



Ice Breakers

Set #11



Icebreaker



Thank you so much for purchasing this Consult 4 Kids product. We hope you and the youth you work with enjoy these ice breakers. You will notice that these activities are opportunities for youth to engage in many activities as an individual or as a part of a team.

Please note that these are activities for you to use with your youth. If you would like to share these icebreaker plans with others please contact us at support@consultfourkids.com so we can work through the details.

Consult 4 Kids is an organization made up of educators who are both currently working with youth and those who are retired after years of service. Collectively, we have well over 100 years of experience. If you would like to provide feedback and/or suggestions, please feel free to contact us at the email mentioned above.

We also offer online professional development and additional lesson plans. We offer these things on our website. You can access our website, www.consultforkids.com

Again, thank you for purchasing these ice breakers. Please provide the appropriate supervision so all youth can enjoy these activities.



Icebreaker Activities

Set #11

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Activity #1: Learn the Phrase—“Excuse me” in French

What you will need:

- No materials needed

What you will do:

1. Have all of the group come together to learn how to say the phrase, “Excuse me” in French.
2. The phrase is said this way, “Excusez-moi?” which is pronounced (ex-kewzay mwah).”
3. After the group has practiced, have them stand up and explain they will move around and when the music stops, they will say “Excuse me” in French to the person closest to them.
4. When the activity is over, ask children the debriefing questions.

Wrap-up Questions:

- What about speaking in another language did you enjoy?
- What did you find challenging?
- What did you find easy?



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Activity #2: Table Art—Best Outfit to Wear Swimming

What you will need:

- Butcher paper
- Crayons, colored pencils or markers

What you will do:

1. Have the children take a seat around the table with the chart paper on it.
2. Place crayons, colored pencils and markers around the table
3. Explain that each of them is to create a picture illustrating the best outfit they would wear or swimming.
4. When drawings are complete, have the children share with one another.

Wrap-up Questions:

- What did you enjoy about drawing on this mural?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



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Activity #3: Taste the Rainbow

What you will need:

- Skittles
- Chop Sticks
- Plate

What you will do:

1. Divide children into two teams
2. Give each team a plate full of Skittles and an empty plate. Each player is also needs a pair of chop sticks
3. When you say "Go!", team members work together to get all of the Skittles from one plate to the other using the chopsticks.
4. Team who completes the task first, wins.

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #4: Cell Phone

What you will need:

- No materials needed

What you will do:

1. Children make a line
2. Adult tells the first child in line a sentence. The sentence is said only one time. The child passes the message to the next child and the process continues until the message reaches the end of the line.
3. Last child shares the message he/she received.
4. Group compares the original sentence with the final sentence.
5. Activity can be repeated, starting with different children.

Wrap Questions:

- What did you enjoy about this activity?
- What advice would you give someone who was going to participate in this activity?
- What would you change to make this activity even better?



Activity #5 Learn the Phrase, “What is your name” in Swedish

What you will need:

- Music, music player

What you will do:

1. Have all of the group come together to learn how to say the phrase, “What is your name?” in Swedish.
2. The phrase is said this way, “Vad heter du?” which is pronounced vaad Hay-ther doo?
3. After the group has practiced, have them stand up and explain they will move around and when the music stops, they will say “What is your name?” in Swedish to the person closest to them.
4. When the activity is over, ask children the debriefing questions.

Wrap-up Questions:

- What about speaking in another language did you enjoy?
- What did you find challenging? Easy?
- What other language would you like to learn?



Activity #6: Learn the Phrase, “What’s up? How’s it going?” in French

What you will need:

- Music and music player

What you will do:

1. Have all of the group come together to learn how to say the phrase, “What’s up?” “How’s it going?” in French.
2. The phrase is said this way, “Quoi de neuf?” which is pronounced kwah duh nuhf.
3. After the group has practiced, have them stand up and explain they will move around and when the music stops, they will say “What’s up?” “How’s it going?” in French to the person closest to them.
4. When the activity is over, ask children the debriefing questions.

Wrap-up Questions:

- What about speaking in another language did you enjoy?
- What did you find challenging? Easy?
- What other language would you like to learn?



Activity #7: Musical Order

What you will need:

- Song lyrics written on sentence strips (divide lyrics into 4-6 cards). You can use any number of songs, for example, Row, Row, Row Your Boat, The Itsy Bitsy Spider, Are You Sleeping? or other songs the children know. Have lyrics from at least 3 songs. Mix the lyrics of all the songs together.

What you will do:

1. Divide the children into teams of 3-4
2. Give each team a collection of cards.
3. Explain when you say "Go!" the team members will work together to put the song lyrics in the correct order for each of the three songs you have utilized
4. The team who sorts the lyrics first, win.

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #8: Table Art—Private Island

What you will need:

- Butcher paper
- Crayons, colored pencils or markers

What you will do:

1. Have the children take a seat around the table with the chart paper on it.
2. Place crayons, colored pencils and markers around the table
3. Explain that each of them is to create a picture illustrating the perfect private island
4. When drawings are complete, have the children share with one another.

Wrap-up Questions:

- What did you enjoy about drawing on this mural?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #9: A What?

Objective: Pass an item and name an object at the same time

What you will need:

- 4 items to pass, this can be a stuffed animal, a water bottle, anything that is easy to pass

What you will do:

1. Divide the group into teams of 6-8. Have each team sit in a circle. If group is small, this can be done with just one team.
2. Explain you are going to distribute 4 items among them and tell them what each item represents. For example, a water bottle could represent an eggplant, and a stuffed bear a potato.
3. Explain the person with the item will be given the direction to pass “right” or “left” The item that person has must only be passed right, left, right, while a person who is directed to pass “left” can only pass an item left, right, left.
4. The person with the first object is to pass to the right. He/she will pass the item to the right and say, “This is an eggplant.” The person on the right will pass the item back and say, “A what?” The originator will then pass the item back to this person on the right and rename it saying, “An eggplant.” Then the person who received the “eggplant” will do the same thing with people on his/her right, and the exchange will be the same.
5. Explain if the person is to pass to the left, the same protocol applies, only the direction has changed.
6. Explain the challenge will come when one person ends up with two objects and needs to keep them straight
7. If a person passes the wrong direction, then he/she is out
8. Last person standing, wins.

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #10: Alphabet Story

Objective: Add to the story beginning the sentence with the next letter of the alphabet.

What you will need:

- No materials needed

What you will do:

1. If you have more than 26 children, ask for Champions from each group (you will need a total of 26 champions) If you have a smaller group, the game will continue as you rotate around the circle.
2. Ask the children to come forward, lining up in a horizontal line, shoulder to shoulder
3. Explain they are going to tell an “Alphabet Story”
4. Explain the first person will begin his/her sentence with the letter “A”. For example: Aunt Marie is coming to our house for dinner.
5. Explain the second person will begin his/her sentence with the letter “B”. The sentence must go with the first sentence. “Because she will be staying late, she’ll spend the night.”
6. Explain the third person will begin his/her sentence with the letter “C”. The sentence must continue the story, such as, “Charlie her kitten will be coming with her.”
7. This would then continue until all 26 have added a sentence.
8. Explain that if a person gets “stuck” it will be up to them to help that person get started on the sentence.
9. Note: Remember this is a story and each sentence needs to build on the sentences before it.

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #11: Arm Pit Relay

Objective: Carry an orange from the start to the container using only your armpit.

What you will need:

- Oranges
- Cones to create start and finish lines
- Bowls for each end of the racecourse
- Tables for the oranges and bowls to be placed on

What you will do:

1. Divide group into two teams
2. Explain each member of the team will need to carry an orange, using only his/her arm pit, from one container to another
3. Explain if the orange is dropped, the youth will need to pick it up, return to the start line and place it on the table and begin again
4. Explain that player #1 will carry the first orange and then return to tag the second player who will then pick up and carry the orange to the container at the other end
5. Explain play is over when teams have completed the task

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



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Activity #12: Aroostasha

Objective: Say and act out the Aroostasha chant as a group.

What you will need:

- No materials needed

What you will do:

Aroostasha is a “my turn-your turn” chant. The leader says the line, then the group echoes. Each line is accompanied with a movement. In order to add a new movement, the chant starts at the beginning again. The movements continue even though the chant has moved on to the next line.

In between each “direction” the group chants the chorus: “Arroostasha, arroostasha, aroostasha-sha Arroostasha, arroostasha, aroostasha-sha”. You accompany this chorus with steps to the right and then steps to the left.

The verses are these:

Thumbs up (motion is thumbs up on both hands)

Elbows in (elbows touching one another)

Chest out (person leans backward and thrusts chest forward)

Knees together (movement must now be done from right to left with the knees touching one another)

Toes in (trick is to keep thumbs up, knees together, and now turn the toes toward each other)

Rear end out (this requires the person to bend forward at the waist, keeping toes in, knees together, thumbs up, and the bottom out)

Tongue Out (this is the final movement and will results in giggles to be sure)

Verse with chorus inserted:

Thumbs up (motion is thumbs up on both hands)

“Arroostasha, arroostasha, aroostasha-sha

Arroostasha, arroostasha, aroostasha-sha”

Thumbs up (motion is thumbs up on both hands)

Elbows in (movement must now be done with the elbows touching one another)



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“Arrostasha, arrostasha, aroostasha-sha
Arrostasha, arrostasha, aroostasha-sha”

Thumbs up (motion is thumbs up on both hands)

Elbows in (elbows are touching one another in front of the person)

Chest out (chest is thrust out)...Chorus

Thumbs up (motion is thumbs up on both hands)

Elbows in (elbows are touching one another in front of the person)

Chest out (chest is thrust out)

Knees together (movement must now be done from right to left with the knees touching one another)

Chorus

Thumbs up (motion is thumbs up on both hands)

Elbows in (elbows are touching one another in front of the person)

Chest out (chest is thrust out)

Knees together (movement must now be done from right to left with the knees touching one another)

Toes in (trick is to keep thumbs up, knees together, and now turn the toes toward each other)

Chorus

Thumbs up (motion is thumbs up on both hands)

Elbows in (elbows are touching one another in front of the person)

Chest out (chest is thrust out)

Knees together (movement must now be done from right to left with the knees touching one another)

Toes in (trick is to keep thumbs up, knees together, and now turn the toes toward each other)

Rear end out (this requires the person to bend forward at the waist, keeping toes in, knees together, thumbs up, and the bottom out)

Chorus



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Thumbs up (motion is thumbs up on both hands)

Elbows in (elbows are touching one another in front of the person)

Chest out (chest is thrust out)

Knees together (movement must now be done from right to left with the knees touching one another)

Toes in (trick is to keep thumbs up, knees together, and now turn the toes toward each other)

Rear end out (this requires the person to bend forward at the waist, keeping toes in, knees together, thumbs up, and the bottom out)

Tongue Out (this is the final movement and will result in giggles to be sure)

Chorus

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #13: Bingo

Objective: Play a traditional game of Bingo on a card you created with numbers 1-50

What you will need:

- Blank Bingo card for each group of 3 (attached to this document) or for each child if group is small
- Number cards 1-50 at the end of this document, cut apart
- Pencil or Crayola for each team (can distribute to the table)

What you will do:

1. Distribute the Bingo Cards
2. Explain they are to take the numbers 1-50 and place them randomly on the card.
Explain they can only use a number one time
3. Explain when the number is called, they will mark it off on the card
4. First team who gets a Bingo, wins

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Bingo Cards and Number Cards

1	2	3	4	5	6	7	8
9	10	11	12	13	14	15	16
17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32
33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48
49	50						



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Bingo Card

B	I	N	G	O
		Free		



Activity #14: Bouquet of Flowers

Objective: Use creativity to create a bouquet of flowers with limited supplies.

What you will need:

- Paper (different colors of construction paper—green, red, yellow, purple, orange, white, blue for sure)
- Glue sticks
- Clear tape
- Paper cups

What you will do:

1. Distribute the supplies to each group
2. Explain the activity today is for each group to create a bouquet of flowers using only the materials they have
3. Explain they will not have scissors and will need to “tear” the flowers for the bouquet
4. Explain they have glue and tape to use to hold the flowers together
5. Explain the bouquet will need to fit into a cup
6. When time is called (about 7 minutes) each team brings bouquet to the front and entire audience votes for the best bouquet
7. There are no prizes, just applause. Youth will need to clean up on space

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #15: Category Snap

Objective: Keep the rhythm going while trying to name things in a particular category.

What you will need:

- No materials needed

What you will do:

1. Divide the group into teams of 5-6
2. Explain that as a team they will create the “beat” or the rhythm for the game
3. Demonstrate the rhythm (two hands pat the knees, two-handed clap once, right hand snap, left hand snap)
4. Repeat the rhythm until the children have the idea. Remind them to keep the same speed. Explain while now the speed doesn’t seem to be important, it will matter as the game progresses
5. Once the rhythm has been established, explain you will begin the game by saying a category on the right hand click and an item in the category on the left hand click
6. For example, you might say, “Fruit” on the right click and then give an example of the fruit on the left click, “Apples”.
7. Explain when the rhythm begins again, the group in unison on the first click will say the last word you spoke, in this case “apples” and on the left hand click, the group will name a second fruit.
8. Explain it will then come back to you on the third turn and you will say the fruit you heard them say, (it won’t be everyone but it will be one that you could hear) and then another fruit to “reset” the game.
9. For example, if you heard, “pear”, then you will say “pear” on the right hand and “orange” on the left hand.
10. The game then goes back to the audience to say, “orange”, and then another fruit.
11. The game then comes back to you, and it continues back and forth.
12. At any time you may choose to change the category. In order to do this you will simply name the category and an item that is in that category.
13. When you send it back to the group, they will say the last word you said, and then add to it.
14. Play goes on for several minutes before time is called



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Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #16: Cheer Greetings

Objective: Have youth lead a welcome cheer for the entire group.

What you will need:

- No supplies or materials needed

What you will do:

1. Ask for a volunteer to start the challenge by coming to the front of the group
2. Explain the entire group will participate in the Cheer Greeting
3. Here is the chant:

Youth: My name is (first name)

Group: YEAH!

Youth: And I like to (name an activity)

Group: Uh-huh!

Youth: And I'll be a (person doing the activity)

Group: YEAH!

Youth: Every day of my life.

Group: Every day of his/her life.

Example:

Youth: My name is Judy

Group: YEAH!

Youth: And I like to jump

Group: Uh-huh!

Youth: And I'll be a jumper

Group: YEAH!

Youth: Every day of my life.

Group: Every day of her life.

4. Continue until everyone has had a turn



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Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



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Activity #17: Chugga, Chugga

Objective: Learn and enjoy the Chugga, Chugga Chant

What you will need:

- No supplies or materials

What you will do:

1. Explain this is an activity for the entire group
2. Teach the group this chant:

Hey there, (child should say his/her first name)

You're a real cool cat.

With a little of this (snap fingers on the word "this" 😊)

And a little of that (snap fingers on the word, "that")

Don't be afraid to boogie and jam

Just stand up and chugga as fast as you can.

Chugga up, chugga chugga chugga chugga

Chugga down, chugga chugga chugga chugga

Chugga right, chugga chugga chugga chugga

Chugga left, chugga chugga chugga chugga

Note: there is no particular motion for Chugga, children need to make up their own motions to go up, down, right, left.

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



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Activity #18: Cooper Says...

Objective: Children practice leading a game of Cooper Says.

What you will need:

- No materials or supplies needed

What you will do:

1. Divide the group into teams or if a small group, each child is his/her own team
2. Number the teams (or children) so they will know the order in which they will become the leader when you say “pass”.
3. Explain this game is like the game, Simon Says, however in this game the audience is to follow only what Cooper Says.
4. Explain you will begin the game by saying, Cooper says, “Pat your head” (you can say anything here). Whatever direction you give, the children in the audience should do. Give two or three more directions, mixing it up between Cooper says and simply giving the direction.
5. Remind children if they do something Cooper didn’t say to do, they will be out.
6. After giving several directions, say pass, and the next team in line will take your place and give several directions, using both Cooper says, and simply giving the direction.
7. You will then say “Pass”, and the next team will come up and take on the responsibility of giving the directions
8. Give all children a chance to be Cooper
9. Game is over when time is called or there is only one team with anyone still standing.

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #19: Warm Wind Blows

Objective: Children will see that they have traits in common with many of their classmates.

What you will need:

- No materials needed

What you will do:

1. Have all of the children sitting, facing the front of the space
2. Explain this activity is for everyone
3. Explain you will say, “A warm wind blows for anyone who _____.” Anyone who has the item named stands up. This person will remain standing.
4. Explain you will say the next statement. Again, anyone this statement applies to will stand up.
5. When all of the children are standing, the game is over.

Warm Wind Blows Statements

A warm wind blows for anyone...

- who has helped plant a garden
- who is the oldest child in his/her family
- who can touch his nose with his/her tongue
- who stayed home last weekend
- who was born in Texas
- who has gone horseback riding
- who has four or more animals at his/her house
- who can speak two languages
- who has been roller skating in the last 4 weeks
- who likes to eat Brussel sprouts
- who is the youngest in his/ family
- who has only brothers
- who has only sisters
- who can say the Alphabet backwards



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whose first name starts with a vowel

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



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Activity #20: Disney Mania

Objective: Children reflect on past experiences and apply them to this new situation.

What you will need:

- One, 6-sided dice

What you will do:

1. Brainstorm a list of all the Disney characters the children can think of
2. Have children make a horizontal line.
3. Explain they will be naming Disney cartoon characters)
4. Explain that each child will roll the die and whatever number appears will identify how many Disney cartoon characters he/she must name
5. If child cannot name the identified number of characters, he/she is out
6. Game is over when only one child remains

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



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Activity #21: Encore

Objective: Work as a team to find song titles that begin with a category.

What you will need:

- No supplies or materials needed

What you will do:

1. Divide the group into pairs, mixing the children with one another (young children with older children if you have a multi-age group)
2. Once the children have been divided have each of the pairs huddle together (this can be around a table or in a cluster)
3. Explain you are going to call out a word and the group is to think of a song with that word or topic in it. The group will have 3-5 minutes to practice the song and then up to 1 minute to present to the entire group
4. Everyone in the pair needs to participate.
5. For example, if you were to call the word “rain”, the group could sing the song, The Itsy Bitsy Spider because the word “rain” is in that song.
6. Give pairs a chance to prepare and then have each pair present.
7. Possible words to use (pig, stream, life, run, lamb, Bingo)

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?



Activity #22: Gesture Name Game

Objective: Team will work together to name themselves and to create an action that helps to define them.

What you will need:

- No supplies or materials needed

What you will do:

1. Divide the group into teams of 2-3 children
2. Ask the children to come up with a name for their team
3. Explain that one at a time the teams will come up say its name, making a gesture for each syllable in his/her name. For example, if the team's name was Just Amazing, they could clap one time on Just, snap right hand for "a" and left hand for "may" and then stomp their feet for "zing". Ask the audience for other gestures or motions they could do instead of snapping fingers or clapping. (This will help teams with ideas of what to do)
4. Explain to the audience that after the team says its name and does the gestures, the ENTIRE audience will provide the echo, saying the name and repeating the motion.
5. Game is over when all teams have shared the team name and motions

Wrap-up Questions:

- What did you enjoy about this activity?
- What did you find challenging? Easy?
- Would you recommend this activity to others? Why or why not?