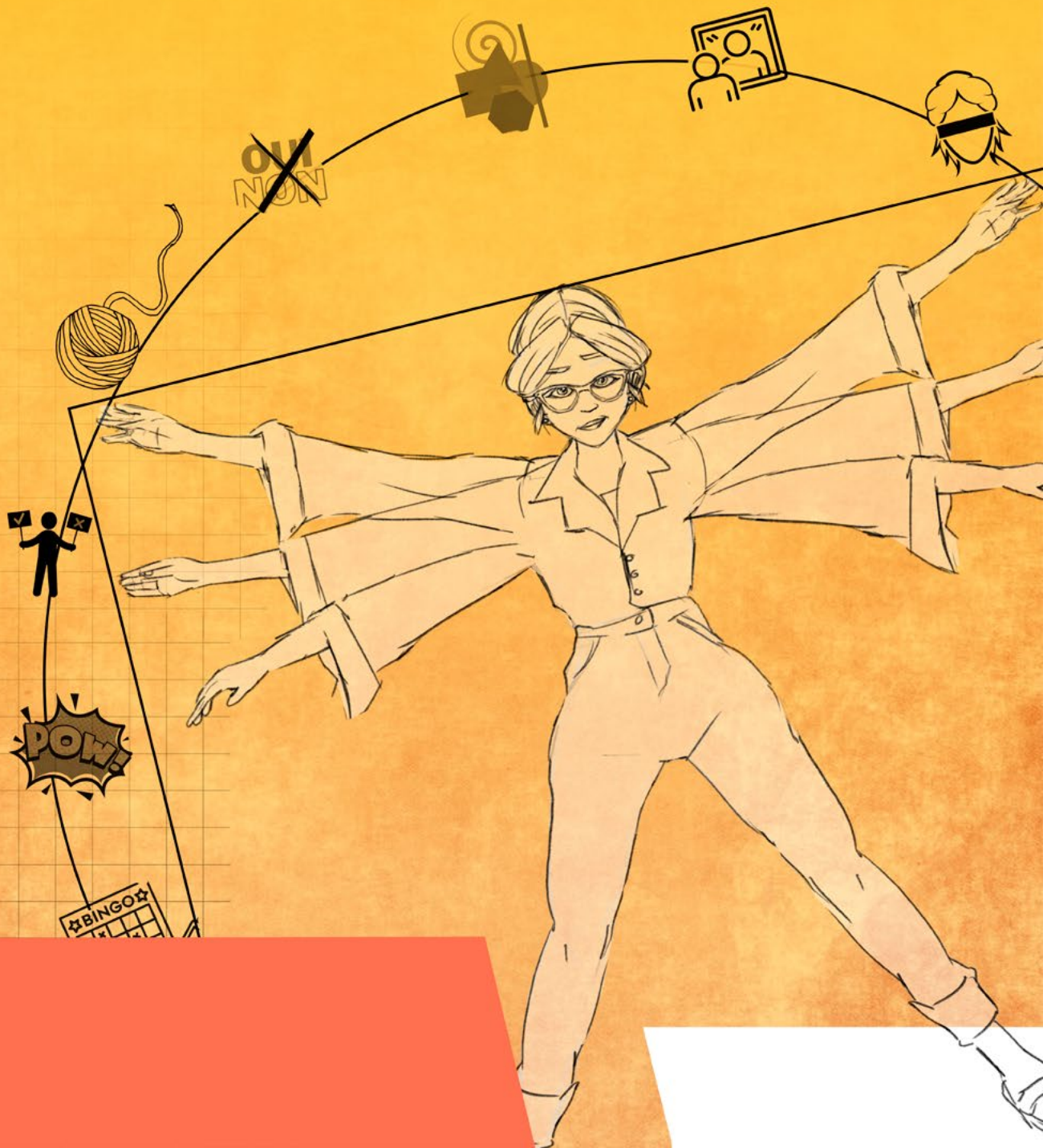




ICEBREAKERS



Martine St-Germain
Jolyanne Mongrain
Lydia Desrosiers

ICEBREAKER

WHAT IS AN ICEBREAKER?
WHAT IS IT FOR?

BUILDING GROUP RELATIONSHIPS

GETTING TO KNOW ONE ANOTHER THROUGH PLAY

Icebreakers often take the form of a game, an activity to do in small or larger groups. It's an activity that should be introduced during the first class or first contact with students.

OBJECTIVES

For students

- For students:
- Get to know one another
- Foster a sense of belonging

For teachers:

- Observe group dynamics
- Create inside jokes
- Get to know the students

According to pedagogical intentions and

- the type of training
- the size of the group
- the students' profile
- whether or not the students already know one another

ICEBREAKER ACTIVITIES

MATRIX

	Students already know one another	Students don't know one another	Create bonds between students	Observe group phenomena/dynamics	Foster a sense of belonging	Collaborate, work as a team	Make collective decisions	Encourage creativity	Get to know one another better	Get students moving	Foster exchanges	Create inside jokes	Have fun as a group	Communicate effectively	Other	Page
NASA	●	●	●	●	●	●	●							●		4
World Map		●	●		●				●		●				●	6
This Image Represents Me	●	●	●					●	●		●					7
Draw me a Picture	●	●	●	●				●	●		●		●			8
Fun Fact	●								●			●	●			9
I Choose This Object	●	●							●			●	●			10
How am I Perceived?	●		●							●	●				●	11
Two Truths and a Lie?	●								●			●	●			12
The Blind Ride	●		●			●								●		13
Never Have I Ever	●	●							●			●	●			14
Why Not a Sculpture?	●	●						●	●			●	●			15
Neither yes nor no	●	●						●	●				●			16
POW, I know you	●								●			●	●			17
Our Story	●		●		●	●		●						●		18
Draw your name for me		●						●	●				●			19
Cross the Ocean	●	●		●		●	●			●				●		20
The Yarn Ball		●			●				●				●			21
The Eiffel Tower	●	●		●		●	●	●						●		22
The Floor is Lava	●	●		●		●				●			●	●		23
Giant Boggle	●	●				●			●			●	●			24
Human Bingo		●	●						●	●	●					25
Scavenger Hunt		●	●			●				●	●				●	28
If I were, I would be	●	●						●	●		●	●				30
100 Wacky Words		●			●				●					●	●	32
When I Was a Kid	●		●						●		●					34
In the Shoes of...	●	●								●			●	●	●	36
Standing in Line	●	●				●			●	●		●	●			37
My State of Mind in Pictures	●			●	●										●	39
I am ... a Square!	●	●							●	●			●			44
Coat of Arms	●	●			●	●	●	●						●	●	51

NASA

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR
WHO DON'T

OBJECTIVES

- Communicate effectively
- Create bonds between students
- Observe group phenomena/dynamics
- Foster a sense of belonging
- Encourage collaborative teamwork
- Make collective decisions

INSTRUCTIONS

1. Divide students into groups of 5 or 6.
2. Provide students with a list of objects.
The challenge:
 - Agreeing on seven items to bring into space for the group's survival on a new planet.
 - Reaching a consensus.
 - Time allowed: 15 minutes
3. Ask each group to share their process with the rest of the class

REQUIRED MATERIALS

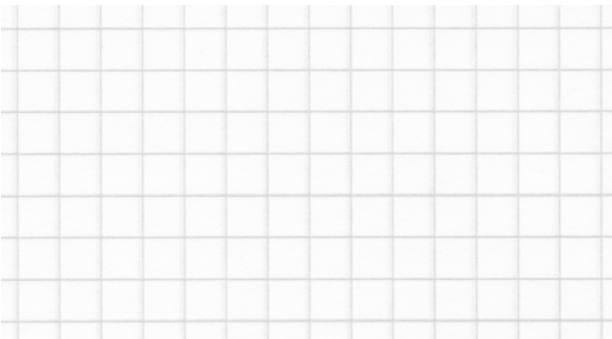
- List of objects (see next page)



Choose seven essential items to ensure your survival on a new planet where you will find the following elements: water, vegetation, animals and tropical climate. Note that you must reach a consensus!

You have 15 minutes to complete this activity.

- Matches (a box of 20)
- Dry food (one month's supply)
- Water filters
- Six-person tent
- Hygienic products (soap, toothpaste, etc.)
- Satellite phone
- Rifle with 50 bullets
- Generator
- Books
- Music player and headphones
- First aid kit
- Saucepan
- Blanket (three)
- Family photos (three photos per person)
- A complete wardrobe
- Inflatable air mattress (King)
- Picnic set for four people
- Portable barbecue
- Propane tanks (six small)
- Paper (100 sheets)
- Notebook and pencils
- Vegetable seeds
- Jeep and six gallons of gas
- Helicopter
- Board games
- Walkie-Talkie
- Spyglass
- Bow and arrow



WORLD MAP

FOR A GROUP OF STUDENTS WHO DON'T KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another
- Foster exchanges
- Create bonds between students
- Emphasize the uniqueness of students
- Foster a sense of belonging

INSTRUCTIONS

1. Display a giant world map on the board (paper version or using a projector).
2. Distribute sticky notes (such as Post-it notes) to each student:
 - Ask students to write their name on the slip of paper and stick it on the world map over the location that most represents them.
 - Emphasize that students should think about the geographic location they feel most represents them. Some students may have multiple backgrounds or may not want to talk about where they were born, but instead identify with a particular culture.
3. Stand with your back to the group so you can't see where each student is sticking their Post-it.
4. Take a random Post-it. The student to whom it belongs needs to express their sense of belonging to that country (why this country, what do they like there, etc.)

REQUIRED MATERIALS

- A world map displayed on the board
- Sticky notes (such as Post-it notes)
- Pens or pencils

THIS IMAGE REPRESENTS ME

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another
- Foster exchanges
- Create bonds between students
- Encourage creativity

INSTRUCTIONS

1. Display images on the board (paper version or with the projector) or arrange them on a table. The number of images must be greater than the number of students.
2. Silently, each student must choose an image that inspires them. Avoid giving overly specific instructions, so that the students can let their imagination and interpretation run free. If paper images are used, each student takes the image of their choice to their seat.
3. Each student in turn presents their image and explains why it inspired them.

REQUIRED MATERIALS

- A variety of images

DRAW ME A PICTURE

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another
- Create bonds between students
- Have fun as a group
- Observe group phenomena/dynamics
- Foster exchanges
- Encourage creativity

INSTRUCTIONS

1. Divide students into groups of 3 to 5 (you can also do the activity in large groups).
2. Give students a goal, e.g., draw a story, something that represents you, something that might surprise us about you, something you love, etc.
3. Set a number of minutes to draw the picture (e.g., two minutes) and a time to discuss it afterwards (e.g., one minute). Students must complete the drawing relatively quickly in order to create a sense of excitement.
4. Ensure that everyone has time to draw and participate in the game.
5. Hold a class discussion: What did you like? How did you find the exercise? What did you learn about your teammates?

REQUIRED MATERIALS

- A board and markers or
- Paper, pens or pencils (make sure that all the team members can see)

FUN FACT

FOR A GROUP OF STUDENTS WHO ALREADY KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another better
- Have fun as a group
- Create inside jokes

INSTRUCTIONS

1. Give the students a few minutes to think of a fun fact about themselves.
2. Ask them to write the fun fact down on a piece of paper, without showing anyone. Then, have them fold the paper and place it in the designated box.
3. Once everyone has put their piece of paper in the box, the teacher picks one, reads it aloud and the group tries to guess who the fun fact belongs to. Once the student is identified, explain it in a few words to the group.
4. Note that the teacher must also participate in the game

REQUIRED MATERIALS

- Paper
- Pens or pencils
- A small box

I CHOOSE THIS OBJECT

FOR A GROUP OF STUDENTS WHO EITHER ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another better
- Have fun as a group
- Create inside jokes

INSTRUCTIONS

1. Write to students BEFORE the first class asking them to bring three objects that represent them.
2. When entering the classroom, each student places their three objects in a bag (one bag per student).
3. When the game starts, each student randomly picks a bag and discovers the objects in it. If a student picks their own bag, they will have to play the game pretending that the objects are not theirs. Each student has to guess who the objects belong to.
4. Go around the table. Students have to present the objects found in the bag they randomly picked out, say who they associate the objects with, and explain why they associate them with that classmate. Students will need to use their creativity and sense of humour!
5. Note that the teacher must also participate in the game.

REQUIRED MATERIALS

- Three objects per student (that they bring from home)
- One bag per student (provided by the teacher)

HOW AM I PERCEIVED?

FOR A GROUP OF STUDENTS WHO ALREADY KNOW ONE ANOTHER

OBJECTIVES

- Create bonds between students
- Encourage students to move
- Contribute to students' self-esteem
- Foster exchanges

INSTRUCTIONS

1. Stick a sheet of paper on each student's back.
2. Ask students to write a quality on their classmates' sheet of paper. Each student must have a total of ten qualities on their sheet. The same word cannot appear twice on the same sheet.
3. Once all students have ten qualities on their sheet, they go back to their desk.
4. Finally, ask everyone to take turns naming their qualities. Allow the other participants to explain or share their point of view.
5. Length: 20 to 30 minutes

REQUIRED MATERIALS

- A sheet of paper per student
- Adhesive tape
- Markers

TWO TRUTHS AND A LIE

FOR A GROUP OF STUDENTS WHO
ALREADY KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another better
- Create inside jokes
- Have fun as a group

INSTRUCTIONS

1. Ask each student to think of two unexpected stories or life anecdotes that have actually occurred, as well as one fictional story or anecdote, purely invented. It is important that other students are unaware of the stories being told.
2. Divide students into groups of three.
3. In each team, one student starts with telling their three anecdotes. Then, the other two have three minutes maximum to ask questions of their choice and guess which of the three stories is fictional.
4. Each student in the team is questioned one by one.
5. If the teacher wishes, they can share the most surprising anecdotes with the class.

REQUIRED MATERIALS

- None

THE BLIND RIDE

FOR A GROUP OF STUDENTS WHO
ALREADY KNOW ONE ANOTHER

OBJECTIVES

- Encourage students to move
- Create bonds between students
- Get to know one another better
- Communicate effectively
- Encourage collaborative teamwork
- Foster exchanges

INSTRUCTIONS

1. Divide students into pairs. One student will be the “blind one” and the other will be the guide.
2. The “blind one” will wear a blindfold. The guide must take them through the school and make sure they avoid all objects and walls. There is no predefined route, simply let the guide lead you.
3. To get to know each other better, the guide and the “blind one” must ask each other questions and listen to each other while walking. Only hearing and speaking are useful in this activity to learn more about each other.

REQUIRED MATERIALS

- Blindfolds

NEVER HAVE I EVER

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another better
- Have fun as a group
- Create inside jokes

INSTRUCTIONS

1. Everyone gathers in a circle, including the teacher.
2. The teacher gives ten tokens (or less, depending on the number of students) to each student.
3. In turn (the teacher can start to give an example and break the ice), each participant tells the group something they have never done, for example: "I've never taken a plane," "I've never had a pet," "I've never skipped school," etc. On each turn, those who have done whatever was stated must place a token in a bowl in the middle of the circle.
4. The game continues until a participant has no more tokens.

REQUIRED MATERIALS

- Ten tokens per person (paper clips, toothpicks, pennies, clothespins, bingo chips, beads, pompoms, etc.)
- A bowl

WHY NOT A SCULPTURE?

FOR A GROUP OF STUDENTS WHO EITHER ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another
- Encourage creativity
- Have fun as a group
- Create inside jokes

INSTRUCTIONS

1. Divide students into groups of 4-6
2. Each student has to make a sculpture that represents them or something that is important to them out of playdough, all in silence! The other students have to guess what the sculpture represents. Then, the student will be able to slightly elaborate on this representation while revealing themselves to the others.
3. The game continues, with each student taking their turn until the time is up. You can plan two to three turns per person.
4. Suggested time: more or less 20 minutes

REQUIRED MATERIALS

- A jar of modeling paste per team

NEITHER YES NOR NO

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIFS

- Have fun as a group
- Create inside jokes
- Encourage creativity

INSTRUCTIONS

1. Gather in a circle as a group, or in smaller groups of five or six students.
2. Students ask one another closed-ended questions that normally require a yes or no answer.
3. The questions asked should ideally be used to get to know the other person.
 - The challenge is to answer these questions without saying YES or NO. If a student says yes or no, they are eliminated from the game.
 - The students that are eliminated remain in the circle (to witness the game and to be part of the group), but change positions. For example, at the beginning, everyone stands and students sit down as they are eliminated.

REQUIRED MATERIALS

- None

POW, I KNOW YOU

FOR A GROUP OF STUDENTS WHO ALREADY KNOW ONE ANOTHER

OBJECTIFS

- Get to know one another better
- Have fun as a group
- Create inside jokes

INSTRUCTIONS

1. All students get into a circle, an arm's length apart.
2. A student or the teacher gets in the middle of the circle and acts as "game master."
3. The game master spins around while holding up an imaginary finger gun. They point to a participant and say: "POW!" The designated participant automatically needs to crouch and the two people beside them (to their left and to their right) compete in the game. The goal is to present a characteristic or fact about their classmate. It's a matter of speed!
4. The first participant to name a characteristic of the crouching participant continues to play. The student that was pointed at and is crouching stands up to continue to play. The student that wasn't quick enough to name a characteristic is eliminated and has to sit down.
 - Important note! If the mentioned characteristic is false, the player that said it loses!
 - The game continues until there are only two players left. The game master then chooses a key word (i.e., ball). Once that's done, the two students stand with their backs against each other and walk in opposite directions while the game master tells a short made-up story. When they say the keyword, both players turn around and say POW while pointing the other. The first one to do it wins the game.

REQUIRED MATERIALS

- None

OUR STORY

FOR A GROUP OF STUDENTS WHO
ALREADY KNOW ONE ANOTHER, AT THE END
OF THEIR CURRICULUM

OBJECTIVES

- Create bonds between students
- Encourage collaborative teamwork
- Foster a sense of belonging
- Encourage creativity
- Communicate effectively

INSTRUCTIONS

1. Since students know one another already, and they have already completed a part of their academic journey together, they will be able to tell their story cooperatively and creatively.
2. We suggest you split the class into two groups. The students gather in a circle; one student begins the story, and the others build on it in turn. You can have more than one round, as needed. At the end, this fictional story should represent the group's journey since the beginning of the program.

REQUIRED MATERIALS

- None

DRAW YOUR NAME FOR ME

FOR A GROUP OF STUDENTS WHO DON'T KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another better
- Have fun as a group
- Encourage creativity

INSTRUCTIONS

1. Divide students into groups of 5-6
2. Students have to figure out the names of their classmates. Students in each group take turns drawing pictures that reveal the letters of their given name, one by one. For example, Bianca could draw a broccoli, an image, an angel, a nose, etc. When the drawing is "solved", the student will have to comment on the chosen image (for example: I hate broccoli), or make a link with who they are in order to let the others get to know them a little better.
3. As soon as a classmate thinks they have figured out the illustrator's name, they can say it. It is not necessary to wait until every letter is found. You can try to guess at any time!

REQUIRED MATERIALS

- A board or a sheet of paper displayed in front of the group
- Pens, pencils or chalk

CROSS THE OCEAN

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Communicate effectively
- Encourage collaborative teamwork
- Make decisions collectively
- Observe group phenomena
- Encourage students to move

INSTRUCTIONS

1. Before class starts, indicate point A and point B on the floor with coloured tape.
2. Divide students into two equal groups
3. Give each group the number of plates corresponding to one-third of the number of participants (for example, a team of nine would receive three plates) required for the crossing.
4. Explain to students that they are on a deserted island (point A) and that they must cross a shark-infested ocean to get to shore (point B). Each group must find a way to get all of its members to shore without being devoured by the sharks. To do this, they must use the paper plates. However, only one person at a time can stand on a plate. The plates can however be moved around.
5. The solution is that only a few participants can go to the shore (point A) at a time and one person must always go back to help those left on the island (point B) cross. The winning team is the one whose members manage to cross first.

REQUIRED MATERIALS

- Paper plates (the number of plates varies depending on the groups. The number of plates should be one-third the number of participants (e.g., three plates for a team of nine players).
- Coloured tape

THE YARN BALL

FOR A GROUP OF STUDENTS WHO DON'T KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another better
- Foster a sense of belonging
- Have fun as a group

INSTRUCTIONS

1. Everyone sits in a circle, including the teacher.
2. Before starting the activity, it is important to mention to the group that the goal of the exercise is to listen attentively and to remember everyone's names and fun facts.
3. The teacher starts by saying their name and a personal anecdote, for example: "I have a daughter", "My favourite dish is spaghetti", "I have ten years of experience in...", etc. While holding the ball by the end of the string, they throw it to a student. This student, on their turn, says their name and a personal anecdote. They then hold the string and throw the ball to another student.
4. Keep going until everyone has had a turn and is holding a part of the string. Once that's done, the last person to have spoken has to start again, but going the other way, which means that they throw the ball back to the person who threw it to them in the first place. However, before doing so, they say this person's name and the anecdote they shared earlier out loud. If the participant draws a blank, the others can help.
5. The goal is to get the yarn ball back to the teacher.
6. Length: about 20 minutes

REQUIRED MATERIALS

- A yarn or string ball

THE EIFFEL TOWER

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Encourage collaborative teamwork
- Communicate effectively
- Make decisions collectively
- Encourage creativity
- Observe group phenomena

INSTRUCTIONS

1. Divide students into groups of 3-5
2. Each group should gather around a small table (or a desk). Each student must easily have access to the material placed at the centre of the table.
3. Each group will have to build the highest tower within a time limit.
4. Provide students with some challenging materials (toothpicks, paper clips, matches, etc.) with which they must attempt to build the tallest tower in the given time frame.
5. It is important to not give students too many instructions so that they can be innovative and creative (i.e., use extra materials or use their body to support the tower, etc.).

REQUIRED MATERIALS

- A table or a desk
- Objects with which to build the tower
- A timer

THE FLOOR IS LAVA

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Encourage collaborative teamwork
- Communicate effectively
- Encourage students to move
- Have fun as a group
- Observe group phenomena

INSTRUCTIONS

1. Spread a bedsheet on the floor.
2. Ask all students to gather on the sheet.
3. Challenge students to flip the sheet around, adding the following caveat:
no one can touch the floor to do it!
4. Length: about 10-15 minutes

REQUIRED MATERIALS

- A large bedsheet, blanket or tarp

GIANT BOGGLE

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another better
- Have fun as a group
- Create inside jokes
- Encourage collaborative teamwork

INSTRUCTIONS

1. Give five sheets of paper to each student.
2. Ask everyone to write, without letting the others see, a letter from the alphabet on each sheet.
3. Divide students into groups of 3-4
4. Each group needs to make a pile with each team member's sheets. Then, within five minutes, using their own pile of sheets, the participants must try and form as many words as they can. The words must contain a minimum of three letters and must be in English.
5. The winning team is the one that comes up with the most words in five minutes.

REQUIRED MATERIALS

- Blank sheets of paper, cut in four
- Pens or pencils
- A timer

HUMAN BINGO

FOR A GROUP OF STUDENTS WHO
DON'T KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another better
- Create bonds between students
- Encourage students to move
- Foster exchanges

INSTRUCTIONS

1. Give every student a BINGO card (see next page).
2. Once all BINGO cards have been distributed, students walk around and ask one another questions simultaneously. They write down the classmate's name that fits the statement.
3. Allocated time: between 15 and 20 minutes, depending on the number of students
4. A group recap is done to:
 - Share the answers
 - Fill in the missing boxes
 - Discuss and laugh about some of the answers

REQUIRED MATERIALS

- Pens or pencils
- Bingo cards (see next pages)

HUMAN BINGO

Find a classmate who....

OBJECTIVES

- Write their name in the appropriate box.
- You may not write your own name.
- You may not write a name in more than one box.
- The goal is to be the first to fill out the card.

Have fun!

Traveled in the last year	Was born in a country other than Canada	Speaks a language other than English or French	Has a food allergy
Has fall as their favourite season	Has at least one child	Has a pet	Has never been on a plane
Was born in the winter	Went to a concert in the last year	Studied in another field before this one	Plays a sport
Collects	Has green eyes	Has a five-letter (first) name	Is an only child

HUMAN BINGO

Find a classmate who....

OBJECTIVES

- Write their name in the appropriate box.
- You may not write your own name.
- You may not write a name in more than one box.
- The goal is to be the first to fill out the card.

Have fun!

Snores	Is the youngest in the class	Has an original nickname / Write it down:	Has blue eyes
Plays a musical instrument / Which one?	Ate at McDonald's this week	Has been to Florida	Goes to bed late
Likes horror movies	Has stolen money from their mother's purse before	Cried when watching Titanic	Has broken an arm or a leg
Is married	Doesn't like chocolate	Likes Céline Dion	Is over 40 years old

SCAVENGER HUNT

FOR STUDENTS
AT THE BEGINNING OF THEIR CURRICULUM

OBJECTIVES

- Create bonds between students
- Identify resource persons
- Get to know the key areas in the school
- Encourage students to move
- Encourage collaborative teamwork
- Foster exchanges

INSTRUCTIONS

1. Divide students into groups of 3
2. Provide each team with the scavenger hunt itinerary.
3. Once all itineraries are distributed, students walk around the school to locate landmarks, answer questions and approach resource persons.
4. Allocated time:
 - For the entire activity: 60 minutes
 - For the scavenger hunt: 30-40 minutes
5. Group recap
6. The winning team is the team with the best time and the most correct answers

REQUIRED MATERIALS

- The itinerary (see example on the next page)
- Pens or pencils

SCAVENGER HUNT

In order to familiarize yourself with your new educational environment, here is a scavenger hunt! Follow the instructions and record your answers in the appropriate place.

Good luck!!

How many classrooms are there on the 3rd floor?.....

How many computers are available in the library?.....

How much does the soup of the day cost?.....

What is our department secretary's name?.....

How much does it cost to join the school gym?.....

What is the school counselor's room number?

From room A122, walk ten steps straight ahead and turn right. What is in front of you?.....

How many graduates from the Dental Assistant program were there in 2015?.....

These are examples of questions that could be asked in a scavenger hunt.

The important thing is to ask a variety of questions that require students to ask staff members:

- about certain room numbers
- to find a resource person's name
- about specific locations in your training center
- by drawing inspiration from the decor
- etc.

BE CREATIVE!!!

IF I WERE... I WOULD BE...

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another better
- Create inside jokes
- Foster exchanges

INSTRUCTIONS

1. Gather the group in a circle and distribute an activity sheet to each student.
2. Ask participants to select three statements from the proposed list and individually answer the question "If I were, I would be..."
3. Then, each student in turn shares with the rest of the group the statements that they selected and explains their choices.

MATERIALS NEEDED

- The activity sheet (see next page)

IF I WERE... I WOULD BE... .

1. Pick three terms in the suggested list and respond to it individually.
2. Then go around the room and share the terms you selected and explain why you choose them.

LIST OF TERMS

- | | |
|--|---|
| <input type="checkbox"/> a place | <input type="checkbox"/> a celebrity |
| <input type="checkbox"/> a plant | <input type="checkbox"/> a historical event |
| <input type="checkbox"/> a tree | <input type="checkbox"/> a book |
| <input type="checkbox"/> a flower | <input type="checkbox"/> a magazine |
| <input type="checkbox"/> an animal | <input type="checkbox"/> movie |
| <input type="checkbox"/> a sport | <input type="checkbox"/> TV show |
| <input type="checkbox"/> a cosmetic | <input type="checkbox"/> object |
| <input type="checkbox"/> a work of art | <input type="checkbox"/> entrepreneur |

SENTENCES TO COMPLETE

If I were I would be.....
because

If I were I would be.....
because

If I were I would be.....
because

100 WACKY WORDS

FOR A GROUP OF STUDENTS WHO
ALREADY KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another
- Foster a sense of belonging
- Foster exchanges

INSTRUCTIONS

1. The teacher may begin the class by saying: "In a new group, the first 100 words are the most difficult to say. So, we are all going to say our first 100 words this morning!"
2. The teacher names one student at a time, at random, from the class list. The student comes to the front of the class and picks two themes from a bowl provided by the teacher.
3. The student chooses one of these two themes to say their 100 words about, and puts the one they didn't choose back in the bowl.
4. The teacher explains that they will be counting the 100 words and will let the student know when they can go back to their seat. In reality, when the student becomes more comfortable in front of the group, the teacher thanks them and asks them to return to their seat. The idea is to break the ice. The student thus stays in front of the class until the teacher feels that stress is decreasing and they are starting to feel comfortable. There is no real word count.
5. The other students are invited to participate, ask questions, and provide encouragement (it creates good chemistry within the group, since everyone experiences the same stress and encourages one another!)

REQUIRED MATERIALS

- Class list
- Various themes to pick from a bowl (see next page for suggestions)

100 WACKY WORDS

Suggestions of themes to pick

Kraft Dinner

A monkey as a pet

City or country?

My superpower

Living on Mars

My worst blunder

What makes me laugh

The time I felt ashamed

My worst fall

Fries or poutine?

TV shows

Harry Potter

No one would think that about me

My little cheesy side

I find this ridiculous!

A travel disaster

The dentist

Plastic surgery

My funniest belief as a kid

A world of unicorns

Flying cars

If I were a millionaire...

My wackiest dream

I would never...

If I could, I would be ...

A day in the shoes of Lady Gaga

An awkward situation

If I were a candy, I would be ...

Walt Disney Princess

My worst "talent"

I'll never forget this!

The most ridiculous sentence I ever heard

Oven Pogo or microwave Pogo?

The funniest joke I know

The worst prank

I secretly dream of...

My most frivolous purchase

Living in the Middle Ages

WHEN I WAS A KID

FOR A GROUP OF STUDENTS WHO
ALREADY KNOW ONE ANOTHER

OBJECTIVES

- Get to know one another better
- Create bonds between students
- Foster exchanges

INSTRUCTIONS

1. The teacher creates a short questionnaire using a digital platform of their choice (Socrative, Wooclap, etc.). The questions should be about childhood (See next page for suggestions).
2. Each student logs onto the application and answers the questions. It is important that they write their name.
3. When everyone has completed all the questions, the teacher displays the answers on the projector one at a time. It is important to hide the students' names while showing their answers.
4. The goal is to guess who wrote what according to what the students already know about one another. Discussions, assumptions, and guesses are welcomed!
5. After a short discussion, the teacher reveals the name next to the answers, allowing time for laugh and discussing before moving on to the next question.

REQUIRED MATERIALS

- Internet access for students
- Cell phones or computers
- The application chosen by the teacher (free use)

WHEN I WAS A KID

Suggestions for questions about childhood

When I was a kid, my favourite dish was.....

When I was a kid, I did this prank....

When I was a kid, people would say that I was (characteristics).....

When I was a kid, my favourite movie was.....

I was born in.....

When I was a kid, my favourite game was.....

When I was a kid, I dreamed of becoming.....

My fondest childhood memory is.....

I consider my greatest success as a kid to be.....

How many brothers and sisters do I have?.....

When I was a kid, my idol was

The greatest gift I received when I was a kid is.....

When I was a kid, I hated.....

When I was a kid, I was scared of.....

When I was a kid, my mom was always saying.....

When I was a kid, my favourite song was

IN THE SHOES OF...

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Encourage students to move
- Have fun as a group
- Communicate effectively
- Make links with the subject matter and prior knowledge

INSTRUCTIONS

1. Each student writes a word related to the subject of the class on a piece of paper, and sticks their paper on the back or forehead of a classmate so that everyone can see what is written except the student.
2. The goal is to guess the word written on the piece of paper. To do this, each student can ask a maximum of 10 closed-ended questions (questions that require a yes/no response) to anyone in the group. However, they cannot ask the same person more than twice (this number may vary depending on the number of students).
3. When the total number of questions allowed is reached, student go to the teacher and try to guess the word on their back or forehead. If they don't find it, they can ask two more questions and then try guessing one more time. If the student still cannot find the word, they are eliminated. Students can go to the teacher at any time during the game if they found the correct answer.
4. The winner is the student who finds their word first.
5. Alternative: Students share their answers with the group in turn (instead of going to the teacher individually)
6. Length: 15-20 minutes

REQUIRED MATERIALS

- Piece of paper for each student
- Tape and pens or pencils

STANDING IN LINE

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Get to know one another
- Encourage students to move
- Create inside jokes
- Have fun as a group
- Encourage collaborative teamwork

INSTRUCTIONS

1. Divide students into two equal groups
2. The teacher announces a characteristic. Each team must then line up according to this characteristic. Students must discuss with one another to establish the order in which they'll line up. When a group is done, all members raise their hands.
3. The goal of the game is to form a line as quickly as possible, according to the characteristics announced by the teacher (see examples on the next page).
4. The group that finishes first or makes the fewest mistakes wins.
5. The activity can be repeated until a team wins three rounds of five rounds.

REQUIRED MATERIALS

- The list of characteristics (see next page)

STANDING IN LINE

CHARACTERISTICS

1. Height: from shortest to tallest or the opposite
2. Age: from youngest to oldest or the opposite
3. In alphabetical order of first names
4. In alphabetical order of cities of birth
5. In alphabetical order of favourite dessert
6. Shoe size: from smallest to largest or vice versa
7. Children: from the one who has the most to the one who has the least or vice versa
8. Hair length: from shortest to longest or vice versa
9. Number of countries visited in ascending order
10. Number of relocations in ascending order

MY STATE OF MIND IN PICTURES

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Observe group dynamics
- Foster a sense of belonging
- Adapt teaching according to the state of mind the group

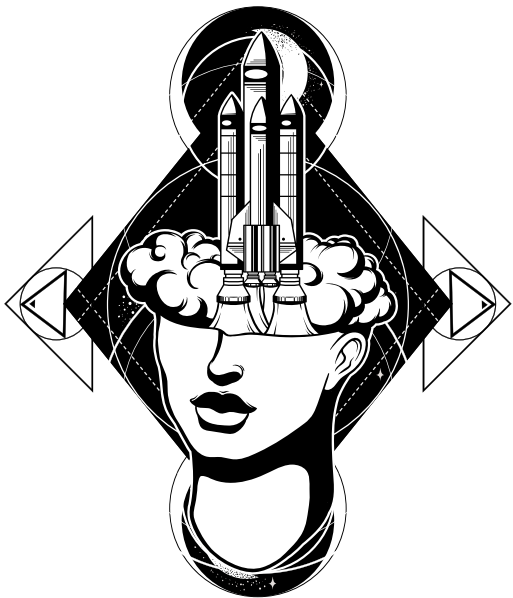
INSTRUCTIONS

1. When students enter the classroom, they choose an image from the set that represents their current state of mind and pin it to the board before taking their seats.
2. Before the class begins, the teacher describes what they infer about the energy or mood of the group from looking at all of the pictures on the board.
3. The teacher starts a class discussion, with the interactions taking the form of an exchange. For example: "Oh!! You seem to have a lot of energy this morning!?" or "I feel like you are quieter or more tired today, am I mistaken?" Students are encouraged to share their thoughts as they please.
4. The teacher may propose a short activity or a group intervention according to the state of mind of the students. For example, the teacher may suggest that students do some physical exercises to stretch, talk about their weekend in small groups for a few minutes, do a visualization session, etc. The idea is to get a sense of the state of mind of the group and to take it into account.

REQUIRED MATERIALS

- A set of images in multiple copies (see next page for suggestions)
- Magnets or poster putty









I AM... A SQUARE

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

- Encourage students to move
- Have fun as a group
- Get to know one another

INSTRUCTIONS

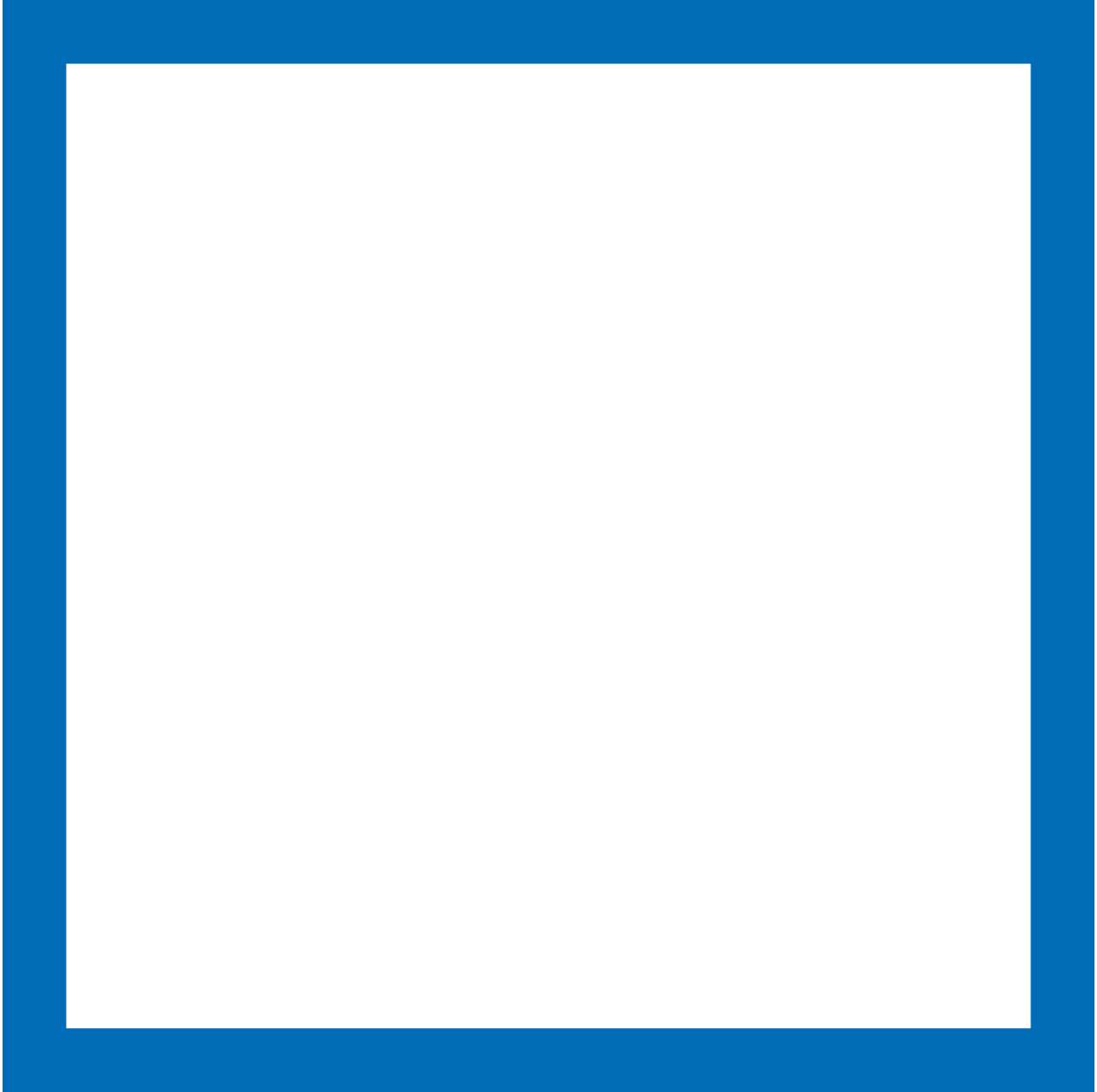
1. The teacher displays the shapes on the classroom wall in different areas.
2. Students are asked to spontaneously stand in front of the shape that they think represents them.
3. Quickly, the teacher asks the students to explain their choice.
4. The teacher then posts a "definition" under each shape and reads them out loud.
5. Students can then choose to stay under the first shape they picked or to go under another one.
6. Again, the teacher asks the students to explain their final choice.

REQUIRED MATERIALS

- Posters representing the printed shapes
- Posters with the "definition" of each shape
- Make sure to use relatively large prints
- See next pages

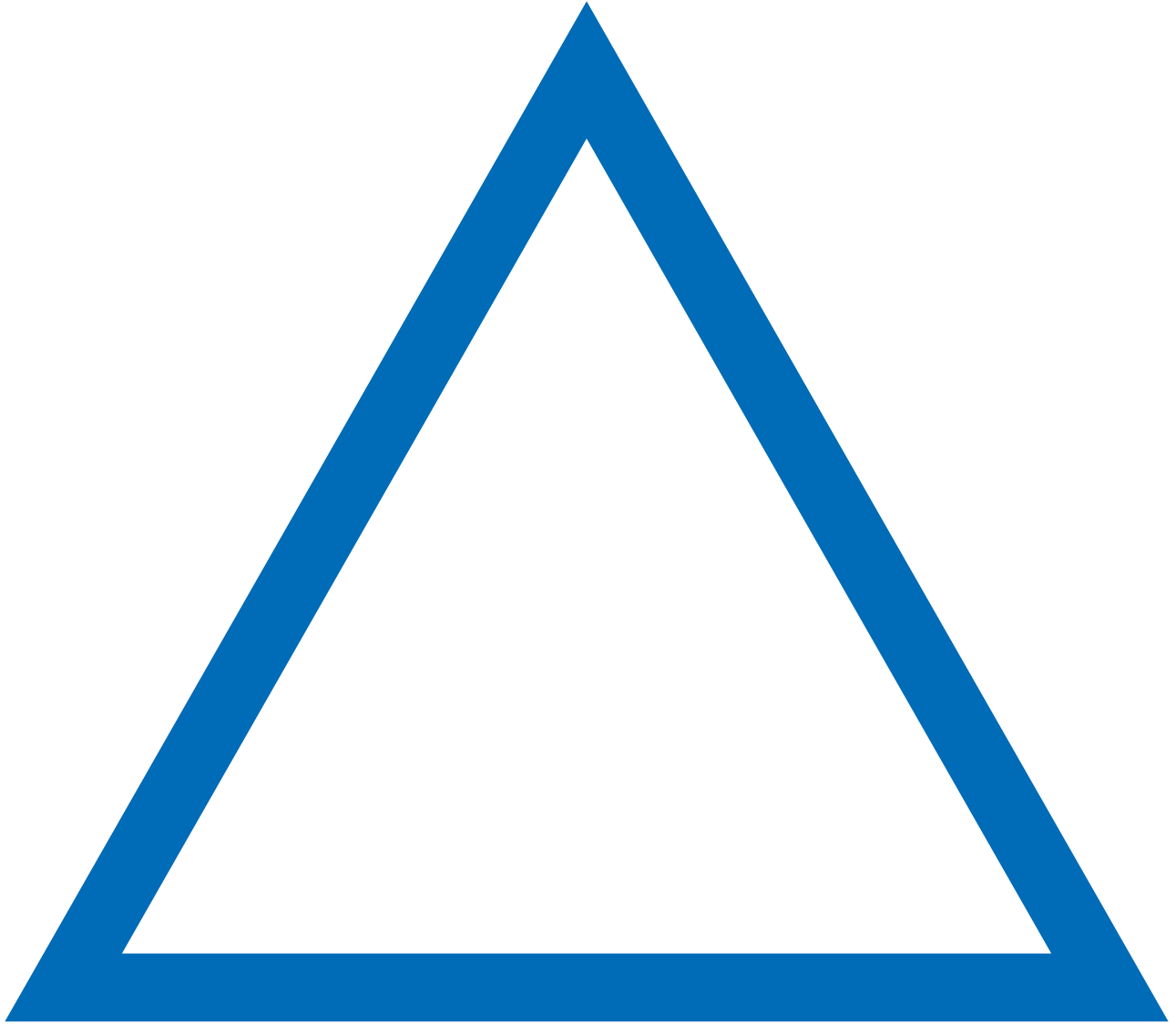
IMPORTANT!!!

The definitions should be fun! None of this is scientific
(based on definitions in the realm of marketing)



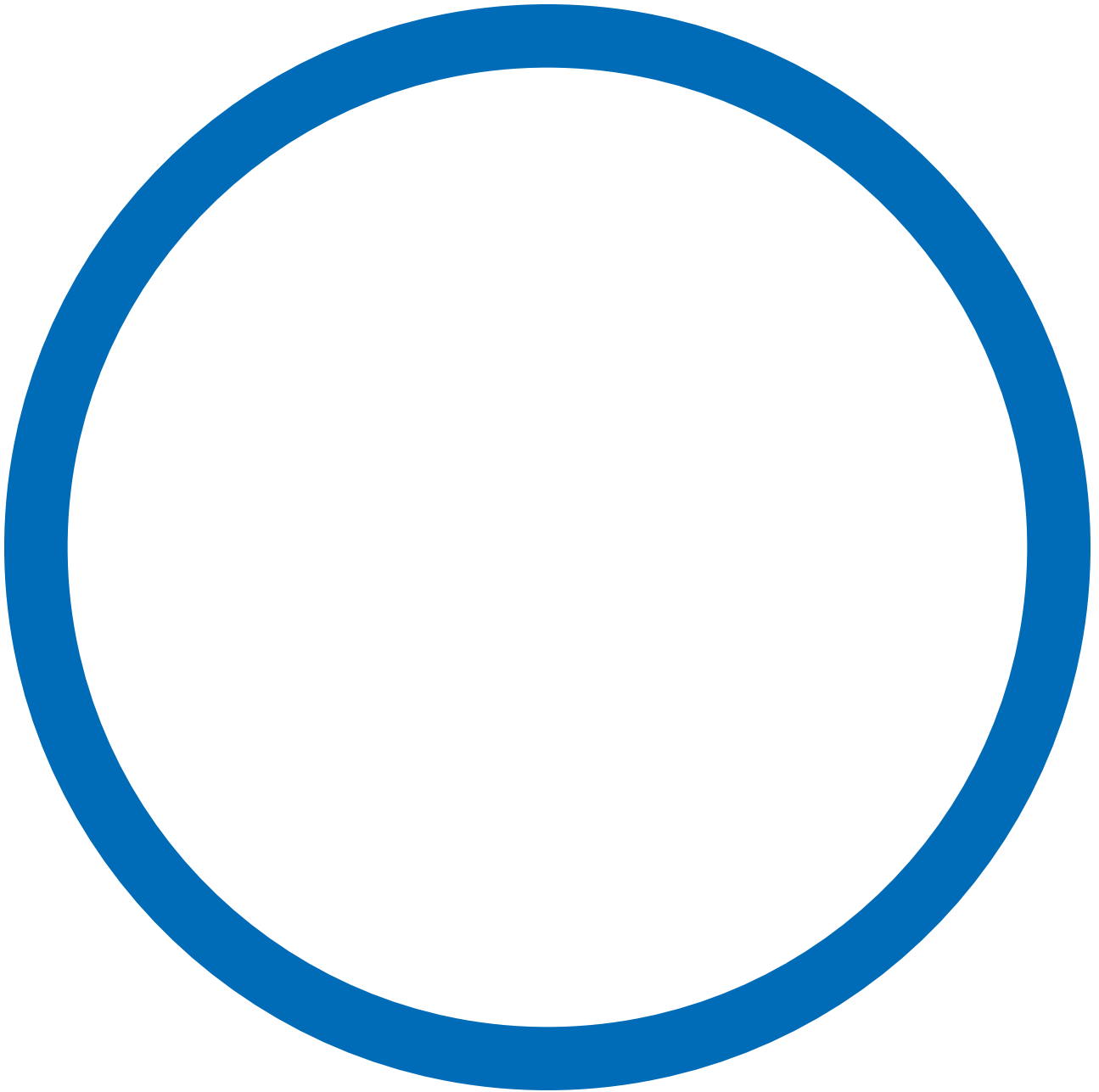
DEFINITION :

This form represents order, rigor, structure, stability, discipline, respect for rules, seriousness.



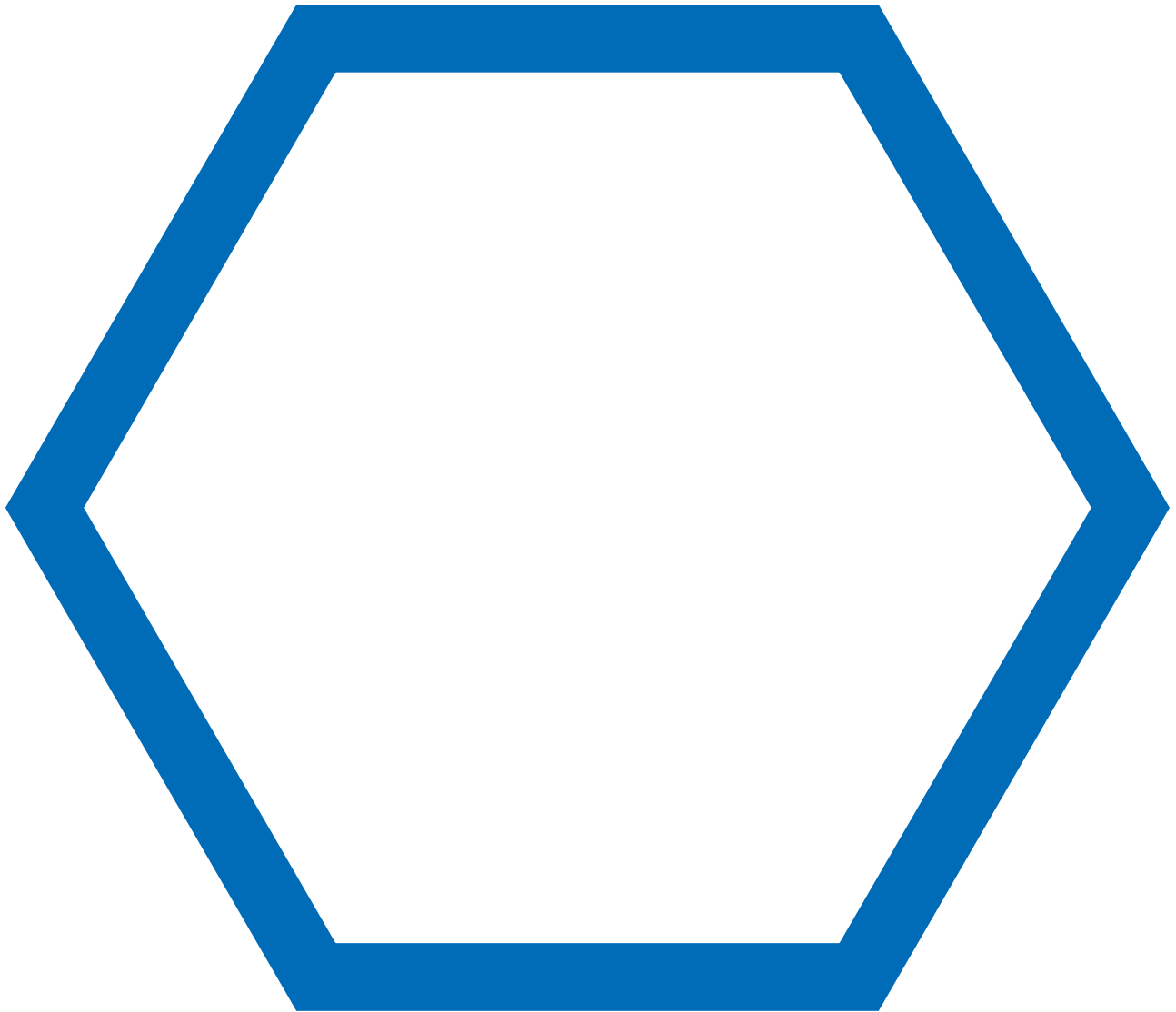
DEFINITION :

This form represents balance, stability, progress, success, determination.



DEFINITION :

This form represents the arts, creativity, simplicity, elegance, refinement, solidarity, positivit.



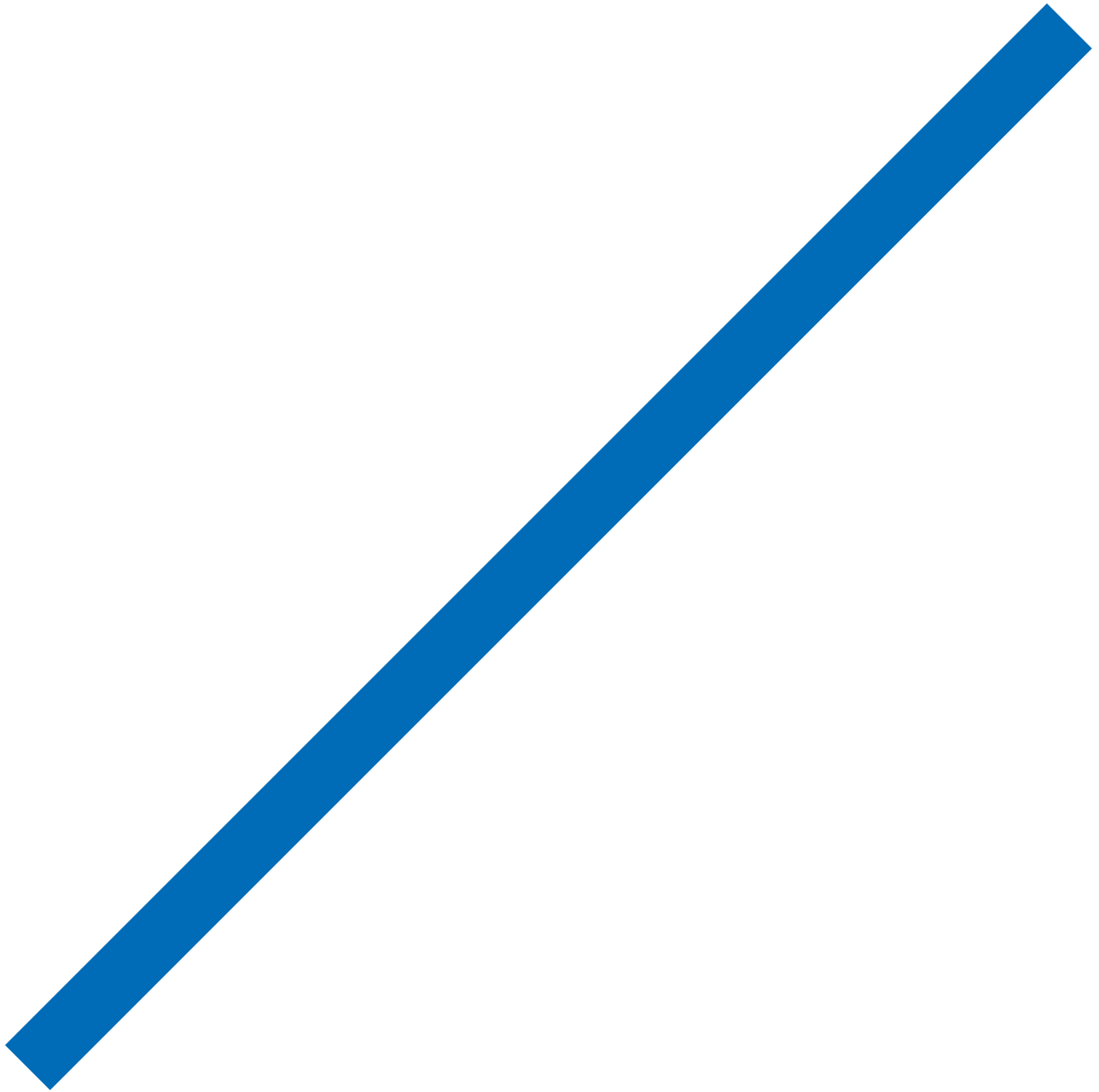
DEFINITION :

This form represents cooperation, uniqueness, organization, efficiency, perseverance, technologies.



DEFINITION :

This form represents change, dynamism, mystery, transformation.



DEFINITION :

This shape represents the future, strength, regularity, evolution, development.

COAT OF ARMS

FOR A GROUP OF STUDENTS WHO EITHER
ALREADY KNOW ONE ANOTHER OR WHO DON'T

OBJECTIVES

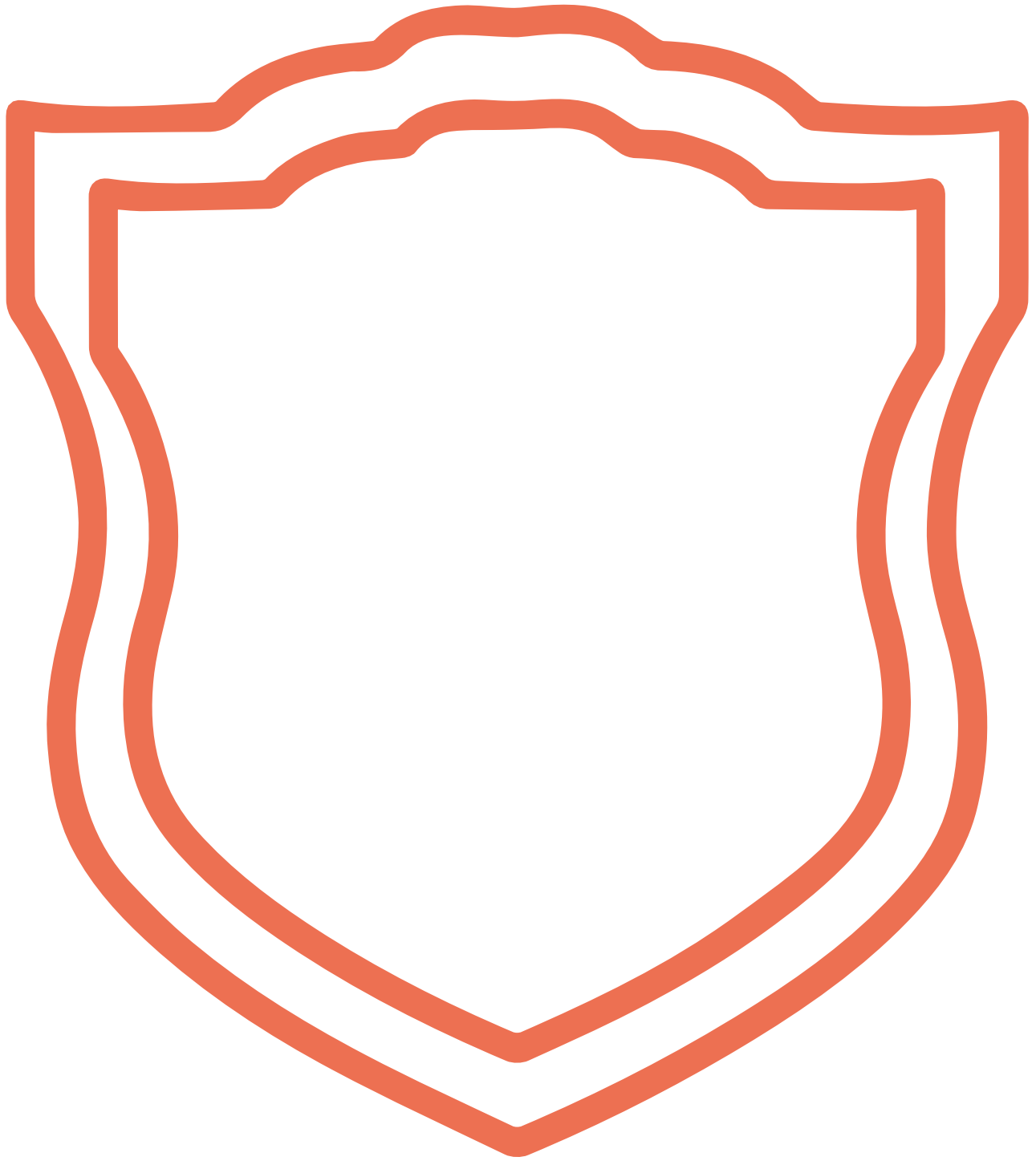
- Represent the group's values and interests
- Communicate effectively
- Make collective decisions
- Encourage creativity
- Encourage collaborative teamwork
- Foster a sense of belonging

DÉROULEMENT

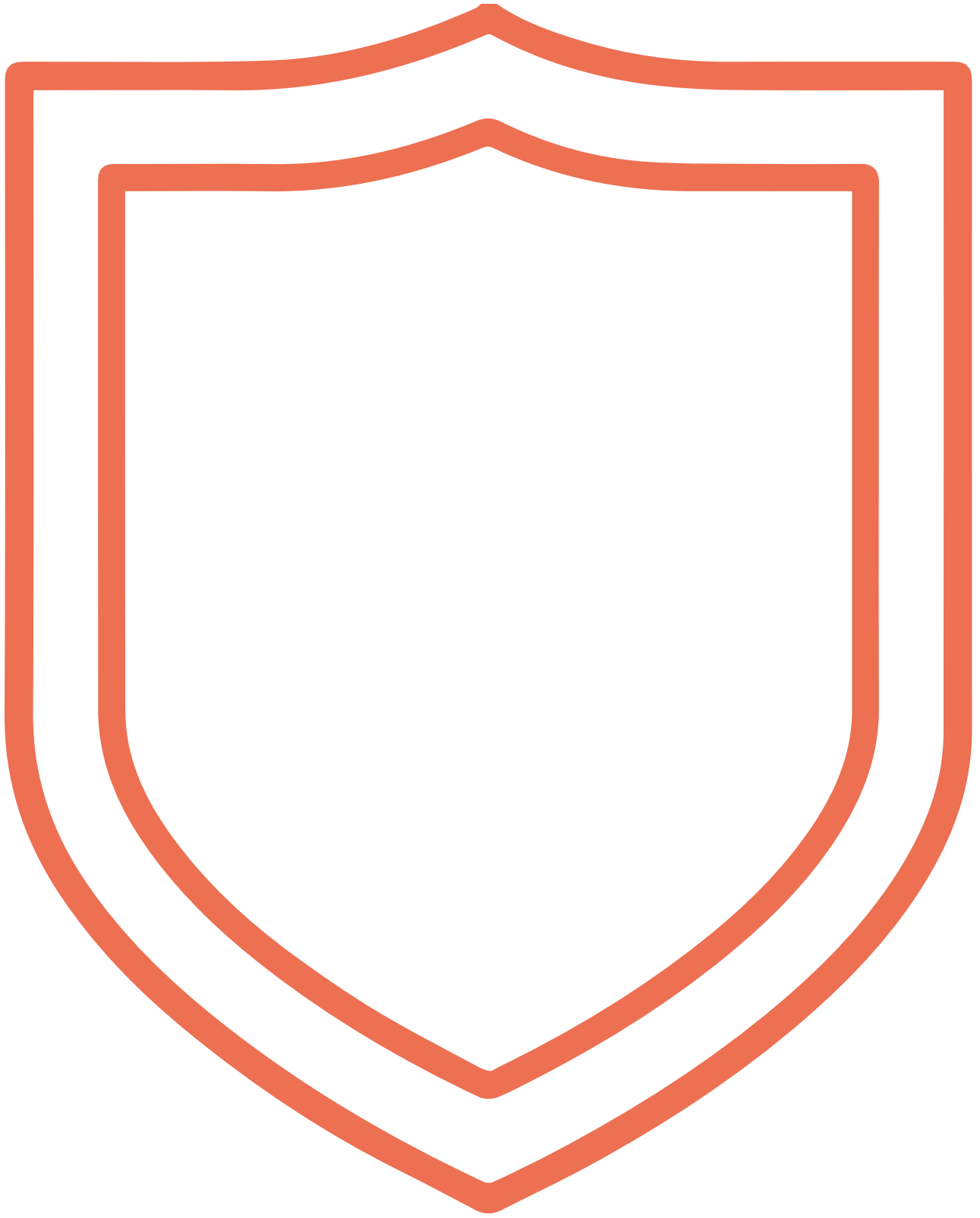
1. Explain to the group what a coat of arms is. Examples can be presented from images found on the internet.
2. Group discussion: The teacher takes on the role of facilitator.
3. Ask open-ended questions to guide students in the design:
 - What are your interests?
 - What group values do you want to promote?
 - What image do you want?
 - What qualities are important for this job?
 - Etc.
4. Present the templates and select one collectively
5. Come up with a team name
6. Collective creation of the coat of arms.

REQUIRED MATERIALS

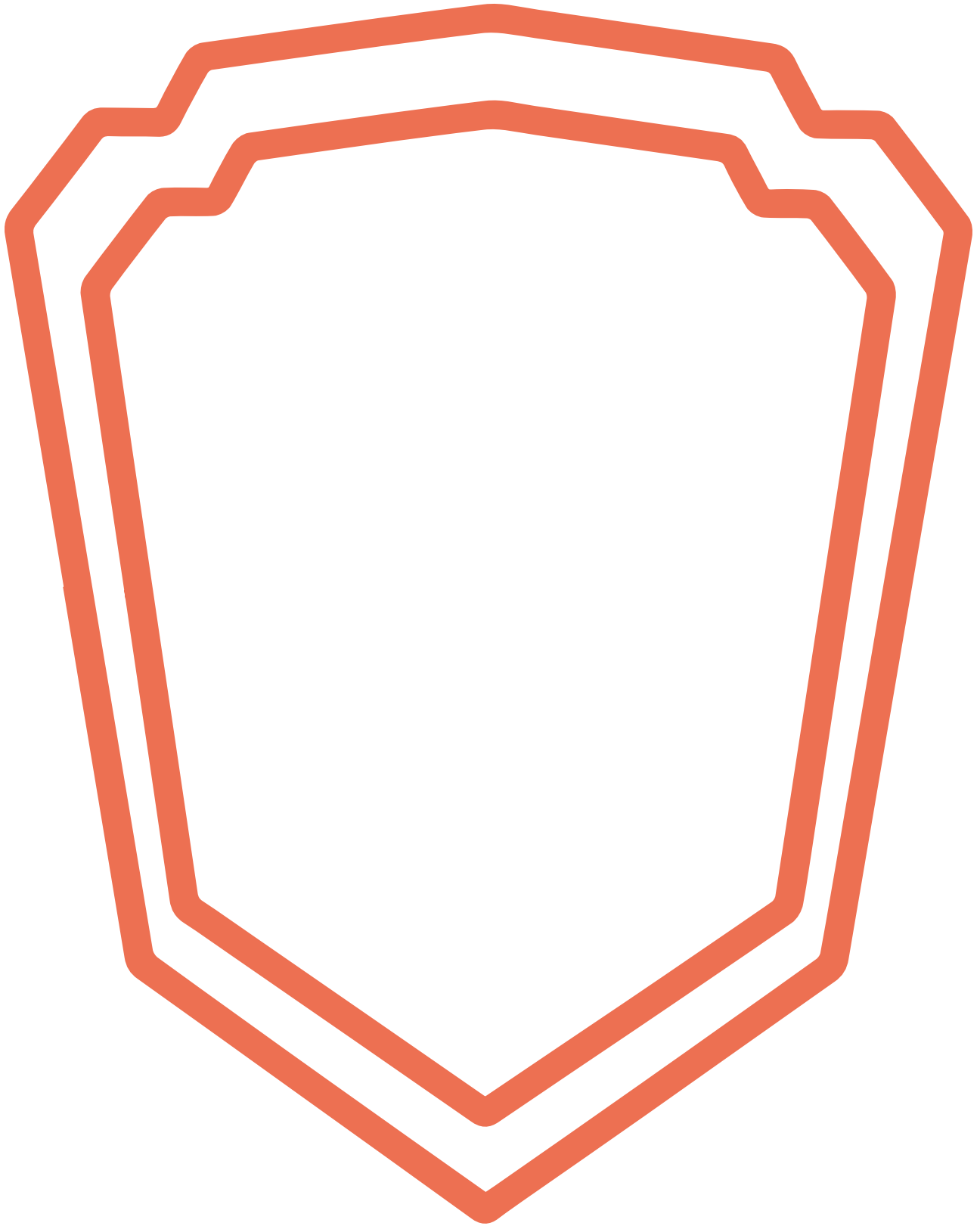
- Colour pencils
- Coat of arms templates (see next page)

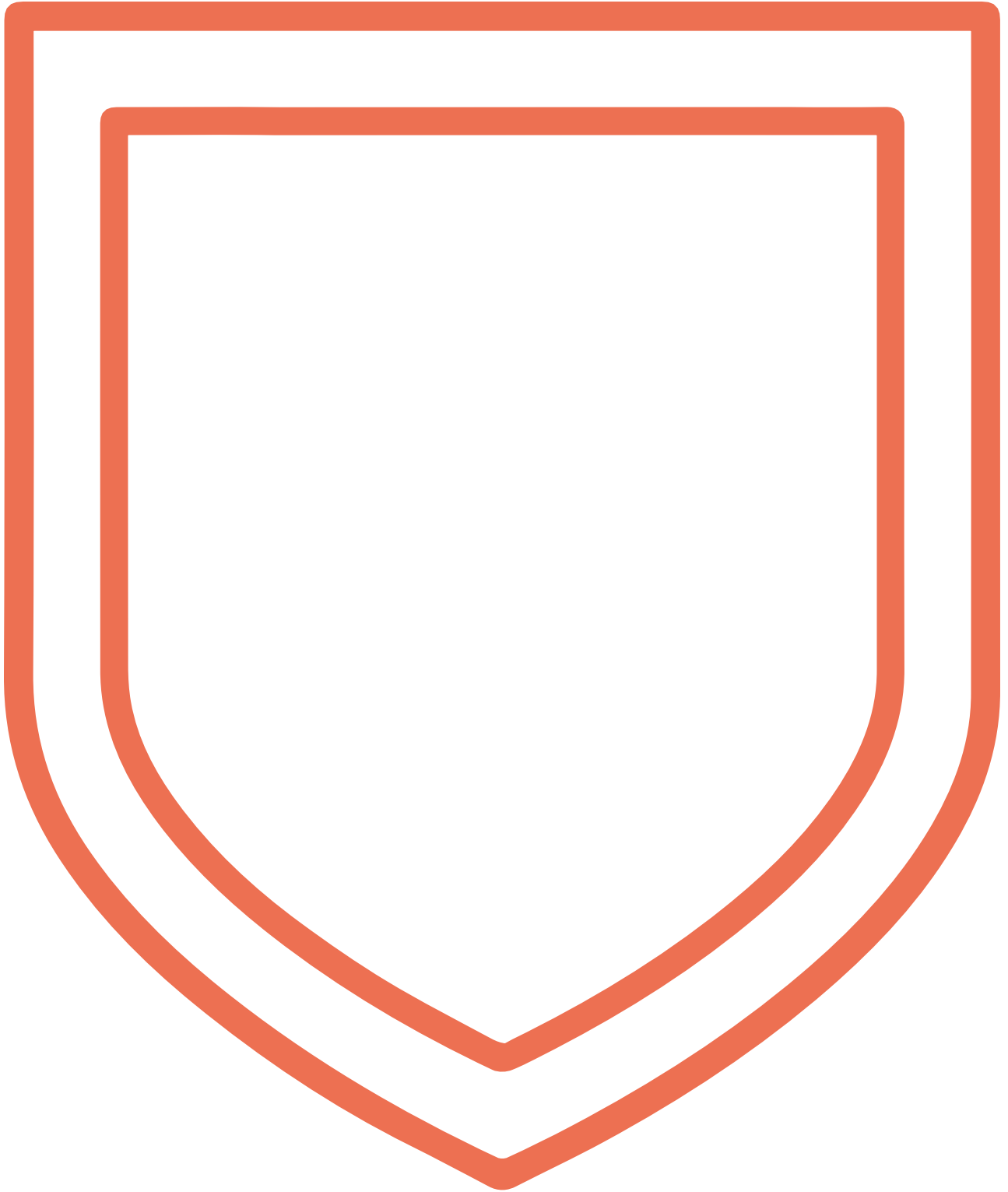












INSPIRATIONS AND COLLABORATIONS

ALL ICEBREAKERS PRESENTED IN THIS DOCUMENT ARE INSPIRED BY:

VOCATIONAL TEACHERS

Olivier Bouton

Julie Brouillette

Danielle Cloutier

François Dontigny

Marie-Andrée Garant

Véronique Labelle

Linda Lafrance

Manon Larouche

Line Legault

Nathalie Roy

SOURCES

https://sites.cegep-ste-foy.qc.ca/fileadmin/documents/socio/repertoire_dactivites_brise-glaceVF.pdf

<https://wiki.teluq.ca/wikimedia/index.php/Brise-glace>

<https://www.cqcm.coop/site/assets/files/26466/troussevitaminee.pdf>

CONTENT CREATORS

Lydia Desrosiers

Jolyanne Mongrain

COPYEDITOR

Camille Carrier-Belleau

Marie-Claire Légaré

EDITOR

Martine St-Germain

GRAPHIC DESIGN

WILD WILLI Design - Fabian Will

ILLUSTRATOR

Cassandre St-Louis



Observatoire
de la **formation**
professionnelle
du **Québec**