

Ice Breakers

These tools are available to Presenters to use as needed. Ice breakers are particularly helpful when the Presenter is not known to the group, or when the members of the group do not know each other very well before the start of a session.

Hello, my name is . . .

Context: Presenter is not familiar to the participants but participants know each other (such as high school student invited to speak to middle school students, or an outside educator who is a guest speaker in a Health Education class or at community center).

Time: 5-10 minutes, depending on number of participants

Supplies: chalkboard and chalk, or flip chart and markers

Activity: Presenter introduces himself/herself and provides background about self. Participants are asked to provide information about themselves (such as name, age, and place of birth). Optional: Ask each participant to give their expectations of session and write down on chalkboard or flip chart.

Today's class will focus on. . .

Context: Presenter is a teacher or regular presenter to a group of teens (such as a health teacher to a class of students, a religious instructor to a Sunday School class, an advisor to a school-based youth club, etc).

Time: 5-10 minutes, depending on number of participants

Supplies: chalkboard and chalk, or flip chart and markers

Activity: Presenter provides an overview of the video before starting it, asking if anyone has heard of the March of Dimes. Participant responses are recorded on the chalkboard or flip chart. Presenter defines the mission of the March of Dimes and then gives an overview of the session and what topics will be addressed.

Submit your expectation. . .

Context: This exercise is helpful when there is a very large group and introductions of each individual would be too time-consuming.

Time: 10-15 minutes, depending on number of participants

Supplies: an index card and a pen or pencil for each participant

Activity: Presenter distributes index cards and pens/pencils then asks participants to write down at least one expectation that they have of the session. Presenter collects all index cards and then reads or (ideally) writes some or all of the expectations up on a chalkboard or flip chart at the front of the room.

Note: The Pre-Test/Post-Test form included in each chapter can be used to gather this information instead of using index cards. The presenter should emphasize that the Pre-Test/Post-Test forms will not be collected and only are meant for participants to self-evaluate what they have learned when the correct answers are provided at the end of the session.