

# Ice Breakers: Games to Get Them Going #1

## Social Interaction Activities

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## Last One Standing

**MATERIALS:** Game Grid (page 43)  
Paper clips, buttons, coins, or candies

### DIRECTIONS:

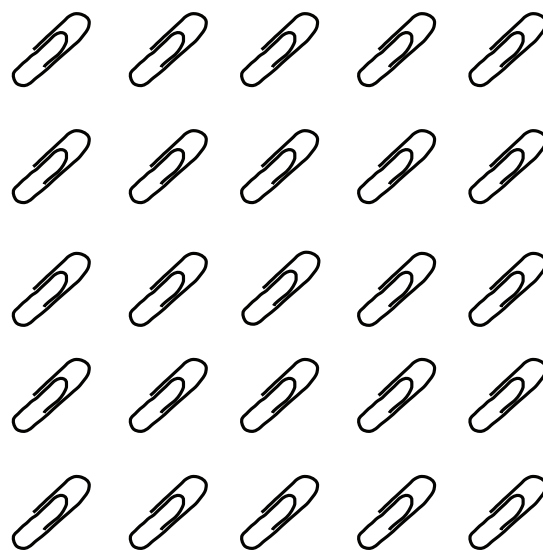
Divide the class into pairs, and provide each pair with a copy of the Game Grid and 25 paper clips, candies, or other small objects. Have the students arrange the paper clips on the Game Grid, as shown to the right.

The first player now removes either one or two paper clips from the grid. The goal of the game is to be the person who takes the last remaining paper clip, so the students must decide on the best number of paper clips to pick up on each turn.

After the first player chooses either one or two paper clips, the second player then selects one or two paper clips. The game

continues until one paper clip is left – the person who picks it up on their turn is the winner!

To make the directions easy for the students to understand, begin by drawing the Game Grid on the chalkboard or overhead. Choose one student with whom to play and walk through the game while the class watches.



## The Gigglemaster

**MATERIALS:** None

### DIRECTIONS:

Divide the class into pairs. Each student sits facing his or her partner. The goal of the game is for the students to try to make their partners laugh. This can be done by making funny faces or telling a joke, but the students cannot touch each other. The student that laughs is eliminated from the game.



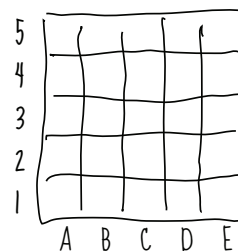
The student from each pair that did not laugh is partnered with another student remaining in the game. Once again, each student's goal is to make his or her partner laugh. This continues until only one student remains, and this student is deemed "The Gigglemaster"!

## Gone Fishin'

**MATERIALS:** Game Grid (page 43)

### DIRECTIONS:

Provide each student with two copies of the Game Grid. Instruct each student to write the letters A-E below the bottom row of each grid, and the numbers 1-5 up the left column. Now have the students choose four different squares on one of their Game Grids. In these squares, they are to draw a picture of a fish. This grid represents the student's "pond."



Divide the class into pairs. Tell the students not to let their partner see their pond. Have the pairs sit across from each other with the blank grids laid out in front of them. The first player begins by "going fishing" and announcing a box, saying for example, "Do you have any fish in B-3?" The second player secretly checks that box in their pond to see if it holds a fish. If it does, the player says, "You caught one!" and the first player marks an X on their blank grid in that box. If there is no fish, the second player says, "No bites today!" Now the players switch roles. The first player to find all four of their partner's fish is the winner!

To make the directions easy for the students to understand, begin by drawing the Game Grid on the chalkboard or overhead. Choose one student with whom to play and walk through the game while the class watches.

## What's the Order?

**MATERIALS:** None

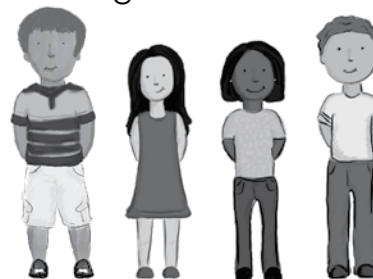
### DIRECTIONS:

Divide the class into groups of 4-6 students. Select one group to begin the game, and have the students in the group line up next to each other at the front of the room. Give the rest of the class a few seconds to study the order in which the group has lined up.

Now have the selected group go out into the hallway and rearrange the order in which they are standing. When the group is ready, bring them back into the classroom. Have the rest of the students try to put the group back in its original order using directional vocabulary words such as "left," "right," "first," "last," etc. Encourage the students to raise their hands, and select one student to give a direction:

"Jimmy needs to move to the left of Brian."  
"Rachel should be the last person in line."

After the correct order has been restored, allow one member of the first group to choose the next group to line up.



### EXTENSION ACTIVITY:

Assign each group a word with the same number of letters as there are students. Have each student draw one letter from the word on a piece of paper. When it is the group's turn, the students should line up in front of the class with their letters so that the word is spelled correctly. The group can then go in the hallway, rearrange themselves, and come back into the classroom in a different order. Challenge the rest of the class to rearrange the students to spell the word correctly using directional vocabulary.
