



**ROYAL NAVY**

# **Icebreaker Activities**

*Version 1 - 2023*

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# INTRODUCTION



Icebreakers and Energisers can be a great way to help break down barriers, create relationships, build trust and stimulate engagement from your audience.

Essentially, they:

- help people to get to know each other and feel comfortable
- create a good environment for learning to take place
- encourage the use of communication skills
- encourage cooperation and teamwork
- help develop social skills

Also included are some reviewing techniques to help aid in reflection, allowing participants to discuss the outcomes from the day's activities.

# ACTIVITIES

\*ENERGISERS

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# 001 – ALPHABET CHALLENGE

## Brief Description

The group is split into two teams and must move between two designated points. The facilitator shouts a number between one and twenty six which correlates to a letter of the alphabet. Each team must then discover which letter of the alphabet it is and form the letter, using their bodies, to make it on the floor.

## Learning Objectives

This activity focuses on the need to communicate, organise and work together as a team.

**Time Limit** 10 - 15 mins

**Group Size** 20+

## Procedure

1. The area needs to be marked with a start and end point which needs enough space behind them for the participants to create the letters using their bodies.
2. A brief is provided by the facilitator which gives an example of the challenge, for example the number 1 correlates to the letter A.
3. When the facilitator provides a number the participants must go to the opposite area and create the equivalent letter using all their bodies.
4. Single numbers or a multiple may be used to create an abbreviation. For example, 14, 1, 22, 25 forming N A V Y.
5. Activity can be run between three and five times.

## Discussion Points

- Did anyone take on a leadership role?
- How effective was the teamwork?
- Who, if anyone, organised the team?

# 002 – ANIMAL MAGIC

## Brief Description

Each member of a group mimics an animal; the group is then challenged to line themselves up in order of animal size.

## Learning Objectives

Working together, communication, breaking down inhibitions.

## Resources

Animal Names on Cards

**Time Limit** 10 - 20 mins

**Group Size** 8 - 20

## Procedure

1. Stand the group randomly around the work area so that they are approximately 1.5 metres apart.
2. Hand out an animal name card to each member of the group with the instruction for group members to conceal the card details from everyone else and to memorise the animal's name.
3. Collect the animal's name cards and then issue the challenge: "Making only the noise of the animal detailed on your card, place yourselves in a line, in animal size order".

## Discussion Points

- How did the group feel?
- What made the task harder to complete?
- How did everyone feel being able only to make animal noises? Embarrassed?

## Variations

- Instead of size order, task the group with assembling in alphabetical order.
- Undertake the activity using a row of chairs for participants to sit on and swap.

# 003 – BACK-TO-BACK PUSH UPS\*

## Brief Description

Participants stand back to back with arms linked. They must then use each other to sit on the floor and stand up again.

## Learning Objectives

This activity is a fun icebreaker or energiser to see how the teams work to find a solution and remain determined to the end.

## Resources

None.

**Time Limit** 5 - 10 mins

**Group Size** 6+

## Procedure

1. 2 players stand back to back and link arms.
2. They then lower themselves to a sitting position on the floor with legs outstretched.
3. Both players must then use each other to stand up again without unlinking arms. (This is done by bringing up the knees and pushing against each other's backs).

## Discussion Points

- Did each team succeed? If not why? How do they feel?
- Did they work together or against each other?
- How frustrated did the team become and how was this handled?
- Who wanted to give up?

## **Variations**

- Introduce competition

## **Health and Safety**

- Participants should not take part if they have any injury.
- Care should be taken not to fall over or damage backs.

# 004 – BALL TOSS/GROUP JUGGLE

## Brief Description

The group stands in a circle and passes a ball around to each person introducing who they are and who they are throwing the ball to.

## Learning Objectives

This icebreaker is good where people know each other, but the whole group is still getting acquainted. It can also lead to discussion on the importance of concentration.

## Resources

Several balls or objects of different sizes (minimum of three).

**Time Limit** 10 - 15 mins

**Group Size** 10+

## Procedure

1. Get the group into a circle.
2. Facilitator tosses 1 ball to someone in the group whose name they know saying their name and then the other person's name (e.g. Sandy to John). John (who receives the ball) tosses the ball to someone whose name he knows (e.g. John to Phil). Phil tosses to someone whose name he knows and so on, saying both names all the way around the circle. The ball is tossed to each person one time only until everyone in the circle gets it and all the names have been said. The ball cannot be passed to someone directly next to them in the circle.
3. THEN, facilitator starts again and tosses the balls to the same person (Sandy to John to Phil, etc.) only this time with 2 balls in succession (not at the same time) saying both names both times. Balls get tossed to the same people they were originally tossed to; first one ball, then the next, all the way around the circle

stopping when they get back to the facilitator.

4. THEN, facilitator starts again only with 3 balls this time. Saying names each time, all three balls get tossed, in succession, in the same order till they get back to the facilitator.
5. This process can be continued up to as many balls or objects as the facilitator wishes.

### **Variations**

- The group may be tasked with conducting the challenge without any of the balls being dropped.
- Should a ball be dropped then the challenge must be restarted.

# 005 – COUNT UP\*

## Brief Description

Standing in a circle each team member must close their eyes. The team must count to 10 one at a time without another team member speaking at the same time.

## Learning Objectives

Focuses on the team's appreciation for others. Good energiser.

## Resources

None.

**Time Limit** 5 mins

**Group Size** 6+

## Procedure

1. Participants form a circle and close their eyes.
2. Then one by one each team member has to say a number starting at number 1.
3. If anyone else in the group says a number at the same time the team must begin again.
4. The team continue until they count to a predefined number (eg: 10) successfully. No further talking amongst the team is allowed.

## Discussion Points

- Did everyone take part?
- Who experienced frustration?
- Why was that?

# 006 – DRONE TEST FLIGHT

## Brief Description

The challenge is for individuals to create a “drone”. The drone can then be tested using a target to aim at or to see whose will travel the furthest distance. This is a good, short and quick activity to use as an introduction to lateral thinking and perception.

## Learning Objectives

This activity focuses on ability to think “outside the box”. An immediate reaction to this challenge is to construct a paper plane but some may think more laterally and create another form of object that will be capable of moving through the air.

## Resources

- Sheets of A4 paper.
- Target to aim at.
- Masking tape or cones to cordon off test Flight Area.

**Time Limit** 10 mins

**Group Size** 2+

## Procedure

1. Set up the test flight area. Then challenge everyone to construct the “drone”. To make it more interesting set a short **time limit** to inject a sense of urgency.
2. Once construction has been completed line individuals up along test flight line and have them launch the drone.

## Discussion Points

- Look at the range of designs? Did anyone create a drone that differed in appearance to a paper plane?
- Why was that?
- Why is it that many of the team created paper planes?
- Perception? Tunnel-vision?
- Discuss the value of lateral thinking?
- Apply the activity learning points to the current environment the participants are working and mixing in?

# 007 – ESCAPE HATCH\*

## Brief Description

Royal Navy submarines have escape hatches, just in case the submariners need to evacuate the boat. If there are a lot of people however, these can be tricky to move through, so the Royal Navy regularly practice their escape drills. The team are to stand in a circle and joins hands. A hoop (representing a hatch) is then placed between two adjoining hands and is then manoeuvred around the players without letting go of hands.

## Learning Objectives

Encourages the team to work together and planning.

## Resources

Various sized hoops.

**Time Limit** 5-10 mins

**Group Size** 10+

## Procedure

1. Players form a circle and join hands.
2. The facilitator then places a hoop between a set of adjoining hands.
3. The team must then manoeuvre the hoop around the circle without letting go of any hands until the hoop is back to its original starting position.

## Discussion Points

- Who found it difficult?
- Who experienced frustration?
- Why was that?

- What planning was required?

### **Variations**

- Add more than one hoop to the circle then manoeuvre them in different directions.
- Split the group into two teams and introduce competition.
- Blindfold the group.

# 008 – FORK AND SPOON

## Brief Description

Combining movement of equipment and body movements with verbal statements, all at the same time.

## Learning Objectives

This activity focuses on the need to be aware of the different types of communication, how these can complement or conflict and the need to remain open to all styles of stimuli.

## Resources

Fork and a spoon

**Time Limit** 10 mins

**Group Size** 10+

## Procedure

1. Position a group in a circle (ideally sat down on chairs). The only communication that is permitted by the group is for individuals to state to each other:  
This fork and spoon are crossed, or This fork and spoon are not crossed
2. The challenge is to have the circle pass the items around the whole group with each member indicating the correct message. Once in a group the facilitator (who is also positioned within the circle) starts the activity by making one of the statements above.
3. The secret is:  
This fork and spoon are crossed – The individual should have his legs crossed.  
This fork and spoon are not crossed – The individual should not have his legs crossed.

4. See how many times that the fork and spoon are circulated before the group identify the solution.

### **Discussion Points**

- Did the team succeed? If not, why not? How do they feel?
- How did the team view the challenge? Did it take long before someone associated verbal and non-verbal communication?
- How was this then communicated to others in the group? How did they feel when someone then got it wrong?
- How did the individual feel who got it wrong?

# 009 – GOOSE

## Brief Description

Participants sit in a circle facing inwards, while another player, who is 'it', walks around tapping or pointing to each player in turn, calling each a 'Duck' until finally calling one a 'Goose', which designates the chosen player as the chaser. The chaser (Goose) then stands and tries to tag the chasee (It), while the chasee tries to return to and sit where the chaser had been sitting before.

## Learning Objectives

This activity is a fun icebreaker or energiser which tests student's reaction times and sense of fun.

## Resources

Sense of fun

**Time Limit** 10 mins

**Group Size** 10 or more

## Procedure

1. Players form a circle sitting facing inwards.
2. One participant is nominated as 'it'.
3. The participant designated as It will then walk around tapping or pointing to each player in turn, calling each a 'duck' until finally calling one a 'goose'.
4. If selected as the 'Goose' they are designated the chaser and must chase 'It' around the outside of the circle.
5. 'It' must try and sit back in the 'Goose's' spot without being tagged.
6. If the chasee (It) succeeds, the chaser (Goose) becomes the chasee and the process begins again.

7. If the chaser (Goose) tags the chasee (It), the chaser (Goose) may return to their previous spot and the original chasee (It) restarts the process.

### **Discussion Points**

- Did anyone feel embarrassed?
- How important is it to be confident within yourself and in a group?

# 010 – HORSE AND JOCKEY\*

## Brief Description

Participants stand in a circle and in pairs; one playing the part of the horse and the other as the jockey. At the start of the challenge the jockey 'mounts' the horse and when the race starts the jockey jumps off and goes through the horses' legs. The jockey then turns immediately to the right and runs around the outside of the circle of horses before jumping back onto their own horse's back.

## Learning Objectives

This activity is a fun energiser.

## Resources

Nil

**Time Limit** 10 mins

**Group Size** 14 or more

## Procedure

1. Participants get into pairs of roughly the same height and then stand in a circle.
2. They are then briefed that one of them is to play the part of horse and the other a jockey.
3. The jockey is to stand behind the horse and on being told to 'mount up' should jump onto the horse's back in piggyback style.
4. The facilitator starts the race by saying 'go' at which point the jockey jumps off of the horse's back and goes between the legs of their own horse.
5. They then turn to their right and run around the outside of the circle of horses until they reach their own horse again and jump onto its back.
6. Last horse and jockey to be back in their starting positions is knocked out of the

competition and become judges.

7. The pairs can then change places if they so wish, and the race run again.

### **Health and Safety**

- This activity requires the facilitator to strictly monitor the rules and behaviour of participants. The facilitator should make a judgement as the group's ability to safely conduct the activity prior to briefing.
- Depending on the group dynamic it is also possible to carry out the activity with the jockeys holding on to the shoulders of the 'horse' and not in a piggyback position.

### **Variation**

- The activity can be run in a similar fashion but with a cone in the middle of the circle.
- In this instance the jockeys must jump off their horses and go between the horse's legs as normal but instead of running around they must touch the cone in the centre before returning through their horse's legs and onto their backs.
- All other rules remain the same.

# 011 – HORSE RACE

## Brief Description

The team forms a tight circle and take part in an imaginary horse race.

## Learning Objectives

This activity is a good way to end a session, leaving participants enthused.

## Resources

Nil

**Time Limit** 5 - 10 mins

**Group Size** 8+

## Procedure

1. Players form a tight circle and bend down placing their hands on their knees. The group leader then tells the group that they are going to take part in a horse race. This is started by the team clapping their knees, mimicking a horse's hooves.
2. The group leader then tells the team that they are going round a bend (everyone leans either to the left or to the right), they then come up to a fence and must jump over it (count down to the fence, 40, 30, 20 10, jump). The group leader can then introduce several other jumps, water, double, triple fences etc.
3. The race then culminates with the approach up the home straight, encourage the team to cheer on each other.
4. When the finishing line is crossed, everyone jumps from their horses!

## Discussion Points

- Let the team know how well they have performed; this demonstrates a good team spirit and fosters good relations.
- Did they feel a sense of achievement when they finished the race?
- Was everyone included?

# 012 – IF

## **Brief Description**

Place the 'IF' cards (question down) in the middle of a circle. The first person takes a card, reads it out and gives their answer, comment, or explanation. The card is returned to the bottom of the pile before the next person takes their card.

## **Learning Objectives**

This icebreaker is a good way for participants to get to know each other and develop group relationships.

## **Resources**

20 'IF' cards (Example Questions on next page)

**Time Limit** 10 – 15 mins

**Group Size** 10+

## **Procedure**

1. Ask the group to sit in a circle. Write 20 'IF' questions on cards and place them (question down) in the middle of the circle. The first person takes a card, reads it out and gives their answer, comment, or explanation.
2. The card is returned to the bottom of the pile before the next person takes their card.
3. This is a simple icebreaker to get participants talking and listening to others in the group.
4. Keep it moving and don't play for too long.

## **'IF' Example Questions**

- If you could go anywhere in the world, where would you go?

- If I gave you £10,000, what would you spend it on?
- If you could watch your favourite movie now, what would it be?
- If you could talk to anyone in the world, who would it be?
- If you could wish one thing to come true this year, what would it be?
- If you could live in any period of history, when would it be?
- If you could be someone else, who would you be?
- If you could have any question answered, what would it be?
- If you could watch your favourite TV show now, what would it be?
- If you could have any kind of pet, what would you have?

# 013 – INTRODUCTION CIRCLE

## Brief Description

The group forms a circle and one at a time enters the centre to say who they are and one interest along with a relative action. The next person then enters the circle and recounts the people who preceded them along with their own name and interest.

## Learning Objectives

This activity focuses on introducing each other and having fun.

## Resources

Nil

**Time Limit** 5 – 10 mins

**Group Size** 20+

## Procedure

1. The group forms a circle and one at a time enters the centre to say who they are and one interest along with a relative action. For example, 'My name is Tim and I like football' whilst going through the action of kicking a ball.
2. The next person then enters the circle and recounts the people who preceded them along with their own name and interest.
3. The activity continues until everyone in the circle has been in the centre.

## Discussion Points

- How much did confidence play a part in carrying out the activity?
- Was anyone nervous?

# 014 – KNOCK THE BALL

## Brief Description

The group stands in a circle and the ball is knocked across the circle by hand to get the ball through the legs other group members. You can only defend the space between your legs with your hands. The ball must stay on the ground. You can't hold or pick up the ball. If the ball passes between your legs you are out. If you are out leave the circle and the circle must close the gap. Last person in wins!

## Learning Objectives

This activity focuses on introducing each other and having fun.

## Resources

Two or more basketballs or footballs

**Time Limit** 10 - 15 mins

**Group Size** 10 - 50

## Procedure

1. The group forms a circle with their legs wide enough for the ball to pass through, feet touching next person.
2. Introduce the ball and using hands only group members try to pass the ball between the legs of other group members.

## Discussion Points

- Did everyone take part?
- Who experienced frustration?
- Why was that?

# 015 – KNOTS\*

## Brief Description

The team must untangle themselves without letting go of partners' hands.

## Learning Objectives

This activity is a fun energiser to see how the team work to find a solution and remain determined to the end.

## Resources

Nil

**Time Limit** 15 mins

**Group Size** 6 - 12

## Procedure

1. Players form a circle and hold hands with the persons either side of them.
2. Each player then must remember whose and which hands they are holding.
3. Then each player releases the hands they are holding and wanders around the room for a few moments.
4. They then randomly form up in a circle, stretch arms into the middle and re-join hands with the same people as before (Make sure they are not standing directly next to the original people).
5. The team must remain holding hands and work to get themselves untangled into a circle again.

## Discussion Points

- Did the team succeed? If not why? How do they feel?

- How did everyone communicate? All together?
- Was leadership required?
- How frustrated did the team become and how was this handled?
- Who wanted to give up?

### **Health and Safety**

- Care should be taken not to group too many people together. This can lead to unnecessary strain on lower arms and hands.
- Participants are to be instructed to grip hands loosely too avoid sprains.

# 016 – LIFE–RAFTS\*

## Brief Description

On board every Royal Navy ship are life-rafts, just in case of emergency. These can vary in size, holding different amounts of people. In this icebreaker, we'll see just how many we can fit in ever smaller 'life-rafts'. The team starts behind a line and on a word of command proceeds to an adjacent area containing several different sized hula hoops (life-rafts) lying on the floor. The team is then challenged to get all the team member's feet inside the hoops. The team runs through this process several times with a hoop being removed after each attempt. As the number of hoops decrease the team must come up with a strategy to ensure their feet are all inside the hoops. This is a good energiser with any number of participants.

## Learning Objectives

This activity focuses on the need to communicate, plan and work together as a team.

## Resources

Several hula hoops of differing sizes are required with the exact number being dependant on group size.

**Time Limit** 5 - 10 mins

**Group Size** 20+

## Procedure

1. Identify or create a marked starting point and place enough hoops to challenge the group in an adjacent area.
2. Challenge the team to get all their feet inside the hula hoops (emphasis must be placed on the fact that their feet need to be inside).
3. As the activity proceeds provide the team time to discuss or create a plan.

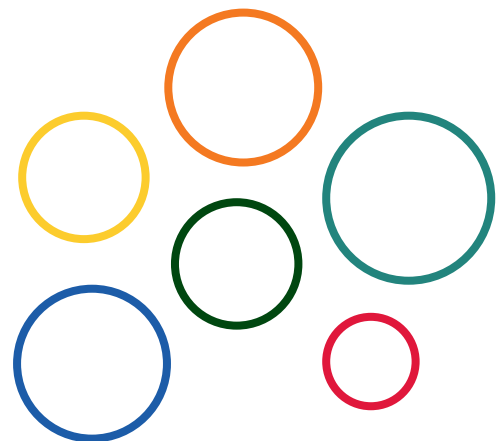
## Discussion Points

- How was the task made more difficult?
- Were team members more focused on getting their own feet in the circle or helping others to achieve the same?
- Did anyone take on a leadership role?
- What benefit came from taking time to plan?

## Variations

- Participants can stand behind a line and on the command 'GO' they are required to get everyone inside the hula hoops with their feet inside the hoop.

**Start Line**



# 017 – MAGIC STICK

## Brief Description

The team must maintain contact with a pole balanced on a single finger as it is lowered to the ground.

## Learning Objectives

This activity focuses on communication, frustration, determination, and planning.

## Resources

Tent pole / broom handle / cane stick / piece of doweling.

**Time Limit** 10 - 15 mins

**Group Size** Up to 6

## Procedure

1. Players form 2 straight lines standing opposite to each other. Each player holds out their hand with
2. forefinger pointing forwards. Standing behind and in the middle of one line. apply the pole so that it is parallel to the ground and each player is supporting it with their forefinger. Remain holding the pole whilst issuing instructions:
3. Each player must ensure that their forefinger always touches the underside of the pole.
4. The pole is to be lowered to the ground.
5. Only the forefinger is to be straight and used.
6. No bending or hooking of fingers.
7. No wedging the pole between thumb and forefinger.
8. Now let go of the pole (watch it initially rise up – rather than down). When a team

member loses contact with the stick the whole team recommences the activity.

### **Discussion Points**

- Did the team succeed? If not why? How do they feel?
- Did the team discuss a plan?
- Who was communicating, did one or more people take control?
- What was the effect of this?
- How did the team and individuals respond to others failing to keep contact with the pole?
- How did the mood of the team change?
- Did the group get frustrated?
- How hard was this activity?

# 018 – MORE MOTIONS

## Brief Description

This exercise asks the participants, standing in a circle, to repeat movements created by other group members and then to add motions of their own. This activity is generally more effective when used during the later stage of the session.

## Learning Objectives

This challenge requires confidence from the participants to participate in front of their peers.

## Resources

Nil

**Time Limit** 15 – 20 mins

**Group Size** 10+

## Procedure

1. The trainer begins by asking the participants to stand and form a large circle, allowing a space of two or three feet between group members. When the large circle has been formed, the group leader explains that in this activity the participants will be repeating the actions of other participants and then adding actions of their own.
2. To start the activity the facilitator begins by creating some movement, such as waving an arm, touching toes, etc. The participant standing to his or her right must repeat this action and then add another motion.
3. The exercise continues with each person repeating the motions of those who preceded and then add a new motion of their own. If a person forgets to repeat one of the previous movements, the other group members may help them remember the motions and their order.
4. The challenge continues until all of the participants have repeated and added motions.

# 019 – PASS AND CATCH

## Brief Description

The team stands in a circle and must pass a ball from the person on their left to the person to their right whilst throwing a second ball in the air and subsequently catching it. This continues until each team member has had an attempt.

## Learning Objectives

This activity focuses on the need to communicate, organise, concentrate and work together as a team.

## Resources

Two balls preferably either footballs, rugby balls or a mix of both.

**Time Limit** 10 – 15 mins

**Group Size** 20+

## Procedure

1. The team stands in a circle and each member, in turn, holds on to a ball, with the person on their left holding another ball.
2. The initiating person then throws their ball in to the air and whilst it is there takes a hold of the ball from the person to their left and passes it to the person to their right before finally catching the ball they originally threw.
3. This then continues around the circle until everyone has participated. A solid demonstration by the facilitator will assist in explaining the challenge.

## Discussion Points

- Was there a benefit to organising those involved in each attempt?
- How important is it to give full concentration?
- How effective was the communication between those involved?

# 020 – PERSON TO PERSON\*

## Brief Description

The facilitator asks everyone to pick a partner and explains that you will give them commands that they must perform as a pair. The last command is always “Person-to-Person”, and everyone will must scramble to find a new partner.

## Learning Objectives

This activity acts as an energiser and sets a fun tone to indoor sessions.

## Resources

Nil

**Time Limit** 10 – 15 mins

**Group Size** 8+

## Procedure

1. The participants are formed into two adjacent lines of equal numbers facing each other.
2. The challenge begins with the facilitator giving instructions such as: “Elbow to elbow” and the pairs must put an elbow to elbow.
3. The facilitator can then say: “Ear to ear” and the pairs then must put an ear to an ear.
4. After several commands the facilitator says “Person-to-person”, and everyone finds a new opposite partner.

## Variation

- The last pair to be in position with a new opposite partner can be eliminated from the challenge and the group can be whittled down to a final four.

# 021 – PIRATE GAME\*

## Brief Description

Standing in a circle, each team member shouts out a “pirate” phrase which determines which team member will go next.

## Learning Objectives

This activity is a fun icebreaker or energiser to see how comfortable the team are at expressing themselves.

## Resources

A sense of humour.

**Time Limit** 10 mins

**Group Size** 6+

## Procedure

1. Participants form a circle then the facilitator begins by demonstrating the various sounds and hand movements that occur during the game.
2. Firstly, the game will be started with the facilitator shouting “Arrggh!” and punching the air with a fist either to the left or right. Each player will then follow on in turn. As everyone within the group gets the hang of it, the direction can be changed by simply making a fist in the air, making a downwards motion and shouting “Shiver me timbers”!
3. Again, after a couple of attempts another inject can be performed. The facilitator makes a “telescope” shape above their head and shouts “Land ahoy”; this causes the next person in order to miss their turn. The order is then resumed by the next player in turn shouting whatever instruction they want.
4. Once the group has mastered the instructions continue playing trying to

complete the circle as many times as you like.

### **Discussion Points**

- Did the team succeed? If not why? How do they feel?
- Did anyone feel uncomfortable playing the game? Did this feeling improve as the game progressed?
- How frustrated did the team become and how was this handled?
- Who wanted to give up?

# 022 – QUESTION WEB

## Brief Description

Participants stand in a circle holding on to the end of the ball of string and throw the ball/spool to one of the participants to catch. They then choose a question from 1-20 to answer.

## Learning Objectives

This icebreaker is a good way for participants to get to know each other a little better and can be utilised to explain that everyone has a part to play in a team.

## Resources

One ball of string

**Time Limit** 10 – 15 mins

**Group Size** 10+

## Procedure

1. Ask the participants to stand in a circle. Hold on to the end of the string and throw the ball/spool to one of the young people to catch. They then choose a question from 1-20 to answer.
2. A list of 20 sample questions is given below. Holding the string they then throw it to another member of the group. Eventually this creates a web as well as learning some interesting things about each other!

## Discussion Points

- At the end of the game, you could comment that we all played a part in creating this unique web and if one person was gone it would look different. In the same way it's important that we all take part to make the group what it is, unique and special.

## Question Web Questions

- If you had a time machine that would work only once, what point in the future or in history would you visit?
- If you could go anywhere in the world, where would you go?
- If your house was burning down, what three objects would you try and save?
- If you could talk to any one person now living, who would it be and why?
- If you were an animal, what would you be and why?
- Do you have a pet? If not, what sort of pet would you like?
- Name a gift you will never forget?
- Name one thing you really like about yourself.
- What's your favourite thing to do in the summer?
- Who's your favourite character, and why?
- Does your name have a special meaning and or were you named after someone special?
- What is the hardest thing you have ever done?
- If you are at a friend's or relative's house for dinner and you find a dead insect in your salad, what would you do?
- What was the best thing that happened to you this past week?
- If you had this week over again what would you do differently?
- What's the weirdest thing you've ever eaten?
- If you could change one problem in the world today, what would you like to change?
- What book, movie or video have you seen/read recently you would recommend? Why?

# 023 – RIVERBANK

## Brief Description

The group must jump forwards and backwards when hearing the Commands River or Bank.

## Learning Objectives

Listening, coordination, speed, and enthusiasm.

## Resources

A line on the floor or a rope.

**Time Limit** 5 mins approx.

**Group Size** 10 - 50

## Procedure

1. All team must stand with their feet behind a line or rope.
2. Behind the line will be the Bank and in front of the line will be the River.
3. The facilitator will call out the words River or Bank.
4. If the team hear the word River, they must jump over the line or rope with both feet together.
5. If the team hear the word Bank, they must jump backwards over the line or rope with both feet together.
6. If any member of the team jumps or moves incorrectly, they are out.
7. This carries on until there is an outright winner.

The frequency of the commands maybe called out faster to catch people out.

## Discussion Points

- What personal qualities were used?
- Where else could these qualities be important?

# 024 – ROCK, PAPER SCISSORS

## Brief Description

This Icebreaker is a fun, fast paced game where two teams compete at a game of rock, paper, scissors.

## Learning Objectives

Fun, energetic, teamwork based activity

## Resources

Minimum 12 cones.

**Time Limit** 10-15 mins

**Group Size** 10+

## Procedure

1. Set up cones roughly 0.5m apart in a snaking line.
2. Split group evenly into two teams.
3. Demonstrate how to play rock, paper, scissors. Pay specific attention to the 'show phase'. E.g. Rock, paper, scissors, show. Ensures consistency.
4. Demonstrate a two footed hop between cones.
5. Teams to line up on far cones.
6. On the command 'GO' the two members at the front of each group are to hop from the far cone towards the middle until they meet the opposing player.
7. The two players then compete at rock paper scissors until there is a winner.
8. The winner continues hoping along, whilst the losing team send their next player.

9. The losing player each time leaves the course and loops back to the rear of their team.
10. The game is won when one team has made their way to the opposite end of the cones.

### **Penalties**

- No cheating, if any hesitation on showing at rock paper scissors, 1 penalty.
- A point to each team is equal to 1 penalty against the opposing team.
- Improper hops result in a penalty against that player's team.
- 1 penalty is equal to 10 star jumps or 10 seconds of waiting.

### **Discussion Points**

- Did the team succeed? If not why? How do they feel?
- Did anyone feel uncomfortable playing the game? Did this feeling improve as the game progressed?
- How frustrated did the team become and how was this handled?
- Who wanted to give up?

# 025 – SHIPMATES\*

## Brief Description

This challenge is a distant cousin to musical chairs.

## Learning Objectives

This activity acts as an energiser and sets a fun tone to indoor sessions.

## Resources

Enough chairs for all participants minus one.

**Time Limit** 10 - 15 mins

**Group Size** 8+

## Procedure

1. Everyone begins by sitting on chairs in a circle with the facilitator standing in the middle. Explain that the person in the middle needs to find some “shipmates”.
2. To do so, they’ll make a true statement about themselves and hope that it will be true for others.
3. Everyone that “identifies” with the statement must then stand up and find an empty chair.
4. The person in the centre is also looking for a chair, so once again someone will be without a chair, and they get to go to the middle and find some “shipmates”.
5. The facilitator then begins with something like: “All my shipmates wearing blue jeans.” At this, everyone who is wearing jeans should jump out of their seats and look for an empty seat. The odd person out goes to the middle.

# 026 – SUBMARINES

## Brief Description

Submarines must navigate the depths of the oceans without actually seeing where they are going. They rely on external data collected by sensors and devices such as sonar. To simulate this, the group are to split into pairs with one person blindfolded. The other person then places their hands on the blindfolded persons shoulder and steers them around a marked area in the room avoiding the other blindfolded persons.

## Learning Objectives

This activity focuses on trust and feeling of confidence.

## Resources

Blindfolds

**Time Limit** 5 mins

**Group Size** Even number

## Procedure

1. Identify an open area large enough for the pairs to move around but small enough for there to be the need to manoeuvre carefully.
2. Split the group into pairs.
3. Blindfold on member of the pair.
4. The other member stands behind the blindfolded partner and places their hands on the shoulders.
5. All pairs then move around the area with the blindfolded person being led and steered by the partner, making sure that there are no crashes.

## Discussion Points

- How did the blindfolded person feel?
- Did the driver feel more in control and confident? Why?
- How did the driver communicate his control?
- What makes a good driver?
- Who likes to be in control?
- What is it like to be guided through life/job?
- Who guides you?

## Variations

- Undertake the activity in silence.
- Participants use only index fingers to manoeuvre.
- One pair at a time and only using voice commands.
- Swap partners at any time.

# 027 – TANGLED\*

## Brief Description

The team must untangle themselves without letting go of partners hands.

## Learning Objectives

This activity is a fun energiser to see how the team work to find a solution and remain determined to the end.

## Resources

Nil

**Time Limit** 15 mins

**Group Size** 6-10 per group

## Procedure

1. Players form a circle and place their right arm outstretched towards the middle of the circle.
2. Each player then grabs the right hand of the person opposite.
3. Then each player places their left arm outstretched towards the middle of the circle. With their left hand they grab the left hand a person within the circle. It must not be the hand of the same person to whom the right hand they are holding belongs.
4. The team must remain holding hands and work to get themselves untangled.
5. The team will end up either one large circle or a circle with a smaller circle. Players may be facing inwards or outwards.

## Discussion Points

- Did the team succeed? If not why? How do they feel?
- How did everyone communicate? All together?
- Was leadership required?
- How frustrated did the team become and how was this handled?
- Who wanted to give up?

### **Health and Safety**

- Care should be taken not to group too many people together. This can lead to unnecessary strain on lower arms and hands.
- Participants are to be instructed to grip hands loosely too avoid sprains.

# 028 – TEAM JUMP

## **Brief Description**

The entire team needs to jump in the air at the same time.

## **Learning Objectives**

This icebreaker is good fun and a great way to get a dynamic group photo (if permission is arranged prior to the event).

## **Resources**

Camera if permission received

**Time Limit** 5 mins

**Group Size** 10+

## **Procedure**

1. The group are tasked with standing in a straight line and must jump in the air at the same time.
2. All feet must be off the floor at the same time, or a further attempt must be made.

## **Variation**

- You can add that points will be added for jump style.

# 029 – THROUGH THE HATCH

## **Brief Description**

Royal Navy ships and submarines have doors called hatches. These can vary in size and some of the smaller hatches can be particularly tricky to move through. The team splits into two groups and need to get from a starting point to an end point whilst getting each team member to pass through a hatch (hoop). Ensure that you give a demonstration on how to get through the hoop. Do not give the groups the chance to plan their strategy. Having set the group off through the first hoop, ask the groups how better they could complete the task if they had planned their execution. On their second attempt with 1 hoop give the groups 1 minute to come up with a plan.

## **Learning Objectives**

This activity encourages teamwork and the benefit of planning.

## **Resources**

2-6 Hula hoops of various sizes.

**Time Limit** 10 – 15 mins

**Group Size** 20+

## **Procedure**

1. The team is split into two groups and a start and finish point is marked out on the ground.
2. Initially a single hoop per group is placed between the start finish line.
3. On the word of command 'GO' each group must get each member to pass though the hoop and to the finish point.
4. Once this has been completed a few times a second hoop of a different size is placed beside

5. the first and the activity is run again.
6. After another few attempts a third hoop can be introduced and the activity is run again.
7. Between attempts the groups should be given time to plan and consider strategies to complete the task in the most effective manner.
8. Introduce bike inner tubes and blind folds for the final attempt. Stress the need to look after blindfolded team members and illicit from the groups the importance of the Personal Quality: TRUST

### **Discussion Points**

- How effective was the planning stage?
- How well did the team work together?
- How did the plan evolve as more hoops were introduced?
- What affect did introducing blindfolds have on the group dynamics? Risk Assessments
- What did those with Blindfolds feel like during the exercise?

# 030 – UP AND OVER

## Brief Description

The group is positioned in a straight line standing behind each other. The person at the front is provided with a ball and on the word of command it is passed backwards alternating between being passed through the legs and over the head.

## Learning Objectives

This activity raises the heart rate and is a good precursor to a more energetic main exercise.

## Resources

One ball

**Time Limit** 10 – 15 mins

**Group Size** 10+

## Procedure

1. The group is positioned in a straight line standing behind each other. The person at the front is provided with a ball and on the word of command it is passed backwards alternating between being passed through the legs and over the head.
2. Once the ball reached the rear most person in the line that person must then move to the front of the line and the process continues until all people have reached their original position.

## Variation

- This activity can also be conducted with the group split into two equal numbered parallel lines.

- An element of competition can then be added with the first team to rotate all of their players being the winners.

### **Discussion points**

- The importance of encouragement can be discussed and how it effects motivation and performance.

# 031 – WHAT'S DIFFERENT PARTNER

## Brief Description

Participants turn back-to-back and change 5 things about their appearance, one of which is very silly. Partners turn around when ready and try to guess the 5 things that have been changed.

## Learning Objectives

This icebreaker gets people to interact with one new person and helps everyone feel comfortable and part of the session. It also shows how observant we really are.

## Resources

Nil

**Time Limit** 10 – 15 mins

**Group Size** 8+

## Procedure

1. Ask everyone to team up with a partner (someone they haven't met or who has the same colour eyes).
2. Ask them to turn back-to-back and change 5 things about their appearance, one which is very silly.
3. Partners turn around when ready and try to guess the 5 things that have been changed.

# 032 – WHO AM I?

## Brief Description

A short activity that requires individuals to have a famous person's name placed on their forehead and for them to guess who that person is through a process of questioning others. This activity encourages quiet individuals to become involved.

## Learning Objectives

This activity tests communication skills and breaks down barriers amongst individuals. It also introduces frustration to an activity.

## Resources

- Pad of Post-it Notes
- Pens

**Time Limit** 10+ mins

**Group Size** Any

## Procedure

1. There are different ways to undertake this activity depending on the time and group size. Either:
2. Sit group in semi-circle with a chair placed in front of the group. One individual (volunteer) leaves the room whilst the rest decide which famous person's name to choose.
3. Once decided this name is written on Post-it. The volunteer then returns to the group and sits in the chair and the Post-it is placed on the forehead of the volunteer (without the name being seen).
4. The volunteer then asks as many questions to the group as required to help establish the famous person's name. The questions must only be answered "yes"

or “no”. Alternatively: Split the group into pairs. One chooses a name and the other then must guess. Tip: Place a limit of 10 questions before a guess must be made.

### **Discussion Points**

- How hard was it to communicate in such a way as to receive a helpful answer?
- How frustrating was it?
- How did you feel with a Post-it note stuck to your head?

# 033 – WORD BUILD\*

## Brief Description

Letters of the alphabet are produced on hand-sized pieces of card and distributed to members of the team. The team is then challenged to produce a word of so many letters – requiring team members to group together – within a short timescale. Will anyone be left out? This is a good energiser with large numbers.

## Learning Objectives

This activity focuses on the need to communicate, with emphasis being placed on listening, looking and moving quickly to form a group and word.

## Resources

Letters of the alphabet produced on card. Produce more than one copy of each vowel.

**Time Limit** 5-10 mins

**Group Size** 26+

## Procedure

1. Distribute the lettered cards to all those participating.
2. Challenge the team to produce words with 3 letters. Then progress the activity further with words of
3. 4, 5, 6, letters etc.
4. Smaller groups will then be formed as words are made.

## Discussion Points

- How many words were made?
- How often was a member of the team left on their own?
- How did they feel not being part of the group?

# REVIEWING TECHNIQUES

NUMBER	ACTIVITY NAME
001	Ball Tops
002	Bin It
003	Expanding Circles
004	Get Knotted
005	Horseshoe
006	Line Up
007	Speed Skills



# 001 – BALL TOSS

## Brief Description

A ball or bean bag is passed from student to student within a circle and each person that catches must state one thought, feeling or learning point which they observed from the activity.

## Learning Objectives

Subject dependent

## Resources

Ball or Bean bag

**Time Limit** 5 mins

**Group Size** 8+

## Procedure

1. This is a semi-review and wake up exercise when covering material that requires heavy concentration.
2. Have everyone stand up and form a circle. It does not have to be perfect, but they should all be facing in, looking at each other.
3. Toss a ball or bean bag to a person and have them tell you a thought, feeling or learning point that they achieved from the activity.
4. They then toss the ball to someone else, and that person explains what they thought.
5. Continue the exercise until everyone has caught the ball at least once.

# 002 – BIN IT

## **Brief Description**

Participants are provided with three pieces of paper and a pen. They then write down three words or phrases (one per sheet) about the activity they have completed. These are then crumpled up and thrown in an empty bin. The facilitator then takes out the crumpled pages at random and facilitates discussion within the group based on the contents.

## **Learning Objectives**

Subject dependent

## **Resources**

None

**Time Limit** 5 mins

**Group Size** 6+

## **Procedure**

1. Participants are provided with three pieces of paper and a pen each.
2. They then write down three words or phrases (one per sheet) about the activity they have completed. These are then crumpled up and thrown in an empty bin.
3. The facilitator then takes out the crumpled pages at random and facilitates discussion within the group based on the contents.
4. The activity works well for smaller groups and can be adapted for larger groups by either restricting them to one sheet each or by having them work in teams.

# 003 – EXPANDING CIRCLE

## Brief Description

Participants stand shoulder to shoulder in a circle facing outwards. Questions and statements are put to the group, and they must take as many steps outwards as they feel are needed. Participants then turn around and further facilitation can be made.

## Learning Objectives

Subject dependent

## Resources

None

**Time Limit** 5 mins

**Group Size** 8+

## Procedure

1. Similar to Line Up. Participants stand shoulder to shoulder in a circle facing outwards.
2. Questions and statements are put to the group, and they have to take as many steps outwards as they feel are needed.
3. Participants then turn around and further facilitation can be made.
4. It is important to inform the participants that where they are stood is 'Zero' or 'Not at all' and that they can take up to ten steps outward depending on how strongly they agree or disagree.
5. Questions can take any form for example:
  - How important do you believe Teamwork was in completing the task?
  - How well do you think you as an individual did during that activity?
  - How effective do you believe the communication was within your team?
  - Where the participants end up on the scale can then be the source of further facilitation. For example: "John, you are standing around a nine. What factors influenced your decision?"

# 004 – GET KNOTTED

## Brief Description

The group stands in a circle and every team member holds onto a rope which has a knot in it with both hands. The knot is moved around the circle and each time it is between a person's hands they say a word, feeling or observation about the completed activity.

## Learning Objectives

Subject dependent

## Resources

Rope

**Time Limit** 5 mins

**Group Size** 10+

## Procedure

1. This reviewing method is very simple and encourages participation from the team.
2. The team stands in a circle and every team member holds onto a rope which has a knot in it with both hands.
3. The knot is moved around the circle and each time it is between a person's hands they say a word,
4. feeling or observation about the completed activity. The knot can be passed around as many times as required for everyone to have their say with the second and subsequent passes allowing people to 'skip' making a comment.

Note: While the activity is taking place a second facilitator can write appropriate comments on a whiteboard.

# 005 – HORSESHOE

## Brief Description

Use a length of rope in a horseshoe shape to define two ends of a spectrum and ask everyone to stand at a point on the line that represents their point of view. The benefit of the horseshoe shape is that everyone is more likely to be in eye contact with each other

## Learning Objectives

Subject dependent

## Resources

Rope

**Time Limit** 5 min

**Group Size** 10+

## Procedure

1. This reviewing method is a variation of a technique that goes under many names including: 'spectrum', 'line-up', 'positions', 'diagonals' and 'silent statements'.
2. The main difference is that these other methods use straight lines, whereas the 'horseshoe' is a curved line.
3. In this method, you simply define the two ends of the spectrum and ask everyone to stand at a point on the line that represents their point of view.
4. The benefit of the horseshoe shape is that everyone is more likely to be in eye contact with each other - which makes facilitating whole group discussion much easier. For example: One end represents "We were a pretty good team during that exercise", the other end represents "We were a hopeless team during that exercise".

5. Everyone chooses their point on the line and then talks to one or two neighbours to check whether they need to adjust their own position on the line.
6. Once everyone is in position, encourage questions from participants to each other. Everyone should have a chance to explain their position, after which everyone should have a chance to move to show whether their views on the issue have changed.

### **Variation**

- It may be helpful to choose different points during the activity. E.g. "How would you each have rated this team before the exercise started?" "What was the quality of teamwork like up to the end of the initial planning?" "What is your personal prediction for the quality of teamwork in the next exercise?"

# 006 – LINE UP

## Brief Description

A length of rope is placed on the floor in a straight line with another line placed perpendicular about 10 paces away. Students stand behind one length and are asked questions. Participants then move toward the second line depending on how strongly they agree with the question or statement.

## Learning Objectives

Subject dependent

## Resources

Two lengths of rope

**Time Limit** 5 mins

**Group Size** 6+

## Procedure

1. A length of rope is placed on the floor in a straight line with another line placed perpendicular about 10 paces away.
2. Participants stand behind one length and are asked questions. Participants then move toward the second line depending on how strongly they agree with the question or statement.
3. It is important to inform the participants that where they are stood on one line is 'Zero' or 'Not at all' and the other line is 'Ten' or 'Extremely important'.
4. Questions can take any form for example:
  - How important do you believe Teamwork was in completing the task?
  - How well do you think you as an individual did during that activity?
  - How effective do you believe the communication was within your team?
  - Where the participants end up on the scale can then be the source of further facilitation. For example: "John you are standing around a nine. What factors influenced your decision?"

# 007 – SPEED SKILLS

## **Brief Description**

Students are given 30 seconds to think on an activity and then spend a further 60 seconds to shout out their ideas.

## **Learning Objectives**

Subject dependent

## **Resources**

None

**Time Limit** 2 mins

**Group Size** 8+

## **Procedure**

1. After an activity, students are given 30 seconds to consider as many single words as possible to describe how an activity went, how they felt and what skills they used to complete the task.
2. They are then given a further 60 seconds to shout them out while the facilitator writes them on a white board.
3. This is a good review technique to use when time is short, and the answers can be built on afterwards, if time allows, by the facilitator. For example, if someone shouted out teamwork, then the group could be asked to explain why that word was used etc.

# NOTES

# NOTES

