

ICE BREAKERS: WARMING UP THE CLASSROOM CLIMATE

by:

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Ice breakers can be a useful tool to help participants transition towards the proper headspace for what is waiting ahead of time, and to re-focus during the learning experience. Although icebreakers can seem frivolous, they are an important first step to getting student buy-in, unless a pupil is emotionally connected to school, they will lack the motivation to learn. Fostering feelings of trust and acceptance is difficult, if not impossible when pupils don't know each other's names. Here are a few icebreakers that you can use in your classroom.

Jigsaw Search

Pupils especially enjoy the search aspect of this activity. The teacher prepares construction paper jigsaw puzzles of various colors. The shape may be symbolic of a topic being introduced. The paper was cut like a jigsaw puzzle having the desired size of the group that matches the number of pieces that are cut.

Birthday Lineup

Pupils are instructed to line up around the room's perimeter according to their birthdate. The challenge is to do it without speaking or writing.

Crossword Connection

This certain activity includes the use of visual symbols of connection and self-introductions.

The teacher prints their name on the board with spaces left between each letter and tells the class something about herself. Then, they pick a pupil to come to the board, tell something about themselves and print their names crossing the teacher as in a crossword puzzle. Pupils take turns telling something about themselves and adding their names. Volunteers copy the completed puzzle as a poster. The puzzle could be written on paper taped to the board and left up in the first-draft form to save time.

New Pal Scavenger Hunt

In this activity, pupils are allowed to learn cool things about each other. Pupils find individuals who will fit the descriptions listed on the worksheet. The individual who gets the most matches wins!

References:

<https://innovativeteachingideas.com>
<https://teacherblog.ef.com> , <https://gpb.org>