

Activity Handbook

for leadership retreats and workshops!

SAFE RULES

- ◇ Be an active participant
- ◇ Listen and Do Not interrupt when another person is speaking
- ◇ Respect Opinions that differ from your own opinions – You may disagree with an opinion but not the person
- ◇ Be positive with your Comments and Attitude– Negativity is Not the Answer
- ◇ Appropriate Language Only
- ◇ Treat others as you would want to be treated

Icebreakers

ICEBREAKERS

Sources for icebreakers are listed with each ice breaker. Some have been modified to fit the mold of our advisement.

Icebreaker or energizers are activities the trainer uses throughout the course to encourage participant involvement and interaction. These activities may be used at the beginning of each day to bring the group together and begin work on a positive note. They may also be used during the day to recharge the group (e.g., after lunch, after a long presentation). Here are number of warm ups and energizers you can use.

Five Things in Common

Objective: To ease the transition into high school by addressing student's social concerns, by finding out what they have in common with each other.

Materials Needed: A stopwatch/watch

Instructions to Advisor:

- Ask students to circulate around the room.
- When you say "Freeze," they have to turn to the person closest to them.
- Within ninety seconds they are to find five things they both have in common.
- Repeat the activity until everyone has had a chance to "find five things in common" with everyone else in the group. A group of ten will require nine rounds.

Reflection:

- When they have finished, ask the group to form a circle.
- Ask them what they thought of the activity.
- What made it easy?
- What did they learn from repeating the same activity with different people?
- Did anything surprise them?

Chalk Talk

Objective: Students will be able to share thoughts and ideas regarding something of importance in their lives.

Materials Needed: Chalk board and chalk or paper roll on the wall and markers

When to use: If a particularly emotional event occurs, either within the community or in the world at large, this activity helps to allow for communication of thoughts and feelings. Other variations are included in this lesson.

Lesson Instructions:

Should students become extremely emotional, allow for a time-out and notify a counselor and/or administrator for the follow up.

Chalk Talk is a silent way to reflect. You, as the teacher, will determine how the “talk” expands and culminates, based on your input.

- Explain very briefly that Chalk Talk is a silent activity. No one may talk at all; however anyone may add to the chalk talk as they please. You, as the teacher, may comment on students’ ideas by drawing a connecting line between “talk” or writing in comments yourself. You can circle interesting ideas, write questions about a participant’s comment or share your own reflections as methods to expand the “conversation.”
- Write a relevant question on the board. For example, if we had advisories after the Virginia Tech incident, then we could have simply written Virginia Tech on the board.
- Hand chalk to students and allow them to write their thoughts and feelings. Tell students that they are held to standards of good language, and “respectful and appropriate commentary.” Share guidelines with your students about what would be respectful and appropriate commentary.
- Students will continue to write as they feel moved. Long silences should be expected; allow for plenty of wait time.
- Your active participation allows students to expand on thoughts and make the “conversation” interactive as well.

- When it's done, it's done. There doesn't need to be an ensuing conversation.
- If at all possible to do the paper/maker version, that might be best for topics you would like to leave on the wall so that kids can reflect in coming days.

Variations: Chalk Talk does not have to be limited to emotional concepts. You can use it to gain students perspective on topics such as:

- What did you learn today?
- What do you think about social/civic responsibility and schooling?
- How can we keep the noise level down in this room?
- What do you want to tell the administration (or whoever)?
- What do you know about Shakespeare?
- How are decimals used in the world?
- What can schools do to better prepare you for the world?
- What should every freshman know before high school?

Fear in a Hat

Objective: Student will be able to share thoughts and ideas regarding something of importance in their lives. To address students' anxieties and fears.

Materials Needed: Chalkboard and chalk or paper roll on the wall and markers, small sheets of paper or index cards, a basket or hat

Lesson Instructions:

- Give each student a piece of paper or index card and a writing utensil.
- List the following topics on the board: School, Threats (bullying, bomb, terrorism), or War
 - Tell students to choose one of the topics listed to write a question about something they want to know, something they're worried about, or something they are feeling scared about regarding that topic.
 - Once students have finished writing their question or concern, have them fold the paper/index card in half with question on inside. Have them place it in the hat or basket.
- Have students form a circle for discussion purpose.
- Mix the questions up in the basket/hat and then begin by selecting one question at a time to read aloud to the group.
- With each question, allow students the opportunity to respond to it with their thoughts, ideas, and opinions regarding that topic. (Discussion should be mainly that of the students unless it is something that they are unable to answer which needs to be addressed by a teacher or other school personnel. The teacher's role is to facilitate the discussion but not to dictate the entire discussion.)
- Continue the previous steps until all questions are answered. If time runs out and there are still questions that have not been addressed, hold on to the questions to address at a later date as a warm-up or closure. You don't want to ignore or imply that a student's question is unimportant so you want to be sure to address it promptly.

Choosing Sides

Objective: To ease the transition into high school by addressing student's social concerns and helping the student meet new people.

Materials Needed: Use duct tape to draw two parallel lines, about ten to fifteen feet apart on the floor.

Instructions to Advisor: This activity is good for re-energizing the groups after they have completed some serious work. It also provides a playful way to help students get to know each other, and themselves, better.

- Ask the group to stand in the middle of the room in between the two parallel lines.
- Show them the two lines and tell them that you will be saying a pair of words.
- When you say each word in the pair you will point to one of the lines. For example, male (point to one line)/female (point to the other line).
- Each time a pair of words is called out, students should to stand behind the line they "relate to."
- Everyone must choose sides each time a new pair is called out.
- After you call out a pair, wait a moment after everyone has chosen a side to let them look at where they are standing.

Suggested pairs:

Planner/builder	Bold/timid	Paris/Hawaii
Formal/informal	Red/blue	Talk/listen
Spring/fall	Today/tomorrow	Bath/shower
Introvert/extrovert	Spender/saver	Future/past
Optimist/pessimist	Morning/night	Ocean/forest

Reflection:

- Ask them what they thought of the activity.
- What made it easy?
- Did anything surprise them?

Tiny Teach

Objective: To give transitioning freshman the opportunity to learn something from and teach something to someone else.

Materials Needed: None

Instructions to Advisor:

- Divide the group into pairs, or ask them to find someone they do not know yet to be their partner. Be sure to introduce themselves.
- The first person to go is the “teacher,” while his partner is the “learner.”
- The teacher thinks of something they know well that they can teach their partner. It could be a poem, an unusual way to tie shoes, a hand game, a dance step, a rhythm game, how to say a phrase in a foreign language.
- After three to five minutes, ask the partners to switch roles.
- The “learner” then thinks of something to teach his partner.
- When both partners have had a chance to be both a learner and a teacher, gather the group into a circle.

Reflection:

- Ask if anyone would like to show what they have learned.
- Ask the group which role was easier for them?
- What did they like about the exercise?
- What would they want to do differently?

Teambuilding: A “Fan” of Validation

Objective: Students will be able to form a supportive community within the school.

Materials Needed: colored fan template, pencil or pen, “This and That” worksheet

Ice Breaker/warm-up: (5 minutes)

- Have students get into groups of 5.
- Pick one student from each group to be the “outsider” and have the other students join arms to form a circle.
- Explain that the “outsider” has 30 seconds to try to become a part of the circle. This means that they have to join arms, not just get into the middle of it.
- DO NOT SAY FOR THE GROUP TO KEEP THE OUTSIDER OUT!
- Give the “outsider” 30 seconds to try to join the circle.
- Then choose a different student from each group to become the “outsider” and repeat the activity.
- After having completed the activity twice, ask the students who were “outsiders” how they felt during the activity.
- Then ask the groups why they chose to let the “outsider” in or not.
 - Remind the groups that you gave no specific instructions as to whether you were to let the “outsiders” into the circle or not.
- Point out that the next time you are inclined to exclude someone or see someone being excluded for some reason or another, recall what you experienced here today.

Lesson Instructions: (12 minutes)

- Give each student a piece of paper.
- Have students make a fan by folding the paper back and forth into 14 equal sections.
- Have students write their name on the top section and unfold their fan.
- Have students sit in a circle.
- Instruct students to pass their fan to the person on their right. Explain that they are to write something positive about the student whose fan they have. Once they have written their comment, they are to fold the section under so the comment is hidden. Give students 30 seconds to write their comments. Tell them you will say “rotate” when it is time to pass it to the next person to your right. If students run out of space to write comments, have them turn the fan over and write on the back.

- Continue until each fan returns to the student whose name is at the top.
- Permit students time to read the comments written about them.
- Ask students how they felt after reading the comments.
- Explain to students that a lot of times we give compliments behind someone's back and it is not very often that we actually say these things to people's faces. Stress the importance and impact that making positive comments to someone's face can have.

Reflection: (8 minutes)

- Pass out to each student "This and That" worksheet.
- Have students get into pairs and assign each pair a number to respond to on the worksheet. Give students 3 minutes to respond to their statement.
 - An example for question number 1 is as follows:
 - To show respect for each other, we must be ...
 - More -> patient, cooperative, attentive, focused, and considerate
 - Less -> argumentative, rude, critical
- Then have students share their responses.
- Emphasize that the last two days of activities have been focused on teambuilding and how important it is that we all need to work together to achieve success.

Name

Handwriting practice lines consisting of 15 horizontal dashed lines.

Teambuilding: Web of Life

Objective: Students will be able to form a supportive community within the school.

Materials Needed: Ball of yarn, stones or marbles

Ice Breaker/warm-up: "Have You Ever?" (5 minutes)

- Have students form a circle.
- Explain that you will call out a list of questions one by one that may or may not apply to them. If the item does apply to you, then walk into the middle of the circle and give a high 5 to anyone else that has also stepped into the middle of the circle. Then have students rejoin the circle.
- Now begin reading the following list of questions to students: (The advisor can create their own questions if you like.)
 - Do you have both a brother and a sister?
 - Have you ever ridden the County Commuter or taken a taxi?
 - Have you ever broken a bone in your body?
 - Have you ever traveled outside the United States?
 - Can you speak 2 or more languages?
- Have students remain in circle for the next activity.

Lesson Instructions: (16 minutes)

- Explain that the activity they are about to do is meant to help them understand how we depend upon one another and are connected in order to succeed as a group.
- To start, you should hold on to the end of the yarn and follow the steps below:
 - Say the name of the person that you are going to pass/toss the ball of yarn to.
 - Tell that person how you feel connected to him/her or what you appreciate about him/her.
 - Pass/toss the ball of yarn to that person.
- Then that person needs to wrap the yarn around his/her wrist/finger so that he/she stays connected to the person that passed the ball of yarn to them. Next, this person will pass/toss the ball to someone in the group while telling that person how you feel connected to him/her or what you appreciate about him/her.
- Continue to repeat this process until all students have participated and are connected by the yarn. (**Encourage students to pass/toss the ball of yarn to someone who isn't connected. However, if a student is unable to

- comment on one of the remaining students, then ask the group as a whole to offer a comment.)
- Once everyone in the circle is connected, have the group lower the “web of yarn” and lay it on the ground.
 - Say “This web we have just created serves as a visual reminder of the bonds between everyone in our group. “
 - Ask the following questions to the group as a wrap-up of the activity:
 - What did you think of the activity?
 - What was it like to hear someone say something positive about you?
 - Did it make you feel comfortable or uncomfortable?
 - Was it easy or difficult to think of something positive to say about someone else?
 - The advisor should have the Link Crew member collect the yarn.

Reflection: (4 minutes)

- Have all students chose a touchstone (stone or marble) from a jar, bag, etc and sit in a circle.
- Then read the following statements for students:
 - We all came here as individuals, bringing our own personal styles and characteristics. We have each given a part of ourselves to the group. This is what being an individual is all about. We have learned about others and also about ourselves. We all are unique pieces of the puzzle, with our own thoughts, ideas, beliefs, and dreams. We are valuable because of this and what we have to offer to others.
 - No one else is exactly like us. We need to look within ourselves, see who we are and recognize our potential. We have the ability to accomplish whatever we start out to do. Know that we have no limits and only we can make things happen.
 - I want you to take all you have experienced here and keep it with you. These Touchstones represent the experiences we have shared together. Take one, look at it, and remember who you are. Each stone is different - as each of us is our own person. But, they are similar too - each with hopes, desires, and ambitions. Dig deep inside and always have the courage to be yourself. You are a wonderful individual just as you are.
 - Keep this Touchstone and know the power and energy you feel here will always be within you. Do not forfeit your potential to fulfill all you set out to do. Listen to the voice inside you, think about all there is for you to accomplish, and challenge yourself to do it. Go on....the power lies within.

Biographies

Objective: To ease the transition into high school by helping freshmen form supportive relationships among peers.

Materials Needed: Paper and writing implements, white board or chalk board.

Instructions to Advisor:

Gather everyone together and explain the value of getting to know each other and respecting each other's differences. Start by asking the group to give examples of interesting aspects of people's lives (e.g. having lived in other countries, interesting hobbies, unusual skills). Ask students what unusual or interesting things they have done in their lives. Gather a few examples to get them thinking about how people can have lots of different experiences.

Now, ask the students to create a list of questions that they could ask to get to know someone. Write their suggestions on the board. Examples:

- ⌚ Where were you born?
- ⌚ What are your favorite TV shows?
- ⌚ What are your favorite books?
- ⌚ What music do you listen to?
- ⌚ Where have you lived?
- ⌚ Who are the most important people in your life?
- ⌚ Is there something you're really good at?
- ⌚ Have you ever done something you didn't think you do, or survived something you didn't think you could survive?
- ⌚ If you could be any famous person in history, who would you be and why?
- ⌚ If you were writing a book about your life, what would be the title?
- ⌚ What would the second chapter be about?

Ask everyone to find a partner that he or she doesn't know well. Each person will interview the other. Give everyone a pencil and paper so they can take notes if they want to. Tell them they need to pay close attention because they will be introducing their partner to the rest of the group.

Give each person five minutes, then switch. When both people have had a chance to interview each other, reconvene the group. Have each partner introduce his partner, and give the group a chance to ask the interviewer questions about his partner.

Reflection:

Ask students what things they found that they have in common with others in the group. Ask about how they felt to now know some of the things they have in common with others. Ask students what impact they think this will have on their friendships.

Categories

Equipment: None.

Time: 10 minutes

Brief Description

Ask a group to organize themselves into smaller groups, based on different criteria (such as number of siblings, favorite color, etc.).

Categories

- A fun, interactive, introductory get-to-know-you activity for medium to large groups.
- Works best with large groups (min. is ~15).
- Useful for celebrating diversity.
- Particularly useful as an icebreaker, e.g. can be used as an opener for a workshop/conference.
- Ask everyone to stand up and then to walk around; explain that you will announce a category (see [list](#) or use your own) and that participants should then quickly organize themselves into smaller groups, based on the category to which they belong.
- Once everyone is organized into their groups, ask each group to identify itself.
- (Optional) Make a brief comment or ask each group a question.
- Allow participants time to say hello and mingle/chat with each other when the smaller groups are formed.
- Keep things moving by asking participants to walk around before announcing the next category.
- Continue until the group is "warmed up" and ready for the next activity. This will probably be after ~5 topics, depending on the group, purpose, and time available.
- Categories can also be used as a fun, simple way to organize people into smaller groups for other activities.
- For the first category, use one with two options and announce one side of the room for one category and the other side of the room for the other category. This should help participants to get the idea for how the activity works.

List of categories

Two categories

- When you clasp your hands together and fold the thumbs across the top, is your right or left thumb on top?
- Fold your arms across your chest. Is your right or left arm on top?

- Which leg do you put into your pants first?
- Which eye do you prefer to wink with?
- Which side of the bed (left or right) do you get out of in the morning?
- Are you a folder or scruncher (toilet paper)
- Can you roll your tongue? (yes/no)

Three categories

- When licking an ice cream cone...do you:
 - Twirl the cone clockwise
 - Twirl the cone counterclockwise
 - Lick up and down?

Many categories

- What is your favorite season?
- How many siblings do you have?
- What color are your eyes?
- What's your shoe size?
- What type of shoes are you wearing?
- What's your favorite color
- What's your star sign?

Source: Collard, M. (1996). *Categories*. In *No props: Great games with no equipment* (p. 10). Project Adventure Australia: Viewbank, Victoria, Australia.

Human Knot

Human Knot

- a get-to-know-you icebreaker
- involves close physical proximity
- can be used as a name game
- helps a group learn about how to work together
- can also focus on group understanding of communication, leadership, problem solving, teamwork, trust, persistence, etc.

Equipment: None.

Time: ~15-20 minutes

Brief Description: Standing in a circle, group members reach across and shake hands - use hand connecting to a different person.

The group then tries to unravel the "human knot" by unthreading their bodies without letting go of each other people's hands.

Set up & instructions

- Be aware that the activity involves close physical proximity and touch potentially in sensitive places! It can be used as a first activity in an adventurous program with volunteers (e.g., the start of an Outward Bound program). However, if the program is less adventurous, or group members potentially will have significant problems with such proximity, e.g., due to culture, or social or psychological problems, then Human Knot could be introduced later in a program.
- Ideal group size is approximately 10, but it can be done with anywhere from about 7 to 16. Much higher or lower and the task doesn't really work. The more in a group, the more difficult the task, partly because of the complexity, and partly because there is physically less room to move.
- If there are two or more groups doing the task simultaneously, have the groups reasonably spaced out, so they don't feel distracted by a sense of competition.
- Ask participants to form a circle, shoulder-to-shoulder. Encouraging/urging participants to all stand closer can be a subtle way of helping to prepare them for what is about to come.
- Ask participants to each place a hand in the middle of the circle and to grasp another hand.
- To emphasize learning of names and get a bit of fun going, ask participants to introduce themselves to the person they are holding hands with.
- Then ask participants to put their other hand in the middle, grasp a different person's hand, and introduce themselves.
- Don't let participants let go of hands - some will be tempted to think the activity might then be over - but it is only just starting.
- Explain to participants that what you'd like them to do is untangle themselves, without letting go of hands, into a circle.
- There will be a mixture of reactions, often including nervous laughter, fun amusement, excitement, trepidation, strong suspicion that it can't be done, and others who may view the task as a somewhat sadistic or inappropriate joke. Often some group members will have done the task before, but this doesn't really matter, each time the task is unique.
- Participants may change their grip so as to more comfortable, but they are not to unclasp and re-clasp so as to undo the knot.

- If you want name-learning emphasized, then explain that whenever the group is talking to someone, or about someone, that the person's first name must be used. This usually requires supervision and reinforcement by the instructor, but once enforced, is excellent for learning names. It also usually helps the group to work together and find solution, because their communications are more accurate with names involved.
- Stand back and see what happens.
- Be prepared to see little progress for quite some time (up to 10 minutes). However, once the initial unfolding happens, the pace towards the final solution usually seems to quicken.
- However, because each occasion is unique, there are also odd times when a very fast solution falls out - too easy. In such cases, you ask a group to try the task again - it's usually a bit harder second time around. Occasionally, the task seems too hard and participants seem to make almost no progress. Let them struggle for about 10 minutes, then you can offer the group one unclasp and re-clasp - they need to discuss and decide what unclasp-re-clasp would be most useful.
- Most of the time a full circle falls out, but occasionally there are two or even three interlocking circles. So, really the task is to sort the knot out into its simplest structure.

Facilitator notes

- A switched-on facilitator can get a lot of information about participants in a short space of time with this activity. For this reason, the activity is commonly used in group-based selection processes for jobs which involve closely working with others.
- Stay at a moderate distance, allowing the group to handle the activity with feeling like they're being too closely observed; but maintain good hearing contact and be ready to step in to help answer questions or change the direction of the activity quickly when appropriate.
- Slowly wander around the circle, moving in and out as appropriate, e.g., if you want people to use names in every communication, then this needs to be reinforced in a friendly, but firm way, several times.
- It is relatively easy to notice who's talking, who's not, who seems comfortable, who doesn't. Also note that sometimes the natural leaders are not in a good position to lead - do they try to dominate inappropriately or do they sit back appropriately and just do what they can. Sometimes, a new leader emerges from being in an opportune

position in the knot. This can offer this person a significant boost. Also, almost everyone gets a positive sense of having played his or her part. Some people have difficulty enjoying the activity due to their physical discomfort (e.g., obese, very tall, or inflexible people may find the activity particularly awkward).

- It is important to provide appropriate help if the activity proves too difficult. This might be encouragement that it can be done (some groups lack confidence and would give up too early), helping a couple of people communicate to find a solution to part of the knot, etc. Or this might be allowing an unclasp-re-clasp. How much to give is a fine balancing act. The task should be challenging, but especially as an initial activity, it should give the group some initial confidence and momentum in being able to work together to solve problems.
- Often this activity speaks for itself as an icebreaker. However, because it can be quite challenging, and people will often have been pulled in all sorts of directions (literally), be prepared to have at least a short debrief, e.g. by asking "How well did you think the group worked together?" and "What could have been done differently?" or "What do you think you've learned from this activity which can be applied in future activities?"

Source: Collard, M. (1996). *Categories*. In *No props: Great games with no equipment* (p. 10). Project Adventure Australia: Viewbank, Victoria, Australia.

2 Truths & a Lie

Equipment: None.

Time: 15-20 minutes

Brief Description

People write down two truths about themselves and a lie. Then introduce the three "facts" to the rest of the group who tries to guess which one is a lie.

2 Truths & a Lie

- A different kind of get-to-know-you activity which engages and challenges each group member in a fun way
- Particularly useful as an icebreaker, e.g. can be used as an opener for a workshop/conference.
- For large groups (e.g., 30+), it is best to split into smaller group sizes.
- Hand out cards or paper and pens (or if participants bring their own, that's fine)

- Explain that in this activity each person write two truths and a lie about him/herself and then we will try to guess each other's lie. The goal is to: a) convince others that your lie is truth (and that one of your truths is the lie) and b) to correctly guess other people's lies.
- Allow approx. ~5+ minutes for writing 2 truths & a lie - this isn't easy for a lot of people - there will some scribbling out, etc. The slower people will probably need to be urged along to "put anything you can think of" down. Allocate 5-8 minutes, but you will probably need to urge people along.
- Announce that we will now walk around and chat to one another, like a cocktail party, and ask about each other's truths and lies. The goal is to quiz each about each statement to help determine which are the truth and which is the lie, whilst seducing other people into thinking that your own lie is a truth. At the end we will cast our votes and find out the truth.
- Emphasize that people should not reveal their lie, even if it seems others might have guessed.
- Allow min. 10-15 minutes of conversation time.
- Gather together in a circle. Start with one person who reads their three statements aloud (to remind everyone). Then read the statements again, stopping to allow a vote for each one. e.g., "I am Turkish. Who thinks that is a lie? [Vote] I am vegetarian. Who thinks that is a lie? [Vote] I have a metal pin in my right leg. Who thinks that is a lie? [Vote]. OK, my lie was "I am vegetarian."" The facilitator will need to help each person out, especially initially until the basic format is understood. The facilitator may add drama and reinforcement, etc. for correct guesses, tricky statements, etc.

The exercise can be run competitively, e.g., count up how many correct guesses of other people's lies and take away the number of people who correctly guesses your own lie. Highest score wins (honesty counts!).

Source: Collard, M. (1996). Categories. In *No props: Great games with no equipment* (p. 10). Project Adventure Australia: Viewbank, Victoria, Australia.

Have You Ever?

Equipment: None. Can be done indoor or outdoor.

Time: 10-15 minutes

Brief Description

Active, fun group activity to explore and celebrate the rich diversity of people's past experiences. Works well with large groups.

Other Descriptions

Popular activity with many variations. "Have You Ever" is often credited to Karl Rohnke.

Have You Ever?

- This an active, fun way to explore and celebrate the rich diversity of experiences that different people bring to any group. Works best with larger groups.
- The instructor explains that he/she will call out different things that may or may not apply to each person. If the item does apply to you, then run into the middle, jump in the air, and do a high 5 with anyone else who runs in.
- A list of about 20 items should be tailored to the particular group, setting, and program goals, but some suggestions are below. Usually the items are of a "Have You Ever....?" form, but also free to ad lib, e.g., "Does Anyone Have....?"
- Items should be carefully considered in order to prevent embarrassment, ridicule, etc.
- The motivation of participants to participate often needs some amping up. Try to do some other warm-ups first. The rest is down to the leader's skill in demonstrating and encouraging.
- List of Possible "Have Your Ever?" Items:
 1. Have you ever climbed to the highest point in your country of birth?
 2. Have you ever lived overseas for more than 1 year?
 3. Have you ever sung karaoke?
 4. Have you ever been without a shower for more than 2 weeks?
 5. Do you have both a brother and a sister?

6. Have you ever ridden a horse?
7. Have you ever eaten frogs' legs?
8. Can you speak 3 or more languages?
9. Have you ever been in love with someone who was vegetarian?
10. Have you swum in 3 or more different oceans?
11. Have you ever flown an aeroplane?
12. Have you broken 3 or more bones in your body?
13. Have you done volunteer work sometime in the last month?
14. Have you ever free-climbed a tree or rock face more than 10 meters vertically?
15. Have you ever had a close relative who lived to over 100?
16. Have you ever cooked a meal by yourself for more than 20 people?
17. Have you ever kept a budgerigar as a pet?
18. Have you ever been parachuting or done a bungee jump?
19. Can you not click your fingers on your non-dominant hand?
20. Have you ever seen a polar bear?

Variations

- Participants can generate their own questions. Here's one way. People are sitting in a circle. Everyone has a chair (or rope ring or hula hoop) except the person who is IT, standing in the center.
- The person in the middle asks a "Have You Ever" question that is true for him/her self e.g., "have you ever climbed a mountain over 10,000 feet?"
- Anyone whose answer is "yes" gets up and moves to an empty seat. So, if four people get up they try to exchange seats as quickly as possible. The person who asked the question tries to quickly gain a seat, leaving one other person without a seat and they become the new IT.
- In choosing a question, participants can try for questions which reveal something e.g., "have you ever trekked the Great Wall of China?" or ask simple questions like "have you ever fallen off of a bicycle?" for which everyone would get up.

Pileup variation: Anyone can ask a question and if you can answer yes to the question you move one space to your right and sit in that chair. If you cannot answer yes to the question, you stay seated in the chair where you are. This

means somebody may be coming to sit on your lap from the seat to your left. Sometimes you get three and four people sitting in sort of a lap-style game on top of you. Then, when they ask the next question to go one space to the right by answering yes, they peel off one at a time sit down and you end up on top. It creates some very interesting combinations. Physical touching reveals something about people and it breaks the ice so that people can then begin to feel more comfortable talking about and doing other novel things.

Source: Collard, M. (1996). Categories. In *No props: Great games with no equipment* (p. 10). Project Adventure Australia: Viewbank, Victoria, Australia.

Paired Sharing

A great way to get people talking comfortably to people they don't know or to raise the level of engagement within a group that does know each other.

Supplies: None.

Number of people: Works well in small or large groups (12-100).

Directions: Ask participants to stand up, move about the room (don't just turn to the person next to them), and find a partner who they don't know or who they know the least of anyone else in the room. Once everyone is in pairs (if you have an odd number, one group can be a threesome), the facilitator says: "You will have two minutes to discuss the following topic with your partner..."

Ideas for discussion:

- Find three things you and your partner have in common.
- Describe for your partner the first job you ever held.
- What would you do if you won the lottery?
- What are your most favorite and least favorite things about working for this organization?

At the end of two minutes, the facilitator gets the group's attention and may invite participants to share what they talked about with their partners.

Participants are then instructed to find a new partner and told they will be given a new topic.

This cycle can be repeated two or three times.

Source: coachville.com

All My Neighbors

A fun, moving-around activity that breaks the ice, pumps up the energy, and loosens people up.

Supplies: Something to use as a place marker for each individual (a name tag, a napkin, a note card).

Number of people: Works well in small or large groups (12-60 people).

Directions: Ask participants to form a shoulder-to-shoulder standing circle and then have each person take a step back. Give each participant a place holder which they should place at their feet.

The leader takes a place in the center of the circle.

The facilitator says:

“This activity is similar to the game of musical chairs that you played as a child. As you’ll notice, there is one less place than people in the group. That’s why I’m in the center of the circle. So, I’ll begin in the center of the circle, but my task is to try and find a place on the outside of the circle and have someone else end up without a place. The way I’m going to do that is to make a statement that is TRUE for me. For example, if I am wearing tennis shoes, I might say ‘All my neighbors who are wearing tennis shoes.’ If that statement is also true for you, then you must come off your place and find another spot in the circle. I could also say something like ‘All my neighbors who love to swim,’ and if that’s true for you on the outside of the circle, you must move and find a new place. You may not move immediately to your right or left and you may not move off your space and return to it in the same round. Let’s do this safely. No running. No body-checking, kicking or pinching. OK. I’ll start.”

When you think people have had enough, simply say “OK, this is the last round.” Give a round of applause to the last person who ends up in the center.

Source: coachville.com

The Signature Game

A fun, no-physical-impact activity that gets people out of their chairs and talking to other people in the room.

Supplies: A pencil and a piece of paper, note card, or something to write on.

Number of People: This activity works well with slightly larger groups (30-100).

Directions: On a flip-chart at the front of the room, the facilitator makes a list of five categories. These categories can be things like —

- Someone with an exotic pet
- Someone who's been on TV
- Someone who has five or more siblings
- Someone who's been in trouble with "the law"
- Someone who's run a marathon
- Someone who can wiggle their ears

Each participant is given pencil and paper and asked to make five lines across their paper, one under the other.

Facilitator says the following: "Please draw five lines on your paper with enough room on each to have someone sign their name. In just a moment, I am going to turn over a list of categories. Your job, in the next five minutes, is to move around the room and obtain the signatures of a person who fits each category. Please sit down once you have obtained all five signatures, so I'll know when you're done. And have fun with this. It's a great opportunity to talk to other people. And, by the way, categories can be broadly defined, so don't worry about being too exact. If you were on TV when you were five as part of Captain Kangaroo — well, that counts. Everybody stand up. Go."

At the end of five minutes, when people look like they're getting close, ask them to sit down. Then take a few minutes and see what the group found. For example, "Who did you find that has an exotic pet? Jerry. Great. Jerry, tell us about your iguana." Run through all five categories. At the end, ask people to give themselves a hand.

Source: coachville.com

Favorite T-shirt

Ask attendees to bring (not wear) their favorite T-shirt to the meeting. Once all participants have arrived, ask each person to show the shirt to the group and explain how the T-shirt best resembles their personality.

Source: coachville.com

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.

Source: coachville.com

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.

Source: coachville.com

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

Source: coachville.com

Sensuous Sam & Inquiring Ida

Ask each participant to choose an adjective that begins with the first letter of their first name and one that really matches their personality. Have them introduce themselves just as they wrote it on the card and allow time for others to ask questions.

Source: coachville.com

Dream Vacation

Ask participants to introduce themselves and describe details of the ideal, perfect dream vacation.

Source: coachville.com

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

Source: coachville.com

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.

Source: coachville.com

Long lost relative

As a group, 1) ask each person to turn to the person on their right and greet him/her as if they really didn't want to be there. Yeah, you know what I mean - you can't wait to get out of there! Then everyone (simultaneously to create lots of fun and excitement) turn to the same person and greet him/her as if (s)he is a long lost, deeply loved relative who has just returned home and you're about to see the person for the first time in years! In fact, you thought you may never see this person again until this very moment. Okay, now ask everyone (again simultaneously) to turn to the same person and greet him/her as if this person just told you that you won the state lottery for 50 million dollars and you have the ONLY winning ticket!~~

Source: coachville.com

Circle of Friends

This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

Source: coachville.com

BEACHBALL

Instructions

Get a large inflatable beach ball and use a permanent fine or medium point marker to write all of the following questions on it. This will take quite some time, but you can do it some night in front of the television. The resulting tool is an "icebreaker ball" that you can use for years to come.

You can use it in a large group and throw it around. The person who catches it has to answer the question touching their left thumb. They then say their name, answer the question and throw it to someone else.

You may also choose to use these questions as conversation starters in other types of games.

The following questions are simply suggestions. You can add more serious or in depth questions, depending upon the level of ice breaker you want this to be:

1. If you talking your sleep, what would you say?
2. What is the first thing you do when you get out of bed?
3. If Satan lived on earth, what would he be called by his friends?
4. What is your favorite movie line?
5. Approximately how many jokes do you know by heart? and tell us your favorite.
6. What do Martians do for fun on Mars?
7. If you were to treat yourself to the "finer things" what would you treat yourself to?

8. If your life was being turned into a feature length movie, who would play you? And why?
9. Where is the worst place you've ever been stuck waiting?
10. What is your "15 minutes" of fame?
11. If you were invisible where would you go?
12. What's your favorite flavor of Jelly Belly's?
13. What one object in your home are you most embarrassed about owning?
14. Give three adjectives to describe the perfect kiss?
15. What is your greatest addiction?
16. What song reminds you most of a past or present relationship?
17. Approximately, how many books have you read in the past year (excluding school book)?
18. Fill in the blank: When I dance, I look like _____ .
19. What is the longest work you can think of?
20. Who is one person you wish you never met?
21. If you could be a famous actor, writer, athlete, artist or musician, which would you choose and why?
22. What is the worst occupation in the world?
23. What two television channels do you watch most frequently?
24. What is your greatest phobia?
25. If you were given a canvas and water colors, what would you paint?
26. What celebrity irritates you the most?
27. Other than the standard items (credit cards, money, drivers license, etc.), what interesting items do you keep in your wallet/purse?
28. What is the meanest thing you can say to somebody?
29. If you owned an enormous yacht, what would you name it?
30. What is your life long dream?
31. If you could ask the president of the United States one question, what would it be?
32. What have you tried in life and simply were not good at?
33. What is the scariest movie you've ever seen?
34. On a scale of 1 to 10 how "hip" are you?
35. What's the biggest advantage of being really tall?
36. How many minutes does it take you to get ready in the morning?
37. What hobby have you always wanted to pick up?
38. If you could be a member of a TV sitcom family, which would it be?
39. What is it about you that people find irresistible?
40. If you were any animal, what would you be?
41. What store is represented most in your wardrobe?
42. What event or technological breakthrough do you think will revolutionize the future?
43. What do you need more of right now?

44. If you were a nationality other than your own which would you choose?
Why?
45. What is the most beautiful word you can think of?
46. What beverage do you find nauseating?
47. What is your favorite part of the human body?
48. What three adjectives best describe you?
49. If you were on a desert island what two books would you want with you?
50. What is the first thing you notice when you meet someone?
51. If you were running for mayor of Boston what words would comprise your slogan (max. 6 words)?
52. What is your favorite book growing up?
53. What American city does not deserve a place on the map? Why?
54. What is the most common compliment people give you?
55. What is the best purchase you've ever made?
56. If you could add any word to the dictionary what would it be?
57. What commercial product would you refuse to endorse?
58. What is your favorite pet name?
59. What word best describes your internet knowledge?
60. If you were flying in a plane that was about to crash, who would you want sitting next to you?
61. What American presidents do you know the most and the least about?
62. What is the longest period of time you have spent in a car?
63. What is the best costume you ever wore for Halloween?
64. If you were a teacher would subject would you teach?
65. What is the biggest indication that someone is a nerd?
66. What latest trend simply baffles you?
67. IF you were an evil dictator, where would you rule?
68. What is the worst grade you ever received? What class was it for?
69. What would you like your nickname to be?
70. What do you consider your nicest feature?
71. If you could bathe in a vat of any drink or food item, what would you choose?
72. What is the dirtiest word in the English language?
73. What song do you keep hearing over and over and over again?
74. What are you most proud of?
75. If you were to wipe one country off the map, which would you choose?
76. What is the worst piece of clothing someone can wear?
77. How many keys do you have on your key ring?
78. Who has the worst name that you know?
79. What age were you when you had your most embarrassing hair style?
And what was it?
80. What's the best advice you're ever received?
81. If you could change one thing about the way you look what would it be?

82. What is the grossest thing you've ever done in public?
83. What song reminds you most of the 80s?
84. What do you regard as the most repulsive form of music?

Source: <http://www.residentassistant.com/games/icebreakers/beachball.htm>

kimskorner4teachertalk.com

WHO AM I...OR FAMOUS PAIRS

In this exercise, group members will be asked to identify the names of famous pairs or persons. The leader tapes the name of a famous person on the back of each participant. (i.e. Fred Flinstone, Mary Lou Retton, Bill Clinton, etc.) The group member is not to see who is taped to their back. Their task is to find out who they are. The participants mill around the room asking others yes/no questions. If the member receives a "yes" answer, they can continue to ask that individual questions until they receive a "no" answer. Then they must continue on to ask someone else. When a group member figures out who they are, they take off the tag, put it on the front of their shirt, and write their own name on it. The member then can help other members find out who they are. The exercise concludes when all members have discovered who they are.

Source: <http://www.residentassistant.com/games/icebreakers/beachball.htm>

SOLEMN AND SILENT

The instructor explains that this exercise will take self control. Members pair back to back. On the count of three, everyone must face their partner, look each other in the eyes, and then 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. (Second round of playing can involve two teams competing to outlast each other.) If you get a pair at the end who are both keeping a straight face, the rest of the group can act ask hecklers to disrupt them.

Source: <http://www.residentassistant.com/games/icebreakers/beachball.htm>

Unique Characteristics

Even if the participants already know each other, the clinical trainer must get to know them. Instead of asking participants to say their names, the trainer can divide the group into pairs and give participants a few minutes to interview each other. Then, each participant should introduce their partners by name and to share at least two unique characteristics about them.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Your Favorite Things

The trainer divides the group into pairs and ask participants to tell each other their favorite food or name the animal they feel best describes them and why. This information is shared with the group when participants introduce their partners.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Ball Toss

Participants and the clinical trainer form a circle and toss a soft ball around the circle. Participants state their names as they catch the ball. After a few minutes, when they catch the ball, they call out the name of the person who tossed it to them. This activity can also be used throughout the course by substituting a quick information exchange for people's names. For example, the clinical trainer may ask, "What are the indications for IUD use?" The ball is tossed around the circle and participants call out a different indication as they catch the ball.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Three Questions

Participants write down three questions and find someone in the room they do not know well. Each participant then asks questions of the other. The participants then introduce their partners to the group by sharing both the questions and the answers.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Nametags

The trainer prepares a nametag for each participant and places the nametags in a box. Each participant picks a nametag from the box. Participants locate the person whose nametag they drew and introduce themselves. (This is especially useful for larger groups – 20 or more.)

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Find the Missing Piece

The facilitator prepares pieces of paper, enough for everybody in the group. The papers include words that are split into two, for example:

COCOA	BUTTER
MILE	STONE
ICE	CREAM

Each person picks one piece of paper and then begins to look for the person who has the matching word. When the participant has found her/his match, s/he should to know the other person. Then, they will be asked to introduce one another to the rest of the group.

An alternative is to use words that are opposites. For example:

BLACK	WHITE
UP	DOWN
LEFT	RIGHT
HOT	COLD

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Fact or Fiction

Each person writes down four facts about themselves, one of which is not true. Each person takes turns reading their list aloud and the rest of the group writes down the one they think is not true. When all are done reading the lists aloud, the first person reads their list again and identifies the fact, which is not true. The group should compare their written responses with the correct answers.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Everyone's a Liar

Step 1: The facilitator writes three statements on the board. Two statements are true, and one is a lie. Example:

*I have been training for 10 years.
I have a pet dog called, "Dog."
I lived in Switzerland for a year.*

Step 2: The participants ask "lie detector" questions to get further information, in order to determine which statement is false.

*Training - Where have you conducted training? What have you taught?
What year did you start?*

Pet - How old is Dog? What does Dog eat? Where do you keep Dog?

*Switzerland - Where did you live in Switzerland? What language was
spoken in that part of Switzerland?*

Step 3: Participants vote on which statement is a lie. The facilitator reveals which are truths and which are lies.

Place participants in small groups (3 or 4 works well). Small groups repeat steps 1 - 3. Have participants introduce each other to the large group.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

What's the Question?

Step 1: The facilitator writes some facts on the board. Example:

*Purple
16 months
Kenya*

Step 2: Participants try to think of the question that matches each fact.

*Purple - What's your favorite color? What color is your car? What color is
your favorite clothing?*

*16 months - How long have you lived in this city? How old is your child?
How long have you been married?*

*Kenya - Where were you born? Where have you worked? Where are you
going on vacation?*

Step 3: When participants have discovered all of the questions, place them in small groups (3 - 4). Repeat steps 1 and 2. Have participants introduce each other to the large group.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Nonsense Name Game

Introduce yourself to the group with a sentence based upon the first letter of your name. Examples:

"I'm kooky Katherine. I like kissing kittens."

(Pattern: I'm ADJECTIVE NAME. I like ACTION-ing NOUN)

"I'm darling Dorothy. I like dancing daily."

Participants introduce themselves to the group with their sentences.

"I'm generous George. I like giving gifts."

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Name Chain

You can play "Name Chain" as a follow-up to the "Nonsense Name Game."

Introduce yourself and the person to your right.

"I'm kooky Katherine. This is darling Dorothy."

The person to your right repeats previous introductions and introduces the person to their right.

"She's kooky Katherine. I'm darling Dorothy. He's generous George."

Continue with the next person to the right, until all names have been repeated. Challenge volunteers to rhyme off all names quickly!

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

The Magic Wand

Ask the participants what they would do if they just found a magic wand that allows them to change three work-related activities. They can change anything they want. How would they change themselves, their job, their supervisor, those they work with, an important project, etc.? Have the participants discuss why it is important to make the change. Another variation is to have them discuss what they would change if they become the supervisor for a month. This activity helps them to learn about others' desires and frustrations.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Marooned

Divide the participants into teams. Ask the participants to pretend they are marooned on an island. Have the teams choose five (the trainer can use a different number, such as seven, depending upon the size of each team) items they would have brought with them if they knew there was a chance that they might be stranded. Note that they are only allowed five items per team, not per person. Ask each team to write their items on a flipchart and discuss and defend their choices with the whole group. This activity helps them to learn about other's values and problem solving styles and promotes teamwork.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

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 20 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, have each person introduce their partner to the group. This exercise helps them learn about each other.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Finish the Sentence

Ask each person to 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...

When starting a course and you want everyone to introduce themselves, you can have them complete "I am in this course because..."

You can also move on to a new subject by asking a leading question. For example, if you are training trainers, "The one time I felt most stressed because I did not plan was ..."

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Ball of Yarn

For this exercise the trainer will need a ball of yarn. The trainer should say her/his name and an interesting fact about her/himself. Then, holding the end of the yarn, toss the ball to a participant. The participant will say his/her name and an interesting fact, then, holding on to part of the yarn, toss the ball to another participant. By the time everyone has spoken, there will be a large web of yarn. This activity can also be used as a review tool - each participant says something about the topic, then tosses the yarn.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

What Do We Have in Common?

Split the participants into pairs. Each pair will have 30 seconds to think of five things they have in common. At the end of the 30 seconds, put two pairs together and give the group a minute to find something all four participants have in common. Finally, each group can present the list of things they have in common.

Source:

<http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Tell Us About Yourself

Pass around a bag of candy. Tell the participants to take as many as they want. Once all the participants have candy, tell them that for each candy they took they have to say one thing about themselves. For instance, if a participant took 10 candies, they would have to say 10 things about themselves.

Note: You can also pass around a roll of toilet tissue. Ask the participants to take as many individual sheets or squares as they think they might need (do not tell them the purpose of the sheets).

Source: <http://www.reproline.jhu.edu/English/5tools/5icebreak/icebreak2.htm>

Super Model Exercise

Objective - Ice breaker or energizer - Great for laughs and relaxation. Shedding of status and roles.

Time required -5-10 minutes.

Space requirements - big enough for participants to form a circle.

How to do it:

1. Arrange participants in a circle.
2. Instruct participants that they have to act out your instructions. When pointed to and given the following commands:

"Super Model" - Participant should immediately pose as a fashion model. The two participants alongside the participant acting as a super model (the one on the left and the right) take the role of photographers and mimic gestures of taking a photo.

"Elephant" - Participant poses as an elephant by immediately thrusting two hands held together in front to represent the elephant's trunk. The two participants alongside form a circle with their hands and place them on the side of the participant pointed to serve as "ears" of the elephant.

"Jello" - Participant shakes his or her body like jello continuously. The two participants alongside hold each other's hands and form a circle around the target participant. The idea is to form a "glass" around the jello.

"Queen Bee" - Participant turns around and puts his or her hands together behind the back (just above the buttocks) and flutters them back and forth to

mimic a bee's tail. The two participants alongside thrust their arms away from the bee and flutter them like wings.

"Donkey" - participant and those alongside him or her should freeze and not move at all

Expect that people will be confused and make mistakes. Such mistakes generate laughter and fun. To make the exercise competitive, participants who make a mistake (both the one pointed to and the two participants alongside him or her) can be eliminated from the game. The exercise can be used several times in a meeting or seminar.

Source: Ben Lozare, JHU/CCP

National Anthem

This warm-up works best when you have participants from a number of countries. To conduct this warm-up, you will need a source of music (tape player or radio) and a ball. The participants should stand in a circle. The trainer puts on the source of music and participants dance and pass the ball around in the circle. Whenever the music stops, whoever has the ball in his/her hand must step into the circle and sing the first verse of his/her national anthem. If he/she cannot remember the national anthem (which happens sometimes) he/she must sing a love song to pass. After this has been done satisfactorily, the trainer turns on the music again and participants again pass the ball in the circle. The game continues until many participants have had the opportunity to sing or the trainer feels that everyone has been energized.

Source: www.mftrou.com

Tell A Story

The participants should stand in a circle. The purpose of this activity is to build a story with each participant contributing one sentence that must:

- Make sense and at the same time add some fun to the activity,
- Build on to the last sentence, and
- Be grammatically correct.

For example:

#1: "I was walking to breakfast this morning."

#2: "A dog came up to me."

#3: "I said good morning to the dog."

#4: "The dog asked me what I was going to have for breakfast."

The activity continues until all of the participants have contributed or until the facilitator feels that the group has been energized.

Source: www.mftrou.com

The Last Word

The participants should stand in a circle. One participant moves and stands randomly in front of another. He/she makes a statement (e.g., "It is such a lovely day"). The person spoken to will move to another person and make a statement starting with the last word in the statement he/she received (e.g., "Day one of the course was very tiring"). Each participant takes turns to ensure that everybody gets a chance to participate.

Source: www.mftrou.com

The Telephone

Participants should sit or stand in a circle. The facilitator quickly whispers a message to one participant. This participant passes the message in a whisper to the next person and so on. The last person shouts out the message. Chances are the final message will be different from the original. Here is an example of an initial message (note how two different activities are blended into the initial statement, a sure cause for confusion when whispered quickly): "I had rice for dinner and then dressed in blue to go dancing."

Source: www.mftrou.com

What Do You Have?

Divide the participants into teams of 4-6 people. Each team should make a list of 6-8 items that they would probably have with them. Make one or two items less common things. The team gets points for **each** person who has these items. Only one of each item per person can be counted and the team with the most points wins. The list could include: a photograph, a calculator, a pencil, a photograph of a family member, an unusual key chain, something red, etc.

Source: www.mftrou.com

Brainstorming

Divide the participants into teams of five people. Ask the teams to list: things that are square, things associated with a holiday, things that are red, things they can make out a coat hanger, etc. The teams are not allowed to discuss, just list items! The team with the most items on their list wins.

Source: www.mftrou.com

Ball Toss Brainstorming

Announce a topic (things associated with a topic, a holiday, the course content, etc.). Then, toss around a ball. When someone catches the ball, they shout out something related to the topic and then toss the ball to someone else. Continue the exercise until everyone has had a chance to speak.

Variations

When they catch the ball, each person tells what they thought was the most important learning concept was. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Each person tells one step of a process or concept when the ball is tossed to them. The instructor or learner, in turn, writes it on a chalkboard or flipchart. For example, after covering "client assessment," the trainer would start the ball toss by having everyone give one step in the client assessment process.

Source: www.mftrou.com

Calm Down!

Sometimes the participants need to calm down or "come down" to reality after some intensive material is presented. Also, to get the full benefit of new material, some "introspective time" is needed.

Have the participants lay their heads on the table, lay on the floor, or get in a comfortable position. Then, have them reflect on what they have just learned. After about 5 minutes, say a key word or short phrase and have them reflect on it for a couple of minutes. Repeat one or two more times then gather the group into a circle and have them share what they believe are the most important points of the concept and how they can best use it at their place of work.

Note: This may seem like a waste of time to many, but reflection is one of the most powerful learning techniques available! Use it!

Source: www.mftrou.com

Boom! All participants should sit in a circle. They are instructed to count out loud around the circle. Each person whose number is a multiple of 3 (3-6-9-12, etc.) or a number that ends with 3 (13-23-33, etc.) must say BOOM! instead of the number. The next person continues the normal sequence of numbers.

Example: The first person starts with **1**, the next one says **2**, and the person who should say **3** says **BOOM!** instead, and the next person says **4**.

Anyone who fails to say **BOOM!** or who makes a mistake with the number that follows **BOOM!** is disqualified.

The numbers must be said rapidly (5 seconds maximum); if a participant takes too long to say her/his number, s/he is disqualified.

The last two participants left are the winners.

Note: You can have the participants "clap" once instead of saying Boom.

Note: To make this energizer more interesting, when a specific number is reached (e.g., 30) have the participants count backwards towards zero. The game can be made more complex by using multiples of bigger numbers, or by combining multiples of three with multiples of five.

Source: www.mftrou.com

Hot Pepper

Participants sit in a circle away from the tables and close their eyes. The trainer gives a small ball to one participant who is instructed to pass the ball quickly to the next person saying “**Hot!**” Participants continue to pass the ball around the group. As the ball is passed from participant to participant, the trainer turns her/his back, closes eyes and calls out “**Pepper!**” The person who is holding the ball when “**Pepper!**” is called is removed from the circle. The ball continues to be passed until only one person is left.

Source: www.mftrou.com

Words

Divide the participants into three or four small groups. Write the word **INTERACTIVE** on the flipchart. The groups have 5 minutes to create as many three-letter words as possible from the word **INTERACTIVE**.

For example, some of the words could be:

- It
- Rat
- Retain

After their time is gone, the group with the most words wins. Note: Depending on the topic, other words can be used in this way, such as “demonstration,” “counseling,” etc.

Source: www.mftrou.com

Spider Web

The participants should stand in a circle. A ball of yarn is given to one participant who tells the group something about her/himself, such as name, where s/he is from, her/his type of work, why s/he is attending the course, etc. (The information to include will depend on the size of the group and the time allotted for the activity.)

The participant with the ball of yarn holds onto the end of the yarn and throws the ball to another participant in the circle, who in turn must introduce her/himself in the same way. Participants continue introducing themselves by tossing the ball around the circle until all participants form part of this **spider web**.

As soon as everyone has introduced her/himself, the person holding the ball returns it to the person who threw it to her/him, as s/he repeats the information about that person. That person then returns the ball to the person who threw it to her/him, repeating her/his information. This continues around the circle, with the ball following its previous path in reverse order until it reaches the participant who first introduced her/himself.

Note: Warn the participants beforehand of the importance of paying attention to each introduction, since they will not know who will be throwing the ball at them.

Source: www.mftrou.com

The Post Office

The participants should sit in a circle, each having her/his own chair. The facilitator takes one chair away and the participant who is left standing stands in the center of the circle and begins the activity.

The participant in the center of the circle says something like:

“I bring a letter for all of my friends who have brown hair.”

All of the participants who have the characteristic stated (e.g., brown hair) **and** the person in the center of the circle change places. Whoever ends up without a chair to sit on, stands in the center of the circle and again states that s/he is bringing a letter, but for people with a different characteristic, such as:

“I bring a letter for all of my friends who are wearing black shoes.”

“I bring a letter for all of my friends who is taking math

The activity can continue as long as the group is interested and enthusiastic, but no longer than 10 minutes.

Source: www.mftrou.com

Who Am I?

Have each person secretly write on a post-it note the name of a famous person. Keeping the name hidden, stick the post-it to another's forehead.

Each person takes turns to ask the group questions to figure out whom the unknown person is. The catch is that only yes or no answers can be asked e.g.

- Am I alive?
- Am I female?

If the answer is no your turn is over. If the answer is yes, you can ask another question. Keep going until you get a no or make a guess at whom you are. If you guess right, you win or if you guess wrong your turn is over.

Keep going until everyone has guessed or if time is tight, maybe stop after a few right answers.

Source: www.mftrou.com

Chat Show

Get the group to pair off and take turns in being a chat show host and guest. The chat show host has to find out 3 interesting facts about their guest. Switch the roles and repeat.

Bring everyone back to the big group and ask them to present briefly the 3 facts about their guest to the group. Maybe go round the group randomly so people are less aware of their turn coming up next and panicking about it.

Watch timing on this one as it has a tendency to go on too long if your group likes to chat too much.

Source: www.mftrou.com

My Name Means

Split the group into pairs. Each pair has to come up with words that describe the person using the letters in their first name. The phrase is then shared with the group.

As an example, Lyndsay could stand for "Loud, Young, Nerdy, Dreamer, Strong, Adventurous, Yearning".

As a more creative alternative, each pair has to come up with a silly phrase based on the letters in their first name.

Lyndsay could be “Lively Young Nurses Dance Salsa All Year”

Source: www.mftrou.com

Line Up

Ideal for a quick energy boost and finding out a little more about your group. If you’ve got a bigger group, split them up into smaller groups and see who completes each task quickest.

Have your group ready to form a line in order of....

- Height, from smallest to tallest
- Birth months, from Jan through to December
- Distance they travel to work, from close to far
- Anything else you think up!

To make it more of a challenge, get the group to do this silently, using sign language or other alternative communication.

Source: www.mftrou.com

If I were a...

Ask each person to say what they would be and why, if they were a...

- A piece of fruit
- An historical figure
- A household object
- A cartoon character
- Any other off the wall group you can think of!

I would be a pineapple as I am exotic, sweet and zingy.

I would be a whisk as I like to stir things up.

I would be Taz as I rush around like a crazy creature

Source: www.mftrou.com

Best/Worst

Have each person share their best and worst moments from the previous week. Try to steer the group away from school items. This icebreaker is an easy one to use at first and gives you good feedback concerning their life at the moment. Some veteran groups do this several times a year ... the answers become more honest as you go.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Most Unique

Go around the room and have each person share something that makes them different from anyone in the group, like, "I've never left the state I was born in" or, "I am one of ten kids."

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Personal Scavenger Hunt

Take five minutes and find the following items in your wallet or purse: Something that ..

- you've had a long time.
- you're proud of
- reveals a lot about you.
- reminds you of a fun time
- Concerns or worries you.

Have each person share the first item. Go around again on the second item, and again until you have gone through each one. Don't feel like you have to use the whole list because it will take too long.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Get To Know You Questions

- What do you do for fun?
- What would be your ideal vacation?
- What is the most memorable activity you did with your family as a child?
- What quality do you appreciate most in a friend?
- What is one characteristic you received from you parents that you want to keep, and one you wish you could change?
- What is a good thing happening in your life right now? What makes it good?

- If you knew you couldn't fail and money was no object, what would you like to do in the next five years?
- What would you like said at your funeral?
- When, if ever, did God become more than a word to you, and how did it happen?

These questions can be spread out over time where everyone answers one and then use another question another week or you can put them in a hat and people answer the one they pick.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Did You Know?

This is great for a group that doesn't know each other well. Find interesting facts about individual group members before the group meets. Try to discover information that sets each person apart from the others, such as "I have a tugboat named after me" or, "I once wrecked the same quarter panel of my car four times" or, "I have a twin."

Then make a sheet with one fact from each person and a blank beside this fact. Give everyone in the group a sheet and five to seven minutes to find who goes in each blank. When they find the right person they must also learn one other fact about that person. At the end, introduce everyone in the group in the order on the list.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Chart Your Life

Thinking back as far as you can, draw a line graph to represent your life. Consider the high points, the low points, moments of inspiration, moments of despair, leveling off times, and where you are now. The line will probably be a mixture of straight, slanted, jagged and curved lines. After you've drawn it, share what it means to you with the group.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

M&Ms Game

Pass a bag of M&M's around and tell everyone to take a few. Then, before they eat them ask them to share something for every M&M. For example, something about their family for every red one, something about their plans for the future for every green one, etc.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Most Deprived

Buy a large bag of M&M' and give each person the same amount (try ten M&M's). Start by stating something you've never done that you think everyone else has done (thus the name "Most Deprived").

For example, you might say, "I've never had a birthday party," or some other true statement about yourself that you think everyone else has surely done. Then, everyone who has had a birthday party pays you an M&M. You pay everyone who has not had a party. Keep playing until everyone has a turn or until someone runs out of M&M's. Obviously the idea is to come up with the most M&M's and be most deprived. This activity takes longer...

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

You Write the Questions

Give each person a 3X5 card. You pick the topic and let them write the questions. For example, you choose "friendship" as a topic, and they each write out a question for anyone in the group to answer about friendship. For example, "What do you value most in a friend?" or, "Who was your best friend growing up and why/"

Then pile all the cards face down in the middle of the group and let people draw.

Topic ideas: jobs, life gals, funny stories, hobbies, family, fears, dating issues, significant relationships, relationship with God, etc.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

My Life in Pictures

Bring a newspaper or magazine. have each person tear out a picture, article or anything they think tells something about themselves. If there's enough time they can make a collage that tells more about themselves.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

House on Fire

Ask, "Your house is on fire, and everyone is safe. You have thirty seconds to run through the house and collect three or four articles you want to save. What would you grab? Why?" After everyone has done this, the group can discuss what they learned about the things they value.

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Make Believe

If you could go anywhere in the world now, where would you go and why? If you could talk to anyone in the world, who would it be? Why? If you could talk to any person who has died, who would you talk to and why? If you could wish one thing to come true about your upcoming summer, what would it be?

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Deserted Island

Ask, "You've been exiled to a deserted island for a year. You are told you may take three things you want, apart from the essentials. What would you take and why?"

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Heroes

Ask each member to name three people, past or present, they admire. Why? Or, ask them if they could interview anyone in history, who would that be and why? What one or two questions would you want to ask?

Source: <http://www.godsquad.com/discipleship/icebreakers.htm>

Objective: To help each other learn the names of the people in the group.

Procedure: People sit in a circle. First person starts by saying their name. The second person repeats the first person's name and then says their own name. The third person repeats the names of the first and second person and then says their own, and so on until the final person in the group repeats the names of everyone in the entire group.

Materials Required: N/A

Time Required: As long as it takes to get around the circle.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Organize Yourself

Objective: To create energy and inspire creativity.

Procedure: People divided randomly into groups of 4 or 5. Facilitator gives simple instruction of "organize yourselves in 30 seconds." No additional clarification of instructions even if asked. At the end of 60 seconds, the facilitator asks each group to explain how they organized themselves (by height, shoe size, zip code, etc.) The next task is for the groups to organize themselves two ways, and then three ways, explaining at each break the ways they've chosen to organize themselves.

Time Required: 5-10 minutes

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Slogans That Fit

Objective: To encourage personal interaction within the group.

Procedure: While the group leader distributes paper and pencils, the participants are to think about their personal or professional lives. The trainer then asks that each group member write down three famous slogans, sayings or lines of poetry that seem appropriate for describing his or her personal life or professional career. For example, "The early bird catches the worm" may describe a participant who likes to be prepared, while "Do unto others as you would have them do unto you" may reflect another group member's personal philosophies affect professional behavior.

Materials Required: For each participant, a pencil and a piece of paper.

Time Required: Approximately 10-15 minutes.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Wanted Posters

Objective: To build self-esteem and inclusion.

Procedure: Explain to the full community that everyone will be introducing themselves to others through "Wanted Posters" which they will create themselves. Give all people a copy of a sample "Wanted Posters" and a straight pin and pencil. Allow 5-10 minutes for everyone to complete their posters. Have group members help each other pin the posters on their own backs, then tell everyone to circulate around reading each other's posters and sharing their own.

Allow sufficient time for all to read each other's and then call the group back to sit in a full circle.

Discuss and reflect upon the activity. Some helpful discussion questions might be: What did you learn about other group members? What did you learn about yourself? It is also important to allow for personal reflection: How did you feel milling around the room? What was the most difficult section of the Wanted Poster for you to fill out and why? How do you feel about yourself now? Finally, it is important for the group to show their support and appreciation for one another's efforts. "I liked it when..." or "I appreciated that ..." statements often start off this kind of discussion well.

Materials Required: Wanted Posters, pins, and pencils.

Time Required: 30 minutes.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Who Are You?

Objective: To enable participants to become acquainted with one another in an informal setting.

Procedure: Individuals are instructed to jot down three questions that they would like to ask a person whom they are just meeting. Suggest they be creative and not ask the more obvious questions (name, organization, etc.)

After allowing 3-5 minutes, ask the participants to start moving around, exchanging questions and answers. Encourage the group to meet as many new people as possible. Reassemble the entire group and have all persons introduce themselves. As each individual is introduced, other participants are encouraged to add other pieces of information or details shared earlier. This will eventually provide a highly enriched composite picture of each participant.

What were some of the more interesting things discovered about people?
Would they have been uncovered in "normal" cocktail party conversations? Why not?

What were some of the more productive questions asked?

What questions proved to be less productive? Why?

Time Required: Approximately 30 minutes, depending on group size.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Siblings

Objective: To serve as an initial get-acquainted icebreaker.

Procedure: Before the content session begins, ask the group to divide themselves in the four corners of the room with these subsets:

1. If they were the oldest in the family.
2. If they were the youngest in the family.
3. If they were any place in the middle.
4. If they were an only child.

As the participants seek out their respective groups, ask them to recall what they liked or disliked about their respective places in their growing up days. For example, the oldest may have had to care for their younger brother(s) or sister(s) or the youngest may have had all the "hand-me-down" clothes. In retrospect, would they have preferred a different place?

As each group has 10-25 minutes to discuss these and other questions, ask for one person to respond for each group. (Groups should be limited to 8-10 people.)

Materials Required: None

Time Required: Approximately 20 minutes.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Treasure Hunt

Objective: To be used for small group (15-25) attendees workshops as a getting acquainted activity.

Procedure: At the very start of the seminar, explain the importance of becoming acquainted with the other participants. Hand out a form to each attendee and ask that everyone find at least one similarity (e.g., "grew up in Chicago") and one dissimilar trait (e.g. "football fanatic" vs. "dislike sports") for at least 8-10 other participants. Award a small prize for the first person completing the form.

Materials Required: Handout forms and nominal prizes.

Time Required: 15-20 minutes.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Self-Disclosure Introductions

Objective: To provide innovative ways of introducing members to each other.

Procedure: Instruct participants to take two items (e.g. family pictures, credit cards, rabbits' feet) from their purses, wallets or pockets. When introducing themselves to the group, they should use whatever they took out to help describe themselves in at least two ways (e.g. "I am superstitious"; "I'm such a tightwad, this is the first dollar I ever earned").

Ask each participant to state his/her name and attach an adjective that not only describes a dominant characteristic, but also starts with the first letter of his/her name (e.g., Sensuous Stan, Marvelous Mar, Inscrutable Ida, Dancing Diana, etc.).

Group members introduce themselves by name but also provide a nickname that they now have, once had, or would be willing to have if they could pick their own. Then, during breaks, members are encouraged to circulate and explore the reason behind the announced nicknames.

Before introductions begin, ask the group members to brainstorm a list of provocative questions they would like to have each other answer (and be willing to do so). Have them screen the list to throw out those in questionable taste, and select 2-3 that everyone feels comfortable with. Proceed with introductions that incorporate answers to the questions.

Distribute 3 X 5 cards containing participants' names, and a small number of items filled in on separate lines. When participants complete the items, have them pin, tape or hold the cards up in front of them in exploratory conversations about the items. Sample questions include: "The person living today who I most admire is _____"; "My favorite all-time vacation was spent at _____"; "The best book/movie I ever read/saw was _____."

Materials Required: Index cards, pins or tape.

Time Required: N/A

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Color, Car, Character

Objective: To help the group get to know one another better in the early stages of its formation.

Procedure: While distributing paper and pencils to all of the participants, the trainer explains that the group members will be taking part in an activity that is designed to help them become acquainted with one another.

The group leader then asks that each participant write his or her name on the piece of paper. Under his or her name, each participant is to write a color, which he or she feels best, fits his or her personality. Beneath the color the participant is to write the name of a car that he or she thinks is appropriate to his or her self-image. Finally, under the name of the car, the participant is to write the name of a fictional character with whom he or she identifies.

Then, one at a time, the group members introduce themselves by stating their names, colors, cars, and fictional characters. In the introduction, each participant is to provide a brief rationale for each of his or her three choices. For example: "I see myself as a Volkswagen because I am practical and am concerned about economic factors."

The exercise continues until all of the participants have introduced themselves by color, car and character.

Materials Required: A pencil and a piece of paper for each participant.

Time Required: Approximately 25-20 minutes.

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Duo Interviews

Objective: To help the group get to know one another better.

Procedure: The trainer begins the exercise by explaining that this getting-acquainted activity asks the participants to introduce one another to the group.

Next the group leader asks the participants to pair off, preferably with someone they do not know or do not know well. (If the group members are hesitant, the trainer may wish to assign partners. Should it be necessary, one group may contain three members.)

Each pair is to find a place in which they can work with some degree of privacy. They are then to spend five minutes interviewing each other, learning each other's names and sharing information about backgrounds, interests, values, goals, etc.

The group leader may wish to call out the time when one minute remains so that both partners have an opportunity to share information about themselves.

When the allotted time has elapsed, the trainer calls the group together.

When the group has assembled, the trainer explains that the partners are to introduce each other to the group. The person performing the introduction is to stand behind his or her partner's chair and speak as if he or she were that person. For example: "My name is Tom. I have a wife and two boys. I was born and raised in California, but I live in Seattle now, etc."

This continues around the circle until all group members have been introduced.

Materials Required: None

Time Required: 15-20 minutes

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

The Walking Billboard

Objective: To provide a novel way to stimulate participants to mingle and share key information with each other.

Procedure: Tell the group they have the opportunity to design their own getting-acquainted session. Ask them to propose major factors that they would like to discover about other participants in the session. List these for them all to see. Examples might include:

1. favorite food
2. pet peeve
3. best book recently read
4. all-time favorite movie (or actor or actress)
5. ideal vacation

Ask for a quick show of hands regarding the three most useful items from the items from the items generated. Using a rough tabulation, select the five or six items receiving the greatest support, and identify those for the group.

Provide every participant with a sheet of flip chart paper and marker. Ask them to lace their name at the top, and then list the 5-6 categories down the left side, and answer each for themselves.

Now (and this will produce some laughter) use masking tape to attach the sheet to the person's shoulders (they will look like a walking billboard). Then invite them all to walk around the room and discover who everyone is. (Further exploration of what is written is encouraged.)

Materials Required: Flip chart paper and a marker for each participant; masking tape.

Time Required: 15-20 minutes

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Handful of Icebreakers

Objective: To help participants become acquainted with and feel comfortable about each other early in a session.

Procedure: Pair up the participants. Instruct them to interview each other on the basis of:

1. Three unusual things that have happened in their lives.
2. Special talents and hobbies they have.
3. The most important job responsibilities that they have.
4. The person they most admire (or despise) in the world.
5. A color and an animal that best describe who they are and how they feel.

Ask the group to introduce themselves as they think their best friend would—their likes and dislikes, recreational interests, personal aspirations, etc.

Ask the group to examine and describe what is in their name. They should tell their full name, any nickname or abbreviation, who they were named after, and whether they like or dislike their name. Also, they should tell what other name they would choose if they had the opportunity (and why).

Source: <http://osa.stanford.edu/Resources/icebreakers.htm>

Give Me My Shoes

Objective: For individuals to give clear instructions to members of their team who must use good listening skills in order to successfully accomplish a task.

Materials needed: 2 blindfolds

Description:

Have the entire group place their shoes into a large pile and divide the group into two teams, A and B. Ask each team to select one person to be blindfolded. The rest of the participants should make a circle around the shoe pile, standing in AB order.

On the “go” signal the two people who are blindfolded must try to find the shoes of each person on his/her own team and hand them to the correct person. Only verbal directions can be given, with no touching or guiding allowed. Those in the circle should stay in the same place throughout this activity.

Discussion Prompts:

1. Was there any confusion during this activity?
2. How did your team deal with the confusion?
3. Of you were blindfolded, how did you know which voices to listen to?
4. Do you ever have lots of different voices telling you what to do at the same time?
5. How do you decide which voices is the best voice to listen to?
6. Do you always choose the best voice? Why or why not?

Variation

You can split the group into more than two teams to make it go faster!

Source: More Team-Building Activities for Every Group, Alanna Jones, 2002, Rec Room Publishing

Odd or Even

Objective: To mix up group members to learn more about one another and to have fun.

Materials: Small stickers

Description:

Ask group members to find a partner. Once everyone is paired up ask a question such as, "Who has the most siblings?" The questions should provide information but at the same time determine a "winner" in each pair. If there is a tie (i.e., both people have the same number of siblings) then the pair must do a round of "Rock, Paper, Scissors" to determine a winner. The winner gets to call "odd" or "even" and on the count of three both people hold out one or two fingers. If the total of the fingers held out is even, the person who had even for that round gets one point. The same goes for odd. After each round everyone must find a new partner and answer a new question that the leader gives to them to determine who calls "odd" or "even" for that round.

Small stickers may be used to keep track of points. Give each person ten (or any number of stickers) and have them place them on the front of their shirt. After each round the loser must give a sticker to the winner. The person with the most stickers at the end of the game is declared the winner.

The questions posed may be light ("Whose birthday is closest to today?") to deeper and more revealing ("who has or had the highest GPA in school?") Some questions may be based on opinion and the two people must argue their point ("Who has the hardest job?") Base the questions on your groups needs and dynamics.

Source: More Team-Building Activities for Every Group, Alanna Jones, 2002, Rec Room Publishing

Find Your Friend

Objective: For group members to learn more about one another and to learn what others in the group already know about them.

Materials:

Sticky name tags

Marker

3 x 5 cards

Pens or pencils

Description

Place a sticky name tag on the back of each person in the group with the name of another group member on it. Do not tell them whose name is on their back.

Give each person a 3 x 5 card and a pen or pencil and instruct group members to find out as much as they can about the person whose name is on their back and to write this information down. While gathering information each person tries to guess whose name is on his/her back. After a set time limit, gather the group together and give each person a chance to guess whose name they had on their back. After guessing, or after others have to reveal it to them, each person should introduce the person whose name they had by using the information gathered on their card.

Source: More Team-Building Activities for Every Group, Alanna Jones, 2002, Rec Room Publishing

All About You

Materials: None

Time: 10 minutes

Directions:

1. Indicate to the group that this activity will provide an opportunity for them to look at information about the group members and to learn about each other. They should take note of who participates in each direction.
2. Make the following statements and ask the participants to respond.
 - Every who is happy today, clap your hands.
 - If you have brothers, blink your eyes.
 - If you have sisters, stomp your feet.
 - If you have a pet dog, raise your right hand.
 - If you have a pet cat, raise your left hand.
 - If you have a different kind of pet, raise both feet off the ground.
 - If your favorite color is green, flap your arms like a chicken.
 - If your favorite color is blue, cover your eyes.
 - If your favorite color is red, pull your ears.
 - If your favorite color is purple, oink like a pig.
 - If you have a different favorite color, wave hello. (ask students what their favorite color is)

- If you like to be outside , snap your fingers.
- If you like watching comedies, laugh our loud.
- If you like watching dramas, rub your sniffing nose.
- If you like watching action movies, hop your feet.
- If you would prefer to read, open your “hand” book. (put your hands together as if they form a book)
- MAKE UP SOME OF YOUR OWN
-
-

3. Ask participants, “From watching others in the group, what do you know about each other that you did not know before? What were some of the things we had in common? Why is it important to get to know one another?”

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

Sign Up Here

Materials: 6 – 10 pieces of paper, tape and pencils

Time: 10 -15 minutes

Directions:

1. Put pieces of the chart paper around the room. Each paper should have a different topic of interest on it selected from the following list, or developed from your own list.
 - i. Favorite food
 - ii. Favorite band
 - iii. Favorite singer
 - iv. Favorite song
 - v. Favorite tv show
 - vi. Favorite restaurant
 - vii. Favorite cookie
 - viii. Favorite color
2. The participants should then do a walk about and write their name and answer the topic. They should then do a gallery walk to see what they find out about their peers.

3. Be sure to point out things they have in common or things that you, as a teacher, have in common with them. Encourage questions if there are people/things/places that you do not recognize or want to know more about. Be sure that you say something to every student in your group.

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

“About Me” Map (Adapted from Hometown Map)

Materials needed: 3 maps: a world map, a map of the United States, and a Map of Maryland (or of Hagerstown)

Time: 20 minutes

Directions:

Provide a large map of the geographic area of Hagerstown, the US Map and a world map (remember that we have a poster maker in the library to make large maps if you are interested)

Give each student a color marker and ask them to put a star on the spot that defines them (with their name arrowed in). To define them use:

Where you were born

Where you live

Where you want to live when you grow up

Where would you visit if you got a free vacation anywhere in the world (Hagerstown map) Where you go for recreation in your spare time.

Be sure to point out things that you and your students have in common. Also use this opportunity to create conversations regarding their choices. Be sure that you are somewhat organized in getting information on the maps and that you keep your students involved in what is being put on the maps.

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

Make the Back the Sunny Side

Materials: Paper Plates (1 per person), crayons, tape or pins

Directions:

1. Pass out a crayon (or colored pencil) and a paper plate (a piece of tape or pin) to each person. Ask people to tape or pin the plates to the back of the shirts of another student. Be sure that every student has a crayon (preferably different colors so that each student knows whose back he/she wrote on and whose back still needs attention.)
2. Have the participants form a circle with their right shoulders toward the center of the group.
3. Pin the paper plate on the back of the person in front of you.
4. Begin by writing something positive on the paper or paper plate about that person. Circulate around the group until each participant has written on everyone's back.
5. The leader should go to each person and take off the plate, making sure that the student's name is clearly identified along the edge of the plate and boxed in so that it is quickly identifiable. Collect the plates without students looking at them and hold them for a week or two, or until they need a pick-me-up and pass them out then.

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

Adjective Match

Materials: None

Directions:

1. Have everyone sit or stand in a circle. Name someone as "It"
2. The first person begins by saying, "Hello, my name is "Curious Christine" (an example), using an adjective that starts with the first initial of that person's name.
3. This person continues by indicating to someone else in the group, saying "And what is yours?"
4. The next person says "Hi Curious Christine, my name is Goofy George." And turns to the next person and says "And what is yours?"
5. The third person says, "Hi, Goofy George, my name is Happy Harry." This person can then ask another person for a name or the person who is

- “it” can ask, “And who is that?” pointing to someone who has already been identified. In this case the whole group is supposed to repeat that name.
6. This activity goes on until everyone has been identified with an adjective and a name.

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

Name Crostics

Materials: Piece of paper and pencil

Directions:

1. Give a blank piece of paper to each person and ask them to write their names in the middle of their paper in block letters, about one half inch high.
2. When given the signal, the participants should move around the room, attaching others' names to their name if the letters fit.
3. The person who is able to attach the most names is the winner of the activity.

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

I Cannot Say I

Materials: Whistle

Directions:

1. Ask all participants to pair up and stand somewhere in the room.
2. Announce a topic for all participants to begin discussing at the signal. Choose any age appropriate topic that the group might find interesting, such as: things I did on my summer vacation; why I believe in democracy; the most important person in my life.
3. The only limitation is that participants are not to use the words I, me, my or mine in their discussions. If at any point a partner used those words, that person is to sit down.

4. Blow a whistle every 20 – 30 seconds, at which time the participants are to change partners. If a participant's partner has already been seated because a personal pronoun was used, that participant waits until the whistle blows to find another partner, and then proceeds with the discussion.
5. This continues until only one person is standing.

Discussion:

Why is it difficult not to use those words? What kinds of things do we learn about ourselves from this activity?

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

The Human Knot

Materials: Whistle

Directions:

1. The participants stand shoulder to shoulder in a circle, placing both hands in the center.
2. When the whistle blows, everyone is to grab the hands of someone else, being careful not to grab both hands of the same person, or the hands of an individual on the right or left.
3. Once everyone is connected, the object is to untangle the knot, without releasing the grip, except for permissible pivoting, as long as touch is maintained.
4. One pair will be instructed to release their grip.
5. Try to form a straight line.

Source: Energizers and Icebreakers, For all Ages and Stages, Book I Elizabeth Sabrinsky Foster, Ed.D. 1998, Educational Media Corporation

Consultants

Materials: Paper and pens for each participant

1. Each participant writes one problem or concern he or she currently faces at the top of a piece of paper. Give the group 2 minutes to do this.
2. Have everyone pass their papers to the participant on their left.
3. Each participant has 1 minute to read the problem in front of him or her and write some advice.
4. Pass the papers again, and repeat as often as time allows.
5. Return the papers to the original owners.

Discussion:

1. How many got one or more ideas that will truly help them resolve their issues?
2. How did you feel having to give advice? (on the spot, at a loss, honored and respected, pressured to come up with something fantastic, etc.)
3. Why do we not ask each other for help more often? (Don't want to impose, think we have to have the answers ourselves, do not trust others will have any good ideas, etc)
4. What implications does this have for you here in school?
5. What can you take from this into the real world?

Source: *Quick Team Building Activities for Busy Managers* Brian Cole Miller, 2004, American Management Association

Conversation Starters

CONVERSATION STARTERS

Conversation starters include questions to help your students talk to each other and you. This section also includes a list of silly statements to ponder that can fill time if you need to fill time, as well as provide opportunities to reflect together on truly silly stuff.

Source: <http://www.corsinet.com/braincandy/question.html>

Questions to Ponder

- A stitch in time saves nine what?
- After eating, do amphibians have to wait one hour before getting out of the water?
- After they make Styrofoam, what do they ship it in? --Steven Wright
- Are female moths called myths?
- Are part-time band leaders semi-conductors?
- Are there any unguided missiles?
- Are you breaking the law if you drive past those road signs that say "Do Not Pass"?
- Are you telling the truth if you lie in bed?
- Before they invented drawing boards, what did they go back to?
- Can fat people go skinny-dipping?
- Can you buy an entire chess set in a pawnshop?
- Can you get cavities in your dentures if you use too much artificial sweetener?
- Could crop-circles be the work of a cereal killer?
- Crime doesn't pay... does that mean my job is a crime?
- Day light savings time - why are they saving it and where do they keep it?
- Did Noah keep his bees in archives?
- Do blind dogs have seeing-eye humans?
- Do blind Eskimos have seeing-eye sled dogs?
- Do boxer shorts box?
- Do cemetery workers prefer the graveyard shift?
- Do clowns wear really big socks?
- Do crematoriums give discounts to burn victims?
- Do files get embarrassed when they get unzipped?

- Do fish get thirsty?
- Do hummingbirds hum because they don't know the words?
- Do hungry crows have ravenous appetites?
- Do infants enjoy infancy as much as adults enjoy adultery?
- Do jellyfish get gas from eating jellybeans?
- Do mass murderers kill only in church?
- Do people in Australia call the rest of the world 'up over'?
- Do pilots take crash-courses?
- Do Roman paramedics refer to IV's as "4's"?
- Do Scottish Terriers get Scotch Tape worms?
- Do stars clean themselves with meteor showers?
- Do steam rollers really roll steam?
- Do vampires get AIDS?
- Do vegetarians eat animal crackers?
- Do witches run spell checkers?
- Do you need a silencer if you are going to shoot a mime?
- Do you realize how many holes there could be if people would just take the time to take the dirt out of them?
- Do you think that when they asked George Washington for ID that he just whipped out a quarter? --Steven Wright
- Does a man-eating shark eat women, too?
- Does killing time damage eternity?
- Does that screwdriver belong to Phillip?
- Ever notice how irons have a setting for "permanent" press? I don't get it. --Steven Wright
- Have you ever imagined a world with no hypothetical situations?
- Have you ever seen a toad on a toadstool?
- Have you ever talked into an acoustic modem?

- Have you ever wondered?
- How can someone "draw a blank"?
- How can there be self-help "groups"?
- How can you tell when it is time to tune your bagpipes?
- How come chocolate milk doesn't come from brown cows?
- How come I can pick my ears but not my nose?
- How come wrong numbers are never busy?
- How dead is the Dead Sea?
- How did a fool and his money get together?
- How did the man who invented cottage cheese know he was done?
- How do I set my laser printer on stun?
- How do they get a deer to cross at that yellow road sign?
- How do they get the "Keep off the Grass" sign on the grass?
- How do you get off a nonstop flight?
- How do you know if honesty is the best policy unless you've tried some of the others?
- How do you know when you've run out of invisible ink?
- How do you throw away a garbage can?
- How do you write zero in Roman numerals?
- How does a person with a lisp pronounce that word?
- How does a thermos know whether a drink should be hot or cold?
- How does the guy who drives the snowplow get to work in the mornings?
- How is it possible to have a "civil" war?
- How is it possible to run out of space?
- How long is the long arm of the law?
- How many people does it take to change a searchlight bulb?

- How many weeks are there in a light year?
- How much can I get away with and still go to heaven?
- How much milk is there in the Milky Way?
- How much wood could a woodchuck chuck if a woodchuck could chuck wood?
- How old would you be if you didn't know how old you was? --Satchel Paige
- If 7-11 is open 24 hours a day, 365 days a year, why are there locks on the doors?
- If a candle factory burns down, does everyone just stand around and sing "Happy Birthday?"
- If a fly has no wings would you call him a walk?
- If a food processor slices and dices food, what does a word processor do?
- If a hen and a half can lay an egg and a half in a day and a half, how long would it take a monkey with a wooden leg to kick the seeds out of a dill pickle? --Tom Robbins
- If a jogger runs at the speed of sound, can he still hear his Walkman?
- If a mirror reverses right and left, why doesn't it reverse up and down?
- If a picture is worth a thousand words, what is a picture of a thousand words worth?
- If a pig is sold to the pawn shop, is it a ham-hock?
- If a pronoun is a word used in place of a noun, is a proverb a word used in place of a verb?
- If a tree falls in the forest, does the earth scream out in pain?
- If a turtle doesn't have a shell, is he homeless or naked?
- If a vegetarian eats vegetables, what does a humanitarian eat?
- If a word in the dictionary were misspelled, how would we know?
- If absolute power corrupts absolutely, does absolute powerlessness make you pure? --Harry Shearer

- If all the nations in the world are in debt, where did all the money go?
- If all the world is a stage, where are the audience sitting?
- If an orange is orange, why isn't a lime called a green, and a lemon called a yellow?
- If athletes get athlete's foot, do astronauts get mistletoe?
- If Barbie's so popular, why do you have to buy all her friends?
- If bees live in an apiary, do apes live in a beeary?
- If blind people wear dark glasses, why don't deaf people wear earmuffs?
--Steven Wright
- If cats and dog didn't have fur would we still pet them?
- If corn can't hear, why does it have an ear?
- If corn oil is made from corn, what is baby oil made from?
- If crime fighters fight crime and fire fighters fight fire, what do freedom fighters fight?
- If everything is part of a whole, what is the whole part of? --Ashleigh Brilliant
- If flowers don't talk back to you, are they mums?
- If Fred Flintstone knew that the large order of ribs would tip his car over, why did he order them at the end of every show? --Steven Wright
- If God can do anything, can he make a rock so big he can't lift it? --George Carlin
- If humans get a charley horse, what do horses get?
- If humans have nightmares, what do horses have?
- If I melt dry ice, can I take a bath without getting wet? --Steven Wright
- If I save time, when do I get it back?
- If Jimmy cracks corn and no one cares, why is there a song about him?
- If man evolved from apes why do we still have apes? --Dennis Miller
- If nothing ever sticks to TEFLON, how do they make TEFLON stick to the pan?

- If one synchronized swimmer drowns, do the rest have to drown too?
- If our knees were on the backs of our legs, what would chairs look like?
- If peanut butter cookies are made from peanut butter, then what are Girl Scout cookies made out of?
- If rabbits' feet are so lucky, then what happened to the rabbit?
- If someone with multiple personalities threatens to kill himself, is it considered a hostage situation?
- If space is a vacuum, who changes the bags?
- If Superman is so smart why does he wear his underpants over his trousers?
- If swimming is good for your shape, then why do the whales look like the way they do?
- If the #2 pencil is the most popular, why is it still #2?
- If the funeral procession is at night, do folks drive with their lights off?
- If the product says "Do not use if seal is broken", how are you supposed to open it and use it?
- If there is no God, who pops up the next Kleenex? --Art Hoppe
- If time heals all wounds, how come bellybuttons don't fill in?
- If tin whistles are made out of tin, what do they make fog horns out of?
- If white wine goes with fish, do white grapes go with sushi?
- If work is so terrific, how come they have to pay you to do it?
- If you ate pasta and antipasta, would you still be hungry?
- If you can wave a fan, and you can wave a club, can you wave a fan club?
- If you can't drink and drive, why do bars have parking lots?
- If you choke a Smurf, what color does it turn?
- If you didn't get caught, did you really do it?
- If you get into a taxi cab, and ask the driver to drive backwards to your destination, will the cab driver owe you money?

- If you had a million Shakespeares, could they write like a monkey?
- If you jog backwards, will you gain weight?
- If you saw a heat wave, would you wave back?
- If you tell a joke in the forest, but nobody laughs, was it a joke?
- If you throw a cat out a car window, does it become kitty litter?
- If you tied buttered toast to the back of a cat and dropped it from a height, what would happen?
- If you try to fail, and succeed, which have you done?
- If you're born again, do you have two bellybuttons?
- If your car says Dodge on the front of it, do you really need a horn?
- If you're a kleptomaniac, is there something you can take for it?
- If you're in a vehicle going the speed of light, what happens when you turn on the headlights?
- In court, why do they ask if you swear to tell the truth? If you're planning on lying, do they really think you'll tell them so?
- Instead of wasting time hunting and cooking, why don't hunters just use flame-throwers?
- Is "tired old cliché" one?
- Is a castrated pig disgruntled?
- Is a halfback more valuable than a quarterback?
- Is a sleeping bull a bull-dozer?
- Is a small pig called a hamlet?
- Is an oxymoron a really dumb bovine?
- Is drilling for oil boring?
- Is duck tape made out of ducks?
- Is it OK to use the AM radio after noon?
- Is it true that cannibals don't eat clowns because they taste funny?
- Now that Microsoft is so big, should it be called Macrosoft?

- Is that a flying saucer or a pie in the sky?
- Is the nose the scenter of the face?
- Since Americans throw rice at weddings, do Asians throw hamburgers?
- Since there is a speed of light and a speed of sound, is there a speed of smell?
- The Scarecrow got a brain, Tin Man got a heart, Lion got courage, Dorothy got home, what did Toto get?
- Was the pole vault accidentally discovered by a clumsy javelin thrower?
- What are imitation rhinestones?
- What do batteries run on?
- What do chickens think we taste like?
- What do penguins wear for play clothes?
- What do people in China call their good plates?
- What do sheep count when they can't get to sleep?
- What do they call a French kiss in France?
- What do they call coffee breaks at the Lipton Tea Company?
- What do you call a bedroom with no bed in it?
- What do you call a male ladybug?
- What do you call male ballerinas?
- What do you say if you're talking to God, and he sneezes?
- What does Geronimo say when he jumps out of a plane?
- What hair color do they put on the driver's license of a bald man?
- What happened to the first 6 UP's?
- What happens if you get scared half to death, ...twice? --Steven Wright
- What happens if you go on a survival course - and you don't pass?
- What happens if you take No-Doze and wash it down with Nyquil?
- What happens to an 18 hour bra after 18 hours?

- What happens when none of your bees wax?
- What happens when you swallow your pride?
- What if hell really did freeze over? What would we be using instead?
- What if someone died in the living room?
- What if the hokey pokey really is what it's all about?
- What if you're in hell, and you're mad at someone, where do you tell them to go?
- What is a "free" gift? Aren't all gifts free?
- What is a refried bean? Why do they have to fry it twice?
- What is shaved ice? Did it have hair on it before it was shaved?
- What is the diameter of a square?
- What is the speed of dark?
- What kind of fruit is in Juicy Fruit gum?
- What makes cheese so confidential that we actually need cheese shredders?
- What was the best thing before sliced bread?
- Whatever happened to preparations A through G?
- What's the sound a name makes when it's dropped?
- What's the synonym for thesaurus?
- When cheese gets its picture taken, what does it say?
- When cows laugh, does milk come out of their noses?
- When day breaks who fixes it?
- When dog food is new and improved tasting, who tests it?
- When I erase a word with a pencil, where does it go?
- When night falls who picks it up?
- When people lose weight, where does it go?
- When something fades in the sunlight, where did the colors go?

- When they first invented the clock, how did they know what time it was to set it to?
- When we say our mind wanders - where does it go?
- When you put a sheet over your head for Halloween, are you a ghost or a mattress?
- Where are the germs that cause 'good' breath?
- Where are we going? And what's with this hand basket?
- Where did Webster look up the definitions when he wrote the dictionary?
- Where do they get Spring water in the other 3 seasons?
- Where does the fire go when the fire goes out?
- Where does the white go when the snow melts?
- Where does your lap go when you stand up?
- Where in the nursery rhyme does it say Humpty Dumpty is an egg?
- Where is Old Zealand?
- Which is the other side of the street?
- Who killed the Dead Sea?
- Who opened that first 'oyster' and said "My, my, my. Now doesn't 'this' look yummy!"
- Who was the first person to look at a cow and say, "I think I'll squeeze these dangly things here and drink whatever comes out?"
- Who was the first person to see an egg come from a chicken's butt and think, "I'll bet that would be good to eat?"
- Whose cruel idea was it for the word 'lisp' to have an 's' in it?
- Why are all blackboards called that when some of them are green?
- Why are America's parks administered by the Department of the Interior?
- Why are builders afraid to have a 13th floor, but book publishers aren't afraid to have a Chapter 11?

- Why are cigarettes sold in gas stations when smoking is prohibited there?
- Why are highways build so close to the ground?
- Why are raisins called raisins if they are only dried grapes? Why not just call them dried grapes?
- Why are there flotation devices under plane seats instead of parachutes?
- Why are there interstate highways in Hawaii?
- Why are they called "stands" when they're made for sitting?
- Why are violets blue and not violet?
- Why are you expected to slow down in a speed zone?
- Why aren't there ever any guilty bystanders?
- Why buy shampoo when real poo is still free?
- Why can't you make another word using all the letters in "anagram"?
- Why can't we tickle ourselves?
- Why did kamikaze pilots wear helmets?
- Why did the pot call the kettle black?
- Why didn't Noah swat those two mosquitoes?
- Why do ballet dancers dance on their toes? Why doesn't the company just hire taller dancers? --Fred Allen
- Why do fat chance and slim chance mean the same thing?
- Why do flamingos stand on only one leg?
- Why do flammable and inflammable mean the same thing?
- Why do hot dogs come ten to a package and hot dog buns only eight?
- Why do mattresses have springs, if they aren't made for jumping on?
- Why do people always remember where they were when someone famous was killed? Do they feel perhaps they'll need an alibi?
- Why do people go to the unemployment office to find a job?

- Why do people park in driveways and drive on parkways? --Larry Anderson
- Why do people tell you when they are speechless?
- Why do pigs have curly tails?
- Why do the signs that say "Slow Children" have a picture of a running child?
- Why do they call it 'chili' if it's hot?
- Why do they call it a TV set when you only get one?
- Why do they call it 'getting your dog fixed' if afterwards it doesn't work anymore?
- Why do they call it life insurance?
- Why do they call it quicksand when it sucks you down slowly?
- Why do they call the piece of wood a two-by-four if it's only 1 3/4" x 3 1/2"?
- Why do they call Wednesday hump day, when most people get laid on the weekends?
- Why do they give you a tape with a VCR to tell you how to use it?
- Why do they make cars go so fast its illegal?
- Why do they make scented toilet paper?
- Why do they put Braille dots on the keypad of the drive-up ATM?
- Why do they report power outages on TV?
- Why do they sterilize the needle for lethal injections?
- Why do toasters always have a setting that burns the toast to a horrible crisp, which no decent human being would eat?
- Why do tourists go to the top of tall buildings and then put money in telescopes so they can see things on the ground in close-up?
- Why do we call something sent by car a shipment and something sent by ship a cargo?
- Why do we call them restrooms when no one goes there to rest?

- Why do we drive on parkways and park on driveways?
- Why do we have hot water heaters when hot water doesn't need to be heated?
- Why do we kill people for killing people to show that killing is wrong?
- Why do we need training bras? What can we teach them?
- Why do we put shirts in a suitcase, and put suits in a garment bag?
- Why do we say "a pair of pants" when there is only one article of clothing involved?
- Why do we say something is out of whack? What is a whack?
- Why do we sing "Take me out to the ball game," when we are already there?
- Why do we wash bath towels? Aren't we clean when we use them?
- Why do wise guy and wise man mean entirely different things?
- Why do your feet smell and your nose runs?
- Why do you need a driver's license to buy liquor when you can't drink and drive?
- Why do you need an appointment to see a psychic?
- Why does a dishtowel get wet when it dries?
- Why does a grapefruit look nothing like a grape?
- Why does Donald Duck wear a towel when he comes out of the shower, when he doesn't usually wear any pants?
- Why does Goofy stand erect while Pluto remains on all fours? They're both dogs!
- Why does it take 15 minutes to cook minute rice?
- Why does the sun lighten our hair, but darken our skin?
- Why doesn't glue stick to the inside of the bottle?
- Why doesn't Tarzan have a beard?
- Why doesn't the fattest man in the world become a hockey goalie?
- Why don't they call mustaches "mouthbrows?"

- Why don't they just make food stamps edible?
- Why don't you ever see the headline "Psychic Wins Lottery"?
- Why get even, when you can get odd?
- Why is "abbreviated" such a long word?
- Why is a boxing ring square?
- Why is a carrot more orange than an orange? --Amboy Dukes
- Why is a person who plays the piano called a pianist, but a person who drives a race car not called a racist?
- Why is a women's prison called a penal colony?
- Why is brassiere singular and panties plural?
- Why is clear considered a color?
- Why is it called a "building" when it is already built?
- Why is it called lipstick if you can still move your lips?
- Why is it considered necessary to nail down the lid of a coffin?
- Why is it that bullets ricochet off of Superman's chest, but he ducks when the gun is thrown at him?
- Why is it that doctors call what they do "practice"?
- Why is it that famous people are always born on holidays?
- Why is it that night falls but day breaks?
- Why is it that only adults have difficulty with childproof bottles?
- Why is it that rain drops but snow falls?
- Why is it that to stop Windows 95, you have to click on "Start"?
- Why is it that when you're driving and looking for an address, you turn down the volume on the radio?
- Why is it you must wait until night to call it a day?
- Why is lemon juice made with artificial flavor, and dishwashing liquid made with real lemons?
- Why is the alphabet in that order? Is it because of that song?

- Why is the man who invests all your money called a broker?
- Why is the third hand on the watch called a second hand? --Steven Wright
- Why is the time of day with the slowest traffic called rush hour?
- Why is the word dictionary in the dictionary?
- Why is your index finger the same size as your nostrils?
- Why isn't phonetic spelled the way it sounds?
- Why isn't there a special name for the tops of your feet? --Lily Tomlin
- Why isn't there mouse-flavored cat food?
- You know that little indestructible black box that is used on planes? Why can't they make the whole plane out of the same substance?

Thought Provoking Questions

- If you had to have one piece of music softly playing in your mind for the rest of your life, what would you want it to be?
- Which sport would you most like to play professionally?
- You and two loved ones are on a walk through the forest. Your two companions fall into a pit of poisonous vipers. You have enough anti-venom to save only one; the other will certainly die. What would you do? Now - assume it's your two children at risk.
- If you could choose the manner of your death, what would it be?
- What is the most difficult problem you've ever had to solve?
- If you had to marry someone that you presently know unromantically, and spend the rest of your life as their spouse, who would you choose?
- If you had to sell your soul for one thing, what would it be?
- Your best friend's spouse is being unfaithful. Would you tell your friend? If so, how?
- What one Christmas tradition would you never want to give up?

- If you had to spend the next 2 years inside a small but fully provisioned Antarctic shelter with one other person, whom would you like to have with you?
- If you had to choose a television personality to be president of the United States, who would you pick?
- If you knew that every minute of the next 24 hours of your life would be recorded on camera, is there anything you would change about your habits?
- Which part of your body do you like the least? Would you change it through plastic surgery, if possible?
- If you knew that in one year you would die suddenly, would you change anything about the way you are living now?
- What room of your home do you spend the most time in?
- If you could go back in time and become friends with one famous person, whom would you choose?
- If you knew that someone was dying, but they didn't know, would you tell them the truth or deceive them about it?
- What specific subject do you feel you know better than any other subject?
- If you knew that your child would be born severely retarded and would die by the age of 5, would you decide to have an abortion?
- Do you think people should have cosmetic surgery to enhance their looks?
- If you learned that there actually was a Heaven and Hell, what is the first thing you'd change in your life?
- Is it better to have dreams that will never come to pass, or to have no dreams at all?
- If you could only have sex once more in your life, when would you do it, with whom, and where?
- What was the biggest sin ever committed against you?
- If you had to sleep with someone you despise in exchange for one thing, what is it you would demand?

- What do you believe is the greatest unsolved mystery of all?
- Which of the seven dwarfs personifies you best – Dopey, Sneezy, Sleepy, Bashful, Grumpy, Happy, or Doc?
- If you could pick any two people in the history of the world to be your parents (besides your real ones) who would those two people be?
- What is the most romantic thing you've ever done for anyone?
- If you could possess one supernatural ability, what would it be?
- What is the one thing you'd most like to change about the world?
- Is it easier to forgive or to forget?
- If you could read the private diary of any person in the world, whose would it be?
- You have accomplished a difficult task and hear someone else taking the credit. How do you deal with the situation?
- If you could spend one year in perfect happiness but afterward would remember nothing of the experience, would you do so?
- What is the most imaginative thing you ever did as a child?
- If you could star in a love scene with any living actor or actress, whom would you want to act with, and where would you want it filmed?
- If you could take a one-month trip anywhere in the world and money were not a consideration, where would you go?
- What is the most important thing in any relationship?
- If you could teach your mate to do one thing, what would it be?
- What is the best example of "perfection" that you can think of?
- If you could eliminate one habit your mate has, what would you have them stop doing?

- You are given the power to see the solution of one of history's "unsolved mysteries." What secret would you pick to uncover?
- You're driving your car late at night and come to a red light. If there are no cars in either direction, would you stop?
- If you could, in retrospect, thank one person for what they taught you, who would it be, and what would you thank them for?
- Do good things come to those who wait?
- If you had to choose someone to sleep with your mate, whom would you pick?
- What is the worst vacation you ever took?
- Do you dress the same when you are depressed as you do when you are very happy?
- If the statement, 'You are what you eat' was true, I would be a _____.