



PHILADELPHIA  
**OUTWARD BOUND SCHOOL**

# **TOP 10 VIRTUAL ACTIVITIES**

*For Camp Leaders  
and Educators*

# GLOSSARY OF TERMS



## ICEBREAKER

An icebreaker is a team activity intended to help members of a group begin the process of forming themselves into a team. Icebreakers are commonly presented as a game to "warm up" the group by helping the members get to know each other and form relationships. They often focus on sharing personal information such as names, hobbies, etc. Icebreakers are a great way to start your virtual session or can be used intermittently to keep your attendees engaged and focused.



## EMOTIONS CHECK-IN

Activities intended for participants to name their emotions, express themselves creatively, or practice self-reflection. Naming emotions and creative self-expression takes practice, so allow for varying types of sharing in the large group. Taking the time for virtual attendees to identify how they feel and name emotions promotes introspection and can help build empathy and community between group members, no matter the distance!



## TEAM BUILDING

Activities intended to encourage group collaboration and communication. Activities typically have specific learning outcomes and can help the group form as a team. Taking the time to intentionally build a strong foundation of teamwork, communication and collaboration is integral for remote teams.



## COMMUNITY BUILDING

Activities intended to build community among team members through peer to peer recognition, sharing, and promoting honest dialogue. Providing your virtual attendees with community building activities is not only fun, but they increase engagement through observation and active listening. They promote self-confidence and a sense of belonging.



# GUESS WHAT!

The person leading the activity will invite one person to start the game by saying "Guess What!?" the rest of the group will respond with "What!" (make sure all microphones are off of mute.) The person who said "guess what" will then share a statement that is true for them such as "I love burritos!" If that statement is true for the listener they will stand up from their computer and spin around 3 times (or other fun equivalent such as jumping or clapping) the last person back to their screen will be the next person to share their statement that is true about them.

**CREDIT:** POBS Program Team

**CATEGORY:**

ICEBREAKER

**AUDIENCE:**

Youth

**LEARNING  
OUTCOMES:**

Community building and getting to know you

**MATERIALS:**

None

**TIME:**

10 minutes





# CATEGORIES

The person leading the activity will begin by assigning everyone a number. The leader will say a category such as "food." Person number "1" will say something that fits in that category as quickly as they can, such as "french fries!" and the responses will continue sequentially. If a word is repeated or if someone hesitates the round starts over. A point is scored when the whole group in sequential order responds to the category prompted. Once the last person in the group responds, a new category is presented by the leader and the game continues. The group tries to gain as many points as possible during a 3-5 minute time frame.

**CREDIT:** Michelle Cummings, Thumb ball modification

**CATEGORY:**

ICEBREAKER

**AUDIENCE:**

All

**LEARNING  
OUTCOMES:**

Engagement,  
responsiveness,  
active listening

**MATERIALS:**

None

**TIME:**

5-10 minutes







# VIRTUAL VACATIONS

**The person leading the session will share their screen of a world map. As people arrive, ask them to annotate the screen and instruct them to put a star on the world map where they would like to visit. Your group can also use the chat function to respond if annotation is not a feature they have previously used.**

**CREDIT:** Michelle Cummings, Location Icebreaker Adaptation

**CATEGORY:**

ICEBREAKER

**AUDIENCE:**

All

**LEARNING OUTCOMES:**

Community building and getting to know you

**MATERIALS:**

None

**TIME:**

5-10 minutes





# ALBUM COVERS

**The person leading the session will ask participants to draw an album cover that depicts their mood currently or over the last week. In addition to the album art, ask your group to write the title of their album, the name of their number 1 track, and the genre of their album. Share and reflect with the big group or in small break out rooms.**

**CREDIT:** Published on Playmeo by Mark Collard

**CATEGORY:**  
EMOTIONS CHECK-IN

**AUDIENCE:**  
Youth

**LEARNING OUTCOMES:**  
Community building and emotional check in

**MATERIALS:**  
Paper and pen/marker

**TIME:**  
5-10 minutes





# I SEE YOU - APPRECIATIONS

**The person leading the activity will send a direct message to each person with the name of another participant. The person leading the activity will then instruct the group to observe their designated person and the positive impact they have on the team (or prompt of choice.) At the end of the session, everyone will share the positive feedback out loud or using the chat feature.**

**CREDIT:** POBS Program Team

**CATEGORY:**

COMMUNITY  
BUILDING

**AUDIENCE:**

All

**LEARNING  
OUTCOMES:**

Active listening,  
observation,  
confidence building

**MATERIALS:**

None

**TIME:**

10-15 minutes





# CONNECT 4 TREASURES

The person leading this activity may send this prompt out prior to the session, or introduce it prior to a scheduled break. The leader will ask participants to collect 4 treasures/ items within their home that represent the following:

(1) An item that reminds them of their strength (2) An item that reminds them of a person they trust (3) An item that reminds them of something challenging they have overcome (4) An item that reminds them of what they want in their future.

Remind participants that if they cannot physically bring the item back, to draw a picture of it! When the group returns, ask participants to share one or all of their items. Invite participants to revisit these items as daily reminders. For multi-sessions, the leader may ask the group to share one of their items over the course of 4 sessions.

**CREDIT:** POBS Program Team

## **CATEGORY:**

COMMUNITY  
BUILDING

## **AUDIENCE:**

All

## **LEARNING OUTCOMES:**

Community building,  
vulnerability,  
confidence building

## **MATERIALS:**

Optional – paper and  
pen/marker

## **TIME:**

Varies







# ID NUMBERS

The person leading the session will ask each participant to write their name (in big letters) on a piece of paper.

Next, ask each person to write a series of numbers below their name (one number per letter in their name) which represent something about them. For example, my name is Lauren so I may write 1-29-1-10- 9-2. The number 1 represents the month January, the number 29 represents the day I was born and the number 1- represents the number of siblings I have, and so on.

After a few minutes, invite a few people to show their card to the camera so everyone can see their name and numbers. If the group knows each other very well, they may try and guess the meaning behind each others' numbers. If it is a group that is just getting to know each other, ask group members to talk through the meaning behind each number.

**CREDIT:** Published on Playmeo by Mark Collard

## **CATEGORY:**

ICEBREAKER

## **AUDIENCE:**

Adult

## **LEARNING OUTCOMES:**

Community building and getting to know you

## **MATERIALS:**

Paper and pen/marker

## **TIME:**

10 minutes





# WARP SPEED

The person leading the session will ask participants to change their Zoom preference to gallery view so they can see most or all of their team. The challenge is for every person in the group to say their name (audibly) as quickly as possible in a particular sequence. Establish a clear order such as alphabetical by first or last name. Repeat the task several times to record a world record! (Remind everyone to take their microphone off of mute prior to playing.)

CREDIT: POBS Program Team

**CATEGORY:**

ICEBREAKER

**AUDIENCE:**

All

**LEARNING  
OUTCOMES:**

Community building and getting to know you

**MATERIALS:**

None

**TIME:**

5-10 minutes





# REMOTE ISLANDS

The person leading the activity will present the following dilemma to the group: "You and your team are about to visit a remote island together for 7 days! In your small group you must collectively decide on (1) thing to bring to the remote island. The items selected must benefit the whole group and all members must agree. The leader will then split the large group into breakout rooms of 3-5. After 5 minutes, the leader will invite everyone back in to present what they will bring and why it is important for the whole group. You may also ask a large group to determine 5 things they will bring if breakout rooms are not accessible.

**CREDIT:** POBS Program Team

**CATEGORY:**

TEAM BUILDING

**AUDIENCE:**

All

**LEARNING OUTCOMES:**

Creative thinking, decision-making, compromise

**MATERIALS:**

None

**TIME:**

10-20 minutes





# SILENT LINE UP

The person leading the activity should ask the participants to mute their microphone and refrain from using the chat feature during the activity. The leader will ask the group to write out the name of everyone in the group in order of their birthdays, by month and day. The group must use non-verbal communication to determine each others' birthdays. Before starting the activity, the group may choose to elect 2-3 "leaders" to document the names. The group should decide a non-verbal way to show that the activity is "complete" before starting.

**CREDIT:** POBS Program Team

**CATEGORY:**

TEAM BUILDING

**AUDIENCE:**

All

**LEARNING OUTCOMES:**

Non-verbal communication, group planning and preparation, attention to detail

**MATERIALS:**

Paper and pen/marker

**TIME:**

15-20 minutes





# **SCHEDULE A PROGRAM CONSULTATION WITH OUR TEAM**

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