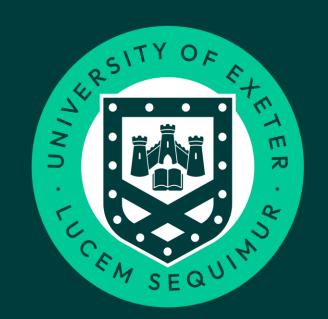
# Breaking the Ice to Build Inclusion: Creating Inclusive Icebreakers

By the Learning Design Team at the University of Exeter



### Tips for making icebreaker activities inclusive

Without some consideration regarding its design, your ice breaker can end up being more of a barrier to learning than a benefit. The potential barriers will be different for each student.

Universal Design for Learning (UDL) can help you anticipate and address those barriers by designing flexible activities and learning environments that can be adjusted for each student's needs.

### Multiple Means of Engagement

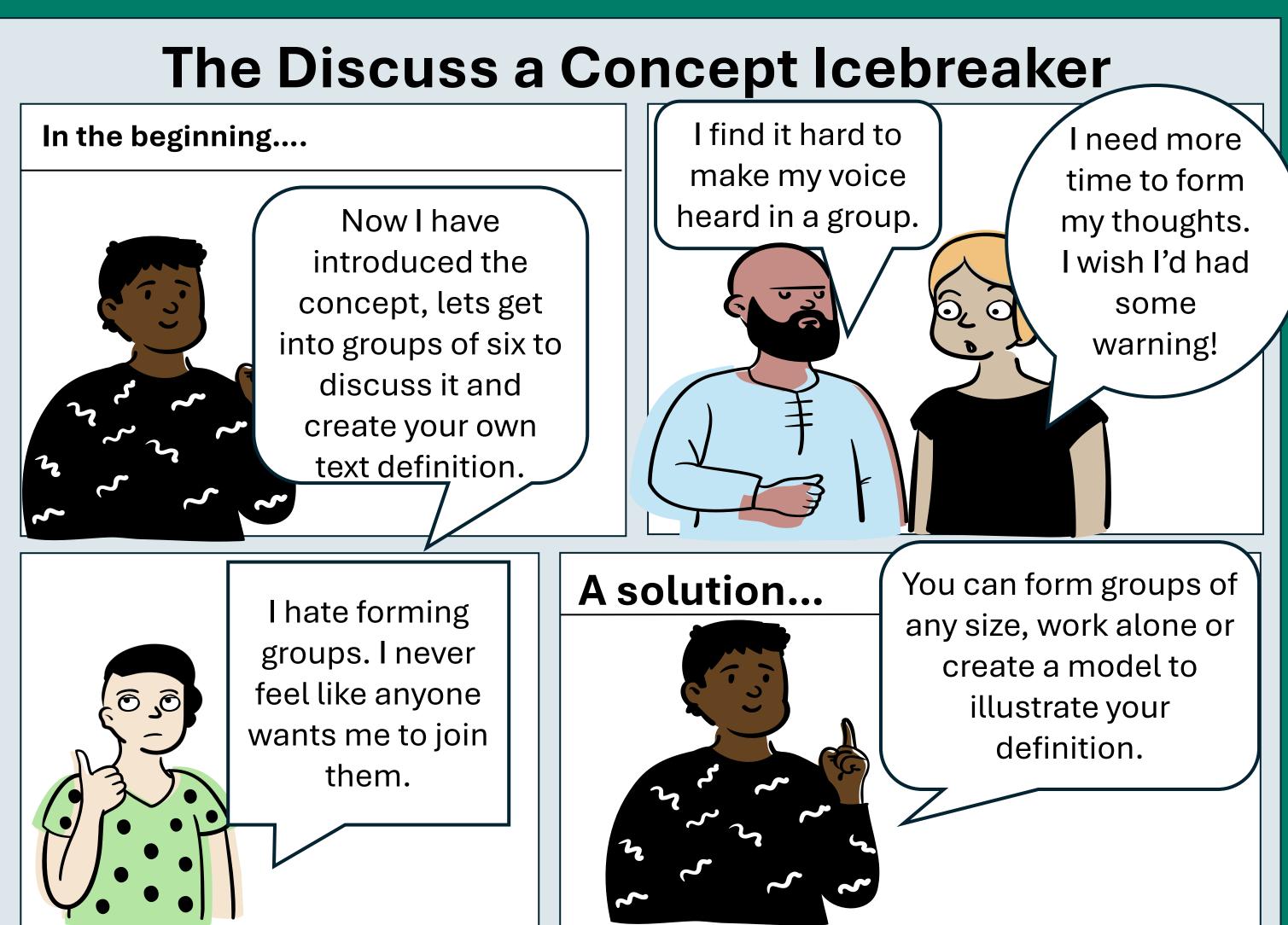
- Offering options for individual choice and autonomy.
- Provide relevance, value and authenticity.
- Minimise threats and distractions.
- Use topics for ice breakers that are likely to be of interest to a broad range of students.
- Foster a supportive, non-judgemental environment.

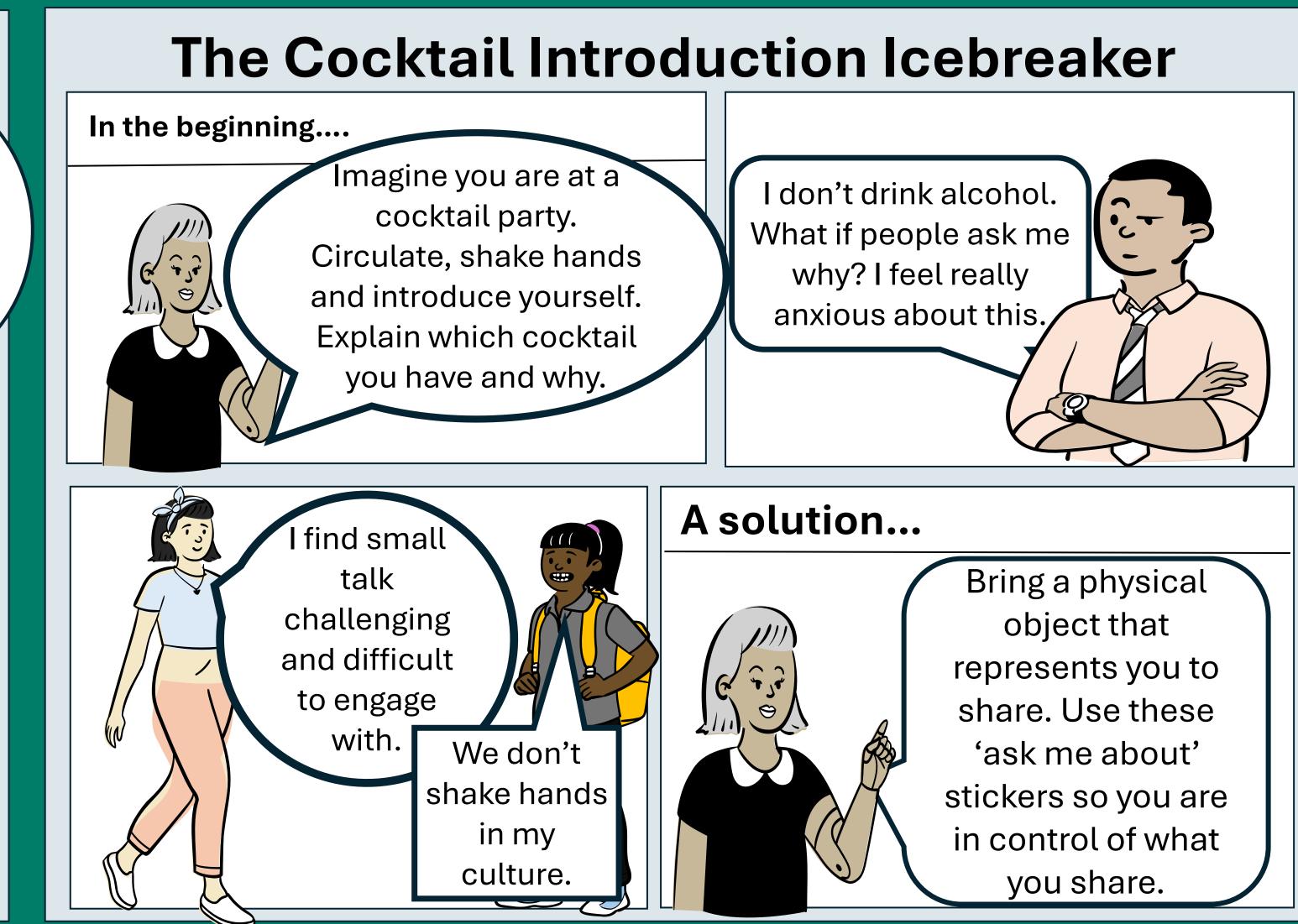
## Multiple Means of Representation

- Present information in multiple ways.
- Ensure instructions are clear and understandable.
- Model the process before asking students to do it.
- Use open examples that are not based on a particular culture or assumption of knowledge.

### Multiple Means of Action and Expression

- Allow flexibility in how students respond and engage with the ice breaker
- Provide tools and support to help students express themselves
- Provide opportunities for students to reflect on the activity and provide feedback



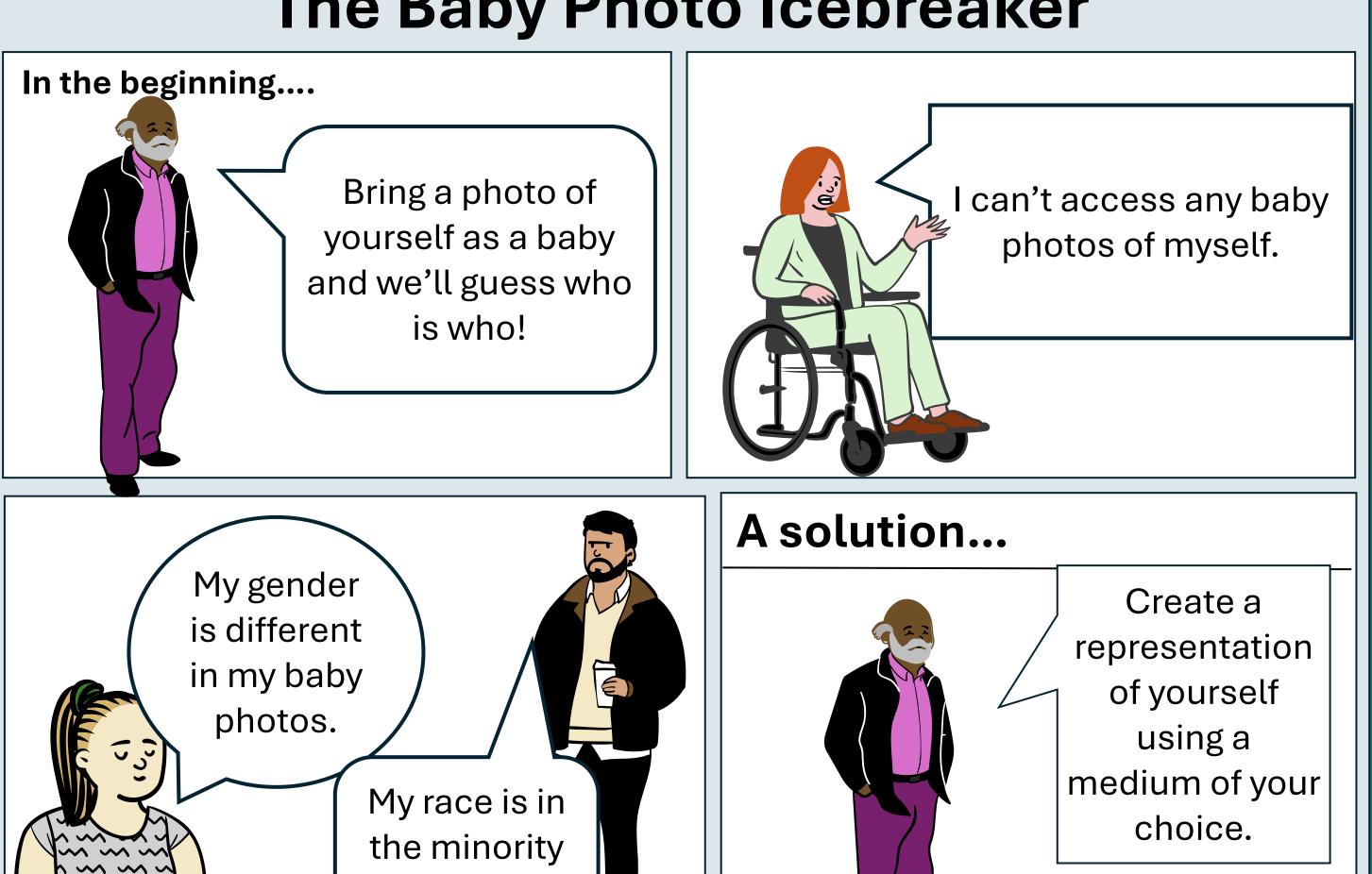


#### Neurodivergence and inclusivity

Non-inclusive and inaccessible icebreakers can result in feelings of stress, anxiety, being scared, isolated, othered, unheard or unseen. This can then permeate the rest of the session and emotions within the group, resulting in individuals feeling unable to contribute and othered within the team.

Accessible and inclusive ice breakers will not only benefit those in the neurodivergent community but will have benefits for all. An accessible and inclusive culture is one in which everyone feels that they belong, through feeling safe in being themselves, and that their contribution matters.





For any enquiries, please contact the Learning Design team at the University of Exeter Learningdesign@exeter.ac.uk

in this group.

I feel othered.

### Resources

For more information on Universal Design for Learning Principles please scan the QR code below:



To access and contribute to a growing Padlet resource on inclusive icebreakers please scan the QR code below:



For a text-only version of this poster, please scan the QR code below or email learningdesign@exeter.ac.uk.

