



### Exploring 'Who am I?' 'Who are we?'

#### Why Do We Do Them?

- A circle gives the chance for everyone to take part – it is inclusive and a good start to a session and to mix up a group.
- If both sets of children have already played a game in class, they have a shared currency.
- Each game has been chosen because it gives the opportunity to explore the questions Who am I? and Who are we?

#### Icebreakers/Groups of 60

##### As a circle

- Change Places – introduce topics that will lead to discussion later
- Birthday Game – fun warming-up exercise,
- Cross The Circle – this is a good game for mixing up children
- Cards – this is a good game for mixing up children
- Moving to the Left/Right – this is fun game for mixing up children
- Circle Crawl – fun mixing-up game
- Stations – fun mixing-up game
- Zoom EEK – calming-down game at the end of the session

##### Working in twos or threes

- Three Invisible Similarities/Differences – this game gives students time to look at each other and explore – you can move from pairs to working in fours – the discussions can be very complex
- 1, 2, 3 – this game really asks the students to engage with one other person
- What's Different, Partner? – concentrate on their partner and show how observant they really are
- Describe the Actions in Threes – communication skills
- Mirror Partner – concentrating on partner/non-verbal skills
- Three Facts – get to know your partner; shows how right or wrong our perceptions can be!
- Three Questions – get to know your partner and see what you have in common

#### Change Places

Use aspects of the children's and adults' identity to get them to change places across a circle. Change places if you... have/are/like, etc. E.g. Change places if you have a brother... Change places if you like football... Change places if you like fruit, etc.

Follow up later in the classroom. "When we played Change Places with our linking partners, did a lot of people change places for.....?"

"Lots of us from both schools changed places for ..... What did you think about that?"

"Not many of our partner school changed places for ..... Were you surprised that not many of them liked .....? Why do you think that was?"

#### Three Invisible Similarities/Differences

Children work in pairs and interview each other to find three visible ways they are the same and then three invisible ways they are the same then different. Then they gather into a larger group and share the similarities and differences they have found.

Follow up later in the classroom. Visible similarities – what did you share? What things were different? (You can include skin colour here and consider feelings about skin, etc.)

#### 1 2 3

Children work with a partner, facing each other. The teacher should start by making clear that this is for fun and not a maths test!

- One child starts by saying "1", the other says "2", the first says "3", and so on. They should practise this for a short time.
- Explain that now, instead of "2", they should clap their hands. Allow time for them to practise.
- Now instead of "1", they should stomp a foot.
- Finally instead of "3", they make a big arc with their hands and make a big "whooh!" sound.



### **Birthday Game**

The teacher calls out any month of the year. All the children with birthdays in that month turn and run round the outside of the circle in a clockwise direction until they reach their place again. Liven it up by calling three or four months at the same time!

### **Cross The Circle**

Everyone is numbered around the circle as 1, 2, 3, 4. When you call their number, everyone must cross the circle in role as... a panther, a moonwalker, someone stuck in the mud, a fashion model, etc.

### **Cards**

Give out a set of cards with different animals on. The aim is for them to find all the children with the same animal by just making the sound or action of the animal without showing the card!

### **Moving To The Left/Right**

Start a child off by saying they have to change places with the person four places to their right. They have to repeat the instruction to that person and change places. The replaced person then moves four places to their right and so on. You can gradually set off as many people as possible with different instructions to the left and right.

### **Circle Crawl**

Number the children 1 or 2 alternately around the circle. They get down on their hands and knees and when the teacher calls 1 or 2, the children with that number move one limb forward. The object of the game is to cross the circle to the other side. A lot of manoeuvring needed as children meet in the middle!

### **Stations**

Everyone sits in a circle and is given a destination (name of a town) and in the middle, the station master stands with all the destination names on a card. He/she then chooses certain names; for example Bradford/Keighley. The children with those names have to get up and exchange seats. In the meantime the station master has to try to jump into one of their seats. More than two destinations can be called out!

### **Zoom Eek**

A Zoom (car) is passed around the circle. Anyone can stop it and reverse it by shouting "EEK!" It must then change direction. No one can say "EEK!" more than once. If you are feeling very confident, you can send two cars in opposite directions!

### **What's Different, Partner?**

In twos, ask them to stand back-to-back and change three things about their appearance. Partners turn around when ready and try to guess the three things that have changed.

### **Describe The Action**

In threes, stood in a line. Number 1, 2 and 3. Number 1 does an action that number 3 describes verbally to number 2, and they try to do the same action as number 3 is doing.

### **Mirror Partner**

In twos, number 1 mimes actions in morning in bathroom mirror and number 2 copies. Rub eyes, stretch and yawn, wash face and hands, brush teeth, etc. Change over.

### **Three Facts**

In twos, each child says three facts about themselves, one of which is not true. Each child takes turns in guessing which one isn't true.

### **Three Questions**

In twos, children find out three things out about their partner. For example, their favourite colour, food, film, country to visit, or dream. The object of the exercise is to get them talking!