



Resource Title:	Ice breaker Activities (Various)	
Source:	Transition Quality Empowerment Project (TQEP)	
TD Indicator	TD Sub-Indicator	Transition Skill
Youth Development Relationships	Self-Management Skill Development Leadership Skill Development	Self-advocacy Working with others

What is it?

- Lesson Plan
- Tool Kit (package of items)
- Tip Sheet
- Website
- Presentation
- Other

Who is leading this?

- Stakeholders
- Family
- Youth

Target audience?

- Stakeholders
- Family
- Youth

What is included?

List of icebreakers (activities and questions)

Circle of affirmation

Stand in circle, call out categories, if belong to go high five and return.

Snow ball

On paper you will see four boxes. In the upper left-hand box please write

- 1) Your name and agency, and
- 2) Where you were born.

Now crumple the up the piece of paper and toss it in the middle of the circle. When I give the okay, then go ahead and grab any ball of paper that you see, and head to your seats. Unfold it, and silently read the entry from the person who filled out the first box. In the lower left-hand box write

- 1) Your name, and
- 2) Someone that you consider to be a hero (dead or alive fictional or non-fictional).

Again crumple it, toss it, grab a different one, unfold it, and read it. In the upper right-hand box write

- 1) Your name, and
- 2) The name of your first pet or an animal that you really like or dislike.

Again crumple it, toss it, grab a different one, unfold it, and read it. In the lower right-hand box write

- 1) Your name, and
- 2) What you would do if you had a million dollars. Now go around the circle and have each person read off the box that they find the most interesting to them and why.

2 truths and a lie

Ball toss –light hearted/deep questions

CHECK_IN QUESTIONS

What is the story behind your name?

If you got a tattoo, what kind would you get and where would you put it?

What would be on the menu for your ultimate birthday dinner?

What view would you love to have from your room?

What celebrity would you choose to have dinner with?

What would you like to be famous for someday?

Would you do anything differently if you didn't care what people thought?

What would you like to learn to do someday?

What new name would you choose for yourself?

If you could attend school in another country, which would you choose?

Would you accept the opportunity to live forever?

Who would you like to trade places with for a month?

Where would you most like to travel?
What event in the past or future would you like to witness in person?
Which famous athlete would you love to meet?
Will you discipline your children in the same way as you are disciplined?
What is one fear would you like to conquer?
What is the perfect age? What makes you laugh the hardest?
What would you like to be doing in ten years?
Which of your teachers has had the greatest impact on you?
What kind of party would you throw if you had an unlimited budget?
Do you have any habits you would like to give up?
Would you rather be a great musician, athlete, scientist, artist, politician, or writer?
How would your plans for the future change, if you knew you would inherit a fortune?
What one question would you love to ask a psychic about the future?
What should be the role of parents during the teen years?
What special talent would you like to have? What superpower/skill would you like to have?
How would you solve the problem of drunk driving?
How would you solve the problem of homelessness?
What are the reasons you believe, or don't believe, in God?
Is hunting animals for sport right or wrong?
What personal trait has gotten you in the most trouble?
Is there a difference between who you think you are and how others perceive you?
What will be the best and scariest parts about leaving home?
How would a woman president be different from a man?
What would you save first if your house caught fire?
What will be the best and worst things about being an adult?
What one thing would you like to learn how to cook? Who are your role models?
What is the most significant problem facing the world?

Affirmation Bingo

TEAM DRAWING

Materials: Timekeeping device for facilitator, markers, paper

Time: 30 Minutes –1 hour

Purpose: Promote teamwork. Learn about different ways of approaching a project, & open-mindedness to others' goals and ideas for projects. The collaborative drawing process is about communicating ideas through alternative modes and building a sense of trust and boundaries between partners and a mutual respect of others' ideas. The goal of this particular workshop activity is to stimulate students to share their ideas for a community service project, however leaders can adapt the activity to any topic.

Setup: Markers on table. Each student is given a piece of plain paper preprinted with a topic related to the focus areas of the workshop (“Spirit of Community,” “Our Community’s Challenges,” “Gaps in Services” “Community Service,” “Volunteer Florida/Americorps,” “High School/High Tech,” “Volunteering,” “Service Learning,” “Civic Responsibility,” “Disability Awareness & Inclusion,” “Our Group’s Priorities,” “Youth Leadership,” “Work Skills Development,” “Job Shadowing,” “Furthering Opportunities,” “Taking Action.”) These topics can be changed according to the theme of your workshop. Facilitator announces that this will be a timed activity. When “time” begins, each student will begin the activity by using lines, shapes, colors, symbols, pictures and/or words to represent the topic area (listed above) on his/her sheet of paper. At two minute intervals, Facilitator announces that it is time to “swap” artists, and the students will pass their drawings to the person on their right...and so on, until ideally, each partner will have drawn on each drawing at least once. Silence should be encouraged during the activity as the focus is communicating through the art. During the activity, if drawers ask questions about technique, the best response is usually “It’s your choice.” If participants say they can’t draw, ask them to try to participate by using lines and shapes and color. Tell them this is not a test of artistic prowess and skill, but a test of traits related to getting to know each other, working together, and planning a project.

Conclusion: When the final “time” is called, drawing should cease, and group members are then asked to verbally communicate with the large group about the drawing in their hand. Students do this by holding up the artwork and communicating the concept behind the drawing and how it relates to the assigned topic area. As each speaker reports back to the large group on the drawing, they will display their drawings on the wall or on a table. Reflection can take place throughout the workshop because viewing the artwork of others can stimulate ideas for group members. Keep flipchart paper or a notebook handy, in order to keep a list of students’ ideas for their community service project.

GET UNTIED

In small groups 4-6, have participants hold hands with different people across from them in the circle. When everyone is holding someone else’s hand, have them “untie” themselves without letting go of each other’s hands. Great for team building, strategy, problem solving, building trust.

DON’T BREAK THE CHAIN

Any size group –Have participants hold hands in a line or circle with a hula hoop over one set of hands. Without unlocking hands, have them move the hula hoop the entire way around the circle or to the end of the line without breaking the chain. This can also be done in teams as a race. Great for team building, strategy, problem solving, building trust.