



Activity Title: Ice-breakers for cultural awareness

Description of the activity: (Please include details on the following areas: target age group, preferred group size, ideal setting to carry out the activity)

By ice-breaking activities we mean introduction activities that are used at the beginning of a workshop to help participants feel like a team. Ice-breaking activities are meant to:

- help start the activities in a fun way
- offer participants the opportunity to meet each other in their qualities and interests
- create a positive ambiance for what there is to follow
- introduce game-based learning
- facilitate the sharing of information on personal interests, hobbies, etc

Learning objectives - key competences, which are influenced via this activity: (What learning outcomes does this activity cover as far as attainment of certain key competences is concerned?)

Within the CULPEER context these exercises can be used for attaining the following key competence:

Cultural awareness and expression: the objective of the proposed activities is to help children communicate easier, create friendships and relations, which will further on facilitate their successful performance as individuals and as a part of a group/team.

Expected Outcomes:

Improved key competences (see list above).

Particularly important is also the improved empathy and understanding of others, finding similarities and “reasons” for bonding and becoming a part of various groups, as well as “reasons” for involvement, rather than for exclusion.

Activity Structure: (What are the components of the activity? What resources or staffing will be required)

Suggested Activity 01

Extremes: Where do you stand?

The activity briefly: A fun and simple ice-breaker that reminds people from the start that there we all carry common points with others, regardless of our origin, ethnicity, background etc.

Resource: Icebreakers.ws

Link: <http://www.icebreakers.ws/medium-group/extremes-game-where-do-you-stand.html>

Suggested Activity 02

Concentric Circles

The activity briefly: This is an ice-breaker that gives the participants the opportunity to have short 1:1 conversations with each other. It also offers educators the freedom to adjust the questions to be asked, according to the needs of the day or the characteristics of the students' group.

Resource: Cult of Pedagogy

Link: <https://www.cultofpedagogy.com/classroom-icebreakers/>

Suggested Activity 03

If you really knew me

The activity briefly: Gives the opportunity to participants to share facts about themselves and also helps the strengthening of the skill of active listening.

Resource: PlayworksPlaybook

Link: Find attachment – [PlayworksPlaybook](#) (page 12) – The 2011-2012 Playbook, developed by: Playworks Program Staff

Ice Breaker

[If You Really Knew Me](#)

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Group Size: 3-30

Age Group: K-5th grades

Length of Activity: 10-15 minutes

Developmental Goal: To share and learn about one another, increase social comfort

Skills Practiced: Speaking and listening

Equipment Needed: None

Before You Start:

- Demonstrate what one round will look like
- Lead a discussion about attentive listening before beginning the activity. Help students define what “attentive listening” means and what it looks like. It is fully hearing what the other person is saying without interrupting and not thinking about your own thing or how you want to respond while being spoken to. It includes facing the person who is speaking, making eye contact, nodding or other physical responses to what is being said, etc.
- Make sure students know if they are A or B.

How to Play:

- Group student in groups of two and decide who student A is and who is student B.
- Student A silently listens to student B for one minute (or shorter for younger groups).
- Student B finishes off the sentence, “If you really knew me, you would know that...” What is being shared about themselves can range from
 - Family information- “If you really knew me you would know that I am the youngest of 4 siblings.”
 - School information -“If you really knew me you would know that my favorite topic in school is Art.”
 - Favorite/ least favorite things- “If you really knew me you would know that I hate broccoli.”
 - Anything else they want to share about themselves.
- Student B repeats this sentence over and over again completing it with a new piece of information each time. After a minute the roles are reversed and student B listens while student A shares.

Suggested Activity 04

Just by looking at me

The activity briefly: An ice-breaker designed to experientially show students how judging someone only from their appearance or looks can be fully misleading; it also paves the way for students to share with the class information they feel is important to them.

Resource: Diversity-based Teambuilders and Icebreakers from Stonehill College

Link: Find attachment - [Diversity-based Teambuilders and Icebreakers](#) (page 9) – *Practicing inclusion – Icebreakers and Team builders for diversity – Office of Intercultural Affairs, Stonehill College*

Activity duration:

Depends on the choice of activities, which the teacher has made.

Resources:

The resources and links have been listed inside the descriptions of the suggested activities.

Detailed explanation from the original source:

JUST BY LOOKING AT ME

The Purpose of This Activity

This activity will allow participants to disclose some personal information that they may not have had the opportunity to share yet. The goal is to demonstrate that there is much more to a person than what comes out in face-to-face encounters. **Goals:** To begin to understand the importance of looking beyond appearances, encouraging self-reflection, and allowing for meaningful group dialogue. This also encourages participants to ask meaningful questions and find out more information about their peers.

Estimated Time

2-3 minutes each participant + 15 minute debrief

Materials

None

Introduction

When we allow ourselves to judge someone based on their appearances, we miss out on getting to know the real person and important information about them. “Just By Looking At Me” allows us to disclose a piece of our identity that is not “obvious” to others. You will also be asked to share *why* certain parts of your identity are important for you to disclose.

How to Play

1. Form a circle with chairs or sitting on the floor if participants are able.
2. Participants will be asked to say the following prompt: “My name is ___ and I am from ___. One thing you cannot tell just by looking at me is ___. This is important for me to tell you because ___.”
3. For students with different learning and remembering capabilities, it will be useful to write this out on a sheet of paper to pass around as a “script.”
4. Demonstrate the prompt by filling it in and reciting your own to model the exercise.
5. Allow participants to share their own after emphasizing listening skills and respect.

Suggested Debriefing Questions

1. What are 1-2 words that describe what this activity was like for you?
2. How did you feel when you said your statement?
3. How did you decide what to share about yourself?
4. Did any of your peers' responses surprise you? Why?
5. How can you find out meaningful information about your peers in the future? What is the value in that?

Things to Consider

- Participants can choose to disclose high or low risk responses. Be open to anything that participants may want to share, and encourage them to say what is important to them at the time of the activity.
- Depending on group size, you can have participants share 1-2-3 things, etc.