## ICE BREAKER IDEAS:

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| **Conversation Whee**l (submitted by Cathy Sork, Ft. Vancouver H.S)  |
| Have the group form an inner and outer circle causing people to pair up. Ask the group a question and give them 1-3 minutes to introduce themselves and discuss each person’s answer. When the question is complete they cue the participants to thank their partner and have one of the circles move a determined number to the left. Once with a new partner, ask another question.Creative questions to ask include:1) What kind of music do you like and why?2) Explain how you got your name.3) Tell about your favorite toy as a child.4) Who is the nicest person that you know?5) What was your favorite grade in school and why?6) Tell about an embarrassing moment.7) If you could have one superpower, what would it be?8) What is something that you always wish you were better at and why?9) Describe your most cherished pet.10) If you could donate one million dollars to a charity, who would you give it to? |
| **Fast Fingers** (submitted by Shannon Rasmussen, Kilo Junior High) |
| Form pairs. Both partners have their hands behind their backs. On the count of 3, each person puts out both hands, with 0-10 fingers extended. Both people try to add the total fingers and blurt the total first. Keep track of points. |
| **"I'm an Only Child"** (submitted by John Bittinger, Everett H.S) |
| Low Risk, No Equipment Needed, Sit Group in a Circle1. Each person tried to think of something unique about themselves, something no one can claim. This unique aspect makes them an "Only Child."2. One person begins. "I'm an Only Child because...." (completes statement)3. If the statement is unique, continue to next student. (Discuss statement as desired.)4. If someone else in the group shares the aspect, they immediately reply, "No, no. I'm your Bro!" (if male) or "What's this? I'm your sis!" (if female)5. Continue around the circle as long as desired. |
| **In the Bag** (submitted by Goodman Middle school @ WACA It's a Steal) |
| This activity is one that isperformed without rehersal or preparation. The studenr relies on personal knowledge and experience to give a quick, impromptu speek to the groupc/class. Decorate a bag with the words "In The Bag" and make it look fun and creative. Copy phrases on strips of paper and place them in the bag. Students draw their topics from the bag and give a quick speech to the class. let each student pick a topic and remind them that they have 30 seconds or less to talk.Examples of phrases that can be used as topics for a speech:1. Why students should never have homework
2. An unusual animal
3. The ideal age should be
4. How to be happy
5. My idea of a perfect day
6. The worst type of pollution
7. A fun way to travel
8. The best bargain
9. The best job in the world
10. The greatest book ever written
11. My favorite Olympic sport
12. How to avoid doing the dishes
13. How I view the future
14. The worst habit to have
15. How to clean a bedroom in ten minutes
16. How to mess up a bedroom in five minutes
17. The best place in the world to live
18. A great gift
19. The most important invention
20. Something I couldn't live without
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| **Link Up** (submitted by Cathy Sork, Ft. Vancouver H.S) |
| One person stands and talks about themself. When someone in the group has something in common with something they’ve said, they get up and link arms with the person speaking person. Only one person at a time. They declare the thing that they had in common and then begin talking about themself until someone else comes up with something in common with them. The activity continues until all group members are “Linked Up.” |
| **Look Up, Look Down** (submitted by Steve Sears , Vashon H.S) |
| All in the group are in a circle. The "leader" yells "Look Down." Everybody looks at the floor (and picks out the feet of their "victim." The leaders than says "Look Up." Each person looks at te face of their victim. If the two people happen to be looking directly at each other, they must die dramatically and exit the circle. The leader continues "Look Down " "Look Up." until the last two remain the winners.A variation to the game is to call it "Dude." If you are found to be looking directly at the person they both yell "Dude!" and put one hand over their one eye. They continue to play until they lose both eyes and then exiting the circle with a loud, pronounced "Dude!" |
| **Name Wave** (submitted by Cathy Sork, Ft. Vancouver H.S) |
| The group stands in a circle. As the group leader, model for the group by going first. Say your name while making a motion with your body. For example, an arm swing, disco point, hop, swivel hips, etc. Freeze the motion whereever it ends up. As soon as you are finished, the person to the right repeats your name aloud, the motion you made and holds the position which starts the next person. This continues around the circle back to the first person. Everyone should be frozen in the same position. When it gets around, the next person starts from that position, makes a new motion while saying their name and holding it at the end. This repeats around the circle. It should go pretty fast and is a good way to remember everyone’s name. |
| **Sentence Relay** (submitted by Cathy Sork, Ft. Vancouver H.S) |
| Divide the group into team with butcher paper on the wall or a chalk board for each group to write. Line up the groups about 10 feet from the paper. When the leader says go, each team member runs up to the wall and writes one word on the team’s paper. Each successive team member is to run to the wall and add a word to the sheet. When each member of the team returns to the line, the next person may go. The object is to be the first team to complete the run with all people and to successfully write a complete, logical sentence. Sentences can be cued to a theme or related topic. |

**'LAY DOWN THE LAW' AND THEN...**

Like many teachers, Suzanne Meyer feels compelled to use part of the first day of classes to "lay down the law." She shares her plans for the year ahead as well as class rules and expectations. A few years ago, however, Meyer, the K-12 instructional technology coordinator in the Hilton (New York) Central School District, decided to turn the tables.

"After doing my 'routine,' I asked students for their expectations of me," Meyer told Education World. "For three years in a row, I have found that this approach builds powerful bridges to understanding between me and my students.

  "Because adolescents are in 'take in' mode early in the school year, you

will have their undivided attention as they try to size you up," suggested Meyer. "Tell them you're interested in their opinions and you're asking them these questions as a way of finding out about their learning styles and preferences. Ask them to write, using as much detail as possible, their responses to questions, such as

* Now that I've told you my expectations of a good student, what are your expectations of a good teacher?
* Tell me about the best teacher you've ever had. What made that person such a good teacher?
* Now that I've told you some of my ideas about how we will go about learning this year's material, tell me about how you learn best. Give me an example of a project or unit where you learned a lot. Describe the project in detail.

"I passed this idea on to other friends and have gotten very good feedback about how it sets up a positive dynamic right from the beginning of the school year," added Meyer. "The students' writing will also surprise and amuse you, and you can use responses as a follow-up the next day when you launch into the work and fun of learning with a new group of students."