



Starting and Ending Programs

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ICEBREAKERS & ACTIVITIES

ice breaker - brA-k-r; *noun*

Something that breaks the ice on a project or occasion; *especially a MIXER*

mix er - mik-s-r; *noun*

A game, stunt, or dance used at a get-together to give members of the group an opportunity to meet one another in a friendly and informal atmosphere

Icebreakers are a great way to begin a meeting. The most popular are activities that encourage participants to get to know each other personally. The idea is that more than just having fun, the breaker will truly help to create group cohesion based on trust and understanding.

- They help to relax participants so they are more receptive to listening and contributing.
- They can serve to build a team atmosphere and to generate enthusiasm.
- They can be fun, amusing, humorous, thoughtful, surprising or just plain silly.
- They break up the "cliques," invite people to form random groups, and help individuals meet others in a non-threatening and fun way.
- They can set a tone for the time a group will be together, encourage people to feel "safe" and hopefully evoke lots of laughter and release tension.

Examples:

- Have participants say three things about themselves – two that are true and one lie—others guess what the lie is. Break into partners. Then share with entire group.
- Give each person is given a list of 5 to 10 traits that they must find in common with the people around them. Sample items could be: "Find someone that was born in the same month", "..someone who lives in your state", or "..drives the same model of car". A prize is awarded to the participants with the most in common.

Through CYFERnet, we requested icebreakers be submitted for use at the 2004 CYFAR Conference. Many of those are included in this document. We have also included links to online resources we have located.

As an educator, you know how valuable these activities are to get learners motivated and open to new ideas and learning! Enjoy your teaching and using these!

Icebreakers for Starting and Ending Programs

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Animal Match

Supplies needed: Blind folds and slips of paper for each participant with the names of animals written on them (2 of the same animal)

Process Description: Participants will draw out of the hat, a piece of paper that has written on it the name of an animal. There will be one other person in the group that has the same animal. Blindfold the participants and distribute them throughout the room. When the group is ready they make the noise of their animal and find their partner who is making the same noise. After finding each other, remove the blindfolds. Participants then introduce themselves to each other and find out something about their partner. When back in the large group, each person will introduce their partner and share something about them and their animal.

How this can be used with Parent and Family educational programs: Participants in this activity will discard their desire to be sophisticated and will enjoy the frivolity of the activity. It is a great way to get acquainted.

Contact name, county and email address:

Marla Lowder
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Are You Really Looking At Me?

Objective: To break the ice in a group of strangers, break down barriers in groups, or help group members get to know each other.

Procedure: Pair off by birthdays, eye color, or some other means you choose. Sit face to face and take a good look at each other. Turn back to back and change three things about yourself. Turn back around and name the changes your partner has made. Without correcting these three items – go back to back again and change three more things. Don't pass up the opportunity to compliment one another on things never before noticed.

How this can be used with Parent and Family educational programs:

You can draw a comparison between observing your child or mate. What do we notice about each other? What do we take for granted?

Contact Name: Ohio State Extension http://www.ag.ohio-state.edu/~bdg/ice_breakers.html

Baby Steps, Closing Group Activity

Supplies needed: None

Process description:

Group forms tight circle, shoulder to shoulder. The leader shouts, "Go!" The group takes little baby steps to the right. When someone wants to say something, they shout, "Stop!" Then they say what they want to say. When they are finished, they say "Go" and the group reverses and takes baby steps to the left. This continues with the group reversing itself until no one stops the group. Then the leader or anyone in the group can ask "Are We Done Yet" and if so you can do a group hug and then disband. The group leader may prepare the group by asking them to share important things they have learned during the time together or a closing thought.

Reference or source of information, if not original: PlayFair, [Inc.](#)

Contact name, county and email address:

Ina Linville, Boone County, MO

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Be a Square

Supplies needed: A roll of Toilet Paper

Process Description: Each participant is told to take as much or as little toilet paper that they want. Once everyone in the group has taken paper, then the facilitator instructs them that for "every square" they must state something they learned. (This could be done with the person having to state a fact about him/herself)

How this can be used with Parent and Family educational programs: This could be used to ascertain likes and/or differences within the group and ideas about parenting

Contact name, county and email address:

Dr. Jacqueline Thompson

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Bingo Blocks

Supplies needed:

Develop a 9 block, 16 block or 25-cell table with word processing to develop a “Bingo Blocks” page for each participant (see example). The items in each block can be changed to fit the location and objectives of a parent/family gathering.

Process Description:

Participants stand, walk about and talk with (interview) others until they find people who can sign some of the blocks as descriptors for themselves. Participants “Bingo” when they fill a line across, vertical or horizontal. For bingo prizes, organizers can provide a bag of inexpensive toys-party poppers filled with confetti, etc. or pens, pencils or favors that relate to the meeting theme.

How this can be used with Parent and Family educational programs?

This could be used to ascertain likes and/or differences within the group, ideas about parenting, or any information that is asked for in the Bingo Blocks.

Contact name, state and email address:

Judy Branch, M.S.; CFCS
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(Example)
 CYFAR 2004: Brrr....Taking the chill off an audience

Your Name _____

FIND SOMEONE WHO...

Exercises regularly 3-4 X a week	Volunteers in their child's school	Traveled further than you to get to the conference	Has a cat or dog.	Speaks a second language.
Has lived in the same place for more than 10 years.	Has the same number of children as you	Enjoys ANY winter sport— Skiing, sledding, skating	Drinks milk	Has the same number of siblings as you.
Was a 4-Her.	Has served in the military	...AND HAVE THEM SIGN THEIR NAME! FREE BLOCK	Travels more than 15 miles to work.	Traveled less far than you to get to the Conference
Enjoys swimming, snorkeling, water skiing.	Goes to the same kind of church as you	Was named after a grandparent.	Has never traveled on a train.	Likes the same kind of music as you.
Hates to cook or loves to cook.	Enjoys wearing the same colors as you	Meditates or is interested in learning to meditate.	Plays a musical instrument.	Has the same number of children as you

Build a Sandwich

Supplies needed: File cards. On each file card, use a magic marker to print in large letters one of the following: Ham, Lettuce, Bread, Mayo, (Pickles, Tomato, Cheese - optional additional foods for larger groups)

Process description: At time of registration, give each person one of the "Build a Sandwich" cards. To conduct the activity, explain that each person has a part of a sandwich. Get up, mill around, get acquainted and "build a sandwich". You should have just one of each part of the sandwich - bread ham lettuce mayo, etc. Break people into groups: lettuce, ham, bread, and mayo. Mix it up and build a sandwich.

Reference or source of information, if not original: An Extension Colleague - Lisa Wallace

Contact name, county and email address:

Lynda Johnson, Missouri
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Go Fish

Supplies needed: One (1) donut per participant, string, chocolate syrup, one bowl per team, towels and wet-wipes for cleaning up, milk or some sort of beverage for participants after they have participated.

Process description: Each team lines up and the first person in line for each team lies on the ground. The second person in line then takes a donut that has been tied to a length of string and dips it in the bowl of chocolate syrup that should be near the participant on the floor. The person standing then dangles the dipped donut over the participant on the ground and the participant on the ground has to eat the donut off of the string without using their hands. Once the person has finished the donut, the participant who did the "fishing" lies on the ground and the next person in line then "fishes" for them and so on. The first team to have each participant finish one donut in this manner is the winner.

Contact name, county and email address:

Branson Merrill
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Hershey Personality Assessment

Supplies needed: Assorted Hershey's candy bars

Procedure:

1. Have the participants choose the candy bar they like best.
2. Give evaluations indicated below.
3. Talk briefly about how personality, learning styles, and learning abilities affect how a person receives, retains, and retrieves information.

Milk Chocolate:

- All American
- All around – baseball, mom, apple pie
- Loves to talk
- Friendly, warm

Krackle:

- Optimist
- Full of joy
- Perky
- Ditsy by some

Mr. Goodbar:

- Expert
- Play devil's advocate
- Risk taker
- Adventurous
- Dual personality

Dark Chocolate:

- Thoughtful
- Insightful
- Individualist
- Does not take risks
- Small steps – check progress

How this can be used with Parent and Family education programs: See above

Contact name, county and email address:

Linette Riley
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University of Idaho
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Imaginary Ball Toss

Supplies needed: None

Process Description: Imaginary balls are wonderful things. They are low in cost and very “catchable”, even by the “catching impaired.” They inflict no pain when thrown too hard, and they can be adapted to a number of shapes. Most importantly, they allow for creativity and “creative dramatics” and help people shed their shells of self-consciousness.

“See this ball I am holding? It has size, and shape, and weight. I am going to call out someone’s name and toss this ball to this person. S/he will call out someone else’s name and toss the ball to them. Let’s try to toss the ball to everyone in the circle before we toss the ball to anyone twice. Don’t worry, if you don’t know the name of someone you want to toss the ball to... just ask.”
“Imagine now that the ball becomes endowed with magical powers and will change at your command into anything you wish to toss. Tell the ball what to change into, call someone’s name, and have him or her catch what you toss. Remember, catchers, the object has imaginary size and weight. Catch it as if it has the actual characteristics! Each person can change the shape by simply telling the object what to change into before calling someone’s name and tossing it. Go!”

How this can be used with Parent and Family educational programs: To break the ice in a group of strangers, break down barriers in groups, or help group members get to know each other.

Contact name, county and email address:

Nancy Stehulak
County Extension Agent and Chair
Ohio State University Extension
Henry County
For more see: <http://www.ag.ohio-state.edu/~bdg/>

Introductions

Supplies needed: None

Process description: Give name and first name of grandmother on father's side or any other trivial question. If group meets more than once--change question.

Contact name, county and email address:

Karen Elliott, Jackson, Co. Missouri
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Kids Garden Program: Ball/Name Game

Supplies needed: Ball

Process description: Kids stand in a circle. One child holds a ball and throws it to another. Each time a child catches the ball they have to name a fruit or veggie or something else. The leader determines the topic. Example: name a round veggie; name a garden tool; name an insect found in the garden.

Contact name, county and email address:

Jennifer Barnes, Missouri
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Launching Marshmallows

Supplies needed: Miniature marshmallows, lengths of "PVC" pipe and fittings

Process Description:

This activity is excellent for illustrating how creative people can be.

1. Put a large trashcan or container in the center of the room. Have participants form a circle around the container with each person about 10' from the container.
2. Provide each participant a mini-marshmallow. Invite them to try to throw the marshmallow into the container. (Experiment ahead of time. Depending on the hardness of the marshmallows and the size of the container, this should be quite difficult to do. If it is not, increase the distance of participants from the container.
3. Invite participants to use PVC pipe to form fun ways to shoot the marshmallows into the container. (If you have a good supply of elbows, T's, couplers, and lengths of pipe, there should be many different ways developed for shooting the marshmallows. If the group does not come up with some on their own, you could suggest they try additional possibilities.)
4. The group may be allowed to refine and extend their shooters. Provide participants with more marshmallows as needed.
5. Invite the group to discuss the many different ways there are to solve a problem. How else might marshmallows be gotten into the container? (For example, a rain gutter could be used to roll them in. The whole bag could be thrown in. A paper pipe could be constructed to roll them in. Etc.)

How this can be used with Parent and Family educational programs: The activity is done primarily for fun but illustrates the many creative possibilities for solving problems. Each person has their own way for solving problems and we can learn from each other.

Contact name, county and email address:

Wally Goddard, CFLE
University of Arkansas Cooperative Extension
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Learning Styles

Supplies needed: Paper and pencil, handout of learning styles

Process description:

Have participants take out a piece of paper and do the following:

1. Verbal - How many words can they make from a phrase like "Happy Halloween."
2. Math - Divide a given recipe in half
3. Spatial - draw a map from location to home
4. Interpersonal - give view of a phrase
5. Interpersonal - share view with others
6. Music - Tap beats to a song such as "Frosty the Snowman"
7. Kinesthetic - Do hand motions for the song

Reference or source of info. Dr. Joye Norris, Triangle Learning Design

Contact name, county and email address:

Karen Elliott, Jackson Co, Missouri

ElliottK@mizzou.edu

Life Map

Supplies needed: Poster Board or Easel/flipchart pad sheet (one per each participant), crayons, colored markers and masking tape.

Process description: Take top half of a poster board and ask people to draw a map of their life up to this point in time. (Use pictures and symbols) Bottom Half - divide into 2 parts, left side: list skills you can teach someone else; right side: list expectations for this program. Each person then interprets his or her map for the whole group. Helps group to build rapport with each other.

Reference or source of information, if not original: Adapted from "Life Events", page 249 of the publication "Saying Hello: Getting Your Groups Started" written by Lois B. Hart (Out of Print). HRD Press.

Other versions: Life Map, p. 93 and Life Events, p. 249. *The Encyclopedia of Icebreakers: Structured Activities That Warm-Up, Motivate, Challenge, Acquaint and Energize*. Written by Sue Forbess-Green, L.M.S.W. Pfeiffer & Company. 1983. ISBN 0-89889-005-5.

Contact name, county and email address:

Johanna Reed Adams, University of Missouri-Columbia; AdamsJR@missouri.edu

Master Parent

Supplies needed: Questions folded and in a bowl or box.

Process description: Role-play answering with questions a partner asks. Parents draw a question and they pair up with someone else and pretend they are on the hotline. Each group "performs" in front of the whole group. We often have two phones available for them to use. Some of the questions have funny answers and some are serious. It provides a good review of the whole program and gives a chance to discuss some of the responses. They also have a lot of fun doing it.

Contact name, county and email address:

Don Day, Boone Co., Missouri

DayDR@mizzou.edu

(Note: Adapted from a Master Gardener activity)

Master Parent 2

Supplies needed: None

Process description: Introduction includes naming a hobby, something you can teach, and something unusual about you, a strength you have.

Reference or source of information: Adapted from Master Gardeners. *"We started using this with Internet Masters and have adapted it to Master Gardeners."*

Contact name, county and email address:

Don Day, Boone Co., Missouri

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Mingle, Mingle

Supplies: None

Process Description: The group should be standing in a wide-open area. If there are lots of chairs around, you can still do it, but allow more time between calls. The caller starts by calling out "everybody mingle." All the participants then walk around the room repeating the word mingle, over and over. After a few seconds the caller will announce a number, say, 6. The large group must then get into groups of 6 within a certain time limit (10 seconds is good, but add 10 more for every 100 people or so). As the groups are formed, they should raise their hands or sit down. Give them about a minute to share their names and one thing about themselves that nobody in the group knows about them. The game continues with another number. The caller will say "Get in groups of 10." The drill follows for as many rounds as you see fit. For cutthroat Mingle, all folks who don't get into the right size group in the time limit are eliminated. Play until you have two or three 'champions.'

How this can be used with Parent and Family educational programs: This icebreaker could be used to encourage the participants to get acquainted with the rest of the group. As a result of knowing the other participants, the comfort level within the group rises.

Contact name, county and email address:

Brian P. Luckey, Canyon County Extension Educator

4-H Youth Development, bluckey@canyonco.org

Motivating With A Potato?

Supplies needed: Sturdy straws (preferably from Target concession area or Sonic)

Process Description: This activity is good to use with a training program dealing with the topic of motivation/relationships/leadership.

1. Ask for 2-3 volunteers.
2. Talk about that in order to be a good leader you must “lead by example”.
3. So, to demonstrate this we are going to use these potatoes and straws.
4. Tell the volunteers that they must do exactly as you do.
5. Now, ask the group if they think you can puncture your potato all the way through with the straw – are there any doubters? (You should get some head nods). Ask the volunteers if they believe you can do it.
6. Next, ask everyone “if I told you I have done this before do you think I can do it?” (You might get some head nods but the majority of them should doubt you). Ask them why they still doubt you (answer: should be because we didn’t SEE you do it yet, it’s just heresay).
7. Now, ask them to motivate you (yelling, clapping, etc.) – Now stab the potato with the straw all the way through. Now that you have been successful ask the volunteers if they believe they can do it since they have now seen you be successful. Ask group same question. Should begin to have more believers than doubters at this time.
8. Now have volunteers stab potato. Have group yell and clap for them. When they have been successful ask the group if they think they could do it now.
9. If one of the volunteers in not successful have them try again and state that we always “dust ourselves off and try again” if we wish to be successful at anything.
10. NOTE: In order for this to work you must have a sturdy straw and you must hold your thumb over the top of the straw to create air pressure. Also, don’t be timid, you must use a lot of force. Practice at home until you feel confident. With my experience, most people can do it within the first three tries. Have plenty of straws in case some break. The potatoes are NOT cooked.

How this can be used with Parent and Family educational programs: See above

Contact name, county and email address:

Matt Devereaux, Ph.D.
University of Tennessee
mdevereaux@utk.edu

People to People

Supplies: None

Process Description: Have everyone choose a partner to start with. The caller starts by calling two body parts, "elbow to nose!" One person in the group puts their elbow on the other person's nose. Then call another, "knee to hand." The caller, at any time, may call "people to people," which means to switch partners. At the same time, the caller finds a partner, necessitating a new caller. Those are the basic rules. The beauty of this game is that it can be modified to suit the needs of the group. For example, try it in groups of three "head to shoulder to foot." Have fun with it.

How this can be used with Parent and Family educational programs: Participants with this activity will become comfortable with the other members of the group. Many barriers are broken down and the group develops a unique bond as a result of being so "physical" with each other.

Contact name, county and email address:

Brian P. Luckey
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Questions Only

Supplies: None

Directions: Form two groups. Prepare in advance, several scenes or scenarios. One person from each team must meet and converse in questions only. The audience and the moderator listen to be sure they speak in only questions. When one messes up, that group member sits and the next member of their group tries it. Demonstrate this first.

Some scenarios may be: On a beach, in a hardware store, in a fast food restaurant, in the park, at the car repair shop, picking up child from child care, meeting on a date for the first time.

How can this be used in parent/family programs?

This is a great warm-up and can be transitioned into children and their questions or curiosity.

Contact name, county and email address:

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Safety Net

Supplies needed: String or rope and balloons

Process Description:

This activity is excellent for illustrating how a web of support can make a big difference.

1. Have participants form a square.
2. Have participants weave a web of support between them using the string or rope.
3. Throw an inflated balloon into the middle of the group and have participants try to use their web to keep the balloon aloft. It soon becomes clear that a rich web and teamwork are vital for keeping the balloon from falling to the ground.
4. The group may be allowed to refine and extend their web. The exercise can be done again with more balloons.
5. Invite the group to discuss the safety nets we form in our communities to keep youth, single moms, or others from falling through our web of support.

How this can be used with Parent and Family educational programs: The activity is fun, illustrates the importance of teamwork, and can open a discussion about ways we build safety nets in our community to keep people from falling through the cracks.

Contact name, county and email address:

Wally Goddard, CFLE
University of Arkansas Cooperative Extension
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Scavenger Hunt

Supplies needed: Slips of paper with items throughout the center to locate

Process Description:

Write up slips of paper with four items for pairs of staff members to search, find and bring back to the meeting.

Pair up a newer employee with an old timer and they search for the items together. This scavenger hunt is a way to familiarize the staff with the location of such items as thermometer, child's file, evacuation route, plastic gloves etc. All staff need to know where things are located and how to retrieve them when needed. Then they have to explain to the group what they had on their list and where they found it. Then you tell them to exchange the items they found with another group and they have to put them back where they belong. The first group back gets first choice at the prizes. I keep the prizes covered up to add to the suspense. I usually put a variety of items underneath the cover. I do a bit of investigation to discover what their likes and dislikes are. I have a four-page sheet they fill out that has things to check off and places to write what they like and dislike. That way I can personalize the prizes.

Reference or source of information if not original:

This is my original idea and a favorite of my staff at orientation meetings each year.

How this can be used with Parent and Family educational programs:

Adapt it to find different things to use with children such as open ended materials, something that develops fine motor, large motor etc. Or another angle would be something that isn't safe for toddlers, a soothing item for infants.

The Human Knot

Supplies: None

Process Description: Everyone gets in a close circle and closes their eyes. They put their right hand into the middle of the circle and grab another person's hand. Next they put in their left hand and grab another person's hand. They then open their eyes and try to untangle the knot without letting go of each other's hands. You can also use this as a contest with a couple of groups to see who can untangle their group the fastest.

How this can be used with Parent and Family educational programs: With this activity it is easy to determine characteristics about individual members of the group. The take-charge people will be directing the traffic to untangle the knot. Others will just wait for someone else to figure it out.

Contact name, county and email address:

Marla Lowder
Cassia County
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The Ideal Child

Supplies needed: Easel pad and marker

Process Description:

Ask parents to brainstorm words to describe the "ideal child." List these words on an easel page or blank overhead transparency to refer to in later discussion.

How this can be used with Parent and Family educational programs:

This is a good activity to start with and then tie aspects of children's development back to the list for strategies how to interact with children in order to get the desired "ideal" child results.

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Karen DeBord, North Carolina State University

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http://www.ces.ncsu.edu/depts/fcs/smp9/parent_education/icebreakers.htm

The Rules of the Game

Supplies needed: Soft (kush-type) Ball, game pieces or puzzle, whistle

Process Description: Give people in the group a game implement (either game pieces, puzzle, or kush ball- not all of these). Stand up to play the game.

Say: I have two balls. We are going to play ball. I will tell you when to begin. All I am going to say is that I want you to play ball. I am not going to give you the rules of the game. However, I do have some rules that I want you to follow. When you break one of my rules, I am going to blow this whistle and I may even scold you for not following one my rules. Ok. Start playing ball.

Have a goal in mind for the game (ball should be handed from one person to the next or rolled or tossed). Blow whistle when players break the rules to the game. After a few minutes tell them to stop the game. Ask questions: How did you feel about playing this game? Was it easy to play? Why or why not? Were you able to figure out the rules? How would you feel if I had stopped the game along the way to give you instructions? Why is it important for your children to know the rules you want them to follow? What would make it hard for children to follow the rules you set? What have you learned about playing a game without knowing the rules that you can apply to disciplining your children?

How this can be used with Parent and Family educational programs:

Tie this activity to a teaching unit on child discipline. Often children don't understand our expectations. We don't tell them the rules. So they often get "in trouble" not knowing.

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The Whisper Activity

Supplies needed: None

Process Description:

This activity is good for any program content but is also good to use with a training program dealing with the topic of communication.

1. Have participants form a circle.
2. Explain to them that we are going to play a “whisper” game.
3. Before the workshop prepare a short sentence (i.e. “At the end of this workshop you are going to know everything about communication and relationships”). You can make up any sentence though.
4. Now, explain to the group that you are going to whisper a sentence in the ear of the person to your left. After that, the next person will whisper what they heard to the next person and so on and so on. When the last person hears the sentence they are to say out loud to the rest of the group what they heard.
5. Before starting, explain that there are two rules; you can only whisper the sentence once and have to repeat to the next person exactly what you heard.
6. Then tell the participants what the correct sentence is.

Every time, the correct sentence and what the last person says, are completely different. This stresses the importance of good communication in order to avoid miscommunication.

How this can be used with Parent and Family educational programs: See above

Contact name, county and email address:

Matt Devereaux, Ph.D.
University of Tennessee
mdevereaux@utk.edu

They're Only Jellybeans!

Supplies: Jellybeans

Process Description: Using a large selection of jellybeans, ask each person to take the one that is their favorite color, not the flavor they prefer. Ask them not to eat the jellybean.

Begin the activity by eliciting, from the group, how the jellybeans are alike and how they differ...just like human beings. Then tell the group that the jellybean color they have chosen tells us something about them as people. **(If the Myers-Briggs or True Colors is going to be a part of the program, emphasize that the jellybean activity is geared toward stressing the issue of diversity NOT true personality traits.)**

WHITE OR BLACK

- This individual is highly structured and organized
- Surroundings are neat
- If given an assignment, wants to know how many pages, exact requirements
- Always wants to know the rules
- Memorizes things well
- Can't stand sloppy, unorganized people
- Deliberates before making decisions

YELLOW

- Not usually outspoken
- Always in a state of transition, whether they are 8 or 80
- Usually smart, and innovation, often artistic
- Sometimes confused in making decisions, not sure where they're supposed to be
- Hard workers
- Exciting to be with - will try anything as long as it's safe
- Spiritual aspects usually important to them
- They look at things with perspective & respect other's opinions

ORANGE

- Cheerful and good-natured
- Have the ability to get along with almost anyone
- They are friendly and have a ready smile
- Usually have a quick wit
- Fluent, often eloquent and profound in speech
- Do not like to be alone
- Enjoy life and inspire others to reach their highest potential

RED AND PINK

- Are courageous and their energy seems boundless
- Smile much of the time
- If they see someone not smiling, will ask what the problem is
- Genuinely care about people & become involved in other's problems
- Highly influenced by others, share their sadness or grief
- Make their decisions with feelings, act on impulses of the heart
- Spend a great deal of time on the phone, usually listening to others
- Sensitive, enthusiastic friends and lovers

VIOLET-DARK BLUE

- Flirty and passionate
- Highly creative and highly excitable

- Have new ideas and are visionaries
- Short attention spans - can't stay put for a long length of time
- Disorganized, often choosing to close doors rather than deal with the organization
- Procrastinators who thrive on chaos, enjoy the challenges of different problems
- Have a problem dealing with highly structured time
- Questioning - when given an assignment, asks why it must be done a certain way, want to do it differently
- Set high standards for themselves and those who work for them

GREEN (ASK THESE PEOPLE TO STAND WHILE TRAITS ARE READ)

- We always ask green to stand because they love recognition
- These people are seen as leaders, usually in highly visible positions
- They are respecters of authority and tradition
- They are decisive, directed and focused
- They love black and white jellybeans people to organize their projects for them

Reiterate points made at beginning of exercise.

If appropriate, emphasize the following:

- No one is just one color, but one color is predominant
- All of us have some of the traits associated with each color
- This is important to consider when dealing with others
- We need to be able to empathize with those who see things differently and deal with problems differently than we do

Contact name, county and email address:

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Toilet Tissue Pass

Supplies: Roll of toilet paper

Process Description:

Pass around a roll of toilet tissue and ask everyone to take as much as they'll need. After the roll has been shared with everyone, ask everyone to introduce self and say a positive thing about themselves for each sheet of tissue they have. They could tell about their family. This could also be used to list the different jobs/roles they have in the family or list the positive things about their family members.

How this can be used with Parent and Family educational programs:

This can be used as an evaluation technique or a wrap-up to a program. You can get participants to name anything...what they learned, positive things about their mate or child, etc.

Contact name, county and email address: Georgia Kight, NC Cooperative Extension.
Georgia_kight@ncsu.edu

Toss Out the Negative – Keep the Positive

Supplies needed: Three slips of paper and pencil/pen for each participant

Process Description: This activity can be used as an opening or closing. This idea will adapt to any subject in which your participants can identify positive and negative traits/behaviors.

- Ask each participant to place three small pieces of paper in front of them on the table. Number the papers from 1 to 3.
- Have participants write one **negative** trait/behavior (name topic or activity) on paper #1.
- On paper #2, have participants write a **positive** trait/behavior.
- On paper #3, have participants write down another **negative** trait/behavior.
- After participants are finished, have them line papers up on table in any order, but all the papers must be in a horizontal row.

The order of the papers is up to the individual. Mention to participants that there is no way for you to know in what order they might have placed their papers.

Now, give the group the following instructions: Now we are going to mix up your papers as I give you some brief instructions. All I ask is that you follow my instructions carefully, one step at a time.

1. Exchange the paper on which you wrote #1 with the paper on its immediate RIGHT. If there is no paper to the immediate right, leave the #1 paper alone.
2. Exchange the paper on which you wrote #2 with the paper on its immediate LEFT. If there is no paper on the immediate left, leave the #2 paper alone.
3. Exchange the paper on which you wrote #3 with the paper on its immediate RIGHT. If there is no paper on the immediate right, leave the #3 paper alone. You have now mixed up your papers!
4. Wave your hand over all the papers and come down on the paper in the MIDDLE of the row. Grab it, ball it up and throw it away! This is a trait/behavior we are trying to eliminate.
5. Only two papers remain. Wave your hand over both papers and come down on the paper on the RIGHT. Grab it, ball it up and throw it away! This is another trait/behavior we are trying to eliminate.
6. Congratulations! You have eliminated two negative traits/behaviors and kept an important, positive trait/behavior.
7. Ask if participants will share the positive trait/behavior they identified. These could all be recorded on flip chart for all participants to see and read.

Reference or source of information if not original:

Creative Training Techniques – A Newsletter of Tips, Tactics and How-To's for Delivering Effective Training, October 1998, Volume 11, Number 10, page 6.

How this can be used with Parent and Family educational programs:-

This activity can be used for a clear comparison of positive and negative behaviors related to any topic. Identify the subject matter for presentation and then have participants consider positive/negative traits and behaviors related to topic.

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Weather Forecast

Objective: To break the ice in a group of strangers, break down barriers in groups, or help group members get to know each other.

Directions: Everyone relates how s/he is doing by giving a weather description (cloudy, sunny, etc.) or a number from 1 to 10 with 10 being great.

How this can be used with Parent and Family educational programs:

This gives a chance for everyone to know where each other is coming from and also gives the group facilitator a chance to decide what type of activity is needed for the group. This will help the facilitator take a read on each member of the group during a group discussion or process.

Contact Name: Ohio State Extension http://www.ag.ohio-state.edu/~bdg/ice_breakers.html

Experiential Education Resources

There are many excellent resource books with adventure-based or experiential activities that can be used for icebreakers or other educational activities with youth or adults. Below are a few. You may also be interested in the Association for Experiential Education (go to <http://www.aee.org/>)

1. *Executive Marbles and Other Team Building Activities* by Sam Sikes
2. *Fun Stuff* by Karl Rohnke
3. *50 Ways to Use Your Noodle* by Chris Caver and Sam Sikes
4. *50 More Ways to Use Your Noodle* by Chris Caver and Sam Sikes
5. *99 of the Best Experiential Corporate Games We Know!* by Simon Priest, Sam Sikes, and Faith Evans
6. *The Bottomless Bag Again* by Karl Rohnke
7. *50 Creative Training Openers and Energizers* by Bob Pike and Lynn Solem
8. *50 Creative Training Closers* by Lynn Solem and Bob Pike
9. *101 Ways to Make Training Active* by Mel Silberman
10. *101 Games for Trainers* by Bob Pike and Christopher Busse
11. *Teamwork & Teamplay* by Jim Cain & Barry Jolliff
12. *Cowstails and Cobras II: A Guide to Games, Initiatives, Ropes Courses, and Adventure Curriculum* by Karl E. Rohnke
13. *Quicksilver: Adventure Games, Initiative Problems, Trust Activities and a Guide to Effective Leadership* by Karl Rohnke, Steve Butter
14. *The Complete Ropes Course Manual* by Karl Rohnke, Catherine M. Tait, Jim B.
15. *Get Things Going: 50 Asset-Building Activities for Workshops, Presentations, and Meetings* by Search Institute
16. *101 Ways to Make Training Active* by Mel Silberman

Resources and web sites with Ice breakers:

<http://www.ag.ohio-state.edu/~bdg/>

http://www.ces.ncsu.edu/depts/fcs/smp9/parent_education/icebreakers.htm

<http://www.meetingwizard.org/meetings/icebreakers.cfm>

<http://www.eslcafe.com/ideas/sefer.cgi?Ice:Breakers>

http://www.funattic.com/game_icebreaker.htm

<http://www.uwm.edu/Dept/SOAR/Lead/Icebreak.html>