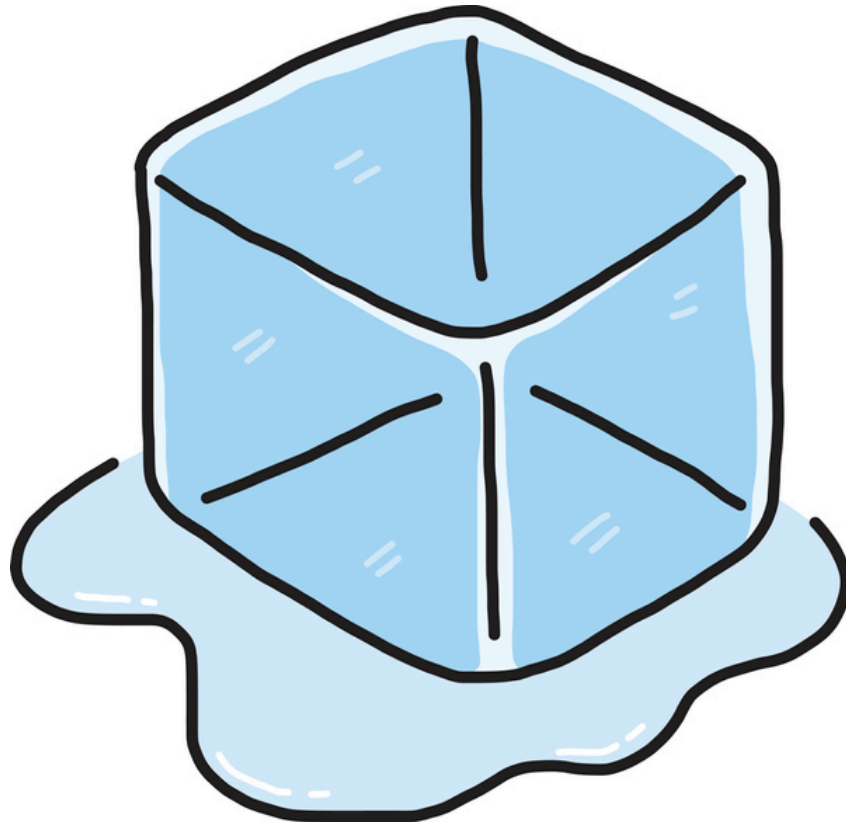




**Icebreaker**



**Ice Breakers**

**Set #12**



## 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](mailto: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](http://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 #12**

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## Activity #1: “I See”

**Objective:** Children observe what is around them.

### What you will need:

- No supplies or materials needed

### What you will do:

1. Explain to children this activity is for everyone and have them all form a circle
2. Explain you will begin the activity by saying, “I see”
3. Explain after you say, “I see”, the entire audience responds in unison with “What do you see?”
4. Explain you will then say, “I see a ball bouncing” (you can say anything here), and as soon as you have named what you see, the children and youth will begin pantomiming that action
5. After several seconds repeat, “I see” to which the audience responds, “What do you see?” You will then name something different for them to pantomime.
6. Game is over after 5-6 actions
7. Possible actions: bees buzzing, kids touching their toes, kids making funny faces, kids hopping on one foot, kids jogging in place, bird flying, etc.

### 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 #2: Name It

**Objective:** Children work as a team to answer questions.

### What you will need:

- No materials or supplies needed

### What you will do:

1. Divide the children into pairs
2. Explain you will call one pair up at a time to answer the question
3. Explain you will name a category and pairs will have 30 seconds to name as many items as he/she can in that category
4. Explain you will give them 1 point for each word they add that truly fits into the category
5. Explain the pairs will compete 1 at a time
6. Winning pair has the highest total score

### Categories:

- Kinds of gum
- Kinds of candy
- Names of singers
- Names of colors
- Names of different languages people could speak
- Names of foods you can get at a Fast Food Restaurant
- Kinds of cookies
- Names of cities
- Names of boys
- Names of girls
- Flavors of ice cream

### 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 #3: Oliver Twist

**Objective:** Children exercise the Oliver Twist Chant

### What you will need:

- No supplies or materials needed

### What will you do:

1. Have the group form a circle
2. Explain they are going to participate in an activity, Oliver Twist
3. Practice the chant with the children:
  - Oliver Twist, Twist, Twist (hands on hips and twist body)
  - Can't do this/this/this (tap right foot and shake forefinger of the right hand)
  - Touch his head, head, head (touch head with hands)
  - Touch his nose, nose, nose (touch nose with finger)
  - Touch his ears, ears, ears (touch ears with hand)
  - Touch his toes, toes, toes (touch toes)
4. After several practices, explain one at a time, children will lead the activity.
5. Explain they will start slow and repeat 5 times, each time faster than the time before the leadership role moves to the next person in the circle

### 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: Table Art-My Favorite Water Activity

**Objective:** Children work together to create a mural on a specific topic.

### What you will need:

- Butcher or chart paper for each group :
- Crayolas, marking pens, pencils

### What you will do:

1. Explain that this activity is for everyone
2. Explain they will work in duos or trios and illustrate the answer to the question: My favorite water activity
3. Duos and trios should consider the fun and extraordinary things to do in the water: swim, fish, water polo, snorkel, etc.

### 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 #5: Table Art-Fall Garden

**Objective:** Children work together to create a mural on a specific topic.

### What you will need:

- Butcher paper for each of the tables
- Crayons, colored pencils, markers

### What you will do:

- 1.
2. Explain to youth they will be working with their table mates to create a “perfect” fall garden
3. Explain they may include the items they think will make their “fall garden” special
4. Explain the teams will have approximately 8 minutes and then will share with the rest of the group
5. Have group share the mural they created.

### 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 #6: Trios

**Objective:** Children will work in threes to create an action that is called out.

### What you will need:

- No materials needed

### What you will do:

1. Explain this activity is for everyone
2. Ask all children/youth to divide themselves into trios
3. Explain you will call out an “action” and the Trio must figure out how to act it out. For example, you might call elephant and the Trio will line up shoulder to shoulder, the center person will raise his/her arm like a trunk while the youth on either side will extend their outside arms and wave them back-and-forth like ears.
4. Have children practice with this image.
5. Answer any questions they have then you will begin.
6. Call out these Trios one at a time (Possible ways to demonstrate)
  - a. Cowboy (person in middle “swings the lasso”, person on either side acts like a horse running)
  - b. Eating lunch at a table (1 table, 1 chair, 1 person)
  - c. Petting a dog (1 as the dog, 2 taking turns petting)
  - d. Playing jump rope (2 turners, one jumper)
  - e. Rowing a boat (one is the boat, one is the oar, one is the person in the boat, pulling on the oar)
  - f. Playing basketball (one is the ball, one is the basket, one is the player)
  - g. Watching TV (one is the TV, one is the watcher, one is the TV show)

### 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?



## Icebreaker



### Activity #7: Acts of Kindness

**Objective:** Children demonstrate kindness without expecting anything in return.

#### What you will need:

- 12" x 1" strips of construction paper for each youth
- Pencils
- Staplers

#### What you will do:

1. This is an activity for everyone
2. Each person writes and/or illustrates a random act of kindness on the strip of paper. Something he/she could actually do.
3. Group the chain strips together to make a paper chain. Link them as each child reads his/her act of kindness.

#### Wrap Up 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 #8 Table Art: Dream Bedroom

### Materials Needed:

- Butcher Page to cover table
- Crayons for group
- Music (youth appropriate)

**Object of the Activity:** Object is to work together to create a mural depicting each child's dream bedroom.

### Directions:

1. This is an activity for everyone on the team
2. Have students sit at the table with the butcher paper spread out in front of them. Children may work in pairs if they would like
3. Discuss with the children what would be included in their dream bedroom. Make a list of the things they name
4. After this brainstorming, each child or pair of children should illustrate the dream bedroom for them.

### Wrap-up Questions:

- How did you feel when you read the compliments people added to your name?
- What did you find challenging?
- What did you find easy?
- Would you recommend making a mural to others? Why or why not?



### Activity #9: Table Art: Formal Dinner

#### Object of the Activity:

The object of this activity is for the group to create a mural of the food served at a Thanksgiving Dinner.

#### Materials Needed:

- 6' of butcher paper
- Crayons, markers, colored pencils

#### Directions:

1. Lay the butcher paper out and give each child a space to work in—distributing the crayons, markers, and/or colored pencils
2. Explain each child is to draw a picture of the perfect Thanksgiving Table
3. When all have finished, have each child share his/her drawing and tell why they added the items they did.

#### Wrap-up Questions:

- How many people drew the same food?
- If you were to hold a contest to determine the best foods for Thanksgiving Dinner, which foods would win?
- What is it about completing this mural did you enjoy the most?



## **Activity #10: Table Art: Best Way to Spend A Week Off**

### **Object of the Activity:**

The object of this activity is for the group to create a mural of the best way to spend your Thanksgiving Week break

### **Materials Needed:**

- 6' of butcher paper
- Crayons, markers, colored pencils

### **Directions:**

1. Lay the butcher paper out and give each child a space to work in—distributing the crayons, markers, and/or colored pencils
2. Explain each child is to draw a scene depicting the best ways to spend the Thanksgiving Week Break.
3. When all have finished, have each child share his/her drawing and tell why they chose what they did.

### **Wrap-up Questions:**

- How many people want to spend the week the same way?
- If you were to hold a contest to determine the best way to spend the week, what single activity do you think would win?
- What is it about having a week off at Thanksgiving you enjoy the most?



## Activity #11: Itsy, Bitsy Spider

**Object of the Activity:** The object of the game is for the groups to sing the song, Itsy, Bitsy Spider in rock style.

### Materials Needed:

- No materials needed

### Directions:

1. Divide the group into teams of 3-4
2. Have each group come to the front of the group (on stage if possible).
3. Review the song the Itsy, Bitsy Spider with the entire group, (students and adults) along with the hand motions.
4. One at a time the teams come up to sing the Itsy, Bitsy Spider in a rock form. Group then sings the song.
5. Winner is determined by applause and cheering. (No booing!)

### Wrap-up Questions:

- What did you enjoy about singing this song in rock style?
- What did you find challenging?
- What did you find easy?
- Would you recommend this activity to others? Why or why not?



## Icebreaker



### Activity: #12 Birthday Game

**Objective:** Help children communicate in non-verbal ways.

#### What you will need:

- No materials needed

#### What you will do:

1. If you have a group over 12, divide the group into teams of 10-12
2. Explain that the rule is that no one can talk. Explain that during this game players cannot talk. They may use some sort of body language, nodding, shaking the head, smiling, moving away, etc.
3. Once the youth are in a group, the task, without talking, is to line up in the order of the youth's birth month.
4. If multiple teams are playing, you can designate that the team who lines up correctly first, wins.
5. If you are playing with one team, time the first effort, and then reset the activity only have them line up by calendar date—no matter what the month. Whichever activity wins that team is designated as the winner.

#### Wrap-up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## Activity #13: Blindfold Game

**Objective:** Build auditory direction-following skills.

### What you will need:

- Blindfolds for  $\frac{1}{2}$  of the players
- Paper clips, one for each team of 2 players

### What you will do:

1. Divide the group into pairs
2. Give each pair a blindfold and a paper clip
3. Explain that the blindfolded member of the team will be given directions by the sighted player so he/she can find the paper clip which will be on the floor
4. Explain the sighted team member may give simple direction like forward, right, left, stop, down, etc.
5. Explain it is the sighted team member's responsibility to keep the blindfolded player from running into anything or anyone. Explain it is the blindfolded team member's responsibility to move slowly and carefully
6. Explain that the sighted player will place the paper clip on the floor approximately 8 yards away from the start line
7. Sighted player then moves closer to the blindfolded person and gives the direction for him/her to follow to pick up the paper clip
8. Play is over when time is called or all players have picked up the pair's paper clips

### Wrap-up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?





### Activity #14: Empires

#### What you will need:

- Paper and pencil for the Empire Manager

#### What you will do:

1. Select one person to be the Empire Manager (This can be the team leader)
2. Explain that everyone in the room is to think of the name of a famous person, cartoon character, alive or dead. Explain they should NOT tell anyone else the name they have chosen. Explain they should think of two or three different names because no two people can have the same name
3. One at a time, the youth come up to the Empire Manager and tell the Manager the name of the person they have identified (if they state a name already in play, they must come up with another name) The Empire Manager writes down both the player's name and the name they chose. For example, Sally might have picked Sponge Bob Square Pants, so that is what the Empire Manager writes down. The Empire Manager should guard the list so no one sees anyone's name but their own.
4. When the Empire Managers has everyone's name, everyone lines up and the Empire Manager calls the first person forward. The Empire Manager reads several of the names on the list. The person called forward may then ask any of the remaining players if they are one of the names read. For instance, if the Empire Manager read Sponge Bob Square Pants, Pluto, and Minnie Mouse, the person who was called forward could say, "Sally, are you Sponge Bob Square Pants?" Sally would answer "Yes", and would come and join the person's Empire. The person would continue to guess until he/she had a wrong answer. If the Empire Manager said, "Sally, are you Minnie Mouse?" Sally would answer "No", and the Sally has her turn to guess and the Empire Manager reads a list of names for Sally to hear."
5. Play continues until everyone has been identified. Winner has the biggest Empire.

#### Wrap-up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## Activity #15: Egg Car

**Objective:** Practice engineering practices and meet the constraints of the challenge.

### What you will need:

- Eggs
- Boxes
- Bubble wrap
- Cotton balls
- Rubber bands
- Sponges
- Balloons
- Test ramp

### What you will do:

1. Divide the youth into teams of 3-5
2. Share the supplies with the youth by showing them to them
3. Explain that the task is for each team to create an “egg car” that will be able to slide down the ramp and “crash” into the wall and keep the “egg” (or passenger in the car) from breaking.
4. Explain they may use as many of the supplies as they want to create this car which will protect the “egg”
5. Explain that the team should work together because they will have only one opportunity to test their car.
6. Set up the ramp so that at the end of the ramp, it will crash into a wall
7. Winner is the team(s) which protects the “egg”

### Wrap-up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## Icebreaker



### Activity #16: Stuck in the Mud

**Objective:** Play the game of tag and avoid being tagged.

**What you will need:**

- 4 cones to mark the playing area

**What you will do:**

1. Select 2-3 youth to be “it”
2. All of the players move around inside the playing area trying to avoid being tagged by “it”
3. If “it” tags a person, he/she is stuck and must stand still until another “free player” taps them on the shoulder and shouts “Free”
4. Change the people who are “it” after 3-4 minutes, giving everyone an opportunity to be both “it” and a player
5. Game is over when you call time

**Wrap-up Questions:**

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## Activity #17: Invisible Ball

**Objective:** Helping youth build their skill of imagination

### What you will need:

- Ball which will bounce

### What you will do:

1. Have youth form a circle
2. Join the circle and start bouncing a ball and then throwing it to different youth in the circle
3. Ask them to throw the ball to someone else
4. Continue this plan and then ask the person with the ball to throw it back to you
5. Put the ball away
6. Tell the youth that they're going to be playing with a range of balls, in a variety of sizes and types
7. Start to bounce your invisible ball. Explain you are going to call someone's name and then you are going to tell them what kind of ball you are throwing to them (tennis, ping pong, soccer, bowling, beach, etc.)
8. Explain they need to catch the invisible ball in a way that is reflective of how that ball would be caught.
9. Explain they will then call someone's name and change the type of ball they are throwing
10. Game continues until everyone has a chance to both catch and throw a different type of ball

### Wrap-up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## **Activity #18: Machine Game**

**Objective:** Helping youth build their skill of imagination

### **What you will need:**

- No materials needed

### **What you will do:**

1. Bring youth together and have them divide into teams of 5-8
2. Explain that as a team they need to decide on a machine that they will act out, explain, and demonstrate to the other teams (for example a bulldozer, a Ferris Wheel, a car, a lawn mower, etc.)
3. Explain they will have practice time and that each person must have a part in the skit they present—both acting and speaking. For example, a person may say, “I am the steering wheel and I turn the snow plow to the right and the left” all the while acting out the steering wheel turning both right and left. Each member of the team takes a turn.
4. Game is over when all teams have shared their “machines”

### **Wrap-up Questions:**

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



### Activity #19: Memory Game

**Objective:** Building children's skills of observation

**What you will need:**

- 30-40 small items that youth will be familiar with—household and school items
- 2 trays (can be paper plates or cookie sheets)
- Paper Towels
- Pencil and paper for each youth

**What you will do:**

1. Divide the items you have collected and place them on two trays. Cover the trays with a paper towel
2. Have the youth sit in a circle
3. Explain you are going to bring in one tray, uncover it for approximately 1 minute for youth to observe what is on the tray
4. When you cover up the tray, explain they should write down as many of the items that they can remember which were on the tray. Explain that it is important they do not talk aloud or share what they remember with the other youth.
5. Have youth share the lists they made and count the # they got right
6. Now, divide the youth into pairs or groups of three
7. Explain you are going to bring in a second tray and the procedure will be the same, except the pair or small group may talk with each other to help each other remember what was on the tray
8. Show the tray. Cover it. Have teams work together to make the list
9. Usually, as a team they are able to remember more items.
10. Discuss why it is easier to remember when you have a team.
11. Ask how being on a team would be useful in many ways. Ask them to talk about times they think working as a team helps.

**Wrap-up Questions:**

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## **Activity #20: Sheet of Paper Game**

**Objective:** Children will exercise their problem-solving skills

### **What you will need:**

- Scissors
- Piece of 14" x 17" paper for each group (you could use a ½ of a newspaper page)

### **What you will do:**

1. Divide the group into teams of 2-3
2. Distribute the supplies (paper and scissors) to each group
3. Explain that each team has to solve this problem: "How will we cut this paper in such a way that we will be able to step through it?"
4. Once the team has made the decision, they should cut the paper according to their plan and see if they can step through the piece of paper successfully
5. Give the teams a time limit
6. Winning team makes it through in the least amount of time

### **Wrap-up Questions:**

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?



## Activity #21: Similarities

**Objective:** Youth are working to find common ground among small to large groups

### What you will need:

- Pencil and paper for each youth

### What you will do:

1. Divide the group into two small groups
2. Create inside and outside circles with the teams, one team on the inside facing away from the center of the circle, and the second team standing in front of one of the people on the inside circle, facing them so they can have a conversation
3. Give each child a piece of paper and a pencil (a clip board would be nice if you have them)
4. Ask pairs to have a conversation and come up with something they have in common such as “love to ice skate”, hate peanut butter”, “have three siblings”, etc.
5. After each 90 second conversation, move one circle or the other to the right (this will look like one moving circle and one still circle. You can change the moving circle each time.) until everyone has had a chance to talk with everyone, finding things they have in common.
6. When all children have talked with everyone, ask them to share things they had in common with one another.

### Wrap-up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- How did your team work together to play this activity well?
- Would you recommend this activity to others? Why or why not?





## Activity #22: A.K.A. \$5.00

**Objective:** Opportunity to develop physical skills in a small group

### What you will need:

- Clip Boards with paper and pencil
- Combination of footballs, volley balls, and other balls which can be thrown and caught easily
- 2 Orange cones to mark playing field

### What you will do:

1. Place one cone to mark the throwing line, place a second cone at least 20 feet from the first cone for the catchers to stand behind.
2. Divide the youth into groups of 5-6, give each group a clip board, paper, pencil, and one of the balls
3. Explain that one person will be the thrower, one person the scorekeeper, and 3-4 people will be catchers
4. Explain they will rotate positions each time a round is completed until everyone has a chance to be in each position
5. The thrower and the scorekeeper stand at the start line, the catchers stand behind the second cone
6. The thrower calls out a number (25, 50, 100 or 200) and then throws the ball. The person who catches the ball earns that many points (the scorekeeper records). If the person drops the ball, they lose that number of points (the scorekeeper records).
7. First person to reach 500 points wins the round. Team members rotate positions and play resumes with a new thrower and scorekeeper.
8. Game is over when everyone has been in all positions.

### Wrap Up Questions:

- What did you enjoy about this game?
- What did you find challenging?
- What did you find easy?
- What advice would you give someone who was going to play this game?