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International Association of Correctional Training Personnel

Created by Joe Bouchard
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Imagine yourself on a small boat trapped in a thick sheet of ice. Your frozen captor is immense and immovable. Fierce Artic gales freeze your bones and chill your will to persevere. All courage drains from you as you face the cold desolation with no help in sight. You have only your experience, resourcefulness, and stamina to survive.

As you contemplate your mortality, a miracle appears. You hear the coarse hum of a mighty engine driving a colossal floating machine. Then you see a ship approaching – a ship designed to clear the water trade routes. Hope enters again and you have a new lease on life. All of that is due to the timely arrival of an icebreaker.

Is that really so far removed from the occasional sub-zero enthusiasm in the classroom? As criminal justice trainers, haven’t we faced times when we seemed powerless against the frigid indifference of students? At least once in a career, each of us has been locked in place and helpless, unable to motive (or wake) participants in our training sessions.

And then we are rescued by an icebreaker, a brief training exercise that stimulates participants.

And that is why IACTP has created Icebreaker 101.

Icebreaker features:

- Twenty six original exercises designed by criminal justice professionals for criminal justice professionals
- Easy to follow activities that tie in with specific training topics common in our field
- Clearly written instruction, readily adaptable for your specific educational need
- Handouts and templates which can be reproduced for use in your classroom
- A wide variety of wake up activities from the minds of IACTP members

Certainly, trainers bring many tools to each classroom. We equip ourselves with things such as humor, past experience, and rapport building skills, to name a few. Sometimes, though, those positive attributes coupled with well-written modules and all of the technological bells and whistles are not enough. The best conditions are mitigated if students are not enlivened and ready to participate.

With IACTP’s Icebreaker 101 in your training library, you are better equipped to face those moments of deep freeze and lack of participation. Training does not have to start with sub-zero enthusiasm. You can thaw the tundra of routine education. Now it is time to break the ice!
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At the Movies
Submitted by Joe Bouchard

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Those who work inside know that a real prison is not like those depicted in popular culture. Though we can earn our annual wage in a single, hair-raising incident, the pace is not so rapid or as colorful as in the movies. Yet, the popular media have used corrections settings and modified them to meet their dramatic purposes. Why, then, can’t we use the popular media to train our staff? In this icebreaker, we use parts of movies to warm us up for training and reinforce some corrections lessons.

Not much is needed for the “At the Movies” icebreaker. The trainer has to have a VCR or DVD player, a monitor, a marker board, selected movies, pens and paper, and a little imagination.

Option One – Methods of intimidation. This is a good exercise to run prior to any module that deals with set-ups and manipulation.

The movie Pulp Fiction is selected here. For those who are not familiar with the film, it includes a scene where one quiet hit man (played by John Travolta) and a more obtrusive hit man (Samuel L. Jackson) with many different styles of intimidation, are in an apartment retrieving property taken from their employer. While Travolta’s character is searching the kitchen, Jackson’s character displays a wide range of disturbing interpersonal skills. His manner of dealing with people basically scares the recipients to tears.

Before rolling the clip, the trainer says:

“Intimidation is defined as the act of discouraging, coercing, or inhibiting by threat. It is Latin for ‘to make timid.’ This is a widely used means for people to
get what they want. In corrections, we see it all of the time. It is important for us to recognize that there are many forms of intimidation. We are going to run a five minute scene from the movie Pulp Fiction. Both of the actors that play the hit men employ different styles of coercion by threat. List the styles used.”

Each time that I have conducted this exercise with criminal justice students (Corrections 101), different answers are offered. That is because the scene is rich with so many tactics. There is posturing, pregnant silences, elevated voice tones, whimsical questioning abruptly assassinated with torrents of loud profanity, eerie eye contact, invasion of personal space, insults, weapon brandishing, and condescension. At the conclusion of the clip, the instructor asks which methods were used and lists them on the board for reference. Trainers can direct attention to the compiled answers and poll the participants with a variety of questions.

- Which method is used most on staff?
- Which of these have you never seen?
- Which seems to be the most effective?
- Which method is used most by prisoners on new staff?
- Have you ever used any of these tactics to gain leverage?

**Note:** This film clip may be considered too graphic and contains copious profanity. However, none of it is anything that one cannot hear in a prison. Before showing any possibly controversial video clips, double check with your chain of command. Discretion, ever the friend to the wise trainer, should be used in the movie selection. If Pulp Fiction is deemed too gritty and profane, there are many other options. Here are a few that also have a heavy factor of intimidation.

- **Biloxi Blues.** It is 1945 in Biloxi, Mississippi. Christopher Walken plays a somewhat mentally imbalanced drill instructor with a quirky cadence. His character scares the wisecracking, stammering buck private played by Mathew Broderick.
Icebreaker 101

- An Officer and a Gentleman. Louis Gossett, Jr. makes many demoralizing moves as recruits (including Richard Gere) try to survive basic training.
- Silence of the Lambs. A convicted killer who also happens to be a gifted psychiatrist (Anthony Hopkins) adeptly and subtly mentally intimidates a newbie CIA agent (Jodie Foster). He applies this psychological coercion only as necessary to get quid pro quo information.

Any movie that has any element of intimidation can be used effectively. One can even use non-dramatic parts of movies such as “A Christmas Story”, which features child bullies. The point is, the movie has to depict intimidation by one of the characters.

**Option 2 – Review of the prisoner disciplinary process.**

The instructor says,

“Understanding the prisoner disciplinary process is key in maintaining order in correctional institutions. But fair use of misconduct reports is moot if we do not witness and recognize infractions.

Then the instructor may ask for types of charges that staff write on prisoner misconducts and lists them on the board. Examples will pour from the audience, such as assault, insolence, out of place, destruction of property, sexual misconduct, escape, etc. A one sentence summary of each charge should be given as a review.

With the list on the board, the instructor says,

“We are going to show you a film where someone escapes from a holding cell (Charlton Heston in the sci-fi classic Planet of the Apes) and wreaks havoc outside of the facility. List all of the misconducts that the escapee incurs in this ten minute clip.”

Since this is a fast moving clip, students can also verbally announce the charges as they happen. Not all students will agree on all points, so it is wise for the instructor to keep the remote control in hand. Of course, for best instruction, disagreements should be discussed in the framework of Departmental definitions.
Of course, the original Planet of the Apes is just an example. Anything with quick action and misconducts is what the trainer should seek. Western movies with a bar room brawl would work well. Music videos can also be used. In fact, one could also creatively employ a quick segment from Sesame Street.

**Option 3 – What did you see?**

This is a variation of option two. The difference is, we are not looking for ticket-able offenses, but for minute details. The trainer could offer hints prior to starting the film such as, “Pay attention to numbers” or “Watch the hands carefully”.

Let’s take the classic situation comedy The Odd Couple as our example. The plot is not so important in this lesson as in options one and two. Any transition scene has views of New York City. A few seconds of that can be shown to the students. The instructor then asks, “What was the number on the front of the bus?”, “How many yellow cabs were there?”, or “What color was Tony Randall’s tie?”

The clips should be very brief in this option, perhaps thirty seconds or less. Once the first clip is played, the trainer can run a few more. Differences in observations can be discussed. This also serves to illustrate that people see different details, even with the same scene. Not all witnesses will have a uniform recollection of events. It is also up to the trainer to point out that the post-exercise discussion suggests that some memories are borrowed from the testimony of others.

Here are some tips to use for all of the options.

- Beware of something too profane, violent, or obscene. Though they may have a large impacting lesson, the offense that results may not be worth the lesson. It could be construed as harassment. Seek permission and use common sense.
- Always review the clip before class.
- Note where the clip begins and cue it up to avoid delay during the class.
Remember that this is a quick icebreaker, not a film festival. So, before you tap the budget to build a formidable film library, remember that it is corrections training, not Cannes.

Don’t focus too much on the movie plot. Only a quick synopsis is necessary. Over-explaining cuts into valuable instruction time.

Be prepared to replay movie segments to settle bets and to cool tempers. There will be disagreements in more vocal groups.

Play only what is necessary. Be ready to disengage when tenacious movie buffs plead their cases.

Every group will have a movie critic. Be ready to deflect the hecklers.

Select a few students after training to assess the ice breaker. Seek suggestions for other movies that make a point. Sometimes, suggestions will come before they are sought.

The bluntness or subtlety of all of this is in the capable hands of each individual instructor.

Popular movies are the background to our lives. Since most attach memories to movies, the lessons may stick with more popular selections.

But, don’t overlook the power of quirk cult classics to drive home the point. Obscure gems may still make the case.

Considering how much Hollywood borrows from our corrections experiences, it makes sense to sample what Hollywood has to offer. So, take your trainees to the movies. Elucidate while you entertain.
There are few things more depressing to presenters than lethargic, disinterested audiences. Therefore, an effective icebreaker is important. Not only does it serve to set the tone of the presentation, but it also engages the participants. But, wouldn't an exercise that identifies shy persons, mavericks, apathetics, charismatics, and all of those in between be of more utility? Wouldn't trainers benefit from using a tool which not only breaks the ice but also gauges audience perceptions of them?

This is where the attitude continuum comes in. This is a presenter-centered activity that requires very little extra materials. All that is needed is a board and some markers. The most important element in this instruction is the presenter using a continuum and concept as props.

The trainer would start by drawing this continuum on the board. (See Fig. 1)

Of course, the size of the continuum can be tailored drawn to fit the viewing needs of the audience and the room size. There is more flexibility in larger continuums. It is up to each trainer to decide if increments are to be marked on the continuum. But the goal is not to conduct a scientific survey. The idea is to break ice.

Now, with the audience for the large part curious, the time comes for the introductory remarks. I usually say words to this effect:
"When considering attitudes, there are three general categories of people. They are the deeply pessimistic and the unbelievably optimistic.

The deeply pessimistic is situated at the far-left end of the continuum. This group represents the cynics on steroids. To them, there is the potential for evil in everyone. A sunny day does not mean enjoyment. It means sunburn.

At the far right end is the haven for the unbelievably optimistic. To them, positive energy is everywhere. Everything and everyone is good, in their collective estimation. From the worst circumstances come positive benefits. To the optimist, a dog bite serves as a positive warning for the future. To this group of unbridled happiness beings, the dog actually rendered a favor to the victim through the attack by promoting caution.

The third group is the largest in terms of board space and in the general population. It consists of everyone in between the two extremes. Ask yourself this question: Where am I, in general, on the attitude continuum?"

If there is time and the audience seems to need a final nudge into participation, I permit myself to get a little personal. This is where I might bring my parents' characters into discussion. Then I allow participants to theorize where I might fit on the continuum, based on their observations and a synthesis of my parents' positions.

First, I draw in attendees with a description of my father's general attitude. That former United States Marine Corps Sergeant adheres to his long-term credo that one half of the world is meant to victimize the other half. Then, I place an 'X' just above the continuum, closer to pessimism than optimism.

Next, I explain my mother as a bright optimist prior to her seven medical operations that she endured in the last decade. I ask, "With all of that adversity, where do you suppose that my mother is now on the continuum?" I have not yet had a group that gave a unanimous, initial answer. Some believe that she would sink in to cynicism due to
events. Others might reason that once one is an idealist, one is always an idealist. Whatever the reasoning, the latter group is the correct answer. Currently, as in the past, she is very near unbelievable optimism, perhaps even more toward the right. So, I present the session with this diagram on the board. (See Fig. 2)

The Attitude Continuum - Fig. 2

```
I---------x--------------------------------o-----x---------I
Deep     Balanced   Unbelievable
Pessimism Realism    Optimism
```

Then I mention that since the audience has known me for at least five minutes, they can, based on direct observation and my reported family history, place me on the continuum. Despite the fact that I am usually just to the left of center, this question usually ushers in many different theories. But this is where the autobiography ends. It is time to survey the audience.

The Attitude Continuum - Fig. 3

```
I---------x--------------------------------o-----x---------I
Deep     Balanced   Unbelievable
Pessimism Realism    Optimism
```

The three marks on the board (see Fig. 3) may remain as anchors. The trainer can ask a sample or all participants where they would place themselves on the continuum. There will certainly be some quick answers, and some will give lengthy explanations, as well.
But, this is where the presenter will start to see the different personalities shine through the normally stony faces that many wear to training.

Although I have not yet had an argument erupt over this exercise, I have seen some opposing factions manifest. In general, most attitude continuums ultimately have the bulk of participants clustered in the middle. When the self-reported data is gathered, it is good to discuss the clusters and apparent trends.

There are many purposes for this icebreaker. Some of them are:

- To allow the trainer to get a feel for the audience and develop a spontaneous presentation strategy. One could modify teaching mode to adapt to cynics or Pollyannas.
- It is a way to identify salient audience members. While looking for standouts, you might be able to defuse a potential heckler.
- It draws out some of the borderline shy audience members.
- It allows trainers to study group dynamics.
- This is not a thorough psychological assessment. Rather, it is a self-report participation exercise. It is like gauging someone's makeup based only on a handshake. People have many motives to misrepresent themselves (perhaps this is my mild cynicism talking). But, the deeper truth is not as important as the real meaning of the continuum - breathing a little life into an otherwise apathetic group.
- The audience is not stupid. Whatever answer an individual offers is their own. Do not modify answers with the dictatorship of the marker. There is really no right or wrong answer.
- Events will temper results. For example, a sample taken on the afternoon of 09/10/2001 would likely be further to the right of a survey conducted in the afternoon of 09/11/2001.
- Prepare yourself to be dissected and questioned.
- Be poised to assertively end the icebreaker. Sometimes it is almost too effective at engaging people.
- This can be used for any length of program. Of course, the abbreviated icebreaker is best for short sessions. I tend to use the extended version of this as described above.
when I teach Introduction to Corrections or Psychology classes. My reasoning is that if I am to spend a sixteen-week semester with the same group of students, I want to know a little about them.

Most readers, being seasoned corrections trainers, will fall near the left of center. But, if you are to the extreme right, you would have an unbridled faith in this icebreaker. If you are to the far left and doubt the utility of the above, why not challenge yourself and try this exercise? Wherever you are located on the attitude continuum, if you conduct it well, it is an effective icebreaker.
Building the Communications Puzzle:
Reinforce the Importance of Good Communications
Submitted by Joe Bouchard

All successful institutions have healthy communications grapevines. And one of the most important lessons in corrections, without a doubt, is that accurate intelligence gathering and sharing has immense value in our field. When different shifts, custody and programs, and even different institutions share information, overall facility security is ultimately enhanced.

So, how does an instructor instill that message? This can be done by using tangible examples of exchange of shared information. Content is better learned if it is accompanied by a good memory cue. That is where the puzzle comes in.

Metaphorically speaking, the mysteries that we are faced with every day on the job are like jigsaw puzzles. Just as we assign meaning to fragments of incoming information, we also bring together the pieces of a jigsaw puzzle. The skeleton, or the edge pieces of the puzzle, is the easiest to put together. Then come the parts with the most obvious shapes, sizes, or appearance. After that, one by one, comes the fitting of each unobtrusive piece into the picture.

Conceptually, assembling a jigsaw puzzle it is no different than figuring the dynamics and specifics of a smuggling enterprise. Like puzzle parts, the information is considered and fitted into the larger picture, one element at a time – from the known to the unknown.

Option one: Same apparent scheme, different particulars

This is based on the notion that there are two similar events happening in any institution. But they are not identical. At this time, the trainer should provide a concrete illustration.
It is discovered that there are two different attempts by certain prisoner groups to dominate a gym call out by coordinating written requests.

This can be conceptually simulated by using two puzzles with the same picture, but not with the same puzzle pieces.

**Equipment needed:** two puzzles with the same picture, but with differently cut pieces. These should ideally be a puzzle with 10-25 pieces.

**Duration:** about five minutes.

Participants are told to assemble the puzzle with the pieces they have. They are not told, however, that two interior pieces from puzzle A are switched with two interior pieces from puzzle B. It is up to the instructor to nudge an information exchange between builders of puzzle A and puzzle B.

**Principle lesson:** The instructor explains that, just like the puzzles, sometimes two different events that we investigate are not exactly alike, but similar enough for information parts to be inadvertently interchanged.

**Option two: Three independent investigations**

The teacher paints this picture:

*Imagine a huge tobacco smuggling scheme where the commodity, which is forbidden in segregation units, creates a vast market. This makes individual prisoners or the group that controls the illicit commerce more powerful and, therefore, more dangerous to staff. The library staff is conducting its own investigation of how prisoners attempt to use law books as trading vehicles. Food services is researching how segregation food trays are being utilized to move tobacco into forbidden areas. Inspectors are working with case managers to*
secure samples of unsigned correspondence outlining the plan. The problem is, none of the three groups are compiling and forwarding their information to other parties.

**Equipment needed:** one puzzle. This should ideally be 100 pieces.

**Duration:** about ten minutes.

Three people or three small teams are given roughly 1/3 each of the same puzzle. The pieces will be roughly divided and distributed from a completely assembled puzzle, but the pieces will not be together when they are given. That is, each independent investigator or investigation team will be able to put together all pieces provided. However, they will not be able to assemble a full picture. The three individuals or teams will work away from each other and encouraged to finish before the other team, fostering a spirit of competition.

After a five minute period, someone will be “volunteered” to act as a liaison. That person will inform the others that they may share resources. The puzzles will eventually be brought together and solved by 3 independent investigation teams acting as one.

**Principle lesson:** The instructor explains that three competing teams will not yield the results of one team united. Some investigations extend beyond the observations, resources, talents, and work of a small team. Information sharing is crucial. Communication of findings helps to bridge the knowledge gaps and creates a fuller picture. Teams should share results to promote a safer environment.

**Option Three: Missing Information**

The instructor tells of a scenario in which –

A staff person overhears a very clear threat on one prisoner by another over gambling debts. The wager empire is strong, and very covert. It is so successful
that the chief bookie is able to hire silent thugs to maintain control over the illegal entrepreneurial exercise.

**Equipment needed:** This should ideally have 3 puzzles with about 25 pieces.

**Duration:** about ten minutes

One interior piece from each of the three puzzles is covertly spirited to a participating student, or retained by the trainer. As the puzzles are assembled, it becomes obvious to the assemblers that there is a missing piece. The instructor then allows the investigation teams to make inquiries of others about the missing pieces. They are prompted to make very specific queries about the size, shape, and color schemes of the piece. If they are descriptive enough, the piece can be rendered by the holding party.

**Principle lesson:** The instructor explains that sometimes an investigation cannot become complete until the hidden information is uncovered. Sometimes we must seek that last crucial piece. Many times we fail to simply ask others what they might have seen or heard concerning the matter. Crucial information nuggets, like missing puzzle pieces, can be found if one asks colleagues.

Some considerations:

- Mix custody, programs, and administration to foster extra-area cooperation.
- This set of icebreakers is most useful when preceding any module on communications or investigation.
- Try to acquire non-controversial puzzles. Make sure that they are nondenominational and are unlikely to offend anyone.
- Aim to select participants who appear to have decent senses of humor. Do not humiliate participants with taunts.
- Of course, puzzles that feature less than 100 pieces are generally geared toward children. Therefore, there will be many childlike themes. The low number of pieces is selected for convenience of the exercise and to accommodate time constraints. It is not intended to be condescending to participants. In fact, in
some cases, the whimsical themes may engage student and lighten the mood. This could promote more broken ice.

- If you intentionally select difficult puzzles, you will waste time and frustrate trainees. The idea is to buttress the notion of shared communications. The exercises are instructive. The aim is to teach about the many subtleties of sharing information. It is not a professional puzzle building competition.
- If the trainer feels compelled to buy a suggestive, double-meaning puzzle, there may be a loss of control. For example, if a class is faced with building a picture of a cartoon rat or an animated donkey, one should be prepared for the sometimes cruel humor that come with those topics.

If we do not share observations and information, we suffer as a vocation. While there is not always an immediate manifestation of a disadvantage, information apathy eventually debilitates the whole. Many departments offer training in how to strengthen information exchange between staff. But this can be further emphasized with these seemingly simple puzzle exercises. This icebreaker runs deeper than a diversion to work one’s fine motor skills. They reinforce the importance of sharing information.
The Louisiana Department of Corrections has a decentralized Training Department. Each institution has its own training officer and that trainer is answerable directly to his warden. Trainers at this level are all correctional officers, generally Captain rank or higher. It is not unusual for an institutional training officer to begin to feel isolated and suddenly find that it is a struggle to stay on top of developing lesson plans, program development, maintaining transcript information and occasionally performing other special teams training activities. The activity of a state prison facility is often so frenetic for the trainer that the existence of outside support and resources are forgotten about. Time and distance causes many trainers to forget that there are other trainers within the state doing the same functions or encountering and addressing many of the same problems and challenges.

There is an exercise that can provide a useful insight on how individuals can dramatically improve their personal performance through networking with others and by maintaining some outside contact.

In any group of people, form a circle slightly less than arms length apart from each other. If you have a very large group you can select 5 or 6 individuals (the number depends on overall group size and visibility to other participants). Choose individuals of varying sizes and varying apparent levels of physical condition. While this is not a physically demanding activity you will want a good cross section of types.

Once in a circle, explain to everyone that this activity involves some basic psycho-motor skills that should be used by everyone who is responsible for training and development. (The group type/responsibilities may be varied to fit the participants.)
Practice: Ask the activity participants to raise their dominant hands. (Lefties should be raising their left hand and right handed people should be raising their right hands.) Then instruct everyone to take off the shoe on the foot opposite their dominant hand. Removing the shoe is optional.

At this point explain that on the count of three, everyone is to raise both hands above their heads, then raise their dominant foot off the ground/floor. At this point they should all have their hands in the air and balancing themselves on the foot that has no shoe. Explain they need to stay in that position without touching each other and without resting the raise leg and foot on anything. Then have everyone close their eyes and hold that position while you count forward. They should remember the number you have counted to at the point they have to open their eyes or touch anything to maintain balance. Very few will last longer than a slow count to three without practice. After about half or more drop out to gain their balance (you may wait until all drop out), ask them what they felt like with their eyes closed and having to balance on one leg with one hand in the air?

You may want to ask if anyone felt like they were all alone or if they felt like they could use some help while in the dark.

Instruct the group to do the same thing but this time, raise both hands in the air and touch the people on either side, index finger tip to index finger tip. No more than this. Then following the count of three have them close their eyes and raise the same foot. How long can everyone, while standing on one leg, remain standing by simply reaching out and minimally touching each other?

At the close of the activity point out that everyone was in the same circle, doing the same thing. The difference was that at one point they made and maintained contact with others in the same position for support. This is why they should not panic when they can reach out and rely on others for support in their professional endeavors. If they do reach out, they will discover that quite often they do not spend as much energy and effort re-inventing what someone else has probably already done by struggling to address a problem that is common to the rest of the group. The issue may have already been addressed by someone else within reach.
“Would anyone care for a mint? I will pass this tin around. Please, take one!”

What could be more disarming than a trainer officer distributing breath mints or candy to an audience? It is a welcoming gesture and a way to suppress coughs. But can it serve as a doorway into the nefarious art of shank making.

To start the contraband corner icebreaker, instructors will need:

- the scenario (see below)
- a working definition of contraband
- one small metal container of mints for every four participants. These can be found in any convenience store. Chewing tobacco containers with metal lids may also be used for this activity.
- one sock or piece of cloth for every four participants
- one weapon crafted from a sock and metal container of mints
- a flip chart and markers

First, refer the students to your contraband policy for a working definition. If your facility does not have a contraband policy, this definition may be used:

Contraband is any illegal good. It is something that is not permitted in the facility. It is anything prohibited by law, rule, or policy. It is someone else’s property, purloined or borrowed, or authorized property in excessive amounts. Contraband can be permitted items that have been altered without permission.

Once you have given students the conceptual framework of the problem, make it more tangible. Hand out the scenario and read aloud.

“One of your co-workers is a hazard. You believe that no one can be so negligent by accident. Over the years, he has misplaced many items in his office: lighters, local tourist maps, transfer bulletins, and his personal cell phone.

He once left his work keys on the counter while prisoners were in the building. One time, he left his office door open and was conducting personal business on the telephone. He gave his home telephone number over the phone as well as one of his credit card numbers - and within earshot of the prisoners in his area of control. Despite warnings and discipline, his reign of dangerous mistakes continue.

Today, he asks you why you stole his breath mints from his desk. (That is another of what many consider to be his flaws: He never takes responsibility for his lack of security and is abrasive and accusatory.) Explaining that you did not take his mints, you offer to help search for them. You ask for a description.

“You know,” he snarls in a tone of impatience, “they are such and such brand – the kind in the little metal box about two inches by three inches!”

“He has topped himself in idiocy,” you think to yourself. “Some one will get hurt because of him.!”

You know that there is very likely a dangerous and pliable fist full of metal floating around the facility. Of course, you call control center and expect that there will be another facility shakedown originating from this colleague’s negligence.

During the search, you think in terms of how that object could be fashioned into a weapon. You imagine how easy it would be to create a weapon from that mint box. Your blood chills as you ponder the possibilities...”
Divide the audience into groups of four. Tell participants that they represent a group of prisoners who obtained the small, metal container from the negligent staff member. Someone managed to get it to the housing unit, through the shakedowns, without detection by staff. Give one sock and one small metal container of mints to each group of four. Tell them to make a weapon out of the sock and the very bendable metal. Here are the rules:

- This must be done within fifteen minutes, as that is when the next staff rounds are scheduled
- Students can use any other materials, but these items must be things allowable in the prisoner property policy
- Be careful. If you do not issue warnings, someone may cut their finger while working on the weapon.

While the groups are making the weapons, stroll around the room. Look at group dynamics, ingenuity, and imagination at work. You may also try to imagine which students benefit from this sort of hands-on learning.

When the fifteen minutes have expired, each group will explain the methodology and results of the exercise. Notice different ways that the same material can be fashioned into contraband of different dimensions. You can even open discussion of how each weapon could specifically be used to hurt staff. Flip charts can be used to help illustrate methods.

Then, pass your version of the weapon around. Of course, as a trainer, you have the advantage of more time and thought for your weapon. I was able, for example, to make an ordinary mint tin and sock into a two-bladed fist knife. (See photo.) Note that the center of the weapon is bound in a shredded sock for a better grip.
You can lead your audience in a discussion about the merits and flaws of each weapon. With the flip chart, you can also conduct a quick contraband control survey. Solicit a volunteer to record answers on the flip chart while you ask the students these questions:

Is contraband a problem in your facility?

What is the most common contraband item?

What is the strangest contraband item you have ever heard of?

What is the most dangerous bootleg you have seen?

What are some ways to slow the flow of contraband?

This is an excellent way to get participants in the mode of security awareness and is a good lead-in to such modules.

We cannot forget that there are many cautions to this icebreaker:

- Get permission from the chain of command and the inspector to conduct this icebreaker;
- Manifest or document the metal and weapons in and out of the training room. It is extra work, but it is consistent with the lesson of security first;
- Keep an eye on the prisoner porters in the building;
- Emphasize to students that they must be extremely careful. It is wise to have a first aid kit on hand.

Remember: one person’s trash is another’s treasure. What you throw away or misplace can be used against you or your colleagues. This is an age-old concept in corrections. But it is an important one. You may never look at a metal mint container in the same way again!
Today’s corrections trainer is expected to deliver challenging curriculum with adult learning styles and cross-generational appeal in the design. The typical field, tactical, and simulation exercises readily engage participants. But the call to report to the classroom often results in begrudging compliance. Following is an idea to stimulate the next class request for a team building exercise, a back-to-basics review or to incorporate a revised agency mission and vision into a training session.

Classroom games can be very effective to review and reinforce a variety of concepts. The following example is easily customized to individual departmental history, mission and goals, as well as appealing to the competitive nature of all generations represented in the departmental ranks. The content and knowledge level of the ‘game’ materials can be adjusted for line, supervisory or management levels. Some participants will be challenged in these various exercises to increase their mastery of different concepts (such as legal issues, trends or agency history); all participants will experience a review of core competencies.

Try developing a board game for your agency that will leave your class anything but bored! Be prepared to have to “call time” on this one, because the staff will want to continue on for third, fourth, and fifth place! Even if some staff is struggling with the content information, they remain engaged as there is always hope that the next challenge question can be answered correctly! Introduced by this author as The Corrections Challenge, this board game can be designed around any number of themes. It has been used as an opening activity for staff team building sessions, administrators’ retreat and as an ice-breaker to kick off strategic planning initiatives. The objective is to win the game by answering topical questions, advancing along different colored spaces representing various subject matters, and reaching the end with at least one correct answer from each content area.
Participants begin at the start space on the game board and advance the number of spaces determined by the roll of a die. The color of the space landed upon determines which card stack is drawn from. The player to the right reads the card to the player-at-turn, and evaluates the acceptability of the answer given. (Answers to the questions are on the card). Some of the more challenging questions, or possible multiple response questions, have a bonus allowing a free turn (another roll of the die) to answer another question and advance along the board. Each correct answer results in a corresponding colored chip being earned. There are four categories of questions used:

- Red spaces (and question cards) cover *Supervision and Management* (and earn a red chip).
- White spaces (and question cards) cover *Future Trends* (and earn a white chip).
- Yellow spaces (and question cards) cover *Legal Cases and History* (and earn a yellow chip).
- Blue spaces (and question cards) cover *Agency-specific* trivia (and earn a blue chip).

At least one chip of each color must be earned to win the game. After all four colored chips have been accrued, players continue to roll the die and answer questions until someone gets to the end space. If all four content areas have *not* been earned with successful answers the first time around the board, players continue to the play past the start space again until someone does.

The topic areas (either the four offered above or alternative choices) allow a review and reinforcement of a myriad of core competencies. Your agency’s management and supervision styles as taught in the respective professional development coursework can serve as sample questions in the first category, landmark court cases (or historical points) pertinent to your agency’s oversight are included in the legal category, future trends can highlight what is emerging (such as victimology, evidence-based practices or restorative justice), while the agency-specific trivia can prompt queries into the mission, values and goals of the agency (as well as profile unit/institutional or community demographics).
The game serves to challenge the players to learn more about their organization in particular, and their ‘business’ (corrections) in general.

Ironically, once the mental acumen kicks in from participating in the exercise under such fun conditions, the players come to recognize that while their answers may not have always been exactly correct, their breadth and depth of knowledge overall (or expectations of what corrections professionals should know) is impressive.

So, how does such a competitive game work as a team builder? One practice noted is the tendency of the players to listen carefully to one another, to offer helpful prompts or clarification, and to encourage each other’s success. This activity prompts a display of trust and belief in the general expertise of their colleagues as observed in the staff reading the questions (and judging the answers) who tend to affirm the other game players when they give answers that are headed in the right direction, but may not have been specifically correct as indicated on the answer card! Patience with, and encouragement of, the other game players can becomes increasingly apparent as the activity goes on. This is an insight worth noting during the subsequent debrief of the activity, particularly if the game is being used as a team-builder. Competitive natures gradually give way to a supportive one, with learning and fun taking place as well. There are the winners who finish the game at the end, but the participant feedback from these sessions consistently affirms the learning process for all.

Developing and constructing the game materials can be as easy or elaborate as the individual trainer’s choice. Materials at hand can be utilized, as well as purchase of supplies that provide a more polished or purchased, off-the-shelf look. It is the customization of the content/agency-specific information that is most appealing to the participants, so do not be stymied by the construction effort. Blank game boards can be purchased from game-supply vendors (easily found through an Internet search); or, an in-house version can be developed on the computer and laminated by your agency print shop or graphics office. The chips and players’ pawns can be purchased from game supply stores; the trivia question-and-answer cards can be printed on cardstock and cut out (or generated by utilizing business-card templates on the computer and separating at
perforation). Again, the materials can be as elaborate or economical as you choose. Just be sure to use agency emblems or insignia and other familiar clip art images to keep it visually appealing and coordinated.

Nominal prizes for winners are always an appreciated finishing touch. Anything from leadership or criminal justice books to professional association cups or t-shirts, to pens or patches will be well received. Be sure your chief or training administrator is aware of your need and can either support ordering some occasional rewards or contribute/donate items sometimes provided from vendors through bulk order purchases or conference and trade shows attended.

This gaming idea should readily prompt more innovation on your own. Anytime you see that fundamentals and basics can be presented innovatively, trust your intuition and create those opportunities. You know your audience and you know their stresses and challenges; help them enjoy an intellectual exercise occasionally as they hone their skills and development.
Get Acquainted Icebreaker – Shoe Partners

Submitted by Gaylia Johnson

**Purpose:** Instead of having trainees introduce themselves, this get-acquainted icebreaker provides an optional method of choosing a partner to introduce.

**Group Size:** Any size– the group just needs have an *EVEN* number of participants.

**Level of Activity:** Medium; involves moving around the classroom and talking to other participants.

**Comfort Level:** This activity involves taking off a shoe. Consider your group. If it would make them feel uncomfortable, or if it's a group of professional men and women all dressed up in business suits, you might want to re-think it.

**Estimated Time:** Allow 10± minutes for interviews; remainder of time will be spent presenting information.

**Props:** Handout: Form on which participants can fill in information.

**Instructions:**

1. Divide the room in half and take one-half of the participants to an adjacent hallway or room (anywhere out of sight of the remainder of the class).

2. Ask each one to remove a shoe and pile it in the middle. They are to return, nonchalantly, to the classroom so as to not draw attention that they are missing a shoe.

3. The second half of the class will then get up and go retrieve one shoe. Instruct them to find the shoe’s owner.

4. Partners will take turns interviewing each other using the following questions (or others you may want to use):
   - Favorite pet's name (current or past, or someone else's)
   - Street on which you live
   - Your name
   - Facility
   - Length of time with Corrections
   - Family
   - Hobby or interests
   - A symbol of your success
   - Two things for which you are thankful
• Favorite color
• Favorite food

5. When partners start to introduce each other, they begin with "This is pet name (used as a first name) street name (used as a last name), otherwise known as real name. This is fun (the funniest I've heard was "Fluffy Fontain") and makes everyone smile and warm up – which is the purpose of an icebreaker.

6. Partners continue introducing each other until everyone is finished.

The following page is a sample of the handout that may be used to collect the necessary information from your “shoe partner”.

My Shoe Partner

1.) Favorite pet’s name (current or past)

2.) Street on which you live:

This is ___________________ (Pet’s Name) ___________________ (Name of Street), otherwise known as ________________________________ (Real Name).

3.) Facility:

4.) Length of time with agency:

5.) Family:

6) Hobby or interests:

7.) A symbol of your success:

8.) Two things for which you are thankful:

9.) Favorite Color

10.) Favorite Food:
The Glory-Grabber Survey
Submitted by Joe Bouchard

It is very human to long for credit for a job well done. Yet, all of us are not the same. Motivations vary. Most of us simply want credit for our efforts – no more, no less. And then, there is the Glory Grabber. They are wired to crave credit, even if they did not do the work. What can we learn from Glory Grabbers?

These are basic instructions to use the glory-grabber continuum as an icebreaker. I have found this to be a particularly effective segue into modules on teamwork.

1. The concept of glory grabbers is explained as “someone who is more concerned about receiving credit for work than the final results of the work.” (See “How Glory-Grabbers Kill Corrections Committees” The Corrections Professional January 16, 2004, page 3.) Illustrate with examples.

2. The two archetypical Glory-Grabbers are introduced. They are the Raptor and the Possessive. The Raptor values quantity of credit received over quality of work performed. They would rather serve on 10 failed committees than one successful project. They are the type to fluff a resume. The Possessive is the ultimate solo artist who does not work well with others, resists collaboration and is obsessively territorial. They limit their success by depending only on their own labor and ideas. I have found it useful to illustrate with examples to differentiate the two archetypes.

3. Ask participants how these two varieties of glory-grabbers kill committees or group projects in their own ways.

4. After that illustration, present participants with the linear continuum. Note that there are only three elements on the continuum, Raptor, Balanced and Possessive. Raptor and Possessive in their purest forms are the ends. Every mixture of the two extremes outside of their purest form will be plotted closer to the middle.
Most of us recognize ourselves as Balanced and not one of the extremes. (See figure 1 below.)

5. Mention that although the methods of the Raptor and Possessive seem diametrically opposed, they share the same goal - recognition. The continuum can also be depicted as an arc or a horse shoe (see figure 2). Think of a political continuum whereNazism and Stalinism are on opposite sides. But the ends of the horseshoe-shaped continuum could bend inward toward totalitarianism. This illustrates different methods to obtain the same goal.

6. At this point, I would plot myself on the continuum. I would explain that I used to be a 10 – the ultimate Possessive. I then state that I am a work in progress and have evolved into a 7 or 8. I always emphasize that I am honest when I hold this mirror to my face. (These sorts of confessionals are just my style of presenting these concepts.) Then I randomly choose participants to tell me where they fit into the scheme of things. I place a hash mark where directed.
7. The clustering effect that results is a good discussion point.

8. Data can also be gathered by distributing a paper survey. It is a relatively short survey with just two sections to complete. First, is the quantitative data. The participants simply would mark their position on the continuum with an X. The continuum runs from 1 – 10 for ease in quantification. (See Figure 3). Next, participants are encouraged to write comments about the topic in the space provided.

Figure 3 -- The Glory Grabber Survey

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raptor-----------------------------Balanced--------------------Possessive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

I have used this icebreaker with a quite a bit of success. I suppose that I measure success by audience participation. Corrections personnel that have participated in this seem to enjoy telling which category they fall into.

It would be interesting to compare corrections professionals to other professions in this regard.

Glory Grabbers will be with us as long as human interaction exists. It behooves us to understand the motivations of others. Many misunderstandings and animosities are mitigated when we delve a little deeper than the surface impression. Another purpose of this exercise is to hold the mirror to oneself and ask, “Am I a Glory Grabber?”
Is this You?
Submitted by Jean Langston

**Directions:** Give each participant the list below and ask them to check off those items that pertain to them. Then pair off the participants. Have one person try to guess which items the other checked off. After a few minutes, have participants find a new partner and repeat the process. Repeat the pairing 3 or 4 times.

After the last round, ask each participant to introduce their partner and explain which item their partner chose that was the most surprising.

**Introductions**

**Directions:** Read the list below and check off the items that describe you. Then you will be assigned a partner and you will try to guess which items your partner checked. You will have several partners. You will be responsible for introducing your last partner to the rest of the group and explain what surprised you the most about the items s/he chose.

**Is this you?**

- Native of the area
- Lived in a dormitory at one time
- Reads murder mysteries
- Speaks two languages
- Enjoys public speaking
- Likes to garden
- Plays at least one sport regularly
- Had a job as a waiter or waitress at one time
- Has been married more than 20 years
- Has been on more than three cruises
- Would like to star in a movie
- Can juggle
- Writes poetry
- Other

- Has children
- Likes to camp and hike
- Visited two or more countries
- Has made a hole in one
- Has more than three siblings
- Entertains often
- Is a member of a professional organization
- Has worked for the same company for over a decade
- Likes to cook
- Plays a musical instrument
- Owns a pet
- Had a role in a play
- Draws, paints, or sculpts
Mission Statement Analysis
Submitted by Joe Bouchard

Sometimes, an icebreaker can be a skull breaker as well. But that is not meant in a literal and sadistic sense. What we are talking about is creating a quick intellectual challenge for those in the classroom. Some may contend that it is not wise to demand too much from the audience when warming them up. However, this is not always true.

There are instances where we want to start a training session in an abstract manner. This is useful if the intent of the training is to tap into the analytical skills of the students. In the interest of initiating a conceptual mindset among participants, here is a way to raise the bar early in the training day.

**Materials needed:**
- 1 marker board
- some markers
- scrap paper
- a real or invented mission statement

The trainer presents the classroom with a mission statement on the marker board.

**Sample introductions**
Trainers can tailor an introduction to fit the mood of the audience, the basic climate of the department, or his or her own inclinations. Here are a few samples:

“Mission statements define an agency. They are the broad statements that show the reader how we intend to perform our jobs as a department. Our mission statement is found at the beginning of the very first policy directive. It is written on the board. Consider it. Is this something that represents what we do? What is good about it? What needs revision?”

Or
“Today you have a chance to change the department. You are given a copy of a mission statement, the statement that is the roadmap to our operations. It was written twenty years ago and is in need of revision. How would you as a policy maker change the words? What should remain as appropriate? Let’s look at the good and bad about this statement.”

Or

“The Director of your agency wants to make sweeping, positive changes in the culture of your workplace. As a start, the statement of purpose policy is coming under scrutiny. In making a revision, the Director must modify the mission statement and is seeking input. What ideas would you give to the Director?”

Or

“Let me ask you this: Did you ever notice that there are some people that do allot of complaining and never offer answers? They seem to have a problem for every solution. But, most of us are willing to search for a better way of doing things. Let’s suppose that we have a mission statement that is broken due to old age and complex language. How would you fix it?”

Students are then asked to consider the meaning of the words. They are instructed to list all the things about the mission statement that they would change. After a few minutes of silent analysis, students are to write down as many good things about the statement as possible.

Then, a recorder can volunteer or be appointed. With the trainer guiding the audience in questions, the recorder will compile ideas from the audience on a marker board. The items, of course, will be written in either a “pros” or “cons” column.
Group dynamics can be studied during the sharing of ideas. Sometimes, it is useful for a trainer to witness who the players are in the group; the talker, the thinker, the affirmer, the denier, the cynic, etc.

**How to prompt participation**

Perhaps the audience is not forthcoming with voluntary answers at first. It is up to the trainer to facilitate a little discussion. Here are some questions to ask the class.

- What works well in this statement?
- Is the language too formal or too colloquial?
- Is the word order good or is it clumsy?
- If it seems too long, what can be eliminated from the word count without altering the meaning?
- Will it have longevity or is the wording time-specific?

It seems natural that criticism flows easier than praise for most people. When there is a lull in comments, ask the group what they dislike about the statement. This usually nets many more comments. When this is done, turn toward the merits of the statement. Balance the negative with the opposite side of the coin.

**Pitfalls and solutions**

- The fleet will go only as fast as the slowest ship. Explain the ground rules so all will understand. Accept that this may not always be a fast-moving exercise.
- If you do not state what a mission statement is, you may have problems with people grasping the process. In your introduction, you may explain that *a mission statement is a statement that is a roadmap to our operations. Mission statements define an agency. They are the broad statements that show the reader how we intend to perform our jobs as a department.*
- Some people may not wish to participate. Take the load off of them by initially splitting the group into a few committees to look at the mission statement.
Some may be put off by this group activity. You may obtain a few samples of mission statements and show students a few ways to dissect them.

**Crafting your own sample statement**

You do not have to use your own department’s statement. You may not have permission to scrutinize your own statement. It may not be under official scrutiny. But it is easy to create your own working mission statement.

- “Frankenstein” a sample from various bits of others found on websites. Do not limit yourself to corrections statements. Go also into the private sector
- Plant your own grammatical nightmares
- Place some spelling errors
- Put in a logic flaw

**One sample mission statement**

Following is a mission statement that does not exist in real life. Its structure was derived from an existing statement and components came from others. You will not find this verbatim on any web site or in any state capitol. Trainers may use this, complete with its planted flaws, to inspire discussion. The mistakes are intentional. A simple spelling error may inspire an analytical avalanche.

*This agency, by using constitutionle standerds and correctional principals, will keep citizens of this state secured by cooperating with all aspects of law enforcement, and work with the sentencing courts, carrying out sentences given to convicted adult felons in a fiscally sound, benevolent manner.*

Some of the errors and other concerns are:
- “Consitiutionle” is misspelled.
- “Standerts” is also misspelled.
The wrong “principals” is used.

“State” could be capitalized.

Word flow is inconsistent: tenses are mixed: secured, work, carrying.

The statement is a 44 word long rambling paragraph. The intended reader has no time to rest. This could easily be broken down into two or three sentences.

There are no catch phrases. This is not very memorable.

Conclusion

Mission statements are crucial building blocks in any agency’s philosophy. Therefore, it is important for employees to consider them. And there are times that instructors need to get participants to think in a conceptual manner. The mission statement analysis exercise does this.
MISSION STATEMENT EXERCISE WORKSHEET

Consider the following mission statement:

This agency, by using constitutionle standards and correctional principals, will keep citizens of this state secured by cooperating with all aspects of law enforcement, and work with the sentencing courts, carrying out sentences given to convicted adult felons in a fiscally sound, benevolent manner.

Using the spaces below, list what could be changed, with your rationale. Then list what is good about the statement along with rationale.

Changes needed and reason | Positive parts and reason
--- | ---
1. | 1. | 1.
2. | 2. | 2.
3. | 3. | 3.
4. | 4. | 4.
5. | 5. | 5.
The Race to Find Contraband
Submitted by Joe Bouchard

Do you remember the first time that you did a word search? Was it in elementary school when you were given an assignment to complete one?

Often times, word searches are not so much work as they are a game. Wise educators know this. They take advantage of this method to drive home vocabulary words and other concepts. Word searches combine fine motor skills, logic, strategy, and visual activity.

Yet, while these activities provide fun, they are not frivolous or empty. Uncovering concealed words is a task that offers the reward of success. It is no wonder that a love of word searches follows us into our adult years.

In terms of training corrections staff, metaphorically speaking, completing a word search is like searching for contraband. You never know how easy or difficult the search will be until it is over.

Before this is dismissed as just another word search exercise, consider that this is a three-level analogy. This is designed to illustrate the different levels of information that one may obtain in any contraband search.

The three essential levels of the contraband search are solo, with clues, and assisted. Each phase is increasingly easier, building from the previous part. Armed with copies of a pre-made word search (figure 1), the instructor guides participants through three separate segments of the hunt that will surely break the ice.

Phase 1 - The solo search
The instructor explains that sometimes we search for things without any specific target, because we are not told what to search for. In cases such as these, we are literally clueless.
The instructor distributes the word search without the list of items to be found. The only clues offered at this point are that there are ten items and all of them could be considered contraband. The class will work independently for a few minutes.

Note: This is the most difficult stage. Therefore, there may some grousing at this point from the students. The complaints may center on the seeming simplicity of the exercise. Alternatively, others may protest when the search turns out to be more difficult than it initially appears. However, the creative and patient trainer will know how to handle these responses and move the lesson forward. As with many icebreakers, there is a method to the madness.

Phase 2 – Working with clues
There are other times that we have a notion of what we need to find. It may belabor the obvious, but when we know what we seek, we can develop different strategies to make the quest easier.

The instructor distributes the list of words to find (figure 2) in the word search (figure 1). Again, the class will work independently for a few minutes.

Phase 3 Assisted
The search for contraband becomes easier still when we collaborate. To finish this word search, solo participants are told to share resources.

A friendly competition to finish the puzzle may develop between teams. However, if not all words are found, the instructor could distribute the answer key (figure 3).

After that, the facilitator could offer a contraband war story or two from the institution’s history. That will certainly break further ice as discussion and reminiscence develop. This is an excellent device to use when teaching such courses as custody awareness, teamwork, and contraband control.
The search for contraband is important for all facilities everywhere. From the smallest county lock-up to the largest maximum security prison, it impacts all corrections professionals. Contraband control is a deep subject, complete with many facets, concepts, and examples.

But the best way to start an educational journey into eliminating illicit goods in our facilities is with tangible examples. Something as simple as a word search presented in three different phases may help staff think of the search in different, more productive ways.
Figure 1 – The contraband word search

Word List:
Escape plan
Food
Love letter
Marijuana
Metal
Mirror
Pin number
Pornography
Shank
Stamp
Figure 2 – The solved contraband word search
Division is everywhere. We do not always get along. And in corrections, this is more than just a disappointment. Fighting between colleagues means danger in the facilities. All is not lost. The dangers that come with staff division are repaired with an atmosphere of teamwork.

What is teamwork? It is when at least two people work together for the same goal. For example, the goal can be to get from one place to another. Teamwork is achieved when one person drives the vehicle and another gives directions to the driver. Teamwork can be as simple a two person team collaborating to change a flat tire. Or it can be as involved as a multi-year, multi-nation war effort.

Whether it is just two colleagues or hundreds of millions of people, teamwork can be defined in very few words: support, help collaboration, joint effort, cooperation, solidarity, and assistance.

Think of a world without teamwork. Civilization as we know it would not exist. There would be no scientific advances. Language would be an individual thing. There would be no culture transmitted. The family unit would not exist in the sense that we are familiar with. It would be a dog eat dog world. The human race, if not wiped out, would be reduced to individual animals.

Corrections would be a mess without teamwork. The state inside our facilities would be complete anarchy. One of the common goals of corrections is to keep prisoners, staff and the public safe at all times. Helping one another in corrections is not just a nice gesture. It can mean the preservation of life.
A simple way to demonstrate teamwork is in the basic one on one interview. If you think about it, this is a two person team whose goal is to exchange information. Have one person ask the following questions and one person answers them. Allow the other participants to act as observers. Have them to note the dynamics and dual effort of the following:

1. Tell me about yourself.
2. Tell me something about a past job.
3. What is your best strength?
4. Tell me about your weakness.
5. Would you rather be a hammer or a nail?
6. Why do you want this job?
7. Do you have any problem working on weekends?
8. Who is your hero?
9. Where do you see yourself in five years?
10. What one thing should I remember about you when you leave this interview?

After the interview, it is important to ask the observers what they saw. Here are some sample questions:

- Was there a fair amount of give and take?
- Was there a teamwork atmosphere?
- Was there tension?
- Did the interviewer help the other person by explaining questions as needed?

Anti-team option - Of course, an anti-interview can be planned, as well. Prior to the module, you can pre-select two participants to purposely act in difficult ways toward each other. There are many possibilities, the angry interviewer, the bored interviewer, the passive-aggressive interviewee, etc. The sky is the limit. And this is an effective way to show the difference between good teamwork and horrible cooperation.
In corrections, we often use our assertive persona. It is a way of dealing with constant conflict. And it is something that we do not fully employ on the outside. Of course, inside the walls we need various modes of abrupt blocking of what seem unreasonable requests and manipulation. Inmates use many methods of persuasion to enhance their comfort, to gain advantages, or to actually obtain what they are legitimately entitled to. The successful corrections professional learns to accept that as a vocational truth. We also adapt many different strategies to answer prisoner requests ranging from reasonable to ridiculous.

The telemarketer icebreaker is a good warm-up for any training designed to thwart manipulation. It is an exercise that allows us to discuss how to defuse someone with an interest in persistent influencing. It also permits us to look at how we react to pressure to accept or decline an idea (or product) at work versus how we operate at home.

Such an icebreaker has a broad appeal. Every one of us has had to find strategies in dismissing unwanted telephone solicitors. And it is a natural lead-in to the module that covers coping with difficult people.

The entire group will be broken up into teams of four or five members. The items needed are very basic. Each team will need:

- two large sheets of paper, or a marker board
- some markers

The most important element, as always, is a good trainer. First, that person has to present the scenario. Participants are told:

“You are at home enjoying some down time or a good meal. It happens that the answering machine is off. The phone rings and you answer. On the telephone is Chip, a telemarketer from Sellico, Inc. After Chip butchers your last name, he
persistently offers you a product that you don't really want. A simple, "No thank you," does not deter our persistent entrepreneur."

Two questions will be asked from this scenario. It is a two step process of participation, divided into the ideal and the real. Question one asks for the ideal. Then question two begins the more creative brainstorming as we seek the real.

The first question goes to the groups for them to discuss. How do you disengage the sales pitch of the very eager Chip from Sellico Inc.? But it has to be done in a professional manner. The object is not to hurt the professional feelings of Chip, who after all has to make a living. So, each group has five minutes to come up with one answer to the question: What do you say to a tenacious telemarketer to conclude the conversation in a way that neither party is belittled?

The answer to question one is written on the marker board or on paper. It has to be large enough for all of the participants to see. One person from each group is elected (or appointed) as the spokesperson. The spokesperson presents the professional answer to getting Chip off your phone line. Remember to tell the students that only one answer is needed for this question.

Then the second question goes to the groups for discussion. It is like the first. How do you disengage the sales pitch of the very eager Chip from Sellico Inc.? But this time, any method can be used. Anything goes with this. So, each group has ten minutes to come up with as many answers as they can to the question: How can you end a conversation with the telemarketer? There is no limit to what you can say. The trainer must mention at this point that the answers do not have to be professional. (I am concerned with “the answers do not have to be professional??”) In fact, this is where the ingenuity of participants comes out. Ideas are discussed and written down. Each group spokesperson takes a turn to share the contributions of their group.
The icebreaker could end here or continue in a number of ways:

- The trainer could have someone tally the most common responses.
- The instructor could ask for patterns. Are the different tactics compiled easily grouped into broader categories such as rudeness, deflection, or politeness? Do any answers fit into detached professionalism, assertive confrontation, or turning the tables? Are there other categories than those listed? (See figure 1.)
- Participants can vote on the most effective idea and what they think is the most professional idea.
- Handouts such as the one below can be distributed. Students can take a test by completing the two right columns. The "is this professional" column addresses the first question that students tackled. The "does this work" column parallels the no-holds-barred method of question two. In instances where "it depends" is selected in either of those columns, this produces fodder for discussion.
- Each trainer has a choice as to how much disclaiming there will be on using telemarketers as scapegoats. The level of tying this into the module is at the instructor's discretion.
- Trainers can use a salient point discovered by participants as a segue into the module on dealing with difficult people.

Yes, dealing with difficult people is not pleasant. And, we share a common bond of persistent sales persons. Yet, this icebreaker uses these common and disagreeable experiences to illustrate the many ways we react to persuasion and manipulation both on and off work.
<table>
<thead>
<tr>
<th>Strategy - this is the broad idea</th>
<th>Tactic - specific example of strategy</th>
<th>Is this professional? (Circle one)</th>
<th>Does this work? (Circle one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudeness</td>
<td>&quot;Go jump in the lake!&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Disengage</td>
<td>Hang up phone</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Confuse</td>
<td>Talk in gibberish or express yourself in disjointed phrases</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Lie</td>
<td>My sister (or dog, or cat, or neighbor) has just gone into labor! I cannot talk now!</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Postpone</td>
<td>Put person on hold</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Confrontation</td>
<td>&quot;You called me! You seem to have more interest in this than I do!&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Insult</td>
<td>There are really too many options to list</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Polite, empathetic</td>
<td>&quot;I am truly uninterested. However, I imagine that this is not necessarily an easy job. Good luck to you today!&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Turn the tables</td>
<td>&quot;Would you like an interruption in your rest time like this one?&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Potty humor</td>
<td>&quot;I can't talk now. I have to use the bathroom.&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Profanity</td>
<td>%<em>^$</em>(&amp;)(*$^@!!</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Deflect</td>
<td>&quot;I am in the process of getting on the national 'DO NOT CALL' list.&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
<tr>
<td>Inquiry</td>
<td>&quot;Do you really endorse the product?&quot;</td>
<td>Yes. No. It depends.</td>
<td>Yes. No. It depends.</td>
</tr>
</tbody>
</table>
"That" Punctuation Icebreaker
Submitted by Joe Bouchard

(This icebreaker is inspired by a scene from the movie “Charly” from Selmur Pictures)

Things are not always as they appear. And this icebreaker proves this to be true. Can you keep a group of people occupied for fifteen minutes by using two sheets of paper, 37 words, and one pen per team? Can a collection of three words repeated and arranged in a seemingly disorganized way inspire corrections professionals to work together in decryption? The "That" Punctuation Icebreaker is designed to do that and more.

To start this icebreaker, the trainer delivers the scenario:

During a routine search, staff find a strange message in the cell of a prisoner leader who advertises himself as a philosopher. He is also a bit of a trickster, taking pleasure in confusing staff whenever possible. The note reads...

“Do you think that you know how to separate ideas with punctuation? How well can you make a cohesive set of thoughts from a chaotic body of words?”

“Using the following group of words, place punctuation to make eight sentences. The words are in order. There is no need to subtract or add words. When completed properly, this should make a sensible group of sentences. Here are the words.”

```
that that is is that is is that is not it is is that is that that is is that is is that not it is not is that is not that is not that is it is not
```

“Not to condescend too much, but I have provided a list of punctuation with the frequency that they appear in my note. I am sure that some of you will need no help on the capitalization.
Hints:

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>Time featured in word group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comma ,</td>
<td>10</td>
</tr>
<tr>
<td>Period .</td>
<td>2</td>
</tr>
<tr>
<td>Question mark ?</td>
<td>3</td>
</tr>
<tr>
<td>Exclamation point !</td>
<td>3</td>
</tr>
</tbody>
</table>

“This could all mean nothing. But, then again, it could mean something. And what if it is something important? Are you up to the task to match wits with me?”

Participants should be told that all of the hints given by the prisoner are not false. Nothing is misleading. The words are in order. There is no need to add or to subtract words. There will be eight sentences that compose a sensible, cohesive message. The words are not gibberish when the punctuation is properly inserted.

After the class is divided into small teams of three or four individuals, the enigmatic note is distributed to all teams. (See figure one - "That" punctuation exercise).

The trainer allows the groups ten minutes to work on the puzzle. If at the end of ten minutes there is no apparent progress, the instructor may use the answer sheet and write the first three punctuated sentences on the board. Five more minutes can be granted to the teams to solve the puzzle based on the pattern just provided by the trainer. When the time has expired, the spokesperson of each team delivers the finding of the group. Then the trainer passes out the correct answer for all to review. (See answer below)

In addition to an icebreaker, this exercise develops other skills and ideas:

- Sets working example of group dynamics and problem solving methods
- Shows how to clarify, aiding in business and misconduct writing
- Illustrates the idea that sometimes prisoners advertise messages as very important, but the message may actually be unimportant
Indicates that sometimes puzzles are more simple than they initially seem. One just has to have a pattern established to clarify.

It is a good decryption exercise, demonstrating how to work from the known to the unknown.

Develops speaking and presentation skills

This icebreaker is a good segue into several different modules. Among them are: manipulation prevention, testing observation skills, following directions, and teambuilding workshops. Also, this icebreaker might appeal to institutional teachers and spark interest among the intellectual types among staff.

Truly, things are not always as they appear. What looks to be a jumbled collection of repeated words actually turns into a bit of philosophy. But the importance of this lies in introducing staff who would not normally work on problem solving together.

"That" exercise answer sheet

That, that is, is.
That, that is not, is not.
Is that not?
It is!
Is that, that is, that, that is not?
It is not!
Is that, that is not, that, that is?
It is not!
Thinking with a Twisted Mind
Submitted by Joe Bouchard

“You have a twisted mind. But, that is a good thing.” That is not some cheesy line from a Jon Cryer B-movie. It is a vocational truism. And it is the basis of this icebreaker.

A good way to jump start a module on security awareness is to give the following introduction.

“Do you know someone who thinks with a twisted mind? I do not mean someone with a convoluted sense of morality. Nor, do I refer to a perversion of any sort or an unorthodox sense of humor. One can think with a twisted mind and become an effective part of security. In this case, I refer to the contraband hound.

Contraband hounds are important in corrections and in criminal justice because they can see beyond the normal uses of items and apply other practical uses. They sniff out illicit schemes. Like the television series MacGuyver, contraband hounds can conceive a working battery pack out of tape, radio wire, and toilet paper tube. Contraband hounds are present in all classifications in our profession. Please take a few minutes to take the following test.”

Once participants are thinking in this way, give each of them a 25 question test on contraband. All questions are true and false.
Thinking with a twisted mind
Contraband Knowledge Test

Please read and answer each question as True or False.

1. Some common plants on many prison yards can produce a sense of euphoria if ingested.
2. Sugar substitutes can burn.
3. Diapers are a way that some have moved narcotics into visiting rooms.
4. Hollowed candy bars can serve as a vessel for contraband.
5. “What color is your car?” also means “what color book will you put the contraband in?”
6. The hollowed book is not just a Hollywood cliché. It is a living demonstration of a ‘classic’ means of moving bootleg.
7. Mucus, semen and saliva (disgusting as it seems) can be used as adhesives. Utilizing any of those glues, one can hide a thin item between book pages and escape detection.
8. Soap also serves as an adhesive. So, a good-smelling book may mean there is contraband inside.
9. Heat and salt packets applied to some metals can act as a hardening agent.
10. Spud juice or institutional alcohol can be made from many more things than potato peelings.
11. Tic tac toe grids and dots serve as a basis for many coded languages.
12. Coded language is important in sustaining contraband empires.
13. There have been actual cases where snakes have been captured by inmates to intimidate their neighbors. This living contraband is seen by many as a formidable weapon.
14. Magician’s tricks such as the false back of a table have been used in escapes.
15. Aluminum light fixtures are the source of many prison made knives.
16. An empty eye dropper is dangerous and can actually spread infectious diseases.
17. Some prisoners will make loud diversions so quiet trades can be made away from the attention.
18. It is simple to conceal small amounts of drugs near the adhesive part of any envelope.

19. When prison made weapons are in motion, they look bigger and more dangerous than when they are stationary.

20. Black markers and white out can reassign property, alter documents and even assist in escapes.

21. Forming moistened newspaper with the hands, and time are ingredients in making an effective club.

22. By photocopying a gun and applying the photocopy to a piece of carved soap, a prisoner may take a hostage.

23. Soap sculptures made by inmates may not be just aesthetically pleasing. They can serve as a safe place for prisoners to hide valuables.

24. Sleight of hand is not only the mark of a good magician, it also aids contrabandists.

25. Insufficient postage and the return address of another prisoner is a way that some contrabandists fool staff into inadvertently moving bootleg.

**Note:** This is a very easy test to grade. All of the above are true. This may become evident to the test takers as they proceed. But the point is not to make a college level test. The goal is to get staff to think about ways some prisoners use every day items to violate rules and ultimately breach security.

In fact, the instructor and students may know of many of these methods. This can be demonstrated as the facilitator reads each of the 25 statements and ask participants if they have ever seen these contraband tricks. That is not just a way to loosen up the students. The discussion also is a way to share information between areas that may not normally converse.

**Note:** This icebreaker may be used in criminal justice classes. Students who have no experience in the field will benefit from some of these strange but true facts.
**Warning:** Keep this test away from all prisoners. Treat it as it were a transfer list. To be sure, prisoners may know the following concepts. But we do not need to make our facilities less safe by disseminating this collected knowledge.

Now more than ever, it is important to see the alternate use of seemingly innocent items. Our world has changed. In the last few years, we have been exposed to shoe bombers, cell phone detonators, and liquid explosives housed in cosmetic containers. In short, we need more corrections professionals to try to imagine motives and means of would-be contrabandists. In other words, we all need to think with a twisted mind. The security of staff, prisoners, and the public at large depend on it.
Tickets for Take-Aways
Submitted by Rachel Anita Jung

Any time attendance is required for supervisory issues training, it is helpful to get some of those pressing challenges facing the participants identified from the start to create more buy-in for the current training program. Often times, staff can doubt that the training, whether in-service or an off-the-shelf program, is applicable to their specific supervisory issues. While creating the expectations lists on easel paper is a common approach, here’s a little twist to that type of opener. It’s intended to generate more participant engagement by having them identify throughout the training experience how the material can be translated into solutions for their list of issues.

At the beginning of class, either ask the participants to say their expectations of the training (current pressing issues that need help) and list them on easel paper or have the participants write down each need on separate Post-It® notes to stick on the easel paper. (The second option is somewhat anonymous.) Once the lists are generated, give the second phase of the instructions.

Advise the attendees that their challenge during the training is to listen for any “take-aways” for each expectation, challenge or issue on the list. For every applicable concept or idea from the training that can be taken away by the participants to use to address their concerns, a ticket will be given. At the end of the training, a drawing can be held and the winning ticket holders can win nominal prizes. (Or, candy or small gifts can be distributed as the participant ideas are given). The facilitator can put self-adhesive round stickers or check marks next to each issue on the list that is addressed through the training. More than one take-away can be accepted for the same issue, but those left over at the end without any contribution should be debriefed (or offered up as team challenges to serve as a training review).

This type of opener is very likely to create attendee buy-in, generate more varied ideas, provide information to take back to the worksite and ensure that expectation lists do not get developed and then forgotten by the program’s end!
Trivia Game
Submitted by Denise K. Balazic

While participating in a management training program, one of the trainers used this icebreaker/energizer with great success. Naturally, like all good trainers, I stole the idea and have been incorporating it into my presentations ever since.

At the beginning of class, I do a birthday line-up and have the students count off by fours to get their group assignments. After an initial ‘introduction-type’ icebreaker, I move to the energizer activity which I will use all day: Trivia Game.

Materials needed:
- Trivia Game Outburst (Designed by Brian Hersch, Published by Parker Brothers, Hersch and Company, and Western Publishing Company)
- Blank paper
- Pen
- Easel pad or board to keep score

Following the introductions, I begin a trivia competition between groups. I ask a question from the game “Outburst”. This game works particularly well because the group must come up with at least ten answers to each question. This allows more people to participate and prevents one “know-it-all” participant from taking over the activity. When this activity is used immediately following the group assignments, it serves to help ease the participants into the “forming” stage of group development. It is a fun and non-threatening way for the participants to get acquainted and sets a positive tone for the class.

When it is time for the first break, I let the participants know how long the break is scheduled (10 to12 minutes). I advise that at the agreed upon return time, I will be asking the next trivia question. They are aware that if they return late from break, they may miss the question and penalize their group with their tardiness. This is an excellent way to control your time-frame and keep the class on schedule. As a trainer, I have found that if
you are firm about the return time during the first break, it will not be an issue for the rest of the day.

Although I usually use the game after breaks and lunch, it can be utilized whenever needed to address a mid-afternoon energy sap, after a particularly heated or emotional segment or to refocus the group.

At the end of the session, just before evaluations are collected and certificates presented, the final question is asked. The winning team (the team with the most correct responses) is awarded prizes (small candles, patriotic pins, magnetic games, key chains, etc). Of course, the prize is insignificant compared to the satisfaction of beating your fellow participants!! The trivia game also helps ensure that the presentation ends on a fun, positive note.
Many outside forces are trying to manipulate you. They are incessant and reappear in different forms dozens of time each day. They purposefully endeavor to appeal to your emotions, security about yourself, and your ambitions. Their goal is to dictate what you do with your money and time.

Is this the devious labor of some sort of dictatorial society or a nefarious cult? No. It is the chief goal of the advertising industry. One of the aims of commercials is to persuade the public to gravitate to a product. Whether one thinks of this as a bad deed or a necessary lubricant for the wheels of commerce, it is alive and well.

In many ways, manipulative persons are like commercials. They try to get others to buy into their product or agenda so they can profit.

Corrections professionals can identify possible manipulators. This helps us to counter threats to ourselves and staff who may fall victim to those who would endeavor to orchestrate set ups. The greater our experience and awareness, the better we are at coping with exploitation that comes from handlers. In other words, through our experiences, we know how and when to deal with coercion. This may sound cynical, but it is part of our job.

The above is some food for thought for trainers who may use this ice breaker. However, the first thing the facilitator should do after some introductory remarks is to issue a disclaimer. It can be borrowed from the following.

“We are in no way endorsing the following products. Nor do we seek to denigrate the products. It is not an exercise in product testing. We are, however, looking at the tactics that some commercials and infomercials use to sell their product.”
With that said, the instructor could provide some visuals for the audience. While watching, the participants will write down phrases, strategies, tactics, and other means which advertisers utilize to maximize advertising effectiveness. The instructor has a few options for the visuals:

**Option 1** “Recorded commercials” – The facilitator can record portions of selected infomercials and play them for the class. This option will hold the fewest surprises since the instructor knows the content.

**Option 2** “Live” – Turn on the television in the classroom and surf through the channels. Hunt for infomercials. This will only be as effective as the time of day and the channel capacity provided in the training room. Infomercials are often shown in the late night or early morning, though some are shown throughout the day. It is up to the instructor to check ahead. I actually tested this option on a class of college students enrolled in a corrections/criminal justice class. It was more effective than I could have hoped. After the first few commercials and a prompt from me, the class contributed many insightful comments.

**Option 3** “Homework” – Tell students in advance that they shall sample a few infomercials at home and record their observations about the phrases, strategies, tactics, and other means which advertisers used to sell products.

**Option 4** “Recall” – The facilitator calls upon students to recall some of the most memorable characters of infomercial fame. This should spur discussion and others will add to it as the class warms up.

For whichever option is used, there should be a recorder capturing all remarks of the class. When those are compiled, the facilitator will ask questions based on his or her style of inquiry. Whatever the style, the questions will ultimately seek answers to this: “How are some prisoners like the infomercials? When a prisoner attempts to manipulate staff what are some of the methods used?” The recorder will write these down. After that task is complete, both lists are compared.
Here are some random observations on the tactics and phrases used by advertisers to sell products:

- Prey on weaknesses and insecurities
- Use a before and after shot
- Use testimonies from ordinary looking folk
- Employ celebrities to tout the fine aspects of the product. Some include Pam Dawber, Cher, Suzanne Sommers, Chuck Norris, Lindsay Wagner, Christie Brinkley, Davy Jones, Christopher Knight, Daisy Fuentes, original MTV V-J’s Roger Daltrey
- Call in the experts – Mom figure, owner of company, allergy specialist, working chefs, professional carpet cleaners
- Good for entire family
- Use a goofy husband who is a bit ham-handed with sensible wife to guide him. This is also seen in innocuous male and moderately attractive female duos. This combination is effective in selling ladders, vacuums, air filtering systems, computer learning systems. This preys on basic willingness of viewers to make friends with people on television who are not intimidating, may be endearingly flawed, and are attractive but not narcissistically so.
- Use a common denominator such as working parent who has little time in the day and can benefit by using time saving devises
- Pair a skeptic with someone who proves that the product works. Just like in a situation comedy, in a one-half hour period, everyone is satisfied
- Show how easy the product is to use
- **Wait! There’s more!** Offer a “gift” for trying the product
- Accentuate the negative. Show how if you continue on the same path, you will remain miserable and unsatisfied
- Sex sells with some products – this is particularly true for exercise equipment, cosmetics, body enhancers, get rich schemes, and subtly in other products
- Challenge experts with a new product. For example, a professional painter with a brush performs slower than a novice with a paint spraying mechanism.
- Don’t pay 3 payments of x amount, pay only 2!
Show how similar products cost more, are harder to use, and will not give you as many benefits

Urgency: Call within 121 minutes for further savings. Call ME now!

Shipping is free

The call is free

Results are guaranteed

Further discussion could follow. This can be applied to the corrections profession. It is as simple as looking at the compiled list and asking, “Have you ever witnessed any similar manipulation in the workplace? The instructor should state that if the discussion leads to staff who manipulate, no names should be mentioned.

Certainly, advertisers need commercials to move products. Yet, it behooves us to look at commercials in a new light. This can be an exercise in thinking in terms of persuasion or manipulation.

I will not state that this is guaranteed to work. However, I will say that this is an excellent icebreaker to use to introduce a module which covers manipulation in corrections. You have nothing to lose and so much to gain! Try it now for free! No salesperson will call!
What Can Dr. Seuss Teach Us About Staff Division?

Submitted by Joe Bouchard

What sort of trainer would use a children’s book to teach a lesson? Is it possible to break the ice, establish trust, and impart a lesson while talking in rhymes? It may sound strange, but I have facilitated excellent classroom discussions and shattered tons of ice by reading Dr. Seuss books to adults.

Think back to your most eccentric, unusual teacher. Chances are that you may have a few to select from. You may remember that the individual had strange mannerisms, an interesting mode of speech, or other uncommon characteristics.

The instructor may also have been unusual in delivery of material. Unorthodox ways of instilling a lesson stick in your mind, whether you realize it or not. Sometimes the best lessons are given in an uncommon way. This is especially true when adult topics are covered by using children’s literature.

Dr. Seuss is an icon of American literature. Though he started his career as a political cartoonist around World War II, Dr. Seuss is best known for his odd rhyming children’s stories with simple, yet endearing illustrations. Just below the surface, though, is the message. Dr. Seuss wrote of human truisms and placed them in a strange wrapping.

Most Seuss books have a simple, yet strong lesson. For example, “Green Eggs and Ham” is really the story of a person resistant to change. “The Lorax” is a tale of wise use of resources. “Horton Hears a Who” depicts someone who remains true to a concept despite universal opposition.

How can this be applied to Corrections? Let’s suppose that you are training a class on recognizing and repairing staff division. Further imagine that you will deal with the horrible specter of cliques and their ill effects. The book that you need is called “The Sneetches”.

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“The Sneeches” is a story about a group of beings who happen to have a star shape on their abdomens. They bear an elitist attitude over the sneeches without stars on their bellies. Those without stars have a deep inferiority complex when they look at those with stars. Enter the antagonist. A hustler-type comes into the story as a salesperson who can affix stars to sneeches who have no stars. This is done for a price, of course. When the elite group is faced with a level playing field, the antagonist presents a star-off machine. The elite group, eager to remain in primacy, opts for the new fad of distinction. This causes pandemonium in the sneech society and nets a big profit for the persuasive vendor. The con artist is always one step ahead of the cliques, anticipating their needs.

Does this sound like group-think in an institution? Isn’t this all about manipulation that can lead to division?

If you have read this far, you are interested in knowing how this works. I have found it helpful to start with a pseudo-serious tone and with a suspenseful build-up for the students. For example:

“Welcome to recognizing and repairing staff division. We will jump right into the lesson by looking at cliques in corrections. I performed a literature search and found the perfect book which describes the phenomenon. It is a classic work and was written by a prolific author. This person, I assume, is a PhD, as his name bears the title ‘Dr.’. He has sold millions of books, both here and abroad, and is translated into many languages. His work has touched generations and influenced many to write in his genre. His name is Dr. Seuss.”

The book must be hidden when delivering this pompous introduction. In my experience, when it is revealed, the surprise is pleasant. Now the instructor reads the story in a loud, clear voice. Have fun with the story. Become overly demonstrative. Hold the book up high so all can see the pictures. This helps draw the audience into the story. Humor can shine through the reading of “The Sneeches”. I have never yet had an audience that was not entertained by the story.
After you have read the story, ask some questions of the audience. This is the chance for the lesson to be driven home. This is when ideas of group-think are explored. Other topics can be covered such as how prisoners manipulate staff (as the antagonist did in the story) and how group vanity leaves us exposed to handling. Here is a list of discussion questions:

1. Without naming names, have you ever witnessed elitist cliques in the workplace?
2. Do prisoners see when we do not get along?
3. Do some prisoners play staff against one another, like the antagonist did in the story?
4. What are the motivations of manipulators?
5. Why do people need to belong to cliques?

Here is a list of Dos:

- Have fun while reading. Gesticulate, show pictures, exaggerate your voice.
- Acquire your own copy of the book. It is a good idea at the end of the icebreaker to pass the book around for the class to sign. This not only offers the fun of writing in a book, but it is also a snapshot of participants. Additionally, you may net some useful comments from participants.
- Do encourage stories of parents reading Seuss books. This ties the lesson into a personal memory.
- Do solicit any other Seuss preferences. They may even be offered without your asking.
- Do ask if those with children or nieces and nephews have read these.
- Do encourage students to think of underlying messages planted by authors.
- Do remain serious about the meaning within the story. The format may be whimsical, but the message is ultimately solemn.
- Use the marker board for discussion comments.
Here is a list of Do Nots:

- Do not lose composure if someone walks out of your story time. Once (and only once, so far), while reading “The Sneeches”, someone walked into the presentation late, and walked out directly. By missing a proper introduction, someone could mistake the seminar on staff division as a meeting of children’s librarians.

- While it is a good idea to put on a show, do not condescend. A good trainer knows how to engage in self-deprecation in order to drive a point home without belittling the audience.

- Don’t worry if you stammer. Seuss is not easy read aloud, at times.

- This is not for everyone to use as a training tool. Some instructors are naturally dignified, and refuse to utilize useful lessons found in this format.

Everyone benefits from this. The audience is given a whimsical icebreaker that segues into the nature of cliques. And the lesson sticks, as it is delivered in an unorthodox way. The trainer also benefits by exercising an option that is a break from the usual reading from a manual. Time off from the normal can help recharge vocational batteries.

I honestly state that this is a fun and effective icebreaker. I have performed it in many places for different levels of custody. I have even rendered this to occupational groups outside of correction. I was even amazed to find that a group of serious psychology students found it memorable, entertaining, and useful.

So, in honor of Dr. Seuss, an American legend, I encourage you to give this icebreaker a try. I guarantee that you will never look at what appears to be simple literature in the same way.
**What am I?**

Submitted by Fred Cain

The following can be used as an icebreaker to build team spirit in your training session or as an energizer any time the group may need a jump start, especially after lunch.

**Directions:** Divide the class into two teams, teams A and B (or whatever names you choose). The trainer will begin by selecting a category below and alternating between teams, read one clue at a time from the category until a group guesses the correct answer. The team should come to a consensus before answering as only one answer can be accepted from a team at a time. The team with the correct answer is given one point and the trainer will select the next category. The team that did not guess the correct answer the first time, can choose to receive the first clue or wait for the second clue. This team can also choose the category – mystery, person or thing. Tally team points at the end and the team with most points wins.

<table>
<thead>
<tr>
<th>Mystery -- Clues</th>
<th>Person -- Clues</th>
<th>Thing -- Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I only work under tension.</td>
<td>• I never really grew up.</td>
<td>• I’m one or more</td>
</tr>
<tr>
<td>• I do not puncture, spindle, mutilate or fold; but I’ve still got it all together</td>
<td>• I’m known for being level-headed,</td>
<td>• I follow the leader.</td>
</tr>
<tr>
<td>• I’m not twisted – merely bent.</td>
<td>• My “father” was crazy about me.</td>
<td>• I’m a mountain climber.</td>
</tr>
<tr>
<td>• I am too small to buy alone.</td>
<td>• A number of people had a “part” in my development.</td>
<td>• I’m not always the family outcast.</td>
</tr>
<tr>
<td>• I have an affinity for paper.</td>
<td>• My appearance on the silver screen was electrifying.</td>
<td>• To keep you warm, I sacrifice a lot.</td>
</tr>
<tr>
<td>• You can clip me without penalty.</td>
<td>• My friends – if I had any – would probably call me Frank.</td>
<td>• Count on me for a good night’s sleep!</td>
</tr>
</tbody>
</table>

**Answer:** Paper clip

**Answer:** Frankenstein’s

**Answer:** Sheep
<table>
<thead>
<tr>
<th>Monster</th>
<th>Icebreaker 101</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I’m always with you.</td>
<td></td>
</tr>
<tr>
<td>• You can’t change me.</td>
<td></td>
</tr>
<tr>
<td>• I can be vivid or hazy.</td>
<td></td>
</tr>
<tr>
<td>• I can be hard to forget or left alone.</td>
<td></td>
</tr>
<tr>
<td>• I can be happy or sad.</td>
<td></td>
</tr>
<tr>
<td>• If you lose me, you’ll have...hmm...I can’t remember what it’s called.</td>
<td>• I was a valley girl.</td>
</tr>
<tr>
<td></td>
<td>• A very famous person loved me.</td>
</tr>
<tr>
<td></td>
<td>• I was a double agent.</td>
</tr>
<tr>
<td></td>
<td>• I worked for the existing government.</td>
</tr>
<tr>
<td></td>
<td>• I did not cut my hair.</td>
</tr>
<tr>
<td></td>
<td>• I had to be present for the world’s most renowned haircut.</td>
</tr>
<tr>
<td><strong>Answer: Memories</strong></td>
<td><strong>Answer: Delilah</strong></td>
</tr>
<tr>
<td></td>
<td>• I live in a dirty place.</td>
</tr>
<tr>
<td></td>
<td>• In my afterlife, I can add spice to your life.</td>
</tr>
<tr>
<td></td>
<td>• I have a lot of potential for growth.</td>
</tr>
<tr>
<td></td>
<td>• My background has been fruitful.</td>
</tr>
<tr>
<td></td>
<td>• I’m buried alive.</td>
</tr>
<tr>
<td></td>
<td>• I’m looking for a place to put down some roots.</td>
</tr>
<tr>
<td><strong>Answer: Seed</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I have a consumption rate of 8 million a day in the U.S.</td>
</tr>
<tr>
<td></td>
<td>• A brief bath in boiling water really makes me shine.</td>
</tr>
<tr>
<td></td>
<td>• I can be used as a teething ring for children.</td>
</tr>
<tr>
<td></td>
<td>• I am sometimes called a “Brooklyn jawbreaker.”</td>
</tr>
<tr>
<td></td>
<td>• The key to the answer is Lox.</td>
</tr>
<tr>
<td></td>
<td>• “Philly” and I are best friends.</td>
</tr>
<tr>
<td><strong>Answer: Bagel</strong></td>
<td></td>
</tr>
</tbody>
</table>
What’s In a Name-Tent?
Submitted by Rachel Anita Jung

Here are two examples of the use of name tents for opening exercises and to generate discussion of the topic areas. The first was created for an in-service program in corrections regarding victimization. Since this topic had been introduced in previous training sessions, the aim was to start the class with an opener that at least affirmed the knowledge and insight the participants would already be bringing to the classroom, and to get them ready for learning.

Before the class, two images (representing “community” and “legal” were chosen from clipart, and each printed onto half of the name tents. The activity was entitled, “Do No Further Harm.” The class was asked to look at their name tents. If they had the image of “community” they were to assemble into groups (no larger than 5) with others who had the same image on their tent. If they had the “legal” image, they too were to assemble into matching groups.

In their small groups, the participants were directed to discuss among themselves how someone in the community, or in the legal (criminal justice) network could better help a victim of crime…in other words, do no further harm. After coming up with a list of examples (transcribed on easel paper), the groups were advised to appoint a spokesperson to report at least two examples back to the rest of the class.

The easel paper lists were then posted in the room to refer to throughout the training. It is important to affirm the good ideas that come out in this exercise, even before the actual training begins! The participants see how much insight they already have into the subject, and that contributes to readying them for the rest of the learning.

The second example: “The Criminal Justice System”, is for use in the introduction of administration of justice topics. To prepare participants for discussion and guided lecture on the networks of the criminal justice system, have name tents with either the images of courts, corrections, law enforcement, or public (clip art images) on the name tents.
Again, have the class form groups based on like images and answer why their group is the most critical component of the criminal justice system. They must appoint a spokesperson to defend their position (that theirs is the most critical component.) (that theirs it is the most critical component.)

After each group has made its argument (with the ‘public’ group being a new concept for most of the class to recognize as actually being a component of the system…albeit a ‘forgotten’ one), the instructor debrief can reiterate:

- The criminal justice system is really a network of entities with sometimes competing goals, interests, and missions, rather than a unified system.
- Each of the different component groups (courts, corrections, law enforcement, public) is diverse within its focus:
  - Public is really many different ‘publics,’ based on region, ethnicity, age, gender, social class, etc.
  - Corrections is institutional and community in nature.
  - Law enforcement and courts involve jurisdictional concerns.
- There are intersections between the components of the criminal justice network, but individual discretion, as well as competing interests, are evident.
Who Are These Leaders?
Submitted by Jean Langston

The objectives of this icebreaker are twofold:

Given an activity, participants will meet two other participants and introduce one of them; and during discussion, participants will identify qualities of great leaders.

This icebreaker was designed for a leadership academy. It gives participants a chance to get to know a little about one another and also has participants start thinking about the qualities that make a good leader.

Display an overhead or slide showing pictures of great leaders. Examples include John Kennedy, Sandra Day O’Connor, Marie Currie, Eleanor Roosevelt, Winston Churchill, Henry Ford, Martin Luther King, Jr., Margaret Thatcher, Lech Walesa, Franklin Delano Roosevelt, Lee Iacocca, and Nelson Mandela. These photographs can be found on the Internet.

Ask participants to make a list and name as many of the leaders that they can in five minutes. Then tell them to find a partner they don’t know and compare their lists to see how many leaders they can identify together.

Next have participants move to another table to find another partner—making sure it is someone they don’t know. Each person should interview their partner to find out which leader they admire most and why. (It doesn’t have to be a leader shown on the overhead.)

Each participant then introduces their partner giving their name, where they work, and the leader they admire most and why.

After the introductions, the instructor can segue into the lesson by saying, “You have identified some great leaders and told us what made them great. Today we’re going to look at the qualities of great leaders and how we can go about emulating them.”
Who is Your Hero?
Submitted by Joe Bouchard

What do Alexander the Great, Mother Teresa, Superman, Lance Armstrong and Eleanor Roosevelt have in common? They are all easily regarded as heroes.

All of us need heroes. We look up to historical, living, and fictitious figures for their deeds and qualities. Our champions serve as inspirations. Their examples serve as goals for our conduct. What we admire reveals a bit about our inner workings. The attributes that we find inspiring are indicators of our expectations. I believe the following is true: Know your hero, know yourself.

Organizations are not that different from individuals. Members of a group or agency may have heroes in common. For example, the person who discovered a plan for a prisoner uprising and thwarted it is easily regarded as a facility idol.

This icebreaker works very well as a segue into a program on recognizing and repairing staff division. It is divided into three parts: group brainstorming of attributes, the hero survey, and group sharing.

**Group brainstorming of attributes**
Start with the negative. Ask the class for a quality that they do not like in a colleague. To keep this exploration of the negative in the most positive context possible, the instructor should issue one delimiter. The negative quality should be delivered in a general manner. Participants should attack concepts, not individuals. That being said, the instructor can give an example, “I do not appreciate liars.”

Each suggestion is written on a board for all to see. Depending on the size of the class, instructors can limit the numbers needed. In fact, an ominous number like 13 may be the perfect size, if there are a few extroverts in attendance. Since it is generally easier to be
negative than positive, the list may be completed in a short time. But the point is to get the class to create the list.

Now it is time to repeat the process and create a list of the same number of positive attributes. With class participation, list the same number of good behaviors. The facilitator can once again start the brainstorming by announcing a favored behavior. For example, “Punctuality is number one on my list of positive behaviors.”

If there is trouble compiling positive attributes, refer to the negative list. Ask the audience if there are any on the negative list that they could place on the positive list as an antonym.

The lists are created primarily to get creative juices flowing. But they have another important use. The answers can serve as a universal testament of irritants and positive behaviors. Do not erase these answers. The material that you will cover in the presentation about staff dynamics may also be touched upon by students in the icebreaker. In effect, the participants support the contents of the presentation with their two lists. The lists can be referred to throughout the day, as they are covered in the presentation.

**The hero survey**

Next comes a bit of a narrative. The goal is to introduce the concept of heroes to the group. I offer my standard introduction. Naturally, each trainer would deliver their own preferred introduction based on their experience and mood.

“We admire our heroes based on their attributes. Your hero may possess one or many of the qualities on our positive list. Positive attribute are the building blocks of those we respect.

Know your hero, know yourself. Who is a super person in your book? Is your hero from sports, music, the military, literature, or real life? Is your hero famous or a relative?
I, for example, admire prolific author Isaac Asimov because of his hard work and clear logic. I also admire Comedian George Carlin, but not for his profanity or his shocking delivery of ideas. Carlin is an icon to me because he has a unique ability to cut through the unnecessary camouflage of our language. And, like many, I admire my father. He is not famous, but he is very decisive and does not tolerate deception.”

How you deliver your introduction will likely have an influence on how much detail the participants will include in their answers to the survey.

This is a very short survey. It consists of only 3 questions. They are:

1. Who is your hero? (You may submit more than one answer, if you wish)
2. What do you admire about this person?
3. Have your heroes changed over the years? If so, why?

Learners may write additional comments on the reverse side of the survey.

**Group sharing**

With two opposing lists of attributes compiled, an overview of the trainer’s heroes, and the survey completed, many will be willing to share their answers. You may be surprised by some responses. If nothing else, it helps open the lines of communication. Through sharing, formerly unconnected colleagues may learn that they have some things in common.

Again, the lists of attributes serve as recurring points of reference for the main presentation. The chief link that instructors can make during the sharing part is with heroes and the positive list of attributes. We all need heroes to serve as a focus of our aspiration. But our heroes link to our daily lives. By identifying what we admire and why, we reach a higher plane of understanding of what makes us tick. And knowing whom others admire (and why) helps us to understand them a bit better, as well.
Wish List for Lunch Partner
Submitted by Joe Bouchard

Many interviews, both for jobs and for celebrities, feature this question: “If you could eat lunch with anyone, living or dead, who would it be?” The answers given can reveal much about the interviewee and can break the persistent, tenacious ice that dogs corrections training.

When applied to corrections training, this exercise is an excellent way for participants to speak with authority on a subject they know well, their own personal opinions. It is also an excellent segue into a professionalism module which explores positive and negative attributes and characteristics that motivate admiration.

This icebreaker features very little in the way of materials (easel, paper and markers) and is an instructor/student driven undertaking. It is a six step process:

1. **Work on the negative** – Mention a bad quality to the audience. One could use ‘liar,’ for example. Give an example of how someone lied to you and the consequences of the action (immediate results and long term distrust, for example). Then obtain input from the audience. This should be easy, as it is less difficult to start with the negative than the positive. Have the scribe list 10 negative attributes on the easel paper.

2. **Seek the positive.** Offer the audience one positive attribute, ‘hard-working’ for example. Give an example of a hardworking individual and the consequences of the action (immediate results and long term productivity, for example). Then obtain input from the audience. Have the scribe list 10 negative attributes on the easel paper.

3. **Make a wish list for lunch partner** – You now have 20 attributes and a conceptual base built by the students. Tape the pages in a conspicuous place and move on to the main question: “If you could eat lunch with anyone, living or dead, who would it be?” The trainer would start with his or her own example. “I would like to eat lunch with Theodore Roosevelt because I am sure the stories that he would tell would be
fascinating.” Then the choice of verbal or written solicitation is up to the Trainer. I prefer both, actually. In this case, I distribute the question on paper and when participants have finished, I solicit oral responses as a sharing exercise. Have a scribe record these on easel paper.

4. **Seek themes** – First ask why each person was selected. *What in particular is the reason that you’d enjoy lunch with whomever you selected?* Then the class, led by the instructor, looks for common themes. Ask these questions: *How many of your selected lunch partners are living? How many different periods of history are represented? What is the female to male ratio? Are there any military, political, sports, literary or celebrity personalities? Are there any relatives?*

5. **Compare** – the list of persons to eat lunch with to the positive and negative attributes list. Look for trends. How many of the personalities were selected that have traits listed on either compilation of attributes.

6. **Segue** – Using your own style, move into the professionalism module. For example, *Qualities and circumstances contribute to who we are and what we do. All of us are potential heroes and potential villains at work. How well we fit into our work life will depend on our qualities and actions. Let’s look at some fundamental considerations for our work personas in “Professionalism in Corrections.”*

There are a few cautions with this exercise:

- Opinions may be strong and sometimes obnoxious. Yet it is important to share information while keeping a lid on the class. A strong, tactful moderator is necessary.
- Keep the group on track, as it is easy to meander.
- Keep heckling between colleagues to a minimum.
- Each answer, no matter how much of a joke it may seem, must be taken seriously. If there is a joker in the group, record the answer. The serious responses will balance out the jokes.
Do not push for answers from unwilling introverts. It is not always easy for everyone to share in front of a group.

The question, “If you could eat lunch with anyone, living or dead, who would it be?” seems simple on the face of it. Yet it allows us to offer glimpses of ourselves and lets us assess our motivations for admiration. And it is a great segue into professionalism modules. So, who would you most like to eat lunch with?
Your First Paying Job
Submitted by Linda Dunbar

This is a great icebreaker to get a new group introduced.

Materials needed:
- Small sheet of paper for each participant
- Pen or pencil for each participant
- Easel stand and paper
- Marker

Begin by handing out the paper and pens or pencils. Instruct your training participants to think back to what they consider their first paying job. On the sheet of paper they are to write down five single words that describe this job. After everyone has their words written down it is time to begin the introductions. The trainer can go first to demonstrate what they are to do. Ask the participants to stand up and tell their name, job title, work location (or any other pertinent information) and what they hope to get out of the training. Once they do that, have the participant write the first three words describing their first job on the easel pad. The other participants are to try to guess what the first job was. If the other participants cannot guess what the job was, then continue to add the fourth and fifth words as additional clues. An example --- people; fast; dishes; uniform; tips --- these are words that could be used to describe a job as a waitress.

Your training participants will enjoy the reminiscing while also becoming comfortable with each other.
101 Ways to Select a Group Leader
Submitted by Launa M. Kowalcyk

Every trainer needs to have some new tricks in their trainer toolbox. Below is a listing of over 101 different ways to select a group leader.

Select the person at each table:

1. Whose name is closest to the beginning/end of the alphabet
2. Whose name is closest to a specific letter
3. Who most recently went to the movies in a movie theatre
4. Who most recently ate an apple
5. Who is wearing the most of a specific color
6. Who most recently took a college course related to their employment
7. Who most recently updated their answering machine or voice mail message
8. Who has a specific number after their table counts off
9. Have each participant at the table raise their hand, create a pointer finger, and on the count of three, select the person at their table whom they want as group leader.
   The person with the most votes will be the group leader.
10. Who has the most different colors in their clothing
11. Who most recently was out of the city/county/state/country
12. Who most recently addressed an envelope by hand
13. Who has worked the longest in their current position
14. Who has the most/least siblings
15. Who has the most letters in their full name
16. Who has the most/least pets
17. Who was most recently at a Wal-Mart
18. Who has the most years of service within their current agency
19. Who most recently baked a cake or other baked good
20. Who most recently had work done on their car
21. Who currently lives the farthest from their childhood home
22. Who most recently was on vacation
23. Who has on the newest pair of shoes
24. Whose birthday is closest to today’s date
25. Whose birthday is closest to the trainer’s birthday
26. Who is seated closest to the back of the room
27. Who most recently got their hair cut
28. Who is the tallest
29. Who gets the lowest/highest number after the roll of a pair of dice
30. Who selects the playing card with the lowest/highest value
31. Who drives the oldest/newest car
32. Who is wearing the least jewelry
33. Who has the most/least hair
34. Who most recently attended a wedding
35. Who most recently attended a musical concert
36. Who has been married the longest/shortest length of time
37. Who has the most keys on the key ring they are carrying
38. Who most recently read a book
39. Who has visited the most countries
40. Who plays the most musical instruments
41. Who most recently sang in front of a group
42. Who most recently exercised for more than fifteen minutes
43. Who walked the farthest in the last 24 hours
44. Who has read the most books in the past year
45. Who has held the most different positions within their organization
46. Who thinks that they are closest to retirement
47. Who has the most TVs in their home
48. Who has lived in the most different homes/apartments
49. Who has the most clients/inmates on their caseload/in their care
50. Who most recently had a sit-down meal with their family
51. Who is seated to the left/right of the last group leader
52. Who most recently read their e-mails
53. Who most recently had a conversation with their supervisor
54. Who most recently attended a cultural event
55. Who most recently volunteered at a community activity
56. Who speaks the most languages
57. Who most recently worked overtime hours
58. Who has worked the most different jobs
59. Who most recently played a team sport
60. Who most recently rode a bike
61. Who has the most different items in their pocket
62. Who has the most/least letters in their first name
63. Who ate the most vegetables and fruits in the past 24 hours
64. Who was most recently on a computer in their home
65. Who returned last from the previous break
66. Who was the oldest/youngest when they got married
67. Who has the highest/lowest number when the last four digits of their home phone numbers are totaled
68. Who has a birthday closest to a specific holiday
69. Who has most recently worked on a holiday
70. Who has the most pictures on their workplace desk
71. Who drives the least/most number of miles to work
72. Who traveled the farthest to get to the training
73. Who was most recently promoted within their current organization
74. Who has the biggest/smallest vehicle
75. Who has the most/least letters in their last name
76. Who has the most children/grandchildren/siblings
77. Who has spent the most nights in a hotel/motel in the past year
78. Who served the most years in the armed forces
79. Who has had the most/fewest different jobs
80. Who watched the most/least movies in the past month
81. Who was born the farthest away/closest to this training location
82. Who supervises the most people
83. Who has used the most/least vacation days in the past month
84. Who received the most emails in one day
85. Who has the most rings on their fingers
86. Who has the most credit cards in their wallet/pocketbook
87. Who paid for the most expensive dinner in the past week
88. Who drank the most cups of coffee today
89. Who has the biggest watch
90. Who has taken the most/least lifetime trips to America’s zoos
91. Who last called home/office
92. Who is wearing the most jewelry
93. Who last rode on a train
94. Who most recently got their current cell phone
95. Who is the newest home owner
96. Who is carrying the most electronic “stuff” with them
97. Who has the most change (coins)
98. Who volunteers
99. Who is the last to stand up at your table
100. Who started to work at their first job at the youngest/oldest age
101. Who most recently was in their office

Contributions for this listing began with staff from the National Institute of Corrections, Academy Division. Additional contributions were obtained from participants at the 2006 Fall Conference workshop, 1, 2, 3, 4 No More! Creative Group Division Techniques, conducted by JJTA President, Margaret Davis, and NIC Correctional Program Specialist, Launa M. Kowalcyk.
Afterward

In training, we know that we often break the ice one cube at a time. And with Icebreaker 101 we can accomplish this. Each exercise represents our vocational ice pick.

There is nothing more gratifying than looking at the fruits of a long labor. In those times, it is important to think of those who assisted in the endeavor. I wish to thank the many contributors for their offerings. Sincere gratitude goes out to Barbara Collins, Linda Dunbar, and Terry Satterfield for their diligent assistance in editing. Thanks in particular to two people who supported this idea from the start. They are Kathy Mickle-Askin and Linda Rubin, current and past presidents (respectively) of the International Association of Correctional Training Personnel. Lastly, I appreciate the students at Gogebic Community College, Criminal Justice Program and other professionals I have encountered in various speaking engagements. They have helped me by participating in these classroom exercises. Thanks, everyone for your valuable assistance in making Icebreaker 101 a reality.

And for you, Dear Reader, I am sure that this publication will help thaw some of the occasional frost that may gather on training day. Enjoy Icebreaker 101!

Joe Bouchard

November 2007