

ICE BREAKERS

PORTRAIT

1. Ask participants to find a partner. Give these instructions:

“Sit facing your partner. In each pair designate Person A and Person B.”

“Imagine that each of you is a portrait painter; you will have a chance to paint a mental portrait of your partner. Without talking, look at your partner and observe his or her features - eyes, hair, coloring, expression - for about 30-40 seconds.” (Pause)

“Now close your eyes. Person A, describe to Person B the portrait you are mentally painting of him or her.”

2. After a few minutes, have partners reverse roles. Person B describes Person A.
3. Ask pairs to share:
 - what you learned about yourself
 - what you learned about each other
 - what you see as important in your own physical appearance
 - What you see as important in the other’s appearance



NAME, RANK AND SERIAL NUMBER

One person begins by telling his/her name and something else that describes him/her (favorite food, sport, game, place, whatever). The next person tells his own information and repeats the information given by the first person. This continues until the last person recalls all the names and information.



INTRODUCTIONS

Have people pair up in the groups. Give the pairs 5 minutes to ask to each other and share all vital information. Then have the partners introduce each other to the rest of the people in the small group.



MATCH MIXER

This is a great way to help kids in a youth group get to know each other better. Give each person three slips of paper or 3 x 5 cards. Have everyone write one thing about themselves on each slip of paper.

Suggested items could be:

1. The most embarrassing thing that ever happened to me.
2. My secret ambition.
3. The person I admire most.
4. My biggest hang up.
5. If I had a million dollars, I would . . .

All the cards are collected and redistributed three to each person. No one should have one that they wrote themselves. On a signal, everyone then tries to match each card with a person in the room. They circulate around the room and ask each other questions to determine whose cards they have. The first to do so is the winner. All the kids may be allowed to finish, and then share their findings with the rest of the group.



FALLOUT SHELTER PROBLEM

PURPOSE:

Define values; objectively determine "best" values; listening to people whose beliefs are different from our own.

PROCEDURE:

Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. It seems in this one area there are ten people but only enough space, air, food, water in their shelter for six people for a period of three months. We are no given the responsibility of deciding which of the ten will be allowed to use the shelter. We will make our decision about which six will be spared after hearing all ten give reasons why they think they are worthwhile and should be saved. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again.

PEOPLE:

- a. 16-year-old girl of questionable IQ; a high school dropout; pregnant.
- b. Policeman with gun; thrown off the force for police brutality.
- c. A 38-year-old priest wearing a boy scout uniform.
- d. A 36-year-old female physician; unable to have children; racist.
- e. A 46-year-old male violinist; served seven years for pushing narcotics; has been out of jail for six months.
- f. A 20-year-old male black militant; no special skills, athlete.
- g. A 39-year-old former prostitute; retired for four years.
- h. An architect; homosexual.
- I. A 26-year old male law student.
- j. The law student's 25-year-old wife; spent the last nine months in a mental hospital; still heavily sedated. They refuse to be separated.