

Energizers/Mixers – Student Eco-workshop

Description: This resource lists energizers and mixers that can help to enliven a workshop setting. Often recommended for the start of the day and directly after lunch when participants might need a focusing activity.

Activity	Group arrangement	Facilitation	Materials needed
Web game/ Community connections (String toss)	In small groups of 5-6 students in a circle.	<ul style="list-style-type: none"> Facilitator instructs that one student will start with a ball of string that has been placed on each table. The first student will state their name and something about a chosen topic (ex: something happening at their school they are proud of, why they are here at the workshop, what inspires them to be environmental, what they hope to learn today). After the first student has shared, they toss the string ball to another student while holding onto the end of the string. The second student will share and toss to the following student until the whole group is connected. The group can repeat tossing the string ball and create a more complex web by sharing another answer to a topic. Optional debrief: The facilitator can ask each group to share a couple of joining ideas that were shared. 	ball of string or yarn per group
Get to know you bingo (People bingo)	At tables for instruction then mingling in an open space.	<ul style="list-style-type: none"> Facilitator hands out premade bingo cards. Each bingo card can be made with statements of things people like to do as well as environmentally responsible actions they might take. <u>Potential statements:</u> recycles, bikes to school/work, member of EcoTeam, celebrates earth day, likes to garden, uses a reusable water bottle, has planted a tree, etc. The participants mingle and try to find people in the group who have the characteristics listed and write their name in the box. First participant to get bingo wins (you can also require participants to complete the entire card in 	bingo cards pens/pencils

		order to extend the game and encourage people to mingle).	
Scavenger hunt	At tables for instruction then mingling in an open space.	<ul style="list-style-type: none"> • The participants get a sheet of paper with a number of scavenger hunt items to be found. • They mingle with the rest of the group to find them. • The first person to finish wins. • <u>Scavenger hunt items</u>: someone wearing green socks, someone who brought a reusable water bottle/mug, someone who knows what GOOS stands for, someone who has planted a tree, someone who is a member of an EcoTeam/green team, someone who likes to be outside, etc. 	Scavenger hunt questions, pens/pencils, clip boards (optional).
Matching phrases	At tables for instruction then mingling in an open space. One card per person.	<ul style="list-style-type: none"> • Facilitator describes the activity by demonstrating a couple good connections. • The facilitator picks up a card reading “cat” and then asks the group if they can think of something that matches (answer: got your tongue, cat in a hat, catwalk...). • Every student gets a card and needs to find their match and then they introduce themselves and discuss how the phrase connects to their life. • <u>Green phrases</u>:, school ground greening, energy conservation, waste minimization, reduce, reuse, recycle; environmental stewardship, outdoor experiential education, green energy, climate change, global warming, carbon cycle, butterfly effect, power of one, sphere of influence, social justice, student empowerment, compact fluorescent light bulb, ecological footprint, etc. 	matching phrases cards
Carousel	Two circles: one inside facing outward and one outside facing inward. Make sure that everyone is paired up with another participant.	<ul style="list-style-type: none"> • When the participants have formed the two circles (one facing inward and the other facing outward, ask the group a question and let each partner answer. • Then have the outside circle move to the right one or two spots and pair up with another person in the inner circle. The facilitator then asks the next question or states the next category and the participants discuss the topic. • Repeat as many times as desired. • <u>Potential questions</u>: What are you most passionate about related to the environment? What was your favorite part of your green team’s activities last year? What are your goals for today? etc. 	
Earth, water,	First at tables in	<ul style="list-style-type: none"> • Facilitator introduces the 4 categories, Earth, water, fire, air and asks the group 	Signs with Earth,

fire, air groups	groups then moving the topic of their choice. Signs with 'Earth, water, fire, air' posted around the room.	<p>to decide which element they most connect to at the moment. There is no 'right' or 'wrong' answer.</p> <ul style="list-style-type: none"> • Participants pick the element that speaks to them the most then move to the sign with that element and form groups of 5 or 6 people to discuss why they chose that element. • Debrief as a large group sharing why participants chose their element. • Options: can use any 4 items to ask participants to choose from (ex: energy conservation, waste minimization, school ground greening, ecological literacy; north, east, west, south; red, green, blue, purple; spring, summer, winter, fall) 	water, air, fire
Puzzle pieces (group mixing)	Participants at tables to receive the puzzle pieces then find their group and move to another table together.	<ul style="list-style-type: none"> • Facilitator hands out mixed up puzzle pieces (one piece per participation) and tells them that they solve their puzzle by finding the people that have the other pieces to their puzzle in order to make a complete picture. • Once they have found their group members the facilitator can instruct them in an activity or to do introductions. 	Pictures of natural places or other themes cut up into puzzle pieces (best to have them very different)
Playdough sculpture	At tables or in a circle	<ul style="list-style-type: none"> • The facilitator introduces a topic (example: how students stay motivated as green leaders in their school; why they think the environment is important? What inspires them to keep up the effort to being green? How do they refuel, what provides them with energy to do what they do?). • Then the facilitator asks the students to sculpt their answer to the topic. After making a 2-minute sculpture, students are invited to share what they have sculpted and why. 	play-dough, cardboard for the sculpture
Birthday Partner	Mingling	<ul style="list-style-type: none"> • Have participants mingle in an open space and identify the person whose birth date (not year - just month and date) is closest to their own. • Ask the group to find out two things they have in common and why they are at the workshop/what they hope to learn. • Debrief in a large group asking people to share their discoveries about each other and their goals for the day. • <u>Option</u>: could have participants try to find their birthday partner silently. 	