

## **Name Games, Icebreakers and Closure**

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## **Name Games**

### **Tennis Ball Toss**

#### Overview

This icebreaker gives participants an opportunity to learn one another's names in an active manner.

Time required: 10 – 20 minutes

What you need

1-3 Tennis Balls

What you do

- 1) Have participants stand in a circle and introduce themselves.
- 2) Round I: Take a tennis ball and toss it to another individual. BEFORE you toss the ball, state the name of THE PERSON to whom you are tossing the ball. You might say "Here you go, Dan." The person who receives the ball should say thank you and the name of the person to whom he/she is tossing the ball to. For example, "Thanks, Dan. Here you go, Beth." This process continues until everyone has caught and tossed the ball and it is back in your hands.
- 3) Round II: Repeat the same cycle as above, catching from and tossing to the same people.
- 4) Round III: Continue the same cycle. After the ball has been in the hands of 3 or 4 people, start another ball, tossing it in the same cycle.
- 5) Round IV: Continue cycles with balls 1 & 2. Introduce a third ball, following the same cycle.
- 6) Stop tossing any time you wish when the ball enters your hands.

### **Yarn Toss**

#### Overview

This icebreaker gives participants an opportunity to learn one another's names and goals in an active manner. This also provides opportunity for reflection.

Time required: 20 – 30 minutes

What you need

A large roll of yarn

What you do

- 1) Have everyone sit in a circle.
- 2) Give the following instructions:  
"I would like each person to state their name as well as one goal they would like to accomplish during this semester. After you have done so, please wrap a piece of the yarn around your wrist and toss the ball to a classmate. Please listen to each person and think of ways that you might help that person reach their goal. I will begin."
- 3) State your name, your goal, wrap the yarn around your wrist and toss the ball of yarn to a student.

4) This activity has the potential for great processing. You may want to consider the following:

As the ball criss-crosses the circle, an intricate pattern of connections is formed which can be used to process the exercise. An example would be to point out that the class is a meeting point where our words and actions truly touch one another even though we see ourselves as separate and different. Or, we are often more alike than different and that our willingness to stay connected makes the web of yarn strong. Indeed, the closer the connection, (the fewer the holes) gives the web a trampoline quality, which allows ideas to be “bounced” on it without breaking up the group. A few words like this can give even the silliest activity meaning and make the effort worthwhile.

## **Blanket Drop**

### Overview

This is a great activity to get participants to learn each other’s names in an active and non-threatening manner.

Time required: 20 minutes

What you need

Large Blanket

What you do

- 1) Break the participants into two groups, perhaps using one of the icebreakers included in this section.
- 2) Separate the participants into each half of the room.
- 3) Have both the Peer Leader and Instructor enter the middle of the room, and raise a blanket in the air, so neither team can see the other team’s members. If you do not have a peer leader, recruit a student to help.
- 4) Have one person from each team approach their side of the blanket. On the count of three, the facilitators will drop the blanket, and the players will have to try and say one another’s name. The first person to do so wins and takes the other person back to their team. When the game is called, the team who has the most people wins.

## **Names in Motion**

### Overview

This exercise is an energizing and fun way to help your class quickly learn one another’s names. This exercise helps speed up the process of name recognition, as participants can associate a name with an action.

Time required: 10-20 minutes

What you do

- 1) Have the participants stand in a circle.

2) Start with yourself, to ease any anxiety the participants may have. Call out your name, and perform an action that goes with the first letter of your name. If you can't think of anything, make something up. (ex. My name is Christy, and I like to Curl my toes!). Encourage them to be creative!

3) Have each new person introduce all of the people who came before him or her, to better learn everyone's name. At the end of the exercise, ask for volunteers who can name everyone in the group. Offer them a small reward if they can perform this feat!

Variation: Call out your name and perform a dance move of your choice. Then each new person introduces all of the people who came before him or her mimicking their dance moves and adds their own dance move. Once everyone has performed, your class has its own dance performance!

## **Icebreakers, community builders**

### **Mingle, Mingle, Mingle**

#### Overview

This activity is designed as an ice-breaker to help individuals in a new group quickly learn a little bit about each other.

Time required: 15-20 minutes

#### What you need

Index card for each participant

Pen/Pencil for each participant

Music player/ ipod and speakers

#### What you do

1) Give each participant an index card

2) Instruct participants to write a question on their index cards. It may help to suggest only writing a question the author would be comfortable answering.

Creativity should be encouraged. Some sample questions:

a) If you were invisible for a day, what would you do?

b) What is one thing you enjoy that no one would ever suspect?

3) Then have the participants "mingle" about the room. Play some active music while this is happening.

4) Once you stop the music, they should introduce themselves to the person closest and ask one another their questions. Once each question has been answered, the partners switch questions.

5) Start the music again and repeat the process several times.

6) After the game, suggest that participants recall the best questions asked. You might have a small prize for this. Ask them how they are feeling now.

## **Five Minutes of Fame**

### Overview

This activity is designed to allow your participants to get to know the “hidden” side of one another, the sides they don’t often get to see in a classroom setting. The end result is a class who has a great respect for one another and their (sometimes hidden) talents and interests!

Time required: 5 minutes at the beginning of class for each student.

### What you need

Sign up sheet for the dates during the semester participants will present. Be sure to have enough dates for each student in your class. You can always double up on some days.

### What you do

- Explain the ground rules:
  - a. Each student will prepare a 5-minute presentation on something they are especially interested in, talented at, or just know a lot about. (A few examples include musical talent, athletic interest, collections, pictures of hobbies, etc.)
  - b. They must bring some kind of prop to demonstrate or illustrate their interest.
  - c. They should entertain questions from the group once they have completed their brief presentation.
- Pass around the sign-up sheet.
- You might want to remind participants when their presentations are coming up.
- You can also consider doing a Five Minutes of Fame yourself!

## **Stack Up**

### Overview

This activity is designed to break down physical personal barriers within a group while helping the group learn a bit about each other.

Time required: 20 minutes

### What you do

- 1) Arrange seats in a circle so that each participant has one seat.
- 2) The facilitator stands in the centre of the circle and provides instructions for the participants.
- 3) The facilitator will make a statement in the form of “Move \_\_\_\_\_ seats to the \_\_\_\_\_ if you \_\_\_\_\_.” The first blank should be a number of seats, the second blank is a direction, and the final blank is a statement. An example would be “Move two seats to the right if you are wearing glasses.” Most likely, everyone will not be wearing glasses, and this is where the fun begins.
- 4) As the group follows the facilitator’s instructions, some people will move and others will not. Where people find themselves assigned the same seat, they must share laps for as many people as require that seat. Hence the name “Stack Up”.
- 5) As the activity continues, questions can become deeper, moving the group to a new place of comfort with each other.

## **Do You Love your Neighbour?**

### Overview

This activity is designed as an energizing way to learn a bit more about a group as a whole.

Time required: 15-20 minutes

### What you do

1) Arrange seats in a circle, with one less seat than participants. If your classroom has desks, you can also use sheets of paper placed in a circle on the floor.

2) The participant without a seat is to stand in the middle of the circle. The person in the middle of the circle picks someone in the circle and asks him/her, "Do You Love your Neighbour?" If the person says, "Yes," everyone, including the person standing in the middle, must find a new seat that is not on either side of his/her original seat. If the person answers "No," he/she must follow it with, "But, I love everyone who \_\_\_\_\_." For instance, "No, but I love everyone who wears glasses."

3) Each seated person that finds the statement true must find a new seat that is not on either side of his/her original seat, while the person standing must also find a seat.

4) The person left standing asks a new person, "Do you love your neighbour?" And, the game starts all over.

It's always a good idea with this activity to remind the participants to have a good time, but to also watch out for each other. It kind of takes the fun out of the game when people collide.

## **Human Bingo**

### Overview

This is a great activity to get participants up and moving, and to get them to know a little more about each other. It is also a great way to begin to understand the diversity of the class. It's important to make sure participants mingle for this exercise: people have a tendency to talk only to one or two people. The purpose is to talk to as many different people as possible.

Time required: 20 minutes

### What you need

Bingo Game boards for each student (need to make these! – see list of suggested questions below)

A Prize for student who gets the most items

### What you do

1) When handing out Bingo sheets, remind participants the purpose is to get to meet different names. They can only ask each person a question once and must speak to at least 2 other people before asking the same person again.

2) Pass out Bingo cards face down. Wait until everyone has received a card and has a writing instrument ready. Start the time when they flip their cards over.

3) Either they must score as many people as possible – if you are feeling creative arrange your bingo cards in boxes and you can then play different types of Bingo (four corners, diagonal, etc.). Participants fill their squares by getting participants who meet the criteria to initial them.

4) When the winner is announced, have the winner introduce everyone who initialled one of their squares.

Bingo Questions	Name of person
Likes to watch American Idol	
Can speak another language fluently	
Owens a Toyota	
Was raised outside of .... <i>your country</i> ....	
Watches Soap Operas	
Enjoys Reading	
Likes Golf	
Loves to watch sunsets	
Plans on becoming a student again	
Has a blog	
Knows how to do their own laundry	
Is the first person in their family to attend a college	
Enjoys maths	
Is a soccer fan	
Plays a sport 3 times a week	
Knows what they want to do when they retire	
Enjoys the theatre	
Is from ... (unusal country of your choice)...	
Has had dinner out in	
Has been to a heavy metal concert	
Can drive a truck	
Plays volleyball	
Does volunteer work	
Has a pet	
Loves to shop for shoes	
Is vegetarian/vegan	
Has seen the Scream Trilogy	
Likes to Ski	
Can Play Guitar	
Has never seen snow	
Has seen the Rocky Horror Picture Show	
Has been up Mount Kinabalu	
Etc??	

## **Question Ball**

### Overview

This is a great activity to get participants talking and listening.

This breaks down some walls and builds community, as participants reveal more about themselves, and discuss things important in their lives.

This activity can be used anytime throughout the workshop.

### What you need

Large ball (easy to roll) with questions printed on it. – a white soccer ball or an inflatable beach ball and a marker pen work well.

### What you do

- 1) Have the participants sit in a circle on the floor.
- 2) Start by holding the ball, stating your name (if early in the workshop), picking a question, and answering it. When you are finished, roll the ball to someone else in the circle.
- 3) When they receive the ball, the question on top is the one they have to answer (after stating their name).
- 4) Have this student roll the ball to another class member, etc.
- 5) If this game is played early in the semester, have the participants call out the name of the person they are rolling the ball to, to learn names. When the person receives the ball, have them state their name before answering the question.

## **Two Truths and a Lie**

### Overview

This icebreaker gives participants an opportunity to tell information about themselves in an anecdotal form as well as develop some creative lies.

Time required: 20 – 40 minutes

### What you do

- 1) Every student is told to think of two short stories, facts, information, interests, etc. that provide insight about their character, as well as develop one lie about themselves.
- 2) The participants then tell the 3 anecdotes to the group.
- 3) After each student tells his/her stories, the group collectively decides which stories are true, and which one is false.

## **Boundary Breaking**

### Overview

Boundary Breaking is a group interaction experience that encourages community building. This exercise aims to speed up the process of becoming aware of others. Questions used encourage more than superficial interaction. This exercise also encourages and reinforces the skill of listening.

Time required: 1 hour (depending on numbers)

### What you need



## Boundary Breaking Questions (included below)

What you do

1) Have the participants sit in a circle, as all persons should be in view of all group members.

2) Instructions for facilitating this activity follow.

Most participants feel comfortable when people share information about themselves freely and feel uncomfortable in groups when people refuse to share information. Over time, classes often develop a sense of community, but with encouragement, this process can be accelerated.

## BOUNDARY BREAKING

Listening is basic to learning. Boundary Breaking practices and reinforces the skill. Past Workshop participants have reported that the questions provoke thought, and encourage personal sharing but are not “too personal” to share with peers.

A peer leader works best as the leader of the exercise. It is important that the leader also participate fully in the experience.

Setting:

All persons should be in view of all group members. A circle works best.

Sitting in chairs is O.K., while the informality of sitting on the floor works very well.

Form the circle as tightly as possible. Especially when conducted outdoors, the sense of privacy may be lost, and answers may be more difficult to hear.

Length:

The game easily keeps participants' attention for a full hour.

Special instructions to the leader:

Placing name cards in front of participants helps people learn names. The leader must present a serious face in introducing and conducting Boundary Breaking. Be especially careful of side conversations and jokes. Don't be afraid to share information about yourself.

It is important that the leader encourage participants to give honest answers, to express sincere feelings, and to respect the thoughts and feelings of others. One joker will ruin this experience for all. Laughs, funny answers (when truthful and sincere) are delightful and natural expressions. These can also be defence mechanisms that hide us from others.

Do not explain the questions. Simply read the question again if asked for an explanation. Ask participants who speak softly to repeat answers so all can hear.

Read these instructions to participants:

1) Each person is to answer all questions.

2) You may pass while you think, but we will always come back to you. (Leader may wish to appoint a helper who keeps track of people who pass).

3) No one is allowed not to answer.

4) “I don't know” is not an answer.

- 5) We are here to listen.
- 6) We are not here to debate.
- 7) We are not here to disagree.
- 8) You may not comment on the answers of others or ask for explanations until the end.
- 9) The key word is listen..listen..listen.
- 10) I will read a question, and the person to my right will answer, then the next person and the next...until everyone has answered the question. I will then read another question and the second person to my right will begin. Everyone will have the opportunity to answer first.
- 11) Don't repeat the answers of others unless it is truly what you wished to say. (If participants say "same as him/her," ask them to state the answer in their own words).
- 12) You may give any answer you wish, but answers must be honest and truthful. I request your sincere thoughts and feelings.

### Step 1: BOUNDARY BREAKING QUESTIONS

(May be presented in any order)

1. What is your favorite "toy" at this point in life?
2. What is the title of the last book that you read?
3. What leisure time activity pleases you most?
4. What is the ugliest thing you know?
5. What is the greatest problem in the world today?
6. What is the best regular program on television?
7. If you could smash one thing and only one thing, what would you smash?
8. If you could travel to any place in the world where would you go to first?
9. What emotion is strongest in you?
10. What do you think people like in you the most?
11. What do you think people like in you the least?
12. Who has most influenced your life?
13. What would you like to be talented at that you are not at the present time?
14. What TV advertisement bothers you the most?
15. What color is love...if you had to paint love?
16. What one day in your life would you like to live over?
17. What delights you most about being here?
18. What is your strongest fear about being a ...(job role).....?
19. If you were shipwrecked on a desert island, what one item would you most want to take (You cannot take electronic entertainment, e.g. radio, TV, or a friend)?
20. If you could have a dinner conversation with anyone alive today, who would it be?
21. If you build one thing, what would you build?

### Step 2: SYNTHESIS QUESTIONS SET

Instructions: Answer the next questions as you think about the experience of the last half hour..

1. What answer (yours or others) surprised you most?
2. Who's answer do you want to know more about?
3. This group...(complete the sentence)
4. I promise this group...(complete the sentence)
5. How do you feel now?

Leader should thank the group as an ending to this exercise. Groups often physically relax during the game, and the leader might note the success of the experience by calling attention to body positions. Invite people to ask questions, find someone they want to know better, etc. as class ends.

Possible follow-up assignments:

- A. Write a reaction to the exercise. What did you notice about yourself during the event?
- B. Write a reaction paper about friends. How do you pick your friends? What defines a good friend? Do you initiate friendships or wait to be picked as a friend.
- C. Who in the group will influence you most during your working years and why?

## **What I Like about Me**

### Overview

Most people are good at putting themselves down, especially in times when they are unsure of themselves, such as the first few weeks in a job. This exercise assists participants in recognizing and vocalizing what is good about themselves.

This is a great esteem booster.

Time required: 20 – 35 minutes

### What you need

Before the workshop or over lunch, ask participants to develop a list of their strengths and weaknesses. Have them list 2 weaknesses and 25 strengths.

### What you do

- 1) Remind participants to bring their list of weaknesses and strengths to class.
- 2) Have the participants pair up with someone they don't know well and introduce themselves, and decide who is partner A and B.
- 3) Then instruct the 'A' partner, for 60 seconds, to tell their partner, in a brainstorming fashion, all of the positive attributes about themselves.
- 4) Encourage the listening partner to use good listening skills: eye contact, smiles, nods, etc.
- 5) Time 'A' for 60 seconds. Remind participants to start each sentence with 'what I like about me is...'
- 6) Switch partners, repeat the exercise.

7) Have each partner write a short statement sharing what they have learned about each other.

## **Share Time**

### Overview

Share Time is a great way to open up an issue for discussion. These discussions can range from topics in the media, to academic topics, to topics relating to any issues your participants are experiencing, such as troubles with class, relationships, keeping in touch with hometown friends, etc.

Time required: Varies

What you need

List of possible questions

What you do

1) Have participants sit in a circle on the floor, and begin discussion. Depending on the issue, it may be good to set some ground rules, such as no interruptions, everyone speaks, etc. Remind participants that whatever is said will not leave the room. Close the door.

2) There are many ideas for these discussions:

- Have a situation box. Participants can write down ideas that they would like to discuss but do not want to bring up. They can write them down, put them in a box and the instructor or peer leader will bring up the question to the class.
- High/Low of week
- Families and relationships
- Alcohol use
- Current events
- General venting or concerns about life in this company

## **Life Map**

### Overview

Community building in Workshop deals with getting to know one another. By allowing your participants to reflect on and report their experience prior to ASU, not only are you validating their experience, but you are allowing them to present a history of their experience to their classmates, thus building community.

Time required: 45 minutes to 1 hour

What you need

Long sheets of paper – flip chart paper is best - for each participant

Markers, crayons

Scissors (optional)

Old Magazines (optional)

What you do

1. Read your participants the following instructions:

“For the next few minutes, reflect on the course of your life. Recall all major and minor decision points, as well as the chance events that impacted your life.

Visualize your life as a road map with highways, crossroads, intersections, detours, and dead ends. You may also include traffic lights, bypasses and mountains. Using the materials given, transfer your mental road map to paper.

Add any information appropriate – dates, time, people, places, circumstances. Be creative if you wish and add drawings to your map as well as comments.”

2. Hand out materials and let them draw their “life road.”

3. After 10-15 minutes, have participants present their road maps to the class.

## **Talking Positive Behind your Back**

Overview

This activity gets participants up and moving and gets them to express their appreciation and feelings towards each other. This activity reflects on the community of the class, as the participants express what they like about their classmates.

It is best saved for the last half of the workshop, as participants will know each other a little better. Since this is an active, fun activity, it may be a fun idea to have music playing.

Time required: 20 minutes

What you need

- A piece of card or thick paper (pen must not go through) for each student
- Magic Markers
- Tape
- Background Music

What you do

1) Have each student tape a piece of paper to his or her neighbour’s back.

2) Explain the rules: Reflect on your experiences, with your classmates this workshop, and write positive messages on their piece of paper. These messages can be anonymous, but don’t have to be.

3) Pass out the markers, turn on the music, and allow the class twenty minutes to write positive messages on each other’s backs!

4) The participants can take their papers home – this is just an exercise to reflect upon their importance and value to the community.

## **Stand Up-Sit Down Exercise**

Overview

The Stand Up-Sit Down Exercise is used to build community. The assumption behind the activity is that when you bring any group of people together, there will

be both similarities and differences in their backgrounds and in other information about them. The Stand Up-Sit Down Exercise can help participants see those similarities and differences so that they can begin to appreciate them. Participants start to realize what they share with other participants and how they differ.

Time required: 10 minutes

What you need

- List of categories (below)

What you do

- 1) Seat your participants in a way that lets them see each other (a closed circle usually works best).
- 2) Explain the rules: The purpose of this activity is to identify what we share and how we differ in other ways through this activity. When I read a category with which you identify even partially and feel comfortable sharing with the group, please stand up and then sit down. Some of the categories are light and may seem humorous and others are more serious. Please stand up and sit down if you identify with and feel comfortable with sharing the following categories.
- 3) Read aloud the categories, giving time for the participants to stand and sit back down.

List of Categories (can also use some/ all of the human bingo questions above)

- Love chocolate
  - Brown-eyed
  - Have a close family member who is famous
  - Engaged
  - A soccer player
  - Blue-or green-eyed
  - Is a runner.
  - A parent
  - A shopaholic
  - Vegetarian
  - Married or living with partner
  - Care for an elderly or sick parent
  - Fluent in language other than English
  - Left-handed
  - Have a twin
  - Born in a country other than .....
- etc

## **Line Dancing**

Overview

The following exercise helps promote bonding by helping participants find things they share in common.

Time required: 4 minutes for each question

What you need

- List of questions (see following page)

What you do

- 1) Ask participants to arrange themselves along an imaginary line, either along a side wall or down the middle of the room.
- 2) Explain the rules: I will ask a question and after the question is asked, I want you to arrange yourselves single-file along the line you have already formed from the smallest number or object in your answer (1 being the beginning of the line and 10 being the end). After you are in the order you want to be in, you will then count off by twos. The Number 1s will then stand facing the Number 2s. Once you are facing the other person exchange names and share any information about the question that was asked. Each person will have two minutes to do this. After each question you will arrange yourselves in a line according to your responses to the next question.
- 3) Read the first question and let the participants arrange themselves. Then repeat the process.

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List of Questions

- How many brothers and sisters do you have?
- If you could be any animal what would it be?
- How athletic are you?
- How creative are you?
- Do you play a musical instrument? If so, which one?
- How well do you sing?
- Add your own...

## **Dyadic Sharing Using Drawing or Writing**

Overview

This is an informal sharing exercise. In an informal sharing exercise, participants pair up, introduce themselves to each other, and share any information about themselves that isn't obvious. This activity can be used as a warm-up to get the participants introduced to the class.

Time required: 30-40 minutes

What you need

- A piece of white computer paper for each student
- Magic Markers or other drawing utensils

What you do

- 1) Give each student a piece of white computer paper and drawing utensils.
- 2) Explain the directions: On the paper I have given you, draw or write three things that describe you. Once you have drawn or written your three things I will put you in pairs and let you share with your partner what is on your paper. Then you will introduce your partner to the class and tell about the things on his or her paper.
- 3) Make sure you participate with the class and either pair up with a student if there is an uneven number or just share your three things with the class.

## **Wheel Within A Wheel**

### Overview

Wheel within a Wheel is an exercise designed to help participants meet several other classmates, as well as to build self-esteem and create energy in the classroom.

Time required: 2 minutes per question

### What you need

- Self-esteem booster topics (see following page)

### What you do

- 1) Have half your participants form an inner circle in the centre of the room, facing outward.
- 2) Have the other half form an outer circle, facing the inner circle.
- 3) Explain the rules: The inner circle will stay seated (or still if standing) throughout this exercise. The outer circle will rotate to the right, one person at a time, for each part of the activity. Each time you get to meet the next person in front of you, I will give you a topic to discuss with each other. You will have about two minutes to introduce yourself and share your thoughts on the topic I have given you, and then you will rotate to the next person.
- 4) Read the first topic and let the participants begin.

\*If circles are too cumbersome for your classroom, you can do the same exercise by simply asking participants to pair up with a different partner for each topic.

### Wheel Within a Wheel Topics

- What do you consider to be one of your biggest accomplishments in life?
- What person have you affected in a positive way? How?
- What goal have you achieved that you found particularly difficult?
- What person has most affected your life in a positive way? How?
- What do you consider to be your most positive personality traits?
- Add your own...

## **Closure Activities**

The final session of the seminar is as important as the start. On the first day you introduced yourself and your goals, modelled your class format, and sold participants on the value of the seminar. Now it is time to remind participants of what they have learned and experienced, of what they have done and how far they have come. It is time for a powerful closure, one that fits with your class and personal style, one that sums up or expresses your collective experience. No single closure is right for every class, but as you prepare for closure you might want to consider one or more of the activities listed below.



## **Hot Seat**

This is a sharing activity designed to reinforce a sense of community, mutual trust, caring, and lasting communications. The instructor sets a serious tone for this exercise, encouraging everyone to remain involved and be honest in her/his participation. The class sits in a circle with a chair (swivel chair preferably) in the center. Each student is then invited to sit in the "Hot Seat." The person has 60 seconds (longer or shorter if you want) to say anything he or she wants to the class or any individual in the class. The rest of the class must remain silent and listen to the comments. Then for 2-3 minutes anyone in the class can say anything she or he wants to the person in the "Hot Seat" and that person cannot respond. Extroverts will volunteer first, but eventually even the quietest and most reserved member of the class will step forward. One interesting twist is to let the person who leaves the hot seat select the next participant. The experience may be most powerful for those who wait to the last so don't let anyone off or hurry the final participants. It is a powerful closure experience.

## **Mail Box**

This activity involves each student writing a note to all other participants in the class expressing their thanks, thoughts, or wishes for that person. This takes about 40 minutes and can be done in conjunction with other closure activities or evaluations. Encourage participants to read these notes immediately and then put them away to read later. The final personal expression is a powerful way for participants to remember each person in the class.

## **Symbolic Gifts**

Each member of the class prepares a fantasy gift (objects, values, people, ideas, etc.) for everyone in class. They may present these or some tangible symbol of this gift to others in the class. They may be asked to stand in front of the person to whom they are giving these symbolic gifts and hold eye contact with them during the process. This closure activity allows participants to be as creative as they want. Some prompting and suggestions from the instructor can help get things going. You may even want to liven it up by creating a mythical "fountain of gifts" in the center of the room from which these symbolic gifts can be drawn and delivered.

## **Becoming**

In this closure activity, participants are given paper and pencils and are instructed to write their first names in large block letters on top of their piece of paper. Then they are asked to complete the following sentence in as many ways as they can: "I am becoming a person who..." When everyone has finished, participants pin their lists to the wall and other participants mill around silently, reading each other's sheets, then leave.

### **Eye Contact Circle**

The group stands in a circle and one member goes around the circle in a clockwise direction, establishing eye contact and verbally communicating one-way with each person. The student returns to his/her place so that each class member can tell the student something. This design can be sped up by asking the second person to follow the first person around the circle. Then the third person will follow the second, and so on.

### **Meaningful Learning**

In this activity, each class member selects one or two meaningful learning experiences from the workshop and explains why they are so meaningful to them. This also works standing in a circle and have participants throwing a beach ball to each other randomly and sharing one experience per catch.

### **Your Last Statement**

Each member of the class is asked to present a short statement about themselves and their lives on the assumption that this is the last thing they would ever be able to say. The results are a powerful statement of who our participants think they are at this point in their lives.

### **Pipe Cleaner Art**

Have participants choose three pipe cleaners. Ask participants to construct something that represents their experience in the seminar. They can create three separate items or one larger item. Once the participants have created their items, have them brainstorm how these facets of their life are connected. Have each student present his/her pipe cleaners to the class, along with what they mean and their connections. If appropriate, discuss how these 'connections' are important at work.

There are numerous ways to organize closure. Many facilitators put several activities together to achieve the kind of closing they are after. Some combine a going away party, film, and other activities. Others collect final projects, have a final exam, administer student evaluations, or use the session for debriefing and feedback. Whatever approach you are planning, make it as effective and powerful as your opening day.