

Icebreaker and Teambuilder Guide

The following guide is designed to help you lead activities that can get a group engaging virtually (whether in a student organization meeting, workshop, or other virtual gathering).

This guide was created by the Office of Student Life's Leadership & Community Engagement team. To request icebreaker and teambuilder facilitations, visit go.osu.edu/SLA

Icebreakers

Activities in this section are designed to get your group talking (either literally or in the chat box) to prime them to be engaged in workshops. They can be modified into breakout rooms/large group settings depending on your timing, size of group, and the needs of your workshop. All of the facilitation instructions below are suggestions; please modify as it makes sense for you as a facilitator

Silly Debates (5-10 minutes)

As the name might sound, this activity involves you getting your group talking by engaging in silly debates. This is a fast activity and one that be used to get your group engaged, especially if they don't know each other

Prepare

1. Decide what "silly debate" you want people to have. Some examples include
 - a. How would a dog wear pants
 - b. Where would a giraffe wear a necktie
 - c. Is a hot dog a sandwich
 - d. Does a straw have one hole or two
2. Have an image prepared in your PowerPoint that represents the debate you want your participants to have
3. Decide, how large of a group is it
 - a. For a smaller group (10 or less) you can keep them in one group
 - b. For a larger group, make groups of 5-7
4. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Debates
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Introduce the debate prompt
 - a. If you have slightly longer for this activity, you can always give them two prompts
3. Tell the group how long they will have to debate/come to a consensus
 - a. If it up to you if you want to challenge the group to reach a unanimous agreement or just want them to state their opinions
 - b. 5 minutes is usually about as much time as you will need to get a good debate going
4. Start the timer

5. Debate!
6. After the allotted time elapses, have people report out their conclusions

Process

1. This activity doesn't require much processing, but you can always ask a general question such as
 - a. Was that fun?
 - b. Did you all change your minds at all during the debate
2. Wrap up with a note about how the purpose of this activity is to get people talking and set a tone of engagement for the meeting/workshop that you hope continues through the rest of the content

Let's Plan a Trip (15-20 minutes)

This activity involves getting people up and moving from behind their computer screens in order to share a bit about themselves. As a group they will need to decide on a common destination for a vacation, and then collectively plan the itinerary for their trip. It can be used with new groups intact groups, and can be shortened or expanded depending on the time you have.

Prepare

1. Have your prompt prepared
 - a. As a group, you need to all agree on a destination you would want to go on vacation once we can travel again
 - b. After you select your location, find something from wherever you are zooming in that you would bring with you on the trip, share it with your team, and explain why
2. Decide, how large of a group is it
 - a. For a smaller group (10 or less) you can keep them in one room
 - b. For a larger group, make groups of 5-7
3. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Trip Planning
 - c. Find the item
 - d. Sharing your item
 - e. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Tell the group how long they will have for this activity
 - a. 2-3 minutes to decide on their location
 - b. 10-15 minutes to plan the itinerary (stress that they all must agree on the plan)
 - c. Use a timer and shout out "60 second" or "15 second" warnings to build fun/excitement/energy
3. After the allotted time elapses, have people report out some of the items they chose
 - a. Depending on how large the group, you can either have people unmute or share in the chat box
 - b. If using the chat box, read aloud some of the responses people are offering up

4. Time permitting – you can always do 2 rounds of this activity

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. Was planning an easy or hard decision?
 - c. Were there any trends amongst the group?
 - d. How did you all make consensus
2. Wrap up with a note about how the purpose of this activity is to get people moving and also to share a bit more about themselves so we can learn more about each other, even when we can't connect face to face.

Sorry I'm Late (10-15 minutes)

This is a fun, silly, and fast activity meant to get people talking and engaging with each other. In this activity, people will introduce themselves and give an excuse for why they are "late" to the meeting – but that excuse has to be the plot of a movie or TV show. It can be used with any type of group.

Prepare

1. Have your prompt prepared
 - a. To introduce yourself to the group, you should share your name, and then say "sorry I'm late, but..."
 - b. Your explanation should be the plot of a movie or TV show
 - c. As you are listening to each person, have people guess the movie or TV show in the chat box
2. Decide, how large of a group is it
 - a. For a smaller group (10 or less) you can keep them in one group
 - b. For a larger group groups of 5-7
3. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Tell the group how long they will have for this activity
 - a. 2-3 minutes to decide on their excuse
 - b. 10-15 minutes for the group to introduce themselves and share their excuse
3. Give people 2-3 minutes to decide on their excuse
4. Use whatever method you would prefer to let people introduce themselves (popcorn, go around the circle, raised hand, etc.)
5. Time permitting – you can always do 2 rounds of this activity

Process

1. To process this activity in the large group, you can ask some of the following questions

- a. What was that activity like?
 - b. Were you reminded of any TV shows or movies you haven't watched in a while?
 - c. What did you learn about others based on their choices
2. Wrap up with a note about how the purpose of this activity is to get people laughing and engaging and you hope you can continue that trend throughout the workshop

Better Than Brutus (10-15 minutes)

This activity is designed to get people connecting with each other and considering how they are similar to other members of the group. Small groups will become "teams" that they need to collectively decide on a name and mascot for. That name and mascot should be something everyone in the room can connect to. It can be used for in-tact groups or one-off groups

Prepare

1. Have your prompt prepared
 - a. In small groups, you will need to decide as a team on
 - i. A team name
 - ii. A team mascot
 - iii. A team representative to share out
2. Decide, how large of a group is it
 - a. For a smaller group (10 or less) you can keep them in one room
 - b. For a larger group, use small groups to make groups of 5-7
3. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Tell the group how long they will have for this activity
 - a. 5-7 minutes to decide on their team name and mascot
 - b. 5-7 minutes to share out in large group (depending on how many break out rooms you have)
3. After the allotted time elapses, have people report out their name, mascot, and why they chose that

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was finding things in common challenging or not? Why?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Common Ground (10-15 minutes)

This activity is designed to get people connecting with each other and considering how they are similar to other members of the group. We will use a series of breakout rooms to have you find things in common with each other. You will continue getting into larger groups until we finally find something that everyone in the meeting can connect to. It can be used for in-tact groups or one-off groups

Prepare

1. Have your prompt prepared in your powerpoint, as well as to add in the chat
 - a. You will need to find a partner and find something you all have
 - i. It cannot be “I got to OSU” or “I am from Ohio”
2. If using breakout rooms, decide if you want to set the rooms with specific assignments (manual) or randomly (automatic)
 - a. In most cases, unless there is a specific reason to assign, just do automatic placement
3. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. You will need to find a partner
 - b. With that partner, you will need to identify 1 thing you have in common
 - i. That thing cannot be “I go to OSU” or “I am from Ohio”
 - c. Once your partnership has something in common, find another pair and find something all four of you have in common
3. Repeat until the whole group finds something they have in common
4. After the allotted time elapses, have people report out some of the things they have in common with each other

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was finding things in common challenging or not? Why?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Raise Your Hand (5 minutes)

This activity is designed to get people connecting with each other and considering how they are similar to other members of the group. I will read off of a series of statements – if it applies to you, either raise your hand or stand up

Prepare

1. Have your prompts prepared that you want to read out for people to agree with or not. Some examples include
 - a. Who is in state/out of state student
 - b. Who loves to read
 - i. You can always have people pop suggestions in the chat
 - c. Who loves to read but doesn't have time during the school year
 - d. Who loves to binge on Netflix/Hulu/etc.
 - i. You can always have people pop suggestions in the chat
 - e. Who thinks Summer/Spring/Fall/Winter is the best season
 - f. Who loves Ohio State football
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Tell the group how long they will have for this activity
 - a. Roughly 5 minutes of responding to statements
3. Read out your statements and have people react if they agree
 - a. If you run out of statements, you can have members of the group suggest things as well
4. It can be nice to make your last statement something along the lines of "who is excited for this meeting/workshop/to be here today"

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about others?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Take a Stand (5-10 minutes)

This activity is very similar to Raise and Hand and is designed to get people connecting with each other and considering how they are similar to other members of the group. I will read off of a series of statements either/or statements and indicate which side of the room matches each answer. People will then move to their side of the room (and no, standing in the middle is not an option)

Prepare

1. Have your prompts prepared that you want to read out for people to take a stand on. Some examples include
 - a. Salty or sweet
 - b. Early bird or night owl
 - c. Country or city

- d. Cat or dog
- e. Chill weekend or exciting weekend
- f. Summer or winter
- g. Ohio or that state up north
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Tell the group how long they will have for this activity
 - a. Roughly 5 minutes of responding to statements
3. Read out your statements and have people take a stand
 - a. If you run out of statements, you can have members of the group suggest things as well
4. It can be nice to make your last statement something along the lines of “who is excited for this meeting/workshop/to be here today”

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about others?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Use 5 Words

This activity is designed to get people talking and engaging with each other. You will have up to 5 words to describe an item near your and try to get your teammates to guess what it is. It can be used for in-tact groups or one-off groups

Prepare

1. Have your prompt prepared
 - a. Identify an item near you that you want the group to guess
 - b. You will get up to 5 words to describe that item and get people to guess what it is (so choose carefully!)
2. Decide if you want to make this is competitive
 - a. If competitive, you can always split the group in to 2 teams
3. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity

- a. Activity name, purpose, and their goal
2. Tell the group how long they will have for this activity
 - a. 2-3 minutes to identify their items and decide on their words
3. If you are doing the collaborative version
 - a. Have people go one at a time to share their 5 words to describe their item
 - b. Once someone either guesses correctly or everyone is stumped, move to the next person
4. If you are doing the competitive version
 - a. Split the group into 2-3 teams
 - b. Alternate between the teams to follow the same process above – only people in that team should guess
 - c. For an added excitement, you can add a timer to how long they have to guess
5. Once everyone has gone, have people share out the item they think was the easiest, hardest, funniest, etc. to guess

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. What was challenging about this activity?
 - d. Did you have fun?
2. Wrap up with a note about how the purpose of this activity is to get people talking and laughing and you hope that engagement continues throughout the workshop.

Find Your Soulmate (5-15 minutes)

This activity is designed to get people connecting with each other and considering how they are similar to other members of the group. One person will be the person seeking their soulmate. The host will then read off a series of either/or statements to slowly narrow down who that person's soulmate maybe. It can be used for in-tact groups or one-off groups

Prepare

1. Have your prompts prepared. This should be either/or statements. Some examples include
 - a. Cat or dog
 - b. Morning person or night owl
 - c. Salty or sweet
 - d. Beach or lake
 - e. Winter or summer
 - f. Football or basketball
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity

- a. Activity name, purpose, and their goal
2. Identify who will be the person seeking their soul mate
3. Explain to the group
 - a. I will have the person seeking their soulmate close their eyes/turn to face the wall
 - b. I will read off a series of either or statements and designate the left and right side of the person seeking their soulmate for each answer
 - c. People will go stand in the area for their answer
 - d. The person seeking their soulmate will give their answer and then everyone in the wrong answer sits down
 - e. Continue this until you are narrowed down to one person with their camera still on
4. Congrats – that’s your soulmate!
5. Time permitting, repeat this with multiple people being the person who is seeking their soulmate

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Are you excited to learn more about your new soulmates?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Two Truths and a Lie (10-15 minutes)

This straight forward activity gives you an opportunity to get to know people in a fun and silly way and allows for a range of vulnerability. Everyone will prepare three facts about themselves, two of which are true and one which is a lie. They will then share those with the whole group and everyone will need to guess the lie. People will then learn more about each other because of this. It can be used for in-tact groups or one-off groups

Prepare

1. Have your prompt
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. Everyone will need to write three facts about themselves, one of which is a lie
3. Once everyone has their three facts, have someone share one at a time, and have the group guess what the lie is
 - a. If you are doing this with a large group, you may want to break up into smaller groups for sharing out

4. Once everyone has guessed, the sharer can reveal the real lie
5. Repeat until everyone who wants to share has shared

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was anything surprising to you about the facts you learned?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Identity Theft

This activity is meant to help you get to know each other in a fun and silly way while also showing the ways that communication can easily break down. People will introduce themselves to each other and then “steal” the other person’s identity. When they introduce themselves to the next person, that is the facts they should share. It can be used for in-tact groups or one-off groups.

Prepare

1. Have your instructions
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. You will need to identify 2 facts about yourself
 - b. You will introduce yourself with your name and those 2 facts to someone else
 - c. Once you have introduced yourselves to each other and shook hands/bumped fists/tapped elbows, you now “steal” each others’ identities
 - d. You will now find another person to introduce yourself to, but the next person you introduce yourself to, you should use your new stolen identity
 - e. Again, once you have shared you swap again
3. Do 5-6 rounds of this until people have really mixed up their identities
4. Once you are done, have people report out who their final identity is
 - a. After they share, confirm the accuracy of the fun facts attached to their identities
 - b. Check to see if anyone else has the same identity

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was anything surprising to you about the facts you learned?

- d. What does it tell you about communication for our group?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

I Love All My Buckeyes

This straight forward activity gives you an opportunity to get to know people in a fun and silly way. You will form a circle with room for all but one person. One person should start in the middle of the circle and share their name and a fact about them. For everyone for whom that applies, they need to find another spot in the circle. After everyone swaps, someone should be left in the circle and they share. It can be used for in-tact and one-off groups.

Prepare

1. Have your prompt
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing
3. Set up your circle
 - a. You can use chairs or just stand in a circle and use the honor system on spots

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. The person in the middle will share their name and then say “I love all my Buckeyes who...”
 - b. They should finish that sentence with a fact that is also true about them
 - i. i.e., “My name is Anna and I love all my Buckeyes who are not originally from Ohio”
3. Once they finish sharing their “I love all my Buckeyes...” phrase, everyone should swap to a new place in the circle, leaving someone left in the circle
4. Repeat until everyone has been in the circle once, or enough time has passed

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was anything surprising to you about the facts you learned?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Chain of Connection

This straight forward activity is similar to I Love All My Buckeyes and gives you an opportunity to get to know people in a fun and silly way. One person will stand in the middle of a circle and share a fact about themselves. Everyone for whom that applies to will then run up and grab their

arms to form a chain of connection. This continues until everyone is connected. It can be used for in-tact and one-off groups.

Prepare

1. Have your explanations
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. The person in the middle will share their name and then say something about themselves
 - b. If that fact also applies to you, you should run to try and connect to them
 - i. There are two variations to this. Commonly, just the first person to make it will connect on.
 - ii. You can also have everyone for whom that fact also applies connect to the chain. For a very large group, this will make the activity move faster
 - c. Now the new “end of the chain” should share a fact about themselves and the process repeats
3. Do this until everyone is connected on one chain of connection

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was anything surprising to you about the facts you learned?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Human Bingo

This activity will require preparation but is a great way to get people up and moving and getting to know each other. You will need to assemble a bingo card, where each square has a different quality that might apply to someone. You can [find some examples at this link](#). People will then go around and meet people to try to complete their bingo cards. It can be used for in-tact and one-off groups.

Prepare

1. Have your bingo card prepared
 - a. It's great if you can customize the prompts to your group, your event, or something unique to your program.
2. Determine how long you have this activity, including time for
 - a. Explanation

- b. Activity
 - c. Processing
3. Make sure you have writing utensils on hand for people to use.

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. You have a bingo card before your and your challenge is (fill it out completely, get as many bingos as you choose, take your pick depending on time and group size)
 - b. You'll need to meet other people and see if any of the traits on the squares you still need apply to them
 - c. If it does apply, they should write their name on your bingo card
 - d. You can only have someone fill out one square on your bingo card
3. Do this until people have reached the identified goal of trying to complete the bingo card
 - a. This can be more fun if you make it like a race and set a timer on it

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was anything surprising to you about the facts you learned?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Concentric Circles

This activity is similar to speed-dating/speed-friending and is a good way to get into casual and more deep get to know you questions in an active way. It can be used for in-tact and one-off groups.

Prepare

1. Have your prompts prepared with a variety of level of depth. Some examples include
 - a. If you could see a concert of any artists, dead or alive, front row, which would it be and why?
 - b. If you could only eat one food for the rest of your life, what would it be and why?
 - c. What's a place that is really special to you and why?
 - d. Who is a person who had a major impact on your life and how?
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal

2. Explain to the group
 - a. You need to form two concentric circles, one facing out and one facing in, so you are looking directly at a partner
 - b. You will receive one prompt and 2 minutes each to answer it
 - c. After that, I will instruct the outer circle to rotate X number of people down and you'll have a new prompt
3. Keep time
4. Rotate people after every 4-5 minutes or so
 - a. It is more fun if you say things like "5 people to the left" and then "2 people to the right" rather than just going down a line
5. Do this until you get through all of the questions

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. Was anything surprising to you about the facts you learned?
2. Wrap up with a note about how the purpose of this activity is to get people connecting and learning more about each other

Teambuilders

The following activities are designed to get to know the people in your virtual meeting better. These are better suited for in-tact groups or groups who will be together for a longer time, but can also be used to build familiarity and intimacy for a group together for a one-time event but discussing deeper topics. They can be modified into breakout rooms/large group settings depending on your timing, size of group, and the needs of your session. All of the facilitation instructions below are suggestions; please modify as it makes sense for you as a facilitator.

What's In a Name

This activity can be either an icebreaker or a teambuilder, depending on the depth you want to do in the reflection. During a round of introductions, encourage people to share the stories behind their name (first, middle, last, or whatever they want to share). Challenge people to dig deep and be vulnerable. This can be an opportunity to not only learn about people's families, but also their cultural heritage and how they grew up. This is a great way to learn more about each other and what makes us who we are.

Rivers and Roads (3-5 minutes a person)

The purpose of this activity is to learn more about each other and where we come from, as well as to practice vulnerability as a group. Everyone will share an image of a place they consider to be a childhood home for them, and then reflect on why they picked that image/what this conjures up for them. Make sure to prompt people to respect privacy and practice vulnerability as doing this activity. This is also one that could be done with a few people sharing each meeting if you are worried about time.

Prepare

1. To do this activity most effectively, you will have to ask your group to do some prep work
 - a. If they cannot do prep work, you will need to plan for time in the activity for people to still pull up Google Maps and make sure that everyone can share their image in some way
2. Prompt your group to do the following
 - a. Go to Google Maps and locate a satellite or street view image of an address you consider your childhood "home." Save a version of that image that you're willing to share with other team members (consider your preferred level of privacy; zoom in/zoom out as necessary. Remove any address/location tags that you wouldn't wish to share with others) and then email it to me
3. If you have them send pictures ahead of time, go ahead and add them into your powerpoint
4. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal

2. Introduce the prompts you want people to respond to when they share their image
 - a. Why did you choose this location for this activity (where you lived the longest? Did you have to pick between multiple locations or did you grow up in the same place/house? If you moved a lot, why did you choose this specific option over the others?)
 - b. Look at the satellite image. What's still the same/different than when you lived there (home still there? Has the area been developed with more buildings? Are roads in the same place?) Can you see people in your image?
 - c. Point out what you see on your satellite image for others. Trees? Structures (houses, apartment building)? Roads (paved or dirt or ?)? Where did you play (inside a structure? yard space? a swing set? a community playground that's down the street?)
3. Tell the group how long they will have for this activity
 - a. 3-5 minutes per person to respond to the reflection prompts
4. Decide how you will move from one person to the next
 - a. If you received images ahead of time, you can just go in the order of the powerpoint
 - b. If not, ask people to call on the next person to share

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. Did you learn something new about yourself during the reflection
 - c. Did you learn more about your teammates
 - d. What emotions came up for you during this activity
 - e. How will you apply what you have learned here moving forward
2. Wrap up with a note about how the purpose of this activity was to learn more about each other's background and heritage so we can work together more effectively

Star Quality (15-20 minutes)

This activity involves group brainstorming and gathering consensus on how what qualities are important for a successful leader/group of leaders. You can use this as a launching point for a conversation around goal setting and/or expectation setting for a group.

Prepare

1. Decide what prompt you want people to discuss. Some options could include
 - a. Qualities of strong communication
 - b. Qualities of an effective leader
 - c. Qualities of a collaborative executive board
 - d. Qualities needed to complete a project
 - e. Qualities of an effective team
2. Have your prompt prepared
3. Decide, how large of a group is it
 - a. For a smaller group (10 or less) you can keep them in one room
 - b. For a larger group make groups of 5-7
4. Determine how long you have this activity, including time for
 - a. Explanation

- b. Debates
- c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Introduce the specific prompt people will be discussing
 - a. If you have slightly longer for this activity, you can always give them two prompts
3. Explain that everyone should draw a large star on a piece of paper and have them adding to it
4. Tell the group how long they will have for this activity
 - a. 3 minutes to brainstorm in small groups qualities that match the prompt
 - b. 3-5 minutes to come to consensus on a top 5 qualities that your group thinks match the prompt most effectively
 - c. 5-10 minutes for the group to share their qualities and agree on a top quality
5. Explain the next steps
 - a. Once you are in your small groups – please take 3 minutes to brainstorm responses to the prompt
 - i. One person should be the scribe for your group
 - b. After the 3 minute mark – I will tell you that you should use the remaining time to decide on a top 5 of the qualities you all brainstormed
 - i. Everyone needs to agree on this top 5
 - ii. You will write each of these in each point of the star
 - c. At the end of the 5 minutes, come back to the main group
6. Once everyone has come back to the main group, have a representative from each team share out
 - a. You or a volunteer need to record the list of quality shared out
7. Use your remaining time to have the group discuss the collective qualities list and decide on a number 1 or central quality you can all agree on
 - a. Write that in the center of the star

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. Was it challenging to pick a top 5 in the small groups
 - c. How about the top quality in the large group?
 - d. Given what we have brainstormed here, how might we apply this to the work of our team this year.
2. Wrap up with a note about how the purpose of this activity was to discuss shared values and norms and/or with commitments of how to apply this moving forward

Line Up

This straight forward activity gives you an opportunity to get to know people in a fun and silly way. It will also allow you to practice communication and problem-solving skills. I will give you a variety of prompts and you will need to line your group up in order to that prompt. It can be used for in-tact and one-off groups.

Prepare

1. Have your prompts prepared. Some examples include
 - a. Birthday
 - b. First/last name
 - c. Height
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing
3. Determine if you are going to split up the group or keep them in one large group
 - a. Less than 15 per line but more than 8 is optimal if possible

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. I will give you a prompt and you all will need to line yourselves up in a straight line in order of that prompt
 - b. If you are using two teams, say that it is a race but they have to be accurate
 - c. BUT there is a catch (choose the catch you want to use that round, using a variety is important)
 - i. No one can talk
 - ii. Only one person can talk
 - iii. Everyone's eyes are closed
 - iv. Other things that seem fit for you
3. Time people to see how long it takes them to line up/encourage it to be competitive if using multiple teams
4. Once you are done, report out and see how accurate people were

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. What was challenging
 - d. How did you all overcome those challenges?
 - e. What does this tell you about communication?
2. Wrap up with a note about how the purpose of this activity is to learn more about each other, how you communicate, and how you problem solve

Blindfolded Polygon

In this activity, groups will have to work together to create shapes out of rope/cord with their eyes closed. It will help them understand how to communicate, problem solve, and work together. It can be used for in-tact and one-off groups.

Prepare

1. Have your supplies prepared. You will need a long length of rope or string, close to 50-60 feet
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. I need everyone to close their eyes and hold out both hands.
 - b. I will then put a section of this circle of rope in your hands
 - c. Without opening your eyes, you will need to move to form the rope into a perfect
 - i. Circle
 - ii. Square
 - iii. Rectangle
 - iv. Triangle
3. You can make this more complicated by tangling up the rope as you pass it out, by limiting talking, and other ways
4. Once everyone feels confident that the rope is in the right shape, they should open their eyes and see
5. You can repeat without another shape time depending

Process

3. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. What was challenging?
 - d. How did you all overcome those challenges?
 - e. What does this tell you about communication?
4. Wrap up with a note about how the purpose of this activity is to learn more about each other, how you communicate, and how you problem solve

Partner Drawing

In this activity, partners will sit back to back, while one instructs the other how to draw an image in front of them. It will help them understand how to communicate, problem solve, and work together. It is likely best used for in-tact groups who are trying to build their communication skills.

Prepare

1. Have your supplies prepared. You will need
 - a. Blank paper
 - b. Paper with a graphic drawing on it. It helps if they are relatively simple shapes/lines. Some good examples are linked below
 - i. [Example 1](#)

- ii. [Example 2](#)
 - iii. [Example 3](#)
 - iv. [Example 4](#)
 - c. Writing utensils
- 2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing
- 3. Set up pairs of chairs facing back to back

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. You will be partnered up to draw an image
 - b. One partner will see the image and be explaining to you how to draw it
 - c. The other partner will have a blank sheet of paper
 - d. You will have a limited time to draw the drawings as completely as you can
3. You can make this more complicated by limiting types of communication (drawing partner can't talk, can't clarify; explaining partner can only use 5 words or less at a time, etc.)
4. Once time elapses, let them see what they drew and what they were supposed to draw

Process

5. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. What was challenging?
 - d. How did you all overcome those challenges?
 - e. What does this tell you about communication?
6. Wrap up with a note about how the purpose of this activity is to learn more about each other, how you communicate, and how you problem solve

The Maze

In this activity, teams need to make it through a grid-style maze one at a time. It will require them to use communication and problem solving skills. It is likely best used for in-tact groups who are trying to build their communication skills.

Prepare

1. Have your supplies prepared. You will need
 - a. Tape to mark out a 5x5 grid on the ground
 - b. A paper with 1-3 routes to get through the maze
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing
3. Set up the maze itself, including identifying the start and end square

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. You all need to get your group from the start to the end of the maze
 - b. I will tell you if the square you have stepped on is next in the path
 - c. If it is not, you have to exit the maze and the next person begins
 - d. Only one person in the maze at a time
 - e. You can move forwards, backwards, left, right, but not diagonally
3. You can make this more complicated by limiting types of communication (you can't talk, only a few people can talk, you can't physically mark the route, etc.)
 - a. For an additional challenge If anyone asks if they are allowed to do something,
4. The game goes until everyone makes it through the maze

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. What was challenging?
 - d. How did you all overcome those challenges?
 - e. What does this tell you about communication?
2. Wrap up with a note about how the purpose of this activity is to learn more about each other, how you communicate, and how you problem solve

Minefield

In this activity, partners will need to get one blindfolded person through a "minefield". It will require them to use communication and trust skills It is likely best used for in-tact groups who are trying to build their communication skills and trust.

Prepare

1. Have your supplies prepared. You will need
 - a. Tape to mark out the borders of the minefield
 - b. Obstacles to spread around the minefield. They can be books, stuffed animals, cups, whatever random items around
2. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Activity
 - c. Processing
3. Set up the minefield with enough space between the items that people could move around them

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Explain to the group
 - a. You will split into partners
 - b. One partner will be the explainer and the other will be blindfolded and try to make it from one side of the minefield to the other
 - c. The explainer will not be blindfolded, but cannot enter the maze or touch their partner in anyway
 - d. If the blindfolded partner hits an obstacle, they have to start over
3. You can make this more complicated by limiting types of communication (blindfolded partner can't talk, explaining partner can only use one word answers, explaining partner can only use animal sounds) and add a time limit. You can also complicate it by having multiple partners going at the same time
4. Once all partners get through, time permitting, you can have pairs swap roles
 - a. If you do a round 2, you can give them 1-2 minutes to "strategize" what they will do differently in round 2

Process

1. To process this activity in the large group, you can ask some of the following questions
 - a. What was that activity like?
 - b. What did you learn about your teammates?
 - c. What was challenging?
 - d. How did you all overcome those challenges?
 - e. What does this tell you about communication?
2. Wrap up with a note about how the purpose of this activity is to learn more about each other, how you communicate, and how you put trust in each other