**TWO TRUTHS & A LIE**

**Objective:** Relationship Building

**Material**:

Pen or Pencil

Strips of paper

**Set up:** None

**Instructions:**

1. Give the group some time to write down two things about themselves that are true, and one thing that is a "lie."

2. One at a time, each group member will then share the statements about themselves.

3. The rest of the group has to figure out which "fact" is actually a "lie."

4. By a show of hands, member can vote for which they think is the lie.

**Possible Processing Questions:**

1. What did we do well?

2. Are there any suggestion for improvements?

3. What are some alternative ways we can play this game?

Retrieved from <http://www.residentassistant.com/games/icebreakers/truthtruthlie.html>

**BEACH BALL TOSS**

**Objective:** Collaboration and Commitment

**Materials:**

Large Beach Ball

**Set up:**

Play in an open space indoors or outdoors.

**Pre-discussion:**

Ask students how they can be safe while playing this game. For example, being mindful of their peers, calling out “I got it” so that they do not bump into each other; self-care, avoid diving for the ball (unless playing on grass); mental safety, avoid name calling if someone misses the ball; etc.

**Instructions:**

1. The group’s goal is to hit the beach ball 100 times in a row without it falling to the ground.

2. Each team member must hit the ball five times (and no participant can hit the ball twice in a row).

3. If the ball ever hits the ground, the group must start over.

4. A group may exceed 100 hits, if that’s what it takes to get everyone to hit the ball five times.

**Alternative Instructions:**

1. Have the group set a different target total.

2. Have the group set a different individual goal that is higher than the previous option.

**Possible Processing Questions:**

1. If you were successful, what caused this success?

2. What strategies did you use to make sure that everyone was included?

3. What was challenging about this exercise?

4. What did this exercise illustrate to you about leadership?

5. How does this activity relate to our group?

Retrieved from <http://lc.wayne.edu/pdf/icebreakers_teambuilders.pdf>

# COPYCAT

**Objective:** Collaboration

**Materials:** None

**Set up:** None

**Instructions:**

1. Start by getting everyone in the group to stand in a circle facing inwards.

2. Then pick one person and send them out of the room.

3. Whilst they are out of the room, appoint a 'leader'. This person is the one who (in a minute) will lead the room in various movements (eg stomping feet, spinning, standing on one foot, dancing, singing, etc).

4. Everyone else in the circle must mimic the leader, without giving away who the leader is.

5. Bring the person back into the room, and commence the game. They must stand in the middle of the circle.

6. The goal of the game is for the person who was sent out of the room to guess who the leader is.

7. They get three chances to guess it right.

8. The leader then becomes the 'guesser' and the game continues!

**Possible Processing Questions:**

1. How were we successful as a group?

2. What strategies did you use to make sure you were following the leader?

3. What was challenging about this exercise?

4. What were some good leadership skills being used when changing movements?

Retrieved from <http://www.jubed.com/youth_ministry/view/Copycat/>

**Silent Line Up**

**Objective:** Collaboration and using non-verbal communication

**Materials:**

None

**Set up:**

Inside or outside. If inside, find the space in your room where it will be easiest to line up. You will likely move some desks out of the way.

**Pre-discussion:**

Ask students how they can be respectful while playing this game. Since we won’t be talking how else will we communicate. How can we nonverbally get permission from someone to move them?

**Instructions:**

1. The group’s goal is to put ourselves in a line from tallest to shortest without talking.

2. We will time ourselves and see how long it takes.

**Alternative Instructions:**

1. Have the group set a goal of beating our time.

2. Line up by birthdays without talking.

**Possible Processing Questions**: (process between rounds)

1. If you were successful, what caused this success?

2. What strategies did you use to make sure that everyone was included?

3. What was challenging about this exercise?

4. How could we get better at this?

5. What did this exercise illustrate to you about leadership?

**EVOLUTION**

**Objective**: Fun, inclusion. This is an example of how a game like rock paper scissors becomes more inclusive.

**Materials**: None

**Set up**: Make space for students to move around with ease.

**Instructions:**

1. In this game players transition between four stages of evolution: Egg, Chicken, Dinosaur, and All-Knowing-Supreme-Being.
2. Players have the chance to “evolve” when they meet someone else in the same stage of evolution as them (Eggs with Eggs; Chickens with Chickens, etc.)
3. When two players meet they play one round of rock, paper, scissors. The winner evolves one stage higher and the loser devolves down one stage (Eggs do not devolve).
4. All players begin the game as Eggs, which they signify by crouching low to the ground and duck walking (if players are not mobile enough to duck walk they can just bend their knees slightly). Eggs also announce that they are Eggs by saying "egg, egg, egg. . ." as they walk.
5. When players become Chickens they do the chicken walk and cluck. Dinosaurs act like Dinosaurs. And All-Knowing-Supreme-Beings walk around with their head in the clouds and smiles on their faces.
6. When a player loses to an All-Knowing-Supreme-Being they join that person as a supporter/cheerleader.
7. Once play begins players will evolve and devolve for a while before becoming All-Knowing-Supreme-Beings.
8. Play continues until there are two Supreme-Beings with their teams and they play each other for a final round, OR until time runs out.

**Alternative Instructions:**

1. Once a person becomes an "All-Knowing-Supreme-Being" they cannot devolve, but they CAN STILL play.
2. All-Knowing-Supreme-Beings can play whoever they want without fear of devolving. So essentially they could help anyone out until the person being helped is also an All-Knowing-Supreme-Being.
3. Usually this doesn't happen and the All-Knowing-Supreme-Beings just hang out. This is a good lesson in HELPING OTHERS.

**Possible Processing Questions:**

1. How did you feel playing this game?

2. What was your favorite or least favorite part?

3. What was challenging about this exercise?

**WHO DID IT?**

**Objective**: Relationship Building

**Materials:**

Pen or Pencil

Strips of paper

Basket or Bag

**Set up:** None

**Instructions:**

1. Have everyone write 3 interesting, fun, or silly facts about something they have done or experienced, that no one else in the room could know. Express that the facts should be appropriate to share in a class setting. Let them know that they should not write their names on their papers because they are going to guess who did it.

2. Instruct them to fold their paper a few times and place the folded paper in the bag. If sitting or standing in a circle, the bag can be placed in the middle of the circle. If not, the bag can be passed around the group. Shake up the bag.

3. A person is selected to draw a paper. (The teacher should trust that every student is being appropriate. If a paper is drawn that contains something inappropriate, then the teacher should express how everyone has the right to feel mentally and physically safe. Then, the teacher should pause the game, go through every response in front of the students, so that he or she can make sure that every response in appropriate.)

4. The person must read the three interesting facts out loud and guess who did it.

5. After three missed guesses, the owner of the paper should reveal him or herself. If she or he chooses to elaborate on an interesting fact, she or he should be given a minute or two to do so.

6. Thereafter, he or she becomes the new guesser.

7. This continues until all papers are read.

**Possible Processing Questions**:

1. How did you feel playing this game?

2. What was your favorite or least favorite part?

3. What was challenging about this exercise?

**Pick a Side**

**Objectives**: Community Building. Students learn that it is ok to have and voice differences and still be friends.

**Materials**: Sign with “Agree” and sign with “Disagree”

**Set up:** Students have to be able to move from one side of the classroom to the other. Put up Agree sign on one side of the room and Disagree on the other. Depending on the class personality, it may be helpful to have done the guidelines activity in advance of this or to do this after they have played some inclusive games.

**Instructions:** You will make a statement. Everyone has to either agree or disagree with the statement. There is no middle ground. All those who agree will gather on the side of the room with the “Agree” sign, all those who disagree gather on the the side of the room with the “Disagree” sign. You will then ask for a volunteer on either side to explain why they chose the side they did. After you’ve heard a few answers from both sides the class regroups in the middle and you pose the next statement and repeat allowing each side to explain their reasoning.

1. Explain that we will be playing a game where they get to voice their opinions. Tell the students that : I will make a statement and all of you get to either agree with what I’ve said or disagree. If you agree you will go to the side of the room with the “Agree” sign. If you don’t agree go to the side of the room with the “Disagree” sign. Any questions?

2. Have all students stand up and then say any of the statements below or come up with your own.

* It is OK for 1st graders to use swear words
* Its ok to hit people
* Songs with explicit lyrics should be allowed on the radio
* Girls and Boys should both have to do household chores
* The A’s are a better baseball team than the Giants
* Is it ok to ask questions in class
* Is it Ok to take a picture of someone without their permission

3. After all have moved to one side of the room or the other ask: Why did people pick the side they did?

4. Allow students to volunteer to speak.

5. Select someone to give their opinion. Thank them and summarize their statement, checking in with them to make sure you have it right. Then ask for an opinion from the other side and repeat the summarizing process. Repeat this process with several speakers.

5. If time allows repeat the process with a new question.

**Processing questions:**

* How was that?
* Is it something you’d like to do again?
* Was it ok for us to not all to think the same way? What was that like?
* Did you learn anything? About each other or the topic?

**Dial it Down, or Up**

Depending on the questions you ask this can be very light hearted or very serious. It’s best to begin with something you think students will have strong opinions about but isn’t something too close to them (e.g. the best age to get married is above 25). As the class gets to know each other and is able to hold differing opinions you can ask questions about issues that might be closer to their world such as “It’s ok to smoke weed when you’re in middle school?”

**Student Involvement**

Solicit student input on what the questions should be or what issues to cover.

Once the students have gotten used to hearing you summarize opinions you can ask someone from the Agree side to summarize what someone on the Disagree side said. You can even move to having them facilitate the entire process.

**Variations:**

You can also use this exercise and add more movement to it by adding gradations of issues as they come up. E.g. Is it ok for 1st graders to swear? You can then ask about 3rd graders and have people move to Agree as you move up in years. Then you get to ask why ok at one age or place and not another etc.

**Name Game**

**Objectives:** Get to know each other’s names and a little bit about each other

**Materials:** none

**Instructions:** Each person will say “Hi my name is \_ \_ and I like chocolate” as they say their name they will do a movement e.g. jump forward. Everyone else in the class says “Welcome \_\_\_\_\_\_” and repeats the movement as they say the person’s name..

1. Teacher demonstrates with their name, a movement and what they like, and has the class practice welcoming them. Ask for questions.

2. Move around the room, or circle until all in the class have been welcomed.

3. If someone new comes to the class you can repeat this exercise to welcome them.

**Debrief**:

* What was that like?
* How did it feel when everyone said your name and welcome?
* How was it doing the movement?
* Is this what you thought you’d be doing in the first week of school?
* Did you learn anything about anyone in the room that you didn’t know before?

**CLASS CHEER**

**Objective:** Teamwork, build class and school spirit

**Materials:** None

**Set Up**: None

**Instructions:**

1. Each class that chooses to participate is going to make a cheer that last for 30-45 seconds. It should have hand movements, words, and sounds.

2. We will include the words Roosevelt and Bulldogs

3. As a class we will brainstorm other words we would like to include- positive things that are true about Roosevelt, or that we would like to make more true at Roosevelt.

4. Survey the class to see who among us is good with words, choreography, helping making decisions, teaching others how to do things.

5. Make a plan for how we will develop the cheer. Perhaps in small groups and then have a few teams show their work to the class and we blend them together.

6. Once we have a cheer we like we will all learn it.

7. At the marking period assembly we will show our cheer.

8. We will go through a similar process as a school to develop a school cheer.

9. Eventually at assemblies each grade has a class color and each grade will do the cheer and then the whole school.

**CROSS THE RIVER**

**Objective:** Team building, getting to know ways we work (and don’t work) together.

**Materials:** None

**Set up:** Make a space in the room big enough for folks to gather up. Designate what is “the river.”

**Instructions:**

1. The object of the game is to get people across the river and to the other side with as few people getting wet in the water as possible.
2. The group has a set time limit (*5-10 minutes-- you choose*)

**Possible Processing Questions:**

1. How did you feel playing this game?

2. What was your favorite or least favorite part?

3. What was challenging about this exercise?