



PHILADELPHIA
OUTWARD BOUND SCHOOL

BUILDING COMMUNITY

In Postsecondary Education Orientations

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 are not only fun, but they increase engagement through observation and active listening. They promote self-confidence and sense of belonging.

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Activity Category	Activity Name	Intended Audience (Adult/Youth or All)	Learning Outcomes	Activity / Strategy Description	Materials Required	Activity credit (if known)	Time Frame
Emotions Check In	Album Covers-Summer Edition	Young Adults	Self-Reflection & Empathy	<p>The person leading the session will ask participants to draw an album cover that depicts their summer. In addition to the album art, ask your group to write the title of their album, the name of their first track, and the genre of their album. Share and reflect as a big group or in small break out rooms.</p> <p>Follow Up Discussion: Who would you want to hear your album? What would you want others to feel when they hear it?</p> <ol style="list-style-type: none"> 1. Describe the type of music in your album! What kinds of instruments are being played? 2. How does your album relate to your summer experiences? 	None	Published on Playmeo	10-15 minutes
Emotions Check In	Feelings Wheel	Young Adults	Self-Reflection & Empathy	<p>The person leading the session will share a feelings wheel and ask participants to identify a feeling on the feelings wheel that represents how they currently feel (or feel about a particular activity or prompt). Facilitators will ask participants to identify a feeling, and then take 5 minutes to draw or doodle what that emotion looks or sounds like to them. If participants want to name an emotion not included on the emotions wheel, encourage them to do so.</p>	Share a feeling wheel of your choice with the group	Dr. Gloria Willcox	10 minutes
Emotions Check In &	Spinning Plates	Young Adults	Self-Reflection & Empathy	<p>The person leading the activity will invite participants to decorate paper plates with symbols and/or words that</p>	Piece of paper or paper plate, pen and or markers	Jennifer Stanchfield Adaptation	15-20 minutes

Community Building				<p>represent the obligations, tasks, and interests that are on their "plate." Participants may choose to treat the plate more like a pie chart to differentiate how much physical time or emotional space each item takes up on their plate. Invite participants to share what is on their plates.</p> <p>Follow Up Discussion: What time management tools will you implement when you add post-secondary education to your plate? What are strategies do you use to manage stress? Did you hear something from someone else that surprised you or changed your perspective?</p>			
Icebreaker	Virtual Vacation	Young Adults	Self-Reflection, Creative Thinking	The person leading the session will share their screen of a world map. Ask participants to use the annotation tool to put a star on the map of a place they would like to visit one day. Your group can also use the chat function to respond if the annotation tool is not a feature they have previously used. Invite participants to share where they would go, why they would go there, and if they would like to bring anyone with them!	Share a world map for participants to view or annotate.	Michelle Cummings	15-20 minutes
Icebreaker	Pick a Year	Young Adults	Self-Reflection, Empathy, Active Listening	The person leading the activity will ask participants to find a coin, or they may share their screen to show several coins with the year of the coin clearly visible*. Participants will pick a year on one of the coins that represents a year in which they experienced a pivotal moment in their life (or another instructor prompt). Participants will get into small break out rooms or stay together to share what	Share image of coin with year clearly visible.	Michelle Cummings	15-20 minutes

				<p>year they picked and why it was important to them.</p> <p><i>*If displaying images of coins, make sure the years imprinted on the coins fall within the anticipated age range of your participants.</i></p>			
Icebreaker	Where Are You?	Young Adults	Engagement, Active Listening	<p>The person leading the activity will ask participants to change their settings to gallery view. Call out participants' names and ask participants to point to where that person is located on their screen! This can be a fun activity to do prior to the Zoom Grid activity on the next slide.</p>	None	Michelle Cummings	2 minutes
Team Building	Zoom Grid	Young Adults	Problem Solving, Communication, Persistence through Trial and Error	<p>This is a game of trial and error, and problem solving! The person leading the session will ask participants to get several small pieces of paper and markers for the activity. Instructor will ask participants to change their setting to "gallery view", so that everyone appears on the screen. The Leader tells participants that their "gallery view" is the master grid. Participants are trying to figure out where they are located within the master grid, as opposed to where they appear on their own screens. Participants will try to solve this puzzle in 3 rounds, with planning time in between. Each round, participants will all write down the number representing where they think they are located, and hold it up to the camera. The instructor will say how many of those people were correct but not specify WHO was correct. The number of rounds can be changed to alter the challenge level.</p>	Pen and Paper	Phil Brown-High 5 Adventures	15-20 minutes
Icebreaker	ID Numbers	Young Adults	Self-Reflection, Self-Confidence	<p>The person leading the session will ask each participant to write their name (big letters) on a piece of paper. Next, ask</p>	Pen and Paper	Published on Playmeo	5-10 minutes

				<p>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 second 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 other's' 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. Participants can either share their ID Numbers out loud, or in the chat box.</p>			
Community Building	Continuum Values	Young Adults	Self-Reflection, Self-Confidence	<p>The person leading the activity will use the whiteboard feature and share their screen with a Likert scale of Strongly Agree → Strongly Disagree. The person leading the activity will ask participants a series of statements around a particular theme such as Leadership; an example could be: "It important that I understand all project details before starting?" (As a tip: it helps to start light and easy). Next, ask participants to annotate or type their name on the point of the continuum which aligns with how they feel about the statement.</p> <p>Follow Up Discussion: Did anything surprise you? How do different approaches to leadership affect the group?</p>	None	POBS Team	15-20 minutes

Team Building	Eyes, Mouth, Body	Young Adults	Problem Solving, Communication	<p>The goal is for the eyes (who cannot speak) to see a built object (made of a pre-determined list of other objects), and communicate to the mouth (who cannot see the body or the body's screen) how it should be built, who then communicates to the body (who cannot see) how to build it. Participants are put into breakout rooms of 3. They choose between themselves who will be the eyes, who will be the mouth, and who will be the body. The eyes will go back to the main session to see a built object that the facilitator has put together. After the eyes return to their breakout room, they can no longer verbalize. They communicate to the mouth how the object is to be built, without using the objects and without speaking. The mouth can talk, but has put a sticky note over the body's screen so they cannot see how the body is receiving their instructions, they must rely on the eyes. The body has the pre-required objects in front of them. The body should be blindfolded or have their eyes closed. They must position their camera so that the eyes can see the table/space in front of the body in which they are building the sculpture. The body is allowed to verbally ask questions of the mouth or eyes, but not to make statements (such as progress reports on the build). The body will only open their eyes when the team thinks they have followed the instructions and built the object. Ideally, everyone will have a chance to play each of the three roles.</p>	<p>Give participants a small, broad list of "building materials" to grab. For example, participants can be asked to grab a book, a bowl, and 2 long kitchen utensils. The items can be anything that is likely accessible to participants.</p>	Project Adventure	30 minutes
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