Icebreakers

Presented by Jackie Rolly

40 Free Icebreakers..............................................................2

Get Acquainted Bingo ...........................................................8

Frogs that Go Grunt in the Night ...........................................9

Whose Footprints Are in the Florida Sand? .........................14

Tree Bingo ............................................................................18
This collection of Ice Breakers was compiled from various sources. All of these were anonymous or had multiple claims of authorship. Some were created by the staff of Training Games, Inc. In any case, they are all provided free with no claims of authorship.

For Our Customers
Training Games, Inc. has assembled this small list of Ice Breakers as a courtesy to our customers. Our hope is that you will also consider one of our Ice Breaker games available on our site. These are inexpensive and a whole lot of fun to play at your next meeting adding participants names and a level of complexity to create involvement.
Three Questions Game
• Everyone in the group writes down 3 provoking questions they would like to ask others in the group. Not the normal "what’s your name" type questions but something like, "Where is the most interesting place you have ever traveled" or "Name a topic you feel absolutely passionate about".
• Give them time to mingle, and to ask three different people in the group one of their three questions.
• Get back together and have each person stand and give their name. As they say their name, ask the group to tell what they know about this person.

The Pocket/Purse Game
• Everyone selects one (optionally two) items from their pocket or purse that has some personal significance to them. They introduce themselves and do a show and tell for the selected item and why it is important to them.

The Talent Show
• Everyone selects one talent or special gift that they possess and can demonstrate for the group. They introduce themselves, explain what their special talent is, and then perform their special talent for the group.

Toilet Paper Game
• Pass around a roll of toilet paper to the group and ask them to take what they need. No further explanation.
• When done. Tell the group that as they go around the room, each person must tell a fact or something about themselves for each square of TP they took.

Birthday Game
• Have the group stand and line up in a straight line.
• After they are in line, tell them to re-arrange the line so that they are in line by their birthday. January 1 on one end and December 31 at the other end. The catch is that they must do all this without talking or writing anything down.

Map Game
• Hang a large map of the world. Give everyone a pushpin. As they enter, they pin the location of their birth on the map.

Paper Airplane Game
• Everyone makes a paper airplane and writes their name, something they like and dislike on it (You may also want to add additional questions). On cue, everyone throws their airplane around the room. If you find an airplane, pick it and keep throwing it for 1-2 minutes. At the end of that time, everyone must have one paper airplane. This is the person they must find and introduce to the group.

The Shoe Game
• When entering, everyone must take off one shoe and leave it in a pile at the door. They keep the other shoe on. After everyone is in, the host will distribute the shoes to people not wearing the same shoe. When instructed, everyone must find the mix and find the person who belongs to the shoe and get some info about them. They then introduce their new friend to the group.

The Artist Game
• Give everyone a piece of paper and a pencil. In 5 minutes they must draw a picture that conveys who they are with out writing any words or numbers. At the end of 5 minutes the host collects the pictures. Show the pictures to the group one at a time and have them try to guess who drew it. After this allow each of the artists to introduce themselves and explain how their work clearly conveys who they are.
Three in Common Game
• Break the group into 3’s. Their objective is for each group to find 3 things they have in common. But not normal things like age, sex or hair color. It must be three uncommon things. After letting the groups converse for 10 - 15 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

Dream Vacation Game
• Ask participants to introduce themselves and describe details of the ideal, perfect dream vacation.

Polaroid Game
• As participants arrive, take their picture with a Polaroid type camera. Hand out the pictures to the group with each participant getting a picture of another member of the group. Give them 15 minutes to find and talk to the people matching their picture. When the group reassembles, have each member introduce their new picture pal to the group and talk about what they learned about them.

Favorite T-Shirt Game
• Ask attendees to bring (not wear) their favorite T-shirt to the meeting. Once all participants have arrived, ask each person to show the shirt to the group and explain how the T-shirt best resembles their personality.

Famous People/Cities Game
• As each participant arrives, tape a 3 x 5 index card on their back with the name of a famous person or city. They must circulate in the room and ask questions that can ONLY be answered with a YES or NO to identify clues that will help them find out the name of the person or city on their index card. EXAMPLES: Paris, Madonna, Santa Claus, John Wayne, Casablanca

Favorite Animal Game
• As the guests arrive, and before you write their names on a name card, ask them to tell you their favorite animal and three adjectives to describe the animal. As they tell you, write the three adjectives on a name tag BEFORE their name (omit the name of the animal). Ask them to mingle with the crowd, sharing why these adjectives best describe their own personality. EXAMPLES: Loyal, cuddly, playful Dan

Creative Name Tags
• Give everyone 15 minutes to make their own name tag—they can list hobbies, draw a picture, give a self-profile, etc.

Circle of Friends Game
• This is a great greeting and departure for a large group who will be attending a seminar for more than one day together and the chances of meeting everyone in the room is almost impossible. Form two large circles (or simply form two lines side by side), one inside the other and have the people in the inside circle face the people in the outside circle. Ask the circles to take one step in the opposite directions, allowing them to meet each new person as the circle continues to move very slowly. If lines are formed, they simply keep the line moving very slowly, as they introduce themselves.

Marooned Game
• You are marooned on a island. What five (you can use a different number, such as seven, depending upon the size of each team) items would you have brought with you if you knew there was a chance that you might be stranded. Note that they are only allowed five items per team, not per person. You can have them write their items on a flip chart and discuss and defend their choices with the whole group. This activity helps them to learn about other’s values and problem solving styles and promotes teamwork.
The Interview Game

• Break the group into two person teams (have them pick a partner that they know the least about). Have them interview each other for about twenty minutes (You can also prepare questions ahead of time or provide general guidelines for the interview). They need to learn about what each other likes about their job, past jobs, family life, hobbies, favorite sport, etc. After the interviews, reassemble the group and have each team introduce their team member to the group. This exercise helps them to learn about each other.

Story Time Game

• The facilitator starts a story by saying a sentence. It then goes in a circle, each person adding a sentence onto the story-after repeating each sentence that’s already been added.

Ball Toss Game

• This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a semblance of a circle. It does not have to be perfect, but they should all be facing in, looking at each other. Toss a nerf ball or bean bag to a person and have tell what they thought was the most important learning concept was. They then toss the ball to someone and that person explains what they though was the most important concept. Continue the exercise until everyone has caught the ball at least once and explained an important concept of the material just covered.

Positive Reinforcement Cards Game

• Whenever a participant arrives to class on time from breaks, lunch, etc. give them one playing card. You can also hand out cards to people who volunteer for activities, are helpful, answers a difficult question, etc. At the end of the day, play one hand of poker. Give a small prize to the best hand (you can also pick the top two or three hands if you want to give away more prizes). Note that the more cards a person has, the better the chance of winning.

Human Bingo Game

• Before the meeting, make a bingo matrix and at the top of each square put something that someone in the group might have done-for example, voted for Ross Perot, served in the Peace Corps, etc. Everyone gets a copy and is asked to circulate, getting other group members to sign one square that is true of them. The first person to get "bingo" wins the prize (a candy bar or some other small thing).

Out on the Town Game

• If you have a two-day meeting and need a quick warm-up for day two, ask everyone to pantomime something they did the night before. Individuals or groups can act out a movie they went to, describe a meal they ate, or recreate a scene witnessed at a bar….

Lucky Penny Game

• Each person takes a penny or other coin out of their pocket and looks at the date. When it’s their turn, they tell the year that’s on their coin and recall something spectacular that happened that year.

Straw & Paperclip Game

• Give each group a box of straws not flexible straws) and a box of paperclips. Check that the paperclips can fit snuggly into the end of the straws. Give each group a task (you can use the same one for each group if you want) and let them go. Sample tasks: Build the structure as a group. tallest strongest longest most creative most functional etc. Debriefing included describing teamwork and situational leadership skills used as well as how different models are needed to accomplish different tasks.

Four Facts Game

• Each person writes down four facts about themselves, one of which is a lie. Each person takes turns reading their list aloud and the rest of the team writes down the one they think is the lie. When all are done reading the lists aloud, the first person reads their list again and identifies the lie. The team sees how well they did.
A to Z Freeze Game
● Ask participants to recite the alphabet in unison. Let them go on for a while until you yodel “Stop!” At that point, identify the letter they stopped on and ask everyone to share something they are looking forward to at school that begins with that letter. For example, if the letter is “R,” they might say “ravioli in the dining hall” or “rooming with someone cool.” Once everyone has shared, have them recite the alphabet again. Stop them on a different letter and ask participants to share a personality trait they possess that begins with that letter. If the letter is “D” they might say things like “diligence” or “doofiness.” Come up with different questions to ask for each letter and repeat the process.

Reception Line Game
● Divide everyone into 2 groups. Have them stand facing each other. Each person talks to the person across from them until signaled (flash lights). At signal, person at end of one line moves to other end. Consequently everyone has a new person to talk to.

Autograph Sheets Game
● Prepare a sheet listing traits or facts about people with a line for them to sign their name next to the trait if it applies to them (i.e.: someone who wears contacts, someone who has been to Europe, etc.). People then mingle around the room with their sheets seeking to find people who are eligible to sign their sheets. A person can only sign once on any sheet. The process may also be reversed by having people seek out the autograph of people to which they think the category applies (i.e.: someone who looks like they enjoy the outdoors, someone who is from the east, etc.)

Puzzles Game
● Give participants a blank piece of puzzle (cut up a sheet of index card stock). Each person writes on the piece one skill which they contribute to the group. The puzzle is then assembled to show that everyone contributes to the whole.

Human Knot Game
● Divide into groups of 6-10 people. Each group forms a tight circle., standing and facing each other. Everyone extends their hands into the circle and by intermingling their arms, grasps hands with other members of the group. Instruct people to “be sure that the two hands you are holding does not belong to the same person”. The groups’ goal: untie the knot which results. Member of the group physically climb over/ under/ through each other’s arms to untie the knot of bodies. Note: It’s RARE but it is possible for a knot to be unsolvable or end in two separate circles.

Find Someone Game
● Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else’s card. Have that person find the person with their card and introduce themselves.

Get in the News Game
● Divide your group into teams of four or five persons each, and make sure each team has the necessary supplies—scissors, tape, pins, and plenty of old newspaper. You’ll also need a separate room or corner in which each team can work with privacy (and hilarity). Each group selects one person to be the model. After deciding what kind of costume to make, the team goes to work—cutting, crumpling, bunching, rolling, piecing, pinning, tapering. After an appropriate amount of time, call everybody together for a costume show. (And don’t forget to recycle your newspaper when you’re finished!)
Kangaroo Court Game
• Try this if there's an incident that irritates members of your group. Announce that a kangaroo court will be held to properly try and prosecute all guilty parties. After you make the announcement, everyone will begin to view the incident in question with a contagious sense of humor. Name the defendants. Select a lawyer for the defense, as well as a prosecuting attorney. Write up formal charges and submit them to the judge. Appoint a bailiff and court recorder. Screen and swear in your jurors.

Make a Date Game
• Give each participant a paper plate. Have them draw the face of a clock on their plate with a line next to each number (no digits!). Then have participants walk around a find a "date" for each hour, writing their name by the hour. The catch is, no one can make a "date" with more than one person per hour. After everyone has made their dates, speed up time and allow 1-3 minutes for each hour. The facilitator then asks a question for discussion on each date. The pairs will have a chance to get to know one another.

People Knots Game
• Everyone sits on the floor in a circle with legs extended toward the middle. Each person grabs two others' hands and holds them. The hands cannot be those of either person sitting on your sides and also cannot be the two hands of the same person. Now, everyone stands up and untangles each other into a single circle, without letting go of the hands you have.

Quick Change Artist Game
• Pair off into partners facing each other. Each player is to observe his or her partner's appearance. Then the players turn around back-to-back and make two or more changes in their dress, hair accessories, etc. When they face each other again, each partner must identify the changes made by his or her partner. This game can be repeated several times by changing partners and increasing the number of changes made.

The Quiet Game
• The instructor explains that this exercise will take self control. Members pair back to back. On the count of three, everyone must face their partner, look each other in the eyes, and then try to remain solemn and serious. No speaking! The first to smile or laugh must sit down. All who remain standing then take a new partner and the activity continues until only one person has not smiled or laughed. (Second round of playing can involve two teams competing to outlast each other.) If you get a pair at the end who are both keeping a straight face, the rest of the group can act as hecklers to disrupt them.

Sunshine Cards Game
• Everyone writes their name in the center of a piece of paper and draws a sun around their name. Pass your paper around to the person on your right. That person will write something positive about you and they do not have to sign their name. Continue to pass your name around until everyone has written something on all the papers.

Finish the Sentence Game
• Write the start of a question on the board (i.e. My Favorite job was...My Hobby is...) and go around the room with each person finishing the sentence. When the group is finished, post another question and start again.

In Conclusion
• We hope you use and enjoy some of the Icebreaker games listed above. We also invite you to look at the TGI Icebreaker and Team Builder games on our website. In addition you may want to consider purchasing any of the TGI Games listed on our Homepage. Input general trivia questions into the game to play an exciting and fun Quiz Show, Board Game or other TGI offering!
**FMNP Get Acquainted!**
Meet others and find a match. Write at least one name in each square.

<table>
<thead>
<tr>
<th>Has a facebook page</th>
<th>Paddled Shingle Creek</th>
<th>Can tie more than 4 knots</th>
<th>Grows edible plants</th>
<th>Likes to fish</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Born in Florida</strong></td>
<td>Knows 1&lt;sup&gt;st&lt;/sup&gt; Aid and CPR</td>
<td>Traveled to another country</td>
<td><strong>FREE</strong></td>
<td>Bicycles Trails</td>
</tr>
<tr>
<td><strong>Carries a camera always (no cell)</strong></td>
<td>Has grandchildren</td>
<td><strong>FREE</strong></td>
<td>Master Gardener Volunteer</td>
<td><strong>FREE</strong></td>
</tr>
<tr>
<td><strong>Has walked part of the Florida Trail</strong></td>
<td>Took a Florida Master Naturalist Class</td>
<td>Lived in Florida &gt;5 yrs.</td>
<td>Posted a comment on the FMNP blog</td>
<td>Visited the New Osceola Welcome Center</td>
</tr>
<tr>
<td><strong>Is a “History” Nut</strong></td>
<td>Owns a boat, canoe, kayak</td>
<td>Brought own coffee cup</td>
<td>Likes to campout</td>
<td><strong>FREE</strong></td>
</tr>
<tr>
<td><strong>FREE</strong></td>
<td><strong>FREE</strong></td>
<td><strong>FREE</strong></td>
<td><strong>FREE</strong></td>
<td><strong>FREE</strong></td>
</tr>
</tbody>
</table>
Frogs that go grunt in the night

Presented by
Carol Garvin
Mary Shea

Why frogs?
A group of frogs is called an Army or a Chorus when calling.

Frogs were the first vertebrate (animal with a backbone) land animals to develop voices.

Frogs have been around for 250 million years; since the time of dinosaurs. They have survived when other species have become extinct.

Frogs are far-sighted, but have nearly a 360 degree range of vision.

Frogs drink and breathe through their skin.

About frogs
Frogs are a keystone species
Frogs are in decline globally
Frogs are essential to advances in human medicine

Wildlife Watching

Wildlife Watching
Florida Cricket Frog

Scientific name: *(Acris gryllus dorsalis)*

Very small
1 inch

First diagnostic characteristic

V

Scientific name: *(Acris gryllus dorsalis)*

Length 1 inch
First diagnostic characteristic

V

Scientific name: *(Acris gryllus dorsalis)*

Second diagnostic characteristic
Dark stripes

1 2

Scientific name: *(Acris gryllus dorsalis)*

Breeding call
Vocal sac inflated
Tick-tick-tick
**Florida Leopard Frog**

Scientific name: *(Lithobates sphenoecephala sphenoecephala)*

2 to 3 inches

#1 most abundant

Fossil Record
150,000,000 ybp

**Florida Leopard Frog**

Scientific name: *(Lithobates sphenoecephala sphenoecephala)*

Diagnostic:

Dorsolateral folds

Light spot on tympanum

**Florida Leopard Frog**

Scientific name: *(Lithobates sphenoecephala sphenoecephala)*

Second diagnostic characteristic

Light spot on tympanum

**Florida Leopard Frog**

Scientific name: *(Lithobates sphenoecephala sphenoecephala)*

Dual vocal sacs

Ha-ha-ha-ha

**Pig Frog**

Scientific name: *(Lithobates grylio)*

2nd most abundant

6” size

Tympanum
This is a bullfrog

Pig Frog
Scientific name: (Lithobates grylio)

Calls from the water or from vegetation in water
Grunt/snort

Frog Calls

Grunt
Ha ha ha ha
Tick

References

Books:

Web Pages:

Video:

1) Make 5 copies of each frog card on the scan.
2) Fold them in half, frog picture and call inside.
3) Do the presentation as an introduction and demonstrate the calls.
4) Pass out a card to each person
5) Have them call to each other using the calls on the cards and find one another. A great chorus of frogs.....
Frogs from Around the World

Indian Bullfrog

Red-eyed treefrog

Poison dart frog
Who’s Footprints are in the Florida Sand?

A Game to Learn Animal Tracks

By
Michael Barnes
Roger DeBruler Jr.

Look at the tracks!

• What kind of animal?
• How many toes does it have?
  four toes front and back or
  four toes front/five toes back or
  five toes front/four toes back
• Does it have two or four legs?
• Does it have talons or paws?
• Does it have claws or not?

Rules of the Game

• Be friendly and respectful of other players.
• Teams will be made up randomly
• In the first round, each team will have two chances to guess what animal made the track. Correct answer = 1 point.
• If the team does not guess the animal, the other teams will have a chance to steal the point. Use your buzzer.
• In the second round, all teams will complete by pressing their buzzer to get a chance to guess the animal.
• In third round or in case of a tie, each team will make their own animal track in which the other teams will complete for one point.
• If no one can guess the animal, that team will earn two points.

Round One

Are you ready, let’s go!

Round One

Team 1

Round One

Team 2
Flat and long body
Two pair of legs per body segment

Meow, Meow
Bob Cat
Cat

Who, Who
under ground
Round Two
All Teams

Round Three
Make your own track
Must be a real animal!

Acknowledgements

Acknowledgements
• South Carolina Reptiles and Amphibians. www.snakesandfrogs.com/scra/notes/notes0203.htm
• The Indiana Department of Natural Resources Division of Fish & Wildlife and USDA APHIS Wildlife Services. http://www.entm.purdue.edu/wildlife/wild.htm
<table>
<thead>
<tr>
<th>Component</th>
<th>Category</th>
<th>Action</th>
<th>Tree Type</th>
<th>Habitat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaf</td>
<td>Bark</td>
<td>Root</td>
<td>Seed</td>
<td>Flower</td>
</tr>
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<td>Pine Needles</td>
<td>Shelter</td>
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<td>Lake</td>
<td>Nest</td>
<td>Sand Pine Scrub</td>
<td>Scrub Jay</td>
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</table>
Key for Tree ID Cards

1. Does this tree have needles? If yes, go to 2.
2. Does this tree have leaves? If yes, go to 5.
3. Are the needles bundled? If yes, go to 3.
4. Are the needles single? If yes, this is Baldcypress.
5. Are the needles only 2 to 3 inches long? If yes, this is Sand Pine.
6. Are the needles at least 4 inches or longer? If yes, go to 4.
7. Are the needles in bundles of 3; and the needles 8-17 inches long? If yes, this is Longleaf Pine.
8. Are the needles in bundles of both 2 and 3; and the needles 4-11 inches long? If yes, this is Slash Pine.
9. Are the leaves opposite? If yes, go to 6.
10. Are the leaves alternate? If yes, go to 9.
11. Are the leaf margins serrate? If yes, this is Red Maple.
12. Are the leaf margins entire? If yes, go to 7.
13. Are the leaves rounded at the base? If yes, this is White Mangrove.
14. Are the leaves tapered, coming to a point, at the base? If yes, go to 8.
15. Does the tree have tall arching roots coming from the trunk and branches? If yes, this is Red Mangrove.
16. Does the tree have pencil-like breathing tubes growing up around the tree? If yes, this is Black Mangrove.
17. Are the leaves compound? If yes, go to 10.
18. Are the leaves simple? If yes, go to 11.
19. Are the leaf margins serrate? If yes, this is Pignut Hickory.
20. Are the leaf margins entire? If yes, this is Gumbo Limbo.
21. Do the leaves have deep lobes? If yes, go to 12.
22. Do the leaves have shallow or no lobes? If yes, go to 13.
23. Are the leaves star-shaped with 5-7 points? If yes, this is Sweetgum.
24. Are the leaves deeply divided into 3-5 lobes? If yes, this is Turkey Oak.
25. Does the tree produce acorns? If yes, go to 14.
26. Does the tree produce a fruit other than acorns? If yes, go to 16.
27. Are the leaves spatula-shaped, narrow at the base and widely rounded at the tip? If yes, this is Water Oak.
28. Are the leaves the same elliptical shape, wide in middle but narrower at the base and tip? If yes, go to 15.
29. Do the leaf margins curl under slightly and are the acorns 1/2 -1 inch long? If yes, this is Live Oak.
30. Do the leaf margins remain flat and are the acorns less than 1/2 inch long? If yes, this is Laurel Oak.
31. Are the leaves 4-8 inches long? If yes, this is Southern Magnolia.
32. Are the leaves 2-4 inches long? If yes, go to 17.
33. Are the leaves rounded at the tip? If yes, this is Pigeon Plum.
34. Are the leaves pointed at the tip? If yes, this is Swamp Tupelo.
Using a tree identification book or the 4-H Florida Forest Ecology website www.sfrc.ufl.edu/4h for additional information, try to find some of the trees on the tree ID cards around your house. Explore your neighborhood, local parks, and nearby forests. You will not be able to find them all, because these trees do not grow in the same part of Florida. How many can you find?

Try your own card games. For example, make two sets of tree ID cards with information on only one side. Play Concentration or Memory and match the pairs of identical leaves. Make four sets of one-sided tree ID cards. Color each set green, blue, red, and yellow. Play Hearts, Go Fish, or Gin Rummy.

**Talk it Over**

*Share with your helper*

- Explain how a key works.
- Tell how many trees from the ID cards you found.

**Tell what’s important**

1. Why do you think it is helpful for people to give trees a name, and for everyone to call the same trees by the same names?  

2. Explain how a key could be used to identify the houses on your street or the shoes in your closet. How could a key help you in solving problems?

**Explore what you learned**

1. Using the information on the cards, why do you think you might not be able to find all the trees on the tree ID cards near where you live?

2. Why are characteristics like leaf shape and leaf arrangement usually used to identify trees rather than flowers or bark?
Imagine what's next

1. How can you use your Tree ID cards to help others learn the names of the trees? ______

2. Using real trees or field guides, color the Tree ID cards. Does knowing the colors of the leaves and fruit help you learn the trees? ______

More Challenges

9. Make more tree ID cards to represent trees that grow in your community. Draw their leaves on one side of the card and find out information about them to write on the other side.

10. Give a demonstration on how to identify trees or how to use a key for identification.
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2. Using real trees or field guides, color the Tree ID cards. Does knowing the colors of the leaves and fruit help you learn the trees? 

More Challenges

9. Make more tree ID cards to represent trees that grow in your community. Draw their leaves on one side of the card and find out information about them to write on the other side.

10. Give a demonstration on how to identify trees or how to use a key for identification.
You can find many good tree identification guides at your local library, bookstore, and on the web. These guides will provide descriptions of trees and many include drawings and photographs. Sometimes, tree identification guides will also have keys to help you identify trees. There are tree identification guides that were made just for trees in Florida and maybe just for your local area. Other tree guides cover the Southeastern United States and some even cover the whole country or all of North America.

The following book titles can provide you with more information on tree identification:

- *Eastern Trees* (Peterson Field Guides), by George A. Petrides, Janet Wehr, and Roger Tory Peterson, revised in 1998
- *Forest Trees of Florida*, by the Florida Division of Forestry, 1997
  (This small pocket guide is available free from your local Florida Division of Forestry office.)
- *Forest Trees of the United States and Canada and How to Identify Them*, by Elbert L. Little, 1980
I am one of the largest and most common trees in South Florida. My alternate, compound leaves are pear-shaped and can be used to make tea. My sap has been used as a liniment and varnish.

My name is ______________________

I can grow in many different areas throughout Florida. My leaves vary in shapes and sizes, but in general, the outlines are shaped like a spatula, narrow at the base and widening at the tip. I have small, 1/2 inch acorns.

My name is ______________________

I like to grow around pine trees in sandy soil. I have very pointed leaves with 3-5 deep lobes. My bright yellow-green leaves are thick, rigid, and heavily veined. My acorns measure 3/4-1 inch long.

My name is ______________________

I grow in salt water close to shore. My opposite leaves come to a point at the base. I have many pencil-like breathing tubes that grow up from the mud to provide air for my underground roots. Beekeepers set up their hives near me when my flowers bloom to make a high quality honey.

My name is ______________________

I am a tree of the muddy tidal shores of bays and lagoons in Florida. My opposite leaves are rounded with a rounded base and tip. My seeds can float allowing them to move by water to new growing sites.

My name is ______________________

My leaves are simple, shiny, and dark green with a pointed tip. In the fall my leaves turn bright red. I have a dark blue, berry-like fruit that grows in clusters of two or three.

My name is ______________________
I have big leaves that are shaped like a star with 5-7 pointed lobes. In the fall my leaves turn brilliant colors such as gold, red, and purple. My fruit is a round spiny ball.

My name is ____________________________

I get my name because I do not lose my leaves in the winter. It looks like I am alive when other trees have dropped their leaves. The margin of each of my leaves curls slightly under and I produce black 1/2-1 inch acorns.

My name is ____________________________

I used to exist all throughout Florida. Though my range is smaller now, I am making a comeback. I survive best with occasional forest fires. My needles are 8-17 inches long.

My name is ____________________________

I am probably the most common tree in Florida. You can find me in natural forests and in pine plantations where I grow fast to make paper. My needles are 4-11 inches long.

My name is ____________________________

I have compound leaves and alternate branches. I produce a hard nut that squirrels like to eat. My leaves have 5-7 leaflets that turn yellow in the fall.

My name is ____________________________

My shiny, dark green leaves are thick and leathery and often reddish on the lower surface. They are 4-8 inches long. My flowers are large and white with a pleasant smell, but can only be seen in the spring.

My name is ____________________________
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I can grow to be 100 feet tall, even though I got my start from an acorn less than 1/2 inch long. My bark is smooth and light gray. My leaves tend to be light green and narrow with flat, entire margins.

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I live in many different kinds of forests, but like the damp ones best. My opposite leaves have 3-5 lobes with serrate edges. My flowers, buds, and seeds are red.

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I am one of the largest and most abundant seacoast trees in Florida, found mostly in the hammocks of the Keys. My leaves are oval, and rounded at the ends. Juice from my fruit is used to make jelly.

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<th>My name is __________________________</th>
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I live in swamps and near rivers all over Florida. My needles are individually attached to the branch, and fall off in the winter. I can grow to over 150 feet tall.

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I grow in salt water along the shores, inland rivers, and creeks of Florida. I am usually surrounded by water at high tides. My opposite leaves come to a point at the base. I have tall, arching roots that grow out from my trunk and branches to gather air when the underground parts of my roots are underwater.

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I grow in very sandy soil across Central and Northern Florida. My trunk and branches are often twisted and gnarled. My needles are 2-3 inches long.