



HR DELIVERY

Making Sure HR Delivers

HR DELIVERY WORKSHOP SERIES

Ice Breakers and Energisers

Designing purposeful icebreakers and energisers

Design short activities that support learning, connection and participation. Participants experience and adapt several formats, practise clear briefing and debriefing, and choose inclusive options suited to the group, purpose, setting and available time.



01 DAY

Introductory taster

IN-HOUSE

Your people. Your context.

PRACTICAL

Explore, discuss and apply

A PRACTICAL STARTING POINT

Understand the topic. Try it in practice.

A short activity earns its place when it helps a group do useful work together. Unclear instructions, forced disclosure or unsuitable movement can undermine that purpose. This practical introduction helps participants choose, adapt and facilitate ice breakers and energisers with clear learning connections and inclusive participation.

Participants experience several short activity formats, examine what each contributes and practise facilitating an adapted version. The workshop builds confidence in matching purpose, group needs, timing and debriefing, so activities create a useful transition or learning moment within real sessions.

WHO IS IT FOR?

Trainers, facilitators, HR practitioners, managers and team leaders who open meetings, run learning sessions or need short activities that support participation and purposeful group interaction.

BY THE END OF THE DAY, PARTICIPANTS CAN:

- 01 Define an activity purpose**
Explain whether an activity is intended to build connection, introduce content, restore attention or prepare the group for collaborative work.
- 02 Choose an inclusive format**
Compare activity options against group size, language, accessibility, familiarity and personal boundaries before selecting a suitable approach for the session.
- 03 Give a clear briefing**
Deliver concise instructions that explain the task, time, participation choices and intended output, then check understanding before the activity starts.
- 04 Manage group energy**
Observe participation and pacing, adapt the activity when needed and bring it to a clear close within the available time.
- 05 Debrief for learning**
Use focused questions to connect participants' experience with the session purpose without forcing disclosure or implying unsupported conclusions about individuals.
- 06 Prepare a reusable activity**
Draft an activity card with purpose, materials, instructions, alternatives and debrief questions that another facilitator could understand and adapt.

A useful first application

This one-day introduction develops activity selection and facilitation through short practice rounds. Participants build adaptable activity drafts; complex group conflict, therapeutic exercises and specialist accessibility advice fall beyond the workshop's scope.

THE FRAMEWORK / WORKSHOP FOCUS

Purposeful Activities: workshop working model

This workshop working model connects purpose, participation, briefing, facilitation, debriefing and transfer. It helps participants select and adapt short activities according to the group's needs and the work a session must accomplish.

A PRACTICAL LEARNING AID FOR THIS TASTER

01 Purpose

What should this activity help the group do next?

02 Participation

Can everyone take part meaningfully without unwanted disclosure or pressure?

03 Briefing

What must participants understand before the activity can begin smoothly?

04 Facilitation

How will we observe energy, timing and participation while it runs?

05 Debriefing

Which questions connect the experience with the intended learning purpose?

06 Transfer

How can this activity be adapted for another real setting?

This workshop working model is a practical learning aid for structuring the day's exercises. Its six questions help participants examine choices, rehearse an approach and prepare materials for discussion and adaptation in their own organisation.

LEARN BY DOING

Explore. Challenge. Make the ideas useful.

Short explanations lead into lively exercises, paired discussion and small-group challenges. Participants test ideas, share experience and build a draft together. The tone is engaging and enjoyable, with time to reflect and connect learning to real work.

01 Experience and decode

Participants try a paired introduction, a silent sorting task and a content-linked energiser. Small groups identify each purpose, participation demands and the facilitator choices that shaped their experience.

02 Constraint card redesign

Teams receive an activity plus constraints involving limited space, remote attendance or mixed language confidence. They redesign the format and explain how each person can contribute meaningfully.

03 Brief it in sixty seconds

Participants deliver an activity briefing to a small group, which follows the instructions literally. Observers identify ambiguities, then the facilitator revises and repeats the opening for clearer understanding.

04 Facilitate, debrief, transfer

Each participant runs a short adapted activity and debriefs its learning link. Peers provide structured feedback on participation, pacing and clarity before the activity card is revised.

DIAGNOSE BEFORE YOU ACT

Evidence > shared feedback > agreed priorities

Use selected diagnostic prompts to distinguish known facts from assumptions. Discuss the findings and agree their meaning before proposing a solution. Feedback is part of diagnosis, not an afterthought.

ONE CASE, DEVELOPED THROUGH THE DAY

A facilitator opens a mixed-language induction with a fast physical game that requires personal disclosure. Several participants watch silently, a remote colleague cannot join, and the activity overruns. The next session needs cooperation on a service challenge, but the group has learned little about working together.

Groups replace the opening with a purposeful, accessible activity, write a concise briefing and debrief, then test how it would include remote colleagues and participants with different language confidence.

THE FACILITATOR WILL

- Invite different perspectives.**
- Make assumptions visible.**
- Welcome constructive debate.**
- Capture practical learning.**



SAMPLE WORKSHOP AGENDA

A working day, with room to think.

09:00-16:30 | Six hours of facilitated learning, plus lunch and breaks. The agenda, emphasis and timings are always agreed with the client, including local scheduling needs.

09:00-09:20	Experience three purposeful openings Try contrasting short formats, notice how they affect participation and identify what each could contribute to a real session.
09:20-10:15	Match purpose and group needs Explore the working model and select an activity purpose, considering group size, language, accessibility and the boundaries of participation.
10:15-10:30	Break
10:30-11:30	Adapt under realistic constraints Redesign an activity for a constrained setting, compare alternatives and explain how the revised format supports meaningful participation for everyone.
11:30-12:30	Make the instructions work Practise concise briefings, check understanding and use literal participant feedback to identify ambiguity before refining the activity's opening instructions.
12:30-13:30	Lunch
13:30-14:30	Facilitate and observe Run short activity rounds, monitor pacing and participation, and practise adjusting the format without losing the session's intended purpose.
14:30-14:45	Break
14:45-15:30	Debrief with a learning connection Draft and test focused debrief questions that link experience to the next task while respecting participants' choice about personal disclosure.
15:30-16:10	Build and test the activity card Complete a reusable activity card, exchange it with another facilitator and improve unclear instructions or missing alternatives after the trial.
16:10-16:30	Plan a first workplace use Choose an upcoming meeting or learning session, confirm the activity's purpose and identify what feedback will help refine it.

Choose a clear purpose, include the group and connect a short activity with the work ahead.

FROM THE SESSION TO YOUR DESK

Useful models. Practical working records.

The day combines reference materials with drafts developed in the exercises. Each has a clear use beyond the workshop; the work reflects the evidence and perspectives available in the room.

01 Purpose and selection guide

A comparison of introductory, connecting and energising formats, with prompts for matching the activity to the session purpose, group needs and available time.

Use it when choosing an opening or transition for a session.

02 Participation design checklist

A practical checklist covering language, physical demands, remote access, personal boundaries and participation choices, with adaptations explored during the workshop's constrained design exercise.

Use it to check whether an activity includes the whole group.

03 Clear briefing structure

A worked briefing sequence covering purpose, task, time, materials and output, with prompts for checking understanding and explaining alternatives before participants begin the activity.

Use it when preparing concise instructions for a group exercise.

04 Adapted activity cards

Draft activity cards produced in practice, recording instructions, timing, materials and alternatives, with peer feedback identifying conditions that should be checked before another facilitator uses them.

Use them as starting points for designing your own session activities.

05 Debrief question bank

A small set of questions developed from the workshop activities, connecting observations and learning with the session purpose while respecting personal boundaries and participation choices.

Use it to prepare a focused discussion after an activity.

06 Facilitator feedback record

A record of observed briefing, inclusion, pacing and debriefing behaviours from practice, with one development priority and evidence to gather during the next workplace application.

Use it to review your facilitation after a short activity.

CONTINUE EXPLORING

Continue with the models, diagnostic manuals and development resources on the HR Delivery website. Workshop exercises provide a first application; a full organisational diagnostic or implementation assignment can be agreed separately.

[Open the framework >](#)

[Explore diagnostic resources >](#)



MAKE THE LEARNING COUNT

A better conversation. A practical next step.

Use one adapted activity in an agreed meeting or learning session. Explain its purpose, offer suitable participation choices and gather brief feedback on instructions and usefulness, then revise the activity card before repeating it with another group.

YOUR FIRST 30 DAYS

01

Days 1-7

Choose the right occasion

Identify an upcoming session with its organiser and agree what the short activity should achieve. Check participant needs, available space or technology and whether the proposed format fits the setting.

02

Days 8-21

Run and observe

Brief and facilitate the adapted activity, keeping the time and participation choices clear. Ask a colleague to observe one development priority and gather concise feedback from participants about its usefulness.

03

Days 22-30

Refine the activity card

Compare participant feedback with your observations and revise the instructions, alternatives or debrief. Record where the activity works well and what needs checking before using it with a different group.

Follow-through is participant-led. Additional facilitation, a full diagnostic or specialist support can be agreed separately.

AVAILABLE IN-HOUSE

Shaped around your organisation

The client confirms the group size, setting and relevant participation needs. Participants bring an upcoming meeting or learning objective and one activity they have used or observed; comfortable participation choices are agreed before practice begins.

PLAN YOUR IN-HOUSE WORKSHOP

Talk to Dr Phillip Welsh

drphillip@hr.delivery

+974 7226 1481

Discuss your workshop



www.hr.delivery