

Digital 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

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Zoom Tools and Tricks

While this section is specifically written with the tool of Zoom in mind, most other virtual meeting platforms (Teams, Google Meet, etc.) have some capacity for many of these tools as well. To watch a general overview video of meeting controls from Zoom, check out this [General Meeting Controls](#) video.

Screen Sharing

Screen Sharing is likely going to be one of your most used tools on Zoom. To watch a general overview on the tool, watch this [Screen Sharing](#) video from Zoom. Below are some notes to consider when screen sharing

- When screen sharing, you can choose to share your entire screen, or just one window. Sharing one window allows your audience to view your PowerPoint, spread sheet, or whatever else you need to look at together
 - You can use the “new share” option to move to a different window you might want to highlight
- When you screen share, you can also opt to “share computer sound” – this is useful because it both allows you to have music playing, but also to share any videos you might need to during the session
 - Having music playing at the beginning of a meeting is always a great idea, or during longer activities where people might be doing something individually (such as a worksheet or leadership assessment)
 - While you can use screensharing to share videos, they can sometimes look like they are lagging depending on both your internet connection, as well as the connection of others in the meeting. If you need to share a long video, it may make more sense to share the link in the chat and have people watch it on their own screen
- From an accessibility standpoint, make sure that you are always explaining what is on the screen for anyone who might be called into your meeting, or who might have a visual impairment
- As useful as screensharing is, don’t overuse it! Especially if you are having a discussion, consider stopping the screen share so the people in your meeting can see each other as you as having that conversation. You can always screen share again later in the meeting.

Breakout Rooms

Breakout rooms are an extremely useful tool that Zoom makes available. To watch a general overview video on Breakout Rooms from Zoom, check out this [Breakout Rooms](#) video. Below are some notes and highlights about the breakout rooms features

- Automatic breakout rooms
 - These rooms are randomly assigned
 - You will set the number of rooms and people will be assigned evenly across the rooms
 - Unless there is a specific reason for people to be in room assigned together, this will be used most often
- Manual breakout rooms

- Use this option if you need to assign people to specific rooms
- You will select the number of rooms you need
- General breakout room notes
 - Before opening the rooms, you can set the length of time the rooms will be open under settings
 - Once the rooms are open, you can always assign people to new rooms or you as the host can join/leave rooms to check in on people (just like you might circulate to small groups in a main space)
 - You can broadcast a message to all the rooms to let people know updates, since they will only see chat messages from people in their rooms
 - You can rename the rooms if need be

Polling Feature

The polling feature can be a powerful tool for audience engagement, especially with a large group. For a general overview of the tool, please view this [Polling](#) overview video. Below are some notes about polling

- You need to set up any polls ahead of time, so do that as a part of your session prep
- You can make them anonymous responses or not
- After receiving the answers, you can share poll results so everyone can see
- You can set up multiple questions in one poll, or multiple polls in one meeting if you are going to use them at different points during your meeting (such as at the beginning and end of a session)

Virtual Backgrounds

- Virtual backgrounds can be a fun way for you or your participants to add some personality to their image
- They can also be used to ensure you have a more professional background or you don't have to share whatever space you are calling in from
- To add a virtual background, you will need to click on the carrot next to "video" and selection "choose virtual background"
- You will need to upload the image in order to choose it as a virtual background
- Note: Zoom automatically mirrors video so you are moving in a way that is natural to you in the screen. If your background has text on it, you will need to unclick the "mirror my image" option to ensure it is legible

Renaming

- There are two main ways that someone can rename themselves, or you can rename someone for them, on Zoom
 - They can hover on the three dots in the top right of their own picture when looking at gallery view and click the option "rename"
 - They can open the participants tab, right click on their own name, and then select the option "rename"
- You will need to make sure that your meeting settings allow participants to rename themselves
- There a variety of reasons you might ask people to rename themselves, such as

- To include their pronouns in their name
- To add an identifier that you will need for breakout rooms (i.e., after completing a leadership assessment, they may add their result to their name to allow you to sort more effectively)
- To add an identifier for general information (i.e., major, student organization role, year in school, etc.)
- For fun, around different themes

This is by no means an exhaustive list, and there are plenty of features in Zoom and other meeting tools you can leverage to have an impactful, compelling, virtual meeting

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

Virtual Check Ins (5-10 minutes)

This does not have a specific prompt to it, but you can use Online Polling platforms for instant and interactive answers to questions. Platforms such as www.PollingEverywhere.com and www.Menti.com allow you to use this with both live and virtual audiences. Create questions that will give you a barometer of how people are feeling. If you don't want to use outside tools, you can also utilize the chat feature. Regardless, be sure to read aloud some of the things people are submitting so that the content is fully accessible to folks and you can highlight any trends that you see.

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 room
 - b. For a larger group, use breakout rooms to make groups of 5-7
4. 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
5. 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. If using breakout rooms, open the breakout rooms and start the timer
5. Debate!
6. After the allotted time elapses, have people report out their conclusions
 - 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

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

Zoom Treasure Hunt (10-30 minutes)

This activity involves getting people up and moving from behind their computer screens in order to share a bit about themselves. This activity will get people to find something in their space that would match a certain prompt (making it a treasure hunt). It can be used with new or intact groups, and can be shortened or expanded depending on the time you have.

Prepare

1. Decide what type of item you want people to find. Some examples include
 - a. Something you need for class
 - b. Something with a story behind it
 - c. Something Buckeye themed
 - d. Something you love about Spring/Summer/Winter/Fall
 - e. Something involving another person (friend or family)
2. Have your prompt prepared in your PowerPoint, as well as to add in the chat
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, use breakout rooms to make groups of 5-7
4. 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
5. 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 “treasure” you are going to have them hunting for in their space
 - 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 for this activity
 - a. 2-3 minutes to find their item
 - b. 10-15 minutes for the group to share what item they chose and why
4. First give people the 2-3 minute to find their item, before moving to the next step.
 - a. Use a timer and shout out “60 second” or “15 second” warnings to build fun/excitement/energy
5. Once everyone has their item, either open break out rooms or just start the timer in the main room
 - a. Prompt everyone to introduce themselves, and then share what item they chose for the treasure hunt and why
6. 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
7. 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. What made you choose your item?
 - c. Was it an easy or hard decision?
 - d. Did someone else’s item surprise you?
 - e. Were there any trends amongst the group
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.

Zoom Potluck (10-20 minutes)

This activity involves getting people to share a bit about who they are and where they come from. In this activity, people will identify a food dish they would bring to a potluck if we could all be together and share a story behind why they chose that item. It can be used with new or intact groups, and can be shortened or expanded depending on the time you have.

Prepare

1. Have your prompt prepared in your PowerPoint, as well as to add in the chat
 - a. “If we were able to gather in person, for a potluck, what food dish would you bring and 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, use breakout rooms to make groups of 5-7

3. 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
4. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Potluck
 - 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. 1-2 minutes to decide on their food dish
 - b. 10-15 minutes for the group to share what item they chose and why
3. Once everyone has decided on their food dish, either open break out rooms or just start the timer in the main room
 - a. Prompt everyone to introduce themselves, and then share what item they chose for the zoom potluck and why
4. 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

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 made you choose your food dish?
 - c. Was it an easy or hard decision?
 - d. Did someone else's food dish surprise you?
 - e. Were there any trends amongst the group?
 - f. Anything you really wish you could eat right now?
2. Wrap up with a note about how the purpose of this activity is to get people to share a bit more about themselves so we can learn more about each other, even when we can't connect face to face.

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 find something in their space that they would bring on that trip and share why they selected that item. It can be used with new or intact groups, and can be shortened or expanded depending on the time you have.

Prepare

1. Have your prompt prepared in your PowerPoint, as well as to add in the chat

- 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, use breakout rooms to make groups of 5-7
3. 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
4. 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. 2-3 minutes to find their item
 - c. 10-15 minutes for the group to share what item they chose and why
3. First, open the breakout rooms and give people 2-3 minutes to decide on their trip location
 - a. Have them return to the main room once they have decided
4. Then give people the 2-3 minute to find their item, before moving to the next step.
 - a. Do this in the main room
 - b. Use a timer and shout out “60 second” or “15 second” warnings to build fun/excitement/energy
5. Once everyone has their item, either re-open break out rooms or just start the timer in the main room
 - a. Prompt everyone to introduce themselves, and then share what item they chose for the treasure hunt and why
6. 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
7. 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. What made you choose your item?
 - c. Was it an easy or hard decision?

- d. Did someone else's item surprise you?
 - e. Were there any trends amongst the group
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 in your PowerPoint, as well as to add in the chat
 - 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 room
 - b. For a larger group, use breakout rooms to make groups of 5-7
3. 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
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. 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
 - a. Once people are ready to go, have them drop their name in the chat box
 - b. Use that as a running list of how to call on the next person
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. 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. Breakout rooms 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 in your PowerPoint, as well as to add in the chat
 - a. In breakout rooms, 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 breakout rooms to make groups of 5-7
3. 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
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. 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. If using breakout rooms, open the breakout rooms and start the timer
4. After the allotted time elapses, have people report out their name, mascot, and why they chose that
 - 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

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

Find Things in Common (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. I will send you to a breakout room and you must find something everyone in that room has in common
 - i. It cannot be "I got to OSU" or "I am from Ohio"
 - b. Once you have done that, come back to the main room
 - c. I will continue making larger and larger rooms until we have to find something we all have in common
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 breakout rooms to make groups of 5-7
3. 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
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. Tell the group how long they will have for this activity
 - a. 2-3 minutes for each round of breakout rooms
3. Set up the first breakout rooms with small groups of people (2-3 people) and give them 2-3 minutes to find something they all share in common
 - a. Come back to the main room when done
4. On the breakout room tab, assign all the people from breakout room 1 to breakout room 2, all the people from breakout room 3 to breakout room 4, etc. to combine two breakout rooms
 - a. Follow same process as above
5. Repeat this process until everyone is in one large space together
6. After the allotted time elapses, have people report out in the chat 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 (Virtual) 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, use the Zoom “raise hand” feature, or offer a reaction. It can be used for in-tact groups or one-off groups.

Prepare

1. Have your prompts prepared that you want to read out for people to agree with or not. Some examples include
 - a. Who attempted to bake bread in quarantine?
 - b. Who has spent a lot of time with family this year (whatever family means to you)?
 - c. Who is in state/out of state student?
 - d. Who loves to read?
 - i. You can always have people pop suggestions in the chat
 - e. Who loves to read but doesn't have time during the school year?
 - f. Who loves to binge on Netflix/Hulu/etc.
 - i. You can always have people pop suggestions in the chat
 - g. Who thinks Summer/Spring/Fall/Winter is the best season?
 - h. 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

Use 5 Words (10-15 minutes)

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 you 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 in your PowerPoint, as well as to add in the chat
 - 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. Have people respond in the chat with their guesses
 - c. 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 may be. 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. Everyone needs to turn on their camera to begin this activity
 - b. I will read off a series of either-or statements
 - c. The person seeking their soulmate will give their answer
 - d. If you picked the same answer as the person seeking their soulmate, you stay in the game
 - i. If not, turn off your camera
 - 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

Trivia and Jeopardy

Integrating Trivia games or jeopardy games into your meeting is always a fun way to get people competing and talking. Using real time polling tools like [kahoot](#) to make trivia active and engaging allows everyone to participate. You can also use this [Jeopardy template](#) to make a full jeopardy game if time allows.

Zoom Bingo

To keep people engaged in the meeting (or over the course of several meetings) you can make a distribute Zoom Bingo cards, where the squares include things such as

- Someone uses a reaction
- Someone forgets to popcorn to the next person
- Someone tries to talk while on mute
- Someone accidentally unmutes themselves
- Someone says "I am going to go ahead and share my screen"

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.

OSU Cribs (5 minutes a person)

The purpose of this activity is to channel the old show MTV Cribs, in which celebrities show off their homes. Give people 5 minutes to showcase the space that they are zooming in from (their apartment, their residence hall room, etc.) This can be a good recurring activity to do with a group (i.e., pick 2-3 people a meeting to share their spaces). Don't pressure people to show a certain part of their spaces or to have to share in depth about any part of their home to respect privacy, but use this activity to get to know each other a little better. Encourage people to show meaningful things in their home as a part of the tour.

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 has screen sharing access
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 in your PowerPoint, as well as to add in the chat
- 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, use breakout rooms to make groups of 5-7
- 4. 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
- 5. 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 scrap paper and have it at their workspace with them
- 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. 2 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. I will open up breakout rooms
 - b. In your breakout rooms – please take 3 minutes to brainstorm responses to the prompt
 - i. One person should be the scribe for your group
 - c. After the 3-minute mark – I Will send a message to all breakout rooms
 - d. 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
 - e. At the end of the 5 minutes, come back to the main room
- 6. Once everyone has come back to the main room, 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

DIY Craft Challenge (10-30 minutes)

This activity involves individual creativity using resources available in a one's immediate surroundings, home, or wherever they are participating from. Rather than coming up with a masterpiece that will be displayed in a museum, this activity is meant to be a chance to practice and express creativity.

Prepare

1. To complete this activity, participants will have to create some kind of craft. To manage expectations of crafts, the following recommendations may be helpful:
 - a. A tower made from pasta
 - b. An obstacle course made from chairs or pillows
 - c. A pillow fort
 - d. Fake glasses using pens/pencils and paper cutouts
 - e. A side table out of a stack of books
 - f. A demolition of dominos to topple over
2. Have your prompt prepared in your PowerPoint, as well as to add in the chat
3. Decide, how large of a group is it
 - a. For a smaller group (10 or less) you can keep them in one room and potentially set the time limit for 15 minutes
 - b. For a larger group, use breakout rooms to make groups of 5-7
4. 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
5. Determine how long you have this activity, including time for
 - a. Explanation
 - b. Building
 - c. Processing

Facilitate

1. Introduce the activity
 - a. Activity name, purpose, and their goal
2. Introduce the specific prompt people will be discussing
3. Explain that everyone has a limited amount of time to build something using the materials available in their environment

- a. Time can be adjusted depending on how quickly participants are completing their crafts as well
4. Tell the group how long they will have for this activity
 - a. 3 minutes to brainstorm in random small groups
 - i. This allows for the facilitator to join each Breakout Room for clarification or general check-ins as need
 - b. 7-17 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 creations and the process behind creating them
5. Explain the next steps
 - a. I will open up breakout rooms
 - b. In your breakout rooms – please take 3 minutes to brainstorm what you might build with the materials around you
 - c. After the 3-minute mark – I will send a message to all breakout rooms
 - d. You should use the remaining time to actually craft whatever it is that you plan on making
 - i. Facilitator will check in on the progress of each group
 - e. At the end of the 7-17 minutes, come back to the main room
6. Once everyone has come back to the main room, have participants share out
7. Use your remaining time to have the group discuss common themes found during the crafting process

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 were some common materials used for the crafts?
 - c. How did your environment aid or restrict your design?
 - d. Given what we have brainstormed here, how might we apply this to your work (or the work of our team this year)??
 - e. 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
2. Wrap up with a note about how the purpose of this activity was to express each individual's creativity and how that process differs for everyone. Be sure to include conversation on how to apply this in their lives moving forward.