

Team Builders

And



Ice Breakers

Impact
STUDENT LEADERSHIP
UCM

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The Eight Secret Tricks of the Trade or “What The Experts Have Learned” (By Mark Collard)

1. Frame, Frame, Frame

In other words, prepare, prepare, prepare. Appropriately framing an activity – that is, 'setting the scene,' or providing a context in which the activity will take place – is one of the most valuable tools I employ to help groups achieve their goals, i.e., be successful.

Otherwise, your group may be emotionally under-prepared for what is about to happen.

People have a natural proclivity to want to know why they are doing what they are doing. Framing goes a long way toward answering these questions, as well as reducing anxiety, providing clarity, and generally coaxing people forward into your program.

Everything you do programmatically provides the context in which the next activity is framed. For example:

- Your language – it's not just what you say, but how you say it – check out the next paragraph for a more thorough discussion.
- Lead-up activities – like building blocks, every activity should aim to complement the next, rather than subvert it. To illustrate, leading into a serious discussion with a very energetic, bounce-off-the-wall type of activity is unlikely to result in a settled, composed or focused group of people.
- Your general approach to facilitation – if you operate under the premise of Challenge by Choice (a universal philosophy of allowing people to participate at their own comfort level), but your overall demeanor says there is no choice, you are likely to turn people off.

Ask yourself, “Have I done everything to prepare my group – emotionally and physically – for this experience?” “Do they know what they are getting into, and why?” If not, think about what lead up activities you could use to prepare the way, or perhaps what introduction / briefing might be necessary to soothe the group into the activity.

2. It's All In How You Say It

As a participant, which would you prefer to hear? “...and if you're too slow, or get the wrong answer, you're 'out' and you have to come into the centre of the circle....” Or, “...and if the time expires, or you make a gaffe, you are invited to take your turn in the centre of the circle and have some fun....” Perhaps each statement is saying the same thing, but for some people, they will hear a big difference. The first implies that I have no choice (“you have to”), so I might feel under pressure because I don't want to be 'slow' or 'wrong.' This may manifest itself as, “I don't want to make a mistake, so perhaps I won't play.” While the second statement is all about options (you may decline the invitation), and fun is introduced as an integral part of the consequence of “going out.” As program providers, our language is one of our most potent tools. It can work for us or against us, and I don't just mean the use of 'politically correct' terms. Be aware that everything you say, from the moment you introduce yourself to the moment that you wave goodbye will fan the flames of invitation and play, or snuff them out. Ask yourself, “Have I introduced this activity in the most appealing, inclusive, way?” Provide choices to people so that they can find a level of participation that is comfortable for them.

3. Inject Lots of Humor

This is such a critical element of delivery, and the key to opening up your group. Observe the crazy, menial little things people do, and serve it back to them in a manner that says, “Have you ever noticed...?” Of course, they have, they just don't want to admit it. For example, the insistence some people have for tagging one another long after the game has stopped, or the understated crawling on knees when a simple pivot in

place was called for. Or, at a more serious level, the subtle glance over the shoulder to check that your spotters really are there behind you to catch your fall, even though the command "Ready, fall away!" was given. What about the way we (notice, I'm using the royal 'we' here, so as to not draw attention to myself) avert our eyes and attention away from someone whose name we have once known, but now that they are coming our way, cannot for all the rice in China remember it? I could go on and on....Suffice it to say, people love this stuff – it was the essence of the TV show Seinfeld. Our programs are made up of so much normalness, perhaps nothingness, it can be hilarious to sit back and look at it for what it really is at times. Of course, how you deliver these moments is key – what could appear to some as a diamond in the rough, may just be a rock to others. Focus your humor so that you encourage your group to laugh with rather than at others. Oh, and inject tons of FUNN (Functional Understanding Not Necessary - a powerful programming tool explained shortly) too – it will act as a magnet for many more moments of people simply being human!

4. How Not To Pick A Partner

Have you ever noticed how the seemingly innocuous words "Okay, everybody pick a partner..." can strike terror into the hearts of many participants? In my experience, it is one of the most frightening things you can ask a group to do. Questions such as "Should I pick someone, or wait to be picked?", "What if I pick somebody, and they don't want to play with me?", "Does she really want to play with me, or is she just being nice", or "If I pick him, will he think I'm coming on to him?" will be roused among many others. Sadly, the instruction to "pick a partner" is too-oft interpreted as "find someone you like." This thought is as embarrassing as it is open to the anxiety-laden prospect of people feeling left out. There are just too many other ways to ask people to get into smaller groups, including pairs, to risk these outcomes. Now, I'm not suggesting that you should never use the words "pick a partner" again. Certainly, as a program develops and your group becomes more comfortable with one another, the panic-inducing reaction to simply "picking a partner" will diminish. But, with most groups, especially if they have just met each other, you are well advised to avoid the typical "pick a partner" suggestion. Check out activities such as Categories, Psychic Handshake and Clumps later on for some amusing, often random methods to help in the selection of partners or small groups.

5. Always Ask For A Volunteer

There is always, no matter how long you wait, someone willing to step into the ring of fire, and help you do whatever you need. Perhaps you need help to demonstrate the next move, or need someone to break the ice and start the activity, whatever – it never fails, there is always someone willing to step forward. But why bother, you might ask, when you can often save time and potential embarrassment by doing it yourself, or asking a colleague to step in? The value is hidden in the invitation. It can be as simple as observing the initial humor of no one stepping forward, or everyone but one poor soul stepping back. However, beyond the humor, there is extraordinary value in using a volunteer from your group. Having one or more of your group step forward says "I am willing to... take a risk / have fun / give it a go / look silly" etc. These are huge transformative messages that are broadcast loud and clear – yet subtly – to the rest of the group. It will frequently open up further opportunities for more of this, from more of our group. Asking for volunteers is part of the fun, it's suspenseful ("what's he/she gonna do?"), and it's a true adventure, especially if you don't telegraph what they are going to be doing. Besides, I get to be up-front all the time. I want to share the limelight from time to time.

6. Stop An Activity Before It Wanes

Leave them wanting for more. Stopping an activity just as it reaches its peak, and perhaps a tad further will give you many useful programmatic starting points. Moving on at this juncture keeps the energy of the group up, and their spirits high. It's easier to slide into the next activity if you have their attention, even if they are complaining that you stopped too soon. Better this than having no complaints because everyone left the scene on account of eventual boredom! You can always go back to the activity if it really is that good (and it fits your program goals), but it's often better to move onto something new while you have them in the palm of your hand. And my advice, if at the end of the day you have waned more often than you waxed, "Get a new job."

7. Play On

Ever been left out of a group? Ever felt that everyone else was having fun, but you weren't? You're not on your own – I've been there, and done that, especially when I was younger. So I make it a point not to introduce too many activities that eliminate people, especially early in the life of a group or program. Games that eliminate folks can be great fun; I still use many of them today. But when used at the wrong time, or in the initial stages of a group's development, it risks alienating certain people, not to mention losing a lot of useful energy. Also, it is not unusual to watch the same people get eliminated over and over again. Beware of the message this may send to the group – and the individual – if this does not occur within a safe and supportive atmosphere.

Clearly, the more people you have involved, the more energy and good times you can develop – which is my next point...(Okay, I know this will be the eighth 'Trick of the Trade,' but it's really important, so I just had to squeeze it in.)

8. Keep People Bunched Together

The wall-flower syndrome – you know, those folks who like to stand with their backs to the wall – is a real killer of energy and enthusiasm, especially in the beginning stages of your program (when it seems everyone is reading the same script). Always invite people to come closer to you, get them to bunch up a little. Circles work fine, but when you don't need a circle, collapse them in, and invite them to move closer to you. You and they will bristle with energy, which is a wonderful way to kick-off. My style is very much "Hey, come over here. I've got a secret to tell." People move in. They lean closer. Their attention is piqued. I love that. They are now primed, and ready to rock-n-roll. Yet, at the same time, the group has started to unconsciously break down some barriers, not to mention, trust and share. This is all good. Try speaking a little softer. That often works a treat. Your group will have to bunch up together simply to hear you. And all those folks who can't hear you because they are too busy talking, will suddenly gasp when they realize the group has gone quiet! I love the humor of that moment too.

What makes an Ice-Breaker an Ice-Breaker? (By Mark Collard)

In my experience, most program leaders have no idea what an icebreaker truly is. They think that simply putting an activity at the start of a program makes it an ice-breaker. Um,...WRONG!! To illustrate, how often have you been subject to the lazy "... now, before we get started, let's whip around the room and tell each other who we are, where we come from and (how bored we are)..."? In all cases, I will bet a large sum that the leader, teacher, instructor, whomever, believes that this exercise serves as an ice-breaker. It's not, it never was, and never will be, and here's why...There are four CRITICAL attributes that every ice-breaker MUST have in order to be successful:

- Tons of NON-THREATENING INTERACTION One of the best ways to truly "break the ice" is to invite people in your group to interact and share. And, importantly, to invite this participation, it is essential that your group does not feel threatened. This attribute alone condemns the "whip-around-introduction" to the activity scrap heap;
- The outcome is typically SUCCESS-ORIENTED Success breeds success. Inject tons of this at the start of your program, and it will serve as a solid foundation for the group's development later on;
- The instructions are SIMPLE and easy to follow If you're spending more than a minute describing an activity you regard as an ice-breaker, you'll lose people's interest. Make it quick, get people busy, and watch the energy build; and
- Most of all, the activity is FUN, you can never have too much fun and laughter in your program. Too much fun is never enough.

If an "ice-breaker" you are about to present does not tick all, if not most, of these attributes, think again. It won't work as well as you might expect, and there are plenty of better options out there for you to choose from.

Activity Description:

Human Juggle:

Have the group make a circle. As the group leader you will throw a tennis ball to an individual in the circle. When they catch it they say their name and then throw it to someone else. That person says their name and continues the process. As the leader you will be tossed the ball last. After you have completed one round you move on to the next step. This time you throw it to the same person you threw it to but this time you say their name. They catch the ball and throw it to the same person they had thrown it to and say their name. Complete one round like this and then the fun begins. Start one ball, throwing it in the same rotation and saying the name you throw it to. Then when the first ball is three or four people away from you toss in another and then another ball - Now you have Human Juggle. The balls are zipping around the circle and names are being called out every where.

Knots:

Groups of 10-12 will be the max you can do this activity with. Have the group stand in a circle. All group members place their hands into the center of the circle. Now have the group members take their right hands and take hold of another members right hand. They can not take the hand of the person they are standing next to. Now have them take their left hand in the center of the circle and take hold of another group members left hand. They cannot hold both hands of the same person. Now you have a human knot! The task is to get out of the know without letting go of hands and thus creating a big circle.

Blind Polygon:

Take one long rope. Depending upon how long the rope is will determine how many group members will be involved in this activity. Lay the rope out flat on the ground and have the group members stagger themselves along the rope. Holding on to the rope they now close their eyes. You will take the rope with people attached now and mix the rope up. Now while their eyes are still closed you will ask them to form a shape ie: square, rectangle, or even a letter like the letter R. When the group thinks they are done they shout out they are finished. Everyone opens their eyes to see what happened. Leadership traits are very present. Usually there is a lot of discussion at first on how to accomplish the task amongst all members and then one or two take over.

Ship Wreck:

Divide each group into smaller groups of about ten people. Each group needs a ship. Each group member needs to have at least one hand on the ship as the game begins. As the groups run the length of the playing field all should be in contact with the ship. When the word SHARK is yelled by the game leader all crew members must jump on their ship. The first group to get their team members on the ship get a point. Repeat this several times. The first group to reach the finish line gains 3 points. In order to get a point for being on their ship every member has to be on the ship with both feet.

Human Pig Call or Noah's ARK:

This is a great activity for dividing large groups into smaller groups. You need to make a list of animals and then type them up on a list. Make copies then of your list so that you may have ten of each animal name. Cut the names up into separate strips. Split the large group and have half of them go to opposite side of the room or field. Give each person an animal strip and explain the following rules. Ask the participants to close their eyes and begin to make the noise their animal would make. As they move around trying to hear the other animals of their kind they will hold on to the animal they find: example- the duck will quack and quack until all the ducks are holding hands, the horse will neigh, the dog would bark, etc.

Skin-The-Snake:

You need two hula hoops for a group of thirty-forty people. If your group is larger bring another hoop. Divide the group into half and have them form two lines facing each other. Have each line hold hands with the person they are standing next to. Take the hula hoops and place them around the head and shoulder of the first person in each line. When given the signal "GO" each line will skin the snake while they hold hands and step through the hoop as it goes from one end of their line to the other end. After the group skins the snake they have to dress it again because snakes get cold. The team that gets the hoop down and back from each end of the snake is the winner.

Penny For Your Thoughts:

You need a penny for each member of the group. You need to have the dates on the pennies to correspond with the ages of birth within your group. So for groups that were born in 1989 your pennies need dates from 1989-2010. After everyone has a penny you ask them to get in groups of four. Each person then tells what they were doing during the year on their penny. After they have completed that interaction they exchange pennies with someone in the group and move on to form a new group of four. This time you can ask them to tell something different about what they were doing in the year of their penny. You can do this for three to four rounds and get everyone moving around and meeting new people.

Sewing Bee:

You need two large soup spoons and two balls of yarn. This activity works for groups of 30-40. If you have more people you will need an additional spoon and ball of yarn. Divide your group into two equal lines facing each other. The object of this game is to "sew your group together" and literally draw closer together! Tie the end of the yarn around the spoon handle – make sure it can't slip off. Give the spoon and ball of yarn to the lead person on each line. At the "go" signal the lead person will take the spoon with the yarn attached and put it down their shirt, through their pants and pant leg and out at their ankle. The person next to them takes the spoon and pulls it up their pant leg and up through their shirt and then the next person goes down their shirt and pants with the spoon. So you are moving the spoon just like a sewing needle – up and down. When the spoon makes it to the last person in line you will have sewn your group together. It works best to have a pair of scissor with you to cut the yarn after you have sewn the group together rather than have them pull it out backwards.

A-What:

Equipment: 2 objects

The leader of the game starts by passing the first object to the person on their right (Person A) and saying, "This is a _____."

Person A replies, "A What?"

The leader would then clarify, "A _____."

Person A then turns to the person on their right (Person B) and says, "This is a _____."

Person B, "A what?"

Person A, turns to Leader, and asks, "This is a What?"

Leader to Person A, "A _____!"

Person A to Person B, "A _____!"

Person B then turns to Person C, and the game continues...

This game can be confused by adding an additional object called a What in the opposite direction. Eventually, people are receiving and passing two words at time...

I sometimes use a Frisbee as one of the objects but I call it a pizza and then for the second object I use a tennis ball and call it a tomato. This is a funny game that gets groups to loosen up and laugh at each other.

Black Magic

Description

Within a group, two people claim that they can read minds. One person will leave the group to a place where they cannot see or hear the group. In their absence, the group will select an object in the room for the person to psychically identify. (This object can be absolute anything from the cabin door or window to a clip in a campers hair)

The group will call for the person to return and the other person that knows of the trick, will begin questioning the counselor as to what the object is.
example:

Counselor 1:"is it the lamp?"

Counselor 2:"no"

Counselor 1:"is it Jessica's purple shirt?"

Counselor 2:"nope"

Counselor 1:"is it that black shoe?"

Counselor 2:"no"

Counselor 1:"is it Mary's necklace?"

Counselor 2:"YES"

The second counselor knew it was Marys necklace because it came AFTER a black item. Hence "Black Magic"

You can do this as dramtically as you want to. example: Pretend to read the other counselors mind before you begin.

First Names:

Have everyone count the number of letters in their first name. Now ask them to find someone who has the same number of letters. Those two are now partners. If a a person can't find someone let him/her use another name s/he is called by (i.e., a student named Matthew may use the name Matt and then look for someone with 4 letters instead of 7.) If they still can't find someone pair up with a person who has the closest number of letters.

Elephants, Cows and Giraffes

Get into a circle with one person in the center. This person will then call out elephant, cow, or giraffe. The person that is pointed out, as well as the person on each side of him/her will have to coordinate their actions and make each animal as described.

Elephant: center will stick both hands in front of their nose in a cylinder to form a trunk. On each side of them they will form the ears by leaning over placing one hand by the center persons hips and the other by their head.

Cow: center person will enter lock their fingers and turn them upside down so that the thumbs point down forming udders. The outside people will then milk the udders.

Giraffes: center places their hands directly over their head and together forming the neck, while the outside two arch their backs touching the middle person's toes to form the legs.

If they do not get into this position by the count of 5 by the pointer then the last to get into position will become the center person.

Four On The Couch

Description

Have everyone write their name down on a piece of paper. Put the pieces of paper into a hat and mix them up. Go around the circle making sure everyone receives a paper with a name on it. Everyone gathers in the circle and sits down on their chairs, with an empty chair beside one person. There must be two guys and two girls on the couch at the start of the game. The person to the right of the empty chair calls out a name and whoever has that name on their paper goes and sits in the empty chair. Those two people then exchange names (papers). The next person who is at the right of the chair that is now empty calls a name, but cannot call the name that was just previously called, they must choose another name. Try to get either the two guys or the two girls off the couch, and then get all four spaces on the couch filled with guys or filled with girls. The game ends when there are four guys or four girls on the couch.

Hot Chocolate River

Description

Lay two ropes on the ground horizontally (like =), with about seven giant steps in between. Have the campers line up on one side of the rope, and tell them that they are looking at a giant hot chocolate river. They must get their entire team across the hot chocolate river, but it is too hot to swim across, and too deep to walk across. (Obviously, they cannot walk around the river, since it does not end just because the ropes do).

The only way to get across is by using the large, fluffy marshmallows that you provide (at my camp we use carpet squares, but anything will do, as long as it's not too big. Give the campers about eight or nine carpet squares, so that they have enough to get across with one or two left over. This isn't about physical abilities, but rather communication). Unfortunately, the current in the river is so strong that it actually sweeps the marshmallows away if someone is not holding them down (with a hand, foot, or other safe appendage). Also, the marshmallows swell up once they are placed in the river, and they become too heavy to move again, so they must remain where they are placed.

This seems like a simple exercise, but kids, especially middle schoolers, have a lot of trouble with it. It will take a good 45 minutes for them to begin to communicate with each other, and you will probably need another set of eyes to make sure that all the marshmallows are being anchored down.

Possible debrief options include: Team Responsibility (did it matter if only a few of you made it across the river?), Communication (the importance of checking on the person behind you before stepping onto the next marshmallow), and Individual Strengths and Weaknesses. This is one of the best initiatives I have ever used in a ropes class, as it is pretty all-inclusive.

Magic Carpet

Description

Ask the group to stand on an 8'x8' "magic carpet" (tarp or paper). The entire group must be on the tarp completely.

Once everyone is settled, advise the group that they are going on a magic carpet ride. Tell them that they have risen 100 feet in the air and are ready to go.

Unfortunately, the instructions on how to steer and land the carpet are on the other side of the carpet. So, they must flip the carpet over while standing on it.

Very fun and challenging!

Great Egg Drop

Engaging and very messy small group activity (4 or 5) as part of larger group (e.g., 20 up to 100)

Can be run as a competition between teams

Task is to build a single egg package that can sustain a fall of 8ft (top of a supermarket shelf)

Can be used to highlight any almost aspect of teamwork or leadership

Lends itself to building a dramatic large group scenario/finale for the Egg Drop Off

Can include the task of presenting a 30-second advert for the egg package. This increases the complexity of the activity.

Lends itself to production line or project management metaphors

Equipment

For each group of approx. 4., straws, masking tape, egg and/or any other items you want to give for creating the egg package.

Can use only natural materials - harder, but saves cost/waste.

Time

~30-45 minutes to build package

~15-30 minutes for Great Egg Drop

~15-45 minutes cleanup & debrief

Brief Description

Small groups design an egg package to save an egg from breaking when dropped. Plus a 30 second jingle to sell their package. Followed by the Great Egg Drop-Off.

SNOWBALL

Write down 3 things about yourself that others DO NOT KNOW about YOU!

1. _____

2. _____

3. _____

Write down 2 things about yourself that are more obvious about YOU!

1. _____

2. _____

After answering the 5 questions crumple the paper up into a "Snowball". On the count of 3 have everyone standing and engaging in a snowball fight. Each person picks up a snowball and then tries to find that person.

End of the Line

Preparation

Create one cardboard square for each participant, large enough for a player to stand on it (minimum 1 square foot). Using the masking tape, mark a starting line on the floor for each team of five players, allowing enough space behind the line to accommodate room for the five squares. Mark an ending point approximately ten to fifteen feet from each starting line. (You need a room large enough to provide plenty of space for each team.)

Process

1. Instruct participants to form teams of five members each. Assign each team to a separate starting line and distribute one cardboard square to each participant.
2. Explain that teams are to move in a line from one point to another, utilizing the cardboard squares as stepping stones. Only one player may occupy one square at any time. Team members must coordinate their efforts by relying on the directions of their leader. The last person in line will assume the leadership role for each movement.
3. Give the following directions to the participants:
Players on each team are to place their squares on the ground in a straight line behind the starting line. Each player is to stand on his or her square. When the facilitator signals for the game to start, the last player will say "FORWARD" and each team member will move forward one square. The first player will then move to the back of the line, pick up the empty square, return to the front, and place it on the ground. This player will then return to the back and indicate "FORWARD," whereupon all team members will move ahead to occupy a new square. This process is to be repeated until all members of a team have crossed their finish line.
4. Signal for the activity to begin. The first team to complete the challenge is the winner.

Discussion

- ◆ How difficult was it to coordinate the team's efforts?
- ◆ What role did communication play?
- ◆ How did you feel, about the last person being the leader for the movement?
- ◆ Why is shared leadership important to teamwork?

Line-Up

Preparation

Determine the number of players participating and the number of teams that will be formed during the activity (each team should have an equal number of participants; the maximum number of players on a team is ten). You need to prepare a set of numbered cards for each team, one card per player, by writing one number on each card according to the following rule:

If you have ten players on each team, you will use the numbers 0 through 9 for each set of cards; for seven players on each team, use numbers 0 through 6 for each set; etc. Note: Keep each set of numbered cards together for distribution to the teams.

Also determine a series of ten or more numbers that you will call out during the game using the numbers on the cards (eg., if you have teams of ten players each, you can use cards numbered 0 through 9; possible number combinations are 932, 4502, 78153, 67) *Note:* Use only those numbers included in the card sets provided (e.g.; exclude numbers 8 and 9 if team cards are numbered from 0 to 7 for groups of eight members). You are also restricted to using a particular number card once each time you call out a number; in other words, you cannot use the number "544" because there is only one card "4" available in each group.

Process

1. Divide the group of participants into equal teams. Separate each team in a different area of the room, and have group members stand together. Provide one set of numbered cards to each group so that every player receives one card.
2. Explain that a number will be announced by the facilitator, such as "126." The players on each team who are holding the cards that comprise this number (1, 2, and 6) are to form a line in the appropriate sequence (showing their numbered cards). The first team to line up correctly for the number announced will receive one point. The first team to accumulate 10 points wins the game.
3. Signal for the activity to begin and keep score on paper or with a flip chart.

Preparation

Variations

1. Call out mathematical problems that require addition, subtraction, multiplication, or division to produce the number to be formed. For example, you may say, "Add 2, 8, and 7 then subtract 3" so players will determine the answer, which is "14" (players with cards 1 and 4 line up to show the answer 14).
2. When teaching a technical class that requires information involving numbers, use questions or problems relating to specific data.
3. Print letters of the alphabet on the cards and announce words that teams will form. Be sure to use only those words that correspond to the letters provided—and no double-letter words!

Discussion

- ◆ What, if anything, made this game difficult?
- ◆ What was the importance of each individual player to the team's overall performance?
- ◆ How can we relate this game to the use of specific team roles in the workplace?

Hunter's Game

Preparation

Duplicate the Hunter's Game Worksheet on card stock (one duplicate copy provides a set of game cards for one team of six participants). Cut each set of game cards into separate cards along the dashed lines. *Note:* If the total number of participants is not divisible by six, supplement the game cards with the DECOY cards (the cards at the bottom of the Hunter's Game Worksheet).

Process

1. Distribute one game card to each participant (making sure that players keep their cards concealed from other players). Explain that each of these cards has the name of a particular animal on it that is not to be revealed to other players until later in the activity. Players will participate in a hunt in which each player will hunt for an assigned animal. Without making any sounds, each person must act out the animal shown on his/her card while attempting to find the player acting like the animal that the player is assigned to find.
2. Read the following list of animals that shows what animal each player must find. The list is circular.

ELEPHANT looks for LION
LION looks for WOLF
WOLF looks for DOG
DOG looks for CAT
CAT looks for MOUSE
MOUSE looks for ELEPHANT

3. Explain that some participants may have received DECOY cards, in which case the individual may act like any animal to fool the other players. The decoys try to find one another and stay together. Stress that each participant will be both a hunter and a hunted animal. Each team will be comprised of one set of the six animals named or else will contain all DECOYS. When a participant thinks that his/her animal has been found, s/he taps that player on the shoulder; the hunted animal should then show its card to the hunter. If it is the correct animal, the hunter holds on to the player while continuing to search for that player's prey. In the end, each team should form a circle with the animals holding onto one another.
4. Monitor the activity. When all the teams have formed, lead a discussion with the reassembled group, using the questions below.

Discussion

- ◆ How difficult was it to find your animal through actions only? Why?
- ◆ What role does perception play in an activity such as this?
- ◆ How does nonverbal communication affect the image others have of you?
- ◆ Why is communication, both verbal and nonverbal, so important in the workplace?
- ◆ How can we relate this game to teamwork in general? (players all connected, need for clear communication, common goals, etc.)

Hunter's Game Worksheet

ELEPHANT	LION
WOLF	DOG
CAT	MOUSE
DECOY	DECOY

Locomotion

Preparation

Make a trail by running string or yarn throughout the room for the teams to follow. You should design a course that is sufficiently challenging without presenting dangerous or frustrating maneuvers.

Process

1. Instruct the participants to form teams of six to eight members each. Select one member from each group to act as a team leader.
2. Explain that each team will move as quickly as possible throughout the course that has been designed in the training room. During the game, it is important for each team to "stick together"; in order to do this, players will hold a raw spaghetti noodle between each team member. Players must not let go of the noodles or break them. The entire team must STOP if a noodle breaks. The leader, who should be located at the head of the team, will have twenty extra noodles to replace any broken ones. However, one penalty point is assigned for each piece of broken spaghetti. The leader will be responsible for leaving his or her place in line to replace any broken noodles. The group may proceed on the course only when the leader has returned to the head of the team. Only one team will be allowed on the course at a time. The team that maneuvers through the trail in the least amount of time combined with the lowest number of penalty points is the winner.
3. As each team prepares to traverse the course, hand a spaghetti noodle to each team member to hold as a connection to the person ahead of him or her. In addition, provide the leader with twenty extra noodles to replace broken ones during the activity. Time each team as it walks the course. Record the elapsed time and assign any penalty points for replacing broken noodles. Follow this procedure for each participating team.

Discussion

- ◆ How did individual team members feel during this game?
- ◆ How did the assigned role of the leader affect team performance?
- ◆ If a noodle broke, how was the leader informed?
- ◆ Did the group feel that the team performed as well as they thought they would? Why?
- ◆ What changes could have been made to improve the team's overall performance?
- ◆ In what way does group size affect teamwork in general?

Objectivity

Materials

A familiar object (i.e. pencil, ruler, cup, belt, box); a pencil and a copy of the Objectivity worksheet for each participating team member and a timer.

Preparation

Obtain a familiar object to display. Duplicate one copy of the Objectivity Worksheet for each participating team. (If possible, place a small picture of the designated object on the master sheet prior to duplication.)

Process

1. Instruct participants to form teams of up to six members each. Distribute a pencil and a copy of the Objectivity Worksheet to each team. Each team should select a team leader who will record the group's work.
2. Explain that each team is to brainstorm a list of ways in which a common object can be used. The team with the longest list of workable uses at the end of five minutes will be the winner.
3. Display the object (or describe it) and signal for the activity to begin.
4. Stop the activity after five minutes. Determine the team with the highest number of uses for the object. Using participant feedback, make a composite list of all possible ideas and post them on a flip chart. Count the total number of suggestions on the composite list and compare it with the highest team score.

Discussion

- ◆ Were there suggestions made by others that you had not considered?
- ◆ How does this game relate to teamwork in general?
- ◆ How can we equate this game to brainstorming as a tool for decision making?

Objectivity Worksheet

Object: _____

Ship Ahoy

Preparation

Mark the activity's starting and ending points with masking tape on the floor.

Process

1. Explain that the objective of the activity is for the group as a whole to maneuver a "boat" (a blindfolded person) from one port to another without bumping into the other boats (the remaining group members).
2. Select one individual to become the transport (or lead) boat and place the blindfold on this player. Lead the individual to the starting point.
3. Explain that the lead boat is not allowed to touch any of the other boats while traveling to the other port because each collision will result in extensive damage. Visually indicate the final port (marked by masking tape) to the remaining participants, who are then distributed throughout the area; these group members act as boats in the harbor that will guide the transport boat to its final destination. Explain that as the lead boat approaches, the nearest boat will start beeping like a foghorn to avoid collision. The transport boat (the blindfolded player) then approaches slowly and attempts to maneuver through without bumping into another boat.
4. Signal for the activity to begin and monitor progress.

Discussion

- ◆ How effective were the harbor boats in leading the transport boat?
- ◆ How did the individual representing the transport boat feel about being directed by everyone else?
- ◆ How effective was the communication process (the warning beeps)?
- ◆ What role did group size play in this game?
- ◆ Relate this game to teamwork in general.

Whoops Johnny

While holding your hand up, touch each finger one by one with your pointer finger and say 'johnny'. The 'WOOPS' happens when your finger sort of slides down the slope between the thumb and forefinger. Repeat the same action going back across your fingers to the right. After fold your hands and put them down! See if the next person can do it! (The trick is to fold your hands because a lot of people miss this!)

Two Truths and a Lie

Each person thinks of two things that are true about him/her and one this that is false. As each person tells their truths and lies, other group members should try to guess which statement is false. This is a fun way to learn obscure facts about each other.

Toss a Name

Standing in a circle, pass a ball around and have each person say their name. Then have a person call someone by name and toss the ball to them. When the other catches it they say thank you (and the person's name who threw it) and then call another person to toss the ball to. After the ball has been tossed for a while, start a second ball going at the same time, a third, and finally a fourth.

Team Charades

Divide the group into teams of about 5 or 6. Give each team the name of a machine (vacuum cleaner, washing machine, popcorn popper, blender, toaster, roller coaster, etc.). The teams have 5 minutes to plan how they will act out the machine in order to get the other teams to guess what they are. No sounds or words are allowed and all members of the team must be used in the action.

Clumps

Someone will yell a number and students have to get in groups of that number. The groups will get smaller and smaller. When students do not have groups they will be out.

Around the World

Someone will start and say I am going around the world and I am going to take an airplane. The next person would say I am going around the world and I am going to take a rock. The next person would say the same thing and say an object that started with the next letter to spell around the world.

Picnic

Someone will say I am going on a picnic and I am going to take a kite and a monkey because my name is Kiley Moody. The next person named Emily Bergsieker would say the same thing and say she is going to take an egg and broom. Each person would say that they are going on a picnic and what they are bringing. They have to bring two items. One item has to start with the first letter of their first name and the first letter of their last name.

Open and Close

Someone will begin and say they are "open" the next person will go and say if he/she is open or closed. If you are "open" your arms, legs, fingers, etc. are not crossed. If you are "closed" you would cross your arms, legs, fingers, etc.

Birthday Line

You will line up in birthday order by month and day without talking to anyone else.

Pass The Ball

The Mission: To pass the ball from one person to another in a line using only your feet.

Supplies: One ball per group

Set up: Each person in the group needs to lie on the ground length-wise with their knees comfortably bent and feet flat on the ground. The person ahead must have their head between the person behind's feet. At the end of the line, a ball is put between the feet of the first person. This person grabs the ball with their feet, and passes it over their head to the next person, who grabs the ball with their feet. The game continues, and if the ball is dropped before it gets to the last person, the ball must start over again at the beginning of the line. If they master the larger ball quickly, give them the smaller ball to try.

Boundaries: The students need to be respectful of others abilities. Patience and teamwork is a must in this activity.

Facilitator: Please pick up the dropped ball when it happens so the students do not need to get up from the laying position.

Facilitator Questions:

1. What went well while doing this activity?
2. What challenges did you come across and how did you over come them?
3. What could the group improve on?
4. How well did you work as a team in this activity?
5. Facilitator: What did you notice while facilitating this activity?
Please share your observations with the group.

Pencil Drop

The Mission: While working in partners, get a pencil into a bottle without touching it.

Supplies: A pencil tied in the middle of a long piece of twine. Blindfolds

Set up: Each person in the group must partner up with someone else. Going one pair at a time, each person will tie one end of the twine around his/her waist while his/her partner does the same. They will then work together to maneuver the pencil into the opening on the top of the bottle. Each pair will get to try. If this is easy for any particular pair, blindfold one partner or blindfold both and let a third person give the instructions.

Boundaries: The group watching should not give hints.

Facilitator: Let them partner themselves up, but if you see two “alpha-dogs” struggling together, switch them.

Facilitator Questions:

1. What went well while doing this activity?
2. What challenges did you come across and how did you overcome them?
3. What could the group improve on?
4. How well did you work as a team in this activity?
5. How does this relate to being a CA?

Stretcher Challenge

The Mission: To move someone in a makeshift stretcher through an obstacle course

Supplies: A sheet or tarp.

Set up: Ask for a volunteer from the group. Have that volunteer lie on the tarp/sheet while the others lift them up and carry them through an obstacle course.

Boundaries: Teamwork is a must in this activity. Safety of the person in the stretcher is of utmost importance.

Facilitator: Make the obstacle course difficult without being too difficult. Try to limit dragging the "patient."

Facilitator Questions:

1. What went well while doing this activity?
2. What challenges did you come across and how did you overcome them?
3. What could the group improve on?
4. How well did you work as a team in this activity?
5. How does this relate to being a CA?
6. How did it feel to be the person in the stretcher?
7. Did trust play a role in this activity?

Traffic Jam

The Mission:

A group standing in two separate lines facing each other must change places following a strict set of rules

Boundaries:

- Eight people in the group should stand in one of the nine squares taped out on the ground. No one should be standing in the middle square. Extra people can observe or help the group process the answer.
- The two groups of four must then pass each other under the following rules:
 - A person may move into an empty space in front of them.
 - A person may move around a person who is facing them into an empty space.
 - You CANNOT:
 - Move backwards.
 - Move around someone facing the same way you are.
 - Make any move which involves two people moving at once.

Facilitator:

- You have the answer key. If they can't figure it out by the end, show them.
- Ensure participants are following the rules

Supplies:

- None needed. Area will already be taped off.

Facilitation Questions:

- How well did your group work together?
- What challenges did you have and how did you overcome them?
- How does this represent what you will do in your jobs?
- Facilitator: Share any observations that you made.

Electric Fence

The Mission: To get your entire group over an “electrified fence” without anyone being electrocuted.

Supplies: Bungee cord or rope long enough to stretch between two trees or posts.

Set up:

1. Tie or hold the rope at crotch height (average height)

Boundaries:

1. The group must travel en masse. i.e. there must be constant contact with the rest of the group, everyone must be touching at least one other person. If at anytime this breaks, the group must start over again.
2. The electric force extends from the rope to the ground and cannot be penetrated (i.e. they cannot go under the rope)
3. If anyone touches the rope, they must start over.
4. No one can be launched (SAFETY!!!!)
5. No objects (natural or man made) can be used to assist accomplishing the task.

Facilitator:

1. Explain the rules.
2. Teach them how to spot (bumpers up!!)
3. Do not let people be “steps” too long, meaning people are using them as platforms to get over the rope.
4. participate in spotting people
5. Alternative: If the group admits to touching the rope within 5 seconds without you saying anything, they can send one person back instead of the whole group. This can cause a discussion on integrity.

Facilitator Questions:

1. What happened during the process? What worked? What hindered or helped the process?
2. What were the challenges of this process?
3. What assisted the group in this process?
4. How did you react when someone was sent back over the rope? When someone touched the rope?
5. Talk about the communication of the group.
6. Did you change your approach at any time? How? Why?
7. Talk about the leadership displayed.

Magic Boots

The Mission: To use problem-solving skills to get across an area.

Supplies: Boundary markers

Set up: Mark off an area on the ground at least ten feet long. Tell the group that between the two boundary markings is radioactive quicksand and that the only way to get across is to use the invisible magic boots. They must get everyone across the area safely.

Boundaries: 1. Only one person may be on the quicksand at one time (since there is only one pair of boots). 2. Two people cannot share the boots and walk together. 3. The boots must be worn together, ie you cannot have one person wear one boot and one person wear another. 3. Each person may walk across the area only once (in either direction) because the boots will only work once per person. 4. The boots must be handed off **ONLY** in the following manner: Touch the feet of the person receiving the boots and say "I give you the magic boots."

Facilitator: They will have to carry each other to accomplish this task, but let them figure that out on their own.

Facilitator Questions:

1. Did this task seem easy or impossible when you started?
2. What went well while doing this activity?
3. What challenges did you come across and how did you overcome them?
4. What could the group improve on?
5. How well did you work as a team in this activity?
6. How does this relate to being a CA?

Lily Pad

The Mission: To jump the lily pads in order in the fastest possible time.

Supplies: a rope to create a pond area, paper plates/ paper/ gym mats numbered 1-30 to be the lily pads,

Set up:

1. Use the rope to create a pond area; this should be a large circle.
2. Within the pond, put down all the numbered lily pads except one (don't make it obvious)
3. Pads should be in random order and at least one step inside the circle.

Boundaries:

1. The lily pads must be jumped in numerical order in the fastest possible time.
2. Instructions will be incomplete so any questions can be asked at any time.

Facilitator:

1. You are to give them incomplete instructions and change the rules each time. This is supposed to frustrate them!
2. You should be timing their attempts.
3. The change in the rules can go like this:
 - a. They cannot touch the pond, only the pads.
 - b. There is no # ____ (your choice). The group forgot to ask for it.
 - c. The group must start and end behind the rope.
 - d. All planning must take place outside the rope.
 - e. Tell them one person (your choice) must always be last.
 - f. They must get off the pads in reverse order.
 - g. No one inside the pond may speak.
 - h. No one outside the pond may speak.
 - i. Anything else you can think of them to frustrate them.
4. After you are done changing the rules, allow them to get a fast time unhindered.

Facilitator Questions:

1. Talk about the planning process.
2. What were the challenges?
3. How did your communication help/hinder the process?
4. How did you feel when the rules kept changing? How did you respond?
5. Relate this process to your staffs.

Bomb Squad

The Mission:

The object is to lift a long pipe with a ball in it and deposit the ball into another area with everyone helping.

Boundaries:

- A long pipe with a ball in it is placed on the ground. The ball in the pipe is a bomb. If the bomb falls out of the pipe, or touches any person, it will explode.
- The group must determine a way to move the pipe and deposit the bomb into a safe area (marked by tape).
- All members of the team must help carry the pipe
- No one is allowed to sit on the pipe while it is being carried

Facilitator:

- If the ball comes out or touches someone, the group must start over.
- It will be common for a team to place a hand over the end of the pipe to keep the ball in. This is not allowed because it will be difficult to tell whether the ball hit their hand or not.

Supplies:

- A long PVC pipe
- A golfball

Facilitation Questions:

- How well did your group work together?
- Did having more people make this easier or more difficult? Why?
- How does this represent what you will do in your jobs?
- Facilitator: Share any observations that you made.

Spider Web

The Mission:

The object is to get the entire staff through the spider web without touching it.

Boundaries:

- Each CA stands on one side of the spider web and needs to pass through the spider web to the other side without touching the web itself.
- Once a staff member passes through an open hole, that hole is closed. No one else can pass through it.
- If any person touches the web, everyone must return to the original side of the web and the group starts over.
- No one may go over or around the web.

Facilitator:

- Watch for safety. Each staff member must be supported (especially at the head and shoulders when being passed through the web).
- CA's may pass through the openings between the ground and the web or the trees and web, but do not volunteer this information unless they ask.

Supplies:

- Spider web will be preset when you get there.

Facilitation Questions:

- How well did your group work together?
- What challenges did you have and how did you overcome them?
- How does this represent what you will do in your jobs?
- Facilitator: Share any observations that you made.

Shoe Tie You Bother Me

The Mission: To work together as a team to get everyone's shoes untied and off without using hands.

Supplies: None needed.

Set up: Have the group lie in a circle with their feet in the middle. On the word "GO," the members of the group need to work together to get their shoes UNTIED and off as quickly as possible. No hands allowed

Boundaries: Teamwork is a must in this activity. If you catch someone cheating, make everyone get their shoes back on and start over.

Facilitator: If anyone is wearing a dress or skirt, they do not have to participate unless they really want to. Ask before you start if anyone has their shoelaces double-knotted. If so, let them untie them to a single knot.

Facilitator Questions:

1. What went well while doing this activity?
2. What challenges did you come across and how did you overcome them?
3. What could the group improve on?
4. How well did you work as a team in this activity?
5. How does this relate to being a CA?
6. How did it feel to have to rely on someone else to accomplish your task?

Move the Water

The Mission: To move one cup of water and pour it into a second cup using only the materials provided

Supplies: Two cups, one with water in it, a bag with supplies.

Set up: The group is asked to pour the water in one cup into another cup without touching either cup. They are given a bag of supplies that they can use. In this bag are rubber bands, tape, string, scissors and some cardboard.

Boundaries: Teamwork is a must in this activity. No touching either cup.

Facilitator: Encourage the group to plan ahead before doing anything. If they spill their water, refill it.

Facilitator Questions:

1. What went well while doing this activity?
2. What challenges did you come across and how did you overcome them?
3. What could the group improve on?
4. How well did you work as a team in this activity?
5. How does this relate to being a CA?
6. How did the brainstorming process go?

Central Safari

To help you navigate the jungle of University of Central Missouri, we challenge you to go on a photo safari using the clues listed below.

- ◆ For many of you, this may have been your first stop on campus as a high school student or visitor. _____
- ◆ Many of you may tell your parents this is where you are on a Friday night. Others may use this as their place to research when you can't find all of your resources on the Internet.

- ◆ You can go here to get a printout of past and current classes you have "registered" for.

- ◆ To get involved in "activities" on "campus" through student organizations, intramurals, volunteer opportunities, club sports, SPOTLIGHT, and leadership activities, you would visit this office. _____
- ◆ Though you may have 4 -5 years before graduation, it is never too early to think about your "career." To find out "services" available to you, you would go to this office.

- ◆ This "lab" does not have test tubes and Bunsen burners, but computers, dictionaries, thesauruses to help you "write" outstanding papers. _____
- ◆ To take a break in the day when you are feeling "bowled" over, don't be "pinned" down to your room, go have some fun here. _____
- ◆ To "engage" about diversity issues and the "community" around you, you would stop by this office. _____
- ◆ This person "advocates" for all students on "campus." He is always there to meet and greet everyone! _____
- ◆ When "finances" are the focus and you need some "aid" to assist you, this would be the place. _____
- ◆ If you need more info about your "home" away from home you need to visit this office.

- ◆ If you like to dabble in "art" you will want to visit this place! _____
- ◆
- ◆ When things just don't "add" up, take a trip to this lab. _____
- ◆ Catch the Central Spirit and photograph some of your favorite places!!!!

Please return your cameras to Union 217 when your Central Safari is complete. Happy Hunting!!!!

Find Someone Who...

1. Has read a book just for fun in the last two weeks. _____
2. Has been camping recently. _____
3. Loves to go horseback riding. _____
4. Has an unconventional hobby or past time. _____
5. Learned a new leisure skill in the past two weeks. _____
6. Is a ski buff. _____
7. Never has time for leisure. _____
8. Is a risk taker in leisure. _____
9. Has taken or is now taking karate lessons. _____
10. Is passive in their leisure. _____
11. Rarely leaves the house after work or school. _____
12. Watches TV alot. _____
13. Always wanted to try sky diving. _____
14. Loves to watch sunsets. _____
15. Prefers to be with others in leisure. _____
16. Prefers to be alone during leisure. _____
17. Is always active during leisure. _____
18. Finds their leisure satisfying and meaningful. _____
19. Finds their leisure limited and sometimes boring. _____
20. Always wanted to get a pilot's license. _____

Icebreakers

Whether your group is just getting to know each other or needs to be energized, icebreakers are a great tool. Some people think icebreakers are hokey, there's really nothing like them in getting a team to open up to one another, share what's important, wake up and feel confident about the road ahead.

Here are five icebreakers you can use with your group:

Shoe Factory - Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes and put them in the center. From the pile, ask everyone to choose two different shoes, other than their own. Wearing the shoes, the group then needs to successfully match shoes and pair them by standing next to the matching shoe, resulting in a tangled mess – and lots of laughs!

Slaps - Play begins by having each participant lie on their stomach in a circle with their hands facing the middle of the circle. Every participant's right arm goes underneath the left arm of the person to their right. One person will start by slapping the ground once with one hand. The person whose hand is to the right will do the same and so on around the circle. If someone decides to slap the group twice, the direction reverses. If a hand messes up, that hand is removed from the game. Once a player has removed both of his hands, he is out.

Wanna Buy a Duck? - Participants sit in a circle. One person starts by turning to the person to her right and saying, "Do you wanna buy a duck?" That person says, "A what?" The first person says, "A duck." The second person asks, "Does it quack?" The first person answers, "Of course it quacks!" The second person then starts the conversation over with the person to her right. There is a catch, however! The person says, "Do you wanna buy a duck?" The next person says, "A what?" The second person in line then turns and says, "A what?" to the first person. The first person responds by saying, "A duck." The second person says, "A duck," to the third person. The third person then says, "Does it quack?" The second person turns and repeats to the first person the same question. The first person answers and the game continues in the same fashion until the entire group is involved in the conversation. The faster it goes, the funnier it gets!

Sing Down - Groups are created of three to ten people. Assign each group the same word (i.e. love, boy, dance, etc.) and give the teams one minute to think of as many songs as they can with that word in it. They may not write them down. After one minute, start your "sing down." One team begins by singing a part of a song with that word in it. All team members must sing it (or at least dance if they don't know the lyrics). The other team then responds. No songs may be repeated. The group which sings the most songs, wins.

The Question Go-Round - Sitting in a circle tell everyone for the next 5 minutes they must speak only in questions. Begin by posing a question to the person on your left such as "Do you understand why helium makes your voice funny?" That person must then turn to the person on his left and ask another related question such as "Is helium considered a drug?" The questions may become absurd!

5 Minutes or Less Icebreakers and Energizers

Need a quick energy booster to get the group moving, laughing, talking or thinking. Here are five quick and easy recipes for ENERGY that take 5 minutes or less!

- **Bubble Balooza.** Give everyone a piece of bubble gum. Have them blow the biggest bubble they can. Have the group vote on the biggest bubble and reward the winner with a pack of gum!

- **Last Word.** This activity is sure to exercise some brains. Standing in a circle, have one person approach another and state a random sentence (i.e. "I love going to the zoo.") That person then goes up to another person in the group and states a sentence that starts with the last word from the previous sentence. (i.e. *Zoo* life is wild and crazy.)
- **Word Scrabble.** Select a word or phrase like "Leadership" or "Student Government" Ask students to write down as many words they can make out of the original word (i.e.: Leadership = lead, leader, ship, lip, lips, pile, etc.).
- **Uses for a...** Get their creative juices flowing! Pick an item, any item... a milk jug, a T-shirt, a koosh ball, or a coffee mug. Break the group into pairs. In 4 minutes have each group come up with as many uses for their object as they can. Have a contest for various awards like: The Most Innovative, The Most Outrageous, The Most Obvious, etc.

Two Truths and a Lie

Each person thinks of two things that are true about him/her and one this that is false. As each person tells their truths and lies, other group members should try to guess which statement is false. This is a fun way to learn obscure facts about each other.

20 Questions

The facilitator sets up the program by writing 20 different questions on 20 small pieces of paper. There are three categories of questions--low, medium, and high risk which should be separated into three different sacks or bowls. Allow participants to pick a question from the bowl of his/her choice and then answer the question. Continue until all the questions are gone.

Shoe Game

Have people take off one shoe and throw it into a pile in the middle of a circle. Then instruct people to pick a shoe from the pile (other than their own) and match it with its owner. Once they find the owner, have the pair get to know each other. This can be repeated over and over until everyone has met each other.

Toss a Name

Standing in a circle, pass a ball around and have each person say their name. Then have a person call someone by name and toss the ball to them. When the other catches it they say thank you (and the person's name who threw it) and then call another person to toss the ball to. After the ball has been tossed for a while, start a second ball going at the same time, a third, and finally a fourth.

Solemn and Silent

The facilitator explains that this exercise takes self control. Members pair up back to back. On the count of three everyone must face their partner, look each other in the eyes and try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed.

Team Charades

Divide the group into teams of about 5 or 6. Give each team the name of a machine (vacuum cleaner, washing machine, popcorn popper, blender, toaster, roller coaster, etc.). The teams have 5 minutes to plan how they will act out the machine in order to get the other teams to guess what they are. No sounds or words are allowed and all members of the team must be used in the action.

Advertisements

Give everyone a piece of paper and ask them to make advertisements which describe themselves. You may provide materials such as markers, crayons, glue, old magazines, etc. Allow about 10 minutes. When everyone has completed their advertisement have each person introduce him/herself to the rest of the group.

Name Switch

Everyone starts walking around the room. When they meet someone they introduce themselves by saying their name. Then they move on, but now introduce themselves using the name they just heard. At some point ding the bell, and people keep going until they get their own name back. Funny thing is there is always someone missing a name due to a mistake.

The Magic Wand

You have just found a magic wand that allows you to change three work related activities. You can change anything you want. How would you change yourself, your job, your boss, coworkers, an important project, etc.? Have them discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the boss for a month. This activity helps them to learn about others' desires and frustrations.

The Interview

Break the group into two-person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

Who Done That?

Prior to the meeting, make a list of about 25 items relating to work and home life. For example, a list for a group of trainers might have some of the following:

- Developed a computer training course
- Has delivered coaching classes
- Is a mother
- Knows what ADDIE means and can readily discuss it
- Enjoys hiking
- Has performed process improvement
- Served in the Armed Forces
- Is a task analysis expert
-

Ensure there is plenty of space below each item (3 or 4 lines) and then make enough copies for each person.

Give each person a copy of the list and have them find someone who can sign one of the lines. Also, have them put their job title and phone number next to their names. Allow about 30 minutes for the activity. Give prizes for the first one completed, most names (you can have more than one name next to an item), last one completed, etc. This activity provides participants with a list of special project coaches and helps them to learn about each other.

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 ..."

Say cheese, please

As each participant arrives, take their picture with a Polaroid type camera and hang their photo on a piece of easel paper in the entrance area of the meeting room in groups of two or three photos (depending on size of meeting - you may have only 2 per group or more if the group is large). Use your creativity and decorate the easel paper to extend a Warm Welcome and set the tone of the meeting. Once all participants have arrived, ask them to find their partner(s) from the photo display on the easel and spend about 5 - 10 minutes getting to know the person(s). Then have them introduce their partner(s) to the rest of the group and share something they discovered they have in common.

The ADDIE Game (Analysis, Design, Development, Implement, Evaluate)

Make up a reasonable problem scenario for your organization where people need to get introduced, e.g. *"The manufacturing department is bringing in 20 temporaries to help with the peak season. They want us to build a short activity that will allow the permanent employees to meet and introduce themselves to the temporaries."*

Break the group into small teams. Have them to discuss and create a solution:

- Analyze the problem - Is it a training problem? If they decide that it is not a training problem, then remind them that most problems can be solved by following an ADDIE type approach.
- Perform a short task analysis - How do people get to know each other?
- Design the activity - Develop objectives, sequence.
- Develop the activity - Outline how they will perform the activity and trial it.
- Implement - Have each small team in turn, introduce themselves in front of the group using the activity they created.
- Evaluate - Give prizes to the most original, funniest, etc. by having the group vote.

This activity allows them to learn about each other's problem solving styles and instructional development methods, it also introduces the members to each other. This method can also be used to introduce the ADDIE method to new trainers. Time - about 60 minutes.

Famous people/cities

As each participant arrives, tape a 3 x 5 index card on their back with the name of a famous person or city. They must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the person or city on their index card. EXAMPLES: Paris, Madonna, Santa Claus, John Wayne, Casablanca

Favorite animal

As the guests arrive, and before you write their names on a name card, ask them to tell you their favorite animal and three adjectives to describe the animal. As they tell you, write the three adjectives on a name tag BEFORE their name (omit the name of the animal). Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality. EXAMPLES: Loyal, cuddly, playful Dan

Birthday Partner

Have participants mingle in the group and identify the person whose birthdate (not year - just month and date) is closest to their own. Find out two things they have in common.

Paper Bag Fashion Show

-Group size should be 4 to 5 people per group. Each group will need a paper bag filled with stuff (roll of toilet paper, construction paper, markers, scissors, miscellaneous stuff, and an index card). The task is to create a garment on someone in the group using all the materials except the card in 10 to 15 minutes. Then the group will write a description of the garment on the card which will be given to the fashion show commentator. Everyone but the models will become the audience and the fashion show begins. The commentator reads the descriptions as the fashions are modeled. This can be adapted to fit a topic, such as make a garment that a great leader might wear, and so forth.

Rock - Paper - Scissors Chain game:

The game begins as a free for all rock, paper, and scissors game. Participants find someone to challenge at rock, paper, scissors and they introduce themselves to each other. After introductions the duel begins (you can play the best of three if you would like). Whoever loses must join the winner's team. This is done by standing behind the winner (or the last person in the winner's chain) and placing your hands on that person's shoulders. The winner of the duel then searches for his or her next match. The game continues until all participants are part of one person's chain. Very fun and simple!

"Mingle, Mingle"

Begin this activity by instructing the group to walk around the room and mix, and mingle with each other. While "mingling", instruct the group to be chanting "mingle, mingle". The facilitator then shouts out a number (i.e. "3"). As quickly as they can, the group must separate themselves into groups consistent with the number shouted by the facilitator (in this case 3). Any group members, who are not in a group, are out of the game.

Personal Bingo

The host will need to do a little homework before the meeting to find out a few tidbits about each participant (favorite hobbies, books, vacation spots, number of children, favorite foods, etc). Prepare a bingo card (duplicate the card for all attendees to have the same one) with one tid-bit for each square, and instruct the participants to mingle with the group to identify the person for each square. As the information is uncovered, they ask the participant to sign their corresponding square. Keep moving among the guests until all squares are filled. Rules: only open-ended questions may be used. First person who fills card wins a prize. (See example on next page.)

PERSONALITY BINGO

Name: _____

What is the name of the last movie you saw? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite kind of candy bar? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite thing to do in your free time? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What did you eat for breakfast this morning? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite animal? _____ YOUR ANSWER _____ NEW FRIEND'S NAME
What is your favorite food? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	Where is your favorite vacation spot? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	How many brothers and sisters do you have? (Don't count yourself) _____ YOUR ANSWER _____ NEW FRIEND'S NAME	How did you get to campus today? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What time did you go to bed last night? _____ YOUR ANSWER _____ NEW FRIEND'S NAME
What's one thing you'd put on your "bucket list". _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite month? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	<p style="text-align: center;"><u>Objective</u></p> <p>1) Answer each question. 2) Find someone who has the same answer you have and have them write their name on the designated line. 3) Get as many different names as you can.</p> <p style="text-align: center;"><u>Rules</u></p> <p>1) You must ask questions to find similarities and not simply show them your card. 2) Each person may only sign your card once.</p>	If you had three wishes what would your first wish be? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite TV show? _____ YOUR ANSWER _____ NEW FRIEND'S NAME
What month is your birthday? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	Who is your favorite actor? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite color? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	Who is your favorite actress? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite restaurant? _____ YOUR ANSWER _____ NEW FRIEND'S NAME
What is your favorite sport? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	Name one superhero power you'd like to have? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your favorite subject in school? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	What is your shoe size? _____ YOUR ANSWER _____ NEW FRIEND'S NAME	Who's your favorite band? _____ YOUR ANSWER _____ NEW FRIEND'S NAME

Captain's Coming! (Ships and Sailors)

Objectives: [Icebreakers/Warmups](#)

Group Size: [Large](#)

Materials/Set Up: None

Directions:

Assign one person to be the "Captain." The role of the Captain is call out the actions and dismiss the players who don't do the actions quick enough or who break from character. Once the captain calls an action, each player has 3-4 seconds to start performing the action. If they don't find a group fast enough or perform the right action, they are out of the game.

Here is an explanation of each of the actions...

Captain's Coming!: Everyone stands at "attention" (in a salute), and they can't move from this position until the caller says, "At Ease!" If they laugh or break from the attention, they are dismissed.

To the ship!: Players run to the right.

To the shore!: Players run to the left.

(for an added bonus be sure to point the right direction the first few times and then begin to point the opposite occasionally. You will be surprised how many go the way you point instead of the right direction)

Man Overboard!: One person drops to one knee the other stands behind them, puts a hand on their shoulder. Both scan the ocean for the overboard man

Crow's Nest!: Three players stand backs to each other and lock arms at the elbows to form the crow's nest.

Mess Table!: Four players squat in a circle like sitting at table and pretend to eat like they haven't eaten in days. Tell them to make really loud eating sounds like "YUM YUM YUM YUM YUM!"

Walk the Plank!: Five people stand in a single file row hands on the shoulders of person in front of them

Mermaid!: each player individually thrust out right hip, places right hand on that hip, takes left hand and makes a big exaggerated wave and yells out "howdy sailor!" (this one is basically for your own entertainment as it looks hilarious and it gets the participants laughing)

Alternatives

Another version of this is called [Ships and Sailors](#). The rules are mostly the same except it often uses some different group names:

Captain's Coming!: the same as above.

Man Overboard: 2 players. One person gets down on one knee and the other puts a hand on their shoulder and pretends to search for someone.

Bunk Beds: 2 players. One person lies back down on the ground and holds up their arms. Second person puts their head by the other person's feet and uses their hands to support themselves. The first person grabs their legs and holds them up.

3 men rowing: 3 players. Get in a line and pretend to row a boat while singing "row row row your boat".

4 men pointing north: 4 players. All get into a circle and point up.

5 men eating: 5 players. Get in a circle and pretend to eat.

Sea Sick: 1 player. Pretend to throw up.

Beached Whale: 1 player. Lays on the ground while acting like a beached whale and making weird sounds.

Ships: Run to the left.

Sailors: Run to the right.

Hit the deck- fall to the floor on your stomach

Giants, Wizards, and Elves

Summary: An icebreaker / action oriented game good for medium and large sized groups. Similar to a game of rock, paper, scissors, two teams face off and decide to become either “giants,” “wizards,” or “elves.” Giants defeat elves, elves defeat wizards, and wizards defeat giants.

Ages: 10 and up. Recommended # of People: 20 and up (large groups work fine too!). Messiness factor: Might break a small sweat! Materials Required: None. Recommended Setting: Indoors or Outdoors.

Giants, Wizards, & Elves

Giants, Wizards, and Elves is a fun, silly icebreaker game that is a good way to break the ice at meetings or in classrooms. It’s a simple game based on the classic game of rock, paper, scissors.

Setup

Teach everyone how to become three characters: the giant, the wizard, and the elf. Each character features hand motions and a noise.

- For the giant, each person stands on their tippy toes, lifts up their arms, and makes an angry growling noise: “Rooooar!”
- For the wizard, each person crouches a little bit, flutters their fingers as though they are casting a spell, and they shout: “Expelliarmus!”
- For the elf, each person gets down very low on their knees, cups their hands around their ears, and makes a high pitched elf noise: “Eeeeeee!”

Practice each motion together a few times. Divide everyone into two teams and have them separate into opposite sides of the room. The game involves several rounds. For each round, the following takes place:

1. Each team forms a huddle and decides to become a giant, wizard, or elf.
2. Both teams then line up and face each other, about 5 feet apart.
3. The facilitator says “3..2..1..Go!”
4. Each team acts out the giant, wizard, or elf (whatever they decided to become).
5. As soon as they act out their character, the winner tries to grab the loser and pulls as many people over to their side as they can. The loser tries to run away, back to their side, in order to be safe. The winner of each round is determined by the following. The giant defeats the elf because giants “squash” elves.

Elves defeat wizards by chewing at their legs.

The wizard defeats the giant by “zapping” them with a magic spell.

Identical characters are a draw (no one wins). This process keeps repeating for multiple rounds until one team is entirely consumed (or when time runs out.)

Stranded on a Island

Summary: A teambuilding activity that asks people to identify what object they would bring if they were to be stranded on a deserted island. Each person discusses why they brought the object. Within groups, people decide how to improve their chances of survival by combining various objects.

Ages: 12 and up.

Recommended number of people: Groups of 5 to 10.

Messiness factor: No sweat. Materials required: Paper and pen, if desired. Recommended setting: Indoors.

Stranded on a Island

Stranded on an Island is a useful team building activity to help people get to know each other better. Form groups of about five to ten people and give the following instructions: "Unfortunately, you will be relocated and stranded on a deserted island for an indefinite amount of time. You may only bring one item to the island, and you only have a few minutes notice. What will you bring? Share with your group your object, why you chose it, and what you plan to do with it." Have each person briefly share their item, why it is important to them, and what they plan to do with it. After everyone has shared, instruct the groups to figure out how they can improve their chances of survival by combining the items in creative ways. Allow ten to fifteen minutes of brainstorming time, and then have each group present their ideas. Give a prize to the winner (most creative group) if desired. (Contributed by Jeff T.) Thanks Jeff!

Learning Activity:- "Marooned..."

- Unfortunately, you are stranded on an island and you are allowed to carry only one item with you. What is the one item that you would like to carry? What would you like to do with that item (how would you put it to use?) Remember, each person is allowed to carry only **ONE** item. Describe your item in detail.
- Now, share the item you chose with your group members. And together with your group members decide on a total of ____ items. The final decision is completely based on the consent and discretion of the group leaders. Only they have the authority to decide the items that need to be included. Although, the group members may give their suggestions and opinions.

Suits Ice Breaker!

This ice breaker is easy and only requires a deck of cards to do. This ice breaker is designed to help people get to know each other better, feel comfortable with each other, and break individuals out of their shells.

Instructions: Deal out the deck of cards evenly to however many people are involved in the ice breaker. It's okay if it doesn't divide exactly evenly. Have each person look at the cards dealt to him/her. Then, in a circle, go around and tell everyone else whatever corresponds with your cards picked according to the list below:

- **Hearts = things about yourself**
- **Diamonds = achievements you are proud of/memorable moments**
- **Clubs = activities/clubs you are involved in**
- **Spades = things you would like to accomplish in the future**

This gets the people involved talking with each other and finding similarities with other people and is a great way to get to know people.

52 Card Shuffle

This activity helps a large group of people mingle and meet new people. Each person receives a card from a normal deck of cards. If the group is more than 54 people, add as many decks of cards as needed.

TO LEAD ACTIVITY:

1. Have all group members stand in an open area, holding their cards.
2. Instruct the group to move into a variety of configurations or groups and introduce themselves to the new person or group of people. Ideas for configurations: Cards with the Same Number, Suits, Same Color, Straight, Full House, etc.

Spaghetti Tower

Supplies needed:

- Spaghetti (uncooked)
- Marshmallows
- Paper plate
- Prize or reward (optional)

Create teams of students. The size of the groups depends on how you plan to process the activity (see below). Give each group some marshmallows and spaghetti. The goal of the exercise is to build the tallest tower possible out of the spaghetti and marshmallows. Allow the students 15-20 minutes to accomplish this. The team that has the highest tower wins a prize. We gave the group a bag of Twizzlers.

This activity can be processed in at least three ways.

SELF-AWARENESS: Groups should be comprised of 9-12 students. Because of the large number of students in each group, the crowdedness tends to activate students' unconscious scripts. Thus, this activity makes for a great self-awareness activity, helping students learn about ingrained patterns that support or sabotage their success. [Click here](#) for effective questions for debriefing a self-awareness activity.

TEAM-BUILDING: The Spaghetti Tower could also be used as team-building exercise; in this case, you will probably want to make the groups smaller, perhaps 4-8 students per group. Afterwards, you could have students explore questions such as 1) how well did your team work together, 2) who most helped the group pursue its goal, 3) what role did you play in the group, and 4) what would you do differently if given a second chance at this activity?

ICE-BREAKER: As an ice-breaker, the directions are revised to read: "Each group is to build a model representing what it takes to be successful in college (or in this course)." After building, each group has 3-5 minutes to explain its model, expressing what the group members believe leads to success in college (or in this course). Record qualities on the blackboard and discuss patterns afterwards. Group size should be 4-6 students, taking into considering the number of groups and the resulting time it will take for them to report on their models.

Flower Power: Team Builder

Materials:

- One flower petal for each participant
- One flower middle for each group
- Markers or writing utensils
- Tape

Process:

- Give each participant a flower petal and instruct them to write on their petal prearranged topics or categories. Cater the topics/categories to your specific group. For example: have them write two positive qualities you bring to your team or group, 3 words that describe your personal character, what you think is the most important leadership attribute, and one thing you would change or improve about yourself.
- Once everyone is done with their individual petals, come together as a group. The group will be responsible to respond to the topics designed for the center of their flower and collaborate and agree on the responses that are listed here. Once again the topics and categories utilized for the center of the flower should cater to your group or event. For example: 3 most important leadership attributes, 3 key words that define your group, come up with one strategy to help you work together, and Identify one potential pitfall for your group. Remember that these responses need to be agreed upon by the whole group.
- Once the middle is complete, each individual team member will share what they wrote on their flower petal and add it the flower. As flower petals are added the group will probably see similarities and congruencies between individual values, attributes, etc and team values, attributes, etc.

Debrief:

- Talk about the difference of each team member. Why are those differences important? How can those differences help your group?
- Talk about the similarities of team members. Why are these similarities important? How can these similarities help the group?
- Talk about how every petal on the flower helps complete the whole flower and relate that to how each team member helps complete the team.

Circular Madness (Hula Hoop Team Builder)

5-10 people form a circle, putting their hands out in front of them parallel to the floor - index finger extended (as in a kid making a gun). Tell them you will be placing a hula hoop on their fingers and everyone's *index fingers must stay in contact* with the hula hoop. The task is to lower the hula hoop to the floor.

It will inevitably go up immediately with people shouting DOWN!!! The only way this works is if they remain calm and there is no blame. Follow-up questions: What happened? How did the group respond?

Ice Breaker: Do you love your neighbor?

~No Materials needed

~As many people can play, but this game works better with large groups

~DIRECTIONS

1. The group stands in a circle.
2. Everyone in the circle introduces themselves to the people standing next to them.
3. One individual stand in the center of the circle, and ask one person in the group "Do you love your neighbor."
4. The person you ask can give either of two possible responses: 1) They can say, "yes" I love _____ and _____ and then the people on his/her right and left must switch positions. OR 2) They can say "no do not love _____ and _____ but I love everyone who..." has brown hair, is wearing blue, has been water skiing, name starts with K, etc. etc. etc.
5. Everyone who meets the characteristic has to change positions in the circle. When students change positions, their new position must be at least three positions away from their old position in the circle.
6. While people are changing positions the person in the center of the circle tries to grab one of the empty spots in the circle.
7. Whoever is left without a position in the circle gets to repeat the process of asking someone in the circle "Do You Love Your Neighbor?"

Variation: Chairs may be used instead of standing. You will need one less chair than number of participants.

"Move Your Butt!" (Similar to Do You Love Your Neighbor)

This icebreaker is a fun and active activity that helps everyone participating learn the "little things" that we all share in common. To begin this activity, have everyone grab a chair and form a circle. (If you lack chairs, having everyone form a circle, take off their shoes and place them in front of them is a good substitute). Have everyone facing towards each other with a good amount of running room in the middle of the circle. Remove one chair (or shoe) so that someone is left without a place to stand. That person then moves to the center of the circle. The middle person starts this activity by saying "Move your butt if you _____". The blank is filled with something that is true about the person standing in the middle (i.e. "Move your butt if you like the Red

Sox" or "Move your butt if you think that George Bush is funny looking!"). It's best to start off with easy things. However, working your way up to the crazy things that make each of us who we are makes the game that much more interesting. Anyone in the circle who possesses that particular characteristic, interest, hobby, etc. that is said by the person in the middle has to run to a new chair (or shoe). (**Very important - they can't jump to the chair next to them. They must find a new chair somewhere else in the circle.**) Ultimately, there will be one person left in the circle who then has to repeat the process all over again. (i.e. "Move your butt if you can imitate a monkey!") This is a fun icebreaker and can get quite competitive as people are diving for chairs to keep from being left in the middle!

Team Builder: Ball of String (Networking)

~Materials needed

` Ball of String

` Balloon

~Many people can play

~DIRECTIONS

~ The group stands in a circle and one person starts out with the ball of string. The person with the ball of string must talk about themselves for 30 seconds to a minute. After they are done they toss the ball of string to someone else in the group, while holding on one the end of the string. When everyone is through talking, there should be a web of string. Then a facilitator puts a balloon in the middle and they have to keep it from hitting the ground without touching it. Variations: have them move the balloon from one side of the network to the other.

Debrief

Talk about the connections that can be made through association with others. Emphasis how these connections can help the individuals accomplish their goals and objectives (like moving the balloon).

Name Game Challenge

Divide participants get into groups of 8-12 people. Once the individuals are in their groups, each individual will say their name and provide an action of something they like to do. For example: my name is Kevin and I like to golf so I would do a golf swing for my action. Immediately after an individual says their name and performs their action the rest of the group says, "hi _____" as they perform the action. Continuing with the example, my group would say, "Hi Kevin" as they perform a golf swing. This continues until everyone in the group has been introduced, preformed their action, and been said "hi" to by their group.

Once introductions are complete, the completion begins. The facilitator calls two groups to the middle of the room to square off. On the count of three the members of each group will simultaneously say the name and action of each group member in the order they learned them. Once they are done they will sit down. The group to sit down first wins. The losing group returns to their starting spot and the winning team take on the next group in the same completion. This continues until one group remains and they are crowned the victor.

This is a great game to get group members to learn about each other and remember names. The completion factor helps the teams come together as a group.

Categories

The perfect ice-breaker – ideal for mixing people in a fun and nonthreatening manner AT A GLANCE
Your group splits into a variety of smaller groupings, according to a series of categories you announce.

WHAT YOU NEED:

10 – 20 minutes

WHAT TO DO:

Ask your group to separate according to the categories or groupings you are about to announce. For example, if the category is "Color of your pants," everyone wearing blue jeans will group together. Sometimes, individuals may find themselves alone, but in most cases; small groupings of commonality will develop. Upon identifying each of the groups, announce the next split. You can keep splitting folks for as long as they are having fun, or you run out of ideas. For mixing purposes, alternate between two-group splits and multi-group splits. The idea is to invite your group to meet as many new people as possible. To this end, if you have the time and the inclination, as soon as the groups have formed, give the participants a few moments to say hello to one another, or perhaps share something of relevance to the category, e.g., "What was so cool about being the oldest / youngest / in-between child in your family?" Here are just a few sample and fun group categories. There are simply hundreds of them out there, so please, don't hesitate to make up your own, or tempt them from your group.

Simple half-half splits:

- Arm that ends up crossed over the top of the other, when folded on your chest.
- Preference for cooking or cleaning up.
- Leg you put into your pants, shorts, underwear, etc. first when dressing.
- Preference for washing or drying dishes.
- Position of your thumbs, that is left or right on top, when you clasp your hands together so that your fingers interlock.
- Last digit of your home telephone number. All the odd numbers – 1, 3, 5, 7 or 9 – get together, and the even numbers do the same.
- When presented with a 'good news / bad news story,' which do you prefer to hear first?
- Preference for the way toilet paper spills off the roll – like a waterfall, over the top and forward, or against the back towards the wall.
- Number of street you live at – odds and evens.

Simple multi-group splits:

- Month / zodiac sign in which you were born.
- Number of continents you have visited.
- Number of siblings in your family, including yourself.
- Color of your eyes, hair, socks, etc.
- Type of shoes you are wearing (not necessarily their brand).
- Which shoulder(s) you hold a carry-bag – right, left or both shoulders.
- How often you shave each week?
- Distance you have travelled to get here (use clumps of distances, such as 0-5 miles, 5-10 miles, etc.
- Number of items you recycle at home, e.g., plastic, glass, tin, paper, etc.

VARIATION

Use this icebreaker to divide a large group into roughly random and even teams. If you are looking for an even split, and just don't seem to find a category that fits, simply use the old scientific method of

indiscriminately moving a few people (“Hey, you and you, move over here.”) to even out the groupings.