

**I.**

**CLIMATE  
SETTING AND  
ICEBREAKERS**

## GETTING TO KNOW YOU

- OBJECTIVE:** To develop a set of personal reference materials on friends, colleagues, clients, and associates.
- PROCEDURE:** Complete one copy of the form that appears page 7 for each key person as a future reference. Make any additional insertions or modifications to the form as you deem necessary.  
The record-keeping and updating can be done either manually (e.g., hard-copy in a three-ring binder) or stored on a personal computer.
- DISCUSSION QUESTIONS:** None.
- MATERIALS REQUIRED:** Copies of "Getting to Know You" forms--one for each participant.
- APPROXIMATE TIME NEEDED:** 2-3 minutes to complete each form (once the data are available).
- SOURCE:** Frank Helton, Fountain Hills, Arizona.  
Also see "The 66-Question Customer Profile" in Harvey Mackay, Swim With the Sharks, (New York: Morrow, 1988), pp. 43-53.

## A RIVER RUNS NEAR IT

**OBJECTIVE:** To provide an opportunity for strangers to meet and learn where other participants are from; also to encourage initial discussion in small groups and to legitimize interaction & consultation with others.

**PROCEDURE:** Divide the participants into groups of 4-6 people, and ask them to gather at separate tables. Inform the group that this is an interactive exercise (with a tight time limit) to enable them to learn more about where other participants come from. Sharing of information is encouraged both within each group and across groups--representatives from each group may "travel" to other group tables to obtain needed information. Their task is to examine the list of home towns that is provided to them, and place a geographically-correct number on the map that corresponds with the list of home towns for this audience. Posting of the completed maps allows participants to examine the geographical diversity represented in the overall group.

### **DISCUSSION QUESTIONS:**

1. How many of you could accurately place all the towns on the map? Most of them?
2. What table finished first? Which map has the most accurate placement of town numbers?
3. Who served as leaders (e.g., guiding the discussion, marking the map, going to other tables to collect or share data)?

### **MATERIALS REQUIRED:**

Copies of a state map (excluding highways, but showing riverways); marker pen; and a list of all the participants' home towns (numbered from 1-?) for each table.

### **APPROXIMATE**

**TIME NEEDED:** 15 minutes for a group with about 25 towns.

**SOURCE:** Roxanna Lynn Fredrickson, University of Nebraska Medical Center.

## LET ME INTRODUCE YOU

**OBJECTIVE:** To provide an alternative method to the typical self-introductions at the opening of workshops.

**PROCEDURE:** After the "Welcome" is given by the facilitator, indicate that you'd like to get to know the other participants in the program. But rather than have each person stand and introduce themselves, distribute to each a 3 x 5 index card. Ask them to print their name, title, and organization on the top of the card. In addition, ask that they identify something about their background, job experience, purpose in attending the seminar, hobbies, hometown, etc. (Dependent on the number of informational items desired, it may be advisable to write out those items on the chalkboard, overhead, or flip chart.)

Collect all the cards and ask a participant at random to pull a card from the deck. As that person's name is read, he/she stands while the information on their card is read to the group. After the introduction, the newly introduced person draws a card from the deck and introduces the person who stands up. Continue through the deck until all are introduced.

**COMMENT:** Advantages of this method over typical introductions include a lesser pressure on participants, a more casual opening few minutes and a focus on those being introduced rather than the person worrying about what to say. Moreover, it also discourages those "long-winded" folks who just can't wait to tell their own life stories!

### DISCUSSION

**QUESTIONS:** None.

### MATERIALS

**REQUIRED:** 3 x 5 cards.

### APPROXIMATE

**TIME NEEDED:** 15-30 minutes, depending on the number of participants.

**SOURCE:** Varied.

# MEET 'N GREET

**OBJECTIVES:** To help participants get acquainted, and to help them discover common backgrounds and interests.

**PROCEDURE:** At the beginning of the workshop, ask people to introduce themselves to as many others as they possibly can in two minutes' time. After those two minutes, tell them to get into groups of three people. Tell them that their assignment for the next two minutes is to find at least three distinctive things that the three of them have in common. The only rule is that the three things cannot be job related (i.e., they work for the same organization). Ask them to identify the three things as quickly as possible and to shout out loudly when they've done so. Provide a token prize for the first team to complete the task. Some examples of areas of commonality could be:

- all are from the same home state
- all have an older brother
- all drive a sports car
- all have degrees in the same field
- all grew up in a single parent home, etc.

After most have completed their assignments, call on a few groups to tell their areas of commonality.

## **DISCUSSION QUESTIONS:**

1. How did some of you complete the task so quickly?
2. Did some of you have difficulty finding common backgrounds or interests?
3. Did anyone discover some startling or surprising information about the others (i.e., all group members are twins)?

**MATERIALS REQUIRED:** None.

**APPROXIMATE TIME NEEDED:** 10-15 minutes.

**SOURCE:** Varied.

## NAME THAT TUNE!

**OBJECTIVE:** To provide a seasonal mixer or climate-setting activity.

**PROCEDURE:** As a "fun" exercise to be used mainly during the holiday season, this activity can be used for team building, or merely as an enjoyable mixer. Distribute copies of the form provided on page 15 to each participant. Have them form teams of 3 people and see how quickly they are able to finish the task of "Name That Tune". Award nominal prizes to the team that finishes first.

### **DISCUSSION QUESTIONS:**

1. How difficult was this task? Why?
2. What does this tell us about our capacity to look at old problems in new ways?
3. How valuable was it to work in small groups?
4. Could anyone have done better alone?

### **MATERIALS REQUIRED:**

Copies of the form on page 15.

### **APPROXIMATE TIME NEEDED:**

10-15 minutes

### **SOURCE:**

Joel Weldon, CPAE, Scottsdale, AZ

# NAME THAT TUNE!

Directions: Identify these holiday tunes:

1. Colorless Yuletide \_\_\_\_\_
2. Castaneous-colored Seed Vesicated in a Conflagration \_\_\_\_\_
3. Singular Yearning for the Twin Anterior Incisors \_\_\_\_\_
4. Righteous Darkness \_\_\_\_\_
5. Arrival Time: 2400 HRS Weather: Cloudless \_\_\_\_\_
6. Loyal Followers Advance \_\_\_\_\_
7. Far Off in a Feeder \_\_\_\_\_
8. Array the Corridors \_\_\_\_\_
9. Bantam Male Percussionist \_\_\_\_\_
10. Monarchical Triad \_\_\_\_\_
11. Nocturnal Noiselessness \_\_\_\_\_
12. Jehovah Deactivate Blithe Chevaliers \_\_\_\_\_
13. Red Man En Route to Borough \_\_\_\_\_
14. Frozen Precipitation Commence \_\_\_\_\_
15. Proceed and Enlighten on the Pinnacle \_\_\_\_\_
16. The Quadruped with the Vermillion Proboscis \_\_\_\_\_
17. Query Regarding Identity of Descendent \_\_\_\_\_
18. Delight for this Planet \_\_\_\_\_
19. Give Attention to the Melodious Celestial Beings \_\_\_\_\_
20. The Dozen Festive 24 Hour Intervals \_\_\_\_\_

## KEY: NAME THAT TUNE!

1. White Christmas
2. Chestnuts Roasting on an Open Fire
3. All I Want for Christmas is My Two Front Teeth
4. Oh Holy Night
5. It Came Upon a Midnight Clear
6. Oh Come All Ye Faithful
7. Away in a Manger
8. Deck the Halls with Boughs of Holly
9. Little Drummer Boy
10. We Three Kings of Orient Are
11. Silent Night
12. God Rest Ye Merry, Gentlemen
13. Santa Claus is Coming to Town
14. Let it Snow...
15. Go Tell it on the Mountain
16. Rudolph the Red Nosed Reindeer
17. What Child is This
18. Joy to the World
19. Hark! The Herald Angels Sing
20. Twelve Days of Christmas



# THE HAT PARADE

**OBJECTIVE:** To provide an unusual icebreaker that encourages participants to focus carefully on at least one part of what might initially appear to be a large course.

**PROCEDURE:** Develop a collection of hats--the sillier the better. Allocate one hat to each participant as they first enter the training room--either at the registration table, or on their desks. Ask the trainees to model their hats for each other. (This often produces laughter as they feel silly and look around the room at others feeling silly.) Then ask them to each examine the list of topics and select one that particularly interests them, noting it on a small piece of paper which they then stick on the front of their hats. Explain that the subject they have chosen will be their "specialist hat" for the day (or course); while they cannot retain everything, they can acquire a detailed knowledge of at least one topic through careful attention and deeper exploration of supplemental materials. Proceed with the course, reminding them periodically through questions like "Whose specialty hat is this topic?" At the end, split them into twos, have them swap hats, and have each "train" the other (a "novice") in their specialty for 10 minutes.

**DISCUSSION QUESTIONS:**

1. What effect did designation as a "subject-matter expert" have on your attention to that topic?
2. In what ways could cooperative learning like that demonstrated here be used in your job?

**MATERIALS REQUIRED:**

1. A collection of silly hats, one for each participant. These can often be acquired inexpensively at second-hand shops (or, make cardboard hats).
2. A list of course mini-topics for each student, plus a small card with sticking tape attached to it.

**APPROXIMATE**

**TIME NEEDED:** 5 minutes at the beginning, 15 minutes at the end.

**SOURCE:** David Butler, WordPerfect Pacific, Australia.

## WHERE AM I FROM?

**OBJECTIVE:** To be used as an icebreaker and get-acquainted activity.

**PROCEDURE:** As each person enters the room, affix a stick-on type name tag to his/her back with the name of a state or province on it. They must roam around the room asking questions that can be answered with a "Yes" or "No" response. No open-ended questions are permitted.

The first five individuals that discover their "home" state are awarded a nominal prize.

Alternative: With an international group, you may wish to experiment with countries of the world so that all participants have a fair chance of at least knowing the name and pronunciation of the country to which they have been assigned.

### **DISCUSSION QUESTIONS:**

1. What kinds of questions were most productive?
2. What kinds of questions led nowhere?
3. Did anyone give any clues or hints that helped you?
4. Did you help anyone else?

### **MATERIALS REQUIRED:**

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

### **APPROXIMATE TIME NEEDED:**

10 minutes

### **SOURCE:**

Unknown