

Awesome Icebreakers

D-H

Activities to Bring Out the Best in Your Group

Author: Patty Hupfer Riedel

ELE90/106202

ISBN: 978-0-7877-2050-6

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

Do You Like Your Neighbor?

Purpose: Provides practice in remembering names while learning more about other group members

Group Size: 15 to 30

Time: 15 – 20 minutes

Supplies: One sturdy chair for each student except the group leader

Directions:

1. Everyone should sit in a circle with the leader in the center.
2. The leader steps in front of one of the group members and asks “[Name], do you like your neighbor?”
3. The responding person, using the names of the people on his or her left and right, says, “Yes, I like my neighbors [Name] and [Name].” Continuing, the responder says, “But I really like people who...” The responder should complete the sentence with something that will describe others in the group. For instance:
 - ... who have birthdays in summer.
 - ... saw “The Lion King.”
4. Anyone who fits into the category mentioned must stand up and trade places with others who fit into the same category. During the exchange, the leader tries to get a seat. The person left standing is the new leader.
5. If you like, another rule can be added. The leader asks the question, “Do you like your neighbor?” The person asked can respond “Switch!” At that point, all group members must change places.
6. Game continues for as long as desired.

Drop a Sheet

Purpose: Helps people learn the names of students; explores reactions to being “on the spot”

Group Size: 15 to 30

Time: 10 minutes

Supplies: Sheet, blanket or tarp (something you can’t see through)

Directions:

1. Divide the group into two even teams. You also need two sheet holders (you can be one of them if you wish).
2. The sheet, which will serve as the wall, is held up as high as possible while still touching the floor.
3. Teams sit on either side of the sheet so that they cannot see each other.
4. Each group secretly selects one person to walk up to within a foot of the sheet. On the count of three, the sheet holders lower the sheet.
5. The first of the two people at the sheet to shout out the other’s name correctly wins that round and gets a point for his or her team.
6. Continue the process with two new people at the sheet. The winning team is the one with the most points at the end of the game.
7. Process the activity by asking:
 - Why might you want or not want to face another when the sheet is dropped?
 - What makes this game easy? What makes this game difficult?
 - What does pressure do to your focus?

Note: Watch out for windows, mirrors or TV screens that might reflect and show the other side of the sheet.

First Impressions

Purpose: Highlights the impact of first impressions and how different people have different impressions of the same person, incident, or situation

Group Size: 5 to 50

Time: 15 – 20 minutes

Supplies: 4 or more pictures of people in various situations, dress, or habitats; pencil and paper for each student

Directions:

1. Distribute paper and pencils.
2. Hold up one of the pictures, and ask the students to write down their first impression of the person in the picture. Give examples to get the group started if you think they need some ideas. For example, ask, "Is this person happy? Rich? Nice? Does he or she have a job? Would you like to be this person's friend? What do you think this person's hobbies are? Where is this person from?"
3. Hold up the next picture. Again, have students write down their first impressions of the person in the picture.
4. Do the same for a third and fourth picture.
5. Return to the first picture and ask the students to share some of the ideas they wrote down. Do the same with the other pictures.
6. Process the activity:

- Why did you write some of the things you did?
- What gave you those impressions? (Do each picture separately.)
- How do we judge one another? What characteristics do we look for?
- Have you ever had a first impression of someone that later changed because you got to know that person? Explain.
- What kind of impression do you think others have of you?
- Is a first impression important?
- How do you make a good first impression?
- What can you do this week to change the way you judge people?



Four Corners

Purpose: Provides a simple game of grouping and regrouping that also reveals a lot about the students; self-assessments

Group Size: 10 to 30

Time: 15 – 30 minutes

Supplies: None

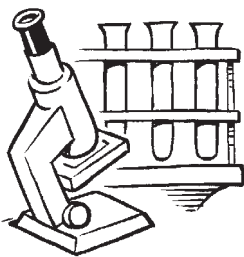
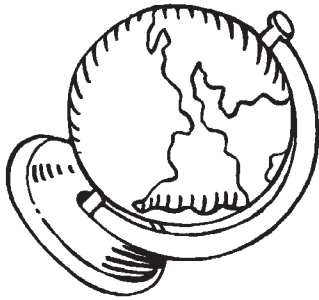
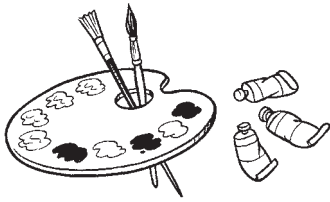
Directions:

1. Have the group assemble in the middle of the room and remain standing.
2. Explain that you will be calling out a variety of categories, and that each student will need to decide in which category he or she belongs.
3. Explain that as you call out the categories, you will point to a specific corner of the room for each of the choices. Students are to go to whatever corner they think “fits” them.
4. Begin by saying to the group, “Are you more like...” and fill in the blank with one of the following options:

- 6 A.M., noon, 6 P.M., midnight
- fire truck, pickup truck, school bus, Ferrari
- chef salad, hamburger and fries, spaghetti, filet mignon
- English, social studies, art, science
- golf club, catcher’s mask, swim goggles, bowling bag
- western, comedy, romance, thriller
- merry-go-round, swings, slide, monkey bars
- Hawaii, Colorado, Washington DC, Las Vegas
- giraffe, tiger, parrot, elephant

5. After you finish each category and all group members are in their corners, go around the room quickly and let people share a few of the reasons they chose that group. (There is often great insight and wisdom put into their choices!)
6. When that step is completed, pick another category and begin again.
7. When you are finished with the categories, process the activity if you feel more discussion is helpful:

- What did you learn about the reasons people chose their corners?
- Were you with different people every time? Why do you think that is?
- What were some of the most unique reasons people had for choosing a group?
- What did you learn about other group members from this activity?



Gotcha! Worksheet

Do everything on this list, and get signatures to prove it. No duplicate signatures please!

1. Untie someone's shoe, and then tie it again. Have the person sign here: _____
2. Count out loud (as loud as you can) as you do ten jumping jacks with a partner. Have your partner sign here: _____
3. Find someone who is left-handed. Have them sign their name using their RIGHT hand. _____
4. Have someone else do five push-ups for you. Have this person sign here: _____
5. Get someone to sing a TV commercial and sign here: _____
6. Do your very best impersonation of a cow, pig or chicken for someone, and have them sign here: _____
7. Find someone whose birthday is the same month as yours, and ask the person to sign both his or her name and month of birth:
Name _____
Birth Month _____
8. Have six people sign their names and places of birth on the back of this sheet.
9. Find someone whose eyes are a different color from yours and have them sign here:
10. Get four other people to form a circle with you and sing one verse of "Row, Row, Row Your Boat."
Have the four people sign the back of this sheet. _____
11. Ask someone to let you borrow a coin and to sign here: _____
12. Find six people and have a group hug! Have them put their initials in the box: