

**ARMY POLYTECHNIC SCHOOL**

**DEPARTMENT OF LANGUAGES**

**APPLIED LINGUISTICS IN ENGLISH PROGRAM**

**INCIDENCE OF THE USE OF ICE-BREAKING ACTIVITIES AS MOTIVATION  
TECHNIQUES IN THE ACADEMIC OUTPUT OF THE TEACHING -  
LEARNING PROCESS IN THE 8<sup>TH</sup> YEAR OF BASIC EDUCATION AT “JUAN  
JACOBO ROUSSEAU”**

**In fulfillment of the requirements to obtain the Bachelor degree in Applied  
Linguistic**

**BY**

**BENITO MESIAS COYAGO INGA  
NELLY NAVAS RODRIGUEZ**

**MSC. LILIAN AVALOS  
DIRECTOR**

**DR. OSWALDO VILLA  
CO-DIRECTOR**

**Quito, Sep 2007**

## **CERTIFICATION**

We Msc. Lilian Avalos C. Director and, Dr. Oswaldo Villa Co-director, duly certify that the thesis titled "INCIDENCE OF THE USE OF ICE-BREAKING ACTIVITIES AS MOTIVATION TECHNIQUES IN THE ACADEMIC OUTPUT OF THE TEACHING - LEARNING PROCESS" was carried out by Mr. Benito Coyago I. and Miss. Nelly Navas R., which was reviewed and analyzed, and consequently it is authorized its presentation as a legal document in order to get the bachelor degree.

Quito, September 2007

**Msc. Lilian Avalos**  
**Director**

**Dr. Oswaldo villa**  
**Co-director**

## **DEDICATION**

To:

My family with heartfelt gratitude for their love and encouragement

## **ACKNOWLEDGEMENTS**

First at all I have to thank to God for my existence, for having made me strong in my weaknesses and wise in my ignorance, and I also want to express my gratefulness to my family for their unconditional support as well as my professors for their contribution as guides in my studies, thanks a lot.

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## **PART ONE**

### **RESEARCH PROBLEM**

#### **1.1 PROBLEM IDENTIFICACION**

The main problem that has encouraged us to choose the topic previously presented, comes from the lack of importance given by English teachers to use ice-break activities when starting a class. When students hear words “turn to page 15 in your text book” they probably feel like it is going to be just another boring English lesson. This doesn’t have to be true. If English teachers use an appropriate ice-break as a tool for starting a class, it will be a way of making students to put and assume more attention and interest in a relaxed environment class, getting an interactive and dynamic English class. In this way, teachers will avoid students feel weary and end up silent and out from participation.

Ice-breaker activities are effective and easy ways to be developed in the classroom. Progress is notable and greater when these techniques are used in the correct way. Teachers must first identify the special student’s needs and then choose an appropriate ice-break activity to create a relaxing atmosphere which gives a self confidence in the students.

This research seeks to encourage teachers to use these different activities as the base to start a class. For this reason, it is necessary to know the importance of having good ice-breaker activities to start a class.

#### **1.2 PROBLEM SETTING**

Facing this reality, some questions have been stated in order to show the relevance of possessing a great knowledge about performing ice-breaking activities to start a class and get a great teaching lesson.

- How does the lack of ice-breaking techniques affect the teaching-learning process?
- Is the lack of ice-breaking activities the reason to have a boring class?
- What is the reason that causes such a problem?

***From any view, it is certainly due to the condition of the lack of motivation to the students at the beginning of a class. This causes such inadequacies in the teaching- learning process during the development of class.***

What alternatives are there in order to overcome the main problem mentioned above?

It is important to focus on the problem, in detail, because the lack of using ice-breaking activities to start a class leads to vagueness in attention and sometimes the total indifference of the class. We are certain that including ice-breaking activities as a core syllabus in the curricula of English programs, we will have overcome the major part of the problem.

### **1.3 VARIABLES WORKING OUT**

#### **INDEPENDENT VARIABLE: THE USE OF ICEBREAKERS TECHNIQUES IN CLASS**

It gives useful ideas, games, motivations, ice-breakers, warm ups and examples of effective ways in order to have a dynamic class in the process of teaching – learning at “ Juan Jacobo Rousseau” High School in Cayambe city.

#### **DEPENDENT VARIABLE: ACADEMIC OUTPUT**

The academic output is the intellectual and quantitative outcome that we obtain of the students after we work implementing icebreakers

techniques, it will show the effectiveness of the methodological techniques applied.

### **1.3 OBJECTIVES**

#### **1.3.1 GENERAL OBJECTIVES**

1. To determine the importance of using ice-breaking techniques in class.
2. To do a comparative analysis between the traditional class and the class using ice-breaker techniques.
3. To evaluate the importance and incidence of the use of ice-breaker techniques to start a class in the teaching- learning process.

#### **1.3.2 SPECIFIC OBJECTIVES**

- To propose ice breakers techniques to overcome boring class.
- To analyze English teaching based in ice-breaking activities and its difference with traditional class.
- To display the importance of use the ice-breaking techniques to start a class.

### **1.4 JUSTIFICATION**

The initiative for a solution to the stated problem comes from personal experiences in the courses that we have been involved as an English student many years ago, because of the English teachers I had, never gave primary importance to the use of ice-breaking activities to start a class, only to grammar traits, they almost never prompted the use of ice-break as the main factor of the well performance when starting an English class.

This project is intended to be like a guidebook, outlining ice-breaking techniques that the teacher can use in his/her teaching. Most researchers on language teaching usually ignore two important aspects: the hard work that language teaching involves, and the importance of the personal relationship between teacher and student in effective teaching. The building of personal relationships belongs to the art of teaching and cannot be learned from books. This project tries to alleviate somewhat the hard work of teaching by gathering together a number of useful ice breakers techniques for easy reference, for new ideas, and for facilitating and experimentation which is the sustaining of all good teaching.

This project offers a number of ice break techniques to help classroom teachers to enhance the success of their students, because with these techniques they can motivate their students and facilitate learning, that is, these techniques can help students avoid being unmotivated or resistant to learn.

The main reason for carrying out this project is to have echo in all the English Teachers for them to consider implanting the instruction of having a good use of ice-breaking activities in the very core of the curricula of English program, because most of them currently have this aspect of beginning a class in the last place as if ice-breaking techniques would not affect the learning and the feelings of English students.

## **PART TWO**

### **THEORETICAL FRAME**

#### **2.1 OVERVIEWING OF THE MAIN LANGUAGE ACQUISITION THEORIES THEORIES OF LANGUAGE ACQUISITION**

Most of the theories may be considered in both L1 ( mother tongue) and L2 (second or foreign language ) acquisition even though certain theories presented here have been resulting from second language acquisition ( SLA) studies, and have been influenced especially by linguistic and psychological schools of thought. Thus, they have given

relatively changing weights on different factors in approaching the acquisition process as can be seen in the following subsections.

### 2.1.1 VYGOTSKY'S BEHAVIOR

Vygotsky's behaviorist point of view is simple that social interaction plays an important role in the learning process.

He places an emphasis on the role of shared language or social interaction in the development of thought and language.<sup>1</sup>

Vygotsky contents that language is the key to all development and words play a central part not only in the development of thought but also in the growth of cognition as a whole. Within this framework, child language development, thus acquisition, can be viewed as the results of social interaction

### 2.1.2 SKINNER'S VERBAL BEHAVIOR

**Imitation – Skinner:** Children learn to speak by copying the utterances heard around them and by having their responses strengthened by the repetitions, corrections and other reactions that adults provide.

Behaviorist view of language acquisition simply claims that language development is the result of a set of habits. Knowledge is the product of interaction with the environment through stimulus – response conditioning.

Broadly speaking stimulus (ST) responses (RE) learning works as follows. An event in the environment (the unconditioned stimulus, or UST) brings out an unconditioned response is then followed by another event appealing to the organism. That is, the organism's response is positively reinforced (PRE). If the sequence UST...>

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<sup>1</sup> Vygotsky, L.S. 1962. Thought and Language. Cambridge, Massachusetts: The M.I.T.

URE---> recurs a sufficient number of times, the organism will learn how to associate its response to the stimulus with the reinforcement. This will consequently cause the organism to give the same response when it confronts with the same stimulus. In this way, the response becomes a conditioned response (CRE).

### **2.1.3 PIAGET'S VIEW OF LANGUAGE ACQUISITION**

**Cognition – Piaget:** Language development is related to cognitive development, that is, the development of the child's thinking determines when the child can learn to speak and what the child can say. For example, before a child can say, "This car is bigger than that one", s/he must have developed the ability to judge differences in size. In Piaget's view, children learn to talk 'naturally' when they are 'ready' without any deliberate teaching by adults.

Piaget observes, for instance, that the pre-linguistic stage ( birth to one year ) is a determining period in the development of sensory-motor intelligence, when children are forming a sense of their physical identity in relation to the environment.

### **2.1.4. THE DISCOURSE THEORY**

The discourse theory has resulted from a theory of language use. The theory emphasizes that language development should be viewed within the framework of how learner discover the meaning capacity of language by taking part in communication. The principles of the discourse theory focus on communicative competence which included knowledge of the grammar and vocabulary, knowledge of rules of speaking, knowledge of how to use and respond to different types of speech acts and social conventions, and knowledge of how to use language appropriately. It is believed, according to discourse theories, that language acquisition will successfully take place when language learners "know" how and when to use the language.

First language acquisitions notion of the theory is that children accomplish actions in the world and develop rulers of language structure and use. Accordingly, in case of L2 acquisition, language learners are encouraged to deal with accomplishing actions, which are thought to help them acquire the target language the communicative language teaching (CLT ) is the best known example of such a theory. In the communicative classes, students are expected to learn by doing (discovery learning) and expected to acquire the language through the PPP (presentation, practice and production) principle. It is another issue whether or not the CLT techniques promote L2 acquisition.

### 2.1.5 THE MONITOR MODEL

Krashen`s Monitor Model<sup>2</sup> is an example of the nativist theories. It is the basis of the Natural Approach, which is a comprehension-based approach to foreign and second language teaching. It consists of five hypotheses as seen below:

#### 2.1.5.1 The Acquisition-Learning Hypothesis

According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or '**acquisition**' is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act.

The 'learned system' or '**learning**' is the product of formal instruction and it comprises a conscious process which

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<sup>2</sup> Stephen Krashen's Theory of Second Language Acquisition



results in conscious knowledge 'about' the language, for example knowledge of grammar rules. According to Krashen 'learning' is less important than 'acquisition'

#### **2.1.5.2 The Natural Order Hypothesis**

'We acquire the rules of language in a predictable order'

For a given language, some grammatical structures tend to be acquired early while others late. This order seemed to be independent of the learners' age, L1 background, conditions of exposure, and although the agreement between individual acquirers was not always 100% in the studies, there were statistically significant similarities that reinforced the existence of a Natural Order of language acquisition. Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition

#### **2.1.5.3 The Input Hypothesis**

'Humans acquire language in only one way - by understanding messages or by receiving "comprehensible input"'

The **Input** hypothesis is Krashen's attempt to explain how the learner acquires a second language. In other words, this hypothesis is Krashen's explanation of how second language acquisition takes place. So, the Input hypothesis is only concerned with 'acquisition', not 'learning' This hypothesis relates to acquisition, not learning.

#### 2.1.5.4 The Monitor Hypothesis

'Conscious learning ... can only be used as a Monitor or an editor'

The **Monitor** hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. According to Krashen, the acquisition system is the utterance initiator, while the learning system performs the role of the 'monitor' or the 'editor'. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has sufficient time at his/her disposal, he/she focuses on form or thinks about correctness, and he/she knows the rule.

#### 2.1.5.5 The Affective filter Hypothesis

'A mental block, caused by affective factors ... that prevents input from reaching the language acquisition device'

the **Affective Filter** hypothesis, embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence and anxiety. Krashen claims that learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter

and form a 'mental block' that prevents comprehensible input from being used for acquisition

## **2.2 MOTIVATIONAL METHODS AND THEORY**

Alignment of aims, purpose and values between students is the most fundamental aspect of motivation.

Motivational methods of any sort will not work if students and group are not aligned. Students are motivated towards something they can relate to and something they can believe in. Times have changed. Students want more. You should view the following motivational methods and ideas as structures, activities and building blocks, to be used when you have a solid foundation in place. The foundation is a cohesive alignment of students' needs and values with the aims and purpose of the group.

### **2.2.1 Motivational methods and theory - assuming students and group are aligned**

Motivational and inspirational quotes, icebreakers, poems, posters, motivational speakers and stories, team building games and activities, all develop students motivation for learning in all kinds of organizations. Motivational and inspirational experiences improve students' attitudes, confidence and performance. Good leadership demands good students-motivation skills and the use of inspirational techniques. Motivational methods are wide-ranging, from inspirational quotes and poems, to team building games and activities, as ice-breakers, warm-ups and exercises for conferences, class, meetings and events, which in themselves can often be helpful for students' motivation too. Motivated students perform better, for example students playing games or competing in teams learn about each other, they communicate better and see each other in a new light. Mutual respect grows. Students often enjoy events which include new non-work activities, especially when teachers and instructors take part in the same teams as their junior staff, which also helps cohesiveness and 'can-do' culture. Inspirational quotes, stories and

poems all help motivation too. Powerful positive imagery stimulates visualisation in the conscious and sub-conscious brain, which encourages self-motivation, developmental behaviour, confidence and belief. Playing games enables students to experience winning and achieving in a way that their normal learning might not. Students become motivated to achieve and do better when they have experienced the feelings of success and achievement, regardless of context.

#### ***2.2.1.1 How games, icebreakers and other inspirational references and activities help motivation and motivational training.***

Teaching and learning-based training commonly concentrates on **process, rules, theory, structure and logic**, all of which tend to develop and use the **left-side of the brain**. However, modern successful organizations rely just as heavily on their people having well-developed 'soft' skills and attributes, such as **self-motivation, confidence, initiative, empathy and creativity**, which all tend to use the **right-side of the brain**. Using games, icebreakers and activities like juggling helps to unleash right-side brain skills, because these activities necessarily draw on a student's intuitive, spatial and 'feeling' capabilities - found on the right-side of the brain.

Also, using activities and references that take students out of their normal learning environment creates new opportunities for them to experience winning, achievement, team-working, learning and personal development, in ways that are often not possible in their usual work context. Experiencing these positive feelings is vital for the conscious and sub-conscious **visualisation** of success and achievement, essential for broadening people's horizons, raising their sights, setting new personal standards and goals, and increasing motivation. The use of icebreakers, role playing games and role play exercises is an especially effective motivational and visualisation technique, despite students' normal aversion to the practice.

### **2.2.1.2      *Ice-breakers and warm-ups for motivation***

When a group or team of students assembles for a conference, or training course, there is always a feeling of uncertainty and discomfort. Even if students know each other, they feel uncomfortable in the new strange situation, because it is different. Mankind has evolved partly because of this awareness to potential threats and fear of the unknown. Icebreakers, games and team building activities relax students, so that they can fully concentrate on the main purpose of the day, whatever it is, rather than spending the morning still wondering what everyone else is thinking. Icebreakers and games are great levellers - they break down the barriers, and therefore help develop rapport and relationships<sup>3</sup>.

#### ***Building confidence for motivation***

Learning something new and completely different liberates the mind. Facing a challenge, meeting it and mastering it helps build confidence.

#### ***Motivational team building***

When you break down barriers, misunderstandings, prejudices, Insecurities, divisions, territories and hierarchies - you begin to build teams. Get a group of students in a room having fun with juggling balls or spinning plates and barriers are immediately removed. Teams unite and work together when they identify a common purpose - whether the aim is the tallest tower made out of newspapers, or a game of rounders on the park. Competition in teams or groups creates teams and ignites team effort.

#### ***Personal motivation styles and learning motivation***

Everyone is different. Taking part in new games and icebreakers activities outside of the class illustrates students' different

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<sup>3</sup> <http://www.businessballs.com/motivation.htm>

strengths and working style preferences. Mutual respect develops when students see skills and attributes in others that they didn't know existed.

### **2.2.1.3 Improving empathy and communications for motivation**

"Seek first to understand, and then to be understood." (Steven Covey).

To communicate we must understand the other person. Empathy and intuitive skills are right-side brain. Conventional classroom training or distance learning do nothing to address this vital area. Juggling and playing spontaneous or creative games definitely promote development and awareness in the right-side of the brain, which we use when we communicate and understand others. Team activities, icebreakers and games promote communications and better mutual understanding - essential for good organizational performance.

### **2.2.2 Motivation and creativity**

Creativity and initiative are crucial capabilities for modern organizational effectiveness. Icebreakers and other games activities dispel the notion that actions must be according to convention and that response can only be to stimulus. Using mind and body together in a completely new way encourages pro-active thought and lateral thinking, which opens students' minds, and develops creative and initiative capabilities.

### **2.2.3 Motivation for problem-solving and decision-making**

Problem-solving is integral to decision. Learning to take part in new challenging stimulating activities uses the intuitive brain to solve the problem, the same part that's vital for creatively solving work problems. Students who can solve problems creatively can make decisions - and groups need their staff to have these abilities.

#### **2.2.4 Physical activity is motivational**

Team building activities like icebreakers, construction exercises, or outdoor games, get the body moving, which is good for general health and for an energetic approach to work. Physical activity also provides significant stress relief, and stress management is part of every organisation's duty of care towards its students. Students concentrate and work better when they have had some light exercise and physical stimulus. Physical activity energises people and reduces stress and tension.

#### **2.2.5 Team building workshops are empowering and motivational**

Workshops are good vehicles for team building games, icebreakers and activities, and also great for achieving team consensus, collective problem-solving, developing new direction and strategy, and to support the delegation and team development process.

#### **2.2.6 Team building games and icebreakers activities are motivational**

Learning new things - even simple skills like plate-spinning - help to build confidence, promote team-working and unleash creativity. Taking part in workshops and brainstorming sessions are empowering activities. Combine all three and it's even more effective for team building, development and motivation.

If you think about it, all manner of **left-side-brain** conventional training and learning skills can be integrated within an innovative, participative **right-side-brain** activity-based approach, to increase interest, participation, involvement, retention and motivation.

#### **2.2.7 Saying thanks is hugely motivational**

Saying thanks and giving praise are the most commonly overlooked and under-estimated ways of motivating students. And it's so easy. Saying thanks is best said naturally and from the heart, so if your intentions are right you will not go far wrong. When you look someone in the eyes and thank them sincerely it means a lot. In front of other student even more,

so. The key words are the ones which say thanks and well done for doing a great job, especially where the words recognise each person's own special ability, quality, contribution, and effort, whatever. Students always appreciate sincere thanks, and they appreciate being valued as an individual even more. When you next have the chance to thank your team or an individual team-member, take the time to find out a special thing that each person has done and make a point of mentioning these things. Doing this, the praise tends to carry even greater meaning and motivational effect.

## **2.3 LEARNING ENVIRONMENTS AND MOTIVATION**

### **2.3.1 What Is Student Motivation?**

Student motivation<sup>4</sup> naturally has to do with students' desire to participate in the learning process. But it also concerns the reasons or goals that underlie their involvement or non-involvement in academic activities. Although students may be equally motivated to perform a task, the sources of their motivation may differ.

A student who is **INTRINSICALLY** motivated undertakes an activity "for its own sake, for the enjoyment it provides, the learning it permits, or the feelings of accomplishment it evokes" (Mark Lepper 1988). An **EXTRINSICALLY** motivated student performs "IN ORDER TO obtain some reward or avoid some punishment external to the activity itself," such as grades, stickers, or teacher approval (Lepper).

### **2.3.2 Are There Advantages To Intrinsic Motivation?**

J. Condry and J. Chambers (1978) found that when students were confronted with complex intellectual tasks, those with an intrinsic orientation used more logical information-gathering and decision-

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<sup>4</sup> [http://www.kidsource.com/kidsource/content2/Student\\_Motivation.html](http://www.kidsource.com/kidsource/content2/Student_Motivation.html)



making strategies than did students who were extrinsically oriented.

Students with an intrinsic orientation also tend to prefer tasks that are moderately challenging, whereas extrinsically oriented students gravitate toward tasks that are low in degree of difficulty. Extrinsically oriented students are inclined to put forth the minimal amount of effort necessary to get the maximal reward (Lepper).

Although every educational activity cannot, and perhaps should not, be intrinsically motivating, these findings suggest that when teachers can capitalize on existing intrinsic motivation, there are several potential benefits.

### **2.3.3 How Can Motivation To Learn Be Fostered In The School Setting?**

It is essential for teachers to view themselves as "ACTIVE SOCIALIZATION AGENTS capable of stimulating...student motivation to learn" (Brophy 1987).

Classroom climate is important. If students experience the classroom as a caring, supportive place where there is a sense of belonging and everyone is valued and respected, they will tend to participate more fully in the process of learning.

Various task dimensions can also foster motivation to learn. Ideally, icebreakers, tasks should be challenging but achievable. Relevance also promotes motivation, as does "contextualizing" learning that is, helping students to see how skills can be applied in the real world (Lepper). Tasks that involve "a moderate amount of discrepancy or incongruity" are beneficial because they stimulate students' curiosity, an intrinsic motivator (Lepper).

In addition, defining tasks in terms of specific, short-term goals can assist students to associate effort with success (Stipek). Verbally

noting the purposes of specific tasks when introducing them to students is also beneficial (Brophy 1986).

Extrinsic rewards, on the other hand, should be used with caution, for they have the potential for decreasing existing intrinsic motivation.

#### **2.3.4 What Can Be Done To Help Unmotivated Students?**

A first step is for educators to recognize that even when students use strategies that are ultimately self-defeating (such as withholding effort, cheating, procrastination, and so forth), their goal is actually to protect their sense of self-worth (Raffini).

A process called **ATTRIBUTION RETRAINING**, which involves modeling, socialization, and practice exercises, is sometimes used with discouraged students. The goals of attribution retraining are to help students to (1) concentrate on the tasks rather than becoming distracted by fear of failure; (2) respond to frustration by retracing their steps to find mistakes or figuring out alternative ways of approaching a problem instead of giving up; and (3) attribute their failures to insufficient effort, lack of information, or reliance on ineffective strategies rather than to lack of ability (Brophy 1986).

### **2.4 GENERAL PRINCIPLES OF MOTIVATION**

#### **2.4.1 Basic principles of motivation exist that are applicable to learning in any situation.**

- **The environment can be used to focus the student's attention on what needs to be learned.**

Teachers who create warm and accepting class atmospheres will promote persistent effort and favorable attitudes toward learning. This strategy will be successful in children and in

adults. Interesting icebreakers, visual aids, such as booklets, posters, or practice equipment, motivate learners by capturing their attention and curiosity.

- **Incentives motivate learning.**

Incentives include privileges and receiving praise from the instructor. The instructor determines an incentive that is likely to motivate an individual at a particular time. In a general learning situation, self-motivation without rewards will not succeed. Students must find satisfaction in learning based on the understanding that the goals are useful to them or, less commonly, based on the pure enjoyment of exploring new things.

- **Internal motivation is longer lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.**

Some individuals -- particularly children of certain ages and some adults -- have little capacity for internal motivation and must be guided and reinforced constantly. The use of incentives is based on the principle that learning occurs more effectively when the student experiences feelings of satisfaction. Caution should be exercised in using external rewards when they are not absolutely necessary. Their use may be followed by a decline in internal motivation.

- **Learning is most effective when an individual is ready to learn, that is, when one wants to know something.**

Sometimes the student's readiness to learn comes with time, and the instructor's role is to encourage its development. If a desired change in behavior is urgent, the instructor may need to supervised directly to ensure that the desired behavior

occurs. If a student is not *ready to learn*, he or she may not be reliable in following instructions and therefore must be supervised and have the instructions repeated again and again.

- **Motivation is enhanced by the way in which the instructional material is organized.**

In general, the best organized material makes the information meaningful to the individual. One method of organization includes relating new tasks to those already known. Other ways to relay meaning are to determine whether the persons being taught understand the final outcome desired and instruct them to compare and contrast ideas.

#### **2.4.2 MOTIVATING STUDENTS**

Some students seem naturally enthusiastic about learning, but many need-or expect-their instructors to inspire, challenge, and stimulate them: "Effective learning in the classroom depends on the teacher's ability ... to maintain the interest that brought students to the course in the first place. Whatever level of motivation your students bring to the classroom will be transformed, for better or worse, by what happens in that classroom.

To encourage students to become self-motivated independent learners, instructors can do the following:

- Give frequent, early, positive feedback that supports students' beliefs that they can do well.
- Ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult.
- Help students find personal meaning and value in the material.
- **Create an atmosphere using icebreakers which be open and positive.**

- Help students feel that they are valued members of a learning community.

Most students respond positively to a well-organized course taught by an enthusiastic instructor who has a genuine interest in students and what they learn. Thus activities you undertake to promote learning will also enhance students' motivation.

**Capitalize on students' existing needs.** Students learn best when incentives for learning in a classroom satisfy their own motives for enrolling in the course. Some of the needs your students may bring to the classroom are the need to learn something in order to complete a particular task or activity, the need to seek new experiences, the need to perfect skills, the need to overcome challenges, the need to become competent, the need to succeed and do well, the need to feel involved and to interact with other people. Satisfying such needs is rewarding in itself, and such rewards sustain learning more effectively than do grades.

**Make students active participants in learning.** Students learn by doing, making, writing, designing, creating, solving. Passivity dampens students' motivation and curiosity. Pose questions. Don't tell students something when you can ask them. Encourage students to suggest approaches to a problem or to guess the results of an experiment. Use small group work.

**Ask students to analyze what makes their classes more or less "motivating."** Eight characteristics emerge as major contributors to student motivation:

- Instructor's enthusiasm
- Relevance of the material
- Organization of the course
- Appropriate difficulty level of the material
- Active involvement of students

- Variety
- Rapport between teacher and students
- Use of appropriate, concrete, and understandable examples

**Hold high but realistic expectations for your students.** Research has shown that a teacher's expectations have a powerful effect on a student's performance. If you act as though you expect your students to be motivated, hardworking, and interested in the course, they are more likely to be so. Set realistic expectations for students when you make assignments, give presentations, conduct discussions, and grade examinations. "Realistic" in this context means that your standards are high enough to motivate students to do their best work but not so high that students will inevitably be frustrated in trying to meet those expectations. To develop the drive to achieve, students need to believe that achievement is possible -which means that you need to provide early opportunities for success<sup>5</sup>.

**Tell students what they need to do to succeed in your course.** Don't let your students struggle to figure out what is expected of them. Reassure students that they can do well in your course, and tell them exactly what they must do to succeed. Say something to the effect that "If you can handle the examples on these problem sheets, you can pass the exam. People who have trouble with these examples can ask me for extra help." Or instead of saying, "You're way behind," tell the student, "Here is one way you could go about learning the material. How can I help you?"

**Strengthen students' self-motivation.** Avoid messages that reinforce your power as an instructor or that emphasize extrinsic rewards. Instead of saying, "I require," "you must," or "you should," stress "I think you will find. . ." or "I will be interested in your reaction."

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<sup>5</sup> American Psychological Association, 1992; Bligh, 1971; Forsyth and McMillan, 1991 -1 Lowman, 1984

**Avoid creating intense competition among students.** Competition produces anxiety, which can interfere with learning. Reduce students' tendencies to compare themselves to one another. Bligh (1971) reports that students are more attentive, display better comprehension, produce more work, and are more favorable to the teaching method when they work cooperatively in groups rather than compete as individuals. Refrain from public criticisms of students' performance and from comments or activities that pit students against each other<sup>6</sup>.

**Be enthusiastic about your subject.** An instructor's enthusiasm is a crucial factor in student motivation. If you become bored or apathetic, students will too. Typically, an instructor's enthusiasm comes from confidence, excitement about the content and genuine pleasure in teaching. If you find yourself uninterested in the material, think back to what attracted you to the field and bring those aspects of the in your course, how they feel about the subject matter, and what their expectations are. Then try to devise examples, case studies, or assignments that relate the course content to students' interests and experiences. Explain how the content and objectives of your course will help students achieve their educational, professional, or personal goals.

**When possible, let students have some say in choosing what will be studied.** Give students options on term papers or other assignments (but not on tests). Let students decide between two locations for the field trip, or have them select which topics to explore in greater depth. If possible, include optional or alternative units in the course.

**Increase the difficulty of the material as the semester progresses.** Give students opportunities to succeed at the beginning of the semester. Once students feel they can succeed, you can gradually increase the difficulty level. If assignments and exams include easier and harder questions, every student will have a chance to experience success as well as challenge.

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<sup>6</sup> Eble, 1988; Forsyth and McMillan, 1991)

**Vary your teaching methods.** Break the routine by incorporating a variety of teaching activities, icebreakers techniques and methods in your course: role playing, debates, brainstorming, discussion, demonstrations, case studies, audiovisual presentations, guest speakers, or small group work.

**Avoid using grades as threats.** As McKeachie (1986) points out, the threat of low grades may prompt some students to work hard, but other students may resort to academic dishonesty, excuses for late work, and other counterproductive behavior.

## 2.5 Icebreakers:

### 2.5.1 Icebreakers Theory<sup>7</sup>

All human beings share certain needs in meeting others for the first time. When people first meet, they exchange information. They create an image of the other based on what they see and hear - what is said and not said. The image is created out of how things are expressed. Meanwhile, they are also informing the other of who they are. They are building a self-image. This image is a personal creation, but one thoroughly influenced by society and culture.

When humans meet, they do so following certain structures. Much of the structure is ritualistic, that is the form is identical, or nearly identical, every time people are introduced. These structures everyone in a society knows, in fact most of us know several depending on who is being met, what the setting is and several other variables. They are specific to a society or sub-group in society. In the structure roles are established which inform each of the participants the "proper" way of behaving. These roles inform both horizontal and vertical (hierarchical) relationships. Each culture and society has appropriate styles for meeting each other, some more formal and some less, and some are long and

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<sup>7</sup> <http://www.imaginal.nl/icebreakertheory.html>



some quite short. But until the relationships have been established everyone is on guard.

**Icebreakers** perform some of the same functions that rituals of greeting perform in society. They help overcome the natural nervousness when meeting new people. **They help individuals create a favourable impression. They allow people to watch others' behaviour. They help establish appropriate social relationships among participants.** In addition, icebreakers introduce and set the style of the program and establish the role of the faculty.

**At the very beginning of a course, every participant is insecure about other participants and his or her place in the group. They want to be acknowledged in some appropriate way. They want to be invited into the group. They expect an appropriate level of respect. Students need to understand what is going on and how they fit in.**

In the normal rituals of greeting, it is its ritualistic nature that creates a safe environment because everyone knows the ritual and knows what they are expected to do. **The faculty and the icebreaker are responsible for creating a relatively safe situation. Icebreakers tend to put everyone in the same social situation.** In multicultural situations they have the advantage of not making one cultural form of greeting the dominant one. In situations where the normal social relationships need to be altered, icebreakers can help.

**The style of the icebreaker informs the participants what kind of course they will be participating in and their role in it. The icebreaker creates images of what is important in the course and what kinds of roles are expected from the participants.**

There is no special theory in "ice-breaker". Basically, this skill is developed by the sensitivity of the facilitator in processing a training. Common people usually say that **the "flying times" makes the**

**difference**, as the training philosophy develops it based on experiences. The key is the encouragement to experiment things. However there are some notes that should be noted in presenting icebreakers.

The notes are:

**a. Content**

There are some methods to break the 'ice', other than playing games. Short story and fictitious story or other activities can be considered as an alternative. The important thing is that they are different from the earlier activities. A game is no longer appropriate to be given when the training methodology already uses games. Remember, that ice-breaker and games look the same but they have different shapes. One ice-breaker can be used for different sessions. The success of using an ice-breaker depends on the facilitator's ability to manage it.

**b. Timing**

The timing used for ice-breaker should also be considered. It should not be too frequent, because it will create boredom. The time needed to complete an ice-breaker should be calculated and noted. Ice-breaker with games usually spend more time and should be compared to the time spent for the main topic, except that it is used to introduce the topic. Games that uses longer time is only appropriate if the 'ice' is too frozen such as being too tired, or the debate process is "difficult to conclude". For example, a very serious discussion on whether or not agro-input is necessary in livestock services. Your sensitivity as a facilitator is the key.

**Participant**

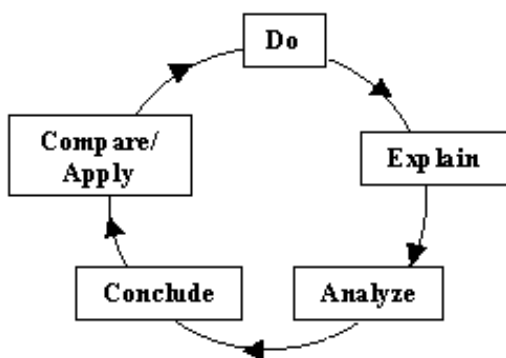
Considering the timing and the content, plus the condition of the venue, it may be that ice-breaker could not involve all participants. The important thing to remember is the facilitator's sensitivity to select their participants. If ice-breaker is used to break the 'ice'

- c. In the class, try your best to involve all participants. If the class is dominated by certain participants, this is the time in the 'ice-breaker' session to involve the other participants, especially the women, and ignore the dominants. To encourage their participation, select an easy process or manipulate the games in such a way that they are able to do it and increase their self-respect.

**Remember, that facilitator is a member of the participants. Try your best to fully involve yourself in the activities, including in the process of "ice breaker".**

d. **Process**

It is not rare that a facilitator presents an 'ice-breaker' in an uninteresting way. This is because ice-breaker is considered and treated simply as a game. While, actually, in the adult learning process, every activity is important to be reviewed. Therefore, ice-breaker materials must be processed so that it is interesting and is a part that may improve the training itself. Processing an ice-breaker is equally frustrating or enjoyable as processing the main topic of a training. If in a training there is a so-called 'sidewalk' as a step to process a training material, it is the same for an ice-breaker. As a reminder, the steps are as follows:



It is therefore important that every game or fun in an ice-breaker should not be gone without understanding its meaning. Your ability to ask or explain the meaning inside an ice-breaker is the key.

- **Tool Media**

In some activities, ice breaker is presented by using a tool or a media. If so, be smart to select the most appropriate media for the participants' conditions. Avoid to use materials that are not available in the location. This is important for the participants to be able to replicate it after the training. The use of expensive materials will give negative impacts, because the participants may think that the process of the training is too luxurious. This principle is the same as the principle in a general training. Multiplying visual aids will help the facilitator in processing the ice-breaker and will be recollected by the training participants.

- **The Golden Rule**

The golden rule is the rule commonly applicable in the community. It relates to the social condition, religion, culture, and language including body language. This is also applicable in the ice-breaker session. For example, what kind of ice-breaker should be appropriate for government senior officials, farmers, old people, women, etc. Even though ice breaker materials are basically processable for any participants, it is important for you as the facilitator to note this rule, especially if you have not had adequate experiences and skills to prepare it. This will be better than forcing it, and finally ruin the training atmosphere.

For example: if you prepare a game of partnership, you should carefully choose the correct pair. A pair of man and woman should be avoided if you have not known the conditions of the participants (because, it may be too sensitive).

## **2.5.2 Icebreakers: Concept.**

Icebreakers<sup>8</sup> are structured activities that are designed to relax learners, introduce them to each other, and energize them in what is normally an unduly formal atmosphere or situation. Icebreakers are not normally

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<sup>8</sup> <http://www.nwlink.com/~donclark/leader/icebreak.html>

related to the subject matter, where as "openers" are related to the subject matter that is to be discussed. In addition, they often help to break up the cliques and invite students to form random groupings in a non-threatening and fun way.

If an ice breaker session is well-designed and well-facilitated, it can really help get things off to a great start. By getting to know each other, getting to know the facilitators and learning about the objectives of the event, people can become more engaged in the proceedings and so contribute more effectively towards a successful outcome.

### **2.5.3 Icebreakers: Purpose**

The purpose of icebreakers<sup>9</sup> is to warm up the group, help them get to know each other and to create a bond and a positive atmosphere within the group.

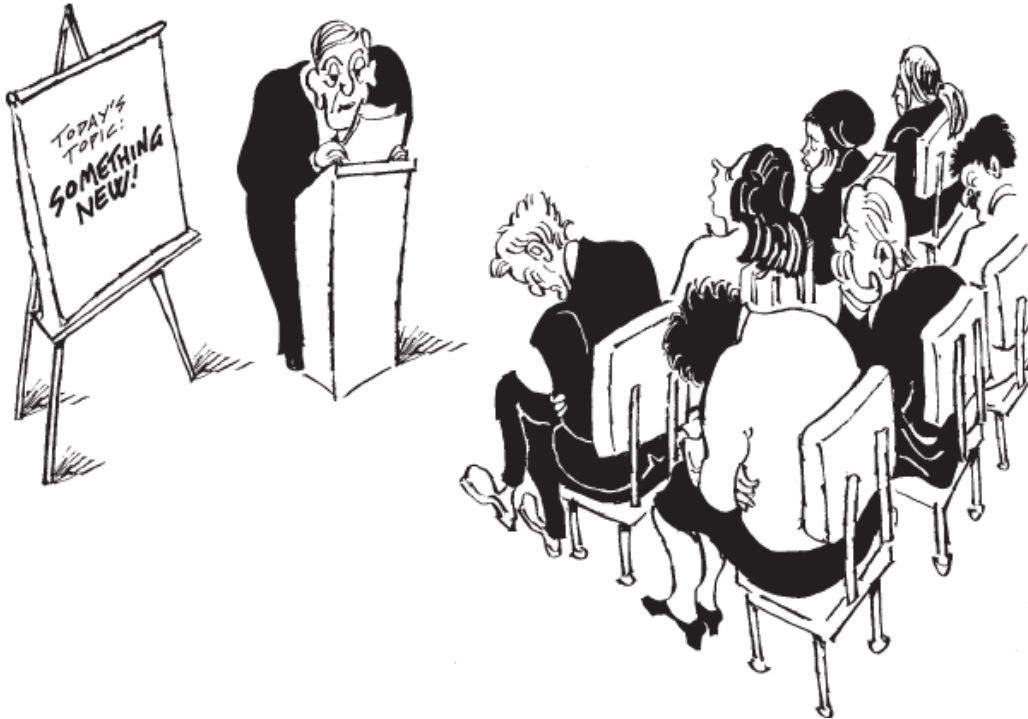
If you think back to some of the icebreakers you've done at seminars and conferences, you might be rolling your eyes right now. After all, not everyone wants to interact with her or his neighbour, and some icebreakers are intrusive and even embarrassing. The last thing you want to do is to make your audience members feel uncomfortable.

However, icebreakers done well are useful and fun. In addition to helping the audience members get to know each other, it also helps you get to know them. This is a great boost at an event where there is networking scheduled, or where part of the purpose is for the audience members to learn more about each other. Depending on the size of the group and the purpose of the seminar/training/workshop, different icebreakers will be effective.

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<sup>9</sup> <http://www.buzzle.com/articles/successful-public-speaking-interact-audience.html>

## 2.5.4 Icebreakers: As Interactive Methods



### Why Use Icebreakers as Interactive Methods?

We use Icebreakers as Interactive Methods for:

#### 1. Building Relationships and Bringing a Group to Life

An interactive approach, on the other hand, begins with the need felt by people of all ages for connection and for active engagement in the world around them. It always includes mechanisms both to ensure that group members are awake and engaged and to build relationships and trust as a basis for the work that lies ahead. A meeting, workshop, or classroom where everyone has the opportunity to move, laugh, speak, and share their ideas is going to be much more interesting and productive than a traditional lecture/question-and-answer format where very few people speak and even fewer people really listen. The skillful use of interactive methods creates a context in which group members get to know

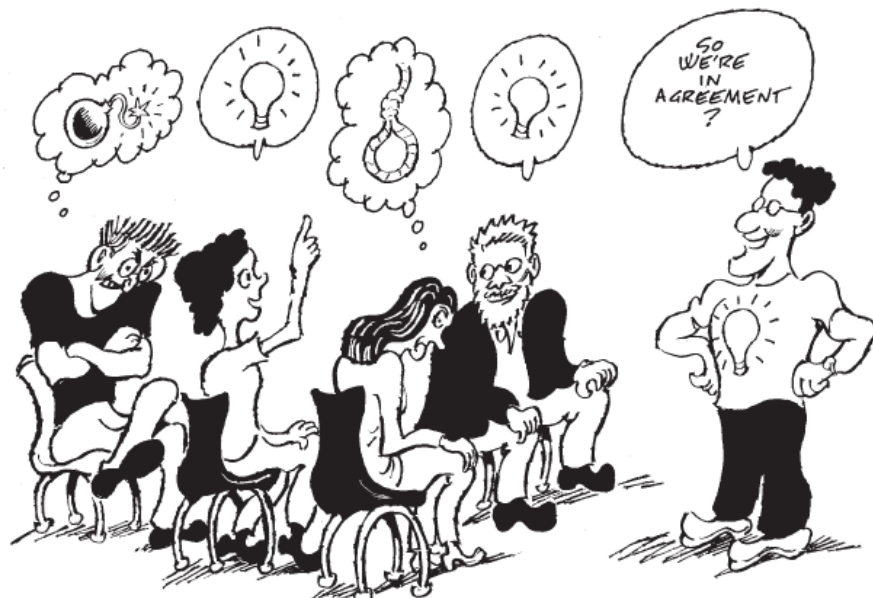
each other and have opportunities to participate actively in the group's work.

## 2. Increasing the Group's Understanding

Interactive methods provide the mechanisms to enable group members to explore, on a regular basis, the reasons they are doing their work and why it is important. They provide people with opportunities to consider and share the experiences, understandings, and commitments that brought them to the group. Being in touch with these fundamental elements is critically important if group members are to be invested in the group's work and motivated to make difficult decisions, resolve disagreements, and apply energy and focus to their work

## 3. Surfacing Dissension and Building Strong Agreement for Effective Action

Agreement is intimately related to productivity. When people are truly behind a group's decisions, they act on those decisions with inspiration and dedication, allowing the group to achieve a great deal. Conversely, productivity and effectiveness suffer greatly when a group is not united behind its chosen course of action.



Icebreakers Interactive techniques move a group toward authentic agreement by helping people to clarify and articulate their thoughts and feelings. Often people are surprised to find that an interactive exercise uncovers feelings they had not been conscious of about an issue, or prompts ideas about possible solutions to problems that the group is working with. An interactive format combines this process of discovery with a comfortable environment for speaking up in a group. Interaction thus brings more voices into the discussion, increasing the opportunities for creative ideas and solutions to problems.

#### **4. Surfacing and Resolving Dysfunctional Group Dynamics**

A more effective approach is to come at the problem indirectly, giving the group the tools to help them recognize problems for themselves and articulate what they see. Interactive techniques have the power to surface what's going on in a group: agreement, disagreement, resistance, anger, enthusiasm, pessimism, or personal and interpersonal issues. By selecting techniques that address the group's issues in a subtle way, you can create a context for group members to see and talk about the dysfunctional group dynamics in ways that change these dynamics and allow the group to become more productive in achieving its mission.





### 2.5.5 Icebreakers: Working into Interaction

There are certain elements, which we call the "Bare Minimum," that are essential for a well-run class.

#### The Bare Minimum for Meetings

There is a lot involved in being a skilled group facilitator, but let's start with the absolute basics:

1. **An Agenda.** You need to come to the class with a coherent, written agenda that will move the group toward achieving its goals. During the meeting, work with the agenda in a thoughtful way-- that is, assume that you will stay with the agenda, but if a topic or point of discussion comes up that clearly needs to be dealt with, be flexible enough to make room for it on the agenda.
2. **Introductions.** Knowing other people's names contributes to the success of a meeting. Even if you are not ready to ask the group to work on actually learning names, the Bare Minimum calls for a go-around introduction, in which everyone introduce themselves to the group.
3. **A Speaking Order.** As facilitator of a class, you need to be active, alert, and focused in order to create an environment where everyone can be heard. Ask people to raise their hands when they wish to speak, and let them speak in order. If several people raise their hands at once, indicate the speaking order and stick to it. (For example, "Moving from left to right, first we'll hear from Joe, then Sonia, Gloria, and Ted.")

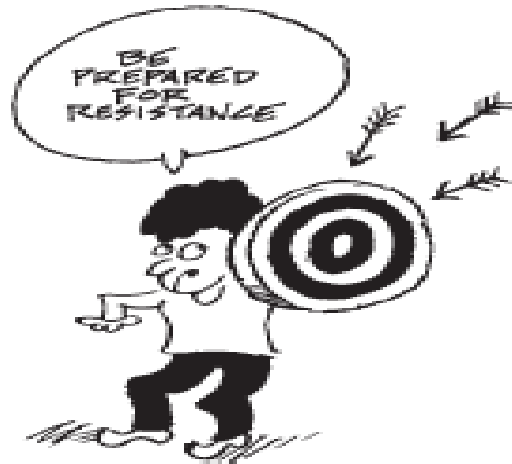


To make the speaking order work, you need to be firm. People may not be used to having a speaking order at class; some may try to ignore the order and to jump in whenever they have something to say. It is essential that you enforce the order and not allow people to speak out of turn.

4. **A Clear Ending Time.** Be clear at the beginning about the time the meeting will end, and strive to complete the meeting by that time. If discussion is intense and more time is needed, check with the group to see if they wish to set a new ending time.
5. **A Summary of Next Steps.** As the class is concluding, summarize the class' accomplishments and the next steps toward achieving the group's goals.

These elements of good facilitation are not enough to make a class truly interactive, but they do set up a comprehensible environment in which people see how the group is going to make progress and they know what they have to do in order to contribute their ideas.

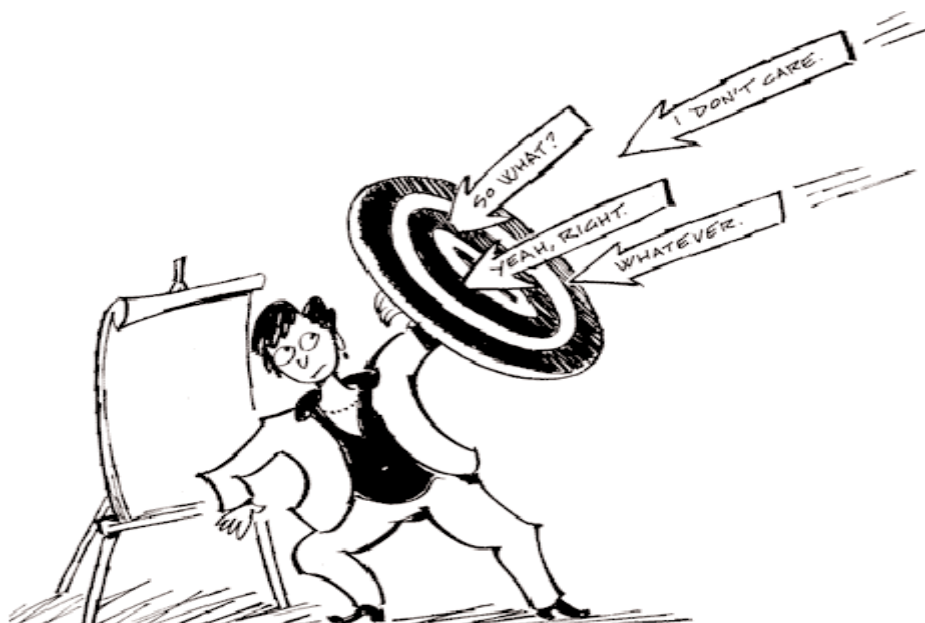
## 2.5.6 Coping with Resistance and Fear of Failure



If you have ever tried to change a longstanding students habit, you know that the force of habit is a powerful thing. Change inevitably meets with resistance, and you need courage, persistence, and belief in what you are doing to overcome it.

When you begin using interactive methods to create real change in the old structures, you will encounter resistance from all directions: from the group you're working with and from yourself.

### From the Group



As you begin working with icebreakers, you will find that some group members will object to use them; they will complain that the Icebreaker is unnecessary and a waste of time. You may feel that the group members think what you're asking them to do is stupid, silly, and a waste of time. In fact, this is exactly what some will be thinking.

When students come together in a group, each student has their own set of fears and anxieties. While they want to be seen as intelligent and as valuable members of the group, they are fearful that other group members won't accept them or appreciate what they have to offer. Icebreakers as Interactive techniques ask students both to look inside themselves and to take a step toward others; they are vehicles for opening students up, for surfacing feelings, and for moving past inhibitions. Most students want to experience this opening, but they are fearful and ambivalent about it. Therefore, they aim those negative feelings toward the safest target they can find, which is usually the facilitator. In order to meet and counter the resistance, you need to be clear about your purpose, determined to build a structure in which everyone is heard.

### **From Yourself**



When the group is resistant, inexperienced facilitators often feel their resolve slipping away. They may react with nervousness and lack of conviction in explaining an exercise, a half-hearted implementation of the exercise, or abandonment of the interactive agenda and a speedy retreat to a more familiar format.

It is your first job, as you learn to be an effective facilitator of interactive meetings, to recognize and work through your own fears and resistance. If you do not do this, you will be unable to address the fears and resistance of those you are working with, and the many benefits of interactive work will be unavailable to your group.

Nevertheless, you will find that the voice of resistance within yourself is persistent and full of ideas. Here is some of what the voice will whisper to you:

I shouldn't do this exercise because:

- Some members of the group are too old.
- Some members of the group are too young.
- I'll look foolish.
- We can't move the table out of the way.
- The room is set up wrong.
- It's too hot.
- It's too much trouble to move the chairs into place.
- Someone will get hurt.
- I'll look foolish.
- I don't know what to say.
- It will be easier to skip it and just move on with the agenda.
- People are feeling relaxed. They don't need to do interactives.
- This group already has a lot to say. They don't need to do interactives.
- This group is getting along very well. They don't need to do interactives.
- This exercise is too high-risk.

- This is the wrong exercise for right now.
- I'll look foolish.
- This exercise is too silly.
- The group will think this is childish.
- I'll do it next time.
- What if they won't do it?
- We don't have time.
- What if it takes too much time?
- I'm not prepared to process it well (lead a discussion).
- I'll look foolish.

Sometimes, of course, the voice will be raising a good point. You should always listen to your inner voice and examine its claim. Perhaps the exercise you've planned is too high-risk for this group, or perhaps there is reason to fear that someone could get hurt. The skill you need to develop is to distinguish between the voice of resistance and the voice of reason. You also need to remember that the group experience is not about your own comfort. (So what if you look foolish!) It's about creating an effective environment for the group to meet its goals.

### **Resistance is Forever**

Resistance in the group and in yourself never goes away. Working interactively is not easy, and ingrained habits usually lurk inside us waiting for opportune moments to reassert their control. If you are committed to an interactive approach, you need to be continually aware of the need to confront and disperse resistance.

#### ***2.5.6 Icebreakers: The Interactive Class Format***

You can draw a timeline as a grid, like a calendar, or you can simply draw horizontal lines to represent weeks, with each day marked by a vertical crosshatch. Fill in noteworthy deadlines, events, holidays, and so on. If the group is involved in a complex project or multiple projects, you

may want to have separate timelines that display tasks and deadlines the group is working with.

### Format Overview

The six-part meeting format is a cohesive system, with each section designed to lead in to the one that follows.

Example:

Section	Purposes	Procedures
Introduction	Clarify goals. Foreshadow the meeting. Calm and focus the group. For ongoing groups: Acknowledge those present and absent. Establish the meeting in time.	Goals Who's here, who's not Date and Timeline
Names/Warm-up Section	Learn names and the importance of knowing names. Warm-up Section Hear every voice. Help people feel comfortable. Create fun and energy. Assess how people are feeling. Establish "buy-in." Focus attention on the day's work. Connect to the group's mission.	One or more Name Exercises Warm-up Question, with names in some circumstances
Springboard Section	Establish a creative bridge to the Work Section. Surface group dynamics. Generate energy. Reflect group issues.	Use Icebreakers for exercises.

	(See chapter 8 for the many specific goals these exercises can help address.)	
Work Section	Fulfill the concrete purpose of the group. Focus on the group's "product."	Perform specific tasks. Exercises.
Summation	Summarize accomplishments. Make announcements. For ongoing groups: Connect one day with the next.	Review timeline and next steps. Address outstanding issues.
Evaluation	Gather evaluative information. "Package" the experience. Disperse negativity. Communicate group responsibility. Empower the group.	Icebreakers with exercises.

Groups come together for a purpose, and part 4 of the format, the Work Section, gives structure to that purpose. The three earlier sections--the Introduction, Names/Warm-up Section, and Springboard Section--are designed to bring the group to the Work Section emotionally and intellectually prepared to make that part of class as productive as possible. When these early sections are designed with care and executed well, the group's level of productivity during the Work Section increases dramatically.

## **The Sections in Detail**

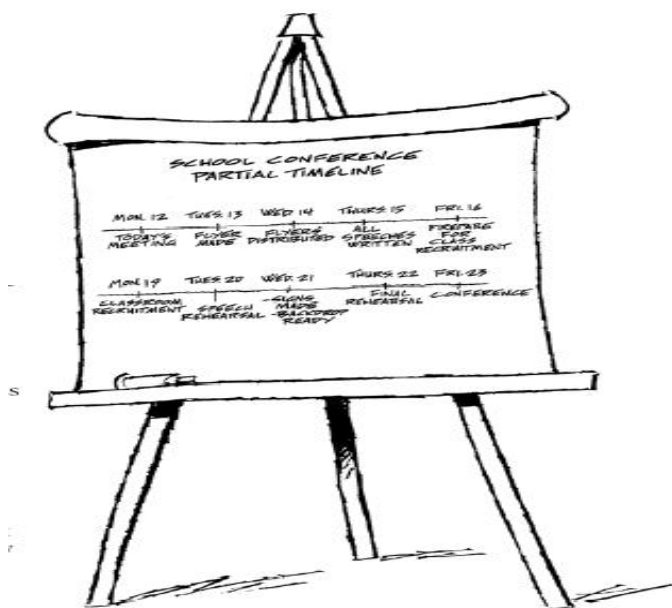
### **1. The Introduction**



## How to Do It

The Introduction is the short opening piece of the agenda (five minutes or less), during which you do the following:

- Welcome the group.
- Provide them with a brief overview of the meeting's goals.
- Briefly preview the agenda.
- State what time the meeting will conclude.



## Why Do It

In just a few moments, the Introduction serves many purposes. As you are welcoming people, taking note of who is present and absent, and going over the goals and the agenda, you are also setting the tone of the meeting. In addition, this part of the meeting is designed to:

1. Give group members a few minutes to get settled. For this brief time, people don't have to do anything; they just need to sit quietly and listen.
2. Set the context for the day's work and activities by taking note of the meeting's setting in time. This is helpful and important for everyone,

but it is especially useful for developing awareness in adolescents and children of the flow of time.

3. Gradually focus the group's attention on three important questions: What are we doing? Why are we doing it? How will we go about it?
4. Foreshadow and thus prepare the group for the kind of experience they will be having at this meeting. This is particularly helpful when the group will be facing some difficult issues. On such a day you might say something like, "Today we'll be doing some hard work and dealing with tough issues, but if we work together we'll get through them and set the stage for real progress." This will prepare people emotionally and give them a better chance of successfully navigating a potentially stressful meeting.

## **2. The Names/Warm-up Section**

After the Introduction, the next section of the agenda uses Name Exercises and Warm-up Questions, either singly or in combination. A few minutes invested in these exercises can give a meeting a tremendous head start toward a productive working atmosphere.

### **How to Do It**

Designing the Section. The group's purpose, its size, its stage of development, how often it meets, and the time you have available for the meeting will all determine how you design this section.

## **3. The Springboard Section**

The Springboard Section involves an activity that engages the group and gets people ready to do the work of the day. Generally this section consists of one exercise, but depending on time and your goals for the meeting, you might choose to do more than one.

### **How to Do It**

The general procedure for a Springboard Exercise consists of carefully giving the instructions for the chosen activity, conducting the activity, and then processing the information and dynamics that emerge.

### **Why Do It**

Springboard Exercises serve one or more of the following purposes:

- Give the group an experience (frequently a creative or a body-centered experience) related to the tasks or issues they will be addressing in the Work Section, thus building a bridge to the work of the meeting.
- Surface group dynamics for discussion and provide group members with insights into how they work together.
- Provide the group with a chance to have fun, laugh together, and be energized to do the work of the day.
- Generate enthusiasm for being in the group and working together, or reflect the difficulties the group is having and help people understand what needs to be changed.
- You might select a Springboard Exercise either to address group issues or to help the

## **4. The Work Section**

### **Why Do It**

The Work Section fulfills the main purpose for which the group has come together, and its content is specific to the group. In a one-time group, the purpose might be to explore a specific issue or to gain some particular knowledge. The work of the day in either of these cases might involve one or more of the following kinds of activities:

- Creating a vision for action.

- Hearing updates from subcommittees and determining next steps in several areas.
- Doing specific tasks (such as writing articles, making phone calls, creating posters, or gathering materials) to prepare for an activity the group is organizing.
- Learning about or reviewing a body of material (such as a period of history or a math concept).
- Discussing experiences or concepts.
- Working on dynamics within the group (so that the group can pursue its purpose more effectively).

## **5. The Summation**

The last two sections of the meeting format are parallel to the first two. Like the Introduction, the Summation allows the group to relax for a few minutes; all people need to do is listen. The Evaluation then allows each person the opportunity to speak, as in the Names/Warm-up Section.

### **Why Do It**

The Summation allows you to give people information, address concerns that you have observed, and preview the work or issues that the group will be focusing on in the future.

### **How to Do It**

Ask everyone to settle down, then speak briefly about what has been accomplished and what is coming up for the group. Use this time for announcements or logistical concerns: assignments, reminder of the next meeting date, handouts to be picked up, etc.

The Summation is not always necessary. If there are no announcements or logistical issues, you may decide to move directly into the Evaluation.

## 6. The Evaluation



This last section of the Interactive Meeting Format is tremendously important for all kinds of groups.

### How to Do It

Every meeting should conclude with an Evaluation. For a group of 20 or fewer, the most common form of Evaluation is simply to go around the group, with each person evaluating the meeting on a scale from 1 (worst) to 10 (best), and commenting on their rating. Chapter 18 describes this and some similar exercises. These Evaluations should take about five minutes. Evaluations are also important and useful for larger groups, and chapter 18 includes several evaluation techniques that you can use with groups of any size.

When introducing the Evaluation, give people the following information:

- The emphasis should be on evaluating the whole experience of the meeting, especially in terms of how well the meeting achieved its

goals. You are not asking people to rate your performance or their own participation.

- Evaluations are extremely helpful to the group, but people can pass if they wish on all or part of their evaluation (for example, someone could pass entirely or they could give a number with no comment or a comment with no number). Make clear, however, that if someone does not feel comfortable sharing their opinions with the group, they will not be required to do so.

Ask for a volunteer to begin.

During the Evaluation, your role is to participate as a member of the group, to provide your own evaluation, and to listen respectfully. If an evaluation is negative, do not argue, become defensive, ask questions, or allow other group members to question or criticize the person who gave the evaluation.

You should never skip the Evaluation. If you see that time is running short, do not sacrifice the Evaluation as a way to end on time. For all the reasons stated below, the Evaluation is a critical component of the Interactive Meeting Format.

Processing. Observe the evaluations given for the class and then make some brief summary comments about what you heard. This is your opportunity to disperse any anxiety the group is experiencing and to acknowledge what went well and why, and what didn't go well and why. It is important for you to end the class in a way that reassures group members and sets a positive tone for the next meeting. Here are some examples:

- "Today was a really hard day and a lot of students are frustrated. But I think it helped that we got those issues out on the table. Let's everyone come in with an open attitude next time and we'll get through this as a group."

- "This was a good day. It seems like everyone got a lot done and enjoyed it. I'll see you next time."

Written Evaluations. Written evaluations are sometimes a valuable supplement to verbal evaluations because they allow you to gather detailed information in a permanent form. They are especially important in large groups, where individual verbal evaluations are not possible, and in one-time groups, where people may be reluctant to speak frankly in an unfamiliar setting. The evaluations should be anonymous, and you should encourage people to be candid.

### **Why Do It**

The Evaluation Section serves numerous purposes:

- It provides information on what went well, what didn't go well, what issues exist as a consequence of the day's work, and what changes need to be made in the group's operation. It gives you a fuller perspective on which to base future actions in the group and a much greater ability to prepare for a successful meeting next time.
- By allowing everyone an opportunity to express their opinion about the meeting, the Evaluation communicates that everyone's voice is important and that all participants share responsibility for what takes place in the group. Through this process, the Evaluation further empowers the individuals and helps to increase their investment in the success of the group.
- The fact that the Evaluation is done in the group means that everyone is aware of what the other members think of what took place during the meeting. This tends to bring a group together and to reduce the chance that misunderstandings will take root.
- The Evaluation creates a flow of information that may shed new light on group issues or dynamics. At times you may be surprised to learn that group members have a more positive view than you expect of a meeting or some aspect of a meeting.

- If the class did not go well, group members have the opportunity to voice their concerns and you are able gain insight into what the problems were. While it may be difficult to hear students negative thoughts and feelings, it is important to realize that expressing them tends to disperse and release them, and thus allows the group to start fresh at the next session. When a facilitator avoids the Evaluation Section of a class that did not go well, the negativity remains present in a vague, unnamed, and diffuse form that can have a corrosive impact on the future functioning of the group.
- If the meeting went well, the Evaluation gives each participant the opportunity to testify to the value of the group and its positive qualities. This testimony creates a positive group identity that can help empower the group to accomplish challenging goals or help bring them through rough times that may lie ahead. Furthermore, the expression of the positive nature of the group tends to "package" the experience in a way that will last in students` memories, whereas without this expression the experience might soon be forgotten.
- The Evaluation brings the class full circle by once again allowing each member to have the attention of the entire group. Even in a large group that does an exercise such as GROUP SHOUT EVALUATION, everyone has the chance to express their opinion, although not everyone can receive individual attention.

### **2.5.7 Icebreakers: Interactive class: Making Them Work**

To work effectively with interactive methods, you need to do several things. All of it will be worthwhile. You need to:

- First, overcome your own resistance. Then overcome the resistance of the group. You may also need to deal with resistance from supervisors or other authority figures. All of these are ongoing processes. Find or create a space that accommodates an interactive meeting.



- Design an interactive agenda.
- Implement the agenda with skill.
- "Process" the exercises effectively.
- Make it work for the long term.

## **Arranging the Setting**

The physical setting for a group meeting has a direct impact on the level of cooperation or resistance that both the group and the facilitator will feel, and therefore has a powerful impact on the success of the meeting. If people are in an uncomfortable environment or one that presents some challenges, they are less able to relax and follow the agenda you've designed. Everything you can do to bring the space closer to the ideal will have a positive effect on the group experience.

### ***The Ideal Setting***



The ideal setting for an interactive class of a small to medium-size group is a quiet, private, and comfortable space where people can sit in a horseshoe shape--not around a table--and have some room to move around. The facilitator should have room to stand at the front of the horseshoe, with a board or flip chart to write on. (A flip chart is best because it allows you to

keep a record of the group's work.) Having a clock is helpful, and if you plan to do BRAINSTORMING<sup>10</sup>, the rules can be posted.

### ***The Less-than-Ideal Setting***

If the space is crowded, dirty, too hot, or too cold, if there is noise, no open space to move around in, or a sense that someone might walk in at any moment, these conditions will have a negative impact on the group's ability to function effectively. You might not be able to control what room a group will meet in, but you should do whatever you can to arrange a setting that will help the group to succeed.

**What to Do.** If the meeting room is set up with chairs in rows or around a table, change the furniture arrangement if possible. Move tables or desks aside and pull the chairs into a circle. If the tables or desks can't be moved, perhaps you can bring the chairs into a circle in a corner of the room and post flip chart paper on the wall in that corner.

Also, do what you can before the class begins to make the room comfortable and free of distractions. Clean up any trash or items left over from other class. Post "Do Not Disturb" signs if necessary, and close the door when the class starts. Be sure you know how to regulate the temperature. Think ahead about materials needed for the group and be sure that arrangements have been made to provide these items.

**Table in the Middle.** The traditional class culture is centered on "bringing students to the table." This element is so well established that, in many settings, the table is actually bolted to the floor. The table, however, often functions as a barrier between teacher-students, allowing group members to hide from one another, and it can serve to mask inattention. Furthermore, many of the exercises in this research that work to energize and focus a group cannot be done with a table in the middle of the room.

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<sup>10</sup> [wikipedia.org/wiki/Brainstorming](http://wikipedia.org/wiki/Brainstorming)

If at all possible, get rid of the table, move it out of the way, or find a class room that does not have a table.

Be prepared for resistance related to removing the table; people will say, for example, that they need the table so they can take notes. This is only true if all they have to write on is loose paper, and you can anticipate and remove this issue by having clipboards, pads of paper, or books available to provide surfaces for writing.

### **Designing the Agenda**

Use the Interactive Meeting Format in detail; this part explains the most important considerations when you are working with those components to design an agenda.

There are two ways to design an agenda based on the Interactive Meeting Format:

- Do it quickly, skimming the exercises in this research and choosing those that will fill up the time. Choose a Warm-up Question like "How was your day?" Pick a simple Springboard Exercise. Then plunge ahead into the "real work" of the meeting.
- Design the agenda carefully and thoughtfully, choosing exercises and activities that will help the group to meet its goals.

If you want your group to grow and change in positive ways and to be effective and productive in its tasks, choose the second way. The ideal agenda anticipates and structures both the issues the group is facing and the work they need to accomplish on a given day. It shapes a coherent meeting in which the purposes are clear to participants and the elements build logically upon each other. The various pieces of the agenda should be connected thematically, and the themes should be a reflection of the meeting's goals. The pieces leading up to the Work Section should help the group to anticipate and perform their work effectively, while the Work Section can be structured to help the group deal with its issues as people accomplish other tasks.

### ***Be Aware of Individual and Group Dynamics***

Successful agenda design for any group involves carefully considering individuals' feelings and the group dynamics. It is always important to take into consideration what may be happening below the surface.

In an unformed group, which can be either a one-time group or a new group, you will know little or nothing about individual participants and the dynamics among people will be undeveloped. Nevertheless, you can examine what you do know and think about how to work with it. For example, in a mandatory one-time teacher training session that is taking place after school, a facilitator could reasonably anticipate that:

- Some participants will be tired.
- Some may feel resentful at being required to attend the session.
- Some will have doubts regarding the facilitator's ability to offer useful information.

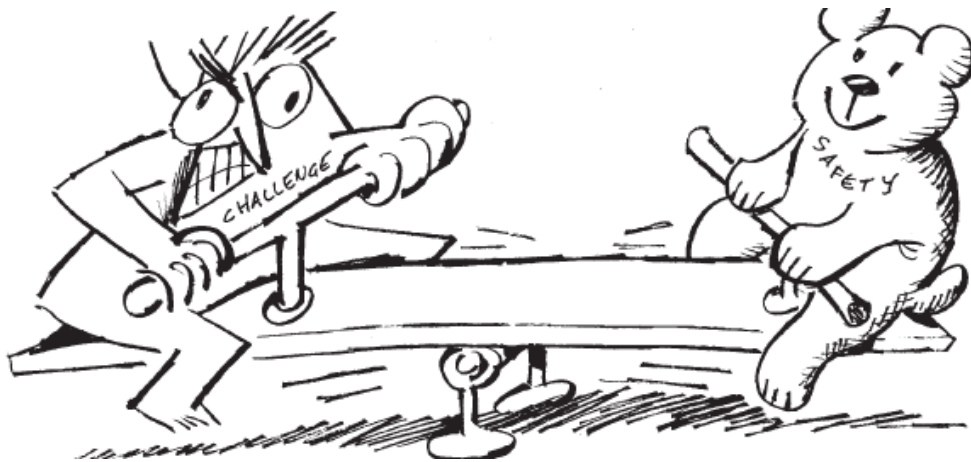
With this awareness, the facilitator can design an agenda that addresses these sensitivities. For example:

- In the Introduction, acknowledge the time of day and express appreciation for the effort that participants are making in attending the session.
- To surface the feelings and attitudes that people are bringing to the session, use a Warm-up Question such as, "Say a word that describes what you were thinking about this session on your way here today."
- Use a Springboard Exercise that energizes people, and process it in a way that makes useful connections between the experience of the exercise and the work of the day.
- Plan a Work Section that builds on the strength and experience of the teachers involved.

### ***Choose Appropriate Exercises***

To make the best choices for your group, you should become familiar with a broad range of exercises and know how they can be processed. Then, with many interactive techniques to choose from, consider which will best address the dynamics of the group and help the group move toward the fulfillment of its goals. Once you have identified the dynamics or tasks that you want to address, there are a number of ways to select the appropriate approach.

### ***Be Aware of Risk***



Asking students to participate in an interactive exercise is asking them to take a risk with their self-esteem and their image in the group. The risk can be so small as to be almost nonexistent, as in the case of a group that knows each other well and feels comfortable together. Or the risk can be great—for example, if members of the group do not know each other, want very much to be accepted by others, and are fearful that they will not be.

### ***Take It Slow***

Icebreakers describe many variations of exercises, each representing some adjustment that changes the dynamic or risk level. In general, it is best to begin with the basic form of an exercise and to save the more complex or challenging versions until the group has had experience with the basic exercise and with each other. However, there may be times when a variation suits the purpose better than the original version. As always, your decision should be driven by the group's needs.

### ***Keep It Simple***

Sometimes facilitators who are beginning to learn Icebreakers approach become caught up in complexity: choosing the more involved exercises over the simple ones, or creating elaborate exercises that take a lot of time. However, less is often more with interactive exercises; simplicity is more effective than intricacy. A sure way to increase resistance in a group and to undermine the value of interactive work is to use lengthy exercises that make people suspect the group is spinning its wheels. As you design agendas, keep the expenditure of time in proportion to the value of what you are trying to achieve. If you can reach your goal with either an exercise that takes five minutes or one that takes 15 minutes, using the five-minute approach is almost always preferable.

### ***Facilitating the class***

The skill with which you are able to facilitate a class is even more important than the agenda design. A good facilitator can take a mediocre agenda and make it into a highly effective experience for the participants. On the other hand, a facilitator who is overcome by resistance, or one who either is unaware of the powerful potentials of the group experience or is not committed to maximizing them, can take the best agenda and achieve little or nothing with it.

### ***Remain Aware of Your Purpose***

If you have designed the agenda with care, forethought, and a clear purpose in mind, you will be much better able to retain faith in the importance of what you are asking the group to do. Knowing why you designed the agenda as you did and what you expect to accomplish will provide you with a firm foundation as you introduce each element on the agenda and lead the group through it. Solid awareness of your purpose will allow you to maintain the strength it takes to ride out the resistance coming from the group or from yourself.

### ***Give Good Instructions***

Without good instructions, an exercise may not work at all, and if it does it is less likely to meet your goals. In a few cases an exercise can actually be dangerous if people are not well instructed. Before you lead an exercise for the first time, make sure you understand the instructions and can visualize how the exercise works. Practice giving the instructions in your own words. If possible, practice with someone else who can ask questions and point out difficulties and potential misunderstandings.

### ***Observe the Group's Dynamics***

While you are facilitating, try to be a keen observer of what is happening around you. Be receptive to any messages that the group's actions communicate. Be aware of how students are interacting or failing to interact. Try to determine where the leadership in the group is coming from. Is the leadership static, or does it flow through different students? Note the group or individual characteristics that are revealed as students go through the session's activities. Remember the ideas, perceptions, or understandings that are expressed by the group or come to mind for you. By paying attention to the details of what happens and what is said, you will gain important information that will empower you to bring the group to deeper levels of connection, understanding, and commitment to fulfilling its goals.

It is often helpful to take notes as you observe. For example, you might jot down a few key words from each response to the Warm-up Question, or note who volunteered to be first during the Springboard Exercise, who went last, or other actions that might be revealing of group dynamics or individuals' states of mind.

### ***Know When to Participate and When to Observe***

Facilitators are also members of the group, and as such should always participate in Name Exercises, Warm-up Questions, and Evaluation Exercises. For most Springboard Exercises, however, it is more effective if you observe rather than participate. As a new facilitator you will need to

observe in order to process effectively, and as you become more skilled, you will want to be an observer so that you can make adaptations to take advantage of dynamics as they emerge.

Nevertheless, in some situations it may be important for you to participate, and there are some exercises in which you can easily participate and observe simultaneously.

### ***Enjoy Yourself***

While your job as facilitator is to maintain order and keep the meeting moving along, remember that humor and jokes are not only OK, but are in fact desirable in creating a positive atmosphere for group work. Letting your own personality and style come out as you facilitate is one of the powerful and pleasurable aspects of the interactive process.

### ***Don't Panic if What You Planned Doesn't Work***

There may be times when you give clear instructions but the group, for whatever reason, does not follow them. Rather than interrupting with corrections, watch how the group deals with the exercise. Then use what you've observed, including the fact that the instructions were not followed, in the processing discussion. As you become more experienced, you will learn how to take advantage of this kind of situation, and you will come to see that sometimes both you and the group might learn more from an exercise that does not work as expected than from one that does.

### ***Processing the Exercises***

By "processing" we mean leading a discussion and/or making observations about a completed exercise in order to draw understanding from it. Processing can help people to think in a creative way about a decision they must make, appreciate the importance of their work, understand a dynamic that exists in the group, or learn some new piece of information.



### ***Format for Processing***

A general format for processing an exercise involves:

- Asking a few good questions that will spark discussion in the group about their experience of the exercise and how it relates to their experiences in the group. The best starting question is "What did people think of that exercise?" because it allows the group to create its own agenda and express its own understanding.
- Providing your own comments about why you selected that particular exercise and what you thought it illustrated about the group (based on your observations and/or the comments of other group members).

In certain circumstances, you may decide that the best approach is to do only one of these pieces--that is, to ask questions of the group but not to comment yourself, or to comment without asking questions. For example, in a one-time group where there are no formed dynamics to surface, it is often appropriate to limit your processing to a few comments making the point(s) you want to get across. In processing a Warm-up Question, you would generally only make some comments to sum up people's responses.

The discussion can look at areas such as:

- How people dealt with the challenges posed by the exercise.
- What the end result was (whether expected or unexpected).
- How the learning from the exercise relates to the work the group is doing or the issues they are facing.

Anything that happens during the exercise could be included in the processing, and the variability of human responses to experience virtually guarantees material for processing of any exercise.

### ***How Much Processing Is Enough?***

You need to develop the ability to judge how much processing work the group needs around the issues raised by the exercise. Sometimes it will be appropriate to lead an in-depth discussion of the group dynamics that emerged during the exercise. At other times, a few comments may be all that is needed. Occasionally, you may decide not to process an exercise at all, but instead use the energy generated by the exercise to flow right into the next section of the agenda.

Your sense of the appropriate amount of processing may change during the exercise itself. Be prepared to respond to critical dynamics that emerge during an exercise, even if you had planned not to process the exercise at all. On the other hand, be prepared to end the processing of an exercise after just a few comments if the lesson of the exercise is already clear to the group. Stay in the moment, remaining as aware as possible of what is happening in the group.

Processing should never take the form of the facilitator speaking at length. When you are speaking, you have about a two-minute window to make your point(s). Maintain an awareness of that window and how much time is left before it closes. You can reopen the window by making a good joke or asking a good question, and once it's reopened you can make additional comments, but be aware that the window is always on its way down again.

### **2.5.8 Designing Your Icebreaker**

The key to a successful ice breaker is to make sure the ice breaker is specifically focused on meeting your objectives and appropriate to the group of students involved. Once you have established what the “ice” is, the next step is to clarify the specific objectives for your ice breaker session. For example, when meeting to solve problems at work, the ice breaker objectives may be:

*“To establish a productive working environment for today’s class with good participation from everyone involved, irrespective of their level or job role in the organization.”*

With clear objectives, you can start to design the session. Ask yourself questions about how you will meet your objectives. For example:

- “How will students become comfortable with contributing?”
- “How will you establish a level playing field for students with different levels and jobs?”
- “How will you create a common sense of purpose?...” and so on.

These questions can be used as a check list once you have designed the ice breaker session:

*“Will this ice breaker session help students feel comfortable... establish a level playing field... etc”*

As a further check, you should also ask yourself how each student is likely to react to the session. Will participants feel comfortable? Will they feel the session is appropriate and worthwhile?

### **2.5.9 Example of Ice Breakers**

There are many types<sup>11</sup> of ice breakers, each suited to different types of objectives. See appendix.

## **2.6 HYPOTHESIS FORMULATION**

This thesis discloses the importance of English Ice- break techniques knowledge by describing activities like warm-up, dynamics, and motivation in English learners. The study is designed to answer uncertainties like the way in which the results of the parameter of English ice-break techniques correlate with English learning. In addition, the scope of the contribution that English ice-break activity make to the estimation of getting a good performance, in terms of English teaching.

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<sup>11</sup> [http://www.mindtools.com/pages/article/newLDR\\_76.htm](http://www.mindtools.com/pages/article/newLDR_76.htm)

### **2.6.1 ALTERNATIVE HYPOTHESIS**

**H1** The use of ice-break activities to start a class raises significantly the mean ( $\bar{x}_1$ ) in the academic results of the students in the experimental group with the relation to the mean ( $\bar{x}_2$ ) of the students in the control group who use traditional class.

### **2.6.2 NULL HYPOTHESIS**

**H0** Using icebreakers techniques in English Teaching do not raise the academic output of the students in the experimental Group. There is not difference between using icebreakers techniques in class and the traditional Methodology (without using icebreakers).

## **PART THREE**

### **METHODOLOGICAL DESIGN**

#### **3.1 RESEARCH TYPE AND DESIGN**

The method and technique to do this research is a cuasi-experimental. This study was carried out by investigation of field, with a descriptive design, that is, it is based on describing, analyzing, interpreting what the nature of the problem is, and its composition,

The outcomes determine a conclusion for dimensioning how important is to consider the ice-break techniques as a core syllabus.

This design discloses this issue through the scores yielded by the students; therefore, the main purpose is facing the importance of ice-break activities with further recommendation as well as presenting a detailed interpretation of the results of the tests applied.

For this study we had two groups, Control group (traditional) and experimental group (using ice-break techniques). First, we gave a pre-test to both groups in order to know the level of English at the beginning. At the end of the term we applied a post test in order to analyze and verify the English improvement, so in this way we verified the hypothesis before stated.

#### **3.2 POPULATION AND SAMPLE**

##### **POPULATION**

In this research the students of “Juan Jacobo Rousseau High School” are the population, they are eighty students.

##### **SAMPLE**

The courses selected as sample for this study include two courses 8<sup>th</sup> and 9<sup>th</sup> of Juan Jacobo Rousseau High School.

### **3.3 FIELDING**

One of the best and prestigious institutions was chosen to do this research; it is called Rousseau High School in Cayambe.

### **3.4 INSTRUMENTS FOR DATA COLLECTION**

The instruments for the data collection was based on the standards of interchange 3<sup>rd</sup> edition placement tests due to in this institution these books are being used.

### **3.5 PROCESSING AND ANALYSIS**

The data analyses were based on processing such scores with statistical tools.

## COLLECTION OF THE DATA

The collection of the data was made by means of a pre-test and a post-test. We taught English emphasizing in the use of ice-breakers techniques which motivate to students.

The pre-test was applied at the beginning of our intervention as teachers and the outcomes showed the need of applying new techniques in class.

The post-test was applied at the end, and it allowed us to compare and contrast the outcomes in both groups and establish conclusions and recommendations.

## ANALYSIS AND INTERPRETATION OF THE DATA

### ROUSSEAU HIGH SCHOOL

**SUBJECT:** ENGLISH

**LEVEL:** Eight

**EXPERIMENTAL GROUP**

		PRE-TEST		
ORD.	NAMES	$x$	$x - \bar{x}$	$(x - \bar{x})^2$
1	CASTRO MILENA	11	-1,39	1,93
2	COBOS EVELIN	12	-0,39	0,15
3	CRUZ MISHELL	16	3,61	13,04
4	FRANKE MICHAEL	17	-8,39	70,37
5	GOMEZ LIZBETH	6	-6,39	40,82
6	GUASGUA MAYRA	7	-5,39	29,04
7	MERINO ARACELY	15	2,61	6,82
8	MORENO GABRIEL	16	3,61	13,04
9	MORILLO B. JEAN PIERRE	5	-7,39	54,60
10	MORILLO C. ALEXANDRA	17	4,61	21,26
11	PIJAL MARIA JOSE	15	2,61	6,82
12	PINTO CARLOS	11	-1,39	1,93

13	RIVERA MABEL	11	-1,39	1,93
14	ROBALINO LUIS	13	0,61	0,37
15	TERAN SHIRLEY	14	1,61	2,60
16	VALLADARES LAURA	7	-5,39	29,04
17	VELASTEGUI HAROL	15	2,61	6,82
18	VILLALBA ALBERTO	15	2,61	6,82
<b>TOTAL</b>		<b>223</b>		<b>307,39</b>
<b>PRE-TEST MEAN( <math>\bar{x}_1</math> )</b>		<b>12,39</b>		
<b>STÁNDAR DEVIATION</b>		<b>4,25</b>		

### MEANS COMPUTING

$$\bar{x}_1 = \frac{223}{18} = 12.39$$

$$\bar{x}_1 = \frac{\sum x}{n}$$

$$\bar{x}_1 = 12.39$$

### STÁNDAR DEVIATION COMPUTING

$$s_1 = \sqrt{\frac{\sum (\bar{x}_1)^2}{n - 1}}$$

$$s_1 = \sqrt{\frac{307.39}{17}}$$

$$s_1 = 4.25$$



**ROUSSEAU HIGH SCHOOL**

**SUBJECT: ENGLISH**

**LEVEL: NINTH**

**CONTROL GROUP**

		<b>PRE-TEST</b>		
<b>ORD.</b>	<b>NAMES</b>	$x$	$x - \bar{x}$	$(x - \bar{x})^2$
1	ARIAS KATERINE	9	-2,88	8,27
2	CABASCANGO DANNY	16	4,13	17,02
3	CHICAIZA JERSON	10	-1,88	3,52
4	ESPIN FERNANDA	10	-1,88	3,52
5	GARCIA SEBASTIAN	17	5,13	26,27
6	ILLESCAS ESTEFANIA	10	-1,88	3,52
7	KRZOK OLIVER	10	-1,88	3,52
8	MENDOZA FRANK	18	6,13	37,52
9	MILLAN TINIKE	10	-1,88	3,52
10	MOYA MARIA SOL	9	-2,88	8,27
11	NOVOA CARLOS	8	-3,88	15,02
12	PAEZ JOSE	15	3,13	9,77
13	PILAY DANESS	11	-0,88	0,77
14	VACA MAX	13	1,13	1,27
15	VALLADARES JOTALO	16	4,13	17,02
16	OCAMPO ABIGAIL	8	-3,88	15,02
	<b>TOTAL</b>	<b>190</b>		<b>173,75</b>
	<b>MEDIA</b>	<b>11,88</b>		
	<b>STÁNDAR DEVIATION</b>	<b>3,40</b>		

## MEANS COMPUTING

$$\bar{x}_1 = \frac{\sum x}{n}$$

$$\bar{x}_1 = \frac{190}{16} = 11.88$$

$$\bar{x}_1 = 11.88$$

## STÁNDAR DEVIATION COMPUTING

$$s_1 = \sqrt{\frac{\sum (\bar{x}_1)^2}{n-1}}$$

$$s_1 = \sqrt{\frac{173.75}{15}}$$

$$s_1 = 3.40$$

**ROUSSEAU HIGH SCHOOL**

**SUBJECT: ENGLISH**  
**LEVEL: EIGHTH**  
**EXPERIMENTAL GROUP**

		<b>POST- TEST</b>		
<b>ORD.</b>	<b>NAMES</b>	$x$	$x - \bar{x}$	$(x - \bar{x})^2$
1	CASTRO MILENA	14	-1,389	1,93
2	COBOS EVELIN	16	0,611	0,37
3	CRUZ MISHELL	17	1,611	2,60
4	FRANKE MICHAEL	17	1,611	2,60
5	GOMEZ LIZBETH	12	-3,389	11,48
6	GUASGUA MAYRA	18	2,611	6,82
7	MERINO ARACELY	17	1,611	2,60
8	MORENO GABRIEL	18	2,611	6,82
9	MORILLOJEAN PIERRE	12	-3,389	11,48
10	MORILLO ALEXANDRA	15	-0,389	0,15
11	PIJAL MARIA JOSE	16	0,611	0,37
12	PINTO CARLOS	13	-2,389	5,71
13	RIVERA MABEL	14	-1,389	1,93
14	ROBALINO LUIS	14	-1,389	1,93
15	TERAN SHIRLEY	16	0,611	0,37
16	VALLADARES LAURA	14	-1,389	1,93
17	VELASTEGUI HAROL	16	0,611	0,37
18	VILLALBA ALBERTO	18	2,611	6,82
<b>TOTAL</b>		<b>277</b>		<b>66,27</b>
<b>MEDIA</b>		<b>15,39</b>		
<b>STÁNDAR DEVIATION</b>		<b>1,97</b>		

## MEANS COMPUTING

$$\bar{x}_1 = \frac{\sum x}{n}$$

$$\bar{x}_1 = \frac{277}{18} = 15.39$$

$$\bar{x}_1 = 15.39$$

## STÁNDAR DEVIATION COMPUTING

$$s_1 = \sqrt{\frac{\sum (\bar{x}_1)^2}{n-1}}$$

$$s_1 = \sqrt{\frac{66.27}{17}}$$

$$s_1 = 1.97$$

## ROUSSEAU HIGH SCHOOL

**SUBJECT:** ENGLISH

**LEVEL:** NINTH

**CONTROL GROUP**

**POST-TEST**

ORD.	NAMES	$x$	$x - \bar{x}$	$(x - \bar{x})^2$
1	ARIAS KATERINE	8	-2,75	7,56
2	CABASCANGO DANNY	14	3,25	10,56
3	CHICAIZA JERSON	9	-1,75	3,06
4	ESPIN FERNANDA	9	-1,75	3,06
5	GARCIA SEBASTIAN	16	5,25	27,56
6	ILLESCAS ESTEFANIA	8	-2,75	7,56
7	KRZOK OLIVER	9	-1,75	3,06
8	MENDOZA FRANK	17	6,25	39,06
9	MILLAN TINIKE	10	-0,75	0,56
10	MOYA MARIA SOL	9	-1,75	3,06
11	NOVOA CARLOS	7	-3,75	14,06
12	PAEZ JOSE	14	3,25	10,56
13	PILAY DANESS	7	-3,75	14,06
14	VACA MAX	14	3,25	10,56
15	VALLADARES JOTALO	14	3,25	10,56
16	OCAMPO ABIGAIL	7	-3,75	14,06
	<b>TOTAL</b>	<b>172</b>		<b>179,00</b>
	<b>MEDIA</b>	<b>10,75</b>		
	<b>STÁNDAR DEVIATION</b>	<b>3,45</b>		

## MEANS COMPUTING

$$\bar{x}_1 = \frac{\sum x}{n}$$

$$\bar{x}_1 = \frac{172}{16} = 10.75$$

$$\bar{x}_1 = 10.75$$

## STÁNDAR DEVIATION COMPUTING

$$s_1 = \sqrt{\frac{\sum (\bar{x}_1)^2}{n - 1}}$$

$$s_1 = \sqrt{\frac{179}{15}}$$

$$s_1 = 3.45$$

$\bar{x}_1$  = means of the academic output experimental groups with the application of the new methodological proposal (post-test)

$\bar{x}_2$  = mean of the academic output control group application of the traditional methodology ( post-test)

$n_1$ = number of observation in the sample experimental group

$n_2$ = number of observation in the sample control group

$S_1$ = standard deviation of the sample experimental group

$S_2$ = standard deviation of the sample control group

$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sigma \bar{x}_1 - \bar{x}_2}$$

$$Z = \frac{15.39 - 10.75}{1.97 - 3.45}$$

$$Z = -3.13$$

<b>Z</b>	<b>-3.13</b>
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## **ANALYSIS AND INTERPRETATION OF THE DATA**

According to the results obtained in the research, the grades between the Experimental and Control Groups were compared in order to know if the results were positives to our aspirations.

### **EXPERIMENTAL GROUP**

The experimental group was composed by 20 students of 8<sup>th</sup> year of basic education of this prestigious High School. These students received our special treatment using ice-breakers techniques which improved noticeable their English level after finishing our work.

## CONTROL GROUP

The control group was integrated by 16 students of 9<sup>th</sup> year of basic education of the same educational establishment. This group had the traditional method of teaching.

The investigation was carried out during 26 February to 03 May of 2007; these groups were our center of investigation.

## EXPERIMENTAL AND CONTROL GROUPS PRE-TESTS AND MEANS ( $\bar{x}$ )

GROUP	PRE-TEST
EXPERIMENTAL GROUP 8 <sup>TH</sup> B.E	$\bar{x}_1 = 12.39$
CONTROL GROUP 9 <sup>TH</sup> B.E	$\bar{x}_2 = 11.88$

## EXPERIMENTAL AND CONTROL GROUPS POST-TESTS AND MEANS

GROUP	POST-TEST
EXPERIMENTAL GROUP 8 <sup>TH</sup> B.E	$\bar{x}_1 = 15.39$
CONTROL GROUP 9 <sup>TH</sup> B.E	$\bar{x}_2 = 10.75$



**EXPERIMENTAL AND CONTROL GROUPS PRE-TESTS: MEANS AND STANDAR DEVIATIONS.**

<b>GROUP</b>	<b>PRE-TEST MEAN (<math>\bar{x}</math>)</b>	<b>PRE-TEST STANDAR DEVIATION (S)</b>
<b>EXPERIMENTAL GROUP 8<sup>TH</sup> B.E</b>	$\bar{x}_1 = 12.39$	<b>S<sub>1</sub> = 4.25</b>
<b>CONTROL GROUP 9<sup>TH</sup> B.E</b>	$\bar{x}_2 = 11.88$	<b>S<sub>2</sub> = 3.40</b>

**EXPERIMENTAL AND CONTROL GROUPS POST-TESTS: MEANS AND STANDAR DEVIATIONS.**

<b>GROUP</b>	<b>POST-TEST MEAN (<math>\bar{x}</math>)</b>	<b>POST-TEST STANDAR DEVIATION (S)</b>
<b>EXPERIMENTAL GROUP 8<sup>TH</sup> B.E</b>	$\bar{x}_1 = 15.39$	<b>S<sub>1</sub> = 1.97</b>
<b>CONTROL GROUP 9<sup>TH</sup> B.E</b>	$\bar{x}_2 = 10.75$	<b>S<sub>2</sub> = 3.45</b>

## PART FOUR

### TESTING THE HYPOTHESIS

#### 4.1 State the hypothesis and identify the claim: graphical exposition and analysis of the results

Using icebreakers techniques when starting and during class (H1) increased significantly the first mean ( $\bar{x}_1$ ) of the academic results in the students of experimental group with relation with the outcomes of second mean ( $\bar{x}_2$ ) in the students of control group who used the traditional Methodology at “Rousseau High School”.

$\bar{x}_1$  = Experimental Group Mean

$\bar{x}_2$  = Control Group Mean

$$H_0 = \bar{x}_1 = \bar{x}_2$$

$$H_1 = \bar{x}_1 \neq \bar{x}_2$$

#### LEVEL OF SIGNIFICANCE

According to statisticians the most appropriate significance level for this kind of investigation is 0.10 which means or it is equal to 10% of probability of error and 90% of confidence. It is due to that this is a two-tailed hypothesis.

$\alpha = 0.10$ , it is equal to 10% of probability of error and 95% of confidence.

#### 2. FIND THE CRITICAL VALUE

In order to obtain the critical value it is necessary to use the Statistical table attached to the final of this book (appendix). The body of the table gives. One-

tailed probabilities under  $H_0$  “z”. The left- had marginal column gives various values of “z” to one decimal place. The top row gives various values to the second decimal place, but we have to take into account that this is a two-tailed hypothesis and the significance level is 0.10, so we have to divide equally between the two tails, so there is an area of 0.05 in each tail. We can find the critical value using the Statistical table as the correspondent values to areas of 0.495 ( which is obtained reducing 0.05 of 0.5 ) to the right and left of the mean, so we obtain the critical values of  $Z= - 1.65$  y  $Z= 1.65$ , as we can see in the figure.

### 3.- COMPUTING THE TEST VALUE (STATISTICAL TEST)

In this situation the most appropriate statistical test is “z”, due to two samples had normal distribution and they were enough samples, in addition it is known the standard deviation.

It is better use the “z” because this value is very trustworthy to compare two means  $\bar{x}_1$  and  $\bar{x}_2$  which are the academic output of experimental group and control group. Besides “z” permits to proof if the alternative hypothesis is accepted or rejected.

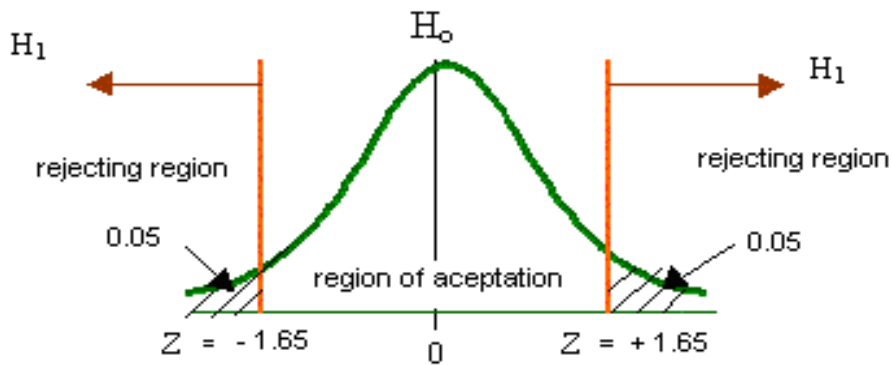
$$Z = \frac{\bar{x}_1 - \bar{x}_2}{\sigma \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$Z = \frac{15.39 - 10.75}{1.97 \sqrt{3.45}}$$

$$Z = -3.13$$

#### 4.- REJECTING OR NOT REJECTING THE NULL HYPOTHESIS

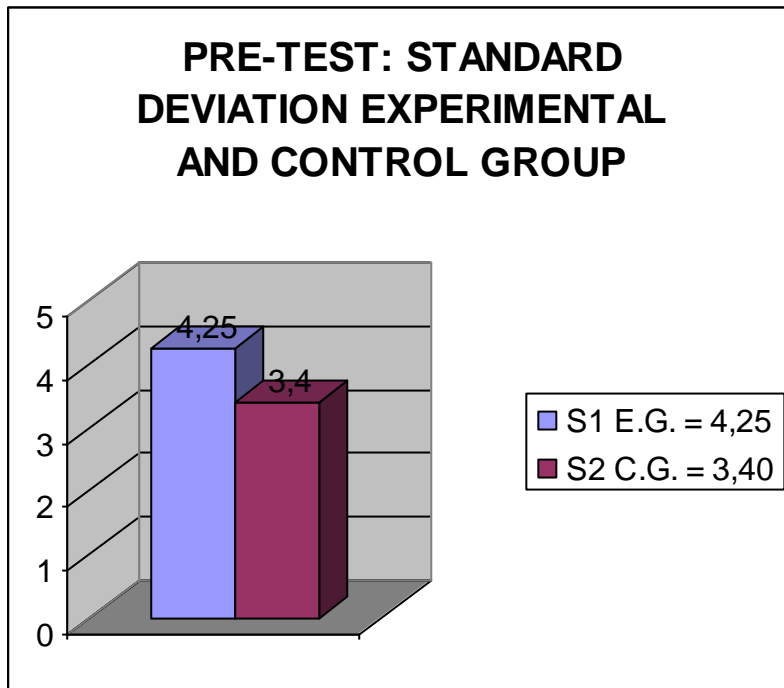
Reject the null hypothesis ( $H_0$ ), if the calculated value of “z” is less or equal than the critical value  $\pm 1.65$ . So in our investigation de value of “Z” is -3.13 which is less than -1.65, so we accept the alternative hypothesis( $H_1$ ) and reject the null hypothesis  $H_0$  (see figure )



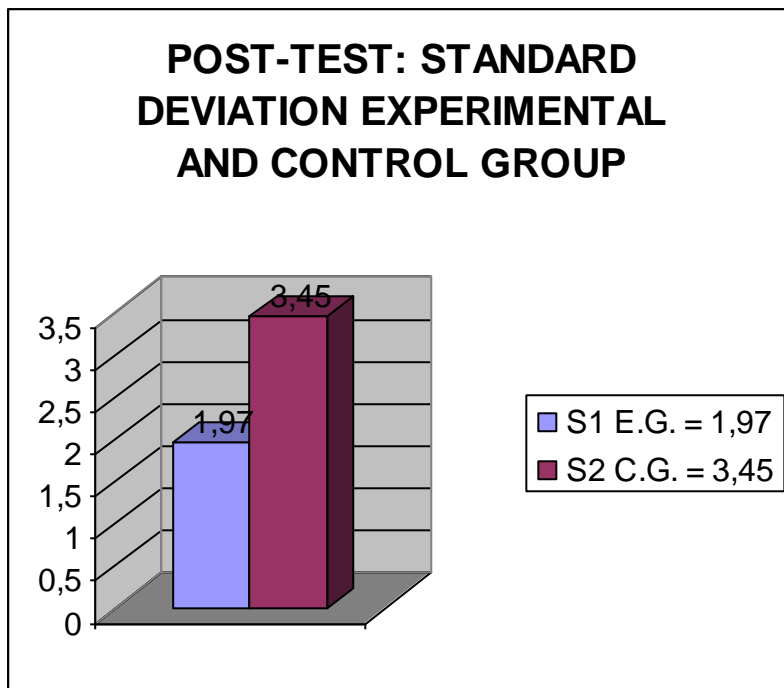
**MEANS, NUMBER OF OBSERVATIONS, AND STANDARD DEVIATIONS, EXPERIMENTAL AND CONTROL GROUP.**

EXPERIMENTAL GROUP	CONTROL GROUP
$\bar{x}_1 = 15.39$	$\bar{x}_2 = 10.75$
$n_1 = 18$	$n_2 = 16$
$S_1 = 1.97$	$S_2 = 3.45$

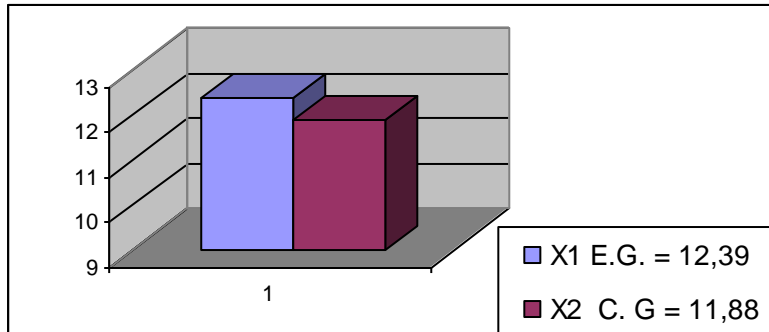
**FIGURE 1 Pre-test: Standard deviation Experimental and control group**



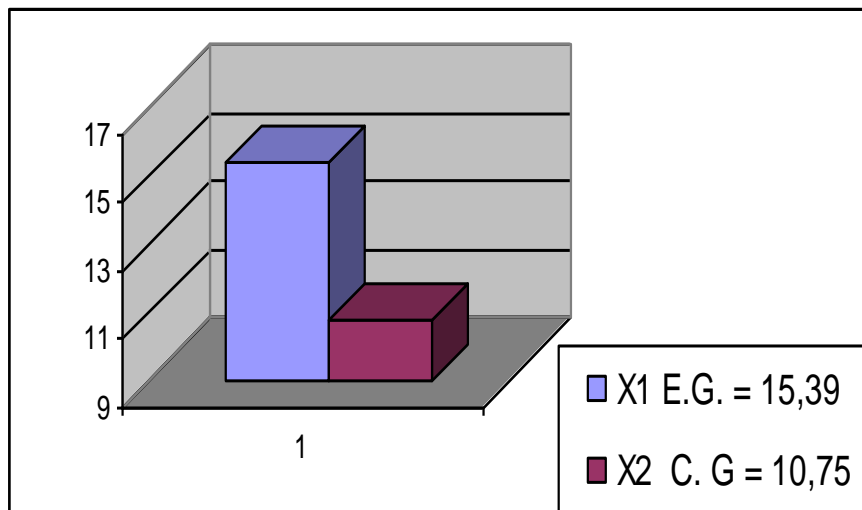
**FIGURE 2: Post-test: Standard deviation Experimental and Control group**



**FIGURE 3: Pre-test: Means Experimental and Control group**



**FIGURE 4: Post-test: Means Experimental and Control group**



**FIGURE 4 indicates** the academic output of the experimental group who received the special treatment (using icebreakers techniques) is higher than the Control group. The use of ice-breakers techniques with the experimental group raised significantly the mean in the academic output of the students if we compare with the traditional method of teaching (control group). Consequently, the alternative Hypothesis is accepted and the null hypothesis is rejected.

## **CONCLUSION AND RECOMMENDATIONS**

### **CONCLUSIONS**

The use of ice-breakers techniques in English Teaching raised significantly the academic results of the students in the experimental group after finishing our practice if we compare with the outcomes of the post-test done with the control group who continued using the traditional methodology in English teaching.

If we take into account the standard deviation of the experimental group in the post-test (1.97) is more compact than the standard deviation of the control group ( 3.45) . In addition, the experimental group shows us a lower dispersion than the Control Group, so we demonstrate the importance and the effectiveness of the use of ice-breakers techniques when teaching.

The use of Ice-breakers techniques provides useful resources which help to the English teachers carry in a better way the English teaching, in the same way the students can enjoy it more. If every teacher uses in a good a way the icebreakers techniques the students are going to improve their knowledge and they will success soon and the academic results will be successful, because with the use of ice-breakers techniques the English teachers will be able to motivate their students and the way of learning English will be easy.

With this research we have reached what was our purpose because we have suggested ways to improve the English Teaching and learning. We have motivated our students to love English applying appropriate ice-breakers techniques which create a fun environment in class doing students feel free, independent and relaxing.

The traditional methodologies used by teachers in the control group make English learning such a kind of boring and end the class doing that student hates and feels tired and with stress. In addition, teachers try to teach English forcing them to memorize creating an atmosphere of tension among the students they do not bear in mind that the purpose of language learning is to

learn how to use the language to communicate in a fun way and they do not emphasis in speaking and listening they just try to teach grammar focus with formulas and rules. In other hand, using ice-break techniques we encourage to the students to use the four skills (speaking, listening, writing and reading), which was demonstrated with the outcomes of the experimental group after taking the post-test.

## **RECOMMENDATIONS**

- Instructors and teachers of English must focus in learning how to create a dynamic group context where the norms will be create an excellent communication, strong and positive motivation, and creative problem solving.
- Using Ice-breakers techniques is practical, realistic and easy to implement, this provides useful ideas, suggestions, explanations, demonstration, and examples of ice-breakers techniques which will help to English teachers to enhance the success of students, because using them teachers can motivate their students and encourage them to learn English in a fun way.
- Teachers must get the participation of every body on equal terms in order to avoid to several students complain of feeling felt out all the time.
- As teacher we have to prepare an agenda with icebreakers related to the class that is going to be taught emphasizing the goals to be achieved.
- As English instructors and teachers we must be able to develop our own skills and be able to transform the classroom into a lively learning environment. But using ice-breakers techniques must be an outgoing task and every teacher must be conscious of how they are teaching a class, they must up-date, adapt new activities and change our way of teaching. If teachers do this they can achieve a fun and productive learning-teaching and both teachers and students are going to feel happy after finishing a class.



- Teachers must be consistent, using consistently icebreakers means that students are always given the opportunity to speak, to move, to interact, and to evaluate, in that way students recognize that their thoughts and insights are valued, which give and create a productive and effective working environment.

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# APPENDIX

## **BACKGROUND OF THE STUDY**

### **REVIEW OF THE RESEARCH**

In Cayambe most English Students are no motivated when learning English, so they do not master English after they finish the high school. This shows us how English is taught. This is the reason why we considered an urgent need to make a research about English teaching motivation.

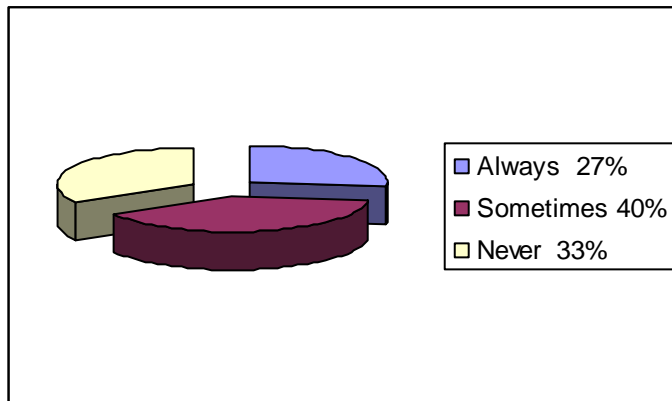
This research was made in several high schools in the city of Cayambe. They are “Juan Jacobo Rousseau”, “Natalia Jarrín” “Técnico Cayambe” and Bartolomé de las Casas”. Directives, English Teachers and Students were given a written pole; interviewed; they answered ten questions about how they are teaching and how they are being taught. We analyzed and interpreted each question and the outcome was as follow:

## SURVEY FOR TEACHERS

1. Do you start your class with a warm-up?

15 teachers

Always	4	27%
Sometimes	6	40%
Never	5	33%

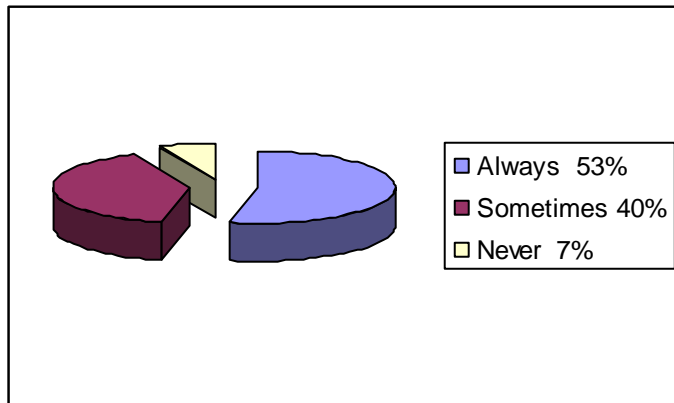


40% teachers start just sometimes their class with a warm-up and 33% never do it, it is very worry, when we know that for having a good environment in class we have to start it with a motivation for breaking the ice.

2. Do you think that your students enjoy warm-ups?

15 teachers

Always	8	53%
Sometimes	6	40%
Never	1	7%

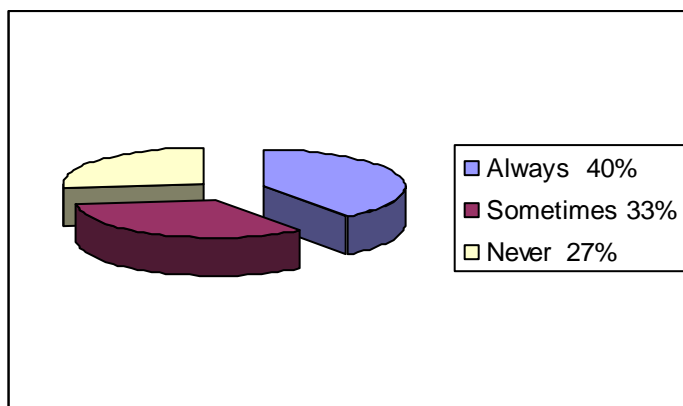


Only 53% teachers consider that students enjoy warm – ups, when teachers must bear in mind that students always learn better when they have funny warm-ups a the begging of the class.

3. Do you think that the use of a good warm-up will make your class a success?

15 teachers

Always	6	40%
Sometimes	5	33%
Never	4	27%



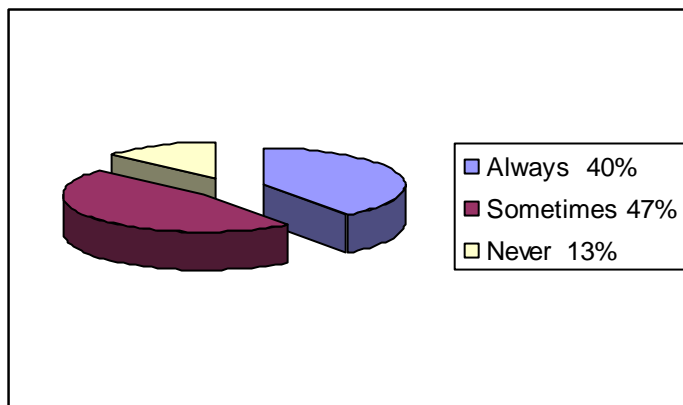
27 % teachers never agree that a warm-up will make the class a success, and 33% sometimes apply it, so it is very worry because every teacher must know that if they implement a good warm-up the class will be a success and the students will enjoy it.



4. Do you consider that breaking-up activities can activate and energize the students at any time of the class when they are losing their focus?

15 teachers

Always	6	40%
Sometimes	7	47%
Never	2	13%

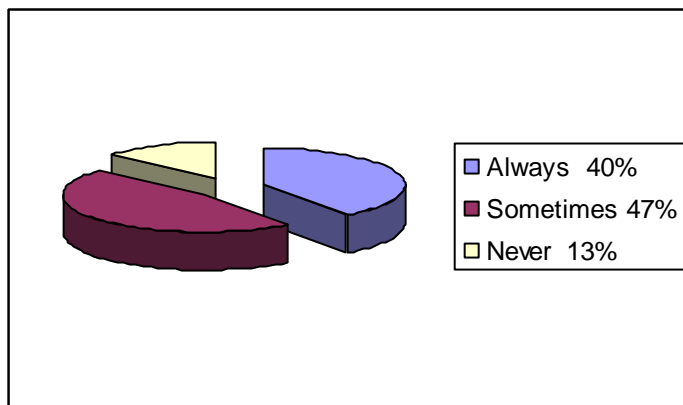


Only 40% teachers consider that breaking –up activities motivate and energize the students, of course they know that if they do not have a good warm-up the students lose the interest in the subject.

5. Do you consider that using warm-ups is useful?

15 teachers

Always	6	40%
Sometimes	7	47%
Never	2	13%

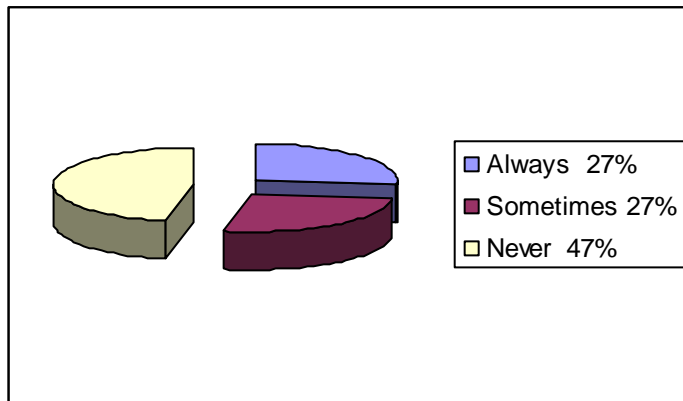


13% teachers never consider that warm-ups are useful in class, but students think that it is very important for learning.

6. Have you ever planned any dynamic to start a class?

15 teachers

Always	4	27%
Sometimes	4	27%
Never	7	47%

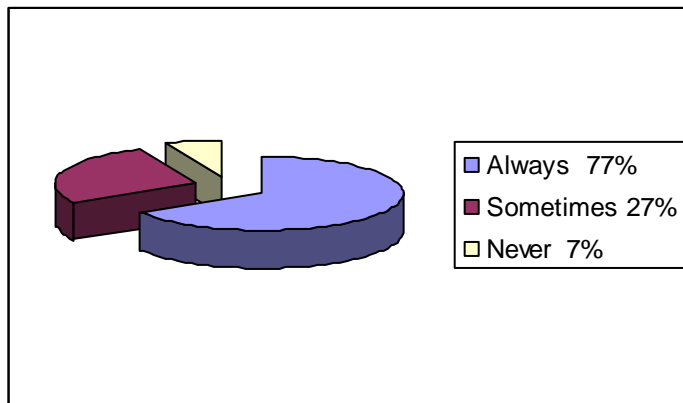


Only 27% teachers plan dynamics, when we know that although some teachers can manage it without a conscious plan, most teachers need a new one, in this way they know exactly when and how they can apply warm-ups. A plan is one of the signs of good teachers.

7. Do you think that motivation makes your students more willing to learn?

15 teachers

Always	10	77%
Sometimes	4	27%
Never	1	7%

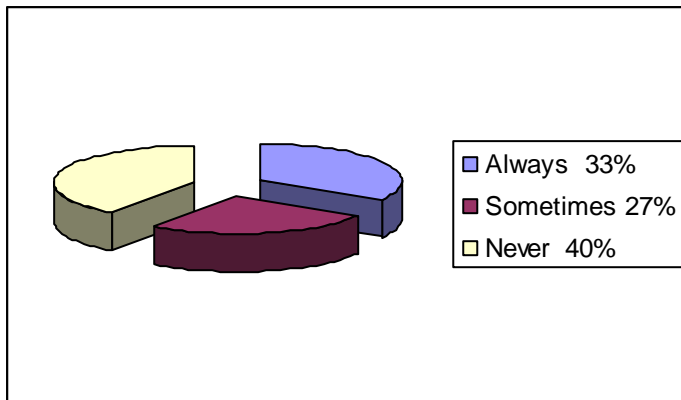


7% teachers think motivation make students more willing to learn, and 27% of them say sometimes. It is very concerning because students are not motivated in learning, so the results are not as we would want, so they fail.

8. Have you adapted your own ice-breaking techniques to start or finish a class?

15 teachers

Always	5	33%
Sometimes	4	27%
Never	6	40%

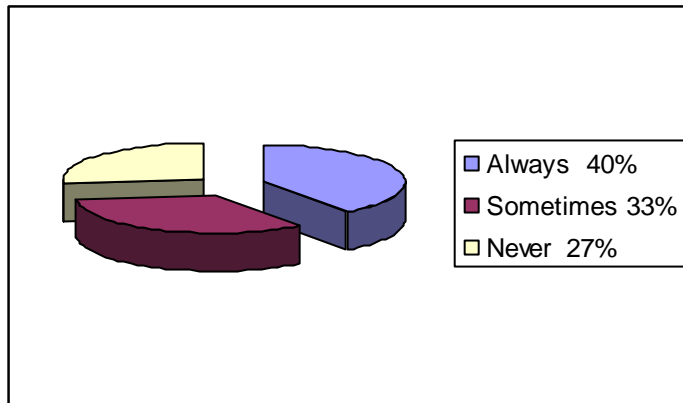


40% teachers never adapt ice-breaking techniques, perhaps because they do not know about it, so we hope with our researching can help and give solution to this problem.

9. Have you lately applied any new warm-up techniques in class?

15 teachers

Always	6	40%
Sometimes	5	33%
Never	4	27%

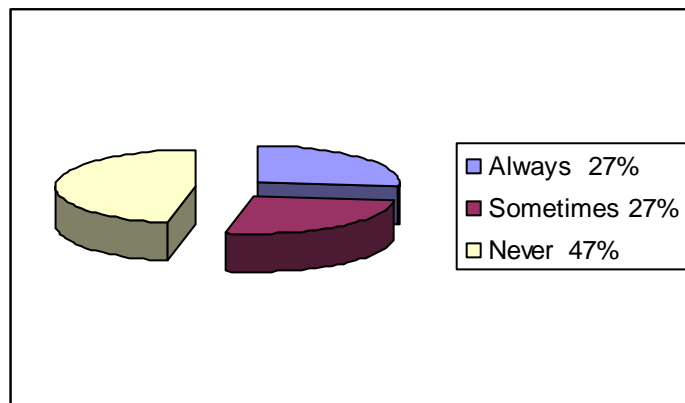


Solely 40% teachers apply or make up new techniques in class, what about the other ones? Maybe they need more information about these techniques.

10. Have you got any favourite warm-up to put in practice in class which lets your students to learn a lot from it?

15 teachers

Always	4	27%
Sometimes	4	27%
Never	7	47%



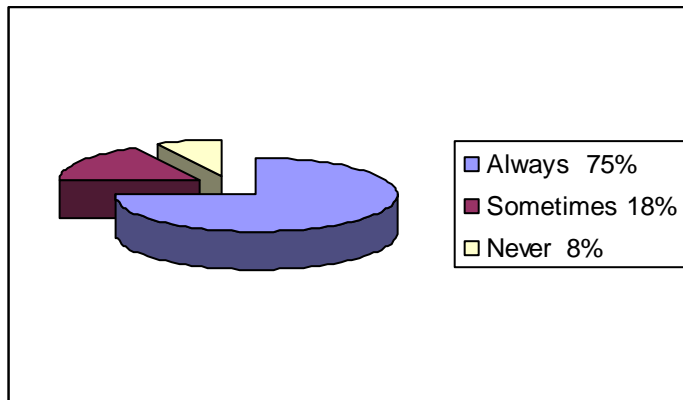
Only 27% teachers got have warm-ups to put in practice when teaching, so this is why it is important to have knowledge about warm-ups techniques.

## ENCUESTA PARA ESTUDIANTES

1. ¿Crees que es importante aprender (dominar) el Idioma Inglés?

40 estudiantes

Siempre	30	75%
A veces	7	18%
Nunca	3	8%



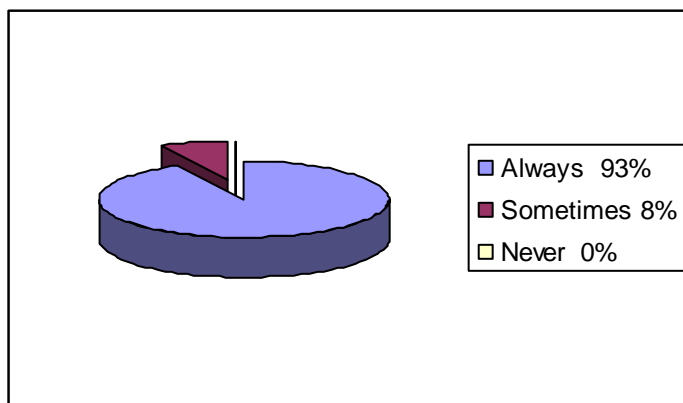
75% students think that learning English in a funny way is important nowadays, 25 % students have doubts about it, and maybe they are not motivated.



2. ¿Te gusta aprender Inglés cuando tu profesor realiza dinámicas o juegos?

40 estudiantes

Siempre	37	93%
A veces	3	8%
Nunca	0	0

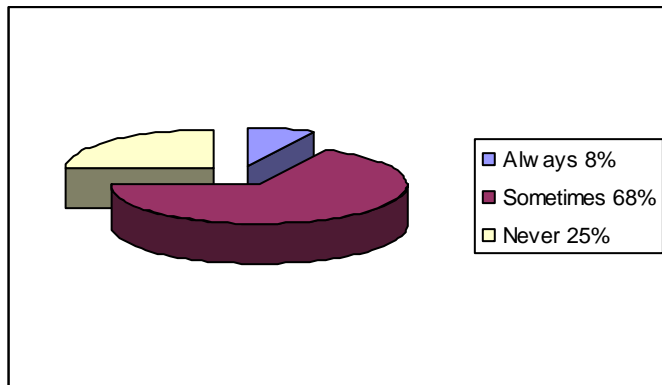


95% students agree when using dynamics they enjoy learning, so teachers must know about how the students like their class, so they must make an effort to look for the ways to satisfy students.

3. ¿Empiezan tus clases de inglés casi siempre con una dinámica?

40 estudiantes

Siempre	3	8%
A veces	27	68%
Nunca	10	25%

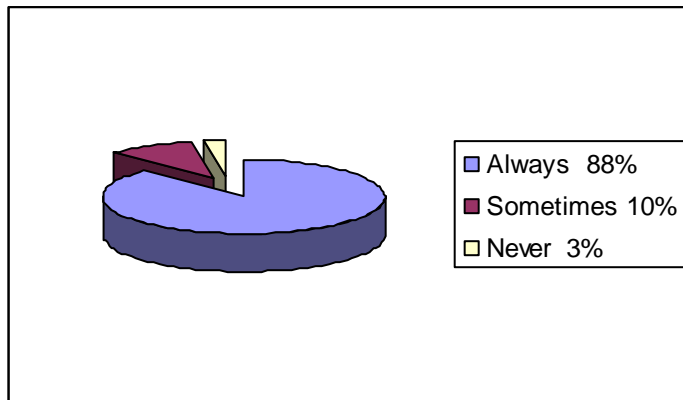


Only 8% students say that their class starts with ice-breakers or dynamics insinuating that they learn playing, so teachers just focus in grammar or solely follow the book.

4. ¿Te sientes motivado para aprender Inglés después de que has jugado o has realizado alguna dinámica de grupo con tu profesor?

40 estudiantes

Siempre	35	88%
A veces	4	10%
Nunca	1	3%

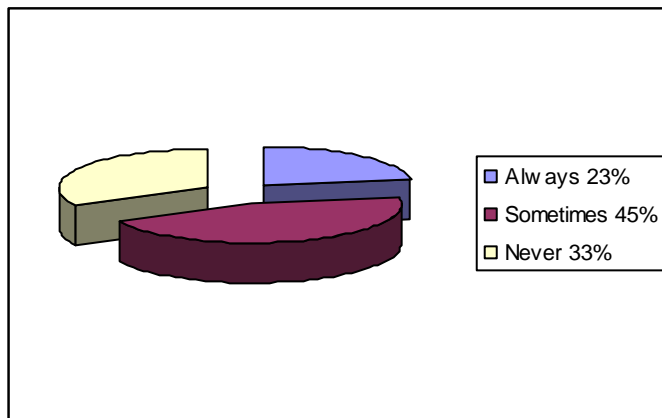


88% students agree they feel motivated after they have played or done any kind of dynamic, so it is a sample how they like to be taught, so teachers must point out all the time trying to satisfy the students' necessities.

5. ¿Tiene tu profesor un plan de dinámicas para empezar sus clases?

40 estudiantes

Siempre	9	23%
A veces	18	45%
Nunca	13	33%

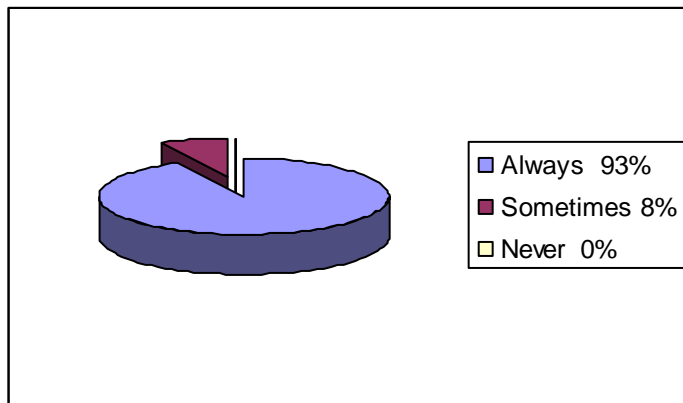


Only 23% students think that their teachers have a plan of dynamics to start class. So, this is the problem, we are conscious that students learn better if teachers motivate students, what we can ask to the students if the teachers do not apply or do not have a plan of dynamics.

6. ¿Te gustaría comenzar tus clases siempre con dinámicas y actividades que te permitan aprender y al mismo tiempo disfrutar y relajarte?

40 estudiantes

Siempre	37	93%
A veces	3	8%
Nunca	0	0%

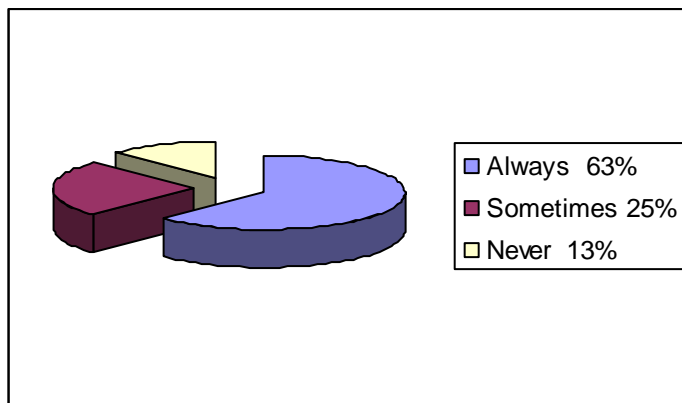


93% students like funny class which demonstrate when applying this kind of activities students feel motivated, and they enjoy and relax a the same time.

7. ¿Has solicitado a tu profesor alguna vez hacer “algo diferente en Inglés” en lugar de continuar con la materia?

40 estudiantes

Siempre	25	63%
A veces	10	25%
Nunca	5	13%

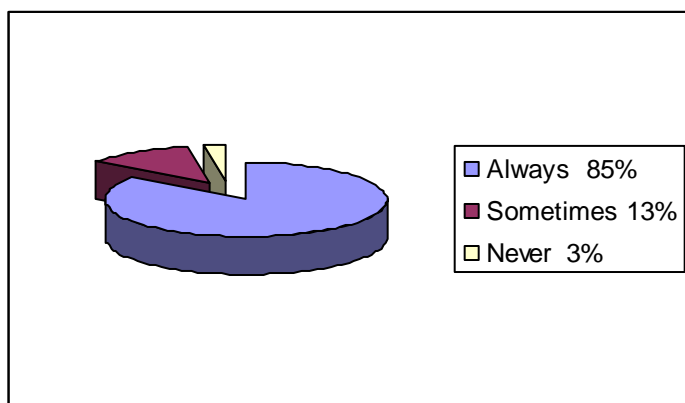


63% students have asked their teachers to do something different in class no just focusing in grammar, as a teacher we must know that negotiation is very important because in this form teachers encourage and motivates students independence

8. ¿Consideras que aprender Inglés sería más agradable y menos difícil, si el aprendizaje fuera en base a dinámicas, juegos, canciones, etc.?

40 estudiantes

Siempre	34	85%
A veces	5	13%
Nunca	1	3%

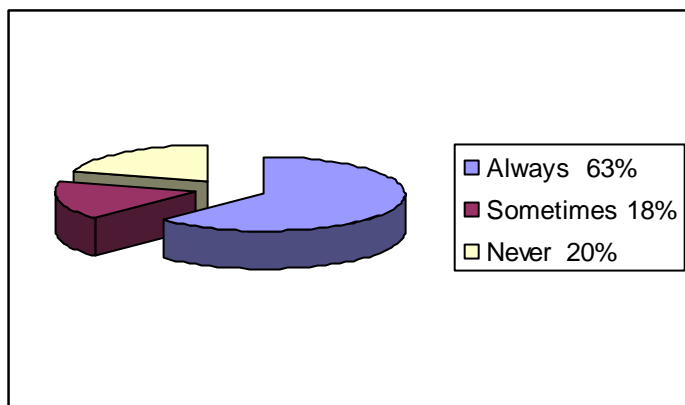


85% students consider for succeeding in learning English is necessary and important to use ice-breaking techniques, and teachers must know that language teaching has to be evaluated by the effectiveness of the techniques that they apply in the classroom, so they must use different kinds of warm-ups.

9. ¿Te aburres con facilidad cuando tu profesor de Inglés se dedica solamente a explicar y tú a tomar nota?

40 estudiantes

Siempre	25	63%
A veces	7	18%
Nunca	8	20%



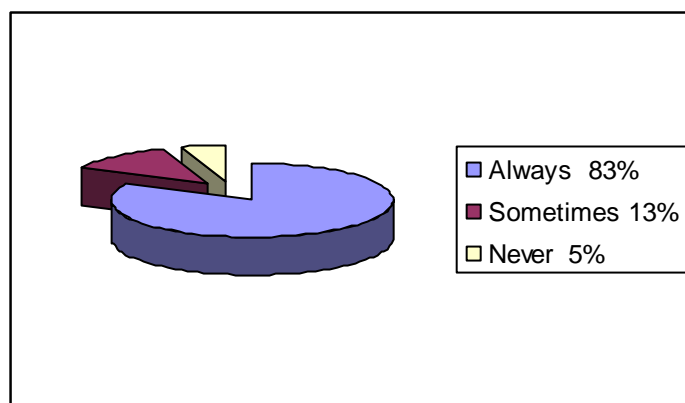
63% students get boring easily when teacher just dedicate to explain and they to take notes, Teachers must create a pleasant class environment to avoid this kind of inconveniences.



10. ¿Te agrada más el profesor de Inglés que utiliza siempre “warm-ups” o dinámicas para enseñar Inglés?

40 estudiantes

Siempre	33	83%
A veces	5	13%
Nunca	2	5%



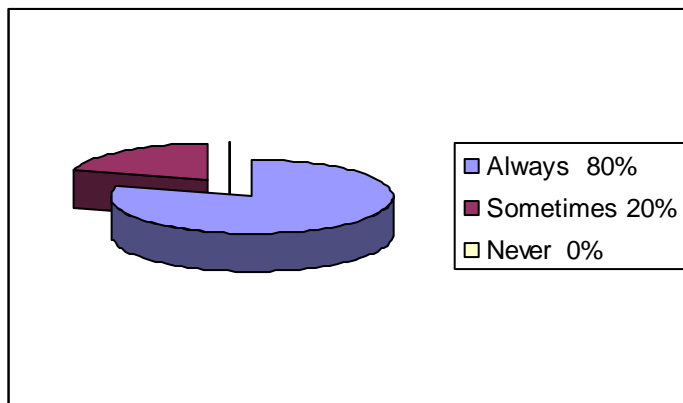
83% students ask their teachers for using warm-ups or other funny activities, but teachers do not care about it, so teachers must update and look for new warm-ups in order to succeed in teaching a second language.

## ENCUESTA PARA DIRECTIVOS

1. ¿Está Usted de acuerdo en que la motivación es esencial en el proceso de aprendizaje del Idioma Inglés?

10 directivos

Siempre	8	80%
A veces	2	20%
Nunca	0	0%

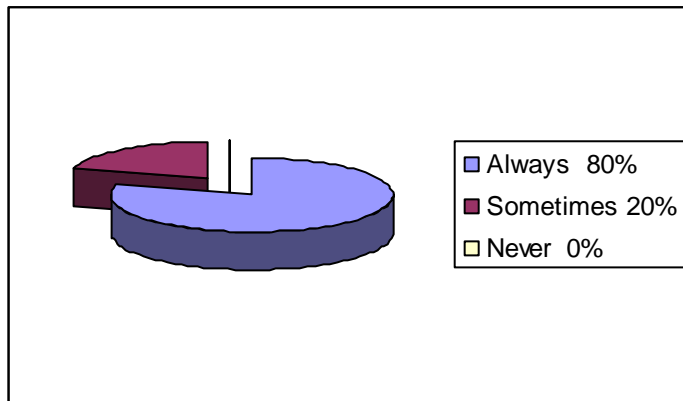


80% directives agree the motivation is essential in learning – teaching process, which motivated us to continue doing our research.

2. ¿Ha notado Usted que los estudiantes sienten más simpatía por un maestro que motiva constantemente a sus alumnos?

10 directivos

Siempre	8	80%
A veces	2	20%
Nunca	0	0%

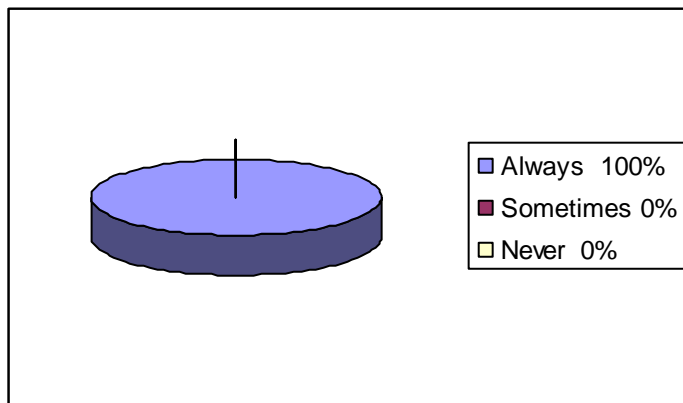


80% directives consider that students have sympathy for teachers who motivate them constantly, but they must emphasize and control whether teachers use warm-ups in order to get a successful teaching.

3. ¿Considera Usted que el profesor debe motivar a sus alumnos todos los días?

10 directivos

Siempre	10	100%
A veces	0	0%
Nunca	0	0%

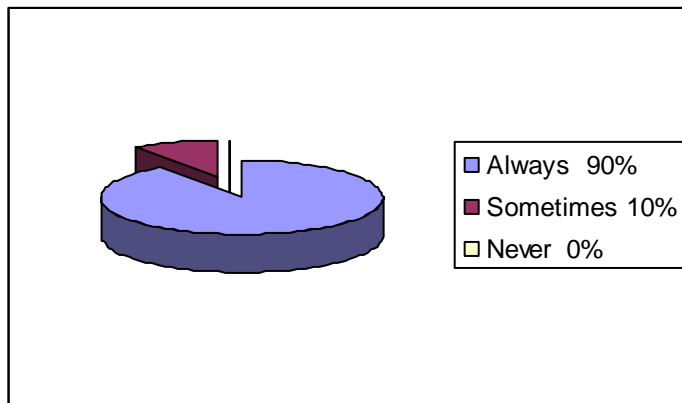


100% directivos agree that the motivation is the fundamental base in English learning process, but what happen if teachers do not know these kinds of techniques, so the director must worry about this kind of situation and organize a course for updating to the teachers.

4. ¿Piensa Usted que los profesores que utilizan técnicas de motivación tienen más éxito profesional?

10 directivos

Siempre	9	90%
A veces	1	10%
Nunca	0	0%

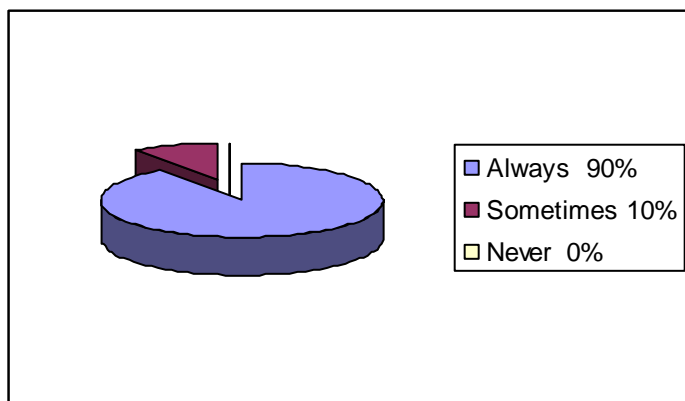


90% directives think that teachers who motivate their students get a professional success.

5. ¿Cree Usted que los estudiantes que están motivados con el profesor y la materia alcanzan un mejor rendimiento?

10 directivos

Siempre	9	90%
A veces	1	10%
Nunca	0	0%

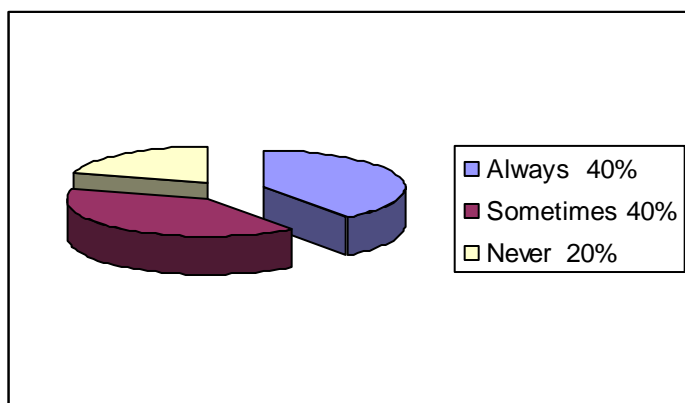


90% directivos agree that students improve learning when they are motivated, so let's encourage to the teachers to look for a different ways to satisfy the students learning.

6. ¿Utilizan siempre sus maestros de Inglés actividades grupales, dinámicas, “warm-ups” en sus clases?

10 directivos

Siempre	4	40%
A veces	4	40%
Nunca	2	20%

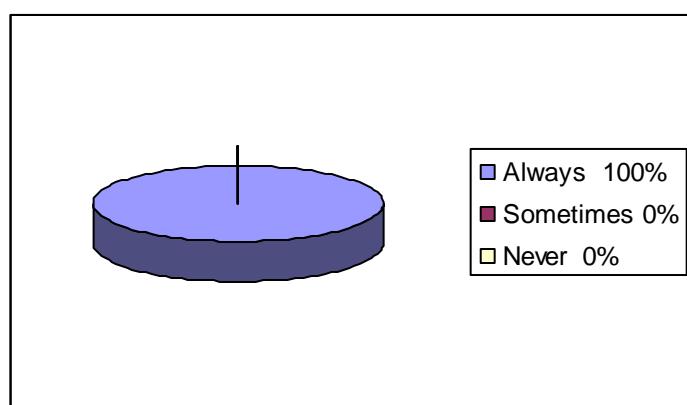


Only 40% directives say that their teachers use warm-ups in class, so it is very worry because it is a responsibility as directives as teachers to control and apply motivation techniques to students.

7. ¿Desearía Usted que todos sus maestros de Inglés empiecen o finalicen sus clases con las técnicas mencionadas anteriormente?

10 directivos

Siempre	10	100%
A veces	0	0%
Nunca	0	0%



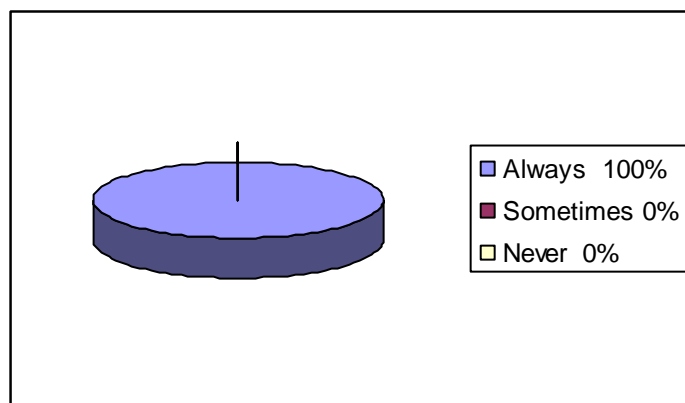
100% directivos like that English class will be done using motivation, but they must give an opportunity to their teachers to actualize and improve their knowledge, taking or dictating courses to teachers.



8. ¿Quisieran que todos sus maestros de Inglés implementaran estas técnicas en la enseñanza del idioma?

10 directivos

Siempre	10	100%
A veces	0	0%
Nunca	0	0%

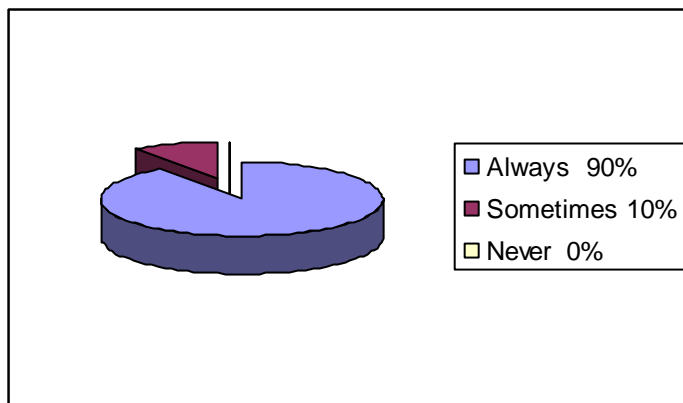


100% directives think their teachers must implement these techniques when teaching English in order to succeed in learning-teaching process.

9. ¿Considera Usted que los estudiantes pueden aprender más y a la vez disfrutar de una clase de Inglés o cualquier otra materia en base a dinámicas?

10 directivos

Siempre	9	90%
A veces	1	10%
Nunca	0	0%

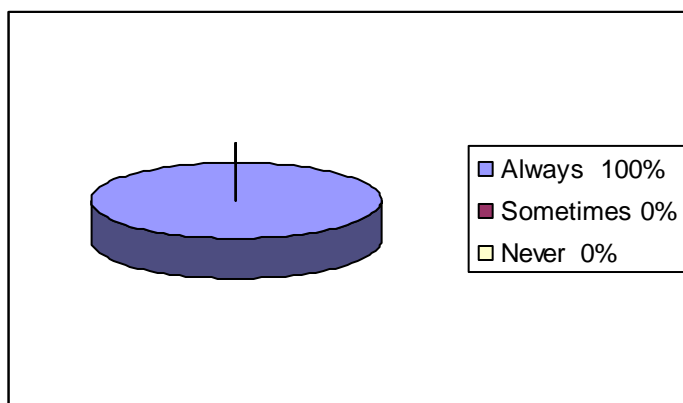


90% directives consider that students got have a better learning when teachers use motivation activities in their class.

10. Sugeriría Usted a sus maestros de Inglés que mantengan motivados a sus estudiantes implementando dinámicas que se adapten a cada tema en sus clases?

10 directivos

Siempre	10	100%
A veces	0	0%
Nunca	0	0%



100% directivos suggest to English Teachers to have and keep motivation in class implementing warm-ups techniques which will be related to each topic in their classes.

## **CONCLUSIONS**

- A great percent of teachers do not use icebreakers techniques in class.
- Most of the teachers would like to learn new techniques to motivate students
- Teachers do not prepare an agenda for teaching.
  
- After analyzing these points we conclude that an important element to succeed in teaching English is to know how to motivate to the students; for this reason, we propose to use ice-breakers techniques to start a class in order to make it productive and having a relaxing environment in class.

## **RECOMMENDATIONS**

- Instructors and teachers of English must learn how to create a dynamic group context.
- Using Ice-breakers techniques is practical, realistic and easy to implement.
- Teachers must get the participation of every body on equal.
- As a teacher we have to prepare an agenda with icebreakers related to the class.
- As an English instructors and teachers we must be able to develop our own skills and be able to transform the classroom into a lively learning environment

## Z Table

Area between 0 and z										
	0.00	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
<b>0.0</b>	0.0000	0.0040	0.0080	0.0120	0.0160	0.0199	0.0239	0.0279	0.0319	0.0359
<b>0.1</b>	0.0398	0.0438	0.0478	0.0517	0.0557	0.0596	0.0636	0.0675	0.0714	0.0753
<b>0.2</b>	0.0793	0.0832	0.0871	0.0910	0.0948	0.0987	0.1026	0.1064	0.1103	0.1141
<b>0.3</b>	0.1179	0.1217	0.1255	0.1293	0.1331	0.1368	0.1406	0.1443	0.1480	0.1517
<b>0.4</b>	0.1554	0.1591	0.1628	0.1664	0.1700	0.1736	0.1772	0.1808	0.1844	0.1879
<b>0.5</b>	0.1915	0.1950	0.1985	0.2019	0.2054	0.2088	0.2123	0.2157	0.2190	0.2224
<b>0.6</b>	0.2257	0.2291	0.2324	0.2357	0.2389	0.2422	0.2454	0.2486	0.2517	0.2549
<b>0.7</b>	0.2580	0.2611	0.2642	0.2673	0.2704	0.2734	0.2764	0.2794	0.2823	0.2852
<b>0.8</b>	0.2881	0.2910	0.2939	0.2967	0.2995	0.3023	0.3051	0.3078	0.3106	0.3133
<b>0.9</b>	0.3159	0.3186	0.3212	0.3238	0.3264	0.3289	0.3315	0.3340	0.3365	0.3389
<b>1.0</b>	0.3413	0.3438	0.3461	0.3485	0.3508	0.3531	0.3554	0.3577	0.3599	0.3621
<b>1.1</b>	0.3643	0.3665	0.3686	0.3708	0.3729	0.3749	0.3770	0.3790	0.3810	0.3830
<b>1.2</b>	0.3849	0.3869	0.3888	0.3907	0.3925	0.3944	0.3962	0.3980	0.3997	0.4015
<b>1.3</b>	0.4032	0.4049	0.4066	0.4082	0.4099	0.4115	0.4131	0.4147	0.4162	0.4177
<b>1.4</b>	0.4192	0.4207	0.4222	0.4236	0.4251	0.4265	0.4279	0.4292	0.4306	0.4319
<b>1.5</b>	0.4332	0.4345	0.4357	0.4370	0.4382	0.4394	0.4406	0.4418	0.4429	0.4441
<b>1.6</b>	0.4452	0.4463	0.4474	0.4484	0.4495	0.4505	0.4515	0.4525	0.4535	0.4545
<b>1.7</b>	0.4554	0.4564	0.4573	0.4582	0.4591	0.4599	0.4608	0.4616	0.4625	0.4633
<b>1.8</b>	0.4641	0.4649	0.4656	0.4664	0.4671	0.4678	0.4686	0.4693	0.4699	0.4706
<b>1.9</b>	0.4713	0.4719	0.4726	0.4732	0.4738	0.4744	0.4750	0.4756	0.4761	0.4767
<b>2.0</b>	0.4772	0.4778	0.4783	0.4788	0.4793	0.4798	0.4803	0.4808	0.4812	0.4817
<b>2.1</b>	0.4821	0.4826	0.4830	0.4834	0.4838	0.4842	0.4846	0.4850	0.4854	0.4857
<b>2.2</b>	0.4861	0.4864	0.4868	0.4871	0.4875	0.4878	0.4881	0.4884	0.4887	0.4890
<b>2.3</b>	0.4893	0.4896	0.4898	0.4901	0.4904	0.4906	0.4909	0.4911	0.4913	0.4916
<b>2.4</b>	0.4918	0.4920	0.4922	0.4925	0.4927	0.4929	0.4931	0.4932	0.4934	0.4936
<b>2.5</b>	0.4938	0.4940	0.4941	0.4943	0.4945	0.4946	0.4948	0.4949	0.4951	0.4952
<b>2.6</b>	0.4953	0.4955	0.4956	0.4957	0.4959	0.4960	0.4961	0.4962	0.4963	0.4964
<b>2.7</b>	0.4965	0.4966	0.4967	0.4968	0.4969	0.4970	0.4971	0.4972	0.4973	0.4974
<b>2.8</b>	0.4974	0.4975	0.4976	0.4977	0.4977	0.4978	0.4979	0.4979	0.4980	0.4981
<b>2.9</b>	0.4981	0.4982	0.4982	0.4983	0.4984	0.4984	0.4985	0.4985	0.4986	0.4986
<b>3.0</b>	0.4987	0.4987	0.4987	0.4988	0.4988	0.4989	0.4989	0.4989	0.4990	0.4990

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## EXAMPLES OF ICEBREAKERS TECHNIQUES

### INTRODUCTION

#### Lesson Objectives:

The teacher and students will learn each others' names and some information about each other.

#### The Story of Numbers



**Time:** 10 minutes

**Materials:** Training Room

- **Steps to Follow:** Ask all participants to count consecutively from one to the end.
- Ask each participant to remember their own number, if necessary, test them by calling any number of the participants randomly, and ask them to say "Yes!" when their numbers are called out.
- After you are sure that all participants remember their numbers, explain that you are going to deliver a message or a tell a story in which you mention different numbers. The participants whose numbers are mentioned should call out their names. If they are 3 seconds late, they will be punished by the other participants.
- Make sure that they understand the rule, and give an example when necessary.
- Start with a story: for example:

My friends, this training is attended by **10** participants, **2** from Dinas Peternakan, **5** from BIPP, and **7** from farmer group. The training will be conducted for **5** days with **8** hours per **1** day, and so on... and so on...

(Try to mention all participants' numbers)

Discuss the meaning of this game, what they think, analyze and conclude them.

## SELF-INTRODUCTION

**SELF INTRODUCTION EXERCISE:** The objective of this exercise is for members of the team to become acquainted with one another to work more effectively as a team. Each individual needs to complete the paragraph below and then, if they feel comfortable disclosing, may be asked to share answers with the rest of the group.

Hello, my name is \_\_\_\_\_. I am \_\_\_\_\_ years old and I am majoring in \_\_\_\_\_. My hometown is \_\_\_\_\_ and I really \_\_\_\_\_ it there because \_\_\_\_\_. I always dreamed that someday I would \_\_\_\_\_, and that dream has \_\_\_\_\_ true. I feel \_\_\_\_\_ about it now! Some things I like to do include \_\_\_\_\_. There are many things I am good at and one of them is \_\_\_\_\_. I did a really interesting thing once and that was \_\_\_\_\_. My family consists of \_\_\_\_\_. If I could change one thing about myself it would be \_\_\_\_\_. Still, I am really glad to be here right now because \_\_\_\_\_. I would really like to get together with anyone who be interested in \_\_\_\_\_. The one thing I want to be remembered for is \_\_\_\_\_. As far as future plans are concerned, I hope to be \_\_\_\_\_ someday.



### Introducing Yourself

The first contact a student teacher has with her/his student often make a lasting impression and sets the tone for the

entire experience. Here are some ideas on how to make that first impression a positive one.

- Be sure to smile.
- Write your name on the board. This helps the students remember your name and gives them a chance to write it down.
- Pronounce your name slowly and clearly. If your name is unusual or difficult to pronounce, you may want to talk about the origin of your name.
- Talk about your teaching experience or your motivation for becoming a teacher. Be creative.
- Communicate your expectations. You are there to teach, but you also are there to learn.
- Let your students know what you expect of them. This can help motivate them to do good work.

Take a deep breath and go for it! You are about to embark on a wonderful adventure.

### **HERE IS ONE EXAMPLE OF HOW TO INTRODUCE YOURSELF**

Hello, my name is Chris O'Conner. I am a student teacher. This means that I have finished all of my college classes and I am almost ready to become a full-time teacher. I am here so that I can practice what I've learned in my classes. I also want to learn from you about what works and what doesn't.

I am a senior at the university and I've been a counselor at camp Whattablast for the past three summers. Last year, I was a peer tutor in French and I occasionally give swimming lessons.

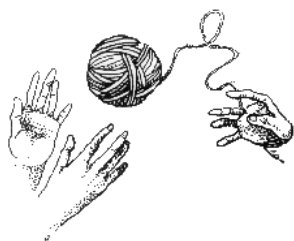
Because I will be trying some new approaches, I will rely on your feedback to let me how they are working. I want you to feel comfortable letting me know that "today's class was really fun," or " that group project was a waste of time." Preferably, you would let me know these things by writing a note or talking to



me before or after class. Your comments can help guide our classroom activities.

Finally, I know that I will be spending a lot of time creating lesson plans, grading papers, and generally preparing for each day. I promise to put forth my best effort so that we can all get something out of this. In return, I expect that you will all show me an honest effort and that you will each try to do your best work. Also, I want to thank Ms. Rivera for allowing me to teach in her classroom. Does anyone have a question?

Probably result in a tangled mess - and lots of giggles!



### **Icebreakers Activities and strategies**

#### **Activities and Strategies:**

Here are several ideas for icebreaker activities suitable for a wide range of students.

- Start with a ball of yarn. Say your name and an interesting fact about yourself. Then, holding the end, toss the ball to a student. The student will say his/her name and an interesting fact, then, holding on to part of the yarn, toss the ball to another student. By the time everyone has spoken, there will be a large web of yarn that can be displayed on the bulletin board with thumb tacks. (This activity can also be used as a review tool - each student says something about the subject, then tosses the yarn.)
- Split the students into pairs. Each pair will have 30 seconds to find 5 things they have in common. At the end of the 30 seconds, put two pairs together and give the foursome a minute to find something all 4 students have in common. Finally, each group can present the list of things they have in common. (You can use this activity to form student groups.)

- Pass around a bag of M&M's. Tell the students to take as many as they want. Once all the students have M&M's, tell them that for each M&M they took they have to say one thing about themselves. For instance, if a student took 10 M&M's, they would have to say 10 things about themselves.
- Have each student introduce themselves by ethnicity and have them speak about their ethnic heritage or their ancestors. They could speak of family stories about coming to the U.S. or family traditions.

## LINE UP

Have the students line up in a particular order. For instance, tell them to line-up by birthdate. You can make this more difficult by not allowing them to talk during this activity. For older students, the line up could be based upon a 1-5 scale. For instance, line up accordingly from strongly agree to strongly disagree with a particular topic. This can also stimulate interesting conversation.

## CREATIVITY

### Objectives:

- participants understand the basic principles of creativity and creative attitude.
- participants are aware of the factors that inhibit creativity
- participants are more creative.
- team-work

### Connecting Nine Dots



**Time:** 10 minutes

**Materials:** whiteboard, marker, writing tools for participants (or on the floor, using chalk, or on earth using gravels).

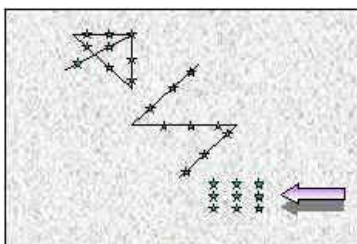
**Steps to Follow:**

- draw 'nine dots' on the whiteboard,
- ask the participants to connect the dots with four straight lines without lifting their writing tools (one time drag). tarik garis)
- allow 5 – 10 minutes for the participants to complete it. Give chances to the participants who are able to do it on the whiteboard. Other participants are asked to examine whether or not it is correct.
- if no participants are able to do it, give examples of how to do it and observe participants' reactions after knowing the answer.
- ask: "why is it impossible?"
- discuss and analyze together their answers until its covers the basic principles and the constraints in creativity:
- **creativity constraints:** being afraid to make mistakes, unencouraged to escape from common practices, forming boundaries of themselves.
- **creativity principle:** do not make your own judgement, do not be afraid to make mistakes, do not form boundaries of yourselves.

**Development:**

- If some participants are able to do it, after the third step the activity can be continued by connecting the nine dots with three straight lines.
- Then, continue by connecting the nine dots with a straight line.

**Key:**



## Playing the rope in pairs



**Time:** 30 minutes

**Materials:** Plastic rope cut into 1.5 meter.

### Steps to Follow:

- give one cut of rope to each participant
- ask the participants to find a partner
- ask them to cross their ropes with their partners
- each participant will tie the rope end into their left and right wrists with the position of crossing rope (see picture)
- they are then asked to release the cross without untying the rope
- continue the game until all participants try all efforts to complete the game.
- if there are successful participants, stop the game and ask the to show it to the other participants.
- ask for their comments about this game, why some participants are successful, why other faced problems, and even failure.
- discuss, analyze and make a conclusion.

## Making line as long as possible



**Time:** 30 minutes

### Steps to Follow:

- divide participants into two groups (with the same number).
- ask them to stand in parallel in their groups.
- ask each group to make / form a line as long as possible by using anything available with them (materials should not be mentioned to let them think of what it is).
- let them try and observe their reactions.
- the winning group is the group who is able to make the longest line.'
- ask for their responses, analyze together and make a conclusion.

### Directing Conclusion towards:

- clear understanding of their tasks (what is the instruction, **to form** and not to **draw**).
- to reach the goal (long distance), such materials as what they wear, can be used i.e: belt, shoe-strings, etc., and if necessary, their positions can be arranged to an extent of forming longer line (we must be creative to reach goals, and are willing to sacrifice. The most important thing, is that we want to explore our potentials for our own development).

### Drawing a Dot in the Middle of a Circle



**Time:** 20 minutes

**Materials:** Flipchart paper on the board, markers, and writing tools.

- **Steps to Follow:** draw a shape requested on a paper / whiteboard.
- ask all participants to draw a circle with one dot in the middle without lifting their pens (one drag).
- let them try it, if any one succeed ask them to show it in front.
- ask for their comments: difficult, or fail.

- discuss them, analyze and make a conclusion.

**Key Answer:** Before drawing a picture, fold one corner of the paper into the center, then draw a dot. Draw a line that passes through the fold, open the fold and continue the line to form a circle.

### Three Minutes Test



**Time:** 15 minutes

**Materials:** The "three minutes test" sheet for each participant, as follows:

#### The "three minutes test"

1. Read this test entirely, before starting to do it.
2. Write down your name on the top right corner of this sheet.
3. Circle the word **name** in the second sentence above.
4. Draw five small squares on the top left corner side of this sheet.
5. Put **X** sign on each of the square.
6. Make a circle around each square.
7. Put your signature below the title of this sheet.
8. At the end of the title, write down the word: **Yes**.
9. Circle sentence no. 7.
10. Draw a sign at the bottom left corner of this sheet.
11. Draw a triangle around the sign that you just made.
12. On the overleaf, calculate  $20 \times 27 = \dots$
13. Draw a circle on sentence no 4.
14. Call out your **nick name** when you come to this point.
15. When you think you have done well, call out **completed!**.
16. On the overleaf, calculate  $234 + 567 = \dots$

17. Circle your answer.
18. Count with normal voice numbers 10 to 1 backwardly.
19. Make three small holes with your writing tool on this sentence.
20. If you come to this point earlier, call out loudly:

**"I am the Leader"**

21. Underline even numbers on this sheet.
22. After you have read all sentences carefully, do numbers 1 and 2 only!

**Steps to Follow:**

- distribute the test sheet to each participant,
- tell them to start doing the test at the same time
- observe them for three minutes,
- observe every expression of the participants in doing their tests,
- close after three minutes,
- ask for participants' responses, discuss and make a conclusion.

**Conclusion:**

In doing an activity, it is better if we are sure and are fully aware of what we are doing.

**Sinking Ship**



**Time:** 15 minutes

**Steps to Follow:**

- ask the participants to think as if they are in a sinking ship. There are some emergency instructions from the Captain that have to be attended to for their safety.
- give them instructions such as: each participants must assemble by three or by five, and other instructions.
- the Captain must do some checkings after giving the instructions, so that those who make mistakes should be willing to be sacrificed.
- the game can be stopped when the situation becomes better.
- ask for their responses and discuss them.

### Paper Clips



**Time:** 10 minutes

**Materials:** One sheet of paper

- **Steps to Follow:** give one sheet of paper to each participant.
- ask them to write as many as possible the uses of clips in a very short time (e.g. one minute).
- ask all participants to mention the uses they have listed.
- repeat several times with the same process, and ask the participants to add their findings.
- discuss about the uses they have listed.
- ask for their comments, discuss them and make a conclusion.

**Notes:** For Training of Trainers, this material is very effective to train yourself in generating participation and your ability to generate questions.



## Human Knot



**Equipment:** None.

**Time:** ~15-20 minutes

**Brief Description:** Standing in a circle, group members reach across and shake hands - use hand connecting to a different person.

The group then tries to unravel the "human knot" by unthreading their bodies without letting go of each other people's hands

## Animal Sounds



Description of an Icebreaker Activity

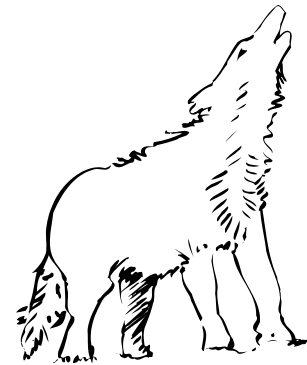
### Animal Sounds

- Works with any group size over 10 and with large groups; the more the merrier.
- Invite people into a circle.
- Hand out blind-folds and help people to blind fold another. Alternatively, ask for eyes closed.

- Explain that each person will be hear a whisper of an animal name. Move around the group, giving each person the name of animal (e.g., from the list below).
- The challenge will be to find all other animals of one's own kind. No-one can talk - only animal sounds can be made.
- Very loud chaos ensues, then gradually order and unity emerges as animals find one another.
- Be prepared to shepherd people from danger, but usually people are very safe with many not moving much, rather focusing on listening and calling out to others.
- List of possible animals (aim to have 3 or more of each animal). Note: Consider possible cultural issues if animal sacred or offensive):



- Wolf
- Cat
- Pig
- Kangaroo
- Snake
- Lion
- Crow
- Monkey
- Frog
- Elephant



**Equipment:** Blindfolds (optional)

**Time:** ~10-15 minutes

**Brief Description:**

Participants are blindfolded and assigned an animal. The challenge is to use animal noises in order to meet up with other animals of same species. Releases energy. Loud, fun, chaotic, then gradually order and unity.

## **Dress the Mummy**

Required: Rolls of toilet paper

Players: Small to large groups

Set up teams with 2-4 players on each team. One person on each team will be the mummy and each team will be given 2 rolls of toilet paper. They will have 5 minutes to complete the game. The team players are to circle around the mummy and pass the toilet paper to each other while wrapping the mummy in it. The leader of the group will be the judge and decide which team has created the best mummy design.

## **Ha Ha**

Players: Small to large groups

Teams competing lay down side by side on floor or ground. The first person lays back of hand on next persons stomach and that person lays back of hand on the stomach of the next to him and so on. The first person in line is to laugh one HA. The next person in line is to laugh HA HA (two times). The third person is HA HA HA. And so on. Any person that breaks out into a giggle is out of the game and must get up and the hole is filled in. The last one to giggle, wins.

## **Aerobics**

### **How it Works**

This is a fun observation game.

Place all players in a line. The first player starts walking around the room, walking a large circle. The second player starts following the first one, and tries to move like the first player. After a few rounds, the first player goes to the back of the line, and the third player starts following and imitating the second

## **ANIMALS**

## **How it Works**

Make sure you have an even number of players. Give everyone an animal, but make sure that there are 2 of each, and that nobody knows which other player is which animal.

Then give a number of activities, which the animals perform. Try

- Eating. Eating when you're really hungry
- Drinking. Drinking when you're really thirsty
- Lovemaking
- Grooming
- Fighting
- Sleeping

At the end, ask the players to find the other animal of their kind. Ask the others if they found out who was which animal.

## **Variations**

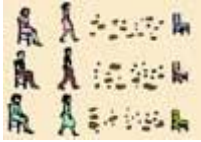
Let 2 players be humans

## **PARTICIPATION AND LEADERSHIP**

### **Objective:**

- participants are able to compare the advantages and disadvantages between 'command' system and participatory approach.
- participants are able to see an effective approach.
- Participants are aware of their tasks and functions as the leaders, and develop their sensitiveness in the interests of the people they lead.

## **Go to the Moon**



**Time:** 45 - 60 minutes

**Materials:** 2 – 3 clothes to blind eyes, 2 – 3 chairs for a sign of earth station, some materials for blocks (considered as planets, 2 - 3 chairs for moon, and 2-3 'flags' that will be plunged in the moon).

### Steps to Follow:

- ask 4-6 volunteers to step forward and divide them into 2 or 3 groups.
- every group decides who is the astronaut and who is the earth station controller.
- other participants are asked to arrange the blocks.
- astronauts are blinded with clothes or handkerchief.
- explain the tasks of astronauts and the earth station controller:
  - **astronaut's tasks:** to follow the earth station controller's instruction to be able to land safely on the earth (without touching the blocks);
  - **earth station controller's task:** to provide clear instruction from the earth so that the astronaut can land safely (if the astronaut hits the blocks, earth station must instruct the astronaut to start again from the earth).
  - **other participant's task:** observers and cheers.
- when it is enough, the game can be stopped.
- ask the players to explain what they feel, what are the difficulties and the easiness, what are the way-outs.
- Analyze, discuss and make a conclusion.

## Cleaning the Mirror



**Time:** 30 minutes

- **Steps to Follow:** ask some volunteers to do this game.
- ask them to stand face to face, and pretend that they have a mirror in between them.
- one participant cleans the mirror, and the other one is the shadow who should follow what his/her partner does.
- let the game rolls for some minutes,
- as them to do it again by changing roles.
- ask for their opinions about the difficulty in becoming a shadow, which role is easier: the person or the shadow, why? when cleaning the mirror, can she/he feel what the 'shadow' feels? what is it?, etc.
- Analyze, and make a conclusion.

## The Price of Mr. Suwali's Goat



**Time:** 30 - 45 minutes

**Materials:** Working Sheet:

### PROFIT OR LOSS?

Mr. Suwali bought a goat with a price of Rp. 5.000,-. But the goat was too fussy, so he decided to sell it at Rp. 10.000,-. When passing the livestock market, he was interested to buy a big goat, and the price was Rp. 15.000,-. But only one day, the goat has caused him problems by getting into his neighbors' garden . He got angry and sold it at Rp. 20.000,- On his way home, his motorcycle hit Pak Aji's goat. Pak Aji asked for a compensation since his goat had a disability. Mr. Suwali was willing to pay for the compensation, but the goat should become his. The compensation was agreed at Rp. 25.000,-. Mr. Suwali went home with the disabled goat. When he arrived home, he released his feeling of anger and slaughtered the goat, and sell the meat in the market with a total income of Rp. 30.000,-.Now, he feels relaxed but still cofused, whether he gained profit or loss. How much was his profit or loss?

#### **PLEASE HELP PAK SUWALI COUNT IT.**

- **Steps to Follow:** distribute the sheet of "**profit or loss**" to each participant.
- ask the participants to work it out by themselves,
- when they are finished, ask them to discuss it in a small group (four or five members).
- if commitment is not easy to develop, ask some volunteers to do a role-play as explained in the sheet to generate one answer.
- ask for participants' responses, discuss, analyze, and make a conclusion.

#### **CATCH ME IF YOU CAN**

Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines has 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30

seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

### **DO YOU LOVE YOUR NEIGHBOR**

**DO YOU LOVE YOUR NEIGHBOR:** The group stands in a circle with room in the center. (Best if played with groups of 20 or more.) One person begins in the circle and says to an individual in the group, “\_\_\_\_\_, do you love your neighbor?” The individual pointed out can either say, “Yes I love my neighbors \_\_\_\_\_ and \_\_\_\_\_, but I REALLY love people \_\_\_\_\_ (wearing green, from CO, etc.)” or “No, I do not love my neighbors \_\_\_\_\_ and \_\_\_\_\_.” If the individual uses the first phrase, all members of the group with that characteristic must find a new spot in the circle at least three spaces from they are standing. The person with no space (last person remaining) becomes the caller. If the individual uses the second phrase, his/her two “neighbors” must switch places with one another. The group members move in quickly to “lose” their spaces. The last of the two becomes the caller.

### **SHOE FACTORY**

**SHOE FACTORY:** Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes and put them in the center. After the group has formed a pile with their shoes, the leader has everyone choose two different shoes other than their own. They should put them on their feet (halfway if they are too small). The group then needs to successfully match the shoes and put them in proper pairs by standing next

### **LINE UP**

This exercise is good for a group of 20 or More. Use it for Team Building or just for Pure Fun! Use this activity to break the monotony of long periods of sitting and to help participants find out about each other. Any group is game for this activity!

Estimated Time: 5 to 7 minutes

What you will need: [Line Up Activity Sheet for Leader](#)



Instructions: Organize participants into groups of 8 to 20. Tell participants that in the Line Up, they will have a chance to learn things about one another they may never think to ask.

Give these instructions: Tell them that this is group competition and that you will give the instruction for groups to line up in a particular way. Your group should get in a line as quickly as possible. When your group is lined up appropriately all group members should clap to indicate they have completed the task.

Conduct a practice round. Tell them to line up by height and to clap when they're finished.

Begin the activity. After each line-up, determine which group clapped first and then announce them as the winner of the round.

Variations: Use this activity periodically throughout a long session or you can ask groups to come up with their own way of letting you know they're ready. (We have had groups yell, hum a song, put up their hands, etc.) This can add a lot to the fun to the activity

#### LINE UP ACTIVITY SHEET FOR THE LEADER

1. Line up in order by shoe size.
2. Line up in order by length of arm's reach.
3. Line up in order alphabetically by favorite color.
4. Line up in order by number of siblings you have.
5. Line up in order by hair color, lightest to darkest.
6. Line up in order by age, youngest to oldest.
7. Line up in order by length of time with current employer.
8. Line up in order alphabetically by first name.
9. Line up in order alphabetically by last name.
10. Line up in order by number of pets owned.
11. Line up in order by hair length, longest to shortest.
12. Line up in order by the number of bones you've ever

broken.

## IMAGINATION

**Objective** : develop the imagination of the students

1. The leader asks the group members to let their minds expand as they consider innovative ways of thinking and perceiving.
2. Next the group leader explains that in this exercise the participants will be asked to respond to some questions and then to explain why they responded as they did.
3. The leader begins the exercise by choosing a group member at random and asking him or her a question from the Imagination List. When the group member has given his or her response and has provided a rationale for the answer, the leader may ask another participant to answer the same question or a different question from the Imagination List.
4. When all of the participants have responded to at least one question, the group leader may wish to process the exercise and its relevance to problem solving, brainstorming, or the examination of basic assumptions.

### Imagination List

1. What color is the letter "S"?
2. What does happiness look like?
3. What color is today?
4. What does purple taste like?
5. What does your self-image sound like?
6. What texture is the color green?
7. What color is the smell of your favorite scent?
8. What does love look like?
9. What is your favorite sense?
10. What color is your favorite song?
11. What texture is your favorite scent?
12. What does winter sound like?

13. How old is the letter "P"?
14. How does the letter "M" feel?
15. What color is the fragrance of soap?

## **CIRCLE ICEBREAKERS**

### **Objectives:**

- encourage the whole class to work together.
- provide an often welcome change in working pattern.

### **Suck and Blow**

Make everyone sit in a circle going male, female, etc. Get a playing card (normal sized)

Put the card on your lips, the flat side not the edge, and suck in air so it sticks to your lips. Then pass to the person next to you. They have to suck the card onto their lips and pass to the next person.

Continue the game around the whole circle. If you drop the card, you'll most likely kiss the person next to you.

Go until you make 3 consecutive misses in a row. The last 2 people who drop it must do a forfeit

### **Mafia Ice-break**

The more players you have for this game, the more fun you'll have. It has some tricky rules, but you'll get the hang of it, it calms the group down, but is great fun!

All the players sit in a circle. All you need is a deck of cards. One person is "the lookout" and stays out of the circle. The lookout then takes the deck of cards (face down, so no one can see them) and goes around the circle letting everyone pick only 1 card from the deck. Once everyone has their card (be sure that they don't show them to anyone else) and the lookout then tells them the rules.

The lookout should tell them that if they have a king card, they are a cop. If they have an ace card, they are a part of the mafia. It is important they don't tell anyone who they are. The lookout now says, "its night time!" and everyone shuts their eyes and puts their head down to their lap. Then the lookout says, "police, heads up" and the people who have king cards should put their heads up to show the lookout who they are. As soon as the lookout says "heads down" the police put their heads down. Then the lookout shouts "mafia, heads up!" and the people with Ace cards put their heads up, to show the lookout who they are. The lookout once again says: "heads down", and then says "its daytime!" and everyone puts their heads up.

Now that the lookout knows who the mafia and policemen are, he can assume everyone else is a citizen (people with a Queen, a Jack or a number card.) Now the lookout can repeat the process of "night time". But the second time he does this, when the policeman's heads are up, the policeman can point to one person, and the lookout can tell them whether they are citizen or mafia. When the mafia's heads are up, the mafia can point to one person, but the lookout says nothing, the person they point to is automatically "Dead" and out of the game. When "Daytime" comes, the lookout says whoever the mafia pointed at: "You're dead" and the person can now reveal who he was. You can then go around the circle and have one person accuse someone of being in the mafia. Everyone votes to get that person out. If enough people vote, he is out, and can reveal who he is, if not enough people vote, he stays in the game, still not revealing who he is.

The object is to have the policeman or citizens get all 4 of the mafia out of the game. If this happens, the mafia has lost. If the mafia get all 4 policeman out of the game, the mafia has won.

Have fun!!

### **Hot Potato Pants**

First you load a garbage bag with all sorts of embarrassing and somewhat funny clothes (bikinis, cowboy boots). Now in the form of hot potato you pass the garbage bag around and when the music stops, the person with the bag pulls out an article of clothing and must wear it!

The game ends when all the clothes are gone. The winner is the person with the least clothes from the bag on.

This game is good for a laugh, especially when men are wearing bikinis and so on.

Please remember, wear the garments over your own clothes.

### Circle Of Truth

Gather all your guests and have them sit in a circle.

Someone calls out a question: e.g. "Who here has ever laughed so hard your drink came through your nose?"

If you have, then you must get up and move one seat to the right, no matter who is still sitting there. You can get as personal as you want with your questions depending on the guests at your gathering.

The first one back to their original seat wins!

You may end up with a major pile up and more times than not, your guests may leave knowing almost too much about each other! Have fun!

### Squeeze Murder

Everyone sits in a circle. Get enough pieces of paper for everyone in the party, and write the letters 'M' on one of them. All the rest are blank. Fold the papers up and get everyone to take a piece. Whoever has the 'M' is the murderer. They must keep it secret.

Now turn the lights out and start. The murderer chooses who he wants to kill and, from memory, counts how many people are between him and the victim. That number is the number of times he will squeeze the person's hand to his left (or nudge them).

That person then squeezes the next person's hand 1 less time than the murderer and so on around the circle. Whoever only gets squeezed once is now dead. They must act a short 'death' and move out of the circle. Repeat until everyone is dead or the murderer kills himself accidentally.

Note: the murderer wants to wait a while after the lights go out to start the squeezing so no one suspects him!

### Stating the Obvious

This game is best played with students who have not met before.

Sit everyone in a circle. One person sits in the centre. Everyone gets to say a statement about the person in the centre.

There are three rounds:

- First round people make statements starting with: "It's obvious that..." These must be things that are verifiable e.g. "It's obvious that you are wearing red socks." etc.

You can't say "It's obvious you like red" because that's an assumption. Participants cannot respond.

- Second round begins: "I assume that..."

This observation must be linked to an observable fact e.g. You could now say "I see you are wearing red socks and assume you like the colour red". Again the participant listens without response.

- Third round begins: "I imagine you..."

Now people can make wild guesses about the participant e.g. "I imagine you have six cats and 3 dogs". The participant can answer if true or false at this stage.

It's amazing how intuitive people can be about each other at first meeting, and the central character loves to hear how she/he is perceived.

Others take turns to go in the middle. No-one is forced to have a turn. Usually by the end students are queuing to have a turn.

## Never Ever Have I Ever

This is a fun game where you find out more about students than you might have wanted to know.

It can be played inside or out, but you will need a big space. It's set up like a game of musical chairs. Everyone has a chair except one person who will be the starter. The starter stands in the middle, and the others sit down in a circle around the starter.

The starter now says "Never ever have I ever.." and then says something they have never done (e.g. shoplifted, had a one night stand, been locked in a police station etc.)

Anyone sitting down who HAS done that thing must stand up and switch chairs. The person in the middle can grab a chair at this point. The last person standing is the next person to say "Never ever have I ever.." and repeats the game. This game can become very embarrassing for some people, but it's a lot of fun!

## Chain drawings

- Give each student a piece of paper and some coloured pencils.
- Tell them that you are going to play some music and you want them to draw whatever comes into their heads.
- As music is playing, all students should be drawing.
- After 20 or 30 seconds, stop the music.
- Students stop drawing and pass their picture to the person to the left of them in the circle.
- Play the music again and they continue with the drawing the person next to them had started.
- Stop the music again, pass pictures on and this continues until the end of the song.
- When you have finished each student will have a picture that several students contributed to.

- Then it's up to you what to do with the pictures.
  - They can be used to describe to the group, to write a story about, or to pretend they were a dream the student had last night.
  - The rest of the class can try to analyse the meaning of the dream.
- Use different types of music to get different types of pictures. I've found that reggae and samba produce happy beach scenes and dance music gets futuristic city scenes!
- If you want to 'force' the pictures towards a topic you are studying, ask some questions about the topic first and get students into thinking about the theme. Beware - with teenagers this activity can be quite an eye-opener as it tends to reveal what is going on in their minds!

### **One word stories**

For higher-level groups this can be really fun.

- Each student adds a word to create a group story.
- The teacher can begin by saying the first word and in a circle each student adds the next word, without repeating what has come beforehand.
- Good starting words are "Suddenly" or "Yesterday" to force the story into the past tense.
- It is great for highlighting word collocations and practising word order. The stories can develop in any number of ways. Some groups may need the teacher to provide punctuation and decide that the sentence should end and a new one should begin.

### **Change places if.....**

This is an activity with students in a closed circle, with the teacher in the middle to begin the game.

- There should always be one less chair than participants.
- Depending on what you want to revise the teacher says, "Change places if ..... you're wearing trainers."



- All students who are wearing trainers must stand up, and move to another chair and the teacher should sit on one of the recently vacated seats.
- The person left without a seat stays in the middle and gives the next command, "Change places if you ..... like pizza" and so it goes on.

Young learners can get very excited, so be careful to incorporate this activity in the class at an appropriate time. It is a definitely a 'warmer' as opposed to a 'cooler' and may be better at the end of a class.

### Picture consequences

- Each student needs a piece of paper and a pencil.
- Make sure students have their paper in portrait (not landscape) and ask students to draw a hat at the top in the middle. When they have finished they should draw two short lines to show where the head begins and then fold over the paper leaving only the two short lines showing.
- Students then pass the folded paper to their right and the teacher instructs them to draw a face and neck.
- Students fold, leaving the two lines of the neck peeping out from the fold. Instruct students to draw the body, to the waist. Fold and pass as before.
- Then they draw to the knees, then fold and pass, then to the feet. It's important to tell students not to cheat and peep at the folded part of the body. That will spoil the fun!
- Students then unfold the paper and reveal the misfit type character they have created between them.
- Use the pictures to practice describing people, revise clothes vocabulary or to create role plays.

### Written consequences

Similar to picture consequences in the way the activity is conducted but this one creates a story.

- At each stage, before folding and passing to the student on the right, give these instructions.
- 1) Write the name of a man. It can be a famous man or a man everyone in the class knows. (Depending on the group, allow them to put the names of class mates)
- 2) Write the name of a woman. It can be a famous woman or a woman everyone in the class knows. (Depending on the group, allow them to put the names of class mates)
- 3) Write the name of a place where the two people meet.
- 4) When they meet, he says something to her. What does he say? Students write what he says to her.
- 5) She replies to the man. What does she say?
- 6) What's the consequence of this encounter? What happens?
- 7) What's the opinion of the whole story. What does the world say as a comment?
- The end result is a mixed up story that can often be amusing.
- Read yours as an example of how you want the students to tell the story.
- Then invite students one by one to unfold their stories and read them to the group.
- Depending on the level you can encourage use of connectors, reported speech etc.

### **Conditional chain game**

This icebreaker is good to revise and practise structures in the first conditional.

- The teacher begins with a sentence, for example "If I go out tonight, I'll go to the cinema."

- The next person in the circle must use the end of the previous sentence to begin their own sentence. E.g. "If I go to the cinema, I'll watch The Last Samurai" The next person could say, "If I watch The Last Samurai, I'll see Tom Cruise" etc. etc.

### **Word Associations**

A very simple icebreaker where students must think of words connected to the word that comes before.

- For example, the teacher says, "Fish", the next person thinks of a word they associate with fish, such as "water", the next person could say "a glass" the next, "window" etc.
- You can decide as a group if associations are valid. Ask the student to justify the connection.
- To make it more competitive, set a thinking time limit and eliminate students.
- When they are eliminated they can become judges.

### **Chinese whispers - telephone lines**

A sentence is whispered around the circle. The last student to receive the message either says it aloud or writes it on the board. This can be a fun way to introduce a topic and activate schema at the beginning of a class. For example, for a class on food, whisper the question, "What did you have for lunch today?" Equally, at the end of a class it can be a nice way to revise structures or vocabulary from the lesson.

### **I went to the shops and I bought...**

The classic memory Icebreaker where each student adds a new item to the list in alphabetical order.

- For example, student 1, "I went to the shops and I bought an apple" Student 2, "I went to the shops and I bought an apple and a

bike". Student 3, "I went to the shops and I bought an apple, a bike and a coat".

- This Icebreaker can be adapted to different levels and lexical sets. I recently revised sports and the use of do/ play/ go by playing "I went to the sports centre....." The same game but using different vocabulary. For example, student 1 "I went to the sports centre and I did aerobics", "I went to the sports centre and I did aerobics and played basketball", "I went to the sports centre and I did aerobics, played basketball and went canoeing" etc.

### Yes / No Icebreaker

- Nominate one student to be in the hot seat, slightly apart from the rest of the circle.
- The rest of the group must think of questions to ask the student in the hot seat.
- They can ask anything they like, the only rule is that the student in the hot seat must answer the questions without using the words "yes" or "no".
- Also ban "yeah", head nods and shakes! For example, a student asks, "Are you wearing jeans today?" The student in the hot seat could reply, "I am" or "you can see that they're jeans!"

### Pass the Spaghetti

Find a piece of dry spaghetti.

The objective is to pass it around the table from mouth to mouth without dropping it.

If people bite off an end each go it gets harder as the game progresses until a little stub is all that is left and students run into all sorts of trouble.

Variations on the theme are:

- an after dinner mint,
- a credit card, sucked hard onto the lips,

Enjoy!

## Why Oh Why?

Everyone sits in a circle and gets a small strip of paper and a pencil. Everyone writes a "Why?" question about someone else in the room. Now pile all the questions together in the middle. Pass out the questions to different people and have them write their answer to the question on the back. Then start with any one person in the circle by having them read the question on the strip of paper they now hold. Have the person sitting to their left read the answer on the back of the strip of paper they're holding. That person then reads the question on their strip and the person to the left reads his answer. Continue going around the circle enjoying how sometimes the answers actually do fit in with the questions!

Guaranteed laughs!!

## Ring Game

Everyone stands in a circle holding a circle of string. On the string is a ring. All players have to keep their hands on the string. Someone is nominated to start by standing in the circle.

The object is for the players to send the ring along the string to each other without the person in the middle spotting it.

The person in the middle is allowed to guess where the ring is at any time by tapping a hand. If the ring is under the hand, the person in the middle swaps places with the owner of the hand.

The winner is the last person not to go in the middle. (The person who started gets a free go.)

## Spin the Bottle

You need about 4 girls and 4 boys.

Have everyone sit in a circle (Boy, Girl, Boy, Girl). Get a bottle of any kind. Put the bottle in the middle of the circle, now you are ready to play. One person spin

the bottle, whoever the bottle ends up pointing at, the person that spun the bottle has to:

- kiss whoever the bottle points at (Ed: I added that because of all the comments!)
- Do a "Truth or Dare"

Continue play to the left.

### **Aunt Miriah Died**

In this game, participants sit next to each other.

The first person says, "Did you know Aunt Miriah died?"

The next persons answers, "No, How'd she die?"

The first person says something like "She died with one eye closed" and closes one eye.

The first person has to keep one eye closed for the remainder of the game. The second person asks the third the same question and keeps her one eye closed, then the third, the fourth, each holding that one eye closed until they get back to the first one.

When the game gets back to the first one, she adds on another trait.

For instance,

"Did you know Aunt Miriah died?"

"No, how'd she die?"

"She died with one eye closed and her mouth twisted."

(or one finger sticking up, or one leg crossed, etc.)

The object of the game is to add another trait each time while continuing to hold the others. Anyone who breaks the chain is out. The last one to hold out wins.

### **Penny Game**

Everyone starts out with a set amount of coins.

One person begins by saying "I've Never..." and then adds something they've never done, e.g. Climbed a Mountain.

Everyone who HAS climbed a Mountain then throws one of their coins into a bowl sitting in the centre.

This can start to degenerate very quickly - and everyone must be honest! Last one with a coin wins!

### **Zip Zap**

Put everyone in a circle and one person in the middle. The person in the middle walks up to a person in the circle and says either "Zip" or "Zap". Then he/she begins to count to 3.

If the middle person says "Zip" then the circle person has to say the name of the person on their right. If the middle person says "Zap" then the circle person has to say the name of the person on their left.

Either way they have to say the name before the circle person finishes counting to three. If the middle person counts to three before the circle person says the correct name, then the circle person has to go to the middle and the middle person takes their place in the circle and then must learn the names of people

on both sides to be ready. The person moving to the middle can not turn around and get the person that replaced them until they have tried someone else first.

If the group is fairly large than you can have more than one middle person

### **Blind Cow**

All players sit in a circle facing the center. One person is blindfolded and is the "Blind Cow."

The "blind cow" should be spun around and then brought to the center of the circle.

The bell should then be passed around the circle and rung.

The "blind cow" will then follow the sound of the bell. The game leader points at the person who should stop the bell.

The "blind cow" now has to guess who is holding the bell (by pointing). If the person is right, the chosen person becomes the cow in the next round. If they are wrong, he has to go again

### **Fizz Buzz**

Players sit in a circle or around a table, with a drink.

One player starts counting by shouting "To my left, 1" and the player to the left shouts 2, etc. Keep going until you come up with a multiple of 5 or a number with a 5 in it, or a multiple of 7 or a number with a 7 in it.

When multiple of 5 or a number with a 5 in it comes up, you must shout "Fizz" instead of the number, and reverse the counting direction.

When multiple of 7 or a number with a 7 in it comes up, you must shout "Buzz" instead of the number, and reverse the counting direction.



If you make a mistake you drink, and the counting continues, from that person. For example, 1,2,3,4, Fizz (reverse), 5,6, Buzz (reverse), and so on. See how far you can go without driving everyone mad!

### **Kiss The Donkey**

A simple game that can only be played once, for people who don't know! Grab an empty bottle and announce the game.

Hold the bottle up and start by saying "I kiss the donkey on the head", and kiss the bottle appropriately.

Pass the bottle to the RIGHT and ask your neighbour to repeat, but choosing a different part of the donkey.

Play continues around the room until everyone has kissed the donkey. Everybody must choose a new part of the donkey for their go, no repetitions.

Repeat the process again, but going to the LEFT, until everyone has kissed the bottle twice.

Now the fun begins. Reveal the secret of the game - everyone must kiss their neighbour in the same place as they kissed the donkey! So you can start the process by kissing your neighbour to the RIGHT on the head! This can get very amusing.

Don't forget to repeat the process to the LEFT.

### **Pass the Ice**

Guests stand in a circle, one person puts an ice cube into their mouth and passes it mouth to mouth around the circle in a clockwise direction.

As the game plays on, the ice cube will melt. The last person to have the ice when it melts is out!

## **Funny Extra Icebreakers**

### **Raising Cane**

An impossible challenge!

Get a 6 foot long cane from a garden shop. It needs to be nice and light. A broomstick or heavier cane will not work.

Now ask your guests to form into teams of 4 or 6.

The first team comes up to the front and stands in two lines facing each other. Now ask them to raise their hands to waist level and stick out a finger on both hands as if pointing.

Then place the cane on top of the fingers so it is touching everyone's fingers (with no exceptions).

There is one simple objective - for the team to lower the cane to the ground. Everybody's fingers must stay in contact with the cane, and nothing else can touch the cane, otherwise you must start again from the top.

This sounds easy, but is almost impossible to do. To everyone's amazement and mirth, the cane will actually rise up!

As the first teams fails, ask your next team to try the challenge and continue until you all give up in frustration.

### **Musical Men**

This is a version of musical chairs but is a ton more fun and gets very physical.

What you need: music, guys and girls (one more guy than girls)

Start with the guys getting in a circle and getting down on all fours. Girls stand behind a guy (one girl will not have one).

Now you play the music, just like musical chairs, and when the music stops the girls have to climb onto a guy.

If all the guys are taken the last girl is allowed to fight for the guy closest to her. The fight continues until there is either a clear winner, or the group decides that's enough. The guy that got fought over is removed and the next round starts.

Play until there is just one girl left - the winner!

Warning: this game can get very brutal and people can get hurt.

### **Close Contact Music Game**

Each couple has a sheet of newspaper. As the music stops you must stand together on the paper.

Each time the music stops the paper is folded in half. The couples get closer as the paper gets smaller. Any combination is acceptable as long as the couples are on the paper.

The last couple standing on their paper win.

## **Bag Game**

The bag game is pretty simple.

Each person puts a paper bag over their head, except for one person who is the caller and possibly the only one that knows what this game is about. The caller instructs everyone to remain quiet and the game will begin when everyone has bag over their head. No peeping from under bags! Then the caller instructs everyone to take something off they don't need.

Usually everyone is thinking clothing, and they take something off. First like a watch or shoe or sock. As people begin to take things off, the caller must call them out so all can hear. As the game continues clothes come off.

Eventually students will figure out what is meant by taking something you don't need off, which is, and has always been, the paper bag. As each person figures out the key to the game, they need to remain silent and enjoy watching everyone else take things off.

It's up to the caller to decide how far to allow the game to go. Whatever the result, a lot of fun is guaranteed!

## **Command**

This game is played by tables or teams seated on the floor, with a master of ceremonies (MC) at the front.

The MC asks for an item, and each team must send only one person to the front with that item.

For example: the MC says he wants a man wearing a blue sweater. If a woman at your table is wearing one, put it on a man and run as fast as you can to the

front. The first person to the front gets the most points. The MC also awards points for second, third and fourth persons. Then each table gets at least gets 1 point for having the item asked for.

Suggestions for different items are:

- a person with painted toenails,
  - a man with shirt on backwards,
  - a person with left shoe on right foot
- and so on.

Keep a score and hand out prizes at the end.

This gets to be a lot of fun with people racing all around the room!!

**WE HOPE YOU AND YOUR STUDENTS ENJOY EACH ICEBREAKER**

**END**