

KS3-4

# Icebreaker templates

TEMPLATES  
PACK

Teachit sample

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## Introduction

As teachers, we know icebreakers are a fun way to get to know each other in first lessons, but educational research also suggests that icebreakers can be highly beneficial in teaching and learning.

Here is a summary of some of the key findings from educational research:

1. Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour<sup>1</sup>. Icebreakers can help you to build positive relationships and create a supportive classroom environment.
2. Icebreakers can also help to improve relationships between students. A study by Webb and Palincsar (1996)<sup>2</sup> found that using icebreakers at the beginning of a course led to stronger relationships between students and increased social connections.
3. Importantly, icebreakers can also help with community and group bonding, as a 2010 study of adult learners<sup>3</sup> suggested. Icebreakers can help to establish rapport within the class, and a shared focus, enhancing subsequent learning.
4. Icebreakers have also been found to improve learning outcomes. An early study by Novak and Gowin (1984)<sup>4</sup> found that icebreakers can be effective in promoting active learning and can lead to better learning outcomes.
5. Crucially, students enjoy icebreakers. Henslee, Burgess, and Buskist (2006)<sup>5</sup> reviewed students' responses to a range of first day activities and found that icebreakers were among their favourites.

You'll find a range of fun printable icebreaker templates in this pack to promote positive classroom relationships and help you to get to know your learners quickly.

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<sup>1</sup> Sammons, P., Lindorff, A. M., Ortega, L. & Kington, A. (2016). 'Inspiring teaching: learning from exemplary practitioners', *Journal of Professional Capital and Community*, 1 (2), pp. 124–144

<sup>2</sup> Webb, N. M., & Palincsar, A. S. (1996). Group processes in the classroom. *Handbook of educational psychology* (pp. 841–873). Macmillan Library Reference USA.

<sup>3</sup> Chlup, D. & Collins, T. (2010). Breaking the Ice: Using Ice-breakers and Re-energizers with Adult Learners <https://journals.sagepub.com/doi/10.1177/104515951002100305>

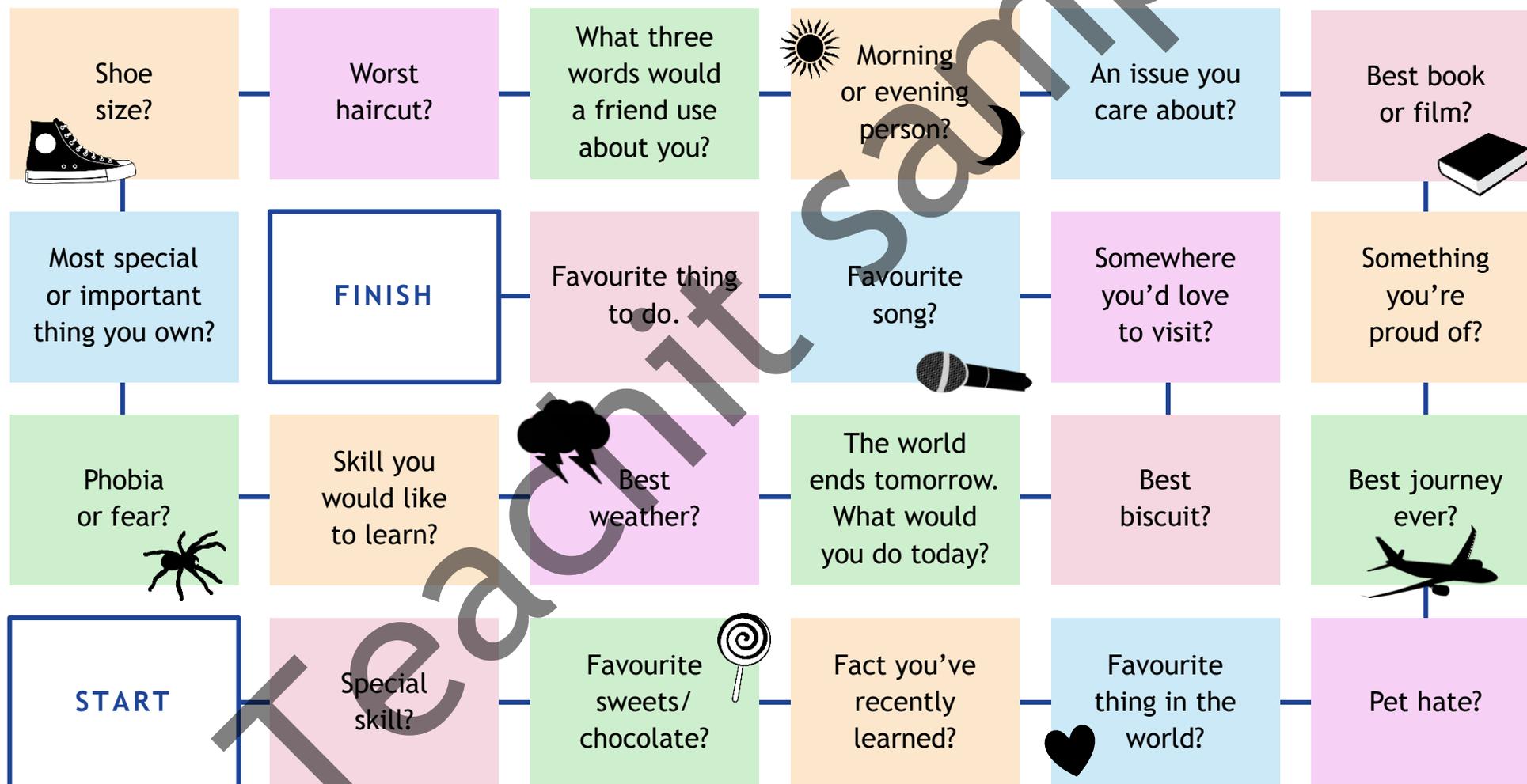
<sup>4</sup> Novak, J. & Gowin, D. B. (1984). *Learning How to Learn*. Cambridge University Press.

<sup>5</sup> Henslee, A. M., Burgess, D. R., & Buskist, W. (2006). Student preferences for first day of class activities. *Teaching of Psychology*, 33(3), 189-191.

## Me, myself and I

Working in pairs or small groups, roll a dice and move your counter around the board, sharing your answer to the questions on the board. The winner is the person who can remember the most about other students in their group!

You'll find a dice and counters to cut out on the next page.



**20 questions**

Working in groups, use these cards to find out more about each other.

You have one minute to speak about the topic on the card you pick up. You can 'pass' on one card only!

What did you have  
for breakfast?

\_\_\_\_\_ ?? \_\_\_\_\_

Best advice you've ever  
given or been given?

\_\_\_\_\_ ?? \_\_\_\_\_

Chips or crisps?

\_\_\_\_\_ ?? \_\_\_\_\_

If you could learn one new  
skill, what would it be?

\_\_\_\_\_ ?? \_\_\_\_\_

Favourite emoji?

\_\_\_\_\_ ?? \_\_\_\_\_

What would your  
theme song be?

\_\_\_\_\_ ?? \_\_\_\_\_

Best present?

\_\_\_\_\_ ?? \_\_\_\_\_

Favourite dessert?

\_\_\_\_\_ ?? \_\_\_\_\_

## Special powers taboo

Do you have a 'special power' or an interesting quirk? It might be that you have impressively large hands, unexpected double-jointedness or an exotic birthplace. You might have once met someone famous or aspire to climb Mount Everest.

Write down three words connected with this 'secret' on the card below, without using the word itself. For example, if you hope to ascend Everest, you might put these words as clues:

Jordan

---

mountain  
challenge  
famous

Working in small groups, take it in turns to guess each other's special power, using the words on the card as clues. You can ask up to five yes/no questions.

<div style="border: 2px solid green; border-radius: 15px; padding: 10px;"> <p>Name:</p> <hr/> <p style="text-align: center;">Words:</p> </div>	<div style="border: 2px solid blue; border-radius: 15px; padding: 10px;"> <p>Name:</p> <hr/> <p style="text-align: center;">Words:</p> </div>
<div style="border: 2px solid orange; border-radius: 15px; padding: 10px;"> <p>Name:</p> <hr/> <p style="text-align: center;">Words:</p> </div>	<div style="border: 2px solid purple; border-radius: 15px; padding: 10px;"> <p>Name:</p> <hr/> <p style="text-align: center;">Words:</p> </div>

## Challenge champs

Try these icebreaker challenges in the style of the hit TV show, *Taskmaster*.



### CREATIVE TASKS



While blindfolded, draw the best self-portrait.

Create the best shoes/hat out of newspaper.

Decorate your knee or elbow look like a famous person.

While blindfolded, tear an animal shape out of a piece of paper. Most recognisable animal wins.

Make a paper aeroplane. The plane to fly the furthest wins.

Draw a picture of your face using only your feet or your non-writing hand! Best picture wins.

Using only toilet roll, create a self portrait.

Devise a new handshake. The most creative wins.

Using only noises (squeaks, growls, taps etc.), 'sing' your favourite song.

### TIME TRIALS



How many pairs of socks can you fit on one hand in 60 seconds?

Respond to every question for one minute with a bark.

Move as many Smarties (or similar sweets or chocolates) as you can from a plate to a cup, using only a straw or tongs.

Balance a spoon on your nose for 30 seconds.

Catch the most socks/cotton wool balls in a bowl, thrown from a distance.

While blindfolded, blow up the biggest balloon in a minute.

Who can go the longest before you have to blink?

While blindfolded, cover yourself with as many sticky notes as possible.

## Would you rather...?

Working in pairs, discuss the following hypothetical 'Would you rather' questions and make up some of your own to ask other pairs.

Be prepared to introduce your partner to the class!

Be invisible or  
be able to fly?

Go back in  
time or travel  
to the future?

Have an endless supply of  
sweets or chocolate?

Eat  
pasta  
or  
pizza?

Be thought of as intelligent or kind?

Be able  
to talk to  
animals or  
speak any  
language?

Have a cat or a dog?

Have  
Spiderman  
or Thor's  
powers?

Eat breakfast  
or dinner for  
every meal?

Be able to fly or  
run 100 mph?

Be able to  
read people's  
minds or see  
one day into  
the future?

Blank speech bubble

Blank speech bubble