



SOURCE CONSULTING GROUP

# Virtual Team Building Activities



**For Extraordinary Teams**

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## OUTSTANDING HIGH PERFORMANCE

**A High Performance Team...** a group of people, committed to a common purpose, working with high levels of respect and collaboration, producing superior results.

### **This doesn't happen by accident.**

Great teams live and breathe a commitment to excellence, to mutual respect and support. You only get excellence by *consciously investing* in your team's development. *Train your team for the success you envision.*



## Customized Programs to develop Critical Skills for Outstanding Teams

In the [American Management Association's Critical Skills Survey](#), 2,115 managers and executives (across a spectrum of industries) detailed the skills teams need to succeed.

- Critical thinking and problem-solving skills
- Collaboration skills
- Communication skills
- Creativity and innovation skills

**Organizations like Google and Southwest do what it takes to sustain high performance.**

*They invest time developing these skills. Where do you want to invest?*

## How We Do It: Experiential | Team building should be *real* skill building.

**Enjoyable yes - AND, it's about real, functional skills.** We go beyond 'good ideas' and build real skills - the skills for excellence. Our training is activity-based and experiential. It facilitates real learning for real behavior change, not just good ideas. We equip *your team* to move past mediocre and into excellence. **Training is designed around your unique needs** and helps you establish a high trust culture with effective, and engaged people - where team members align, collaborate, commit and innovate. It becomes *the* everyday experience, not a training high. **Don't settle for OK, reach for Outstanding.**

## The Elements of Program Excellence | Proven Learning Process Is Built into Every Program

- **Experiential:** Active/simulation-based learning & initiatives (minimal talk, maximum engaging)
- **Reflective:** Using compelling activities for relevant personal/team awareness development
- **Honest:** Utilizing twenty+ years of skills in holding people accountable and inspiring excellence
- **Sustainable:** With take-back materials, and a true commitment process as part of the design
- **Transformative:** Think different, behave different; overcome limits, redefine what's possible!

**We reinforce skills with brain-based scaffolded learning.**

## We'll help you Reach High Performance

*"Our experience with Source Consulting was a much-needed breath of fresh air, and I can honestly say we are a stronger, more productive team because of it!"*

M. Fordney | Executive Director, AZ Children's Advocacy Center

### **Think you Can't Afford It? Think Again...**

**Let's be clear about costs and budgets. It's simple:** We've chosen to make a difference in the world and serve our community. We pride ourselves on delivering world-class training you *can* afford. Call us.



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Michelle Cummings | [www.training-wheels.com](http://www.training-wheels.com)

Jim Cain, PhD | [www.teamworkandteamplay.com](http://www.teamworkandteamplay.com)

Want more info and activities? Visit their websites for superb books, resources, activities and simulation ideas.

## Disclaimer

Yes, we've got to say it.

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## Virtual Activity Overview

**Just because we can't be in the same room doesn't mean we can't work/play/learn together experientially. It's totally possible to do this via Zoom or other virtual platforms.**

The right activity/energizer or simulation takes any training to deeper levels of learning, creates greater impact, and enhances participant engagement/development, even when we're sitting in different rooms.

**The Platform: Zoom** | Because this digital platform is a new way of doing activities, give yourself time to experiment before you launch one on a call; this will provide practice for smooth choreography of the activity.

These activities focus on the Zoom platform (they can be done on others).

Get familiar with Zoom or your chosen platform so you can be facile in moving the activity process along.

For Zoom, begin learning the platform here: <https://support.zoom.us/hc/en-us>

### Important Tips Before You Begin!

- **These activities work best on a desktop or laptop system.** Phones (while useable) are trickier for bandwidth and management (adds more tech support, taking away from the activity facilitation).
- **Most activities are low or no prop** (using easy things to find in a home/home office).
- **Some activities require simple materials** that can be distributed by mail with enough pre-planning
- **Many activities use movement;** let people know to set up their zoom area with as much open space as possible. Though standing is involved, activities can be done sitting.
- **Use the full camera frame** when doing any movement in activities; it adds more visual engagement.
- **Some activities use large index cards/paper** - some way of participants identifying themselves by flashing words on the screen (their names, questions responses, etc.) *Remind participants to write very legibly!*
- **Many activities require putting the participants into breakout rooms on Zoom.** Familiarize yourself with the process before you launch an activity requiring this.
- **Facilitators will visit.** Let your groups know that when you place them in breakout rooms, you will be dropping into those rooms to check on how they're doing and to observe their process.
- **Set up passing sequences in your group.** This means, have each group member legibly write their name on a large index card or piece of printer paper cut in half. While this is happening, you can email (or put into the Zoom chat) the order you will use for the session. That is simply the names of the people numbered so they know who is next if they do a passing exercise. E.g.: 1) Solomon, 2) Gabriela, 3) Imani. In this example, whenever Solomon has taken his turn, Gabriela knows she is next and will be passing to Imani.
- **Explore and experiment!** It is exciting to see what modifications and variations (and even completely new activities) emerge when you and your groups explore and experiment. Be sure to share those with us!

**Power Tools** | Team development activities and are like power tools. It takes awareness, care, training, and practice to use them skillfully so no one gets hurt. When you make a *smart-fit* between your specific objective and your choice of activity or team activity, you'll be taking a team to deeper levels of learning, enhancing development and long-term impact. So - bring your best creative thinking to the process of selecting and delivering activities and why we're offering these core questions for framing the experience:

- 1) What is the objective of the activity; what do I hope participants will walk away with?
  - 2) Does the activity fit my overall training plan, the group's size, needs and composition?
  - 3) Can the activity be done with full emotional and physical safety?
  - 4) Do I have space in my agenda?
  - 5) Is the space where participant will be conducive to the activities?
  - 6) Since this is virtual training, have I let them know we'll be doing activities?
  - 7) How can I most effectively *debrief* the experience to ensure participants take away relevant learning?
- As you'll see next, skillful debriefing is crucial to an activity's impact.*

## Quick Definitions

**Energizers** are quick activities, taking 5-10 minutes, and on rare occasions 15 minutes.

As the name implies, we use Energizers to get cross connections happening, to loosen up the training atmosphere, to wake people up (often literally!) and generally lighten the mood. The primary learning has to do with communication, cooperation and collaboration.

**Caution:** When you encounter people who think of *energizers* as a waste of time and resist participating, it's even more vital to keep your own enthusiasm and professionalism tuned up and don't buy into anyone's negative perception. You have to own it. Remember, *energizers* are power tools - used skillfully, their positive impact is will serve the entire meeting process.

### Four keys to successful energizers:

- 1) Choose activities that can stretch the group while being comfortable enough to minimize resistance (*especially the first one*).
- 2) Avoid using too many energizers! Select just two or three at a time and space them strategically throughout the meeting.
- 3) Own it! Model the energizer with authentic spirit and be OK even if you sometimes feel a bit silly. Remember, your enthusiasm carries over to the group and helps build the energy (especially in the virtual space) holding back will dampen the mood; own it and have fun!
- 4) Energizers are designed to be quick - be sure to end the activity while the group's energy is high.

**Team Activities** engage elements of real life/work situations. Beyond games, they're purposely designed to surface ineffective behaviors to learn and practice contrasting effective skills/behaviors. Team Activities are rich with learning objectives and can take anywhere from 30 minutes to 60 minutes in a virtual setting (longer in an in-person setting). Although people can (and do) have fun in a Team Activity, they are very different from "games" which primarily involve wining/loosing or something other than real learning to move a team's process forward.

**Important: a simulation is only as good as its debrief!** A well-thought debrief is integral and therefore, **mandatory**. **It's in your debrief that you'll be mining for the learning. Debriefing is the process that makes the simulation relevant.**

### Why use team activities?

- 1) Team Activities offer a powerful metaphoric learning opportunity by making the abstract concrete.
- 2) Team Activities set up the lab: behaviors and skills that need to be observed and changed are purposefully brought forward by the simulation's design. It's a concentrated learning environment.
- 3) Team Activities offer a learning process that tracks to all 7 of the *Multiple Intelligences*, ensuring every learner accesses information at every learning channel.

**Note:** Run a test of your Team Activity **before** you run it with a group! Especially for ensuring you can smoothly manage the technical end of things. The more you understand the activity's flow, the more skillfully you'll be able to manage and observe the dynamics (many unexpected) that can--and will--arise.

### Before

Know your group's targeted learning objectives. Then, choose a *smart-fit* Team Activity; one that will allow desired behaviors and learning to emerge. To set up the group's pre-awareness, prepare a didactic overview of tools, techniques and data. The critical thinking you bring to these first steps links directly to your skill in creating a relevant, on-target debrief, as explained below.

### During

As a focused and attentive facilitator, you'll want to write down specific behaviors you see, comments you hear, and dynamics you observe. You'll be feeding this back to the group as points of learning. It's important to remember (and to remind participants) that the Team Activity is deliberately designed to bring out behaviors so that new tools for moving beyond limiting behaviors and keep strengthening generative behaviors.

## Debrief

As we've said, a Team Activity is only as good as its debrief. [Debriefing is a powerful art and deserves its own study.](#) It's in the debriefing experience that a team activity begins to evolve into powerful kinesthetic awareness - the essence of real learning and behavioral shift.

Start by bringing what you've observed and heard to the discussion; tie your comments into the didactic information you used at the start of the activity. Ask teams to do the heavy lifting. If you noticed counterproductive dynamics (and you will), you can ask things like: *What specific behavioral shift will make a difference here? What can that look like? What communication skill could have been more effective? How did X choice affect the team/process?*

Call out productive behaviors as well, asking questions like, *What specific things did you say or do that worked? What can help sustain that behavior or choice?*

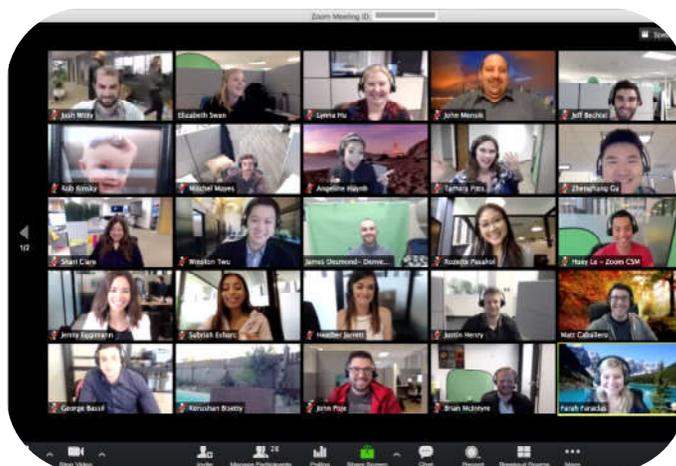
For your debrief questions to make their learning impact, it's vital to avoid vague and generalized questions like, *What did you learn? How did that feel?* You might ask such questions later, but **only** if you see them contributing to the primary learning objectives.

Read more on asking superb questions here:

<https://sourceconsultinggroup.com/the-best-way-to-ask-effective-team-building-questions/>

### A few solid debrief kickoff questions:

- What are some of the things the process sparked for you?
- What are some behaviors or dynamics you noticed when...?
- I'd like to hear some of your thoughts on how the process unfolded for you.
- What are some of your observations about your team's process?





# Energizers!



## Energizers

**ENERGIZER:** *Change 3 to 5*

**MATERIALS:** None: You will be putting pairs or triads of people in Zoom breakout rooms – works best if participants can stand and still seen by the people in their breakout room.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Facilitator instructs the group that they will be placed in breakout rooms with one or two other people (best done with pairs, but groups of 3 are fine).
- 2) Once in rooms, they are to stand (best), and be as close to the camera as possible, but still have their full body visible. Sitting works, it just limits options. Their task is to carefully observe each other's appearance for 30-40 seconds, then turn around so they're not facing the camera. *Note: with adolescents or new-to-each-other groups, suggest pairing those who identify female with the same and those who identify male with the same.*
- 3) Facing away from the camera, each person must now change his/her appearance in 3 to 5 ways - for example: removing a piece of jewelry, moving a belt buckle, reversing a jacket, removing a shoe, etc., taking only a minute or so to make the changes.
- 4) Partners now turn back to face the camera again (everyone turns at the same time) and each person takes a turn describing whatever changes in their partner's appearance that they notice. Time for sharing should be relatively short to keep it energetic.
- 5) Activity can end here or, to up the challenge, partners can again turn their backs and change 3 completely new things, then turn face-to-face to note new changes.

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**ENERGIZER:** *That's Exactly What It Is!*

**MATERIALS:** A bandana or spoon for each participant (or an object that everyone can easily find so they have the same thing – even an index card/piece of paper can work)  
Use breakout rooms if your group is more than 15-20.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Set a passing sequence for your group (see pg 5).
- 2) The facilitator begins. Take the bandana or spoon (or whatever you are using) and mime it being used as something other than what it is; the more creative the better. For example, roll up the bandana; grab the ends in each hand as if they are motorcycle handlebars, mime riding a bike and say, *"This is my Harley!"* Instruct the group that once you say that, their response should be an immediate and hearty, *"That's exactly what it is!"*
- 3) Now model the process again, and have them practice the hearty response.
- 4) The facilitator then "passes" the bandana to the person next in sequence (meaning whoever is next uses their object and does their thing). Remind them to get as crazy and creative as possible (keep it appropriate!) with the item.
- 5) The new person mimes something and makes the declaration of what it is, and the group responds.
- 6) The process continues around the group and back to the facilitator.

**ENERGIZER:** *Alphabet Mime* (Learned from Chris Cavert.)

**MATERIALS:** Stopwatch optional: You will be putting triads or quads of people in Zoom breakout rooms. Participants can sit for this and standing is best if possible.

**TIME NEEDED:** 10 minutes

**INSTRUCTIONS:**

- 1) First, let participants know you will be putting them into small groups in breakout rooms. In the first round of breakout rooms, they are to get names (if they don't know each other) and number off: determine who goes first, second, third, or fourth, and make sure they know the sequence (write it down if necessary).  
At this point that is all they are to do, they've not received any other instructions. They'll ask you what they are going to do: let them know they'll get that info shortly upon returning the large group. Give 2 minutes to be in a breakout room.
- 2) Once they are back, explain the following. You will be placing them back in their breakout rooms, for this task. **Each team's is to get as far into the alphabet as possible in 1-minute miming words.** Action words (verbs) provide the most animation and challenge; however, you can decide to mime any words (nouns, words from vocabulary lists, etc.). Breakout groups will get 1 minute to mime words in alphabetical order.
- 3) For example, as soon as they are in their rooms that is the "Go!" Person #1 mimes a word beginning with "A." When teammates guess the mime correctly (any teammate can guess), Person #2 immediately starts miming a word beginning with "B." Once guessed, Person #3 mimes a word beginning with "C." If the group has 3 people, it goes back to Person #1 to mime "D" and so on.
- 4) After 1 minute-ish, bring them back to the main room. Have Person #1 write down the furthest letter they made. Facilitator will call out letters starting with "D" (most teams get as far as D). Teams type their letter in the chat when it's called. Facilitator continues calling out alphabet to see how far teams were able to go.
- 5) If time and/or group energy allows for another round, you can send them back to their room with the same folks, or into new small groups/rooms. If you use new groups, individuals *must mime completely new words*, excluding any they've used in the first round (integrity!).

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**ENERGIZER:** *"This reminds me of..."* (Thanks again, Chris Cavert!)

**MATERIALS:** The Facilitator has a bag of 6-8 unusual and unrelated objects - anything from odd dog toys to fun Christmas trinkets (Essentially, anything that would be interesting to pick up, hold in one hand and discuss.) If you have a large group (10 or more), you will be putting triads or quads of people in Zoom breakout rooms

**TIME NEEDED:** 10 minutes

**INSTRUCTIONS:**

- 1) In the large group, facilitator shows each object and hold it long enough for everyone to take it in.
- 2) Facilitator asks a question relating to the group's current discussion topic such as, *What are some things you hope to get out of this session?* Or, if using this as a team activity debrief, ask *What takeaways from the last activity can apply to our team process?*
- 3) Before answering, invite participants to name an object that might have a connection to their answer. Even if the chosen object ends up having little or nothing to do with a person's response, it serves as an inviting way to jump into the discussion.

**ENERGIZER:** *Instant Re-play*

**MATERIALS:** None: Participants can sit for this and standing is best if possible. Use breakout rooms if your group is more than 15-20.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Set a passing sequence for your group (see pg 5).
  - 2) Facilitator demos by performing an action while also calling out her/his own name (with some sort of fun voice) plus an adjective starting with the same first letter.
  - 3) For example, “*Scintillating Solomon!*” Said with a squeaking voice tone.
  - 4) Immediately, all participants *re-play* “*Scintillating Solomon!*” imitating both the action **and** the vocal intonation.
  - 5) Re-play continues around the group until each participant has had a turn.
- 

**ENERGIZER:** *Mingle, Mingle, Mingle*

**MATERIALS:** large Index Cards, Markers: This works bet if the entire group can be seen on each person’s screen. Use breakout rooms if your group is more than 10-15.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Facilitator asks the group to imagine they are in the same room moving around together. Then, demonstrates the mingle dance: pointer finger goes up in the air then down across the body (Saturday Night Fever style). Participants do the gesture while chanting in singsong fashion, “*Mingle, mingle, min-gle!*”
  - 2) When facilitator calls out, “**MINGLE!**” participants repeat the dance and chant until the facilitator calls out a category such as, “*Favorite ice cream flavor!*”
  - 3) Participants quickly write down their choices then type them in the chat. If it’s a small group (10-ish), the facilitator asks teach of the folks in the same categories to share what they love about that choice. For larger groups, it’s just fun to see who else had that choice, by scrolling through the chat.
  - 4) Facilitator again calls “**MINGLE!**” and gives a new category, and repeats the process.
- 

**ENERGIZER:** *Geographia*

**MATERIALS:** An image showing the map of the country in which you are, as well s a world map: You will be using the share screen and annotate feature for this energizer.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Share your screen showing a blank page. Have the participants practice using the annotate feature to write their names and make a doodle.
- 2) Next show the map of your country. Ask each person to write their name at the place on the map where they were born, or if they immigrated, where they came to and first lived.
- 3) People now ask questions of the group, specific to where they see names written. For example, a participant might ask, “*Solomon, I see you put your name in Georgia, can you tell me more about that?*” Encourage the group to ask a few rounds of questions. **Continued...**

- 4) If folks moved, have them draw a line from where they started in the country, to where they moved. Or, draw a line to where a dear friend or family member lives and share about that.
- 5) To keep the activity going, you can share a world map, and ask participants to annotate places such as such as their parents' birthplace; their ideal place to visit and/or to live, somewhere they enjoyed visiting etc. Participants are encouraged to name the specific map point they annotated on to help orient others to their map location.



## **ENERGIZER:**      *Air-Pass the Picture*

**MATERIALS:**      A piece of blank printer paper and marker per participant;  
Use breakout rooms if your group is more than 10-15.

**TIME NEEDED:**      5-10 minutes

### **INSTRUCTIONS:**

- 1) Set a passing sequence for your group (see pg 5).
- 2) Music playing in the background is nice for this energizer (share your screen and select the option to share sound).
- 3) Instruct person #1 to draw a relatively simple image on their paper and label it #1, but *not to show their paper*. When complete, ask all other participants to face away from their screens, so they cannot see what is happening. No cheating! 😊
- 4) Now, instruct person #2 (only person #2) to face their screen while person #1 reproduces what they have drawn, *in the air*. Meaning, person #1 is using their finger in the air, to draw what they have drawn on their paper (this is done completely non-verbally – no talking). **They can air-draw a max of 3 times.** Person #2 watches, but cannot ask any questions; again, this is all done in 'silence.'
- 5) Next, person #2 draws what they think they have seen on their paper and labels it #2.
- 6) Then person #3 turns around and the process continues: person #2 finger draws in the air for person #3. Person #3 draws it on their paper, labels it #3 and so on all the way to the last person.
- 7) Remember, at no point can they show their paper drawing until the facilitator says they can. Once they have turned around to face their screens to see the other person draw, they can continue to watch the action, but cannot add anything verbally.
- 8) Once the last person has drawn what they think, the facilitator invites everyone to share their pictures to see how well they passed/understood the information. Since everyone has labeled their picture with a number, they should be able to see the progression (or the digression!) of the image being shared.

**ENERGIZER:**      **Rock Paper Scissors Championship**

**MATERIALS:**      None

**TIME NEEDED:**      5-10 minutes



Rock



Paper



Scissors

**INSTRUCTIONS:**

- 1) Let the group know that a bit of chaos is part of the fun with this activity. First, establish the way to play Rock Paper Scissors (RPS). People who are not from the US may not know the game, so you will need to review the hand motions, the hierarchy of what wins over what, and designate the count. We recommend the count be: 1-2-3-Go! This means, you show your hand signal on 4. Demo this on screen. For our virtual version, paper needs to be vertically oriented so it's obvious.
- 2) Once the essentials are established, designate the first pairs, but explain the process before starting.
- 3) Explain: once you start the first pair, they will run one round of RPS. Whomever wins the round, that's it - it's a win (if they show the same sign, it's a tie and do it again). The 'looser' of the round becomes the winner's cheerleader. Here's where it gets fun/crazy. You have to remind the group that if they don't really go for it as the winner's cheerleader, the game will be lame!
- 4) For example for the first round, say *Solomon* and *Gabriela* match up, and *Juan* and *Imani* match up. If *Gabriela* wins, *Solomon* becomes her cheerleader. Then if *Imani* wins, *Juan* becomes her cheerleader. So as *Gabriela* moves on for round two (listening for someone else who won the first round - in this case, *Imani*), *Juan* will cheer like crazy for her. *I-MAN-I!! Come on y'all, I got the champion right here! Bring it, Imani is the Queen!!* And so on. *Solomon* will be doing the same thing for *Gabriela*.
- 5) Now *Gabriela* matches up against *Imani* with *Solomon* and *Juan* cheering for their respective person. If *Gabriela* wins this round, then *Solomon*, *Juan* and *Imani* **all** begin cheering for *Gabriela* as she moves on to find a winner from round two. Remember, do the cheering with gusto!
- 6) The rounds continue until it's a showdown between the two remaining champions, both of whom should now have a host of cheerleads and the cheering is raucous.
- 7) Note that with so much cheering, it may be necessary for you as facilitator to help keep track of who is still waiting to play or is cheering, or is still playing (a quick cheering pause can help). Posting the info in the chat is also helpful.

**ENERGIZER:**      **Forced Choice**

**MATERIALS:**      List of choices

**TIME NEEDED:**      5-10 minutes

**INSTRUCTIONS:**

- 1) Let participants know that you will call out (and place in the chat) a pair of words or a pair of statements.
- 2) Their task will be to choose one or the other based on their connection to, resonance with, or feelings about the words or statements.
- 3) **They must choose a side!** No one can be in the middle (both or neither is not an option) and you will need to remind them of this, acknowledging that you are making it hard on purpose. They choose a side by simply sliding all the way to the right or left of the frame on their screen. *No middle ground in this activity.* ☺
- 4) They are not to try to convince or coerce anyone else; they must choose based on their own feelings about the words or statements.
- 5) Start with easy words then move on to more and more difficult and 'controversial' choices (see the list for ideas and progression).
- 6) Say each choice pair, point to the side for each, and type them in the chat as well (you can pre-type your text for quick copy/paste into the chat).
- 7) Keep the tempo of choices relatively fast; this is designed for *minimal* conversation about the choices (unless you want that, then by all means slow it down). **Continued...**

- 8) **NOTE:** If participants see your image backwards on their screen, work around this by making signals for right and left. For example, a fist for 'right' (while also moving right) and an 'L' with thumb and forefinger while moving left. You can also hold up a card with clearly written 'R' and another with an 'L.'

**Examples:** (Your list should be based on relevant content for 'getting to know you,' or to inspire deeper dialogue.)

RIGHT SIDE	LEFT SIDE
Juice	Water
Cookies	Pie
Early bird	Night Owl
Watch a movie	Read a book
Freedom	Money
Control	Relaxation
People	Solitude
Nature	City
Local	Global
To have commitments and a schedule	Independence as to do the things I want to do
To do new and different things often	To have as many good things as possible
To have people think well of me	To do what is right according to my beliefs
To be well known	To be respected

Great examples can also be found when you internet search for 'would you rather' resources.

E.g.: <https://conversationstartersworld.com/would-you-rather-questions/>

**ENERGIZER:** **Name Calling** (Adapted from Chris Cavert)

**MATERIALS:** Each participant needs an index card with their name (one name written legibly)

**TIME NEEDED:** 7-10 minutes

**INSTRUCTIONS:**

- 1) Note that sometimes, writing comes out backwards when shown on screen. Test this first. If so, have everyone write their name backwards on a large note card (even the letters). This is a fun exercise in itself!
- 2) Let participants know they will be passing names to another person in the group, and must watch and listen carefully to respond as quickly as possible (no pauses).
- 3) A pass looks like this. If I am starting the passes, in one quick motion I hold up my name card (Solomon), put it down then immediately say someone else's name: "Gabriela!"
- 4) Gabriela has now had received the name pass. When a participant gets a pass from another person, they (the receiver) do the same thing as quickly as possible: in one quick motion Gabriela holds up her name card (Gabriela), puts it down then immediately says someone else's name: "Imani!" Then Imani goes and so on.
- 5) Take a practice round so that everyone gets the idea and you can coach them for quick flow. Start with the facilitator and move around the group randomly; remind participants that there is no pattern or order they need to follow, just keep calling names randomly.
- 6) Now tell them that speed is required. When you practice again, they must go as fast as possible, and any pauses or 'mess ups' means they are 'out.'
- 7) However, *they are not out of the activity!* They become 'hecklers.' Hecklers don't call out names but will randomly flash name cards (or nonsense cards) as a way to distract those still in the game. / cannot call out names; their task is only visual.
- 8) Once the game begins, you may have to coach the group to go faster.
- 9) End the activity when it comes down to two people; it's usually a tie.

**ENERGIZER:**      **Body Air Art**

**MATERIALS:**      None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works).

**TIME NEEDED:**      1-2 minutes

**INSTRUCTIONS:**

- 1) Invite participants to stand or get comfortable for moving at their seats.
  - 2) You'll now simply invite them to use a part of their body to draw something.
  - 3) For example, invite them to write their name in print - the air using their left elbow.
  - 4) Now invite them to write their name in cursive using their forehead.
  - 5) How about (if standing) writing the name of one of their favorite family members with their left knee.
  - 6) Then there's adding art elements: with the right side of your rib cage, draw a doodle that makes you chuckle (no need to share what it was).
  - 7) As the facilitator, you get to be as creative as you desire given the physical circumstances of the participants. You can also invite them to suggest things to draw and body parts to use. And, keep it appropriate as always. 😊
- 

**ENERGIZER:**      **1's 2's and 3's**

**MATERIALS:**      3 large index cards each with the numerals 1, 2, 3 (a number on each card written backwards): You will be putting participants into various breakout rooms, 3 different times (random groups each time). It's great if participants can stand and still be seen on screen (sitting also works).

**TIME NEEDED:**      10-15 minutes

**INSTRUCTIONS:**

- 1) Tell participants you will be posing a question or prompt with the entire group in the chat. They will be going into a breakout room with 4 to 8 (depending on group size) of their group mates, to share responses to the question/prompt (they'll have about 5-8 minutes to share based on group size). The questions are your choice as facilitator, and we recommend starting with a lighter question/prompt (still meaningful) for the first round. For example, *"What most inspires you about the work you are doing right now?"*
- 2) Share the question and then place the group into their breakout (random placement of people).
- 3) While they are in their **first breakout room**, you drop into each group to let them know:
  - a. They are currently with group #1, so they should 'memorize' the names/faces of people in group 1.
  - b. Tell them that after each person responds to the question, they will have a task to do as a group. That task is to come up with 20-30 seconds of choreography that they do on cue. This means synchronized hand/arm, face/head and/or body movements. They need to get at least 8-10 different movements in the choreography and practice so everyone has it.
- 4) After time for breakouts to share and practice (keep things moving - no more than 5-8 minutes max in breakouts based on group size), bring them back to the full group.
- 5) Now share another question/prompt. For example, *"What do you feel you can contribute to this team to make us work even better together?"*
- 6) Place the group into their second breakout rooms (again, random placement of people).
- 7) While they are in their **second breakout room**, drop into each group to let them know:
  - a. They are currently with group #2, so again, 'memorize' names/faces of the people in group 2.
  - b. After each person responds to the question, their group task is to come up with a word or phrase they will chant together (with gusto!) on cue. **Continued...**

- 8) Again, bring them back to the group after enough time to share and practice.
- 9) Finally, share the last question/prompt. E.g.: “When’s a time you felt successful with something and why?”
- 10) Place them in the **third breakout room** (random people, there may be crossover based on group size).
- 11) Drop into each final group, reminding them to ‘memorize’ group 3 participants, and the final task is to choose any song from which they will all sing at least 3-4 lines.
- 12) When you bring them back to the full group after the 3<sup>rd</sup> breakout, explain the following.  
When you hold up a number on screen, they are to do what they practiced in that group (remembering with whom they worked in that group). They’ll not be going back to breakouts; they’ll simply do the ‘thing’ from that group, here. Ready?
- 13) Now hold up the number 2: participants should begin chanting whatever they had practiced in-group 2. After only 5-6 seconds, hold up the number 1. They should all start doing the choreography they created in group 1. Again after only 5-6 seconds, hold up 3. Everyone should begin singing the song they worked on in group 3. If the energy is good, hold up 1 again.
- 14) If the energy is *really* good, ask each breakout group to perform their choreography while the other groups watch (then cheer).

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**ENERGIZER:**      *What are you doing?*

**MATERIALS:**      None: It’s great if facilitator and participants can stand and still be seen on screen (sitting also works). Use breakout rooms if your group is more than 10-15.

**TIME NEEDED:**      5-10 minutes

**INSTRUCTIONS:**

- 1) Invite participants to stand or get comfortable for moving at their seats.
- 2) Explain that you are going to do a movement without telling them what you are doing (for instance, mime climbing a mountain. Show arms, (legs if possible) and facial expressions when you mime – have fun and get into it. Let them know that within 10 seconds of you doing the movement, someone should ask you, “What are you doing?”
- 3) When you respond, you say something *completely* different from what you are actually doing. So for instance, you would respond, “I am doing needlepoint.”
- 4) Whomever asked you what you are doing, now mimes what you said - they begin miming doing needlepoint.
- 5) Someone new asks them, “What are you doing?” They should respond with something *completely* different, whacky and random (keeping in mind whoever asked them will have to mime that thing).
- 6) The more wild and fun the miming and the actions are and the more different the responses from the mimed actions, the more fun.
- 7) For most groups, it helps to have a sequence set up, so person #2 would ask you (if the facilitator is person 1) the question, “What are you doing?” For some groups, it can be spontaneous as described here; you’ll have to decide what best fits your group).
- 8) The things people say they are doing can begin as random fun activities and (should you choose), can be narrowed to more specific activities that relate to your zoom call or group’s focus.
- 9) Again, keep miming and such, appropriate to you group. 😊

**ENERGIZER:**      **Shake Down**

**MATERIALS:**      None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works).

**TIME NEEDED:**      2-3 minutes

**INSTRUCTIONS:**

- 1) Invite participants to stand or get comfortable with space for moving both arms and legs at their seats.
  - 2) Explain that they will be putting their right hand in the air and shaking it somewhat vigorously, while counting down from 10 to 1.
  - 3) Begin by saying "Ready, Go!" Hold up your right hand, and count aloud, "10-9-8-7-6-5-4-3-2-1." Give your hand a good shake on each number.
  - 4) As soon as you get to 1, immediately say, "Now the left!" Count down and do the same with the left hand.
  - 5) As soon as you get to 1, immediately say, "Now the right foot!" Count down and shake the right foot on each number.
  - 6) You guessed it: at 1, switch to the left foot, shake it and count down.
  - 7) As soon as you get to 1, immediately say, "Right hand again!" This time though, you start at 9 and count down. Do right hand, left hand, right foot, left foot.
  - 8) Start again from 8 and so on all the way to 1 shake on each limb. Note that as you get to the low numbers, the action of shaking get more animated and fast.
  - 9) Keep it moving along for maximum fun and energy. End with a big round of applause!
- 

**ENERGIZER:**      **Psychic Shout Out**

**MATERIALS:**      None; You'll be selecting people to work together in pairs, though they stay in the large group to do so. Use breakout rooms if your group is more than 10-15.

**TIME NEEDED:**      5-10 minutes

**INSTRUCTIONS:**

- 1) Choose a person to demo the process, and you'll work with them first.
- 2) Explain that you'll count, "1-2-3!" then simultaneously say a word with your partner.
- 3) This first word is essentially random (whatever comes to mind).
- 4) Then each person tries to think quickly of a word that links the two words just spoken. Count to three again and then simultaneously say the word that is "in between."
- 5) If those next words do not match, repeat the process until eventually you'll both say the same word.
- 6) Once that happens, the group shouts out "We got a match!"
- 7) Choose a next pair and have them do the process.
- 8) End with a big round of applause!

**ENERGIZER:** *Alphabet Blurt (Alpha-Blurt)*

**MATERIALS:** None: Works best in small groups (max of 6-10); if your group is larger, explain the process and put them in breakout rooms of 6-10, and drop in to see how it's going.

**TIME NEEDED:** 5-8 minutes

**INSTRUCTIONS:**

- 1) Let the group know the goal is to complete reciting the alphabet, one letter at a time, from 'A to Z.'
  - 2) The rules are:
    - a. Everyone has to participate and say letters.
    - b. Each person can say only one letter at a time: the next letter has to come from someone new (one person cannot blurt out two consecutive letters).
    - c. If two people say a letter at the same time, the group has to start over again from 'A.'
    - d. The group cannot create an order; it has to be a 'random blurring' until they get to 'Z.'
  - 3) The group is trying to get to Z; however, stop before the energy gets low. The point is to have fun and have the group feel their rhythm, not necessarily get to 'Z.'
  - 4) For upping the challenge, try having everyone either look down (not facing the camera), or turn off their camera so all you see are names (you still hear voices). Also see *Tiger, Robot, Cow* on pg. 21.
- 

**ENERGIZER:** *Yes, And...!*

**MATERIALS:** None: Works best in small groups (max of 6-10); if your group is larger, explain the process and put them in breakout rooms of 6-10, and drop in to see how it's going.

**TIME NEEDED:** 5-8 minutes

**INSTRUCTIONS:**

- 1) Most people are aware of the improve process called "Yes, and..." It's a concept that helps teams access more safe space for sharing, brainstorming and innovating.
- 2) Set a passing sequence for your group (see pg 5). If your group is small (and energetic enough), you can try having them chime in randomly.
- 3) The process is:
  - a. First, choose an event to set the context for the conversation. For example, "Let's plan a picnic."
  - b. The first person in the sequence starts by making a declarative statement about the prompt, such as "We will have the picnic at the lake!"
  - c. The next person says, "Yes, and..." and adds something to the idea. For example they could say, "Yes, and - we could bring giant floatie ducks for the water."
  - d. From that point on, each person in sequence always starts with the phrase, "Yes, and..." as they add something to the conversation.
- 4) Encourage them to keep the pace snappy, and to add fun things to the conversation.

**ENERGIZER:** *First Letter, Last Letter*

**MATERIALS:** None: Works best in small groups (max of 6-10); if your group is larger, explain the process and put them in breakout rooms of 6-10, and drop in to see how it's going.

**TIME NEEDED:** 5-8 minutes

**INSTRUCTIONS:**

- 1) Set a passing sequence for your group (see pg 5). If your group is small (and energetic enough), you can try having them chime in randomly.
  - 2) Explain that this exercise requires concentration and listening.
  - 3) The group is going to tell a collaborative story, with each person responsible for one sentence.
  - 4) The key is: people must start their sentence with the *last letter* of the *last word* of the previous sentence. Adding movements wherever possible definitely adds to the fun.
  - 5) Encourage the group to stay actively engaged in what others are saying to keep the pace snappy.
- 

**ENERGIZER:** *Questions Only*

**MATERIALS:** None; You'll be selecting people to work together in pairs, though they stay in the large group to do so. Use breakout rooms if your group is more than 10-15.

**TIME NEEDED:** 5-8 minutes

**INSTRUCTIONS:**

- 1) Choose a person to demo the process, and you'll work with them first.
  - 2) Explain that the two of you will carry on a normal conversation by speaking with only interrogative sentences (i.e., questions). You have to pick a topic to 'discuss.'
  - 3) For example, if the topic is going to a movie, begin by saying, "Would you like to see a matinee?" Your partner would respond by saying something like, "How would you like to see the new Star Wars film?" To which you can say, "Have you ever yelled out a random Yoda quote in a theatre?" Your partner responds with, "What time does the matinee start?" And so on.
  - 4) Keep the process snappy (only a minute or so per pair) and switch to a new pair of partners the moment energy begins to wane.
  - 5) End each pair with a big round of applause.
- 

**ENERGIZER:** *Statues*

**MATERIALS:** None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works). This works best if all group members can be seen on screen at once.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Choose 2-3 keywords from the material you will be covering in your session.
- 2) Quickly define what a statue is and establish that they are frozen, silent, and represent ideas/concepts.
- 3) Next, have a short and lively discussion about what people feel one of your selected words mean.
- 4) Now select half the group, and let them know they will become a statue representing the word when you count down from 3.
- 5) Give folks a moment to think and then say, "Ready, 3-2-1, freeze!"
- 6) Invite the other half of the group to observe the statues, and share what they observe, and why they think there is a connection. Switch sides and repeat the process. Also see *Statues in the Zoom Room* on pg. 21.

**ENERGIZER:**      **Sound & Movement Machine**

**MATERIALS:**      None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works). Best in small groups (max of 8); if your group is larger, explain the process and put them in breakout rooms of 5-8, and drop in to see how it's going. This works best if all group members can be seen on screen at once.

**TIME NEEDED:**      10-15 minutes

**INSTRUCTIONS:**

- 1) Choose 1-3 keywords from the material you will be covering in your session.
- 2) Have a lively, open discussion about the keyword/s meaning so there is mutual understanding and perspectives sharing.
- 3) To demo before breakout groups, choose 2 people and create a sequence with yourself and those 2 people.
- 4) Quickly choose which keyword you will use in your group of 3.
- 5) Now invite each person on the group to determine a sound and a movement that will accompany their expression of the word. *Both the sound and movement must to have a beginning, middle and end.* The sound and movement can be quick and simple.
- 6) The facilitator offers an example. Let's say the keyword was cooperation. Start from a neutral standing position, then while miming high fives in a 360 degree circle, say, "Ahhhhhhh!" in a satisfied /successful tone. Then come back to neutral standing.
- 7) In the demo, invite the other 2 group members to create their sound and movement as well, so each person is clear on what they'll do.
- 8) Now we put it together! Determine the sequence for who will start and who will end (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, in our group of 3). The first person does their sound a movement and **immediately** as they complete, the next goes and then the final. The group has just created a sound a movement machine to represent 'cooperation.'
- 9) Send people to their breakout rooms to work on their sound and movement machines. They should have 5-6 minutes to create and practice least twice.
- 10) Bring the group back together and have each breakout group share their 'sound and movement machine.' After each small group shares, see if observers can guess which word they were expressing.
- 11) Note that even though the each small group could opt to have all members do the same sound and movement simultaneously, we recommend individual sounds/movements, as it's more fun and interesting.

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**ENERGIZER:**      **5 Minute Expert**

**MATERIALS:**      Participants are encouraged to make it as low or no prop as possible. This activity requires letting participants know to prepare ahead of the zoom call.

**TIME NEEDED:**      5-10 minutes

**INSTRUCTIONS:**

- 1) A day or two before the zoom call, let the participants know they may be chosen as a 5 Minute Expert.
- 2) What is that? It's a fun moment (really, 5 mins. tops) for someone to share something they are really good at doing, **and** that they can teach others to do in 5-minutes or less. It should be as close to no-prop as possible - or if props are needed, low prop (things people probably already have and can quickly/easily find in their home).
- 3) Though it can be anything, we encourage it to be a physical skill so the experience is kinesthetic.
- 4) So who gets to be the 5 Minute Expert on the call? You can let folks volunteer, or let them know it will be a random choice (in that case, everyone should have something ready to share/teach).

**ENERGIZER:** *Tiger, Robot, Cow*

**MATERIALS:** None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works).

**TIME NEEDED:** 5 minutes

**INSTRUCTIONS:**

- 1) Similar to Alpha-Blurt (pg. 18), this is an activity to get the full group doing the same thing - at the same time.
  - 2) First, share the three positions with sounds:
    - *Tiger:* Two hands in claw position, and make a "Raar!" sound
    - *Robot:* Stiff hands back and forth next to sides and make a "Bleep, bleep, bleep!" sound
    - *Cow:* Both hands on head, pointer fingers up (horns) and make a "Mooo!" sound
  - 3) Tell the group that you will count to three and say go. Then (without planning), their task is for the entire group to make the same movement and sound, *simultaneously*.
  - 4) Clarify and answer any questions, then say, "Ready, 1-2-3, go!"
  - 5) Try a couple rounds while the energy is up. Challenge them to get as many people doing the same thing at once.
- 

**ENERGIZER:** *Statues in the Zoom Room*

**MATERIALS:** None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works). Best in groups with a max of 20; if your group is larger, explain the process and put them in breakout rooms of 20 (drop in to see how it's going). This also works best if all group members can be seen on screen at once.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) As with *Statues* on pg. 19, review what's known about statues: they are frozen, silent, and represent ideas/concepts.
- 2) Choose a topic that you have explored or will discuss as part o your zoom call. Have the group practice making statues to represent that concept. In this activity, highly encourage statues where people can hold positions easily for a long time.
- 3) Have everyone relax their statues and le them know that you will choose an 'it.' Then when you give the freeze command, people will get back into their statues, and the 'it' will be watching everyone. Their task is to move their statue position to something else without being seen by 'it.' If 'it' sees someone move, they'll say their name. A new 'it' is chosen and another round begins.
- 4) Give folks a moment to get ready, and then say, "Ready, 3-2-1, freeze!" The 'it' begins to watch, and the statues move as subtly as they can to avoid being caught.
- 5) If no one is caught moving after minute or so, the facilitator acknowledges the smooth moving skills displayed, acknowledges the 'it' and starts another round with a new 'it,' and of you so choose, statues representing a new word.

**ENERGIZER:** *Walk/Stop, Name/Clap*

**MATERIALS:** None: It's great if facilitator and participants can stand and still be seen on screen (sitting also works). Participants will need movement space in their zoom area.

**TIME NEEDED:** 10-15 minutes

**INSTRUCTIONS:**

- 1) Have everyone who can, stand.
- 2) Explain that you will be giving specific commands that they should follow. The first is "Walk." When you say walk, they are to walk around their room/area (smaller steps and circles are fine as long as they are walking). Add that they will keep walking until you say "Stop," then of course, they stop walking.
- 3) Try this first set of commands so folks get the ease of it.
- 4) Stop them and add another command: "Name." When you give this command, they are simply to say their own name aloud. Explain that even if they are walking, when the *name* command comes, they can keep walking and say their name. Try these three commands, interspersing the *name* command with the *walk* and *stop* commands.
- 5) Stop them and add the final command: "Clap." Explain they simply clap once when you say, "Clap." You might say, "Clap, clap," which would be clapping twice, or "Clap, clap, clap," (three claps) and so on. Remind them that if walking, they can still clap and keep walking since you have not said stop.
- 6) Try interspersing these three commands. Have fun with some fakes. E.g.; After issuing a *stop* command, pause quickly and then say, "Stop," again. Or, say things like "Name, clap, name," while they walk.
- 7) Once they are comfortable with these commands, stop and let them know you are now going to reverse two commands. Now *stop* will mean *walk* and *walk* will mean *stop*. Repeat this reverse instruction before trying.
- 8) Try these reversed commands, being sure to keep *name* and *clap* interspersed with the reversed *walk* and *stop* commands.
- 9) Now stop again for the final sequence. *Name* will now mean *clap*, and *clap* will now mean *name*.
- 10) Try with all the commands reversed, again having fun with fakes per #6. Remind them to keep breathing throughout the process!

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**ENERGIZER:** *Mobile Showdown Duel*

**MATERIALS:** People need their mobile phones and if they choose to duel, will need to share their mobile number. Each person needs paper and a writing utensil. This works best with groups max size of 10-15. It's best if dueling participants can stand and still be seen on screen (sitting also works).

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) If your group is larger than 15, demo the process, then have folks duel in breakout rooms (8-15 in a room).
- 2) Two people are chosen (or volunteer) to duel. Both should double check that they have room to stand and move in their zoom area, and that they must write down the other person's number on a piece of paper. If necessary, they can check the numbers by making a quick test call and hanging up.
- 3) A duel has specific set of steps. First duelers start seated, and their phone must be in at its main screen and in screen dark mode. They must put the phone in their front pocket, or if they have no pockets, the phone goes on the floor behind their seat. When the facilitator says "go," both must:
  - a. Stand (and stay standing) either get the phone out of their pockets or from the floor behind them
  - b. Dial the other person's number (no using speed dial from contacts)
- 4) The winner is the person who successfully rings the other person's phone, first.

**ENERGIZER:** *Flipity Movments*

**MATERIALS:** It's best if participants can stand, move around, and still be seen on screen (sitting also works). You'll need to share your screen for this activity.

**TIME NEEDED:** 5-10 minutes

**INSTRUCTIONS:**

- 1) Create a fun Flipity movement randomizer using the templates available here: <https://flippity.net/>
- 2) Follow the instructions to create a Flipity of your choice. Remember to publish!
- 3) Open your Flipity link in a browser before the zoom call, then when ready, invite participants to stand if able, and share your screen.
- 4) For this example, we have created a movement wheel. We'll simply click the spinner and then invite participants to do the movement.
- 5) For an extra challenge, layer (or sequence) movements. I.e., after each new spin, have participants do all of the preceding moves they can remember, or mix them into one if possible.
- 6) Have Fun!

*Example of the random movement spinner...*

## Do the Bump





# TEAM ACTIVITIES

## Team Activities

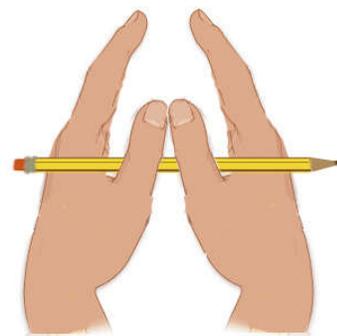
**TEAM ACTIVITY:** *Pencil Flip* (learned from Karl Rhonke)

**MATERIALS:** An unsharpened pencil for each participant: You will be putting small groups of 3-4 of people in Zoom breakout rooms

**TIME NEEDED:** 10 minutes

### INSTRUCTIONS:

- 1) Pencil Flip offers ample opportunities to observe communication styles and dynamics.
- 2) To start, teach the flip process to the large group. Participants bring hands together in prayer position, then place a pencil in the groove between thumbs and index finger, as shown.
- 3) Sliding each thumb groove together, hands flip around the pencil so that the pencil stays between the thumb grooves, but ends up under the palm. Purposely, you only show this twice.
- 4) Explain that you will be putting folks into their Zoom breakouts and their task is to come back to the main room in 3-5 minutes (you decide) with everyone in their team knowing how to do it.
- 5) Now place small groups into the Zoom breakout rooms. The people who can do the flip (or if they already know it) will support by demonstrating/teaching the technique to the rest of the group.
- 6) Bring them back to the main group to debrief the process.
- 7) The team building keys in this **deceptively simple** exercise include:
  - a. Team members *want* their colleagues to succeed (vs. holding the knowledge while others struggle).
  - b. Teammates *find communication* that creates understanding for their colleagues to succeed (shared mental model).
  - c. Team members *work collectively* to ensure all are on the same page and encourage success for all.
- 8) For another similar challenge, see [Chris Cavert's Overhand Cuff Links video](http://www.fundoing.com/blog/april-challenge-week-experiential-learning).  
(<http://www.fundoing.com/blog/april-challenge-week-experiential-learning>)



**TEAM ACTIVITY:** *Screw That!*

**MATERIALS:** Stopwatch (one for the facilitator), Each participant needs a 3 or 4" bolt with 2 nuts and 2 index cards: You will be putting small groups of 3-4 of people in Zoom breakout rooms

**TIME NEEDED:** 20-30 minutes (based on group skill/cohesion/ engagement/size)

**OVERVIEW:** Teams will strategize and then engage 'coopetition' to see which team can remove the nuts from the bolts in the fastest time possible.

### INSTRUCTIONS:

- 1) Divide the group into teams of 3-4 people. It's best if the groups in breakouts can see each other on the screen at the same time.
- 2) Provide the rules/directions *before* sending the groups to their breakouts (of course, your materials need to be pre-sent to participants prior to the session).
- 3) Each person in each small group must remove both nuts from the bolt in the fastest time possible (there will be 2 time trials). **Continued...**

- 4) **The rules:**
    - a. Both of the nuts must begin at the top of the bolt.
    - b. Only one person at a time can be removing nuts. Like a relay, the next person cannot start until the first person has removed both nuts.
    - c. Participants can only use their hands and one other single object to assist them (the assist object cannot be motorized in any way).
    - d. Time starts when the first person picks up their bolt and ends when the last person has removed both nuts and put down their bolt.
    - e. If any rule is broken, a 5-second penalty is added to their time.
  - 5) The team/s can have 5-8 minutes to practice before the first time trial begins.
  - 6) Let them know you will drop into their room room after about 5-8 minutes to run their time trial, and will return after the first trial to run the second. They can practice in between time trials.
  - 7) Before you bring the team back to the full group for debrief, have individuals take 1 minute to jot down observations of the team process with respect to: collaboration, communication, engagement, critical thinking, innovation, and supportive behaviors. Have people use these notes during debrief.
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### **TEAM ACTIVITY:** *Virtual Warp Speed*

**MATERIALS:** Stopwatch (one for the facilitator), Each person will need 2 large index cards and a marker

**TIME NEEDED:** 15-20 minutes (depends on group cohesion/ engagement/size)

#### **INSTRUCTIONS:**

- 1) Have the group create a passing sequence (*i.e., you will **not** provide this for them per page 6*). They will create the sequence by holding up a person's name on an index card, then making one handclap to show they are passing to that person. The receiver does the same and so on until the last person holds up the first person's name and claps. That ends the passing. Let the group figure out their sequence – they must remember the sequence they have set up. They can practice it twice.
- 2) Now let them know they have to do this in the fastest time possible, observing 3 immutables (rules).
- 3) The immutables are:
  - a. The pattern/order/sequence they have set up must be kept.
  - b. Each person must clap at least once.
  - c. Each person must clap independently (no simultaneous claps).
- 4) Finally, whenever they are ready to try, they need to let you know they are ready by saying, “Timer ready!” That way you know to give them, “On your marks, get set, go!” and start the timer.
- 5) Let the team plan for a few minute before the first attempt.
- 6) They will have to think/collaborate creatively to get a fast time. Remind them that they are allowed to try anything, as long as it does not violate any of the 3 rules.

## TEAM ACTIVITY: **Make it Move Virtually**

The next activity (*Structure Construction*) is very similar and might be a good follow up or alternative to this.

**MATERIALS:** Each PM (Paper Mover) kit needs the following materials (it's really up to you what materials you decide):  
An 8.5x11 piece of paper (colored paper makes it easier to see), a wire coat hanger, a plastic spoon, 10ft of cord, a pencil, 2 large heavy duty rubber bands, 2 clothespins, 2 large paper clips, 2ft of duct tape (can be wrapped around pencil), paper bags for each 'kit,' tape measure/s for distance check.

Each breakout group will need one person who has a kit (sent to them ahead of time or created from things they have at home before the session). You will be utilizing breakout rooms with teams of 4-8 depending on your group size. Whoever has the kit and will be doing the construction, needs to have a camera situation where the rest of the team can watch them work.

**TIME NEEDED:** 30-60 minutes

### INSTRUCTIONS:

- **Overview:** Teams will have a certain amount of time (based on agenda time) to create and use a contraption (a Paper Mover: **PM**) that will transport an entire 8.5 x 11 piece of paper as far across a room as possible.
- 1) Establish small teams of 4-8 people. Share the following directions (these can be in the chat or emailed to the group).
    - a. Teams may only use human hands and the supplies in their kits to create the **PM**; **no** other supplies or tools may be used.
    - b. The piece of paper **cannot** be propelled by human force or by human hands. **It must be propelled solely by the PM.**
    - c. Teams may only propel a standard piece of printer paper.
    - d. In the operation of the **PM**, *neither the piece of paper nor rubber bands can be held by human hands in any way.*
    - e. Measure distance from the start point to the point where the paper stops moving. Use a measuring tape to measure the distance.
    - f. The team with the longest distance will demonstrate their **PM** for all to see.
  - 2) Review the rules in the large group before sending them to breakouts. You will also be dropping in on each group to give them a time remainder check, to answer questions and to ensure they are following the rules.
  - 3) Give the teams a 5-minute warning to ensure to get their measurements.
  - 4) Bring them back to the large group to demonstrate the winning PM.
  - 5) Break them out into random groups with the debrief questions, then back to the large group for any final comments and reflections.

## TEAM ACTIVITY: *Virtual Structure Construction*

### MATERIALS | Vary based on your preferences, availability, group abilities, and agenda time

Mini marshmallows and round toothpicks **OR**

Spaghetti (not spaghetti/angel hair or fettuccini) and masking tape **OR**

Newspaper and masking tape **OR**

Matchsticks and clay **OR**

Drinking straws and masking tape **OR**

Printer paper and paperclips **OR**

Printer paper and paperclips **OR**

You can get creative and use a mix and match of all of the above (or your own!)... use things like foil, string, cardboard, softer flexible wire, etc.

Stopwatch

Measuring tape

**NOTE:** It's best to use materials that can be torn, cut, or broken by hand with no risk of injury, that avoids needing to include knives, scissors or cutting tools with the materials. Base the quantity of materials on the levels of challenge you want to offer. For example, a good adult team challenge would be 3ft of masking tape and only 22 sticks of spaghetti, and an 18-minute time allotment.

Each breakout group will need one person who has a kit (sent to them ahead of time or created from things they have at home before the session). You will be utilizing breakout rooms with teams of 4-8 depending on your group size. Whoever has the kit and will be doing the construction, needs to have a camera situation where the rest of the team can watch them work.

**TIME NEEDED:** 15-30 minutes based on group size/ability: For adult teams, the less time you give the more challenging the process (and the more engaging).

### INSTRUCTIONS:

- **Overview:** In the allotted time, build the tallest structure, that keeps its integrity, using only the materials given; no other construction materials can be used. Added challenge can be to span a distance (e.g.: from one table to another), or support a weight on the top (e.g.: a marshmallow).
- 1) First, divide your large group into sub-teams of 4-8 based on group size.
  - 2) Review the rules before sending them to breakouts (rules can be in the chat or sent electronically):
    - a. No other materials used besides the ones given, including no furniture (facilitator decides if teams can tape their structure to a table/desk or the floor etc.).
    - b. All teams will have the same materials, with one person (who has the materials) being the designated builder.
    - c. All teams begin at the same time and have **X** amount of time. All team **must stop** when you say time is up; all materials are set down, and all team members come back to the large group.
    - d. Clarify if the challenge is a span (in other words, you will measure distance from point A to B horizontally), or if it is height (you will measure vertical gain from base to highest point).
    - e. You will be dropping in on each group to give them a time remainder check, to answer questions and to ensure they are following the rules.
  - 3) Bring them all back for the debrief (or use random breakout groups). It's fun let teams view other team's construction; build in agenda time for that.

## TEAM ACTIVITY: *Checking Assumptions*

**MATERIALS:** Each participant needs a copy of an Assumptions handout (see example on page 24): You will be placing the group into pairs, then quads in breakout rooms.

**TIME NEEDED:** 15-30 minutes

### INSTRUCTIONS:

- **Overview:** Engage participants in active awareness of the ‘Assumptive Principle.’ Participants will experience their assumption process as a way to bring conscious awareness to making reality checks. **The Assumptive Principle:** in order to move forward with relating/co-working, I need a road map to navigate my interactions. Where I do not have actual data, I will fill in with my conclusions using assumed evidence. Learning how I form these (implicit biases) and to reality check these is crucial for real collaboration.

### A Suggestion for Framing the Activity

As a team, we will face with multiple challenges as we work together. We will constantly engage team members and stakeholders with different and diverse backgrounds, learning styles, social norms and work preferences. We assume because we need to fill in the blanks, be efficient, or move forward without all the info. Assuming as a tool is not ‘wrong.’ However, staying fixed in the assumptions can lead to poor teaming performance and disrespect.

In order to operate at excellence, it is important that we move from assumed data to actual data: what each person really brings to the table and how they are responding / processing experiences. Clarity leads to high performance.

- 1) It’s best to have even numbers for the activity so split the group into pairs. Whenever possible, pair people with the least amount of familiarity.
- 2) Let them know that when they get to the breakout pairs, they will do the following:
  - a. Take a 1 minute to ‘talk about the weather’ with their partner, no probing questions yet.
  - b. Let participants know to watch for the group message you will send, telling them when to begin.
  - c. They may begin working on the assumptions worksheet at that time.
  - d. They are to work in silence and not share the information with their partner until instructed to do so.
  - e. They will have only 5 or so minutes to complete, not much time at (too much thinking takes them out of the assumptive process).
  - f. Note that the questions may be uncomfortable – that’s ok! We often assume anyway; this process is bringing awareness to our unconscious thinking.
  - g. After 5 minutes and everyone is complete, they will receive more info via the text message in Zoom.
- 3) You, the facilitator will send a note so they can determine who will share first. For example, the person with the most interesting shoes shares first (partner **A**).
- 4) As partner **A** shares what they wrote about partner **B**, partner **B** simply listens, no response. Partner **B** takes notes.
  - a. Once partner **A** has shared, then **B** shares what they wrote about **A**. Again, **A** just listens without responding.
  - b. Once both have shared, open it up for dialogue. Partners are to share the following: **what assumptions were correct or incorrect?** And, **How/why did the assumer come up with the assumption?**

- 5) Now bring them into groups of 4 for about 5-6 minutes, to simply share what the process was like an what learning is beginning to emerge.
- 6) Next, bring them all back to the large group and ask for stories or assumption that occurred, as well as what process people noticed they used to make the assumptions.
- 7) Bring it back to the workplace – how might this affect the culture, collaboration or performance? Finally, how can we mitigate the assumptive principle? Answer: *Reality Checks*. If we are unwilling to do a reality check, we must recognize that our data may be faulty. Given how many assumptions we are capable of making in a short time, it is always necessary to validate.

**Checking Assumptions Handout Questions** | Use this to create your template

By simply assessing your partner and without asking any of these questions aloud, answer the following about your partner. You'll have only 5 minutes to complete this handout before you share it with your partner. Honesty will give more insights into your assumption process!

- 1) Is your partner a college graduate? \_\_\_\_\_ What focus of study or favorite subject?  
\_\_\_\_\_
- 2) What kind of car/year/color does your partner have? \_\_\_\_\_
- 3) In what part of town does your partner live? Rent? Own? Apartment? Condo?  
\_\_\_\_\_
- 4) Where do you think your partner was born? Other country? Other part of this country?  
\_\_\_\_\_
- 5) Do you think your partner was an only child, or in a family with many children – if so, how many and where are they in the order? \_\_\_\_\_
- 6) Do you think your partner speaks another language, if so, what would that be?  
\_\_\_\_\_
- 7) What ethnicity do you think your partner is? \_\_\_\_\_
- 8) What kind of high school do you think your partner attended, private or public?  
\_\_\_\_\_
- 9) Is your partner married/single/ living with a significant other? \_\_\_\_\_
- 10) Do you think your partner has children? If so, how many? \_\_\_\_\_
- 11) Who do you think your partner would most admire? \_\_\_\_\_
- 12) Where do you think your partner would most like to vacation? \_\_\_\_\_
- 13) What do you think is their favorite style of music? \_\_\_\_\_

## TEAM ACTIVITY: **Leggo the Lego®**

### MATERIALS

Two **identical** sets of Duplo sized Legos®, with 10-12 pieces in each set (regular size works but not as effectively). Each set will need to be pre-sent to two of the session participants. The facilitator needs to have the phone number of all participants, and a mobile phone capable of hosting a 3-way conference call. Participants must have the facilitator's phone number programmed into their phone. You will be placing the entire group into two breakouts.

**TIME NEEDED:** 30-45 minutes based on group size and age

### INSTRUCTIONS:

- **Overview:** In the allotted time, the group (divided into Management and Production) must *identically duplicate* the Lego® structure Management has created, through a series of 35-second meetings.
- 1) First, (if necessary) divide your large group in two teams. Determine which group will be Management and which group will be Production. Remind them that even though there are in two teams, they are working towards the same goal.
  - 2) Share the rules and process before sending them to the breakouts:
    - a. Each group has one person with an *identical* set of Duplo sized Lego's®.
    - b. When you first place them in their breakouts, Production is simply to explore the materials (i.e. look at what is in the set) and create a meeting order - who goes first, second, third, etc., Management uses the materials to create a structure with **all** of the bricks - that is not too simple (i.e., it can't just be a tower). Management must also create a meeting order.
    - c. Each member of each group will attend a 35 second, 1 on 1 meeting with a member from the other group.
    - d. The meetings will happen via conference call: both of the people will call into the facilitator's phone. A message will come to both groups via the zoom ext saying, "*First delegates please join your meeting.*" This means both person #1 from Production and Management mute their Zoom audio, and call the facilitator for a 35-second conference call with their Production or Management team counterpart. The facilitator lets the delegates know when time is up.
    - e. The call is the **only way** to share information between the teams. There can be **no other** texting, chat, email, voice or electronic communication between the teams. No cheating! 😊
    - f. Once the call is complete, those delegates un-mute their mics and share what they learned on the call.
    - g. Remember: Each group must establish and stick to an order of first, second, third, etc., for meeting coordination. No one can 'sub' for another person's meeting; every team member must have at least 1 meeting. The meeting order never changes once established.
    - h. Meetings continue for 15-20 mins., until all team members have had at least one meeting. Teams have the opportunity to get as many meetings in as possible within that amount of time.
  - 3) Once you have reviewed the rules and process (and answered all the questions), send the teams to their breakouts.
  - 4) Drop in on the teams, reminding them to set the meeting order and to ensure the Management team is creating their structure. Begin the meeting calls within 5-6 minutes.
  - 5) Make as many meeting calls happen as possible, you want to be sure that at least every member of the Production and management