

## ICEBREAKERS

### 1. YOU'RE PINNED!

Who am I? The reason your students might not know the answer to that question is because they will have another name pinned to their backs for this icebreaker. They must go around asking questions until they have figured out their celebrity status. Try sports figures, political personages, or actors.

### 2. PREDICTIONS & PREFERENCES

You will need two columns on the class board, one titled "Predictions", and the other "Preferences". You will have a set of questions or categories which students will respond to (see examples below), keeping a tally under each column (students can volunteer at the board to keep tallies). Compare the results to your initial predictions, discussing the outcomes.

Sample questions:

- Fold your hands together. Which thumb is on top? (Predict: Will there be more left or right thumbs on top?)
- Lift up your knee. Which leg did you lift up? (Predict: Will more people lift their left or right knee?)
- Touch your nose. (Predict: Will more people use left or right fingers?)
- What's your favorite color? (Predict: Which color will win the most votes.)
- Which do you prefer: pizza, cheeseburgers, or spaghetti? (Predict: Which of the 3 foods will most people prefer?)
- Which type of food do you prefer: Chinese, Indian, Thai, or Mexican? (Predict: which cultural foods will students prefer the most?)

### 3. QUESTIONS AND ANSWERS

Students will use a series of questions - with only "yes" or "no" answers - to find and define the mystery career scenarios. Here are some sample answers:

- I am a contestant on a design television show.
- I am the local weatherman.
- I am a horse trainer.
- I teach kindergarten.
- I am a champion swimming athlete.

Some sample questions to help narrow the field are:

- Do you work in the sports field?
- Do you cook?
- Do you work with paints?
- Do you drive as part of your job?
- Are you famous?

### 4. PICTURE THIS

Have a series of pictures ready for this ice-breaker, a cooperative game where students will work in groups with their given set of photos to come up with a scenario - which must be fairly seamless in the retelling. Cut out pictures/photos from magazines and use glue to attach them to sturdy cardstock or file folders. Randomly assign 10 photos to each student group. Teams will have a given amount of time (e.g. 15 minutes) to discuss the story and agree on its sequence, using the pictures to prompt the sequence. They should agree on who says what for each picture (have enough for each student to take a turn), and who goes in which order. Then have them relate their stories, using the pictures, and with each student taking a turn. Want to step up the pace? In the last five minutes, interrupt the groups with a bell, take away at least three of the pictures from each group, and pass them on to the next group (after taking away 3 of their own pictures!).

### 5. CLASS LOGO

Have students work in teams. They will discuss what might be their class logo, motto, or motif for the school year, then work together to illustrate that logo. They will also present it, discussing why they feel it is appropriate for their class.

### 6. REVEALING ADJECTIVES

Students will first use index cards to write down descriptive adjectives, trying to find words that could describe character or personality traits (vivacious, giggly, quiet, serious, hilarious, witty, bright, artistic, studious, lazy, etc.) Each student will then be assigned a partner. Working in complete silence, they will work in turns to show each other, one by one, their adjective cards. The partner will either nod affirmatively or shake his/her head for a negative for each adjective. Then switch turns. Once cards have been filtered down, each partner then shows the remaining cards to find ONE only adjective, out of all the ones previously chosen, that best describes that person. Partners must work carefully to select only one each. Then students will present their partners to the whole class, using the cards chosen (e.g. Amy is chatty, cheerful, outgoing, athletic, and lazy.) Once the student has been presented to the class, the class can vote to see which of those adjectives the student chose to best describe him/herself. The partners will then reveal which card was selected.