Anxiety & Icebreakers

Sara Jurkiewicz
Bowling Green State University - Main Campus, sararj@bgsu.edu

Follow this and additional works at: https://scholarworks.bgsu.edu/honorsprojects

Part of the Educational Psychology Commons, Higher Education Commons, Leadership Studies Commons, and the Psychology Commons

Repository Citation
https://scholarworks.bgsu.edu/honorsprojects/812

This work is brought to you for free and open access by the Honors College at ScholarWorks@BGSU. It has been accepted for inclusion in Honors Projects by an authorized administrator of ScholarWorks@BGSU.
Anxiety & Icebreakers

Sara Jurkiewicz
Bowling Greek State University
HNRS 4990: Honors Project
Advisors: Mr. Mike Schulz & Dr. Angela Falter Thomas
Abstract

Icebreakers are a common activity conducted at colleges and universities at various times during a student’s career. They may be performed at orientations, class meetings, in student organizations, and even in jobs. Anxiety can arise from participants in icebreakers for various reasons and as anxiety is a health concern, it is important to consider the impact icebreakers can have on students. Anxiety is related to shyness and sociability of a person as these traits can impact how a person participates in life.

Keywords: icebreakers, anxiety, shyness, sociability
Introduction

This project is an expansion of a project conducted in GSW (WRIT) 1120H in Spring of 2019 on the topic of Anxiety & Icebreakers. The project was initially based on personal experience and the desire to learn if the experience was unique. As a student, I have participated in many icebreakers in college and before, and I have even facilitated them from time to time. I frequently felt anxious and struggled during these activities and I wanted to see how my peers felt during icebreakers.

When I started at Bowling Green State University in Fall of 2018, one of the first things I did was meet up with the other residents in my hallway under the guidance of my Opening Weekend Group Leader. We did many activities together, such as icebreakers, which I loathed. I have always disliked talking to people I did not know, especially sharing something personal as some of the activities require. Even before I start talking, I rehearsed what I was going to say in my head to make sure it sounded right. The closer it was to it being my turn, the more I would make sure I had my answer memorized. The closer it was to my turn the warmer I would get, the more butterflies in my stomach I would feel. Once it was my turn, the butterflies flew faster; I could feel the pit in my stomach. I could feel my cheeks going red and my body warming even more. I would then worry that the others could tell I was nervous and make fun of me either in their mind or in whispers to the people around them. Even after my turn was over, I was still warm and could still feel the butterflies. I stayed slightly anxious for the rest of the activity, and even some time after.

To determine if my experience was unique or if other college students felt the same, I created a survey\(^1\). Upon further research into anxiety, icebreakers, public speaking, and more, the

---

\(^1\) See Appendix A: Survey Questions
survey was edited. For this project, it was designed to help answer the following questions about Anxiety & Icebreakers:

1. How common are anxious reactions in general versus during icebreakers? Do icebreakers cause more anxious reactions than daily life?
2. What is the relationship between shyness, sociability, and anxious feelings? How does this relationship change when in context of icebreakers?
3. How can teachers, facilitators, and student engagement leaders better support their students to reduce anxious feeling that may arise during the icebreaker activity?

**Literature Review**

I have found that I am not the only college student that dislikes icebreakers. A University of Miami (OH) student called icebreakers “ancient rituals designed to torture students” and “the most stressful moment of every semester” (“ABOISH ICEbreakers,” 2018). The student talks about how icebreakers in college are pointless as class sizes are large and there is not a purpose for professors to know students or for students to know all their peers. A student at the University of California, Berkeley, says that icebreakers “create an unnecessary burden of anxiety” and do not always fulfill their purpose of getting people to know each other (Straus, 2015). In my situation, the icebreakers occurred during opening weekend, but were also present as my orientation to college. Icebreakers also can occur at the beginning of a semester as a way to help students get to know each other as discussed by the other university students. In college students, anxiety and anxious feelings are more common during icebreakers than in general, as there was about 76% of students with anxiety during icebreakers and only 34.5% in general (Jurkiewicz, 2020, p. 3). This is significant as the percentage more than doubles.
Bart Dahmer is an HR professional that has personal and professional experience with icebreakers. Even though Dahmer gives trainings and uses icebreakers, there was still anxiety while Dahmer was participating. Dahmer gives a few suggestions on how to better use icebreakers. Dahmer asks the facilitators to consider a few questions, such as if the icebreaker could build barriers, if there is a way to fail and if it fits with all learning styles (Dahmer, 1992).

In the orientation programming at a college in Australia, icebreakers are included as an activity. The activity was talking with other new students about a listed topic and recording the answer (Gill et al, 2011). Based on the results from the evaluation, the students felt more comfortable with each other and staff after the conclusion of the activity. However, there were still students that found the orientation as a while as not worthwhile and there is not a mention of how the students felt immediately before or during the icebreaker.

Icebreakers can come in many forms and styles. One such example is an activity to learn and remember names of peers. The activity is for each person to go around and say their name with some descriptor attached, such as a superpower or first-letter matching adjective, and then going around the group repeating the names with additions such as a small throwable items to specify individuals (Icebreaker Lesson, 2015). This activity can be anxiety inducing for multiple reasons. One reason is first identifying an addition to your own name. Then, having to remember not only names of others but their descriptor as well. With the large group element, there would be numerous names to memorize. The physical aspect of throwing small items and adding even more can cause more anxiety as it is another element to focus upon and there is potential for embarrassment if the item is dropped, or the names are forgotten. Other examples of icebreakers are solving a mystery, building a structure from simple items, finding commonalities within a group, or improv games (Bell, 2021). Though these activities can be a good way for peers to get
to know each other, the added elements can create anxiety. The getting-to-know you could have been done through a survey or a simple conversation.

The symptoms described in the personal situation correlate with the symptoms of social anxiety disorder as defined by the Anxiety and Depression Association of America, which include, “intense anxiety or fear of being judged, negatively evaluated, or rejected in a social or performance situation…worry[ing] about acting or appearing visibly anxious… being viewed as stupid, awkward, or boring” (Social Anxiety Disorder). The symptoms listed and discussed also compare with the symptoms for generalized anxiety disorder (Symptoms). However, having similar symptoms does not necessarily entail a diagnosis. Social anxiety has been a considered a disorder since 1980 due to its inclusion in the DSM-III, so it is relatively new and does not have as much research as other conditions. This disorder has been researched for its relation to blushing, a common symptom of anxiety, and the age of onset of said anxiety and various inhibitions, including shyness and self-esteem (Pelissolo, A., & Moukheiber, A., 2016). Shyness and anxiety are related in some fashion, so looking at anxiety and shyness in relation to icebreakers can further develop that relationship.

There are many reasons for the anxious feelings when sharing or talking about oneself to another person or a group. Varying theories claim it could be due to physiology, thoughts, situations, or skills (Tsaousides, 2017). Some individuals tend to have a higher disposition for anxiety and general, while others think about speaking and build it up in their mind to a point of anxiety. Certain speakers have lower stakes depending on the audience and environment, and others have more practice speaking and sharing. These theories propose that anxiety can be a game of chance with factors outside the speakers’ control, while also proposing that other factors can be practiced and improved upon to decrease the possible level of anxiety for future use.
Another possibility or even a connected possibility concerning anxious feelings could be the level of shyness and/or the level of sociability. Based on research from Poole (2017), there appears to be some connection between shyness, sociability, and social anxiety disorder. Shyness is not the same as social anxiety disorder, but it could be a symptoms or factor to the disorder. Shyness is defined by Cheek and Buss as “one’s reaction to being with strangers or casual acquaintances: tension, concern, feelings of awkwardness and discomfort” (Cheek and Buss, 1981, 330). From the same source, sociability is defined as “a tendency to affiliate with others and to prefer being with others to remaining alone” (330). These two words, while related do not mean the same; for example, it is possible to be shy and social without the two conflicting.

There are some solutions from literature that can be applied to icebreakers. Accommodations can be made to help with anxiety in a classroom setting based upon 4 areas: cognitive, socioemotional, behavioral, and physiological (Killu 2016). Each person feels anxiety in different ways and anxiety has different causes for each individual, so there are various ways to help limit that anxiety. For students that do not have English as a primary language, language anxiety is another level of anxiety that could arise. One of the strategies to combat language anxiety is to productive self-talk, which is speaking to yourself in a positive manner about the situation (Young, 1991). This strategy could also apply outside of language anxiety.

Methodology

The project survey was adapted from the survey of the previous iteration of the project (Jurkiewicz, 2020). Additional questions were included based on new literature and the goal of finding solutions and considerations for facilitators of icebreakers in three areas: instructors, such as teachers and professors; peer leaders, such as student organization leaders or orientation leaders; and for supervisors and staff that work in a team setting. The questions for shyness and
sociability were adapted from a similar survey from Jonathan M. Cheek and Arnold H. Buss from the University of Texas at Austin. These two words, while related do not mean the same; for example, it is possible to be shy and social without the two conflicting. The questions for Anxiety and Anxiety During Icebreakers were based on symptoms of general anxiety, symptoms of social anxiety disorder, and from personal experience with anxious feelings. The topic related questions were created to provide more insight into the respondent about how they view themselves before answering the shy, social, anxiety, and anxiety during icebreakers questions. The final questions are open ended to allow to respondent to critically think about how they interact with icebreakers wither based on facilitators, the pandemic and virtual learning, or their various identities.

While the results of the new survey are not included in this project, how it works is still important as it can be used by the three groups listed to better understand the group that will facilitate for. The results of the survey are recorded on a spreadsheet as most of the questions require a numerical response. Based on the numerical results of each section, an identity will be given to each respondent. For the Shyness section, if the average of the results is 3 or more, then they are given “Shy” and if it is less than 3, “Not Shy.” Similarly, for the Sociability section, an average of 3 or higher is given “Social” and less than 3, “Not Social.” For the Anxiety and Anxiety during Icebreakers, the average is taken, and with average of 3 or greater, the respondents are given “Yes” and for less than three, “No.” These answers will then be combined to see how many of each variation of Shy and Social were labeled as “Yes” for Anxiety and Anxiety during Icebreakers. The results here could show if an increase in anxiety was related to the type of the shy and social combination or if the increase was across the board.
In addition to the survey, three informational posters were created based upon the results from Jurkiewicz, ideas from the literature, and personal ideas that have been used. The three posters are for the three groups: instructors\textsuperscript{2}, peer leaders\textsuperscript{3}, and supervisors and staff\textsuperscript{4}. Each poster has the following sections: “Purpose,” “Suggestions,” “Success? Failure?” “General Considerations & Tips,” “Activity to Try,” and “Resources to provide.” In the “Purpose” sections, there are three to four questions, depending on the group, for the facilitators to consider when choosing to do an icebreaker and which icebreaker specifically. In the “Suggestions” sections, there are recommendations in response to the questions in the “Purpose” section. The “Success? Failure?” sections provide five thought questions about what it means to have a successful or failed icebreaker. These questions are identical among the group with a minor word change from “students” to “supervisee/coworkers” to reflect the different type of environment. This is similar to the “General Considerations & Tips” sections where the notes are the same with a word change. An activity specific to each group is provided in the “Activity to Try” section along with a few benefits of the activity in relation to reducing anxiety and maintaining purpose. Finally, as anxiety can be a difficult topic and a very real experience for individuals, resources at Bowling Green State University are listed in the “Resources to provide” section with the phone numbers and campus address. These resources can be given out by facilities or used by the facilitators themselves.

**Results**

The information sheets are provided for three different audiences as they each interact with students in different way. Instructors teach, grade, and mentor students in various courses

\textsuperscript{2} See Appendix B: How to Support (For Instructors)
\textsuperscript{3} See Appendix C: How to Support (For peer leaders)
\textsuperscript{4} Appendix D: How to Support (For supervisors & staff)
and subjects. When instructors give icebreakers, it is often with the goal of helping students in the class get to know their instructor and their peers, the people they will study with or have more classes with later in their college career. Additionally, the instructor can learn more about students. In the classroom environment, the main priority should be the course material. For larger classes that have much to cover, time is precious, so conducting an icebreaker in class may delay learning. An option for instructors is to create a discussion on Canvas (or other online educational platform) for students to introduce themselves. There are more benefits that saving class time for this activity. With an online forum, students will feel less pressure to think on the spot for an answer and do not have to speak in front of an audience, allowing for more time to create a sufficient answer the student does not feel worried about sharing. A discussion board that is not part of the grade allows for students to choose how much to invest in the class and gives autonomy on how much to share.

Peer leaders are in a unique position where they are on the same level as the students they facilitate icebreakers, as peer leaders are also students. In orientation and similar groups, peer leaders are there to guide students to success in the first moments at college and as such want to help build relationships between the students. For peer leaders in student organizations, they guide the organization for a time and work to grow it both by strengthening the bonds between members and finding new members to join. In any case, peer leader groups have a purpose to strengthen the relationship in the group. An activity that would work for this audience would be to have the group, including the peer leader, pair up or group in threes to share introductions. For orientation groups, students can also include why they chose the college or program of study. In organization groups, students can state why they chose to join the organization. With smaller groups, there is less information to take in, making it easier to remember who said what and
build stronger connections. There is also a smaller audience to help reduce anxiety related to speaking to large audiences. The incorporation of the “why” portion of the introduction maintains the specific connection to the group, so the activity feels like it was done for a reason and not just for the sake of doing an activity.

Students are often employees and part of staffs in many offices on a campus. The supervisor-supervisee relationship and the staff member to staff member relationship are a combination of the previous two while also having a different dimension. Supervisors also mentor students but may have a more direct role in a student’s work as the work done by the student impacts more than themselves. Students complete work for the office which often impact the larger campus community. The relationships between student coworkers are even student and nonstudent coworkers are similar to peer leaders, however, coworkers do not necessarily need to have a personal connection, but a working relationship to ensure tasks are completed. Thus, any icebreaker proposed would need to be related back to the workplace either directly or indirectly. An indirect activity would be to break into small groups, perhaps with the group members being individuals that do not work together as often. Each group could then list as many items as they can think of within a set category, such as fruits or superheroes. Advantages of this activity include smaller groups to reduce speaking anxiety in large groups, it builds teamwork across the whole staff. This activity shows of strengths and the different leadership styles of each member through how they participate in the icebreaker. Additionally, supervisors can see which individuals work well together and should work on project for the office in the future.

Conclusion

Anxiety during icebreakers was more common than anxiety in general. The survey will be a tool for facilitators to use to better understand the participants of their icebreaker or as a
general idea of what a student population feels in relation to icebreakers. With the open-ended questions both before and after the qualitative questions, facilitators can determine what participants enjoy and do not enjoy about these activities and what can be done to better icebreakers in the future.

While icebreakers can be a helpful activity to build teamwork and the cohesiveness of a group, they can be anxiety inducing for many individuals. Anxiety can be a major health concern for participants and as such should be considered when using activities that may cause health concerns. Having anxiety can make it more difficult to perform a task, thus finding ways to alleviate anxiety in students can help them perform better. Icebreakers have a purpose of helping people get to know each other. If someone is more focused on thinking of what they are going to say or processing emotional and physically reactions, they are not fully focused on learning about other people. The icebreaker has then lost its full potential and no longer is helpful in fostering the relationships. Helping students who experience anxiety during icebreakers help the icebreaker function properly.

While it is very difficult to create an activity that works for everyone perfectly, acknowledging that students have anxiety and adapting the icebreakers to reduce it is beneficial. The icebreaker examples offered have adaptations to help with speaking anxiety, preparation of answers, and also connect back to the purpose of the environment, whether it be a classroom, a student group, or an office space.

To distribute the posters to instructors, the Center for Faculty Excellence at BGSU would be the best start as this office works with instructors to provide information on how to best support and teach students. For peer leaders, the Marvin Center for Student Leadership and Civic Engagement and Student Engagement within the Dean of Students would connect the posters to
the orientation and welcome leaders as well as student organization leadership. Supervisors and staff can be connected through Student Employment Services as they work to connect students to on-campus opportunities. This office is the connection to all office on campus that have student workers.
Appendix A: Survey Questions

Topic Related Questions

1. Do you have anxiety, diagnosed or otherwise?
2. Do you consider yourself shy?
3. Do you consider yourself social?
4. Do you like icebreakers?
5. How would you define icebreakers?
6. What is your favorite icebreaker?
7. What is your least favorite icebreaker?

Below are the questions used to evaluate Shyness. Rank each statement with 5 being Strongly Agree and 1 being Strongly Disagree.

1. I am socially somewhat awkward.
2. I find it hard to talk to strangers.
3. I feel tense when I’m with people I don’t know well.
4. When conversing, I worry about saying something dumb.
5. I feel nervous when speaking to someone in authority.
6. I am often uncomfortable at parties and other social functions.
7. I feel inhibited in social situations.
8. I have trouble looking someone in the eyes.
9. I am more shy with members of my preferred gender/sexuality.

Below are the questions for evaluating Sociability. Rank each statement with 5 being Strongly Agree and 1 being Strongly Disagree.

1. I like to be with people.
2. I welcome the opportunity to mix socially with people.

3. I prefer working with others rather than alone.

4. I find people more stimulating than anything else.

5. I would not be happy if I were prevented from making many social contacts.

The following are the questions to evaluate Anxiety. The scale is 1 to 5, rank each situation with 5 being Max Anxiety and 1 being No Anxiety.

1. You talk to someone new.

2. You talk to someone you know.

3. You share surface level information with a group of new people (favorites, hometown, etc.).

4. You share surface level information with a group of new and familiar people.

5. You share surface level information with a group of familiar people.

6. You share under the surface information with a group of new people (family life, struggles, feelings, etc.).

7. You share under the surface information with a group of new and familiar people.

8. You share under the surface information with a group of familiar people.

The following are the questions to evaluate Anxiety during Icebreakers. The scale is 1 to 5, rank each situation with 5 being Strongly Agree and 1 being Strongly Disagree.

1. I practice what I am going to say before I say it.

2. I count how many people are talking before I do.

3. I have physical reactions (Ex: increased heart rate, warming/sweating, shaking).

4. I feel relieved when your turn is over.

5. I play with a hair (tie)/watch/bracelet/etc.
6. I feel self-conscious, embarrassed and/or awkward.
7. I feel like the others will judge your response(s).
8. I have a sense of danger, panic or doom.
9. I try to limit participation in the activity.

Final Questions

1. What would you want facilitators to do better?
2. Has the pandemic and/or virtual-distance learning impacted your experience with icebreakers?
3. Do you think any of your identities add additional anxiety to your experience with icebreakers?
Appendix B: How to Support (For Instructors)

How to Support Students who experience anxiety during icebreakers (For instructors)

75% of students feel anxiety during icebreakers

Success? Failure?
- What does a successful icebreaker look like?
- Is success more important than the potential for mental and/or physical harm to students?
- Is there a way to fail the icebreaker?
- Is there a penalty for not participating?
- Is the icebreaker accessible for all students?

Purpose
- What is the size of the class?
- Will there be group work/collaboration that requires students to know about each other?
- Will the students likely see each other outside of this class (in the future)?
- Is the icebreaker required to pass the class?

Suggestions
- If in large class, break into smaller groups
- Have purpose of icebreaker be related to the course work so that the students do not feel class time has been wasted
- If introduction or common class for multiple majors, students will have other opportunities to socialize with major peers
- Class times are short, so if not needed to advance learning, skip it
- Use paper/virtual icebreakers to reduce speaking anxiety

Activity to Try
Use Canvas discussions for optional student introductions and their interest in the class
- saves class time
- less pressure on students to think on the spot or speak to an audience
- does not impact grade
- gives students choice on how much to put into the class

Resources to provide
BGSU Counseling Center: 419–372–2081, 104 College Park
Accessibility Services: 419–372–8495, 38 College Park
Wellness Connection: 419–372–9355, 214 Student Rec Center
Psychological Services Center: 419–372–2540, 300 Psych Bldg

General Considerations & Tips
- Create an environment of respect for all students so they feel comfortable sharing
- Be an example and participate first at the level desired
- Do not force student participation in icebreakers; individuals will share at their own pace
- Anxiety is real and can impact students in different ways, including how they learn
Appendix C: How to Support (For peer leaders)

<table>
<thead>
<tr>
<th>How to Support</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students who experience anxiety during icebreakers</td>
<td></td>
</tr>
<tr>
<td>(For peer leaders)</td>
<td></td>
</tr>
<tr>
<td>75% of students feel anxiety during icebreakers</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Success? Failure?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What does a successful icebreaker look like?</td>
</tr>
<tr>
<td>- Is success more important than the potential for mental and/or physical harm to students?</td>
</tr>
<tr>
<td>- Is there a way to fail the icebreaker?</td>
</tr>
<tr>
<td>- Is there a penalty for not participating?</td>
</tr>
<tr>
<td>- Is the icebreaker accessible for all students?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggestions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- If in large group, break into smaller groups</td>
</tr>
<tr>
<td>- Have purpose of icebreaker be related to the group ideals so that the students do not feel time has been wasted</td>
</tr>
<tr>
<td>- If a group/organization is for most of college years, relationships will build naturally outside of meeting times</td>
</tr>
<tr>
<td>- If group members will likely not cross paths, then skips the activity</td>
</tr>
<tr>
<td>- Use paper/virtual icebreakers to reduce speaking anxiety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity to Try</th>
</tr>
</thead>
<tbody>
<tr>
<td>In pairs or threes have students share introductions and a reason why they are in the group. For orientation or fall welcome, why BGSU or program. For student groups, why the organization.</td>
</tr>
<tr>
<td>- Less information to take in</td>
</tr>
<tr>
<td>- Smaller audience</td>
</tr>
<tr>
<td>- Can build stronger connections in smaller groups</td>
</tr>
<tr>
<td>- Connection to group purpose/ideals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Considerations &amp; Tips</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Create an environment of respect for all students</td>
</tr>
<tr>
<td>- Be an example and participate first at the level desired</td>
</tr>
<tr>
<td>- Do not force student participation in icebreakers; individuals will share at their own pace</td>
</tr>
<tr>
<td>- Anxiety is real and can impact students in different ways, including how they learn</td>
</tr>
<tr>
<td>- Students will not always make connections in the group, and that’s okay</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources to provide</th>
</tr>
</thead>
<tbody>
<tr>
<td>BGSU Counseling Center: 419-372-2081, 104 College Park</td>
</tr>
<tr>
<td>Accessibility Services: 419-372-8495, 38 College Park</td>
</tr>
<tr>
<td>Wellness Connection: 419-372-9355, 214 Student Rec Center</td>
</tr>
<tr>
<td>Psychological Services Center: 419-372-2540, 300 Psych Bldg</td>
</tr>
</tbody>
</table>
Appendix D: How to Support (For supervisors & staff)

How to Support

Student workers who experience anxiety during icebreakers
(For supervisors & staff)

75% of students feel anxiety during icebreakers

Success? Failure?

-What does a successful icebreaker look like?
-Is success more important than the potential for mental and/or physical harm to supervisees/coworkers?
-Is there a way to fail the icebreaker?
-Is there a penalty for not participating?
-Is the icebreaker accessible for all?

Purpose

-What is the size of the group?
-Will there be group work/collaboration that requires students to know about each other?
-Will the strength of the team depend on personal connections between staff members?

Suggestions

-If in large group, break into smaller groups
-Have purpose of icebreaker be related to the group ideals or task so that the staff does not feel time has been wasted
-Think about areas of strength and areas of growth of team
-Use paper/virtual icebreakers to reduce speaking anxiety

Activity to Try

Create small groups of individuals that may not always work together. Have each group list as many items within a category, such as fruit or superheroes.
- Smaller groups to build relationship in whole team
- Team work and show strengths of each group member
- Supervisors can see who works well together for future projects or tasks
- Learn leadership styles of group members

Resources to provide

BGSU Counseling Center: 419-372-2081, 104 College Park
Accessibility Services: 419-372-8495, 38 College Park
Wellness Connection: 419-372-9355, 214 Student Rec Center
Psychological Services Center: 419-372-2540, 300 Psych Bldg

General Considerations & Tips

- Create an environment of respect for all staff members
- Be an example and participate first at the level desired
- Do not force participation in icebreakers; individuals will share at their own pace
- Anxiety is real and can impact students in different ways, including how they learn
- Staff will not always make connections in the group, and that’s okay
References

https://www.proquest.com/wire-feeds/abolish-icebreakers/docview/2101830809/se-
2?accountid=26417


001.pdf

https://web-p-ebscohost-com.ezproxy.bgsu.edu/ehost/detail/detail?vid=0&sid=ba81541f-
878f-4db9-93dd-
08d8ffaee627%40redis&bdata=JnNpdGU9ZWhvc3QtbGllbnRpbmcu
090517&db=aph


Jurkiewicz, Sara (2020) "Icebreakers and Anxiety," *WRIT: Journal of First-Year Writing*: 3(1)


https://www.proquest.com/wire-feeds/why-we-hate-icebreakers/docview/1718089962/sse-
2?accountid=26417

Symptoms. (n.d.). Retrieved March 8, 2019, from https://adaa.org/understanding-

anxiety/generalized-anxiety-disorder-gad/symptoms


March 3, 2019, from https://www.psychologytoday.com/us/blog/smashing-the-
brainblocks/201711/why-are-we-scared-public-speaking

Young, D.J. (1991), Creating a Low-Anxiety Classroom Environment: What Does Language

Anxiety Research Suggest?. The Modern Language Journal, 75: 426-