

B R E A T H E
the lung association



ICEBREAKERS, NAME GAMES,
TEAMBUILDERS, ENERGIZERS & MORE!

MANUAL

Table of contents

Game	PG #	Group Size	Energy		Supplies
			Low	High	
Icebreakers					
6 Word Autobiographies	4	Small	•		Writing materials
Actions speak louder than words	4	Any size		•	None
Bazinga	5	Any size	•		None
Cards	5	Medium	•		Cards
Clapfirmation	6	Large		•	None
Guess Who?	6	Small	•		Writing materials
Hive Five Name Toss	6	Large		•	None
Line Up	7	Any size		•	None
Name Game	7	Any size	•		
Popcorn Combo	8	Medium	•		None
Rubber Chicken Name Toss	8	Large		•	None
Silent Introduction	8	Any size	•		
Speed Meeting	9	Any size	•		GTKY questions
Step to the Line	10	Any size	•		'if' questions
Would you Rather?	11	Any size	•		Questions
Team builders					
Affirmative Fold Ups	12	Any size	•		Writing materials
Alphabet Relay	12	Any size		•	Alphabet cards
Back to Back Drawing	13	Any size	•		Writing materials, pictures
Buddy Ball	14	Large		•	Balls, blindfold
Helium Stick	15	Any size		•	Sticks, hoop
Inside Out	15	Any size		•	Rope
Mighty Machines	16	Medium		•	List of house appliance
Missing	16	Any size	•		
Parrot, Bay, Hawk	17	Any size		•	Random objects, blindfold

Table of contents

Game	PG #	Group Size	Energy		Supplies
			Low	High	
Pass the Tap	17	Any size	•		None
Share and Tell	18	Any size	•		Paper, pens, tape
Speed Charades	18	Any size		•	None
Trust Us	18	Any size	•		None
Surviving on the Moon	19	Any size	•		Paper, pens, tape
Taco Bell Ding	19	Any size		•	Ingredients, paper, pens
Energizers					
52 Pick Up	20	Small		•	Pre-made cards
Flinch	20	Any size		•	Ball
Bob the Weazel	21	Any size		•	Object
Magnets	21	Any size		•	None
Broken Telephone Charades	22	Any size		•	Action cards
Epic Song Battles	22	Any size		•	Writing materials
Shake Down	23	Any size		•	None
Freeze Frame	23	Any size		•	None
Run a Shape	24	Any size		•	None
Shake Your Buns	24	Any size		•	Chairs
Silent Ball	25	Any size		•	Ball
Slow Mo Tag	25	Any size		•	None
Think Fast	26	Any size	•		Object to pass
Whatcha Doin'?	26	Any size	•		None
Who's the Leader	26	Any size	•		None

Getting group attention p.27 - 29

Dividing groups p.30 - 31

Inclusivity p.32

1 | Icebreakers

Objective: To allow participants to introduce themselves and engage them in a fun, interactive activity so they are energized.

1.1 - 6 Word Autobiographies

Time

15 minutes

Materials

- Post-its
- Writing utensils, example 6 word autobiographies

Preparation

None

Instructions

1. Introduce 6 word autobiographies. Ask group what is an autobiography? (Definition: An autobiography is a self-written account of the life of a person).
2. Explain that we are going to write our own autobiographies, except they will be in 6 words. 6 word autobiographies are tough because you need to sum up your entire life's events and your person in 6 words.
3. Read a few examples (Wear many hats, necessity, not fashion. My life is forever under construction). Participants may use song lyrics, movie quotes, etc.
4. Go around the room and have all participants introduce themselves and read their 6 word bios (offer any disclaimers if needed).

Facilitators Notes:

To save time, the icebreaker can be accomplished in small groups. Participants can also post to wall and others can vote on who they think the autobiography belongs to as the day progresses. This activity should be revisited at the end of the day to determine what autobiography belonged to who.

1.2 - Actions Speak Louder Than Names

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Have participants stand in a circle.
2. A player starts by alliterating their name and making a corresponding gesture (e.g. - Serious Steph or Kind Katie)
3. Go around the circle to hear from everyone.
4. Invite a participant to be in the middle of the circle.
5. The person in the middle spins three times with their eyes closed and points at someone in the circle.
6. The person being pointed at says the person in the middle's action word before the person in the middle says their name.
7. If the middle participant is wrong, they spin again and try again. If they are wrong a second time, they switch with someone.
8. If the middle participant guesses correctly, the chosen participant becomes the new middle participant.
9. Repeat these steps until everyone's name has been called.

1.3 - Bazinga

Time

10 minutes

Materials

None

Preparation

None

Instructions

1. Explain that this activity is an opportunity for people to get to know each other and learn of commonalities that they share.
2. Explain that participants will mingle around the room.
3. When the facilitator yells a number, participants get together with that many people (have people join a group if odd number).
4. In small groups, find something they have in common.
5. Once they have something in common, they fist pump their right arm, jump with their left leg and yell BAZINGA!
6. Participants continue to mingle for as many rounds as engaged.

1.4 - Cards

Time

15 minutes

Materials

- Flip-chart
- Markers
- Tape
- Cards (Ace, Kings, Queens and Jacks)

Preparation

- Pre-write icebreaker instructions on flipchart :
Pick a card!
A - Tell us something Awesome about you
J - Tell us a Joke
Q - What is your favorite Quote?
K - What is the Kraziest OR Kindest thing you have done?

Instructions

1. Have participants stand in a circle.
2. Invite participants to each take a card.
3. Go around the circle and have each participant introduce them self and follow the instructions for the card they pulled.

1.5 - Clapfirmation

Time

10 minutes

Materials

None

Preparation

None

Instructions

1. Have participants stand in a circle and introduce themselves.
2. Invite a volunteer to begin the clapfirmation. If no one volunteers, the facilitator may start.
3. The volunteer starts by saying their name while sweeping claps inward and passing the clapfirmation by sweeping claps outward toward their target while saying the target's name.
4. The target catches the clapfirmation by sweeping a clap inward while saying their name and passing the clapfirmation by sweeping their clap outward to another target while saying their name, and so on.
5. If a clapfirmation sender gets a participant's name incorrect, the group will say the target's name three times before continuing the clapfirmations.

1.6 - Guess Who?

Time

15 minutes

Materials

- Index cards (for each participant)
- Writing utensils (for each participant)

Preparation

None

Instructions

1. Give each participant an index card.
2. Have each participant write three clues about themselves as well as a nickname. The clues will be:
 - Their favourite thing to do in their free time.
 - Favourite article of clothing that they own
 - A random fact about themselves
3. Collect, shuffle and redistribute the cards, making sure that no participant gets their own card.
4. Give participants 10 minutes to search for the person who fits the description on the card they hold. The trick is participants cannot use any of the words on the clue card during the search.
5. Have participants write the name of the participant who best matches the description on the card.
6. At the end of the activity, have participants share their results, and see who guessed correctly

1.7 - Hive Five Name Toss

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Have participants stand in a circle and introduce themselves
2. Invite a participant to start in the middle of the circle.
3. Follow the rubber chicken toss rules, but instead of tossing a rubber chicken, participants cross the circle, exchange high fives and take each other's spots in the circle.
4. This can be done multiple times following the same pattern and decreasing time each round.

1.8 - Line Up

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Organize participants into teams of six to eight.
2. The teams will be competing against each other to line up in a specific order as fast as possible without speaking to each other.
3. Once the team members are in the correct order, all members must signal to indicate completion of the task. The signal can be decided on by the group (i.e. Clap, Sing a song, Bark, etc.).
4. The team to line up in order the fastest receives one point.
5. Play as many rounds as time permits.

Suggestions: (line up in order of...)

1. First name alphabetical order
2. Number of siblings
3. Age/Birthday
4. Number of pets
5. Height
6. Hair length
7. Shoe size
8. Time you went to bed

1.9 - Name Game Dance

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Get the participants to stand up in a circle. If there are more than 10 people, split into smaller groups.
2. The first person starts the activity saying their name and doing an action or dance movement.
3. The entire group then repeats the person's name and action.
4. The person standing to the right of the first says the 1st person's name and repeats the action they did, they then say their own name followed by a new action or dance movement.
5. The entire group then repeats both names and actions.
6. This continues until the last person left has to try and remember everyone's name and their accompanying actions.

1.10 – Popcorn Combo

Time

10 minutes

Materials

None

Preparation

None

Instructions

1. Invite the group to decide if they would like to do this activity as a single group or in two groups.
2. The aim is to find 2 things the whole group has in common.
3. Any person in the group may make a popcorn style suggestion and participants may raise their hand if they agree with the suggestion. Participants may also say Yay/Nay to signal approval or disapproval or may use signals the group decides.
4. If this is done in two groups, the facilitator may choose to turn the task into a competition
5. When commonalities have been located, all participants may do jazz hands to symbolize their finish if in two groups, or to show appreciation for each other's consensus if in one group.
6. If in two groups, one participant in each may volunteer to share their commonalities to the other group.

1.11 – Rubber Chicken Name Toss

Time

15 minutes

Materials

• Rubber chicken

Preparation

None

Instructions

1. Have participants stand in a circle and introduce themselves.
2. One person starts by saying the name of someone else in the circle, and tossing the rubber chicken to them.
3. That person then says the name of a different person, and tosses the rubber chicken to someone else who has not gone
4. This sequence continues until everyone in the circle has received the rubber chicken once.
5. A few rounds can be played, with the intention of keeping the same pattern and increasing the speed each round.

1.12 – Silent Introductions

Time

10 minutes

Materials

None

Preparation

None

Instructions

1. Have participants partner up. Facilitator can assist if needed.
2. Partners can spread out in the room and ask each other's name.
3. Now, without talking, each participant mimes out 3 pieces of information about themselves to their partner (if participants are unclear, suggest likes, dislikes, favourite activities etc...).
4. The guessing partner can signal that they've made their guess, but they do not say it aloud.
5. Provide enough time for each partner to do both roles.
6. When partners look like they have finished their silent interviews, facilitator has everyone return to their seats.
7. Popcorn style, each participant introduces their partner to the group using the information they've guessed from charades.
Ex. "This is Charlotte. She likes dogs and has 2 sisters."
Charlotte can speak up "You're right, except that I have 2 brothers."
8. Continue around the group until everyone has had the chance to introduce and be introduced.

1.13 – Speed Meeting

Time

15 minutes

Materials

- Set of GTKY questions
- Bell

Preparation

- Arrange table in a linear fashion. Ensure there are enough seats down one side for half the participants, and half the seats down the other side for other half of participants.
- To save time on transitions, this can also be achieved by having participants stand in two parallel lines facing one another.
- Devise GTKY questions ahead of time.

Instructions

1. Ensure participants are in two parallel lines facing each other.
2. Pose a GTKY question to the group and allow 45 sec to discuss.
3. Once the 45 seconds is up, ring the bell and have all participants in the left line move one spot to the left. The person at the end of the line will come to the beginning.
4. Pose a new question to the group and allow 45 sec to discuss.
5. Once the 45 seconds have concluded, ring the bell and have the participants in the left line move one spot to the left.
6. Repeat this process as many times as time permits or for as long as participants are into it.

Get To Know You Questions

1. If you could have an endless supply of food, what would you get?
2. What is the next book you plan to read and why?
3. If you were an animal, what would you be and why?
4. What is your favorite Olympic event?
5. Sweet or Salty? And what would you choose?
6. What is one goal you'd like to accomplish during your lifetime?
7. What makes you laugh?
8. When you were little, who was your favorite super hero and why?
9. What is something you wear again and again?
10. Who is your hero? (a parent, a celebrity, an influential person)
11. What concert, movie or play do you really want to see?
12. What's your favorite thing to do in the winter?

1.14 – Step to the Line

Time

15 minutes

Materials

- Masking tape
- Pre-determined questions

Preparation

None

Instructions

1. Invite all participants to form a line shoulder to shoulder.
2. The facilitator will ask a question from a prepared list.
3. Participants shall “Step to the line” for 5 seconds if the statement applies to them before stepping back in line.

Facilitator notes:

If time permits, the facilitator may ask some participants to share their experiences

Step to the Line If...

1. Step to the line if you have ever been on television
2. Step to the line if you enjoy politics
3. Step to the line if you were born outside of Canada
4. Step to the line if you were born in Canada but outside of Ontario
5. Step to the line if you have ever broken a bone
6. Step to the line if your cell phone screen is cracked
7. Step to the line if you prefer winter over summer
8. Step to the line if your favourite drink is water
9. Step to the line if you have ever been in a parade
10. Step to the line if you love to dance
11. Step to the line if you enjoy playing sports
12. Step to the line if you have ever performed on stage
13. Step to the line if you have ever been on an airplane
14. Step to the line if you enjoy cooking
15. Step to the line if you enjoy fast roller coasters
16. Step to the line if you are a procrastinator
17. Step to the line if you have no tonsils
18. Step to the line if you are a morning person

1.15 – Would you Rather?

Time

15 minutes

Materials

- Paper bag
- Pre-determined 'would you rather' questions

Preparation

None

Instructions

1. Have participants stand in a circle.
2. Explain that the bag contains “Would you rather” questions which will pose two hypothetical situations, out of which one must be chosen.
3. Pass the paper bag around and have each participant pick out a sheet. Have the participant introduce themselves, read and answer the question
4. Play until all participants have introduced themselves, and answered a question.
5. If a question reappears, participants have the option to answer it, or choose another question

Would you rather:

1. Always have to say what is on your mind, or never speak again?
2. Eat a stick of margarine or 5 tbsp of hot sauce?
3. Only be able to whisper or only be able to shout?
4. Visit 100 yrs in the past, or 100 yrs in future?
5. Go a year without sugary foods or a year without salty foods?
6. Chew uncontrollably loudly or moo instead of sneeze?
7. Go skydiving or deep sea diving?
8. Have legs as long as your fingers or fingers as long as your legs?
9. Be invisible or be able to read minds?
10. Sweat mayo or have Cheetos dust permanently on your fingers?

2 | Team builders

Objective: To help participants work well as a team.

2.1 – Affirmative Fold-Ups

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Have group comfortably sit in a circle. Give each participant a sheet of paper and ask them to write their name on the top.
2. Place all of the papers in the center of the circle.
3. Have each participant draw a sheet from the center (not their own) and ask them to write one (or a sentence) positive word about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet.
4. Participants continue to select other's sheets, until the name is the only thing showing on the paper.
5. You can then distribute the papers to their owners.

2.2 – Alphabet Relay

Time

10 minutes

Materials

- Two sets of alphabet cards (letter A-Z on cue cards)

Preparation

None

Instructions

1. Divide participants into two groups
2. Each team will need two sets of alphabet cards
3. Place the teams on one end of a defined area and place the letters on the other end so that they are spread out on a table
4. Call out a word
5. The team has to send the correct number of people to the table to spell the word.
6. The first team to correctly find the letters and hold them wins

2.3 – Back to Back Drawing

Time

15 minutes

Materials

- Pictures
- Pens – minimum 1 per pair
- Blank paper – minimum 2 per pair

Preparation

None

Instructions

1. Divide the participants into pairs
2. Have each pair sit on the floor back to back.
3. Provide one person in each pair with a picture and the other person with paper and a pen. One person will be drawing, and the other describing.
4. Stage 1- the participants with the picture (the describer) must verbally instruct their partner (the drawer) how to draw the picture, without stating what the picture is of. Allow five minutes.
5. Stage 2-, give each pair a new picture by switching pictures between pairs. Switching the roles of the describer and the drawer is optional. The participant with the picture must again verbally instruct their partner how to draw the picture. The partner drawing is now allowed to speak, and two way communication is encouraged.
6. After five minutes, ask each pair to compare the original pictures with the drawing for each stage.
7. Repeat the activity with a new picture, new pairs, or by switching the drawer and describer if time.

Debrief:

1. Explain purpose was to highlight the importance of communication. What differences were noticed between the first and second stage (between one way communication and two way communication)?
2. What strategies were used to complete the task?
3. What worked? What didn't work?

2.4 - Buddy-Ball

Time

20 minutes

Materials

- A blindfold for half the participants
- A soft ball for half the participants

Preparation

Tie rope in a large circle and place on the floor.

Instructions

1. Ask participants to get into pairs.
2. In their pairs, have them decide who is going to be blindfolded and who is going to be the 'communicator'. Whoever decides to be the blindfolded person should then put on the blindfold.
3. With assistance from their partner, the blindfolded person should then enter the circle and get on their hands and knees. Once each blindfolded person has entered the ring and is on their hands and knees they should be given 1 white foam ball.
4. Explain to participants that the partner who is the communicator is no longer allowed inside the ring.
5. Explain that the objective of this game is for the 'communicator' to instruct their blindfolded partner around the inside of the circle to throw their ball at someone else within the circle.
6. The blindfolded person must remain on their hands and knees the entire time and can only crawl.
7. If a person is hit with a ball they are then considered out and can remove their blindfold and leave the circle. Since the balls are light, the blindfolded person may not know when they are hit, so the communicator may have to relay this information.
8. The communicator may move around the outside of the circle.
9. The remaining person who has not been hit with a ball is the big winner.
10. If a ball exits the circle at any point, a 'communicator' may kick it back into the circle.

Round 2

11. Invite participants to switch roles. If either participants is not interested in switching roles, then they may remain in the same roles.
12. Explain to participants that they will now endeavor to do the same thing with the exceptions that the communicator is no longer permitted to move freely around the circle (they must stay in one location).
13. Prior to beginning, offer participants 5 minutes to strategize.

Debrief:

1. Was this an easy or difficult task?
2. What strategize did you and your partner utilize?
3. Is there anything you would change?
4. What changes did you make from round 1 to 2?

Facilitator Notes:

- It is important to explain to blindfolded participants that they must maintain a crawl and not a 'run crawl'.
- 'Communicators' should also be aware that they are responsible for their partner's safety.
- Facilitators should remain heads up and should yell stop if participants are moving too quickly.

2.5 – Helium Stick

Time

15 minutes

Materials

- 1 long, light-weight stick (a hula-hoop will also work)
- Several sticks will be needed for larger groups

Preparation

None

Instructions

1. Explain to the group that you have a magic helium stick and that it can be very difficult to put down as it keeps wanting to float up like helium (or variant story).
2. Split the group into 2 and ask them to form two lines facing each other.
3. Ask participants to raise arms, bend elbows 90 degrees, and stick index fingers out from both hands.
4. Help participants align all their fingers, interspacing their fingers with another participant's.
5. Gently place the stick across all the fingers.
6. Tell participants that their task is to lower the stick to the ground. The only rule is that both fingers of every team member must touch the stick at all times.
7. Quickly teams will realize that lowering the stick is very difficult, requires communication, teamwork and strategy.
8. Provide time for participants to strategize.

One Possible Solution (multiple solutions possible):

Gather as many index fingers as possible on 1-2 points of contact, and decrease the number of contact points. When fingers are all touching, and group communicates, stick lowers.

2.6 – Inside-Out

Time

20 minutes

Materials

- A long rope

Preparation

Tie rope in a large circle and place on the floor.

Instructions

1. Begin activity with the large circle placed on the floor.
2. Ask the group to step inside the circle.
3. Explain to the group that their task is to have the entire group get from the inside of the circle to the outside, by going underneath, without anyone in the group using their hands, arms or shoulders (no hands, arms or shoulders may touch the rope, they may be used to balance etc.).
4. It is important to stress group problem solving for this activity. In order for other members of the group to assist in the completion of the task, they need to know the plan and how they can contribute to it.
5. As a second part to this activity, you may choose to ask the group to go outside in. In addition to moving outside-in, you may also assign certain attributes to participants (cannot speak, blindfolded, cannot use left arm, etc.)

Debrief:

1. As a group, did you have an original plan?
2. Did you stick to the plan? Why? Why not?
3. How long did you spend planning Inside-out versus Outside-In? Why is there a difference?

2.7 - Mighty Machines

Time

15 minutes

Materials

- A pre-determined list of household appliances

Preparation

Pre-determine a list of household appliances.

Instructions

1. Have participants form groups of approximately 5 or 6 people.
2. Explain to participants that they will be assigned a common household appliance or machine and it is their responsibility to act out a life-size version of it.
3. Every member of the team should contribute to the end product.
4. Give 5 minutes to prepare.
5. Once all groups have prepared, come back together as a large group.
6. Have small groups take turns presenting their common household appliance to the others.
7. Other participants can guess.

Common Appliances:

- Toaster
- Microwave
- Snow blower
- Lawn-mower
- Coffee maker
- Dish-washer
- Washing machine

2.8 - Missing Links

Time

20 minutes

Materials

None

Preparation

None

Instructions

1. Organize participants into groups of 6-12. If it is a small group (10-20 people), feel free to do the activity as one large group.
2. Ask participants if they have stories to tell of discovering connections to people they met for the first time. Encourage participants by telling them one of your own stories.
3. Explain that they will now have the opportunity to discover the connections or “missing links” that they have with the people in their groups.
4. Ask participants to stand and form a circle with their group.
5. Instruct them to choose one person in each group who will begin the activity by telling things about themselves, such as places they’ve lived, jobs they’ve had, people they’ve known, vacations they’ve taken, schools they’ve attended, and so on.
6. Tell them that the first person to establish a connection with the speakers should identify themselves as a “missing link”, move to the left of the speakers, explain the link, and then proceed to tell things about themselves until another group member makes a connection.
7. Continue the “missing link” process until all members of the group are somehow connected. If there are people who can’t make a link, encourage them to feel comfortable using this meeting or workshop as their “link” with the last person.

2.9 – Parrot, Bay, Hawk

Time

20 minutes

Materials

- A variety of objects
- Blindfolds

Preparation

None

Instructions

1. Divide participants into groups of 3 (4 or 5 will also work). Extra members of a team can also be either hawks or parrots.
2. Explain that one member of the group will be designated as the hawk and as such, they will have eyes like a hawk and will be responsible for seeing what needs to be done and communicating the task to be completed.
3. The next participant will be designated as the parrot and as such, they will be responsible for communicating the task that needs to be completed.
4. The third person will be designated as the bat and will be responsible for using their sonar systems and keen sense of hearing to navigate and complete the task.
5. Arrange object away from the group.
6. Arrange participants so the hawk can see the objects. The parrot is facing the hawk and cannot see the objects. And the bat should be facing the objects but blindfolded.
7. Allow participants time to strategize.
8. Facilitator should then communicate to the hawk what the task is that needs to be communicated.
9. The hawk is responsible for using non-verbal communication (not allowed to talk) to tell the parrot what needs to be done.
10. The parrot is then responsible for communicating (verbally) to the bat what needs to be done.
11. The bat is responsible for listening to the parrot and completing the task.

Debrief:

1. As a group, did you have an original plan?
2. Did you stick to the plan? Why? Why not?
3. What worked? What challenges did you experience?

2.10 – Pass the Tap

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Have everyone sit in a circle on the ground or around a table.
2. Have everyone place their hands, palm down, on the table.
3. Have everyone lift up their right hand and place it palm down over their neighbour's left hand.
4. Hands should now alternate around the circle, with forearms crossing over one another.
5. The goal is to slap the surface with you hand, in order, as the "tap" travels around the circle.
6. As the group gets the hang of it, you can introduce a "double tap" which reverses the direction.
7. If someone hesitates too long or taps out of turn, that hand is eliminated and put behind their back.
8. Once a participant has both hands eliminated, they are no longer in the game.

2.11 – Share and Tell

Time

15 minutes

Materials

- Masking Tape, pen & pencil
- Scrap Paper

Preparation

None

Instructions

1. Tape a small piece of paper on each person's belt
2. Have players sit in concentric circles with those in the inner circle facing those in the outer circle and have them pair up.
3. Give each person 1 min to tell their partner as much about themselves as possible. The listener should write 1 positive word describing the speaker on the paper taped to the person's back.
4. Direct players to switch roles and then ask those in the outer circle to shift two places to the left so everyone has a new partner. Rotate until everyone has partnered with 4-6 people.

2.12 – Speed Charades

Time

25 minutes

Materials

- Flip chart, paper and markers

Preparation

None

Instructions

1. Have participants form 2 groups.
2. Provide each group with a flipchart and markers.
3. Have each group make up a song or a poem with a sentence which describes each person in the group.
4. After 15 minutes, have each group perform their song or poem by how many members they wish.

Debrief:

1. What were some challenges you encountered during this exercise? How did you overcome them?
2. What strengths you discovered during this exercise?
3. What would you do differently?

2.13 – Trust Us

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. One by one, each participant will be the “faller” and the remaining participants will be the “catchers”.
2. Standing an arms-length apart, catchers shall huddle together, form two face-to-face parallel lines and lock hands with the person in front of them.
3. The faller shall stand with their back facing the group and ask “Am I ready to fall?”
4. The group shall respond by saying “Trust us”
5. The faller shall cross their arms over their chest and fall backwards into the support of the catchers

Debrief:

1. How did you feel before falling? What about after?

2.14 – Surviving on the Moon

Time

20 minutes

Materials

- Flip chart – 1 per team
- Markers – minimum 1 per team

Preparation

None

Instructions

1. Divide participants into groups of 4 to 8.
2. Provide each group with one flip chart and a marker.
3. Script: “Let’s pretend that you are all a member of a space crew scheduled to meet with the mother ship at a specific location on the moon. Unfortunately, your ship crash lands 60 kilometres away from the meeting point and much of it is destroyed. You and your team were able to save 7 items, undamaged and intact after the crash. Your job in each group is to think logically and make a list of items that could be useful in ensuring your survival. Rank the items in order of most to least important.”
4. Have each group share their lists, and discuss why they chose their items.
5. If groups are stuck, guide their discussion by asking questions such as: What are conditions like on the moon? The atmosphere? Vegetation? Water? Temperature? Etc.
6. Examples of the items can include: Food concentrate, oxygen tanks, stellar maps, water, signal flares, first aid kit, rope, portable heater, receiver-transmitter (a communication device),

Debrief:

1. How did you decide what would be saved?
2. How did you rank the items?
3. Was this task made easier as a group?

2.15 – Taco Bell-Ding

Time

20 minutes

Materials

- Tape
- Pieces of paper with a taco ingredient (1 for each participant)
- Flip-chart
- Markers

Preparation

Adjust ingredients
(refer to facilitators notes)

Instructions

1. Tape a taco ingredient on each participant’s back.
2. Have the participants mingle around, asking yes or no questions to find out the ingredient that is on their back. For example: “Is it yellow?” Participants cannot directly ask which ingredient it is.
3. After each participant has determined their ingredient, they must build a taco with the other participants in the correct order.
4. The correct order is: taco shell, meat, cheese, lettuce, tomato, salsa, guacamole, and sour cream. This order can be written on the flip-chart.
5. Multiple “tacos” can be built in groups larger than 8.

Facilitators Notes:

Group sizes can be adjusted by adding or subtracting ingredients (i.e. Hot sauce, Jalapeño, Green onion, etc.).

3 | Energizers

Objective: To energize participants.

3.1 - 52 Pick Up

Time

15 minutes

Materials

- 52 pre-made cards

Preparation

None

Instructions

1. Ask the group if they have ever played the game 52 pick up?
2. Explain that we are all going to play a slightly different version.
3. Explain instead of playing cards, each of these cards has instructions of an action they need to do.
4. Place all cards face down in the center of the group.
5. All participants should come pick up a card and complete the instructions on their card.
6. Once they have completed the task they should return the card and pick a new one from the pile.
7. After 2 minutes, if participants have not completed their task, they can place their card back in the pile and take a new one.

3.2 - Flinch

Time

15 minutes

Materials

- Small ball

Preparation

None

Instructions

1. Have participants stand in a circle with their arms at their sides.
2. Have one participant stand in the middle with the ball.
3. The middle participant either underhand passes the ball or fakes like they are about to pass the ball.
4. If the middle participant passes the ball and the target catches it, they pass it back to the middle participant to go again.
5. If the middle participant fake throws the ball to a target and the target flinches as if they are about to catch it, they become the new middle participant.

3.3 – Bob the Weasel

Time

10 minutes

Materials

- An object to represent the weasel

Preparation

None

Instructions

1. Have participants stand in a tight circle (shoulders touching).
2. Ask one participant to volunteer to be in the center first.
3. The object is for the outside circle to pass around an object behind their backs and not let the person in the center see it.
4. To start, it is advisable to have the person in the middle close their eyes and turn in a circle 5 times.
5. While the outside circle is passing around the weasel, they can sing the song “Bob, the weasel keep it going, keep it going.”
6. At any point during the passing of the weasel, a participant can hold it above their head and sing “I saw the weasel.”
7. The person in the middle has 3 guesses to try and figure out who is holding the weasel.
8. If they guess correctly, whoever was holding the weasel then enters the middle.
9. If they cannot guess it in 3 guesses, then ask for a new volunteer to enter the middle.

3.4 – Magnets

Time

5 minutes

Materials

None

Preparation

None

Instructions

1. Have participants stand up.
2. Ask each person to identify ‘Person A’ in their minds.
3. Then ask each participant to identify ‘Person B’.
4. Explain that as a group they are going to start randomly mingling around the room.
5. However, everyone must always keep their ‘Person B’ between them and their ‘Person A’.
6. Another way to think of it is that they are person ‘C’ and the order must always stay ‘A’, ‘B’, ‘C’.

3.5 – Broken Telephone Charades

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Organize participants into teams of 5 to 8.
2. Have each team line up single file facing one direction. The person at the end of the line will be the first actor, and the person at the front of the line will be the guesser.
3. The object of the game is communicate an action/phrase (without speaking), from the first actor, down the line through each participant and finally, to the guesser.
4. The facilitator tells the first actor of each team an action/phrase (refer to facilitators notes).
5. The actor must tap the person in front of them on the shoulder (indicating to turn around and face the actor), and act out the action/phrase within 30 seconds without sound. Participants can only turn around when they are tapped on the shoulder.
6. Person #2 must then turn back around, tap person #3 on the shoulder, and act out what they think the action/phrase is. This continues until it reaches the end of the line to the guesser.
7. The guesser must guess the action/phrase. Play as many rounds as time permits. Switch the members of each team after rounds
8. Facilitators can also have teams race each other.

Facilitator Notes:

Actions/phrases can include: Ironing a shirt, building a campfire, hula hooping, horseback riding, sky diving, riding a roller coaster, going fishing, setting up a tent, digging a hole, filling a car with gas, getting a mosquito bite, hailing a taxi, going bowling, mowing a lawn, opening a can with a can opener, baking cookies, etc

3.6 – Epic Song Battles

Time

10 minutes

Materials

- Scrap paper
- Writing utensils

Preparation

Pre-determine what themes or words you will use

Instructions

1. Break participants into small groups of 5 or 6.
2. Give each group 30 seconds to 1 minute to brainstorm and write down as many songs as they can with the theme or word.
3. Once time is up, teams come back together to battle.
4. One team will sing a chosen song off their list. If no other team has that song on their list, that team receives a point. If any other teams have the same song, no points are awarded.
5. Take turns between small teams performing a song. Go back and forth until there are no more songs on any teams list.
6. The team with the most points at the end wins!

Facilitator Notes:

- A color A place
- A person's name The word love

3.7 - Shake Down

Time

5 minutes

Materials

None

Preparation

None

Instructions

1. Have participants stand in a circle.
2. Explain that you are going to do a shake-down.
3. Tell participants that you are going to shake each limb 5 times (right arm, left arm, right leg, left leg).
4. Continue counting down. Do each part 5 times, then 4 times, then 3, then 2, then 1, increasing your speed each time.
5. After each section is completed you may choose to scream something fun like 'Yahoo'.

3.8 - Freeze Frame

Time

10 minutes

Materials

None

Preparation

None

Instructions

1. Have participants stand in a circle.
2. Explain that there are a few rounds to this game and with each round they will be required to get with a certain number of people and act something out.
3. Depending on numbers you may choose to take a look at each freeze frame. You may also ask for a couple of volunteers to present their freeze frame.
4. Participants are encouraged to find new people for each round (numbers do not need to be exact).
5. Round #1 - Have participants get into pairs. Once pairs have been formed, each participant is responsible for acting out their best 'selfie' for the other participant.
6. Round #2 - Have participants form new pairs. Each pair is then responsible for acting out an 'usie'.
7. Round #3 - Have participants get into groups of four or five. In their small groups, have participants act out their freeze frame for an 'awkward family photo'.
8. Round #4 - Have participants form groups of seven or eight. In these groups, have participants act out a 'winning team' (possibly the World Series, Stanley Cup, etc.)
9. Round #5 - Have the whole group come back together. As a large group, participants are responsible for acting out their 'kindergarten class photo'.

Facilitator's notes:

Additional rounds may be added based on time and interest. Other common photos may include; work badge, license or passport photo, and graduation photos.

3.9 – Run-a-Shape

Time

5 minutes

Materials

None

Preparation

None

Instructions

1. Have participants find space so that they can run a small circle.
2. Ask each participant to think of a shape in their head (circle, square, triangle, or if they are feeling really ambitious and octagon).
3. Tell each participant that they are responsible for running that shape 5 times in a space approximately 1 meter by 1 meter.
4. Go!

Facilitator's notes

If you are tight for space, you may choose to have half the group go followed by the other half.

3.10 – Shake Your Buns

Time

5 minutes

Materials

None

Preparation

None

Instructions

1. Ask participants to place their chairs into a circle
2. Chairs should be relatively close together
3. The facilitator starts, without a chair, standing in the middle
4. Facilitator gives rules of the game:
 - Everyone needs to be honest
 - Everyone needs to play this game safely
 - You can't sit in the seat beside you.
 - You can't go back to the seat you just left.
5. Facilitator says "My name is _____ and I _____" (insert something about oneself, something one likes to eat, do, sing, or something one has, etc.) "Shake your buns"
6. Others who have that in common, race out of their chairs and find another empty seat.
7. The person left standing must start the next round.

3.11 – Silent Ball

Time

15 minutes

Materials

- A Ball

Preparation

None

Instructions

1. Have participants spread out around the room (~4 ft. distance between each other).
2. Participants can only move if they are holding the ball. When holding the ball, only one step can be taken.
3. Give one participant the ball. This participant passes the ball to anyone in the room.
4. The person who catches the ball can take one step and try to physically tag someone (with their hand). If they do, the person is out (and must sit down). If they cannot they can still choose to take a step away from another participant, and then pass the ball.
5. If someone drops the ball, or makes any sound (i.e. talking, giggling, etc.), they are out, and must sit down.
6. Play until only one person remains.

3.12 – Slow Mo Tag

Time

10 minutes

Materials

None

Preparation

None

Instructions

1. Ask participants to spread out at least an arm's length apart.
2. If the space is very large, set boundaries.
3. The facilitator will be calling out "STEP". At this time, each participant will take one step in any direction they want.
4. The objective is to tag other participants below the neck.
5. If a player is tagged, they will sit down and become an "ankle biter". If a participant moves both feet during a step, they will also become an "ankle biter".
6. Ankle biters can tag standing participants below the knee.
7. Play until two participants remain and name them "co-slow mo tag champions".
8. Play as many rounds as time permits.

3.13 – Think Fast

Time

15 minutes

Materials

- A small object

Preparation

None

Instructions

1. Have the group stand and form a circle. Explain that they will be playing a game that requires them to think quickly.
2. Ask a volunteer to stand in the middle of the circle. The volunteer is to close his/her eyes and keep them closed throughout their entire time in the center.
3. A person is given a small object. When the center person says, “Start!” the object is passed around the circle counterclockwise from one participant to the next. The center person can call out “Stop!” at any time. The center person then quickly says a letter of the alphabet and the person holding the object must QUICKLY say three nouns that begin with that letter.
4. If the participant says three words within five seconds, the game continues with the same leader. If the person cannot think of three nouns in that amount of time, he/she becomes the leader. Game continues until peak fun is reached.

3.14 – Whatch Doin’?

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Have the group make a circle.
2. Start by miming an action
3. The person to your left asks “Whatcha doin’?”
4. You reply with an action (eg. surfing).
5. The person who posed the questions then has to mime the action until the person on their left asks “Whatcha doin’?”
6. The surfer replies with an action. The person asking the question now has to perform the action said.
7. The game continues around the circle until it returns to the first person. Reverse direction if time allows.

3.15 – Who’s the Leader?

Time

15 minutes

Materials

None

Preparation

None

Instructions

1. Have the group sit in a circle formation.
2. One group member is asked to leave the circle to close their eyes and block their ears. At this time, the group will select a leader.
3. The leader will then establish a rhythm of clapping, stomping, etc. The rest of the group will follow, carefully not giving away the leader.
4. Have the person asked to leave return to the middle of the circle where they guess the leader. The person gets three chances to guess. If the original leader is successful in hiding his/her identity, they will be asked to leave the circle. If the leader is successfully chosen, a new guesser and leader are chosen.

4 | Getting group attention

Note : It is important to have the group let you know how they would like you to get their attention. Some groups may respond better to one technique over another. This is best discussed at the beginning of the training. You can also give them a choice of a few methods (see some below) and ask which they would prefer.

4.1 – Back to Back

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Explain to participants that when you call “Back to Back,” they should stop all conversation, pair up with the participant closest to them and stand back to back as quickly as possible.

4.2 – Freeze

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Explain to participants that when you call “Freeze,” they should stop all conversation and freeze in any position they choose until you call “Unfreeze.”
2. Encourage participants to be creative with the positions they freeze in (e.g. tree pose)

4.3 – 1, 2, 3

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Let participants know that when you call “1, 2, 3; Eyes on me,” they should respond with “1, 2,; Eyes on you”

4.4 – Beat Catcher Chant

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Facilitator calls out while doing the corresponding actions...
“Clap my hands and stomp my feet; that’s the way I catch the beat.”
2. Once facilitator finishes, all participants will act and chant the same phrase

4.5 – A Hush Fell Over the Crowd

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Let participants know that when you call out “A hush fell over the crowd,” participants respond with “Husssssshhh”

4.6 – Yeah Who!!

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. The facilitator calls out “YEAH!!!”
2. All participants respond by calling out “WHOO!!!”
3. This can be repeated three times

4.7 – Chicken Toss

Time

1-5 minutes

Materials

- A rubber chicken

Preparation

None

Instructions

1. Facilitator tosses a chicken in the air
2. While the chicken is in the air, all participants scream
3. When the chicken lands in the facilitator’s hand or hits the ground, all participants are quiet

4.8 – Countdown

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Facilitator shouts out “FIIIVE” (and holds up five fingers), “FOOOOOUR” (and holds up four fingers) and so on
2. Participants count backwards with the facilitator; getting progressively quieter with each number
3. After one, all participants say “Shhhhhh”

4.9 - Quiet Sign

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Establish a common “quiet sign” between the facilitator and participants
2. Whenever a facilitator uses the sign, all participants also do the sign until everyone is quiet

4.10 - Collective Jingle

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Facilitator whistles or hums a short jing
2. le until all participants are whistling or humming the same jingle and conversations have stopped
Ex: Sleep Country Canada, The Simpsons, Pizza Pizza,

4.11 - Call to Answer

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Give a call and answer chant and let them know you will use it to get their attention before moving on to the next activity or if there are group instructions.
Eg “When I say Georgie, you say Porgie – Georgie –“ “Porgie!”

4.12 - Dexterity Check

Time

1-5 minutes

Materials

None

Preparation

None

Instructions

1. Teach the group a sequence of claps and gestures and have them practice together. Let them know that when you call “Dexterity Check!” you want them to show you the sequence. One Dexterity Check example:
Clap 5 times *break*
Clap 5 times *break*
Clap 3 times *break*
Clap 3 times *break*
Make an X with your arms in front of your body and grunt Hunh!*
Switch your arms left and right to make another X in front of your body and grunt Hunh!*
Slap your thighs with both hands and grunt Hunh!.

5 | Dividing groups

Note : There is also value in self-selecting. Don't feel like you always need to determine the pairs or groups. Groups often appreciate working with members of their choosing.

5.1 – Split the Group in Two

1. Have participants clasp their hands (interlacing fingers). Those who have their left thumb on top are one group while those who have their right thumb on top are in another.
2. Ask a "Would you rather..." question. Eg. "Would you rather have go skydiving or scuba diving? Hands up for skydiving." Put all the skydivers in one group.
3. Have participants count how many letters are in their name. If they have 5 or fewer letters, they form one group. Longer names are in the other.
4. Partner up with someone the same height as you.
5. Have the group in a circle. Have everyone look down. On the count of three, the facilitator calls "Look up!" Whoever you make eye contact with in the group is your partner. Those looking at each other step away from the group and play a final round
7. Have Your People Call My People: Hand each participant a sticky note or sheet of paper. Have them write three time slots on it: e.g. 9am, 10am, 2pm. Next have them mingle and find someone to have an "appointment" with at that time slot and write in the name. Find a different person for each appointment. Throughout the day, if you need to partner up regardless of the actual time, you can call out "Time for your 9 o'clock appointments!"

5.2 – Split the Group in Small Groups

1. **Birthday Buddies:** Ask participants to put up their hand when they hear the month when they are born. Start listing months aloud until you have the right number for the first group. Set them aside. Keep going with the months until you have the right number for the next group. You can also do this with astrological signs.
2. Hand out the face cards randomly from a deck. Have participants group up by suit, or all jacks together etc...
3. Have participants group together by colour of clothing. You may put all the multicolour-clothed participants in their own group.
4. **Likes attract:** Have participants group together by favorite colour/ sport, TV show etc...
5. **Smartie Pants:** Pass around a box of smarties –have each participant select one. Have them group together by smartie colour. You can adjust group sizes by colour
7. **Seven Dwarfs:** Recall with the group the seven dwarfs: Bashful, Dopey, Doc, Grumpy, Happy, Sleepy, Sneezy. Have them pick a dwarf. Group all the similar dwarfs together and adjust numbers as necessary.
8. **Clumps:** Facilitator calls out a random number and participants clump into a group of that many people (2, 5, 6, 7, 4, etc.) The facilitator should call out a few rounds in rapid fire until the preferred number of people.
9. **Animal Sounds:** Have participants stand in a circle approximately arm lengths apart. Participants should have their eyes closed. Facilitator whispers the name of an animal in each person ear. Once each person has an animal, participants make the sound of their animal and find others who are the same animal based on sound.
10. **Baseball Team:** Pre-write baseball positions on a piece of flipchart (i.e. Catcher, pitcher, first base, second base, short stop, third base, right field, center field, etc.)
11. **Baseball Team:** Have large group break into smaller groups based on the number of smaller groups required in the end (i.e. 30 people=6 groups of 5). Have smaller teams assign baseball positions to each member. There should only be one person per position per team. Once everyone has an assigned position, have participants find others who play the same position.
12. **The Band:** Give each member of the group a scrap piece of paper with a band member on it. Invite participants to start moving around the room and acting out what that member might look like. After a few moments, instruct participants to form a whole band of 8 different members by using their actions.
13. From a deck of playing cards, choose one card for each participant in the group. Ensure you have “sets” of cards, one set for each group you want. Put all the cards from the modified deck face down on a table, and have participants each choose a card. Then group people as you’ve planned, by number (all 2s, 3s, etc.), or by suit, color, odds/evens, higher/lower than 8, etc.

6 | Inclusivity

“Know me for my abilities, not my disability.” ~ Robert M. Hensel*

Strategies for Inclusivity

- Look over the Events Survey for any notes regarding participant abilities
- The participants' themselves may be the best person to describe what their abilities are and how they can participate. Ask them directly!
- Games identified as “Low Energy” in the Table of Contents will be easier to adapt
- Adaptations should be made for all participants instead of modified materials/rules for a single individual
- Adjust programming for longer breaks to facilitate travel to and use of restrooms

Equipment:

- Larger goal/target
- Easier catching objects (size, weight, color, texture, tactile)

Actions:

- Modify body positions – standing/sitting
- Reduce number of actions – e.g. for “Shake Your Buns”, instead of having participants race across the circle, participants can stand and wiggle their buns on the spot or wave their hands in the air. We can still see commonalities in the group, but no one is knocked over or feeling the slowest moving places in the circle.
- Use different body parts -alternatives to throwing – e.g. rolling, pushing

Time:

- Disregard time limits: focus on completing the activity rather than “fastest time wins”
 - Slow the activity pace
 - Lengthen the time
 - Provide frequent rest periods

Activity Space:

- Remove obstacles – chairs/desks/book bags
- Decrease area
- Use well-defined boundaries
- More space between participants to move
- Simplify patterns

Rules Prompts, Cues:

- Simplify activity explanation to a maximum of three instructions
- Demonstrate/model activity
- Oral prompts may be useful throughout activity

References: Dr. Stopka, Christine, et al. The Teacher’s Survival Guide Book: Adaptations with photos, to optimize the inclusion of students of all ages with disabilities in your program, 2nd Ed. PE Central. 2006

Members of Youth Advisory Council, Holland Bloorview Rehabilitation Hospital. 2012-2013.

* Robert M. Hensel is the 2004 Guinness World Records holder for the longest non-stop wheelie in a wheelchair, covering a total distance of 6.178 miles.

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