



PHILADELPHIA  
**OUTWARD BOUND SCHOOL**

# **FOSTERING COLLABORATION**

*In Virtual Camps*

# 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.



# ROSE AND THORN

The person leading the session will show participants a picture of a rose, or may ask participants to draw a rose on their own. Then ask participants to reflect on, and share, what their "rose" has been for the week (something beautiful that has happened). Then ask them to reflect on, and share, what their "thorn" was (something that was uncomfortable or got their attention).

**CREDIT:** Outward Bound

**CATEGORY:**

EMOTIONS  
CHECK-IN

**AUDIENCE:**

Youth

**LEARNING  
OUTCOMES:**

Self-reflection

**MATERIALS:**

None

**TIME:**

5-10 minutes





# CIRCULAR STORYTELLING

The facilitator will start by assigning everyone on the call a number in order for people to know when they will be speaking. One person will "start" the story and either say a sentence, or a few words, before the next person (number 2) jumps in with their piece. The circular story continues for a certain amount of time or until the story "ends." The person leading the session may give more specific instructions for the story such as "Let's tell a group story about summer time!" or leave it open ended.

**CREDIT:** POBS Program Team

**CATEGORY:**

ICEBREAKER

**AUDIENCE:**

Youth

**LEARNING  
OUTCOMES:**

Collaboration,  
Creative Thinking

**MATERIALS:**

None

**TIME:**

5-10 minutes







# ROLLER COASTERS

The facilitator will start the activity by asking participants to make sure they have space to move their bodies forwards, backwards and to the left and right. This can be done while standing or sitting in front of the computer. The facilitator will ask the participants to reflect on a time they have been on a roller coaster. It can be fun to show participants images of different rides to get them thinking. Ask participants questions such as what was it like to go uphill, downhill, or to make sharp turns. The person leading will then invite everyone on to their rollercoaster! Introduce the group to the following movements on the roller coaster -- Uphill: Everybody lean far away from the computer screen, Downhill: Everyone move really close to the camera as if going down a big hill! Left Turn: Everyone lean to the left side of their screen and Right Turn: Everyone lean to the right side of their screen. After a few examples have someone call out the directions and creative style of their rollercoaster!

**CREDIT:** POBS Program Team

**CATEGORY:**  
ICEBREAKER

**AUDIENCE:**  
Youth

**LEARNING  
OUTCOMES:**  
Movement, Self  
Confidence

**MATERIALS:**  
None

**TIME:**  
5-10 minutes





# EMOJIS

The person leading the group will ask the group to come up with 3-4 emojis. As students suggest their favorite emojis, ask the group to come up with a sound and motion associated with that emoji. After the group has identified the different emojis to be used for the game, and has practiced the sound and motion associated with each, the game can begin! To play the game, make sure everyone has their microphone on and gets close to the camera. On the count of 3, each participant will pick an emoji and do the motion and sound (at the same time as everyone else!) Participants will see how many people picked the same emoji as them! After a few tries, can the group get in sync and do the same emoji sound and motion without planning?

**CREDIT:** POBS Program Team

**CATEGORY:**

ICEBREAKER

**AUDIENCE:**

Youth

**LEARNING  
OUTCOMES:**

Self reflection,  
Community Building

**MATERIALS:**

None

**TIME:**

10 minutes





# ENERGY BALL

The facilitator leading the session will start with a "ball of energy!" They will ask participants to visualize the ball - What color is it?, What shape is it?, etc. The facilitator will call the name of one of their peers and "toss them the ball." Continue playing until everyone has tossed and received the imaginary ball! You can add challenge by throwing a second "ball" while the first one is still going or time how quickly the group can complete the task!

**CREDIT:** Karl Rohnke Adaptation

**CATEGORY:**

ICEBREAKER/TEAM BUILDING

**AUDIENCE:**

Youth

**LEARNING OUTCOMES:**

Collaboration, Active Listening, Imagination

**MATERIALS:**

None

**TIME:**

5-10 minutes





# TREASURE HUNT

The person leading the activity will ask participants to imagine they are going on a treasure hunt with their peers. What would they like to discover in a treasure chest? What would you like to discover? The person leading the session will share a 4X4 blank grid on their screen with the participants. The goal for the group is to decipher the maze's path through trial and error to get to the treasure! Only the person leading the session will have a "master grid" that shows the designated path to the treasure. The participants will take turns "stepping into a square" either through marking on the leader's board through annotation or by requesting "I would like to try square B." The person leading the group will confirm or deny if the square selected by the group is correct. If a person selects the wrong square, it will be another person's turn to attempt the group's next move. Each person in the group must participate, and they can move left, right, or forward. Once the path starts to be established, each person must step through the maze in the assigned path. (It cannot be changed once confirmed by the person leading!) All participants must verbally walk through the maze to get to the treasure! No one can communicate while a person is "moving through the maze". No one can write down the path or use the chat feature. The group can use non-verbal communication while someone is making their way through the maze!

**CREDIT:** POBS Program Team

**CATEGORY:**  
TEAM BUILDING  
**AUDIENCE:**

Youth

**LEARNING  
OUTCOMES:**

Collaboration, Trial  
and Error, Problem  
Solving

**MATERIALS:**

Instructor answer  
key and participant  
key

**TIME:**

20-30 minutes







# SILENT HOBBIES

The person leading the session will ask the participants to write down one of their favorite hobbies. They will then ask all of the participants to put their microphone on mute. All of the participants are tasked with non-verbally communicating what their favorite hobby is to the rest of the group. The group will write down either in the chat or on a piece of paper everyone's name and their corresponding hobby! For an added challenge, give the group a time frame to complete the activity.

**CREDIT:** POBS Program Team

**CATEGORY:**

TEAM BUILDING

**AUDIENCE:**

Youth

**LEARNING**

**OUTCOMES:**

Non-Verbal  
Communication,  
Observation,  
Collaboration

**MATERIALS:**

None

**TIME:**

10 -15 minutes





# SHOUT OUTS!

**This call and response community building activity can be done at any point during the session or left to the end as a tradition. To start, everyone must turn their microphone on. One person begins by saying "I want to give a SHOUT" and the group responds . . . "OUT." The person who called the Shout Out will then give an appreciation for something or someone in the group.**

**CREDIT:** Outward Bound

## **CATEGORY:**

COMMUNITY  
BUILDING

## **AUDIENCE:**

Youth

## **LEARNING OUTCOMES:**

Self Reflection,  
Confidence  
Building

## **MATERIALS:**

None

## **TIME:**

5-10 minutes





# APPRECIATION WEB

**One person starts by giving an appreciation or an observation (prompt of instructor choice.) The person they send it to then shares their appreciation; thus creating an appreciation web! Make sure everyone in the group gets one . . . if it turns into a closed loop simply start it back up!**

**CREDIT:** POBS Program Team

## **CATEGORY:**

COMMUNITY  
BUILDING

## **AUDIENCE:**

Youth

## **LEARNING OUTCOMES:**

Self Reflection,  
Confidence  
Building

## **MATERIALS:**

None

## **TIME:**

Varies





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

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