

ICEBREAKERS & ENERGIZERS

INTRODUCTORY ACTIVITIES

It's My Birthday

Have students line up according to their birthday (Month / Day) using non-verbal communication skills (hand gestures, etc) – Once they've lined up, do a shout out of their birthday's and have them introduce themselves.

Help Yourself

Have your students form a circle. Pass around candy (Skittles or M & Ms are ideal) and have each person take a couple pieces of candy and then share something about them for each piece of candy they took. You can assign types of information for each color. For example, a red piece means share something embarrassing, a blue piece means share something you are proud of, etc.

What's in a Name?

Instruct your students to think about their names. Have them tell the group a story about their names. It could be how you got your name, who named you what and why, or even how your name may have had a positive or negative influence in your life or in the life of someone closely related.

Uncommon Commonalities

Pair students at random. Explain that people have common interests that aren't always visible by basic conversations. The goal is for each pair to discover one uncommon commonality (i.e., two 10-year-old brothers, rides horses, etc). The more uncommon, the better. Each pair will then share their uncommon commonality.

Click Click

Everyone sits in a circle. Somebody starts off a beat like clap knees, clap hands, click fingers (one at a time). When clicking fingers say own name twice, then go through it again but on the first click you say your name, on the second click somebody else's name - example: click, click, Susan, Susan/click, click, Susan, James. The person who is called carries on. You can also have each person select an action describing themselves (playing the keyboard, blowing a trumpet, etc.) that you have to do while saying their name.

ACTIVITIES FOR ACQUAINTED PARTICIPANTS

Silent Identification

Each participant is asked to either write words or draw pictures that describe themselves. This is done silently. They pin the picture on their chests, walk around and have everyone look each other over. Pictures are then shuffled and participants are asked to identify the person to which the picture belongs.

Train Wreck

Form a circle with the group and select one volunteer to stand in the middle. There only should be enough chairs for everyone sitting in the circle. The middle person will say one characteristic about themselves, and everyone that shares that characteristic must get out of their chairs and find a new chair. The person without a chair will now be in the middle. NOTE: The group members cannot sit in a chair next to their original chair.

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Sing Down

Break the group into teams. Give the group a word and a short time to come up with as many songs as they can containing that word. When the time limit is up, flip a coin to see who goes first. The first team will sing one of their songs. The second team responds with a different song. The groups go back and forth until one group cannot think of a song.

Peek-a-who

Ask for two volunteers. Separate the rest of the group into two teams. Have the two volunteers hold a bedsheet or several sheets of paper taped together to create a sight barrier between the two groups. Have each team choose a person to represent the group first (should be unknown to the other side). Each player will approach the sheet. The two volunteers will quickly lower the sheet and try to see who can announce the student's name first. Whichever side says the name first, the scholar transfers to the other team.

If I Were an Inventor

Start with a simple object (i.e. Umbrella). Have the scholar say "if I were an inventor, I would add a gutter to this umbrella." Group member two says: "that's a great idea because if there was a gutter then the spill off of the rain wouldn't get on you, but if I were an inventor..." Continue through the entire group.

BRINGING UP THE ENERGY

Fruit Salad

At the beginning of the day or meeting, each student is assigned a fruit (doubles are fine). Students are directed to remember their fruit names throughout the day. When the teacher senses that the energy is low, he or she calls out one or more fruits. Each student assigned to that fruit must then run into the center of the room. If the teacher calls out "Fruit Salad", all students run into the middle. This could be tied into the class curriculum by having leaders or curricular content properties as your salad components.

Stinger

Have the group form a circle and close their eyes. The teacher circles the group and selects a "stinger" by tapping an individual's shoulder. The group then opens their eyes and spends time introducing themselves to others while shaking hands (and trying to spot the stinger). The stinger tries to eliminate everyone without getting caught. The stinger strikes by injecting poison with their index finger, while shaking hands. A person stung may not die until at least five seconds after they are stung. The more dramatic the death, the better! When someone thinks they have discovered who the stinger is, they may announce that they know. If they get a "second" from someone else in the group within 10 seconds, the two of them may make an accusation. If the person does not get a second, he or she must wait to challenge again until another person dies. If another person does step forward to second the challenge, both point to who they think it is on a count of three. If they do not point to the same person, or they both point to the wrong person, they both are automatically dead. If they select the correct person, the stinger is dead, they are the winners and the game is over.

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Body English

Split the students into two groups. Give each group a leadership or historical word to “spell out.” Have each team guess what the other team is spelling out.

Whizz-Bang

Have student get in a circle. Explain that in your clasped hands you have an energy orb. You are going to pass a movement and sound to each person in the line. This orb passes quickly once you open your hand. It’s everyone’s job to pass it. You “whizz” the orb around the circle until someone puts up their fist and shouts “bang.” At that time, the orb stops and reverses its direction. If the orb comes whizzing at you and you think it needs to change, make eye contact with another person, open your two hands and send off the orb to another person by sending it “va-vooom.” When the person receives it, they reply with “AAAAHHH” and continues its way around the circle. You can add different variations and “reactions” to the game as the group gets it.

Buzz Fizz

Go around the circle, each person counting in turn 1, 2, 3... If the number is either a multiple of three, or has a 3 in the number (e.g. 3, 6, 9, 13, 34) then they must say “Buzz” instead of the number. If the number is either a multiple of five, or has a 5 in the number (e.g. 5, 10, 25, 56) then they must say “Fizz” instead of the number. If it’s both (e.g. 15, 35, 54) then they must say “Buzz Fizz.” Anyone who says the wrong word, or doesn’t say it at all when he should is out.