

Awesome Icebreakers

A-C

Activities to Bring Out the Best in Your Group

Author: Patty Hupfer Riedel

ELE90/106201

ISBN: 978-0-7877-2049-0

Release Date 2015

Copyright © 2011 Lorenz Educational Press, a Lorenz company.

P. O. Box 802

Dayton, OH 45401-0802

www.LorenzEducationalPress.com

All rights reserved.

The pages in this packet were originally published in
100 Awesome Icebreakers, (ELE90/1062).

Permission to print or photocopy the student activities in this book is hereby granted to one teacher as part of the purchase price. This permission may only be used to provide copies for this teacher's specific classroom setting. This permission may not be transferred, sold, or given to any additional or subsequent user of this product. Thank you for respecting copyright laws.



Lorenz Educational Press
Milliken Publishing Company
Teaching and Learning Company
Show What You Know® Publishing
LEP interactive

Birthdays

Purpose: Divides a large group into smaller groups while discovering some common ground among group members

Group Size: Unlimited (the bigger the better)

Time: 15 – 30 minutes

Supplies: None

Directions:

1. Tell everyone to find all the other people who have the same birth month. (It can get loud at this point!)
2. When it seems that most people have found their groups, call out “Where is the group with the January birthdays?” (Continue with each month of the year until you have all of the months that are represented.) Do this to make sure that all groups are together and not fragmented.
3. Instruct each group to make up a cheer, poem, or song (15 to 30 seconds long) that represents their birth month. Allow no more than five minutes for this.
4. Have each group present the results of their teamwork.

Blindfold Bowling

Purpose: To learn teamwork and communication

Group Size: 10 to 20

Time: 15 – 30 minutes

Supplies: Plastic bowling balls and pins; blindfolds

Directions:

1. Divide the group into two teams.
2. Set up the pins as you would in a normal bowling game, about 25 to 30 feet away from the bowler.
3. Blindfold the first bowler and spin him or her around seven times.
4. The people on that bowler’s team can give directions so the bowler will be in the vicinity of the pins, but they cannot touch the bowler. The bowler must throw the bowling ball before 15 seconds elapse.
5. Keep a record of the number of pins knocked down after each player tosses the ball one time. If pins were knocked down, reset them before the next bowler’s turn.
6. Alternate bowlers between the two teams. The winning team is the one with the highest score.
7. Discuss how each team communicated with its blindfold bowler and how that helped or hindered his or her bowling ability.



Checkerboard Challenge

Purpose: Encourages problem solving, team communication and strategizing

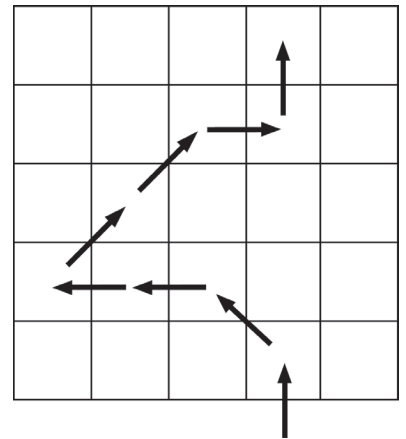
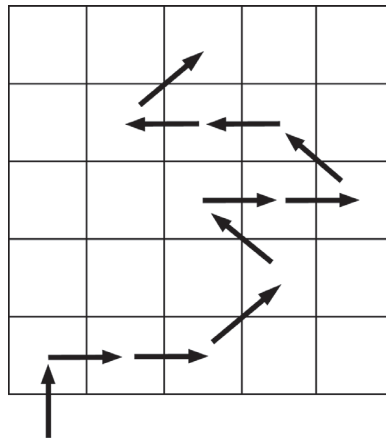
Group Size: 6 to 12

Time: 10 minutes, plus discussion

Supplies: Masking tape to make the checkerboard on the floor, or a checkerboard pattern taped on a tarp that can be used again

Directions:

1. Tape the checkerboard pattern to the floor and show it to the group. Tell them that there is a secret path that enables them to cross the checkerboard. The problem is that only you know the secret path. Students have to find the path by trial and error. The choices for correct squares will always be forward, diagonally forward, or sideways.
2. No one can talk or communicate in any way once the game begins, so some planning within the group has to take place ahead of time. Allow a few minutes for strategizing and for the team to decide in what order each member will go.
3. Only one person can be on the board at a time, and each player must have a turn before anyone tries a second time.
4. The first person in line steps on a square. If it is an incorrect square, you "buzz" the move and the player goes to the end of the line. If it is the correct square, the player may try another square.
5. As each player's turn comes, he or she should know which squares have been buzzed and which haven't.
6. A player's turn continues until he or she steps on an incorrect square. The object is to get the whole team across the board using the correct squares.
7. You should have a few patterns already drawn out that you will allow the group to follow. A couple of samples are below, but you can work out others as needed.



8. After the game is ended, process the activity:
 - Share stories about the game.
 - What was frustrating about the rules, and why?
 - What was good about the rules, and why?
 - If you could play again, would you change anything?
 - What is important about choosing the right strategy?
 - How could you relate what you learned to real-life problems?

Count Off

Purpose: A problem-solving activity; an energizer that gets the group working together

Group Size: 10 to 40

Time: 5 – 10 minutes

Supplies: None

Directions:

1. Students should be positioned randomly around the room.
2. Tell the group to count from 1 to 21. This sounds easy, but students must follow these guidelines:
 - Only one person may say a number at a time.
 - No one person may say two or more consecutive numbers.
 - The numbers must be said in sequence.
 - If more than one person says a number at the same time, the group must start over.
 - No other talking may occur once the counting begins.
3. When you say “Go,” the counting begins.
4. If the group is really having trouble, stop the game and tell the students that they can make up one rule. It’s interesting to see how that can speed the game along.
5. After finishing, process the activity with the following questions:
 - Was this a tough task? Why or why not?
 - How did you establish a pattern?
 - What verbal and non-verbal clues did you use to know who would go next?
 - What would make your task easier?
 - How can you relate this to habits of communication?

