simple and have fun. When you are relaxed in class, so are your students.
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Ice Breaker Questions: Part 1

Icebreaker Questions is simply a list of 20 great questions that you can ask people to help them feel more part of a group or team. These questions are fun and non-threatening. You can use them as an icebreaker for meetings or classrooms, written on notecards and adapted for other games, or simply as a fun activity to help people get to know each other better.

Instructions for Icebreaker Questions

A great way to help people open up is to ask them fun questions that allow them to express their personality or interesting things about them. Here is a list of twenty safe, useful icebreaker questions to help break the ice:

- If you could have an endless supply of any food, what would you get?
- If you were an animal, what would you be and why?
- What is one goal you would like to accomplish during your lifetime?
- When you were little, who was your favorite super hero and why?
• Who is your hero? (a parent, a celebrity, an influential person in one's life)
• What's your favorite thing to do in the summer?
• If they made a movie of your life, what would it be about and which actor would you want to play you?
• If you were an ice cream flavor, which one would you be and why?
• What's your favorite cartoon character, and why?
• If you could visit any place in the world, where would you choose to go and why?
• What's the ideal dream job for you?
• Are you a morning or night person?
• What are your favorite hobbies?
• What are your pet peeves or interesting things about you that you dislike?
• What's the weirdest thing you've ever eaten?
• Name one of your favorite things about someone in your family.
• Tell us about a unique or quirky habit of yours.
• If you had to describe yourself using three words, it would be...
• If someone made a movie of your life would it be a drama, a comedy, a romantic-comedy, action film, or science fiction?
• If I could be anybody besides myself, I would be...

http://www.icebreakers.ws/get-to-know-you/icebreaker-questions.html
Ice Breaker Questions: Part 2

Good Icebreaker Questions is simply a list of 12 good questions that you can ask to help break the ice. These questions are fun, and generally pretty easy and safe to answer. You can use them as an icebreaker for meetings or classrooms, written on notecards and adapted for other games, or simply as a fun activity to help people get to know each other better.

Instructions for Good Icebreaker Questions

In terms of facilitation, a great way to help people get to know each other is to ask them fun questions that allow them to express their personality or interesting things about them. Here is a list of fun, useful icebreaker questions to help break the ice:

- If you were a comic strip character, who would you be and why?
- What thought or message would you want to put in a fortune cookie?
- If you had to give up a favorite food, which would be the most difficult to give up?
• What is one food you’d never want to taste again?
• If you won a lottery ticket and had a million dollars, what would you do with it?
• You’ve been given access to a time machine. Where and when would you travel to?
• If you could be any superhero and have super powers, which one would you like to have and why?
• Mount Rushmore honors four U.S. presidents: Washington, Jefferson, Lincoln, and Roosevelt. If you could add any person to Mount Rushmore, who would you add and why?
• What award would you love to win and for what achievement?
• If you could transport yourself anywhere instantly, where would you go and why?
• In your opinion, which animal is the best (or most beautiful) and why?
• What is one item that you really should throw away, but probably never will?
• Growing up, what were your favorite toys to play with as a child?

http://www.icebreakers.ws/small-group/good-icebreaker-questions.html
Ask students to share their name, what their goal is in coming to class, and one little known fact about themselves.

This "little known fact" becomes a humanizing element that can help break down differences.

http://www.mindtools.com/pages/article/newLDR_76.htm
Ask students to get into twos.

Each person then interviews his or her partner for a set time while paired up.

When the group reconvenes, each person introduces their interviewee to the rest of the group.

http://www.mindtools.com/pages/article/newLDR_76.htm
Problem Solvers

Ask students to work in small groups.

Create a simple problem scenario for them to work on in a short time.

Once the group have analyzed the problem and prepared their feedback, ask each group in turn to present their analysis and solutions to the wider group.

A tip for this ice breaker is to choose a fairly simple scenario that everyone can contribute to. The idea is not to solve a real problem but to "warm up" the group for further interaction or problem solving later in the event. The group will also learn each other's styles of problem-solving and interaction.

http://www.mindtools.com/pages/article/newLDR_76.htm
Ball Challenge

This exercise creates a simple, timed challenge for the team to help focus on shared goals, and also encourages people to include other people.

The facilitator arranges the group in a circle and asks each person to throw the ball across the circle, first announcing his or her own name, and then announcing the name of the person to whom they are throwing the ball. The first few times, each person throws the ball to someone whose name they already know.

When every person in the group has thrown the ball at least once, it's time to set the challenge: to pass the ball around all group members as quickly as possible.

Time the process. At this point, give them the challenge: ask the group to beat that timing.

As the challenge progresses, the team will improve their process, for example by standing closer together. And so the group will learn to work as a team.

http://www.mindtools.com/pages/article/newLDR_76.htm
Hope, Fears and Expectations

This ice breaker is best done when participants already have a good understanding of their challenge as a team.

The facilitator is to group students into 2s or 3s, and ask the students to discuss their expectations for the class or the work ahead, then what they fear and what their hopes are.

Gather the classes’ responses, and collate 3 to 4 hopes, fears and expectation from each group.

Display the collages and keep up for the remainder of the semester.

http://www.mindtools.com/pages/article/newLDR_76.htm
This ice breaker helps people explore the breadth of the area under discussion.

Generate a list of words related to community.

To begin, you would write the word, “community” on the board. Participants are then free to suggest any word that comes to their mind about community.

Write all suggestions on the board. When all suggestions have been given, cluster by theme.

http://www.mindtools.com/pages/article/newLDR_76.htm
This ice breaker gives each person the opportunity to ask key questions pertaining to the topic.

Be sure to keep the questions and refer back to them as the class progresses and concludes.

Allow the questions to be done orally or written.

A suggestion might be to make a “burning questions” box that students can add questions to at any time.

http://www.mindtools.com/pages/article/newLDR_76.htm
Door Opening Questions

This ice breaker works because it breaks down barriers that we might have when entering a new environment. When people get to know one another at a more personal level, they have more fun when working. The answers open the door for follow up questions.

In your class, have everyone get in groups of about four. If your entire class is ten or under, you can all stay in one group. Have each person answer one or all of the following questions.

1. What is the longest you have ever worn your hair? When?
2. What is the strangest food you have ever eaten?
3. What was your most prized toy as a child?
4. If you could have a t-shirt printed with a message, what would it be?
5. If you were stranded on a desert island . . .
   o What three items would you take with you?
   o What three people would you take with you?
6. If you discovered that you only had one year to live, what would you do differently?
7. What one thing that you are not doing, if you would do, would have a great impact on your life?

Another variation of this ice breaker is to have people write down their answers on a 3x5 card. Collect the cards, shuffle them and then hand them out. Have each person try to guess whose card they have.

http://www.volunteerpower.com/resources/Icebreaker.asp
My Favorite ...

For this ice breaker, have everyone write on a piece of paper their answers to these questions: What is your favorite food, animal, TV show, hobby, and color?

Sign your name.

Don't let anyone else see the answers.

The leader then reads the answers to the whole group, and members try to guess whom each set of answers belongs to.

Award one point for each right guess.

The person with the most points wins a prize.

http://www.volunteerpower.com/resources/Icebreaker.asp
Common Traits

In this ice breaker, give each person a list of 5 to 10 traits that they must find in common with the people around them.

Sample items could be: "Find someone that was born in the same month," "... someone who lives in your state," "...drives the same model of car," "... has met a famous person," "... has traveled to the same location," "... and "has won a trophy".

A prize is awarded to the participants with the most in common.

http://www.volunteerpower.com/resources/Icebreaker.asp
What Do We Have in Common?

In this ice breaker, have everyone get in groups of three and stand in a circle.

Tell them that their assignment for the next two minutes is to find five distinctive things that the three of them have in common. The three things cannot be related or obvious, such as all are women.

Some common items might be the following:

All born in the same state

All have brothers or sisters

All drive an automatic

All know how to hit a baseball

Have the groups sit down as they finish. When the two minutes are up, tell the first three groups to introduce themselves and find out what they have in common.

http://www.volunteerpower.com/resources/Icebreaker.asp
In this ice breaker, everyone sits in a circle and one by one each of us take the hot seat. Sitting in the "hot seat" we had to answer a question from a choice of questions asked by another member of the class. It is impossible to listen to the honest reflections of another member of the class without being drawn to that person.

Some of the more memorable questions were:

1. What is your greatest disappointment in your life?
2. What was the greatest achievement you experienced before you turned 18?
3. What would you do if you won the lottery ($1 million a year for the next 20 years)?
4. If you could have dinner with any person who has ever lived, who would you choose and why? What questions would you ask that person?
5. If you could be part of any sports team, which one would it be and why?

http://www.volunteerpower.com/resources/Icebreaker.asp
The Check In

For this ice breaker, have each person say, "I am _____ % here today. The rest of me is ______."

Let each person talk about where his/her mind is.

As the facilitator of the class, you can discover how big a job you have to get everyone focused on the class content for that particular day.

http://www.volunteerpower.com/resources/Icebreaker.asp
10 Fingers

This is a great ice breaker for getting to know each other in a new group.

All students sit in a circle, holding all 10 fingers up in the air.

One person at a time, start asking personal questions that take yes-no answers; whoever cannot answer yes to a question, drops a finger. The last person with a finger left wins.

Good questions are things like "I have a cat", "I have never stolen anything", "I have been on a sports team" and so on.

Remember, they must be yes-no questions.

http://improvencyclopedia.org/categories//Icebreakers.html
This ice breaker is excellent for students to get to know each other’s names.

To begin, everyone must join the circle.

A student starts the game by introducing him or herself by making an alliteration to his or her name. An example would be "I`m Wonderful Wendy" or "I`m Smart Steve".

The next student to go points to the first person, repeats the previous student’s name and gesture, and does something similar about him or herself.

The ice breaker ends with the first student having to do each other student’s name and attribute.

http://improvencyclopedia.org/categories//Icebreakers.html
Group Order

This ice breaker is a warm-up exercise to help the group function/agree as a whole.

In this ice breaker, everybody starts milling about the room. You then ask them to line up according to various criteria.

Some examples are:

- order by shoe size
- order by age
- order by weight
- order by birth month
- order by last name

http://improvencyclopedia.org/categories//Icebreakers.html
This ice breaker is used when you want to set an appropriate tone for the class, for example comfortable, attentive, caring and serious.

To do this ice breaker, you will have to introduce the topic of fear and explain how it is normal and natural, and that people experience all sorts of anxieties, worries and fears about what might happen.

A good way of starting to deal with these fears is to have students openly acknowledge them without being subject to ridicule. Having one's fears expressed and heard almost immediately cuts the fear in half.

This ice breaker can be done at any time in class. When used early on in particular, it can help to foster group support and be helpful for alerting the group to issues they may want to respect.

In this ice breaker, ask everyone, including the teacher, to complete this sentence on a piece of paper. This is to be done anonymously.
The prompt is: "In this class, I am most afraid that..." or "In this class, the worst thing that could happen to me would be..."

When that is done, collect the pieces of paper, mix them around, and invite each person to take a piece of paper and read about someone's fear. One by one, each group member reads out the fear of another class member and elaborates and what he/she feels that person is most afraid of in this group/situation. No one is to comment on what the person says, just listen and move on to the next person.

If the reader doesn't elaborate much on the fear, then ask them one or two questions. Avoid implying or showing your opinion as to the fear being expressed, unless the person is disrespectful or completely misunderstanding someone's fear. If the person doesn't elaborate after one or two questions, leave it and move on.

When all the fears have been read out and elaborated on, then discuss what people felt and noticed.

Some variations on this ice breaker are:

- Likes and dislikes - in two separate hats
- Worries
- Complaints/gripes
- Wishes
- Favorite moments

http://www.wilderdom.com/games.descriptions/FearInAHat.html
For this ice breaker, 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, and 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.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
For this ice breaker, you will have to stock up on old magazines or use technology so that students can get pictures for their silhouette. If students are artistic in your class, allow them to illustrate their collage as well. Invite students to search through the magazines for pictures, words, or anything else that might be used to describe them.

When that is done, use an overhead projector or another source of bright light to create a silhouette of each student's profile. Have each student sit in front of the light source as you or another student traces the outline of the silhouette on a sheet of 11- by 17-inch paper taped to the wall.

Have students cut out their silhouettes, and then fill them with a collage of pictures and words that express their identity.

Give each student an opportunity to share his or her silhouette with the group and talk about why he or she chose some of the elements in the collage. Post the silhouettes to create a sense of "our classroom, our community."

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
For this ice breaker, you will need to prepare ahead of time, a series of getting-to-know-you questions on slips of paper.

There is to be one question to a slip of paper.

You can repeat some of the questions.

When that is done, fold up the slips, and tuck each slip inside a different balloon.

Blow up the balloons.

Give each student a balloon, and let students take turns popping their balloons and answering the questions inside.

Be sure that no student has a latex allergy.

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
To get to know students and to help them get to know one another, have each student state his or her name and a favorite food that begins with the same first letter as the name.

For example: "Hi, my name is Robin, and I like raisins."

As each student introduces himself or herself, he or she must repeat the names and favorite foods of the students who came before. Watch out! It gets tricky for the last person who has to recite all the names and foods!

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
I Am NOT!

No,
I am not...

Here’s a challenging activity that might help teachers learn about students’ abilities to think critically.

For this ice breaker, send students into the school hallways or schoolyard, and ask each to find something that “is completely the opposite of who you are”.

Another option to widen the area to be explored, you can provide the opportunity to use technology to find ways that a student “is not”.

When students bring their items back to class, ask each to describe why the item is not like him or her.

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
Personal Boxes

In this activity, each student selects a container of a reasonable size that represents some aspect of his or her personality or personal interests, such as a football helmet or a saucepan.

Ask students to fill that object with other items that represent themselves -- for example, family photos, CDs, dirty socks, a ballet shoe -- and bring their containers back to school.

Students can use the objects in the containers as props for three-minute presentations about themselves.

The teacher who provided this idea suggests that you model the activity and encourage creativity by going first -- it's important for students to see you as human too! She included in her container a wooden spoon because she loves to cook, a jar of dirt because she loves to garden, her son's first cowboy boot, a poem she wrote, a rock from Italy because she loves to travel, and so on. You'll learn much about each student with this activity, and it will create a bond among students.

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
Gum Game

For this ice breaker, you will need clean garden gloves and packs of gum that are adequate for the number of people within your group.

You will have to set up teams of five, if your group size allows.

Each team will receive one pair of new garden gloves and one pack of gum, which contains 5 pieces per pack.

On go, the first person in each team is to put on the garden gloves, open the package of gum, pull out a piece, unwrap it, chew it, and then pass the gloves to the next person.

The first team to complete the task, opening and chewing each piece of gum, wins.

You can choose to have two packs of gum per team so that they would have to go around twice, or a larger pack of gum.

http://www.funattic.com/game_icebreaker.htm
In this ice breaker, people will get to know about each other based on where they teach.

Each group member is from a different geographic location in New Hampshire. Together, each member will find out where others teach in relation to them, and then they will form a map of New Hampshire.

Once a map has been established by the group, each group member will stand where he or she thinks they belong to make the map as close to scale as possible.

http://www.residentassistant.com/games/icebreakers/geographiclocation.htm
Getting to Snow You!

For this ice breaker, you will need the blank ice cream cone on the following page. Each member of the group will need this template to complete the ice breaker.

Once everyone in the group has their ice cream cone, they are to pair off.

Once the pairs are made, the facilitator will need to have a watch or other time keeping device ready and explain instructions.

Each member of the group will have exactly one minute to tell their partner absolutely everything they can about themself. When time is called, the listener will have 30 seconds to write down whatever he or she can remember on the ice cream cone. At this point, the pairs switch. The other person now has 60 seconds to give his or her life story.

When this is done, the pairs will then introduce their partner to the group and vice versa so everyone knows a little something about everybody.

Upon completion of the stories, staple all the ice cream cones together to create a chain.

http://www.residentassistant.com/games/icebreakers/gettingtosnowyou.html
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 students to use a dictionary or thesaurus. You might also vary the number of words for each letter, according to the students' ability levels.

http://www.educationworld.com/a_lesson/lesson/icebreakers_for_kids_2.shtml
"Me to a T" T-Shirts

Cut out a cardboard a template in the shape of a T-shirt. Have students trace the template onto a sheet of white drawing paper and cut it out. Provide the following instructions (verbally, or displayed on a transparency).

- Write your name at the top of the T-shirt.
- In the middle of the shirt, write one word that describes you.
- All over the shirt, write words that describe some of your characteristics and special interests.
- At the bottom of the shirt, write one fact about yourself that most people don't know.

When students have finished creating their shirts, have them use masking tape to tape their paper T-shirts to their actual shirts.

Arrange students in small groups and have them share their shirts with group members.

When that is done, give them time to walk around the room searching for people with similar characteristics or interests.

Students should ask each other questions about the information they read on their classmates' shirts. (Every student should ask at least one question of each of the other students in the class.) You might even ask them to find one person with whom they don't share a single characteristic or interest.
Following the activity you might ask questions such as these: What did you learn from doing this activity? How many of you found someone with an interest you would like to know more about? How many of you found people with similar interests? How many of you realize that you have a talent that could be used to help others? How many of you found others who have strengths that could be helpful to you?

Create a fun display by hanging the T-shirts from a clothesline in your class!

http://www.educationworld.com/a_lesson/lesson/lesson342.shtml
Recipe Card Mix-Up

Provide a recipe/index card to each student. Ahead of time choose about five questions that you might ask of students. Be as creative as you want with the questions. Possible questions might include the following:

- What is the title of a favorite book?
- What do you like doing in your free time when you're not at school?
- What is your favorite board game?
- What is your favorite candy bar?
- If you could request your favorite meal for your birthday, what would that meal be?

When students -- and the teacher! -- have written their answers to the questions, collect the recipe cards.

Shuffle the cards.

Then pass out a card to each student; be sure students do not receive their own cards.

When everyone has a card, then the job of each student is to find the student in the room who belongs to the card the student holds.

When everybody has found the person who wrote the answers on the card they hold, they must make sure they know how to pronounce that student's full name and that they understand
everything that is written on the card. Once that is done, it is time for introductions!

The teacher can begin the activity by asking the student on the card he or she holds to come to the front of the room. As that student stands by, the teacher introduces the student to the rest of the class by saying, "Class, I'd like you to meet ___. Her favorite book is ___. Her favorite board game is Please welcome ___ to our class!"

The student that the teacher introduced continues the activity by calling up the student whose card he or she holds.

Continue until all students have introduced someone to the class.

When everyone has been introduced, take all the cards, shuffle them, and call out responses on one card at a time to see if students can remember who belongs to each card!

Provide each student with a questionnaire on which the questions elicit information about the students as individuals.

Then have students use the information on the questionnaires to write a brief biographical paragraph about themselves.

When the paragraphs are completed, provide each student with a different lightly- or brightly-colored square of construction paper or card stock, and ask them to decorate the square with symbols representing themselves. Tell them to leave empty a 2-inch square space in the center of the square; they will mount their photo in that small square.

As students decorate their squares, wander around the room taking each student's picture.

Glue the picture in the center of the student’s square. Then glue all the squares together to create a "quilt." Add small black strips to make a border between the squares and a frame around the quilt.

Type students' paragraphs and glue them around the frame. Display the quilt in the classroom or hallway.

http://www.educationworld.com/a_lesson/lesson/lesson318.shtml
Passing Notes in Class

Arrange students into pairs. If a student doesn’t have a partner, that student can partner with you. Explain to students that they are going to write notes to their partners.

Inform them that this note-writing activity has a couple of rules. First, they are not allowed to ask any questions in their notes; the purpose of the activity is to learn as much as possible about the other student without asking questions. The other rule is that they cannot talk. That makes the activity harder, and students enjoy the challenge.

Remind students that the best way to learn about someone else is to tell them things about yourself.

Emphasize that it is easy to learn about others if you listen to what they say; in this case, students must “listen” to their partner’s written words.

Continue the activity for 15 to 30 minutes, depending on students’ interest level and attention span. When the activity has run its course, stop the note writing and have each student introduce his or her partner to the class based on information learned from the note-writing.

http://www.educationworld.com/a_lesson/lesson/lesson318.shtml
What's in a Name?

Write each student's name and the meaning of his or her name on a piece of paper, one piece per student. (You will need access to a Web site and/or a book that provides the meanings of people's names. Baby name books are great! Web sites such as Baby Names and Origins or Parenthood.com Baby Name Search also will be helpful.)

When students arrive, pass out the prepared papers, and have each student write a page or so about whether or not the meaning of the name reflects his or her personality.

For example, the name Megan means strong, able. If Megan is one of your students, she would write a brief essay explaining whether or not the definition of her name accurately describes her.

Be sure to stress that students should give examples to support their positions. When students complete their essays, have them draw pictures to illustrate them. Students also might present their work to the class.

http://www.educationworld.com/a_lesson/lesson/lesson318.shtml
You are marooned on an island.

What five, or you can use a different number, such as seven, depending upon the size of each team, items would you have brought with you if you knew there was a chance that you might be stranded.

Note that they are only allowed five items per team, not per person.

You can have them write their items on a flip chart and discuss and defend their choices with the whole group.

This activity helps them to learn about other’s values and problem solving styles and promotes teamwork.

http://www.nwlink.com/~donclark/leader/icebreak.html
Lost on a Deserted Island

Lost on a Deserted Island is a teambuilding activity that also helps people share a little about themselves. Give the scenario that everyone is lost and stranded on a deserted island, each person describes one object that they would bring and why.

This game is a teambuilding and get-to-know-you icebreaker. The recommended group size is medium, although small and large group sizes are possible too. An indoor setting is ideal. No special props or materials are required.

Instructions for Lost on a Deserted Island

The situation is dire — following a shipwreck, everyone has been stranded on a deserted island! Each person is allowed to bring one object to the island — ideally something that represents them or something that they enjoy.

The first part of this icebreaker is simple: each person is asked to describe what object they would bring and why. This need not be realistic; if someone loves music, he or she might choose to bring a guitar, or an animal lover might choose to bring a dog, a food lover might choose to bring sirloin steaks, and so on. Encourage people to be creative.
After everyone has introduced their object and why they have chosen that object, the teambuilding portion follows. Divide into smaller groups and ask everyone to work together to improve their chances of survival by combining the various objects that they introduced. If necessary, you can add more objects, but be sure to use all the objects that everyone mentioned. If you wish, you can reward the most creative group with a prize.

Lost on a Deserted Island is an approachable way to get people to open up and share a little bit about themselves and what they enjoy or value.

http://www.icebreakers.ws/team-building/lost-on-a-deserted-island.html
Finish the Sentence

Go around the room and have each person complete one of these sentences (or something similar):

- The best job I ever had was...
- The worst project I ever worked on was...
- The riskiest thing I ever did was...

This is a good technique for moving on to a new topic or subject. For example, when starting a class and you want everyone to introduce themselves, you can have them complete “I am in this class because...”

You can also move on to a new subject by asking a leading question. For example if you are instructing time management, “The one time I felt most stressed because I did not have enough time was ...”

http://www.nwlink.com/~donclark/leader/icebreak.html
Who Done It? is an icebreaker that reveals interesting, and sometimes incredible things people have done. It’s a simple guessing game that is straightforward to play.

This game is a get-to-know-you style icebreaker in which players try to guess which person corresponds to each item written on notecards. The recommended group size is a medium sized group of about eight to sixteen people, although the game can be adapted to accommodate other sized groups. Playing this icebreaker indoors is most ideal. Materials required are several notecards and pens.

**Setup and Gameplay for Who Done It?**

This game can be played individually or with two teams. For extremely large groups, choose ten volunteers and split them into two teams of five. To set up the game, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done. Examples include the following:

- I went skydiving once.
- I took a ride in a police car.
- I once drank a gallon of milk.
- I lived in seven different states.
- I ate bugs before.

Try to instruct people to write a fact that most people don’t already know – the sillier, or more unbelievable, the better. Collect all the
cards. Separate them into two piles if two teams are playing. Shuffle the cards and then pass them back out. Each person, or team, takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed person simply says “yes” or “no”. If the person guesses correctly, the guessed person can briefly explain what they wrote, if desired. The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

The Who Done It? game is a good, simple get-to-know-you game that is especially good for groups with new people, or for whenever you wish to help people get to know each other better to break the ice. Sometimes humorous facts can be revealed, leading people to exclaim, “You did WHAT?”

http://www.icebreakers.ws/get-to-know-you/who-done-it-whodunit.html
Unique and Shared is a get-to-know-you game as well as a team-building activity. The game helps people see that they have more in common with their peers than they might initially realize, while highlighting their own individual strengths that they can contribute to the group.

An indoor setting is preferable. Participants will split into groups of about five people, so this activity works fine with medium, large, and even some extra-large groups. Each group of five needs paper and a pen.

**Instructions for Unique and Shared**

Ask participants to form groups of five people with the people around them. Pass out sheets of paper and writing utensil. The first half of the activity is the “Shared” part. Instruct a note taker for each group to create a list of many common traits or qualities that members of the group have in common. Avoid writing things that are immediately obvious, such as “everyone has hair” or “we are all wearing clothes”. The goal is for everyone to dig deeper than the superficial. Allow about five or six minutes and then have a spokesperson from each subgroup read their list. If there are too many groups, ask for a few volunteers to read their list.
The second half is the “Unique” part. Keep the same groups or, optionally, you can ask everyone to rearrange themselves into new groups. On a second sheet of paper have them record unique traits and qualities; that is, items that only apply to one person in the group. Instruct the group to find at least two unique qualities and strengths per person. Again, strive for qualities and strengths beyond the superficial and past the obvious things anyone can readily see. Allow another five or six minutes.

When time is up, share the unique qualities in one of the following ways: (1) each person can share one of their unique qualities themselves; (2) have each person read the qualities of the person to their right; or (3) have a spokesperson read a quality one at a time, and have the others guess who it was.

Unique and Shared is a valuable team-building activity because it promotes unity as it gets people to realize that they have more common ground with their peers than they first might realize. As people become aware of their own unique characteristics, they can also help people feel empowered to offer the group something unique.

Sorts and Mingle is an interactive icebreaker that helps people recognize common and unique interests and preferences. The speaker calls out various categories and everyone moves toward various parts of the room, finding people with similar tastes as them.

This game is classified as a get-to-know-you icebreaker with a little bit of active movement. Recommended group size is medium, large, or extra-large. No special materials are required, and there is no mess.

Instructions for Sorts and Mingle

There are two parts to this icebreaker. The first half is the “Sorts” game. The moderator tosses out two contrasting choices and everyone must move either east or west of the room. An example would be, “Do you prefer nature or cities?”. Then the moderator shouts out two more choices and everyone moves north and south of the room. In this way, each person must move to somewhere and can’t get “lost” in the crowd. Some sorts that work well include: dogs vs. cats, books vs. movies, sweet vs. salty, casual vs. dress up, inside vs. outside; be on the stage performing vs. in the audience watching, and so on.
The second half of the icebreaker, the “Mingle” game, works as follows: The moderator shouts out a general category and the group is asked to mingle around to find others that have the same answer and they clump up to form a larger group. After about thirty seconds to one minute, the moderator asks each group call out their answer. If a person is unique and is the only one with an answer, that’s okay. Examples of mingles: your favorite place on Earth; your favorite dessert; the kind of animal you like best; if you could have dinner with someone, who would you choose; your favorite hobby; if you could be anyone, what would it be?

Both halves of this game help people introduce themselves in a fun, interactive format.

http://www.icebreakers.ws/get-to-know-you/sorts-and-mingle.html
Personal Trivia Baseball

Personal Trivia Baseball is an icebreaker game that involves guessing facts of various difficulty levels to obtain singles, doubles, triples, and home runs. This game helps people discover facts about each other in a fun way.

This get-to-know-you game is played with two teams of about six to eight people each. The recommended location for this game is indoors. Materials required are several sheets of paper and pens.

**Setup for Personal Trivia Baseball**

This game should be played with two teams. Divide the players into two teams of about six to eight people — other team sizes are possible but less ideal, as the game may be too short or too long. You can increase or decrease the number of sheets accordingly, depending on how long you want the game to last.

To prepare for the game, pass out four sheets and a pen to each player. Instruct each person to write “S” on the first sheet, “D” on the second, “T” on the third, and “HR” on the fourth. These letters stand for single, double, triple, and home run, respectively. On each of these sheets, each person writes an interesting fact about themselves. Do not write any names on the sheets, because the goal of the game is to guess whose fact is written on each sheet. The fact
written on the single ("S") sheet should be the easiest to guess; the double ("D") sheet should be a little harder to figure out; the triple ("T") even harder; and the home run ("HR") should be the hardest.

Once everyone is finished writing their clues, collect them and sort them into four piles per team: singles, doubles, triples, home run. Shuffle all the papers and arrange the piles into four different corners of the room, in the shape of a baseball diamond (see image below).

![Baseball Diamond Diagram](image.png)

**Playing Personal Trivia Baseball**

The way Personal Trivia Baseball is played is similar to normal baseball rules. Each team has three “outs” per inning and tries to score as many runs as they can.

On a turn, a player chooses to go for a single (easiest), double, triple, or home run (most difficult).

He or she picks a sheet from the other team’s piles, reads it, and then guesses which of the people on the other team wrote the fact.

Once he or she makes a guess, the guessed person on the other team simply says “yes” or “no”.
If the guess is correct, the person successfully gets on base with a single, double, triple, or home run and moves to that part of the room.

If the guess is incorrect, then the team adds another “out”.

Move on to the next batter and repeat until there are three outs.

Once there are three outs, change to the other team and repeat.

Keep track of the number of runs each team has scored.

Keep playing until all the clues are revealed, or for a shorter game, set a time limit or a set number of innings.

The winner is the team with the higher score at the end.

http://www.icebreakers.ws/get-to-know-you/personal-trivia-baseball.html
“Never Have I Ever” is an icebreaker game that helps people get to know each other better. Everyone sits in a circle and take turns saying something they have never done. Each player starts with ten fingers showing. Each time says something that you’ve done, you drop a finger. The goal is to be the last player remaining.

This get-to-know-you game can be played indoors or outdoors. The recommended number of people for this game is ten to fifteen, but all group sizes can play by dividing into appropriate sized groups. No special materials are required.

**Instructions for Never Have I Ever**

Instruct everyone to sit in a circle. If you have an extremely large group, tell people to form smaller circles of about ten to fifteen people. To start each round, each player holds out all ten fingers and places them on the floor. Go around the circle and one at a time, each person announces something that they have never done, beginning the sentence with the phrase “Never have I ever...” For example, a person could say, “Never have I ever been to Europe.” For each statement that is said, all the other players drop a finger if they have done that statement. So, if three other people have been to Europe before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest, which would be the last person with fingers remaining. To win, it’s a good strategy to say statements that most people have done, but you have not.

[http://www.icebreakers.ws/get-to-know-you/never-have-i-ever.html](http://www.icebreakers.ws/get-to-know-you/never-have-i-ever.html)
Four Corners

Distribute a pen and sheet of paper for each player. Each person divides the sheet into four boxes/squares either by folding the paper in half twice (vertically and horizontally) or simply by drawing a horizontal and vertical line that crosses in the middle.

For each square, each person will describe themselves in the form of drawings. Choose these four topics in advance. For example, in the top left square, everyone could draw “favorite hobbies,” while in the top right, people could illustrate “favorite place on earth for vacation,” the bottom left could be something like “if you were an animal, which one would you be?” and the bottom right could be something like “what are the most important things in your life?” Feel free to be as creative, hypothetical, or deep as you like.

Allow five to ten minutes to draw. When everyone is finished, gather them together and share the drawings as a group. This icebreaker is an excellent way for students to show-and-tell what makes them unique!

http://www.icebreakers.ws/small-group/four-corners.html
Bigger and Better is a team building activity in which teams compete by trading ordinary objects. The winner is the team that ends up with the biggest and best items when time expires.

This active teambuilding exercise requires six people at minimum, and can support very large groups if the teams are divided evenly. Teams should be about three to six people in size. This game involves interacting with lots of people you do not know. Props required include small objects such as paper clips or pens, one for each team.

**Setup for Bigger and Better**

To prepare for Bigger and Better, get several paper clips or some small objects that are low in value. Be sure to have enough to provide one per team.

**Playing Bigger and Better**

The rules to Bigger and Better are that the facilitator will give each team a small object, and their job is to keep trading and upgrading their team’s object to obtain the largest and most valuable item possible. They may not offer anything other than the item they have,
and they must stick together as a group. Set a time limit, such as one or two hours, and tell everyone that they must be back in time or else they will be disqualified. Announce that each team's item will be judged in three categories: size, value, and creativity.

Divide the group into teams of three to six. Pass out the paper clip or other small object to the each group and send them off. When time expires, the judging process begins.

Each team presents their item before the entire group.

They explain why their item is biggest and best.

At the end, choose winners for each of the three categories, or judge the items in any other way you wish.

This activity involves good teamwork and creativity as each team coordinates their efforts and decides what strategies they will approach when playing.

Camaraderie will be built, and surprises will come out of the activity.

http://www.icebreakers.ws/team-building/bigger-and-better.html
Fabulous Flags, which is also known as the Personal Flags Activity, is a useful icebreaker activity to help people convey what represents them or what is important to them. Each person draws a flag that contains some symbols or objects that symbolizes who they are or what they enjoy.

This get-to-know-you activity is best done indoors. Any number of people can participate. Materials required are several sheets of paper, pens, and colored pencils/crayons/markers.

**Instructions for Fabulous Flags Activity**

Pass out a sheet of paper, pens, and colored pencils, crayons, and/or markers to each person. Explain the activity: “We’re now going to draw flags that represent or symbolize us. Please design your own flag of you – include some symbols or objects that symbolize who you are or what you find enjoyable or important.” You can show your own sample flag if you like. For example, you could draw:

- a guitar (representing your passion for music)
- a tennis racket (someone who enjoys sports)
- a country like India (representing your affiliation with a country)
Give everyone a set amount of time to draw, for example, 15-20 minutes or so, and then reconvene as a group. Ask for volunteers to share their flags and explain the meaning of what they drew. If it is a large group, you can divide everyone into smaller groups and ask them to share their flags with each other, or you can just ask a small number of volunteers to share.

**Variations**

After everyone has finished sharing the individual flags, as a big group you can ask everyone to brainstorm ideas on what to draw for a large class-wide flag. Proceed to delegate individuals to draw certain parts of the class-wide flag. Alternatively, you can collect the individual flags and paste them onto a board to create a “quilt” of individual flags, representing unity.

http://www.icebreakers.ws/get-to-know-you/fabulous-flags.html
Group Juggle

This ice breaker is an initiative, and it is perfect for newly formed groups. It can work for group sizes of 6-15 people. It takes about 30 minutes. You will need one soft throw-able ball equal to the number of participants.

To do this activity, you will need to ask your group to form a circle. You will also form part of the circle with the “throwables” within easy reach.

Explain to the groups that you are going to start by “tossing the ball to someone else in the circle. If you receive it, toss it to someone else in the circle not immediately on either side of you. That person will toss it to another person who has not yet received it and again not immediately on either side of him or her. Throwing continues until the last person tosses the ball back to me. Remember who you tossed to because we will try to recreate the pattern in the next phase. Any questions?"

Toss the ball to someone across from you. The cycle continues until the ball comes back to you. Repeat one more time so that everyone is clear who they toss the ball to and from whom they receive it. The ball must follow the same pattern both times.

Explain to the group that “now we are going to try to repeat the process, but we are going to see how many balls we can keep up in the air at any one time. Any questions?” Once any questions have
been answered, toss the ball to the first person. As soon as they toss the ball, grab another one from your stash and toss it. Repeat until a) there is exactly the number of balls going as there are participants (an almost Herculean task) or b) the process begins to break down. Notice how many balls the group has going, and retrieve them as they come back to you.

Inform the group as to how many balls they had in the air when they were doing their best. Ask the group to consider how they might improve their performance. Typical modifications allow for participants to move their position, make agreements as to how they will throw to each other, for example, "I'll toss mine to you high" or "I'll roll mine across the floor". Agree to pause the process when one ball goes awry.

Begin the process again. Typically the group will improve the number. When finished, ask the group to reflect upon their success, or their lack thereof.

http://www.firststepstraining.com/resources/activities/archive/activity_juggle.htm
Warp Speed

Warp Speed is a Group Juggle spin-off activity to focus on problem-solving and teamwork. Please see the group juggle ice breaker on the previous page to see how this variation works.

Warp speed extends the common Group Juggle icebreaker/name game to a team building exercise by asking participants how fast they can pass the ball to everyone, including saying names. Groups can tender a time and then try to deliver. Push them to go even faster.

To do warp speed, use the set up and instructions as for Group Juggle, but probably not emphasizing names.

Challenge the group to see how fast it can juggle one ball around the whole group. Time the group, and ask them to "tender" for how fast they think they can really do it.

Explain that the tender is like a business tender - they must put in a really good bid, but they must be able to deliver.

Allow time for discussion and planning as to how they are going to do this.

Then ask them what their tender is and ask them to deliver it.

If they make it, then ask them to think again, because they undersold themselves. Ask them to come up with a new tender which better reflects their capabilities as a group.

If they don't make it, then ask them to discuss what went wrong, and say you'll give them a second chance to make their tender.

http://www.wilderdom.com/games/descriptions/WarpSpeed.html
Technology and transportation in the modern world have given us the opportunity to learn so much more, often first hand, about the rest of the world. If you have not had the privilege of global traveling, you may have experienced the thrill of conversing with international people online or working side-by-side with them in your industry. The world becomes a smaller place the more we get to know each other.

When you have a gathering of people from various countries, this ice breaker is a breeze, but it’s also fun when participants are all from the same place and know each other well. Everyone is capable of dreams that cross borders.

The ideal size for this ice breaker is up to 30, but when necessary, you can divide larger groups.

This ice breaker is ideal for introductions. You will need 30 minutes, depending on the size of the group.

For materials, a globe or world map would be a nice prop, but nothing is necessary to do this ice breaker.

To do this ice breaker, give people a minute or two to think of three clues that describe, but don’t give away, either the country they are from, if different from the one you are in, or their favorite foreign
place they have visited or dream of visiting. When ready, each person gives their name and their three clues, and the rest of the group guesses where in the world they are describing. Give each person a minute or two to explain what they like best about their favorite place in the world. Start with yourself so they have an example.

If you want students on their feet and moving, require that one clue be a physical motion like swimming, hiking, golfing, and so on. This clue may include verbal help or not. You may decide this beforehand or with the group.

An example of how to do this ice breaker is: “Hi, my name is Rachel. One of my favorite places in the world is tropical, has a beautiful body of water you can climb, and is near a popular cruise port. “ (I am physically imitating climbing.)

After guessing is finished the response is: “One of my favorite places in the world is Dunn’s River Falls near Ocho Rios, Jamaica. We stopped there on a Caribbean cruise and had the marvelous opportunity of climbing the falls. You start at sea level and can climb 600 feet gradually up the river, swimming in pools, standing under small falls, sliding down smooth rocks. It’s a beautiful and fantastic experience. “

If you decide, or decide with the group to debrief, start by asking for reactions from the group and asking if anybody has a question for another participant. You will have listened carefully to the introductions. If somebody has chosen a place related to your topic, use that place as a transition to your first lecture or activity.

http://adulted.about.com/od/icebreakers/qt/whereintheworld.htm
If You Had a Magic Wand

If you had a magic wand, what would you change? This is an ice breaker that opens minds, considers possibilities, and energizes your group when discussion is dead.

This ice breaker is ideal for a group size of up to 20. Divide larger groups. You will need 15-20 minutes, depending on the size of the group.

For this ice breaker, you will need a flip chart or white board, and markers if you want to record the results, but this will depend on your topic and reason for playing, but it is not necessary. A fun wand of some kind to pass around would add to the fun as well, but again, is not necessary.

To do this ice breaker, give the magic wand to the first student with instructions to give his or her name, say a little something about a pre-selected topic, and what they would wish for regarding the topic if they had a magic wand.

An example of this is, “Hi, my name is Ron. I wanted to take this workshop because I really struggle with engaging students in math. My calculator is my best friend. If I had a magic wand, I would take away all math anxiety for my students.”

Encourage participants to really think about the topic at hand and use their magic wand wisely.

http://adulted.about.com/od/icebreakers/qt/magicwand.htm
Almost everyone has wished at some point that they had taken a different path in life. We get started in one direction, and before long, there's no turning back. Sometimes this isn't that big of a deal, but what a tragedy it is when a life so full of promise gets off track and derails. It can seem like there's no way to change direction. Would it not be wonderful if simply stating the desire for a new path could inspire it to action? Can it hurt to try? This ice breaker is a great way to find out if your students are in your classroom to find a new direction.

This ice breaker is ideal with groups of up to 30, but it will work if you divide larger groups. You can use this ice breaker for introductions in the classroom or at a meeting. You will need 30-40 minutes, depending on the size of the group. To do this ice breaker you do not need any materials.

To do this ice breaker, you will ask each participant to share their name, a little about the path they chose to take in life, and which path they would choose today if they could do it all over, knowing what they know today. Ask them to add how the different path is related to why they are sitting in your classroom.
You can debrief this ice breaker by asking for reactions to the choices that were shared. Were the changes people would make just slightly different or completely different? Is it too late to change paths? Why or why not? Are people in your classroom today because they’re working toward that change?

Use personal examples from the introductions, where appropriate, throughout your class to make the information easier to relate to and apply.

http://adulted.about.com/od/icebreakers/qt/adifferentpath.htm
Three in Common Game

This ice breaker works well with 3-20 participants and takes about 10 or so minutes per group. To do this ice breaker, you will need to divide the group into groups of 3 to 5 participants.

The goal of this ice breaker is to find 3 common things between each member of the group. Exclude normal things like hair color, skin color, age and type of clothes they are wearing.

Participants should find different things they have in common, such as favorite book, favorite airport, favorite movie, favorite food, hobbies, dream spot for a vacation house, dream vacation destinations and so on.

Give each group 10 minutes to discuss in the group and 5 minutes to present their results.

Decide beforehand if you will include drawings to share with the group as well.

http://www.icebreakergamesforadults.com/top-7-funny-ice-breakers/
Airplane Game

This ice breaker is a great way for people to get to know each other in a short amount of time. You can have unlimited participants, and it lasts about 10 minutes from start to finish. Every participant should fold a paper airplane. Be prepared to have an example if someone forgot how to fold a paper airplane!

Here is a quick template to show you how to make a paper airplane, just in case...
Each participant should write down personal things on the airplane. The list can include: their name, function/job title, what they did the evening before, what they like or dislike, what are their favorite movie actors—the list is endless!

On call, everyone throws their airplane around the room. After that is done, let them pick the airplanes up and throw them for another 1-2 minutes.

At the end, everyone picks up one airplane and has to find the owner of the airplane. This is the person that they will introduce to the group.

http://www.icebreakergamesforadults.com/top-7-funny-ice-breakers/
Key Chain Game

In this ice breaker, you will get to know about a person by the key chains that they have with them.

This ice breaker can accommodate unlimited number of participants. It takes about 1-3 minutes per participant, depending upon what pre-determined time you set.

For this ice breaker, everyone should present their name and something special about themselves with the help of their private bunch of keys or key chains. Examples might be hobbies, interests, and so on.

Each participant should show their private bunch of keys and tell any story or special reasons linked with their bunch of keys.

http://www.icebreakergamesforadults.com/top-7-funny-ice-breakers/
The question game is an excellent ice breaker since it can accommodate unlimited participants and can last from 1 to 3 minutes per participant, depending upon a pre-determined set of time. To do this ice breaker, write down interesting questions on cards and hand one card to each participant. Some questions may be:

- Who is your ideal seat mate on the airplane and why?
- What was your dream job when you were a child and why?
- Which celebrity would you like to invite for a dinner and why?
- What is your next vacation destination and why?
- If you were an animal, which animal would you be and why?
- What is your dream destination and why?
- What is your favorite food, movie, book, sport?
- If you can choose to coach your favorite team, which team would it be?
- What is the most important thing when packing your suitcase?
- Name me one thing that you cannot live without.

Participants should then introduce themselves and answer the question on the card.

http://www.icebreakergamesforadults.com/top-7-funny-ice-breakers/
The artist is a great ice breaker since it can accommodate unlimited participants, and it lasts from 1 to 3 minutes per participant.

In this ice breaker, each participant is to be given a piece of flipchart paper and a pencil.

In 5 minutes they must draw a picture that illustrates who they are without writing any words or numbers.

At the end of 5 minutes you, the facilitator, will collect the pictures.

Show the pictures to the group one at a time and have them try to guess who drew it.

When guessing right, the person on the picture should introduce himself with the help of the picture.

http://www.icebreakergamesforadults.com/top-7-funny-ice-breakers/
Lucky Penny

Each person takes a penny or other coin out of his/her pocket and looks at the date.

When it is his or her turn, he or she states the year that is on their coin and recalls something spectacular that happened that year.

Outlandish Introductions

Have participants introduce the person to his or her right.

Encourage them to fill the introduction with hyperbole and exaggeration.

The only thing that needs to be factual is the person’s name.

An example would be, “To my right is the inventor of the paper clip, in addition, he cornered the high tech market in 1996 and is the fourth wealthiest man in the world. He is the man who taught Tiger how to golf and is Shag’s personal trainer. Ladies and gentlemen it is my pleasure to introduce you to....”

Communication

Give each member of the group a sheet of paper. Make certain everyone has the same size sheet. Explain that they are to follow instructions precisely, and that they are not allowed to ask questions. AND, they are to follow the instructions with their eyes closed. The instructions are:

1. Fold the paper in half.
2. Rip off a corner.
3. Fold in half again.
4. Rip off a corner.
5. Fold again.
6. Rip off a corner.

Have them open their eyes and compare their “design” with others. You can adapt this to a mixing activity by having everyone mingle looking for designs that are very close to their own.

The point of this ice breaker is to get the participants to see that one-way communication is never as effective as two-way; it gives different results.

Communication/Feedback

To begin this ice breaker, you as the facilitator, are to draw a picture of a stick man. Keep it hidden from your audience until later.

Make certain everyone has something to write on.

Explain you are going to have them draw something by following your verbal directions.

They cannot ask questions.

Instruct them as follows:

1. Draw a small circle near the top of the page.
2. Now draw a vertical line from the circle to the middle of the page.
3. Now draw two lines from the circle angled down toward the middle of the page.
4. Now draw two lines separating from the single vertical line each of which angles down toward the bottom of the page.
5. At the end of the angled lines stemming from the circle, draw five small lines.

6. At the end of the angled lines stemming from the vertical line, draw an oval at the base of each line.

Now show the picture you constructed and ask them to compare. Naturally, participants will make the point that had they had the opportunity to ask questions, or had they been provided more information, such as a diagram, they would have done better.

The point of this ice breaker is to show that using more than one means of communicating is better than a simple one-way method.

Take Care

Read the following quiz to your group. Tell them they don’t have to answer, just ponder.

1. Who are the five wealthiest people in the world?
2. Name five winners of the Academy Award.
3. Who are the five most powerful individuals in the world?
4. Name last five winners of the Super Bowl.
5. Name the five richest musicians.

Now, read the next set of questions to them:

1. Name five teachers who have influenced you in a positive way.
2. Name five friends who have helped you in some way.
3. Name five people you care about.
4. Name five people who have brought you joy or make you feel cared for.
5. Name five heroes that have inspired you.

The point of this ice breaker is obvious: on a personal level, fame, wealth, and achievement pale in comparison to care and compassion.

For this ice breaker, you can either do it in small groups or large. If you choose to do it with small groups, have paper and markers available at tables. If you choose to do it with large groups, you will need poster paper hung up in a central location for all to see.

In small groups, you will need each member to list on the paper one thing that they are good at. Try to have each member think of a different thing.

In large groups, have members write down what they are good at before they take a seat.

In either case, debrief with the group at large so all can see how diverse the group is, yet how some members have commonalities with what is on the paper.

http://www.fradleycroft-events.co.uk/blog/team-building-games/i-am-good-at/
Would You Rather?

For this ice breaker, you will have to draw a center line in the room in which you are in.

When that is done, you will have the group stand on the line.

Once that is done, you are ready to start asking the group these questions.

Explain to the group that the right side of the line is for the first choice and the left side is for the second choice.

Each person has to make a choice and go to either side of the line.

The members of the group return on the line before the next question is asked.

Some would you rather questions are:

Would you rather…?

✓ Visit the doctor or dentist?
✓ Eat broccoli or carrots?
✓ Watch TV or listen to music?
✓ Own a lizard or snake?
✓ Take a beach vacation or mountain vacation?
✓ Eat an apple or banana?
✓ Be invisible or read people’s minds?
✓ Be hairy all over or be completely bald?
✓ Be the most popular person or smartest person you know?
✓ Make headlines for saving someone’s life or winning the Nobel Prize?
✓ Go without TV or fast food for the rest of your life?
✓ Always be cold or hot?
✓ Hot hear or see?
✓ Eliminate hunger or disease or bring lasting world peace?
✓ Be stranded on a desert island alone or with someone you do not like?
✓ See the future or change the past?
✓ Be three inches taller or shorter?
✓ Wrestle a lion or fight a shark?

www.insight.typepad.co.uk
Who Is Your Twin?

For this ice breaker, ask the participants to write their prominent likes on one side of the paper, while keeping the other side blank.

When that is done, have each participant circulate around the room, and find a like or hobby stated by the fellow participant that they find in themselves. When that is done, have the person sign their name next to that like or hobby.

Once a signature is put next to the hobby, no one else can sign there.

This way, the group will be able to find out the common things amongst each other. Some of the likes can be, 'I love to cook', 'I am an avid reader', 'I love watching movies' and so on.

http://www.buzzle.com/articles/icebreakers-for-large-groups.html
Talent Hunt

For this ice breaker, ask the participants to name one talent they have, something they are gifted with.

It could be dancing, singing, mimicry, storytelling... anything.

Ask each of them to talk about it for a minute. If anyone was brave enough and wanted to, they could perform their talent.

Be sure to have each participant introduce him/herself before performing.

This ice breaker will help the participants to get to know each other and also unveil the talents they have.

http://www.buzzle.com/articles/icebreaker-games-for-office-staff-meetings.html
Who Could Have Done That?

For this ice breaker, you will need a set of note cards and pens.
Distribute a pen and paper to each of the participants.
Ask each of the group members to write a line about him or herself. Some examples might be, "I cannot cook" or "I have never been to the Niagara Falls" or "I hate exercising" can be written based on which the other members have to guess the person who has written that.
Ask the people to write a fact that most of the other participants do not know.
The guesswork is sure to create laughter and prove to be an excellent way to break the ice.

http://www.buzzle.com/articles/icebreaker-games-for-office-staff-meetings.html
Do You Know Me?

In this icebreaker activity, the participants are asked to sit in a circle. Each of them is asked to find 5 things about the person to his or her left.

They are given 5 minutes to complete this activity after which they are asked to introduce the person to their left, to the rest of the group.

This icebreaker is a slight variation to asking each member to introduce him or herself. Moreover, this activity helps the group members know each other.

http://www.buzzle.com/articles/icebreaker-games-for-office-staff-meetings.html
Sit Down If…?

For this ice breaker, get everyone to stand up, then read through the following list. The last person standing is the winner! You may choose to have a small prize ready for the winner.

- Sit down if you have eaten chocolate today
- Sit down if you are wearing purple
- Sit down if you were born in September
- Sit down if you have blue eyes
- Sit down if you are the youngest child
- You have broken a bone
- Gone for two weeks without a shower
- Can speak more than two languages

http://www.jubed.com/youth_ministry/view/Sit-down-if/
Questions, Questions, Everywhere

For this ice breaker, instruct the participants that they will have to work together to create and write down 5 questions that have the same answer.

Give the groups 5 minutes to do this. Feel free to adjust the time as necessary.

When the groups are done, ask them to share their questions with group to see if other members can come up with the common answer.

http://businessmajors.about.com/od/icebreakers/a/Icebreaker6.htm
References and Materials Used

All ice breakers have the website furnished at the end of the ice breaker description.

Feel free to click on the link to access many more.

Ice breakers were chosen based on the ease and applicability to do the ice breaker.

Enjoy!