

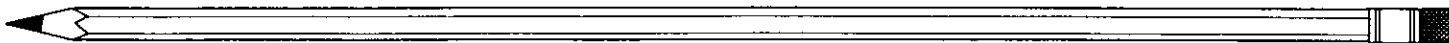
**PHOENIX DOVIA & AVA REGION XI CONFERENCE
JUNE 26, 1996**

**Presented by
Barbara Baker**

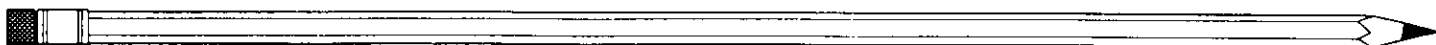


TODAY'S AGENDA

1. Group Ice Breaker
2. Objectives
3. Overview of Ice Breakers
4. Activities
5. Wrap-up and Questions



NOTES



ICE BREAKERS

What Are They

Activities designed to get to know each other

Why Use Them

1. To establish contact with group
2. To get participants to join in experience
3. To get participants acquainted with each other
4. To introduce the workshop
5. To get them excited about staying
6. To clarify expectations and feelings
7. To identify specific needs
8. To identify resources participants bring
9. To present objectives
10. To outline ground rules
11. To reveal unique qualities, values, ideas, interests, and experiences of participants
12. To develop sense of teamwork
13. To get participants into program content
14. To regroup participants
15. To create atmosphere that reduces inhibitions and/or increase awareness

When to Use Them

At the beginning of a session

Consider

Size of Room

Number of Participants

Group Composition (male/female; levels of management; occupation;
do they know each other; do they need to know each other)

Supplies/materials/equipment needed

Time Limitations; length of session

"Customizing" Ice Breakers

Identify goal and objectives of program

Bridge gap between activity and material to follow for smooth transitions

Cautions

Don't force participation

Information is confidential

You must participate (promotes risk taking)

Consider appropriateness of activity



OBJECTIVES

Participants will be able to explain what an ice breaker is and why they are used

Participants will be able to identify and select from a list of ice breakers ones best suited for large or small groups.

Participants will be able to lead a small group ice breaker activity.

ALL MY PALS

SUMMARY: Participants move in and out of a circle by responding to statements.

GROUP SIZE: Up to 20

TIME: 10-15 mins.

MATERIALS: Chairs for each participant

- STEPS:**
1. Participants form a circle with their chairs; facilitator stands in the middle.
 2. The purpose of the game is to get out of the center. To do this, you get participants to move and try to sit in their chair while they are moving.
 3. The facilitator explains that everyone fitting the description called out by the person in the center must get up and move. The person in the center then tries to sit in one of those chairs. Whoever is left over goes to the center.

Examples of descriptions could be: all my pals have blue eyes; all my pals are left-handed; all my pals wear sports shoes; all my pals hate pizza, all my pals were born before 1960.

4. Stop when about half the group has been "caught."
- + This exercise may get rough. Invite people with physical concerns to opt out.

VARIATIONS: → Use as an energizer.

ALPHABET MIXER

SUMMARY: To allow participants to meet others in a fun way

GROUP SIZE: Larger groups work best

TIME: 5 mins.

MATERIALS: Post-Its, flip chart paper and markers

- STEPS:**
1. Give each participant a post-it with a letter of the alphabet printed on it (make these large and visible). Avoid using q, x, or z and have about twice as many consonants as vowels.
 2. Allow participants 5 minutes to form any word with at least 3 other people, although they can make longer words.
 3. If someone appears to be left out, have the groups look at their word and try to rearrange their letters to include the person left out. You may want to award points for longest word, most creative word, or for rearranging their word to include someone else.
 4. Give each word group a sheet of flip chart paper and instruct them to form a sentence using their word to describe their expectations about the class.

VARIATIONS: → Challenge the group to break up and form another word, a longer word. This encourages them to meet more people.

ALTER EGO

SUMMARY: For participants who already know each other

GROUP SIZE: Any

TIME: 10 mins.

MATERIALS: Name badges

- STEPS:**
1. Have participants write, on their name badge below their name, a name that represents their alter ego, or someone else they would rather be.
 2. Have participants explain why they chose those names.

Examples: Cowardly Lion, Charlie Brown, Napoleon, Little Red Riding Hood, Queen Elizabeth.

VARIATIONS: → Have participants get in pairs or small groups and try to GUESS why another participant selected the name they did.

AM I A RARE FIND?

SUMMARY: To allow participants to find others in the group with similar interests

GROUP SIZE: Any

TIME: 10-15 mins.

MATERIALS: Handout - Am I a Rare Find?

- STEPS:**
1. Pass out the handout; instruct participants to answer 5 questions.
 2. Have participants find a partner and ask their partner the same five questions.
 3. If time permits, have participants rotate to another partner.

Sample Questions:

Am I a Rare Find?

1. I am the _____ (1st, middle, youngest) sibling in my family.
2. To pass time I like to _____.
3. I think most people are _____.
4. Other people describe me as _____, _____, and _____.
5. Our world would be a better place if only people would _____.
6. I work because _____.
7. A true friend is _____ and _____.
8. My second career choice would be _____.
9. I wish I could change _____.
10. When I'm not at work, I like to _____.

VARIATIONS: → Vary the questions; use questions that relate to your training session or your group.

ARE YOU MORE. . .

SUMMARY: To provide an opportunity for participants to reveal something of themselves

GROUP SIZE: Any size

TIME: Approximately 5 minutes per pair of items used

MATERIALS: Newsprint; markers

- STEPS:**
1. Tell the participants that you will be giving them pairs of items and they are to decide which item of the pair is more like them.
 2. Call out the first pair and have participants move to the side of the room where their choice is listed. (Have one word of the pair in one corner of the room; and the other word of the pair in the opposite corner.)
 3. When everyone has moved to the appropriate end of the room, ask them to share with one or two people closest to them the reasons for their choice.
 4. After a few minutes, begin a discussion between the groups, indicating that this is a time for sharing information, not for arguing or challenging. Questions might include:
 - a. Who would give a summary of the reasons people in their group gave for selecting that item?
 - b. What questions would you like to ask of anyone at the other end of the room?
 - c. What made it hard to decide which position to take?
 5. Call out a second pair of items, posting them on newsprint, and ask participants to choose their item and go to the appropriate end of the room. Follow the same procedure.
 6. Do as many pairs as you feel the group can handle, time allows, or meets your purposes.

SAMPLE PAIRS OR FORCED CHOICES

Are you more. . .

like a rose or grass?

like summer or winter?

like the country or city?

A leader or a follower?

Physical or mental?

Like a tortoise or a hare?

1990 or 1790?

A mountain or a valley?

A screened porch or a

picture window?

A saver or a spender?

Like morning or night?

New York City or Laramie, WY?

Like the mountains or plains?

A creator or doer?

Left brain or right brain?

Like a paddle or a ping-pong ball?

A Corvette or a Bronco?

A bubbling brook or placid lake?

A McDonald's or a French restaurant?

A loner or a groupee?

VARIATIONS: → Instead of having people "vote with their feet," prepare a handout of as many pairs as you want. You could use cartoons or pictures. After participants select the items that are most like them, form small groups to discuss their choices.

ARE YOU TELLING THE TRUTH?

SUMMARY: Participants try to determine if statements made are true or not.

GROUP SIZE: 10-15

TIME: 15 mins.

MATERIALS: Index cards or scratch paper

- STEPS:**
1. Participants write down 4 things about themselves that they would like the group to know. One of those things must be a lie.
 2. Have participants stand and introduce themselves telling the group 4 things about themselves.
 3. The group tries to determine which of the four is not true.

AUTOBIOGRAPHICAL SHEETS

SUMMARY: To work in small groups and prepare a brief autobiography

GROUP SIZE: 12 or more

TIME: 25-30 minutes

MATERIALS: Old newspapers, rolls of tape, newsprint and scissors

- STEPS:**
1. Divide participants into groups of four to six.
 2. Pass out newspapers, tape and scissors.
 3. Have participants write their name at the top of the newsprint.
 4. From the newspapers the participants clip key words, phrases, or sentences that, based upon their perceptions or impressions, describe other members of their group. Encourage participants to select at least five descriptive words, phrases, or sentences for each member's sheet.
 5. When all of the group members have received their lines and taped them to their papers, the groups can discuss their autobiographical sheets.
 6. The trainer may conclude the exercise with a full-group discussion in which the participants comment on the differences between self-perceptions and the impressions received by others.

VARIATIONS: → The trainer can direct the work group members to select lines that answer questions dealing with work-related issues. For example: "How do you view other group members as supervisors?" or "How do you evaluate the management style of your fellow group members?"

AUTOBIOGRAPHY HUNT

SUMMARY: To gather personal information to use in getting acquainted

GROUP SIZE: 10-15

TIME: 15-30 mins.

MATERIALS: Scavenger hunt sheet or bingo grid

- STEPS:**
1. Prior to class, ask participants to send in an autobiography. You can develop guidelines or categories that they should include in the autobiography.
 2. Select 2-3 items about each person and type up a list.
 3. As participants enter the room, they are to scavenge around until they uncover which person matches which item on the list.

VARIATIONS: → Can use with a bingo grid.

BUSINESS CARDS

SUMMARY: To design your own business card and use as an introduction

GROUP SIZE: Any

TIME: 15-30 mins.

MATERIALS: Index cards, markers, pencils

- STEPS:**
1. Pass out index cards and markers.
 2. Instruct participants to design their ideal business card.
 3. Use the business card to introduce yourself to 3 other participants.
- ✦ Some participants feel more comfortable introducing their cards rather than themselves to a group.

VARIATIONS: ➡ Depending on group size, have each person introduce themselves to the group rather than 3 other people.

CALL ME; I'M AVAILABLE

SUMMARY: Participants exchange information to contact one another after the session.

GROUP SIZE: Any size

TIME: 30 mins.

MATERIALS: Handout

- STEPS:**
1. Do this activity early in the day so you can reproduce sheets so every participant receives one (or if time does not permit, mail to participants a day or two after the session).

2. Circulate an information sheet.

- a. A simple information sheet asks for name, address, phone number.
- b. Remember Me As/For: participants write down what they want to be remembered for.
- c. I Need: participants list areas they still need help with. A participant may come across an idea or resource later on to help that person.
- d. I Can Give: Participants list resources they have to offer.

VARIATIONS: ➤ If all participants have business cards, have them list what they have to 'give' and/or what they 'need'; photocopy cards to distribute or have someone type up the information and distribute a day or two later.

INFORMATION SHEET

Name _____
Address _____
Phone _____
Remember me As/For _____
I need: _____
I can give: _____

CANDID FEEDBACK

SUMMARY: To reinforce peers are an endless resource for learning new information

GROUP SIZE: Any size

TIME: 15 mins.

MATERIALS: Sticky labels for name tags

- STEPS:**
1. Have name labels prepared before class begins.
 2. As participants enter the room, have them select any name tag but their own.
 3. Instruct participants to write something they admire about the person or something they have learned from the person directly on the name tag.
 4. Allow time for participants to stick the label on the appropriate person.
- ✦ This activity is best suited for groups of participants who work together or already know each other. It's a great way to get participants feeling good about themselves.

THE CARDS PAIR OFF

SUMMARY: Participants mingle with the group looking for a match.

GROUP SIZE: 20-50

TIME: 15 mins.

MATERIALS: Deck of cards

STEPS:

1. As participants enter the room, give them one card from a standard deck of cards.
2. Instruct participants to mingle around the room until they find the card that matches theirs (suit does not matter).
3. Have them exchange information such as name, where they work, favorite card game.
4. With larger groups, after pairs are matched up, have participants find the four cards that make up a suit (i.e. 10 of spades, 10 of clubs, 10 of hearts and 10 of diamonds).



VARIATIONS: ➤ For larger groups, cut each card in half; have participants find their other half.

CARTOON PAIRS

SUMMARY: To find a partner with a caption for a cartoon

GROUP SIZE: Any size

TIME: 10-30 mins.

MATERIALS: Cartoons and captions from the newspaper or magazines

STEPS:

1. Mount captionless cartoons on index cards.
2. Mount the captions on separate cards.
3. As participants enter the room, give them one card.
4. Participants must find the person with the corresponding caption or cartoon.
5. When found, they introduce themselves.

VARIATIONS: ➤ After participants find their match, have them write an alternate caption for the cartoon.

COAT OF ARMS

SUMMARY: Participants focus on their positive traits in getting to know each other.

GROUP SIZE: 15-25, depending on time limitations

TIME: 30-45 mins.

MATERIALS: Paper and pencils, flip chart or overhead

STEPS:

1. Have participants draw a shield on the paper, divide it into six sections and label them a,b,c,d,e,f.
2. Display instructions on a flip chart or overhead and instruct participants to fill out their shield, in 10 mins., following the criteria:
 - a. Two things you do well
 - b. One place you enjoy being

- c. Three things you think are most important about yourself
 - d. Two people who have influenced you the most during your life.
 - e. Two goals you have established for yourself in the next year.
 - f. Describe how you see yourself in 10 years, using three words only.
3. Facilitator collects the shields, redistributes among participants and has participants read aloud the answers on the coats of arms.
 4. Participants try to guess whose Coat it is and why they think so.

VARIATIONS: ➡ Use different questions

The greatest joy of my life is...
 The most important decision I ever made was...
 My constant worry is...
 As a child, I dreamed of...
 The thing I love most about life is...
 What I would like to change in my life is..

- ➡ Use company logo instead of a shield; divide it into sections.
 Place of employment
 Best part of my job
 Least favorite part of my job
 What you'd change on the job
 What you want to learn today to take back to the job
 Job description
- ➡ Use as a review exercise having participants fill each part of the shield with things they learned, will use back on the job, etc.

COURSE EXPECTATIONS

SUMMARY: To identify what participants expect from the course

GROUP SIZE: Any size

TIME: 10-15 mins.

MATERIALS: White board, overhead or flip chart

- STEPS:**
1. Have participants give their name and state their expectation for the class.
 2. Record on board, overhead or flip chart.
- ❖ This activity shows participants that the trainer respects the participants and desires their input. Also it gives the trainer input so course content can be adjusted or modified to make sure their expectations are met.

VARIATIONS: ➡ Have participants write down their expectations on post-its. Read them as you stick them on a piece of flip chart paper. During the course of the training session, as expectations are met/covered, remove the post-it and display it on another piece of chart paper titled COMPLETED.

CUSTOM T-SHIRTS

SUMMARY: To describe self using one word

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: Paper, pencils

- STEPS:**
1. Have participants think of one word that describes themselves that they could put on a t-shirt.
 2. Have them share their names, the word they chose and why they selected that word.

- VARIATIONS:**
- ◆ If budget permits, have t-shirts made for participants with the class name, date and their descriptive word.
 - ◆ Have participants illustrate their word on a shirt (or a piece of paper with a shirt drawn on it).
 - ◆ Make name tags in the shape of a t-shirt. Pass these out and have participants write the descriptive word and/or illustrate their name tag to wear during class.

DIFFERENTIATORS

SUMMARY: Participants mingle and meet others with common characteristics.

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: Handout - Differentiators

- STEPS:**
1. Distribute the handout to participants.
 2. Instruct them to mingle and meet 3-4 others based on the "differentiator."
 3. Then ask that person to answer the accompanying question.
 4. Allow a few minutes for each pair to get familiar with each other before asking them to move along.

Differentiator

Find a person with a similar favorite food.

Find a person wearing similar colors.

Find someone who writes with the same hand as you.

Find another person with similar shoes.

Ask/Answer Question

What's the riskiest thing you've ever done?

Who is someone who has greatly influenced your life?

What is something you've done that has made a big difference in your life and you are proud of?

What is something you hope other people say about you.

VARIATIONS: ► Vary the differentiator and/or ask/answer questions to fit the session.

DO YOU KNOW YOUR STATES?

SUMMARY: Participants mingle with others as they group themselves by regions and/or states.

GROUP SIZE: 15 or more

TIME: 15 mins.

MATERIALS: None

STEPS: 1. Have participants visualize a U.S. map. Point out corners of the room where Washington state, New York, California and Florida would be.

2. Have students stand 'on the map' in will need to talk to other participants location. While in 'their' state, ask (city they were born in, where they



the state they were born. They to determine their state's participants to share information went to school, etc.)

3. After several minutes, have they last visited, want to vacation in, lived in, etc.

participants move to the state want to retire to, wish they

VARIATIONS: ⇨ Vary the questions so the facilitator can learn about the participants. Have everyone who is new in the company stand in the New England states area, if you've worked for the company more than "x" years, stand in the Midwest, etc.

EXPERIENCE PAYS OFF

SUMMARY: To show participants they have a lot to bring to training session

GROUP SIZE: Any

TIME: 10-15 mins.

MATERIALS: None

STEPS:

1. Divide participants into groups of 5-6.
2. Have them introduce themselves.
3. Have each group add up the number of years of experience of everyone in their group.
4. Have each group give themselves a name.
5. Have a spokesperson for each group write on the board or flipchart their group name and the total years of experience.

◆ This activity shows participants even though the subject area may be new, they bring a lot of experience to the training session.

VARIATIONS: ⇨ Have participants in each group trade phone numbers so they have contacts after class.

FIND OUT MORE

SUMMARY: To introduce each other in a fun way

GROUP SIZE: Any size

TIME: 10-30 minutes

MATERIALS: None

- STEPS:**
1. Have participants pair off.
 2. They are to gather from their partner the following information:

Their name

Place of employment

Occupation

Answer 3 of the following:

A word that describes yourself

A childhood nickname

A fact that most people don't know about you

If you could come back to life as your favorite food, what would that be

Describe who you would like to have been in a past life

Describe a hilarious event that happened recently

3. Have participants introduce each other to the group along with 3 things they learned.

- VARIATIONS:**
- ⇒ Alter the additional questions to fit the group; they can be more business related than personal.
 - ⇒ If time is limited, share one thing during introductions rather than three.
 - ⇒ Vary the questions depending on group size and how well they already know each other.

GETTING ACQUAINTED

SUMMARY: To allow participants to become acquainted through a structured exercise.

GROUP SIZE: Any size

TIME: 15-20

MATERIALS: Blank name tags

- STEPS:**
1. Give each person a blank name tag. Have them complete the following items:
 - a. My name is...
 - b. I have a question about...
 - c. I can answer a question about...
 2. After a few minutes allow the group to meet as many people as possible and get or give answers to questions.

- VARIATIONS:**
- ⇒ Type up a list of participants and mail out to everyone after class.

GROUP SCAVENGER HUNT

SUMMARY: To work as a team in locating common items

GROUP SIZE: 20-30

TIME: 15-30 mins.

MATERIALS: List of items

- STEPS:**
1. Divide participants into groups of 6-8.
 2. Have them introduce themselves to each other and select a captain.
 3. Give each captain the list of items, all of which are available in the classroom. Do NOT provide the answers.
 4. As a group, they are to find all items.

SCAVENGER HUNT LIST

	ANSWERS
a. A picture of a pyramid	(on a one-dollar bill)
b. A screw less than one-quarter inch long	(on any eye glasses)
c. Pictures of at least two team members	(on driver's license)
d. A two-faced team member	(anyone with a watch that has a face)
e. Someone wearing two left shoes	(one person borrows a left shoe; replaces a right shoe with it)
f. A picture of Andrew Jackson	(on a \$20 bill)

VARIATIONS: ➤ Be creative and add additional items. Some participants will come up with even more creative solutions than listed here so you can alter this activity the next time.

HAM IT UP

SUMMARY: To learn something in a short amount of time about participants

GROUP SIZE: Any

TIME: 10-15

MATERIALS: None

- STEPS:**
1. Have students introduce themselves including HAM information.

H - home
A - activity
M - moniker (nickname)

HERE'S MY OTHER HALF

SUMMARY: To give participants an opportunity to meet others prior to class

GROUP SIZE: 15-30

TIME: 15 mins.

MATERIALS: Playing cards

- STEPS:**
1. Before class session, send a memo to participants with ½ of a playing card.
 2. Explain in the memo that they must find the person who has the other ½ of the card prior to class.
 3. During class, participants will introduce their 'other half'.

VARIATIONS: ⇒ If time or the situation doesn't permit doing this in advance, allow time at the beginning of the session for participants to find their other ½ and interview them briefly before introductions.

- ⇒ Use index cards and write ½ of a famous pair on each card. Have participants find their other half. Sample pairs include:

Adam & Eve
 Archie & Jughead
 Bacon & Eggs
 Ball & Chain
 Barnum & Baily
 Batman & Robin
 Beauty & the Beast
 Bill & Hillary
 Bits & Pieces
 Black & Blue
 Blondie & Dagwood
 Bow & Arrow
 Bread & Butter
 Bride & Groom
 Brothers & Sisters
 Brush & Comb
 Butch Cassidy & the Sundance Kid
 Cake & Ice Cream
 Cap & Gown
 Captain John Smith & Pocahontas
 Cat & Mouse
 Cheese & Crackers
 Chico & the Man
 Chips & Dip
 Chiops & Salsa
 Clark Kent & Lois Lane
 Coat & Umbrella
 Cops & Robbers
 Corned Beef & Cabbage
 Cup & Saucer
 Day & Night
 Debbie Reynold & Eddie Fisher
 Diet & Exercise
 Donald & Daisy
 Donnie & Marie
 Dorothy & Toto
 Fork & Spoon
 Frankie & Johnnie

Frick & Frack
 Ghosts & Goblins
 Hammer & Nails
 Hat & Coat
 Heads & Tails
 Hit & Miss
 Horse & Buggy
 Husband & Wife
 Janet Leigh & Tony Curtis
 Ketchup & Mustard
 King & Queen
 Laverne & Shirley
 Lil Abner & Daisy May
 Lone Ranger & Tonto
 Lox & Bagels
 Lucille Ball & Desi Arnez
 M & Ms
 Male & Female
 Man & Woman
 Marlo Thomas & Phil Donahue
 Matt Dillon & Kitty
 Mcmillan & Wife
 Meat & Potatoes
 Men & Women
 Mickey & Minnie
 Mom & Dad
 Necklace & Earrings
 Night & Day
 Off & Running
 Off & on
 Paper & Pencil
 Patty Duke & John Astin
 Peaches & Cream
 Peanut Butter & Jelly
 Pens & Pencils
 Peter Pan & Tinkerbell
 Pins & Needles
 Popeye & Olive Oyl

Pots & Pans
 President & Vice President
 Prince Charming & Cinderella
 Prince Charming & Snow White
 Ren & Stempy
 Rhett Butler & Scarlett O'hara
 Rice & Beans
 Right & Left
 Rise & Shine
 Robin Hood & Maid Marian
 Rock & Roll
 Rogers & Hammerstein
 Romeo & Juliet
 Running Bear & Little White Dove
 Salt & Pepper
 Sanford & Sons
 Seiskel & Ebert
 Shoes & Socks
 Soap & Water
 Soup & Crackers
 Spaghetti & Meatballs
 Stars & Stripes
 Starksy & Hutch
 Sticks & Stones
 The Captain & Tenille
 The Birds & the Bees
 Top & Bottom
 True & False
 Ups & Downs
 Vitamins & Minerals
 Washer & Dryer
 Winnie the Pooh & Tigger Too

HIGH SCHOOL REMEMBRANCES

SUMMARY: To relate to participants based on high school events

GROUP SIZE: Any size

TIME: 20-30 mins.

MATERIALS: None

- STEPS:**
1. Have participants introduce themselves to the group by telling a prank they played in school or were involved in.
 2. Allow other participants the opportunity to talk if they shared a similar prank.



- VARIATIONS:**
- ◇ Have them share a practical joke they heard of or were involved in or witnessed.
 - ◇ Have them share the strangest teacher tale; least favorite physical education lesson; proudest moment; worst cafeteria meal; their high school mascot and school colors.

INTRODUCE THE SPEAKER

SUMMARY: For groups that know each other but not the instructor

GROUP SIZE: Any

TIME: 5-10 minutes

MATERIALS: Index cards

- STEPS:**
1. Before training session, instructor writes one fact about him/herself on an index card (do as many as you like but at least 5 facts).
 2. As first participants enter the room, pass out cards telling them they will be introducing you by reading what's on the card.
 3. When beginning the session, state that you know participants already know each other so you want to tell them about yourself. Ask if anyone in the audience knows anything about me, the speaker.
 4. One person with an index card should rise and state, in their own words, the fact about the speaker that is on the card.
 5. Repeat until all cards have been read.



INTRODUCTION BY ASSOCIATION

SUMMARY: To aid group members in recalling each others' names.

GROUP SIZE: Any size

TIME: 15 mins.

MATERIALS: None

- STEPS:**
1. Have participants introduce themselves by stating their name and something they would bring to a picnic (or on vacation, or to a staff meeting, or any other activity).
 2. To make it more interesting have them select an item that rhymes with their name or have them select an item that begins with the first letter of their first name (no rhyming).

Examples:

My name is Mable, and I'd bring a table.

My name is James, and I'd bring the games.

My name is Barbara and I'd bring bananas.

VARIATIONS: ⇨ Ask each person to select a characteristic that helps identify themselves, and do so by rhyme or alliteration, such as: I'm Dan the Macho Man; I'm Easy Ed; I'm Sue, with eyes of blue.

I SEE ME AS.....

SUMMARY: To encourage participants to share information about themselves

GROUP SIZE: Any size; works well with large groups

TIME: 30 mins.

MATERIALS: Word list on handout or overhead; 3 x 5 index cards; pens and pencils

- STEPS:**
1. Display (or hand out) the word list.
 2. Ask participants to write down four words from the list that most closely describe themselves.
 3. Participants find a partner and say, "I see me as..." filling in with a word they selected. Have participants give an example from work or home that shows they are like their chosen word.
 4. Continue until participants have talked to at least five people in 10-15 minutes.

WORD LIST FOR I SEE ME AS....

accurate	attentive	cheerful
daring	dependable	disciplined
flexible	intelligent	optimistic
outgoing	persistent	resourceful
thorough	wise	ambitious
bold	confident	decisive
friendly	orderly	enthusiastic
open-minded	patient	sincere
witty	creative	understanding

VARIATIONS: ➤ If time permits, break participants into groups of 4-6; have them discuss what they learned about each other and how they felt during the activity

Select additional words that tie into the content of the training.

Good team-building activity as well; members can identify common characteristics.

IT'S ALL IN A NAME

SUMMARY: Participants try to guess middle initial of others

GROUP SIZE: Any size

TIME: 5 mins.

MATERIALS: None

- STEPS:**
1. Have participants write down their middle initial.
 2. Group members try to guess what their middle name is.

- VARIATIONS:** ➤ Have participants tell the story of the origin of their name or why they were named that (or why they *think* they were named that).
- Have participants write down their nickname (or a nickname they were called as a child). Have others in the group guess why.
- Pick a different middle name for yourself that starts with the same initial and describes something about yourself.

IT'S IN THE BAG

SUMMARY: Participants learn about others in the group by examining what they select from their purse, wallet or briefcase.

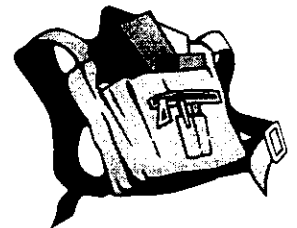
GROUP SIZE: Any size, break into groups

TIME: 15-30 mins.

MATERIALS: None

- STEPS:**
1. Have participants select three items from their wallet, briefcase or purse that show something about their personality or life-style.
 2. If a large group, break into groups of 6-8.
 3. Each participant introduces themselves, describing why they selected certain items to put in the bag.

- VARIATIONS:** ➤ To make this more program-oriented, have participants select items that make a statement about their job.
- Have participants select items that fit these categories: most worthless item, most priceless item, most revealing item, most memorable item, something they can't believe they're still holding on to, has special meaning of some sort. Get into groups of 3-4 to share the items and



why they selected them. Can continue into a discussion about what you learned from the other person's sharing, what you learned about their values, how can you, or can you, personally grow from this sharing.

- ➔ Use as an Energizer. Have participants stand up with purses/wallets/briefcases handy. As you call out items, they remain standing if they have that item.
- ➔ Ask participants to display the most unusual item in their purse/wallet/briefcase.

aspirin/pill	hair spray	paper clip
beeper	hand lotion	pencil
brush/comb	Kleenex/hanky	piece of fabric
checkbook	letter opener	rain hat
chewing gum	letter/postcard	rosary/medals
flashlight	lipstick	safety pin
free offer coupon	mirror	scissors
glasses	nail file	screw driver
goggles	pacifier	unpaid bill
grocery store receipt	panty hose/socks	

JOBS AND HOBBIES

SUMMARY: Participants get to know each other by guessing the unusual job and hobby that belong to another participant.

GROUP SIZE: 10-15

TIME: 15-30 mins.

MATERIALS: Handout - Most Unusual Job

- STEPS:**
1. Prior to class, send a memo to participants asking for information. You can ask for whatever you want, such as company you work for, number years in present job, best attribute, etc. Include a question asking for their most unusual job and one of their hobbies.
 2. Take the information provided and prepare a handout similar to the following.
 3. As participants enter the room, give them the handout and have them fill in the name of the person who they think belongs to the unusual job and hobby.
- ❖ This works well with groups who work together but do not necessarily know each other outside work.



SAMPLE

NAME	MOST UNUSUAL JOB	HOBBY
_____	Truck Driver (18-wheeler)	Cooking
_____	Prison Trainer	Golfing
_____	Dairy Queen clerk	Stitchery
_____	Garage Sale planner	Parenting
_____	Juicer in Health Food Store	Bargain Hunting

JUST A LINK IN THE CHAIN

SUMMARY: To create a chain link identifying participants

GROUP SIZE: Any size

TIME: 5-15 minutes

MATERIALS: Colored strips of paper, markers, glue, tape or stapler

- STEPS:**
1. Have participants write their name and one expectation of the training session on their strip.
 2. Have participants stand and state their name and expectation, and then come to the front of the room and add their strip to the chain.
 3. Near the end of the session, start taking the chain apart, identify the person and expectation to determine if expectation was met.

- VARIATIONS:**
- ➡ Use as a review; pass the chain around at the end of the session. Have participant take off one loop, read the expectation and, assuming it was met, review that particular area.
 - ➡ Have participants write their name and something **THEY** bring to class (years of experience, expertise in a particular area, a business they own, etc.). During introductions they state this plus add their strip to the link.
 - ➡ Have participants hold onto their strips with their expectation. As that subject is covered in class, have them come forward and add their strip to the link. Strips not added by the end of the class need to be covered if time permits.

LET ME INTRODUCE YOU

SUMMARY: To provide an alternative method to the typical self-introduction at the opening of workshops.

GROUP SIZE: Any size; divide into smaller groups

TIME: 15-30 minutes

MATERIALS: 3 x 5 cards

- STEPS:**
1. Distribute 3 x 5 index cards. Ask participants to print their name, title, and organization on the top of the card. Ask them to identify something about their background, job experience, purpose in attending the seminar, hobbies, hometown, etc.
 2. Collect the cards and ask a participant at random to pull a card from the deck. As that person's name is read, they stand while the information on their card is read.
 3. After the introduction, the newly introduced person draws a card from the deck and introduces the person who stands up. Continue through the deck until all are introduced.
- ★ This method of introductions puts less pressure on participants, and provides a more casual opening few minutes as well as a focus on those being introduced rather than the person worrying about what to say. It also discourages "long-winded" folks who just can't wait to tell their own life stories!

A LITTLE KNOWN FACT

SUMMARY: To share information few people know

GROUP SIZE: Any size

TIME: 15 mins.

MATERIALS: None

- STEPS:**
1. Have participants pair off.
 2. Two people interview each other, finding out their name, job, etc.
 3. Each person must share a 'little known fact' about themselves; something that is personal, not work related, that most others in the group would not know.
 4. Each person introduces their partner stating, "If you were to look at _____ you would never, ever suspect that s/he _____."

VARIATIONS: ➔ Instructor should have something in mind for people who 'think' they have nothing to share. Example: tell me about your first date, your first kiss, a time you lied to your parents and got away with it.

MARSHMALLOWS ARE NOT JUST FOR HOT CHOCOLATE

SUMMARY: While in a circle, participants toss marshmallows.

GROUP SIZE: Any size; can divide into smaller groups

TIME: 5-10 mins.

MATERIALS: Large bag of marshmallows

- STEPS:**
1. Have participants form circle.
 2. Give 4-5 participants a marshmallow. Instruct them to toss the marshmallow to someone in the circle. However, you must toss the marshmallow to a different member and remember who tossed it to you.
 3. When a participant receives a marshmallow, they toss it to someone else (not the person who tossed it to them).
 4. After a few seconds, reverse the process; have them toss the marshmallow to the person who originally tossed it to them.
 5. After a few minutes, give everyone 2-3 marshmallows to toss freely.

VARIATIONS: ➔ Use other soft objects like plastic golf ball, paper wads.

ME CAN DO IT

SUMMARY: To introduce selves to partners without using the word I

GROUP SIZE: Any size, divide into pairs

TIME: 5 mins.

MATERIALS: None

- STEPS:**
1. Tell participants they will introduce themselves to their partner without using the word "I."
 2. If desired, you can give a list of items to include in the introductions such as where you work, how long you have worked there, your duties, etc.

Example: Me is Barbara. Me works at ABC Company. Me job duties include...

MULTIPLE CHOICE

SUMMARY: To learn something about other participants, to divide into groups

GROUP SIZE: Any

TIME: 15 mins.

MATERIALS: None

- STEPS:**
1. Make up a list of questions with four answers.

Example: I enjoy _____ music.

- a) classical
- b) jazz
- c) soul
- d) rock

My favorite color is:

- a) red
- b) blue
- c) yellow
- d) none of the above

I enjoy _____ cooking

- a) Italian
- b) French
- c) Chinese
- d) American

I've been in this profession:

- a) less than a year
- b) 2-5 years
- c) 6-10 years
- d) 10+ years

2. Divide participants into groups according to their answers. Allow some time for introductions.
3. Continue with questions until most participants have met others.

VARIATIONS: → Use this activity to divide participants into groups or to regroup during a session.

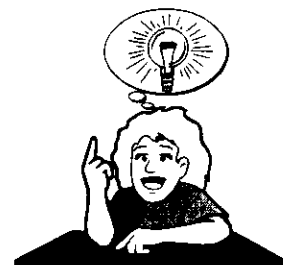
MY LIFELINE

SUMMARY: To have participants identify significant events in their life

GROUP SIZE: Any size

TIME: 20-30 mins.

MATERIALS: 8-1/2 x 14 paper, pencils/markers



STEPS:

1. Have participants draw a line the length of their paper.
2. On the left end of the line, participants fill in the year they were born. On the right end of the line, they write the current year.
3. Have participants fill in important events in their life; these can be personal, professional or any interesting event.
4. Encourage participants to illustrate some of the events.
5. In small groups, have participants introduce themselves using their lifeline. The instructor can go first to get the group started.

VARIATIONS: ➔ Post lifelines around the room for participants to review during class breaks and after class.

NAME TENTS TELL IT

SUMMARY: To allow participants to reveal something about themselves non-verbally

GROUP SIZE: Any size

TIME: 15 mins.

MATERIALS: Paper and colored markers

STEPS:

1. Pass out 8½ x 11 inch paper. Have participants fold their paper horizontally; the first fold should be 1 inch long; divide the remaining paper into 3 equal parts so it forms a three sided triangle which stands up for a name tent.

1-inch wide
2½ inches wide
2½ inches wide
2½ inches wide

2. In one panel, have participants write their name.
3. In the same panel, have them write the following:
 - A. In the upper left corner, write the number of years you've been in training.
 - B. In the lower left corner, list a favorite seminar you have attended.
 - C. In the upper right corner, write your favorite thing about training.
 - D. In the lower right corner, write who you'd love to have dinner with.

12+ years	I get to be creative
BARBARA BAKER	
Bob Pike's Creative Training Techniques	Barry Manilow

- VARIATIONS:**
- Have participants use a different color marker in each of the four corners.
 - Vary the information you ask for depending on the group and/or topic:
 - Top Left: work organization
 - Top right: goal for today
 - Bottom left: what will make today a success
 - Bottom right: what will make today a disaster
 - Have students interview a partner and write out their name tent. You are more likely to remember someone's name if you write it.
 - Use name tents to regroup participants. Before training session, determine how many groups will be needed. If 8 groups are needed, for example, number name tents in sequential order from 1-8. Randomly pass out name tents as participants enter room. Have all people with no. 1 sit at one table, all people with no. 2 sit at a different table. Can also use colored dots on the name tents instead of numbers, use different gummed seals with different symbols such as animals, flowers, etc..
 - On the inside of a name tent put ½ of a common pair (Ham and eggs, Laurel and Hardy, salt and pepper, Fred and Ethel, peanut butter and jelly, right and left). As participants enter the room, give them their name tent and have them mingle to find the other half of their pair. See also: Here's My Other Half for list of pairs.

THE NAME GAME

SUMMARY: To try to learn as many names as possible

GROUP SIZE: 10-15

TIME: 15 mins.

MATERIALS: None

- STEPS:**
1. Participants introduce themselves by first name, using an adjective beginning with the same letter as their first name, i.e. bubbly Barbara.
 2. The second person must introduce themselves followed by the previous person or persons. For example, Hi, I'm bubbly Barbara and this is Careful Carol, Jumpy John and Relaxed Rita.

- Continue around the room. The last person has a real job to do and may require some help.
- ☺ Oftentimes participants will use an adjective that gives you some clue as to their attitude for the day....

NAME-O

SUMMARY: Participants learn the names of others

GROUP SIZE: 9-36

TIME: 30 mins.

MATERIALS: Handout - standard Bingo grid; adjust size according to number of participants

For 9-15 people

For 16-24 people

For 24-35 people

- STEPS:**
1. Give each participant a handout. They are to meet the other participants and have that person sign their name in one of the boxes.
 2. When all boxes are filled, participants sit and play Name-O.
 3. As the facilitator calls a name from the registration list, that person stands. All participants who have that person's name in a square put an X in that square.
 4. The first player to get a "Bingo" calls out "Name-O" and wins.
 5. Give a prize to the winner(s).

VARIATIONS: → The winner must stand up and identify the participants that made the Bingo.

→ Use M & M's for markers instead of placing an X in the box.

NAME YOUR UNIQUENESS

SUMMARY: To have participants learn each others' names and something unique about each person

GROUP SIZE: Any

TIME: 15 mins.

MATERIALS: None

- STEPS:**
1. Form a circle, either with chairs or standing.
 2. Explain how we all have self-perceptions that sometimes take a while to reveal to others. Although our negative self-perceptions often dominate, the purpose here is to share a positive one with the other group members.

3. Ask participant to think of an adjective that they could put in front of their names to describe a unique quality about themselves. Examples:

I'm lively Jessica.
I'm enthusiastic Bob.
I'm questioning Sue.
4. Start by giving your own name and adjective; proceed around the room.
5. If time permits, break into groups of five to six and have them explain why they chose their adjective.

VARIATIONS: ➡ Have them choose an adjective that begins with the same letter of their first name.

NETWORKING BINGO

SUMMARY: Participants learn the names of others.

GROUP SIZE: Any

TIME: 20 mins.

MATERIALS: Bingo cards (1 for each person)

- STEPS:**
1. Pass out cards.
 2. Have participants find someone who matches the description of, or meets the criteria of, information on the card; have that person sign their name in the appropriate box. **NOTE:** Even though more than one item may be relevant to a person, only one blank spot can be signed.
 3. If desired, give away a prize to the first person completing all the boxes.

VARIATIONS: ➡ Alter card size depending on group size and time limits; see Name-O for suggestions.

PLAYS TENNIS	IS WEARING RED	PLAYS SOCCER	YOUNGER THAN YOU	HAS GRANDCHILDREN
DRIVES A SPORTS CAR	HATES FOOTBALL	LOVES FOOTBALL	FLIES A PLANE	SPEAKS FOREIGN LANGUAGE
PLAYS PIANO	HAS TROPICAL FISH	FREE	SKIS	HAS ZERO BALANCE ON CHARGE CARDS
HAS RED HAIR	HATES SPINACH	HAS 2 CHILDREN	LIKES CAMPING	HAS A CHILD UNDER 12 MONTHS
CAN'T SWIM	DRIVES PICKUP	BROWN EYES	READS NEWSWEEK	VISITED FOREIGN COUNTRY

Additional Topics for Bingo

Has been to Hawaii
 Knows the words to the National Anthem
 Same eye color as you
 Jogs regularly
 Has never eaten breakfast at McDonald's
 Wears contact lenses
 Has had more than three roommates
 Has eaten a Wendy's burger
 Watches Saturday Cartoons
 Was born in the same month
 Has donated blood within 4 months
 Same occupation as you
 Has slept on a waterbed
 Has never seen Star Wars
 Has a fish net in their room
 Has more than 6 members in the family
 Is an only child
 Is the same height as you
 Has been to 7-Eleven store after midnight
 Can't swim
 Was born out of state
 Has a Beatle album
 Has a bowling average over 120
 Has Calvin Klein jeans
 Democrat
 Left-handed
 Ambidextrous
 Divorced
 Younger than you
 Leo
 Bird watcher
 Introvert
 Republican
 Skeptic
 Cheerleader
 Cook
 Golfer
 Collector
 Natural Leader
 Good with math
 Great host(ess)
 Cat lover
 Gardener
 Hockey Fan
 Shopper
 Saver
 Spend thrift
 Fixer-Upper
 AZ Cardinal Fan
 AZ Rattlers Fan
 Phoenix Suns Fan
 Diamondbacks Fan
 Phoenix Coyotes Fan
 Roadrunners Fan
 Has ridden in hot air balloon
 Flunked time management
 Can name three of the Mouseketeers
 Has a teenager they want to give away

Can eat with chopsticks
 Is a world class guilt champion
 Reads the National Enquirer regularly
 Left the bed unmade
 Is the world's most unappreciated spouse
 Has an outrageous number of kids
 Has adult child who won't leave the nest
 Lives alone and likes it
 Gave up smoking/doesn't preach about it
 Has lost 100 pounds
 Is in a non-traditional job
 Likes working outside in the summer
 Has not changed a diaper
 Knows a successful man or woman
 Drives a 1976 or 1986 car
 Has changed careers 3 times
 Knows someone who earn more than \$100,000 a year
 Is a single parent
 Was promoted within the last year
 Has lived in Arizona 25 years
 Has traveled by helicopter
 Is a world class guilt champion
 Has been to the zoo in the past year
 Can change a ballcock joint
 Exercises daily
 Stood in line for Hands Across America
 Goes to school part-time
 Plays tennis
 Swims in the winter
 Drives a sports car
 Been to Mexico in the past 6 months
 Reads National Geographic
 Has two kids
 Hates football
 Has season tickets to a sports team (Suns, Cardinals, Rattlers, ASU, etc)
 Reads the Wall Street Journal
 Has tropical fish
 Speaks a foreign language
 Plays the piano
 Drives a truck
 Uses woodworking tools
 Owns two or more pets
 Hates spinach
 Plays racquetball
 Likes camping
 Reads Newsweek
 Has visited a foreign country
 Skis
 Loves football
 Can operate a computer
 Can identify the Big Dipper
 Likes liver and onions
 Has coached a kids team
 A morning person
 Risk taker
 Do-it-now person
 Do-it-later person

Organized person
 Disorganized person
 Creative person
 Artistic person
 Health-food nut
 Exercise nut
 Fast driver
 Careful driver
 Has written a training manual over 100 pages
 Taught an accredited college course
 Member of ASTD (or another professional group) over 5 years
 Has over 3 years of instructional design experience
 Knows what a Meager objective is
 Has attended a curriculum design course
 Has mastered project management for a seminar series
 Teaches technical skills
 Teaches management development topics
 Has had to ask a participant to leave class
 Has a degree in training and development
 Has been on a conference committee
 Has had a participant leave class mad
 Uses very creative audio visuals in class
 Has published an article about training
 Travels regularly to deliver training
 Is computer literate for design layouts
 Loves to talk training at lunch
 Likes prune juice
 Deserves congratulations for a recent accomplishment
 Has a job title different from yours
 Can recite the alphabet backwards
 Can name something about their job they really like
 Played same childhood game s you did when younger
 Was voted something in their high school yearbook
 Has been on commercial TV
 Has been hypnotized
 Has a hole in their sock
 Can name all their elementary school teachers
 Read Dick and Jane in school
 Carries something in wallet or purse that will cause a smile or outright laughter

PICK A COLOR, ANY COLOR

SUMMARY: Participants share information about themselves depending on what color of M & M they have selected.

GROUP SIZE: Under 30

TIME: 15-30 mins

MATERIALS: M & M's, flip chart or overhead

STEPS: 1. Prepare a flip chart or overhead with six questions you might want to know about participants; keep this out of sight until the activity begins. Sample questions might include:

ORANGE If you could travel anywhere in the world, where would you go and why?

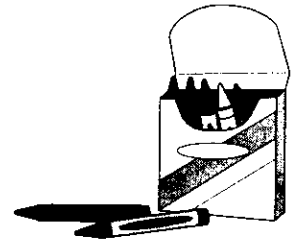
RED Name three things you like to do when you aren't at work.

GREEN Tell a recent accomplishment (off or on the job) that you're proud of.

BROWN If you had a completely free day, how would you creatively spend it?

YELLOW If you won \$10 million, what is the first thing you would do?

BLUE If you could have dinner with anyone, anywhere who would it be and why.



2. As participants arrive, give them some M & M's or have a bowl on each table. You can also pass out individual bags of M & M's.
3. Instruct participants they can eat M & M's now but must save one for introductions when the session begins.
4. Display the list of colors and questions. Have students introduce themselves one at a time and answer the question based on the color of the M & M they did not eat. (If participants did not eat the M & M's, have them select one before beginning).

VARIATIONS: ➤ Write the questions using colored markers.

➤ Use as review session by altering the questions.

A PICTURE IS WORTH A THOUSAND WORDS

SUMMARY: To describe a coworker through pictures

GROUP SIZE: Any size

TIME: 20-30 mins.

MATERIALS: Old magazines, glue

- STEPS:**
1. Have participants draw the name of another attendee from a hat.
 2. Ask each person to create a quick collage of pictures and words that describes that coworker. This makes introductions more personalized as they stand up and explain why they selected certain pieces of the collage.

* This works well with groups that know each other.

SELF-SORT

SUMMARY: To identify commonalities among participants

GROUP SIZE: Any size

TIME: 30 mins.

MATERIALS: Several 3" x 5" Post-It pads (four Post-It sheets per person)

- STEPS:**
1. Each participant is given four Post-Its and writes an important personal characteristic on each (in large letters).
 2. Participants paste Post-Its on their clothing.
 3. Allow 5-10 mins. for participants to mill around, reading one another's Post-Its.
 4. Ask participants to form groups of 3-4 based on something they share with others.
 5. Have groups meet for 5-10 mins. to discuss similarities and differences they share.
 6. Have each group come up with a name that reflects what they have learned about each other.
 7. Have each group report its group name, explaining what it is that the group members originally thought they shared—that is, why they formed—and what they finally concluded they really did share.

SIGNS OF GREAT LEADERS

SUMMARY: Participants group themselves according to Chinese birth signs and find common characteristics of the group.

GROUP SIZE: Best for groups over 25

TIME: 10-15 mins.

MATERIALS: Poster or chart paper

- STEPS:**
1. Before the session, post the following sets of birth years around the room. Don't include the sign in parenthesis, just the years.

(RAT)	1900, 1912, 1924, 1936, 1948, 1960, 1972
(BUFFALO)	1901, 1913, 1925, 1937, 1949, 1961, 1973
(TIGER)	1902, 1914, 1926, 1938, 1950, 1962, 1974
(CAT)	1903, 1915, 1927, 1939, 1951, 1963, 1975
(DRAGON)	1904, 1916, 1928, 1940, 1952, 1964, 1976
(SNAKE)	1905, 1917, 1929, 1941, 1953, 1965, 1977
(HORSE)	1906, 1918, 1930, 1942, 1954, 1966, 1978
(GOAT)	1907, 1919, 1931, 1943, 1955, 1967, 1979
(MONKEY)	1908, 1920, 1932, 1944, 1956, 1968, 1980
(ROOSTER)	1909, 1921, 1933, 1945, 1957, 1969, 1981
(DOG)	1910, 1922, 1934, 1946, 1958, 1970, 1982
(PIG)	1911, 1923, 1935, 1947, 1959, 1971, 1983

2. Have participants go stand by the poster representing the year they were born.

3. Discuss with others in your group what you have in common; record commonalities on the poster.
4. After a few minutes, announce these are signs of the Chinese horoscope; give them a few moments to see if they can guess which sign their group is.

- VARIATIONS:** ⇒ Post a list of the signs (Rat, Buffalo, Tiger, etc.) to unveil during Step 4 to make it easier.
- ⇒ Have the group come up with two positive leadership characteristics and one potential liability that leaders born under their sign possess.
- ⇒ Have the group discuss if they have any characteristics of their particular animal (i.e. Roosters get up very early, pigs are 'untidy').



SO MUCH IN COMMON

SUMMARY: To demonstrate that people often have more in common than NOT in common.

GROUP SIZE: Any size

TIME: 8-10 minutes

MATERIALS: Copies of "Commonality Exercise"

- STEPS:**
1. Pass out copies of the "Commonalities Exercise" to each participant.
 2. Ask the group members to find a partner and begin to find out as many things as they possibly can that the two of them have in common.
 3. Participants should write down their partner's name and jot down, in the first column, the items that they found to be in common.
 4. At the end of 2-3 minutes, ask participants to find a new partner and repeat the exercise.

COMMONALITY EXERCISE

List the things you find in common with three other people in the workshop.

NAME _____	NAME _____	NAME _____
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9
10	10	10
11	11	11
12	12	12

STORYTELLER

SUMMARY: To use unique events to learn about the group

GROUP SIZE: Any size

TIME: 30 mins.

MATERIALS: None

- STEPS:**
1. Ask participants to write down a sentence or two describing a unique event they have experienced. Examples: I shook hands with the president; I have visited 5 foreign countries; I survived a plane crash.
 2. Instructor collects the papers and reads them, one by one.
 3. Allow participants to speculate who the author is, offering reasons for their guesses.
 4. Invite the owner of the event stand and give details of the event.

VARIATIONS: → Have participants write a wish or dream event.

TICKLE YOUR FUNNYBONE

SUMMARY: To invite humor and laughter into introductions

GROUP SIZE: Any size

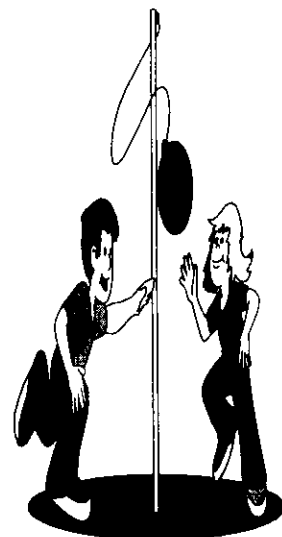
TIME: 15-30 mins.

MATERIALS: None

- STEPS:**
1. Provide a list of conversation stimulators.
 2. Ask participants to select one to share with the group during introductions.

Conversation Stimulators

1. What did you do for fun when you were younger? What toys, games, amusements do you remember?
2. Who makes you laugh? (Well known or not so well known)
3. What humorous gifts have you given/received?
4. Which funny newspaper/magazine cartoons do you especially like?
5. Describe an embarrassing moment that you can laugh about now.
6. What were your favorite sit-coms or TV cartoons as a kid?
7. Describe a funny bumper sticker, t-shirt slogan, button, poster, license plate you have seen.
8. Describe a memorable humorous situation in health care, either as the patient or practitioner.
9. Describe a funny answering machine message you have heard or recorded.
10. What were your favorite childhood foods? Your yuckiest?
11. What radio shows do you remember from your childhood?
12. What crazy things have you done in your life?
13. Describe how you have seen humor used to communicate, either positively or negatively.



VARIATIONS: ➡ Assign a different stimulator to each table. Have them vote on the best response, most humorous, and share with the class.

TOILET PAPER TRIVIA

SUMMARY: Participants tear toilet paper off a roll and hold it as they introduce themselves to the group.

GROUP SIZE: 10-15

TIME: 15 mins.

MATERIALS: Roll of toilet paper

STEPS:

1. Pass around a roll of toilet paper; instruct participants to tear off the amount they normally use.
2. After all participants have done this, instruct them to stand and tell one thing about themselves for every piece of toilet paper they took.

VARIATIONS: ➡ Can be used as a review exercise; have participants tell one thing they learned, or plan to use back on the job, for each piece they tore off.

➡ Use to regroup participants; group depending on number of squares they tore off (less than 5; 6-8; 9-11; 12+). Alter the number depending on the number of groups needed.

TOMBSTONE TELLS IT ALL

SUMMARY: To list your talents in your introduction

GROUP SIZE: Any

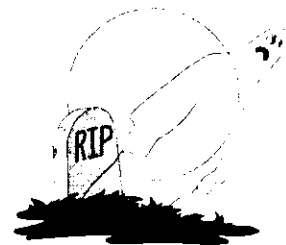
TIME: 15-30 mins.

MATERIALS: Handout of Tombstone

STEPS:

1. Pass out handout of the tombstone.
2. Instruct participants to think about their career, their skills, their life, etc., and write their own epitaph: how do you want to be remembered. They can write a poem, a sentence, impactful words.
3. After about 10 mins. bring the group back together. Each participant will introduce themselves, read their tombstone and plant themselves in the _____ cemetery.

* Name the cemetery something to do with your training session; i.e. the ASTD Cemetery; the Trainer's Cemetery; the Customer Service Cemetery.



THE TRAINER FORESEES (4-C's)

SUMMARY: The trainer tries to guess participants' names based on information provided

GROUP SIZE: 10-15

TIME: 20 minutes

MATERIALS: Index cards or paper

STEPS:

1. Have participants write down something for each of the C's:

Car of their dreams

Color of the car

Cuisine of their favorite restaurant

Character living or otherwise...

2. Trainer collects cards and tries to match the information to participant.

VARIATIONS: ➔ For larger groups, divide into groups of 6-8. Fill out cards, shuffle them and have everyone pick one card and try to match the information with the correct person in their group.

➔ This activity is good for sessions lasting several days where the trainer sees the same people. Gives the trainer an opportunity to learn something additional about participants.

WANTED DEAD OR ALIVE

SUMMARY: To get to know one another thru wanted posters

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: Handout of wanted poster, markers

STEPS:

1. Pass out a sample wanted poster, similar to the one below. Vary the information asked for on the poster for your group.
 2. Participants fill in the information for their poster. Have them draw their front and side profile.
 3. Tape the posters to the wall and instruct participants to read the posters and mark at the bottom who they think it describes.
 4. Have participants sign their poster. Allow time for everyone to roam around to view.
- * This activity is good for participants who already know each other as they can give clues that will try to throw others off their trail.

VARIATIONS: ➔ While participants are roaming around, take 2 Polaroid photos of each participant against a backdrop with height markers, similar to ones shown in actual mug shots. Instead of holding up a serial number, have participant make a tagboard sign displaying their first name and a "known alias" such as Cathy a.k.a. Can't Keep a Secret.

After all photos are taken and everyone has had a chance to guess who each poster belongs to, have participants tape their photos to their posters.

WANTED: DEAD OR ALIVE	
Front Profile	Side Profile
Background: (info about family, place of birth, career information)	
Known Behaviors: (info about hobbies, what you do outside work)	
Car last seen in:	
Known to watch the following television shows:	
Favorite sports teams:	

WANTED: INSTRUCTORS

SUMMARY: To introduce multiple instructors to the group

GROUP SIZE: Any

TIME: 15-30 mins.

MATERIALS: Flip chart, markers

- STEPS:**
1. Before a training session involving several instructors, ask each instructor to list 5-8 personal facts about themselves on a flip chart page.
 2. Post these in the class before training, and number each one.
 3. Allow participants 15 minutes at the beginning of the first session to read the posters.
 4. Have instructors, each wearing a visible name tag, line up at the front of the class.
 5. Have participants match the instructor with their poster.

WE ARE UNIQUE

SUMMARY: To find out individual and group uniquenesses

GROUP SIZE: Any size, broken down into groups of 4-6

TIME: 15 mins.

MATERIALS: Flip chart and markers

STEPS:

1. Give each group a sheet of paper.
2. Have them draw a large circle in the middle.
3. Around the circle, have each person write their name and one thing unique about themselves.
4. If others in the group share that unique quality, list the quality in the center circle.
5. Continue until everyone has their name and unique quality on the flip chart.
6. There will probably be several group uniquenesses in the center. If not, have the group discuss qualities until they find some.
7. Go around the room and have each group list the most unique quality about their group.

WEATHER REPORTS

SUMMARY: Participants introduce themselves and give a weather report. Gives facilitator insight into the group.

GROUP SIZE: Any size

TIME: Varies

MATERIALS: None

STEPS:

1. Participants stand and give a weather report. Some participants having a bad day can 'change' the weather on the spot as there is no right answer.
2. After introductions are complete, facilitator can introduce self promising it will be sunny and bright at the end of the session.

WHAT'S IN A NAME?

SUMMARY: To learn something unique about each other

GROUP SIZE: Any

TIME: 15 mins.

MATERIALS: None

STEPS:

1. Form groups of three to five people.
2. Introduce the idea that many of us have a story behind our names.
3. Ask participants to take about two minutes each to tell their name stories in their small group. Include how they got their name, whom they were named after, or other bits of information.
4. Next, ask them to share the name they would rather have, if they could.
5. Have each person indicate what they want to be called during the session.

VARIATIONS: ➔ Have each group select one story to share with the entire group.

WHAT HAVE YOU NOT DONE WITH A TOOTHPICK

SUMMARY: To get to know each other by things they have done and not done

GROUP SIZE: Any size

TIME: 10-30 mins.

MATERIALS: Toothpicks

- STEPS:**
1. Break participants into groups of 4-5.
 2. Give everyone 10 toothpicks.
 3. Begin with one person in the group stating something they have NEVER done; i.e. I have never been fishing, I have never smoked, etc.
 4. Anyone in the group who has done that must forfeit a toothpick to the center of the table.
 5. Continue around the group until someone has lost all toothpicks.

VARIATIONS: → Have participant forfeit toothpick to the person speaking.

WHAT ARE YOU DOING HERE?

SUMMARY: Participants introduce themselves revealing why they are here, allowing facilitator to determine if their ideas about class are in line with class objectives.

GROUP SIZE: Any size

TIME: Varies

MATERIALS: Flip chart or overhead

- STEPS:**
1. On flip chart or overhead, write the following paragraph:

Hi, I'm _____. I'm here because _____.
You will never believe _____.

2. Have participants stand and introduce themselves filling in the blanks.

VARIATIONS: → Change the paragraph depending on information you want to gain from the introduction.

Hi, I'm _____. I have a question about _____. I can answer a question about _____.

Hi, I'm _____. I may not know a lot about _____ but I know a lot about _____.

WHAT ARE YOU?

SUMMARY: Participants group themselves according to categories; facilitator can determine prior subject matter knowledge of group.

GROUP SIZE: Any Size

TIME: 10-15 mins.

MATERIALS: White board or flip chart

STEPS: 1. On the board or flip chart, write the following:

ARE YOU:

An Explorer

A Vacationer

A Prisoner

An Executor

Something Else (If so, what?)

2. Define each term; allow participants to find at least two or three others who consider themselves the same.

DEFINITIONS:

Explorer - learning the material for the first time.

Vacationer - have seen the material before; have some knowledge.

Prisoner - was forced to come to training.

Executor - just wants the facts and to get out of there.

3. Have participants exchange, in their group, names and any other information you want them to know.

* This activity lets the facilitator know group composition, i.e. Vacationers may be experts and you can ask for their assistance; prisoners may be difficult in class and need to release some frustration before being ready to learn.

VARIATIONS: → Use this activity to regroup participants.

WHAT IS IT?

SUMMARY: To get participants to look at things in a new way

GROUP SIZE: 15-20, split into pairs

TIME: 3 mins.

MATERIALS: Familiar objects (cotton ball, q-tip, rubber band, etc.)

STEPS: 1. Give each pair a different object.

2. Instruct the group to examine their "thing" and come up with a new purpose or use for the object.

3. After 3 mins. have each group share their 'thing' and it's new use.

VARIATIONS: → Have the group vote on the most creative, inventive idea.

→ Give several pairs the same object to see how different their ideas are.

WHAT'S MY LINE

SUMMARY: To guess a participant based on answers to questions; good to use the 2nd or 3rd day of training session

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: None

- STEPS:**
1. Interview 3-4 participants before class and ask them to answer the following statements:
 - a. I got started in this business in (or because)....
 - b. My first position was
 - c. As an employee, the best thing about me is...
 - d. One thing most people I work with don't know about me is...
 - e. My most embarrassing moment was.....
 2. Begin reading the statements; have the rest of the participants try to guess who the 'mysterious person' is. Wrong guesses eliminate that participant.
 3. First person to correctly identify the 'mysterious person' wins a prize. If the 'mysterious person' stumps the group, they win the prize.

VARIATIONS: → For a large group, have everyone in the group fill out a card answering the statements. Put in the middle of the table. Select a group leader. The leader randomly draws one card and reads the responses. Follow step 3 above.

WHERE AM I FROM?

SUMMARY: Participants must mingle and questions of others

GROUP SIZE: Any size

TIME: 10 minutes

MATERIALS: Blank name tags (stick-on type) and token prizes.



- STEPS:**
1. As each person enters the room, put a stick-on type name tag on their back with the name of a state on it.
 2. Participants must roam around the room asking questions that can be answered with a "Yes" or "No" response. No open-ended questions are permitted.
 3. If appropriate, award prize to the first five individuals that discover their "home" state.

VARIATIONS: → With an international group, experiment with countries of the world so that all participants have a fair chance of knowing the name and pronunciation of the country to which they have been assigned.

WORN OUT LEADS

SUMMARY: To use common story starters in introductions

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: Paper, pencils

- STEPS:**
1. On the board, flipchart or handout, list several common leads to stories or fairy tails.
 2. Encourage participants to select one lead and write an introduction for themselves.
 3. Have participants trade stories with a partner who will read the story to the group.
- ☆ Takes the pressure off participants reluctant to introduce themselves.

Examples:

Yes, Virginia...

A funny thing happened...

It was the best of times, it was the worst of times...

First the good news, then the bad news...

It may seem hard to believe...

Fasten your seatbelts...

Frankly, my dear...

Call it crazy, call it stupid, but...

Once upon a time...

VARIATIONS: ☞ Encourage participants to come up with their own starters.

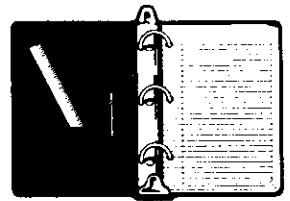
YOU CAN'T TELL A BOOK BY ITS COVER

SUMMARY: To reveal more about yourself to participants and in turn learn more about someone else; to help participants relax and prepare for the group experience

GROUP SIZE: Any size; divide into pairs

TIME: 30 mins.

MATERIALS: Newsprint or overhead projector; markers; 8 1/2" x 11" handout with the image of an Open Book with numbers 1-4 on the left and 5-8 on the right side with lines for writing responses



- STEPS:**
1. Introduce the activity stating how we sometimes present one face to those around us, but remove the mask and reveal the real person. Often we are judged, like books, on what we show to others. We can discover who we are and reveal ourselves to others and let them react to us.
 2. Give each person a copy of the handout. Ask participants to record information in eight categories in their "Open Book."

3. Categories:

- (1) What do you want to be called today?
- (2) What is your favorite time of day?
- (3) How do you like to spend your spare time (the time that is just for you)?
- (4) Write one word to show how you would describe yourself.
- (5) Write one word that others would use to describe you.
- (6) What is one gift you are willing to share with others in the group?
- (7) Name one strength you have.
- (8) Name one thing you value.

4. Have participants share information with others.

VARIATIONS: ➡ Put the image of an "Open Book" on 5" x 7" cards to be worn as name tags.

➡ Adapt the categories for the "Open Book" to fit the content of the workshop and/or what you want to know about the participants.

YOU WOULD NEVER BELIEVE THAT.....

SUMMARY: To share little known facts about participants

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: Index cards

- STEPS:**
1. Have each participant write a personal statement on an index card. Participants should select something that very few people would know.
 2. Instructor collects cards, mixes them up, and draws one to read.
 3. Participants write down who they think wrote the statement.
 4. Instructor reads thru the cards a second time having the 'owner' identify themselves.
 5. If appropriate, award a small prize to the person with most correct answers.

YOUR PERSONALITY

SUMMARY: Participants describe an item that fits their personality.

GROUP SIZE: Any size

TIME: 15 mins.

MATERIALS: None

- STEPS:**
1. Ask participants to write down what car best describes their personality.
 2. Go around the room, or within small groups, and have them tell why they selected that particular car.

VARIATIONS: ➤ Instead of a car, use food, colors, trees, flowers, animals, TV shows, etc.

YOUR SPECIAL DAY

SUMMARY: To group participants by birth month

GROUP SIZE: Any size

TIME: 15-30 mins.

MATERIALS: Paper, markers



- STEPS:**
1. Have students group themselves by birth month.
 2. Have them discuss things they have in common.
 3. Participants must come up with a slogan for their month and an astrological sign which will indicate to the group things they have in common.
 4. For session introduction, start with one table, have everyone tell their name. The last person at the table states the month everyone at the table was born in and the 1 or 2 common characteristics they share.

- VARIATIONS:**
- If time permits, have each "month" group make up a slogan or bumper sticker for the group based on the month you were born in and characteristics you have in common.
 - If any particular months have more than 6 participants, break them into smaller groups.
 - Use to regroup participants (12 groups - one for each month; 4 groups - by season)

YOU PICK

SUMMARY: To give participants a choice in what they say during introductions

GROUP SIZE: Any

TIME: 10-15 mins.

MATERIALS: Overhead, flipchart or white board

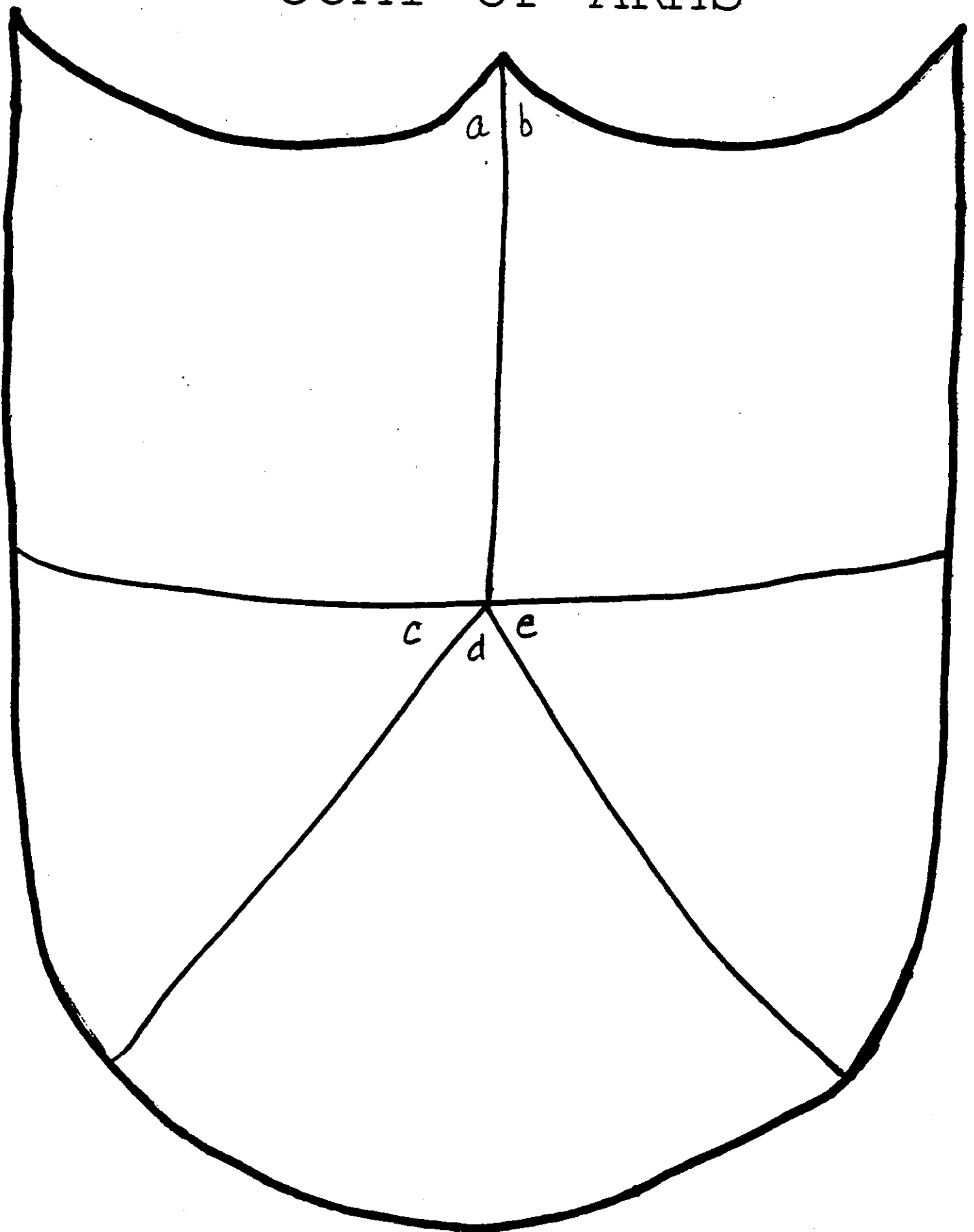
- STEPS:**
1. List several questions on the board or overhead.
 2. Instruct participants to state their name, occupation and to select 2 questions to answer about themselves.

What question would you like answered today?
What skill are you expecting to develop today?
What would make today's training a success for you?
What would make today's training a disaster?
What do you like to do in your spare time?
What is the favorite part of your job?
What part of your job is your least favorite and why?
Describe a person who's had a lot of influence on you.
Describe the perfect boss.
Describe the perfect employee.
Describe the perfect employer.

I've done my best learning when instructors were _____.
I've done my least effective learning when instructors were _____.
A person will work hard if _____.
People will cooperate with each other if _____.
Personal success is measured by _____.
If everyone in the world were the same _____.
When I think something needs to be said, I _____.
My greatest frustration is _____.
Others describe me as _____.

9. 17

COAT OF ARMS





**WANTED
DEAD OR ALIVE****Front Profile****Side Profile****Background:****Known Behaviors:****Car Last Seen In:****Known to Watch the Following TV Shows:****Favorite Sports Team:**

TO SELECT GROUP (TABLE) LEADER

Who has most keys on key ring

if a tie: colored keys, largest/smallest key, gold key, largest key ring, most unusual key ring

Who starts work earliest

if a tie: gets up earliest, goes to bed latest

Been in their job longest

if a tie: break down by month, day, hour; who has most sick leave accumulated; vacation leave accumulated

Birthday today or who is closest (or anniversary)

if a tie: who is oldest/youngest

Who has oldest kid/youngest kid/most kids

Who lives closest/farthest to YWCA (or your training facility)

Pick a number between.....

Pick a letter of the alphabet.....

Look at serial number on a \$1 bill; add numbers together; highest number is group leader; if a tie, look at first letter in serial no. One closest to the letter ____ is leader.

Largest shoe size; smallest shoe size

if a tie, most unusual color of shoes at home

Add all 7 digits in your home phone number; highest number is leader

Add single digits in birth date; highest is leader

i.e. 10-25-68 is counted as 1+0+2+5+6+8

Elimination: everyone stands; they must sit down if they are wearing the item called. Last person standing is leader.

A belt

knee hose

rings on left hand

tennis shoes

scarf

open toe shoes

necklace

necktie

red shoes

a jacket

no hose/socks

earrings

socks

contacts

glasses

braces

barrettes

false teeth

tattoo

safety pin

work uniform

pager/beeper

blue shirt/blouse

watch on left hand

MOTIVATIONAL/INSPIRATIONAL SAYINGS

(Gathered from calendars, magazines, other trainers)

If you love what you do, you will never work another day in your life.

Imagination is more important than knowledge. Einstein

The most important thing in your gym bag is your attitude.

If you can dream it, you can do it. Walt Disney

Learning is directly proportional to the amount of fun you are having. Pike's 3rd law.

The best way to have good ideas is to have a lot of ideas. Dr. Linus Pauling

A lie can travel halfway around the world while the truth is putting on its shoes. Mark Twain

To do great important tasks, two things are necessary; a plan and not quite enough time.

If it works, copy it. Tony Schwartz

I try to take one day at a time, but sometimes several days attack me at once. Ashleigh Brilliant

The graveyards are full of indispensable people. Charles de Gaulle

I couldn't wait for success---so I went ahead without it. Johathan Winters

Yesterday's gone on down the river, and you can't get it back. Larry McMurty

Blessed are the flexible for they shall not be bent out of shape.

If you don't know where you are going, you will probably not wind up there.

Nobody ever got into trouble by keeping his mouth shut.

Life is like rubber band; harder you go forward, harder you snap back. So do not make slip-ups.

If you can't sing good, sing loud.

Getting something done is an accomplishment. Getting something done right is an achievement.

Sometimes it's okay to admit you don't know everything; the people who work for you will respect you for admitting it.

It's foolish to make the same mistake when there are so many varieties to choose from.

The difference between failure and success is doing a thing nearly right and doing a thing exactly right.

It's what you learn after you know it all that counts.

Your time is one of your most valuable resources; it is to your advantage to manage it wisely.

Don't be afraid of the space between your dreams and reality. If you can dream it, you can make it so!

You can make more friends in two months by becoming interested in other people than you can in two years trying to get people interested in you.

Only those who dare to fail greatly can ever achieve greatly.

The greatest thing in this world is not so much where we are, but in what direction we are moving. O.W. Holmes

The price of success is hard work, dedication to the job at hand, and the determination that whether we win or lose, we have applied the best of ourselves to the task at hand. Vince Lombardi

TOP 10 REASONS SPEAKERS/TRAINERS LOVE THEIR JOBS

- 10 There is no tangible proof we are ineffective.
- 9 We like contributing to environmental causes like generating tons of paper
- 8 It's easier than getting into Hollywood
- 7 We enjoy pulling people away from things that really affect the bottom line
- 6 It's so much more fun to solve other people's problems
- 5 We love controlling large chunks of other people's time
- 4 No one knows how easy our jobs really are
- 3 How else would we get free food?
- 2 We like people sucking up to us
- 1 We are too old to learn a real skill

adapted from Marcy Harris; Advise & Consent Inc.

THE TOP TEN QUESTIONS TRAINERS ARE ASKED

(Great to use at beginning of a session)

10. Are we going to finish on time?
9. When is the coffee break?
8. Will there be a vegetarian lunch entree available?
7. Where are the rest rooms?
6. Can I get extra copies of the handouts?
5. Is it OK if I make a phone call?
4. Is dinner included in registration?
3. Shouldn't my boss be attending?
2. How are you qualified to train us?
1. Are you going to cover anything important in the next hour?

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REGROUPING IDEAS

- By role: teachers, administrators, lead persons, forepersons, supervisors, managers
- By age: same decade
- By counting off
- By shoe size
- By hair or eye color
- By food preferences: meat vs. Vegetarian; dessert vs. Salad
- By energy: morning, afternoon or evening person
- By geographical preference: seashore, mountain, city or plains
- By color preferences: red, yellow, blue, green
- By sports preferences: football, baseball, basketball, soccer, tennis, swimming, hockey, none
- By favorite type of music: classical, bluegrass, rock, country
- By favorite meal: breakfast, lunch, dinner, midnight snack
- By home states: pacific northwest, southern, new England, southwest, Midwest
- By last digit of your phone number
- By last digit of social security number
- By type of shoe (have buckles, shoe laces, velcro, etc)
- By hair color
- By number of letters in your name (odd or even numbers)
- By the first vowel in your first name
- Who has most brothers/sisters
- Who has longest/shortest hair
- Who has most rings on
- Who has biggest/smallest watch face
- Who has oldest/youngest child
- Who has oldest child still living at home
- Who has most change in their wallet/purse
- Who has most coins
- Who has oldest penny
- Who has most quarters
- To partner off: introduce self to 5 people and shake hands; 5th person is your partner
- On post-its or index cards write one positive word per card depending on the number of groups desired (beautiful, energetic, creative, helpful). Have all the 'beautiful' people group together, etc.
- Each table has one colored marker to write name tags; then regroup so there is a person with a different color at each table
- Group according to color of clothing worn
- Prepare names of vegetables on paper; distribute according to number of groups you want.
Everyone with same vegetable forms a group. Can also use colors, numbers, animals, almost any category.
- See Variations under "Name Tent Tells It" Ice Breaker activity