

Icebreaker Activities and Techniques

Heart, Head, Hand

Category

Icebreaker or Evaluation

Time

20 minutes

Group or Individual

Group

Why do it?

Break the ice by learning a bit about what others know, care about, and can do.

Overview

In this activity, participants will think about three aspects of what makes them who they are looking at their head – or what they know, their heart – what they care about, and their hands – what they can do. This builds a sense of community and gives groups a chance to see how they may have overlapping interests or varying experiences from others in the room.

Directions

1. Put the prompts in a place where all participants can access them and ask them to consider the following for either their personal or student identity:
 - a. Head
 - i. What do you know? Like, if you were asked to teach us something right now, what could you teach us about?
 - b. Heart
 - i. What are you passionate about?
 - c. Hands
 - i. What are you really good at?
2. Ask the participants to take two to five minutes to write a response for each of the three areas for them personally.
3. Once time has passed, ask participants to move into small groups and share out what they wrote for each.
4. Ask each group to determine what they might share out with the larger group that they learned, or, you may ask that the groups share out if any themes emerged within their groups.

Variations

1. Introducing a professional aspect of self
 - Suggested prompts are the same as above but with a professional lens:
 - i. Head
 1. What do you know? Like, if you were asked to teach us something right now, what could you teach us about?
 - ii. Heart

1. What are you passionate about?
 - iii. Hands
 1. What are you really good at?
2. Evaluating an idea, project or process
 - Suggested prompts:
 - i. Head (logical)
 1. Does this make sense to everyone?
 2. Is it useful?
 3. Does it make sense for our group?
 4. Is it new or different or innovative?
 - ii. Heart (emotional)
 1. Who is the audience?
 2. Will they be excited about this?
 3. Are we excited about it?
 4. Why should people care about this?
 - iii. Hands (practical)
 1. Are there practical implications?
 2. Are there any recommendations or suggestions for practice?
 3. Does it meet the requirements or needs or objectives?

Note: In a virtual space? No worries. Use a virtual whiteboard, slides, or a simple shared document to facilitate and gather ideas.

References

Pip Decks (2022). <https://pipdecks.com/heart>

Find Someone Who... Bingo

Category

Icebreaker

Time

30 minutes

Group or Individual

Group

Why do it?

Break the ice by learning about others in the room or furthering your own knowledge.

Overview

In this activity, participants will seek out others who fit a certain criterion or have the knowledge identified in the spaces on the Bingo card. This activity can be designed specifically to achieve identified goals. For example, if your goal is to spread knowledge of different cultures or perspectives you may ask questions like, find someone who... can explain the celebration of Diwali. Or has a cultural dish they serve at special family gatherings. If your goal is to get participants to find commonalities or learn about one another, you may ask things like, find someone who...likes cats better than dogs. Or is an excellent cook.

Directions

1. Before the session prepare a bingo card filled with a grid of squares and questions or answers.
2. On the day of class, pass out the cards face down and tell participants they will have a certain amount of time to achieve a "Bingo"
 - a. five boxes in a row – going across, down, or diagonally
 - b. an X diagonally through the middle
 - c. a picture frame – all of the outside boxes filled in
 - d. blackout – with every box completed
3. The rules:
 - a. You must talk to others and cannot pass the papers around the room.
 - b. You must write the answer to the criteria in the box. (Ex: Bobbi Bronco has lived in Germany.)
 - c. Each person can only write their name on each card once – depending upon the number of participants vs. squares.
4. Once time has passed or someone has achieved a bingo, have participants share out what they learned.
 - a. *Note: Depending on time, you may want to go through each square to see who might have responses to the questions. If learning about cultures or concepts is the goal of the activity you will want to go through each square to discuss accurate responses.*
- 5.

Example

This might be what the first row looks like if the goal is to get to know one another:

Find someone who...

Likes cats better than dogs.	Has visited at least 10 states in the United States.	Has lived in a country other than the USA.	Has a favorite dish they like to cook.	Enjoys camping.
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