



# FREE RESOURCES



**THINK**

## Introduction

The exercises we will be publishing in our Free Resources section from time to time are all drawn from Trinity's various programs – *Peer to Peer*, *Making Connections*, *Moving Forward*, and the *Leadership Lab*. Some we invented, many were drawn from that common vocabulary shared by anyone who works with youth. We adapted many to be easier to use in the classroom and have added ideas for intergenerational debriefs.

Play is something everyone has experienced – from a child's make believe adventures to the sheer excitement of engagement in sports, dance and games that develop our intellectual and creative skills. When we play we learn in action, developing the habits of concentration and social intelligence while extending essential communication skills.

This discovery of life through testing ourselves against imaginative challenges, exploring roles and life situations that could potentially overwhelm us in reality, and learning to collaborate in teams are also what the development of our innate resilience is all about – and lie at the heart of play and theatre in education.

But there is one qualification to this fact. Our play has to have the qualities of sincerity and absorption typical of child's play. Only then, in the total commitment to the game/exercise does play become the energy supporting the learning process.

And so while the exercises are primarily being used to create an atmosphere conducive to engagement, team building, or the development of a personal skill, teachers should always keep in mind their deeper purpose – to put participants in touch with sincerity and concentration in the moment which is our primary learning condition.



**DO**

## ICEBREAKER/WARM UP EXERCISES

- #1. Name Tag Mixer
- #2. Whole Room Handshake
- #3. Great Shakes
- #4. Happy I'm Here
- #5. Line Ups



# ICEBREAKER/WARM UP EXERCISES

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## #1 NAME TAG MIXER

**Purpose:** Helps participants get acquainted.

**Directions:**

Version 1: As each participant enters the meeting room, check off his or her name on the attendee's list, but present a different person's name tag. Explain that they should seek one another out, and also introduce themselves to other participants as well.

Version 2: As each participant enters give them a blank name tag and ask them to put on it their first name (or nickname), where they live (area etc), and their favorite hobby. They are then, on command, to form groups of three and tell the group to change partners.

**Notes:** Different information related to purpose of meeting may be substituted in version 2.

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## DEBRIEF:

*Collect the following information for Debrief*

What is happening within us when we enter a room that is new to us?

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A room we have been in before?

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## DEBRIEF:

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What are the challenges to meeting people we don't know for the first time?

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What is happening within us when we meet people we know?

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What makes conversation easier?

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Is it easier to meet people as you grow older?

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# ICEBREAKER/WARM UP EXERCISES

## #2 WHOLE ROOM HANDSHAKE

**Purpose:** Help participants meet the entire group.

**Directions:**

Have the groups form into two large circles – one inside the other. Participants in the inner circle turn and face those in the outer ring, quickly introduce themselves, and continually move to the right. The outer circle rotates left and the inner circle rotates right until all participants meet each other.

**Notes:** Combine with #1 Exercise



## DEBRIEF:

*Collect the following information for Debrief*

When does a handshake make it easier to meet another person? When does it not?

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Why would shaking hands make one feel uncomfortable? Are there other forms of greeting acquaintances, friends, and strangers one might use?

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## DEBRIEF:

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Is handshaking something only older people do in our society? If so, why do young people not handshake?

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Are there other forms of greeting acquaintances, friends, and strangers one might use?

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## ICEBREAKER/WARM UP EXERCISES

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### #3 GREAT SHAKES

**Purpose:** Facilitate people moving around, shaking hands and introducing themselves to one another.

**Directions:**

1. Participants pair with someone they don't know to practice types of handshakes.
2. Demonstrate the following three handshakes:
  - The Pump – Pump your partner's hand up and down
  - The Sway – Sway your partner's hand back and forth between you.
  - The Flip – When you take your partner's hand flip it over so yours is on top.

As you demonstrate each one, encourage participants to practice with their partners.

3. Ask participants to walk around shaking hands as usual. Explain that when you say "Great Shakes" they are to use one of the learned handshakes then carry on to a new partner shaking hands as usual.

4. Say "Great Shakes" at least five times.

**Notes:** Use in progression with Exercises #2





## ICEBREAKER/WARM UP EXERCISES

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### #4 HAPPY I'M HERE

**Purpose:** Start the workshop with a positive and humorous opening.

**Directions:**

Arrange in a circle for introductions. Immediately after the introduction, tell the group that you're happy to be there. They go around the circle asking "If you weren't here today, what would you be doing that you're glad you don't have to?" Then followup with the question "If you weren't here today, what would you be doing that you really want to do?"

**Notes:** Keep answers light and fast-moving.

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### DEBRIEF:

*Collect the following information for Debrief*

How many things in life do we do because we don't want to do something else?

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What attitudes and skills do we need to develop to be able to learn from doing things that don't at first appeal to us?

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## ICEBREAKER/WARM UP EXERCISES

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### #5 LINE UPS

**Purpose:** A quick and easy way to get participants working together, as well as learning things about one another.

**Directions:**

1. Organize participants into groups of 8 to 15.
2. Instruct them that this is a group competition in which instructions will be given for groups to line up in a particular way.
3. Each group should get in line as quickly as possible with all members clapping when line up is achieved.
4. Do a practice round asking them to line up by height and clap when finished.
5. Options for line up: By shoe size / number of siblings you have / youngest to oldest / alphabetically by first name / by birth month

**Notes:** Keep it fun. Impose restrictions like no talking when organizing line up. Use activity to break up long session.

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### DEBRIEF:

*Collect the following information for Debrief*

What kind of criteria are used in our society to rank people?

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What values are associated with those rankings? Who benefits from these rankings?

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