



BREAK THE ICE

Instructions for the Caller/Judge

When a player lands on a **C!** space on the printed board, the Judge should read the next available Challenge aloud to the student whose turn it is. (Simply read down the list on page 2.)

Race your ship through the frozen waters by successfully ****breaking the ice**** with conversation!

	2	3	4	5	6	C!	8	9	10
C!	12	13	C!	15	16	17	18	19	20
C!	C!	23	24	25	26	27	C!	29	30
31	32	C!	34	C!	36	37	38	39	40
41	C!	43	C!	45	46	47	48	C!	50
51	52	53	54	C!	C!	57	58	59	60
61	62	C!	64	65	C!	67	68	69	C!
71	72	73	74	75	76	C!	78	79	80
81	82	83	C!	85	86	87	C!	89	90
C!	92	93	94	95	96	97	C!	C!	FINISH

1. Movement Rule: Conditional on Success

The movement system is designed to reward successful language use and critical thinking.

Challenge Level	Reward for PASSING	Penalty for FAILING
Level 1 (Easy)	Move 1 Space	Stay on the current tile (no movement)
Level 2 (Medium)	Move 2 Spaces	Stay on the current tile (no movement)
Level 3 (Hard)	Move 3 Spaces	Stay on the current tile (no movement)

Level 1: Easy Challenges (Move 1 Space)

1. Define the term 'icebreaker' in one simple sentence.
2. Ask a question to find out another player's favorite childhood toy.
3. Use an adjective to describe the feeling *before* the ice is successfully broken.
4. Complete the phrase: 'A good way to break the ice with a new neighbor is to...'
5. Spell out the word 'AWKWARDNESS' backwards.
6. Ask another player a question about their opinion on a popular social media app.
7. Give a one-word synonym for 'tension.'
8. Describe a time a joke failed to break the ice. (Max 2 sentences).

Level 2: Medium Challenges (Move 2 Spaces)

9. Role-Play: You are meeting your friend's parents for the first time. Ask a polite question to start a conversation.
10. Use the phrase 'clear the air' in a sentence and explain how it is different from 'break the ice.'
11. Explain what non-verbal communication means, and give an example of how it can help break the ice.
12. Role-Play: You are stuck in a broken elevator with a stranger. Say something to politely ease the shared worry.
13. Ask a 'Would You Rather' question (e.g., Would you rather fly or be invisible?) to the group.
14. Use the word 'hesitation' correctly in a sentence about a social interaction.
15. Explain how 'break the ice' relates to the *literal* meaning of a ship clearing ice (the historical origin).
16. Give three different synonyms for the word 'stranger.'

Level 3: Hard Challenges (Move 3 Spaces)

17. Use the idiom 'break the ice' and the phrasal verb 'get across' in the same, complex sentence.
18. You are giving a presentation to a new class. Use a rhetorical question to open your speech and break the initial nervousness.
19. Role-Play: Write a quick 4-line poem or rhyme about a ship breaking through ice. (Creative use of language).
20. Explain why a question about politics or religion is generally considered a bad icebreaker. (Requires social/cultural reasoning).
21. Formulate a question that uses the second conditional (If I were you, I would...) to break the ice with a college professor.
22. Define 'social anxiety' and explain how a successful icebreaker can temporarily relieve it. (Advanced terminology).

Teacher's Key

Arctic Icebreaker Challenge

This document provides the successful pass criteria for all 22 Challenges. Use this key to quickly and accurately judge student responses during the game, especially in large classes or low-tech environments.

Level 1: Easy Challenges (Move 1 Space)

Challenge	Goal / Successful Pass Criteria
1. Define the term 'icebreaker' in one simple sentence.	Student defines it as something (an activity, question, or comment) used to start a conversation or ease tension in a group.
2. Ask a question to find out another player's favorite childhood toy.	Student uses correct question formation and vocabulary (e.g., "What was your favorite toy when you were a child?").
3. Use an adjective to describe the feeling <i>before</i> the ice is successfully broken.	Student uses an appropriate negative adjective (e.g., awkward, tense, silent, stiff, uneasy, nervous).
4. Complete the phrase: 'A good way to break the ice with a new neighbor is to...'	Student provides a relevant, low-stakes action (e.g., "offer them cookies," "introduce yourself," "ask for help with a small task").
5. Spell out the word 'AWKWARDNESS' backwards.	Student correctly spells S-S-E-N-D-R-A-W-K-W-A (A fun vocabulary test).
6. Ask another player a question about their opinion on a popular social media app.	Student uses opinion-seeking language (e.g., "Do you think X app is good/safe?") and clear question structure.
7. Give a one-word synonym for 'tension.'	Student provides an appropriate synonym (e.g., stress, strain, anxiety, pressure).
8. Describe a time a joke failed to break the ice. (Max 2 sentences).	Student describes a specific, brief social scenario and why the joke did not work.

Level 2: Medium Challenges (Move 2 Spaces)

Challenge	Goal / Successful Pass Criteria
9. Role-Play: You are meeting your friend's parents for the first time. Ask a polite question to start a conversation.	Student uses appropriate formal/polite language (e.g., "It's lovely to meet you, I hope your journey was smooth").
10. Use the phrase 'clear the air' in a sentence and explain how it is different from 'break the ice.'	Clear the air must be used in context of resolving an <i>existing conflict</i> . Break the ice is used to <i>start</i> communication.
11. Explain what non-verbal communication means, and give an example of how it can help break the ice.	Student defines it (communication without words, e.g., body language, gestures) and gives a relevant example (e.g., smiling, making eye contact, a friendly wave).
12. Role-Play: You are stuck in a broken elevator with a stranger. Say something to politely ease the shared worry.	Student uses reassuring or casual language appropriate for a crisis (e.g., "Well, at least we have good lighting," or "I hope the repair person is fast!").
13. Ask a 'Would You Rather' question... to the group.	Student creates a new, fun "Would You Rather" question using the correct conditional structure.
14. Use the word 'hesitation' correctly in a sentence about a social interaction.	Student demonstrates the meaning of pausing or reluctance (e.g., "There was a long hesitation before I finally decided to introduce myself").
15. Explain how 'break the ice' relates to the <i>literal</i> meaning of a ship clearing ice (the historical origin).	Student explains that just as a ship physically clears a path for others, an icebreaker comment clears a social path for conversation.
16. Give three different synonyms for the word 'stranger.'	Student provides three distinct synonyms (e.g., newcomer, unknown person, outsider, unfamiliar face).

Level 3: Hard Challenges (Move 3 Spaces)

Challenge	Goal / Successful Pass Criteria
17. Use the idiom 'break the ice' and the phrasal verb 'get across' in the same, complex sentence.	Sentence must be grammatically correct and combine the two ideas meaningfully (e.g., "I hoped my funny anecdote would break the ice and get across my friendly personality.")
18. You are giving a presentation to a new class. Use a rhetorical question to open your speech and break the initial nervousness.	Student uses a question that does not require a direct answer, designed to make the audience think or smile (e.g., "How many of you wished you were still asleep this morning?").
19. Role-Play: Write a quick 4-line poem or rhyme about a ship breaking through ice. (Creative use of language).	Student must produce a 4-line sequence with some form of meter or rhyme, using descriptive language (e.g., The Arctic wind did fiercely blow, / Our heavy hull cut through the snow, / The frozen silence cracked and bent, / A path to freedom it was sent.)
20. Explain why a question about politics or religion is generally considered a bad icebreaker. (Requires social/cultural reasoning).	Student explains that these topics are often controversial, personal, and can lead to conflict or discomfort, which defeats the purpose of an icebreaker.
21. Formulate a question that uses the second conditional (If I were you, I would...) to break the ice with a college professor.	Student correctly uses the structure <i>If I were to X, would you Y?</i> or a similar polite conditional form (e.g., "If you weren't teaching, what hobby would you pursue? ").
22. Define 'social anxiety' and explain how a successful icebreaker can temporarily relieve it. (Advanced terminology).	Student defines social anxiety (fear of social situations/judgment) and explains that an icebreaker provides a safe, structured interaction, validating the person's presence and temporarily reducing the perceived threat.