Various Icebreakers

• **Two truths and a lie**
  Ask everyone to write 3 things about themselves; two are true and one is not. Taking turns students read out the three things about themselves and the rest of the group votes which one is false.

• **The M&M (or Skittles) Breaker**
  When students enter the classroom, they take an M&M (or Skittle). When they introduce themselves, what they share is dependent on the color of their M&M (or Skittle).

  - **Example Questions:**
    - RED – Where are you from?
    - BLUE – What do you like to do for fun?
    - YELLOW – What are you hoping to get out of this class?
    - BROWN – What is your favorite food?
    - ORANGE – How did you get here today?
    - GREEN – What is the most exciting thing you have done in the last 24 hours?

• **Dinner Plans**
  Have each person complete the following sentence: "If I could have dinner with any person, living or dead, it would be____________ because____________.

• **Syllabus Icebreaker**
  Have students get into groups of three to five and introduce themselves. Following introductions, have each group generate a list of five to eight questions they have about the class. The instructor then hands out the syllabus and the groups go over it together to answer their questions. Upon completion of the small group activity, the class then reconvenes and the groups ask any questions that were not addressed in the syllabus.

• **Draw a picture of a significant event**
  Have students draw a picture of a significant event that has occurred over the past six months and then have them share it with a partner. Following this activity have the students introduce each other and share a little bit about their partner’s picture.

• **Marooned**
  Break the students into groups of 4-7 and tell them “You are marooned on an island. What five items would you have brought with you if you knew there was a chance that you might be stranded?” (You can use different number, such as seven, depending upon the size of each team) Note that they are allowed five items **per team**, not per person. You can have them write items on the white board and defend their choice with the whole group.

• **Creative High 5’s**
  With a partner, come up with as many creative ways to give them a high 5 as they can in 60 seconds (or however long you choose). Under the leg, behind the back, etc. Volunteers can then demonstrate them.

• **The Four C’s:**
  Ask students to name a cartoon character, a color, a car, and a cuisine that best describes their personality and explain why.
• **People Bingo**  
Make a 5x5 grid, like a bingo grid. Write “FREE” in the center space. In all the other spaces, write things such as “Born in another state,” “Is the youngest child in family,” “Elvis fan,” and “Math major.” Fill in all the grids with items of interest to the students. The students are to get the signature of a person who meets the criteria for each section (only one student per 5x5 grid). They can also ask the teacher. Once a student gets bingo (any type), they can yell out bingo.

• **Extreme rock, paper, and scissors**  
You play this energizer in the normal “rock, paper, scissors” fashion. Have the group pair off. Once the winner and loser are established, the loser must follow the winner around for the rest of the activity chanting the winner’s name. This continues until you are left with two people fighting with a large crowd of supporters behind them.

• **Familiar and unique**  
Break off into small groups (ideally by counting off). Each small group must come up with 5 things that the group members have in common. Then they asked to share something really unique about themselves individually. The group shares their familiar and unique features with the rest of the group.

• **The best team**  
Have each person share a description of the best team they have ever been on and why it was the best. Post characteristics on a chart or poster. Debrief this exercise by having the team identify ways to maximize the “best team” characteristics. This icebreaker would be particularly appropriate in a group where teamwork is expected.

• **I chose MSU because**  
The group forms a circle. The first person states their name and the reason they chose to attend MSU. You continue going around the group, repeating the names of the people preceding their name and why they chose to come to MSU. The real trick is the last person in the group who has to name all the people and why they came.

• **Venn Diagram of Students**  
Divide students into groups of three or four. Give each group a different color marker for each person. Have them draw a Venn diagram with an oval for each student on the white board. The students in each group are to discuss what their similarities and differences are. After the discussion, they are to fill in the diagram showing their similarities and differences. If a group has a hard time getting started, give them some guidance by asking questions such as, “What is your favorite music?”, “When is your birthday?”, and “What sports do you like?”

• **Animal scramble**  
On a slip of paper, write the name of an animals that makes an obvious noise. Create five to ten slips for each animal. Give each student a slip of paper, but tell them to keep their animal a secret. The students are to find the rest of their kind, but there is no talking. So how do they find the others? They have to make the noise of the animal. Once two of the same kind have found each other, they stay together to find more. Continue until all of the like animals have created one big group. Have students introduce themselves once they have formed a group.