



[VIRTUAL] ACTIVITIES

GETTING TO KNOW YOU

volume 1





TABLE OF CONTENTS

Time stamps refer to where you can find the activity in the included instructional video

Name Alliteration (00:29).....		.....3-4
Name & Action Move (02:06).....		.....5-6
Name Olympics (03:19).....		.....7-8
Magic Box (04:40).....		.....9-10
Question Introductions (06:10).....		.....11-12
Going On A Trip (07:44).....		.....13-14
Introduce Your Partner (09:47).....		.....15-16
Dyads (11:18).....		.....17-18
Google Slides Introductions (12:39).....		.....19-20
Human Billboards (14:43).....		.....21-22
Trading Card Icebreaker (16:24).....		.....23-24
Always, Sometimes, Never (18:18).....		.....25-27

These icons are included throughout the activity booklet to help guide you to those that will best fit the needs of your group!

Requires Prep Requires Video Online Needs Breakout Rooms Audio Sharing

Low Risk Medium Risk High Risk Asynchronous Small Group Large Group



Facilitator Note: If you work with minors and are a mandated reporter, be aware that these types of activities can possibly open up an opportunity for participants to bring up sensitive issues such as abuse or suspected abuse, suicide or self harm, neglect, etc. Remind participants at the start of the activity that you are a mandated reporter and that they should only share what they are comfortable sharing. Strongly consider the risk level of your prompts and the examples you use as they will set the tone for what participants share. If you are not comfortable with the possible depth of vulnerability, alter your prompts to be very low risk or choose a different activity.



Name Alliteration

Learn each other's names through clever alliterations

TIME

10 minutes



MATERIALS

None

TEAM STAGE

Forming

SUMMARY

It can be very challenging to learn names in a new group. This activity provides a fun, simple, quick and very effective strategy to actually remember everyone's names.

SET UP

- Have all participants form a circle.

INSTRUCTIONS

- Give each participant time to come up with an alliterative adjective for their name. For example: *Marvelous Morgan, Kind Kim, or Jolly Jayne.*
- Go around the circle and have each person introduce themselves with their alliteration.
- The whole group should say "Hi" and repeat that person's name and alliteration to help them remember.
- Challenge the group to use the alliterations all day when talking to or calling on people.

VARIATIONS

- After the activity has concluded, ask if there is anyone who thinks they remember everyone's name and alliteration. Have them go around the circle and see how many they actually remember.

 **Large Group:** To facilitate this activity for a large group, split the participants up into several smaller groups so that they can learn those names really well.

 **Small Group:** To facilitate this activity for a small group, have each participant introduce themselves as well as everyone who came before them. This will test their ability to remember the names of their peers. Or, have each person introduce themselves and just the one person who went before them.

 **Online:** To facilitate this activity virtually, post an order of names in the chat and have participants share their name alliteration in that order. [\[click here for video\]](#)

- For similar activities, see [Name Olympics](#) and [Name & Action Move](#).

DEBRIEF QUESTIONS *(on next page)*



DEBRIEF QUESTIONS

- What:
 - What was your goal in this activity? Did you accomplish it?
 - What aspects of this activity were the most helpful for you?
 - So What:
 - Why is it important to learn and use each other's names?
 - How does forming personal connections help your group?
 - Now What:
 - What can you commit to doing to help you remember and use everyone's name?
 - How can you continue to strengthen your connections as a group?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Name & Action Move

A fun way for kinesthetic learners to learn people's names

TIME

10 minutes



MATERIALS

None

TEAM STAGE

Forming

SUMMARY

It can be very challenging to learn names in a new group. This activity uses movement to help kinesthetic learners remember names more easily.

SET UP

- Have all participants form a circle.

INSTRUCTIONS

- Give each participant time to come up with an action that represents them. For example: *Pretend to throw a football or make a heart with both hands.*
- Go around the circle and have each person introduce themselves by doing their action while saying their name.
- The whole group should say "Hi" and repeat that person's name and action to help them remember.
- Challenge the group to use the actions all day when talking to or calling on people.

VARIATIONS

- After the activity has concluded, ask if there is anyone who thinks they remember everyone's name and action. Have them go around the circle and see how many they actually remember.

 **Large Group:** To facilitate this activity for a large group, split the participants up into several smaller groups so that they can learn those names really well.

 **Small Group:** To facilitate this activity for a small group, have each participant introduce themselves as well as everyone who came before them. This will test their ability to remember the names of their peers. Or, have each person introduce themselves and just the one person who went before them.

 **Online:** To facilitate this activity virtually, post an order of names in the chat and have participants share their name and action in that order. [\[click here for video\]](#)

- For similar activities, see [Name Olympics](#) and [Name Alliteration](#).

DEBRIEF QUESTIONS *(on next page)*



DEBRIEF QUESTIONS

- What:
 - What was challenging about this activity?
 - What was helpful for you in overcoming the challenges of the activity?
 - So What:
 - What is the benefit of remembering each other's names?
 - How can referring to someone by their name help you build connections with them?
 - Now What:
 - What else can you do to remember everyone's name?
 - How will you remind yourself to use a person's name when you interact with them?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Name Olympics

Learn each other's names through alliterations and actions

TIME

10 minutes



MATERIALS

None

TEAM STAGE

Forming

SUMMARY

It can be very challenging to learn names in a new group. This activity provides a fun, simple, quick and very effective strategy to actually remember everyone's names. This activity combines elements of [Name Alliteration](#) and [Name & Action Move](#).

SET UP

- Have all participants form a circle.

INSTRUCTIONS

- Give each participant time to come up with an alliterative action word for their name and a corresponding movement to go along with it. For example: *Running Riley, Jumping Jack, or Diving Diana*.
- Go around the circle and have each person introduce themselves and do their movement.
- The whole group should say "Hi" and repeat that person's name and movement to help them remember!
- Challenge the group to use the alliterations and movements all day when talking to or calling on people.

VARIATIONS

- After the activity has concluded, ask if there is anyone who thinks they remember everyone's name alliteration and movement. Have them go around the circle and see how many they actually remember.

 **Large Group:** To facilitate this activity for a large group, split the participants up into several smaller groups so that they can learn those names really well.

 **Small Group:** To facilitate this activity for a small group, have each participant introduce themselves as well as everyone who came before them. This will test their ability to remember the names of their peers. Or, have each person introduce themselves and just the one person who went before them.

 **Online:** To facilitate this activity virtually, post an order of names in the chat and have participants share their name alliteration and action in that order. [\[click here for video\]](#)

- For similar activities, see [Name Alliteration](#) and [Name & Action Move](#).

DEBRIEF QUESTIONS (*on next page*)



DEBRIEF QUESTIONS

- What:
 - How successful do you think this activity was?
 - What helped you remember everyone's name the most?
 - So What:
 - Why do we take the time to make sure we know everyone's name?
 - How can remembering someone's name improve your relationship with them?
 - Now What:
 - How will you make sure you do not forget anyone's name?
 - What other information can you learn and remember about the members of your group?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Magic Box

Learn each other's names while telling a fun story as a group

TIME

10 minutes



TEAM STAGE

Forming

MATERIALS

Small box

SUMMARY

This activity helps groups to learn each other's names while telling a fun story together.

SET UP

- Choose a small, empty box for the group to pass around during this activity.
- Have all participants form a circle.

INSTRUCTIONS

- Pass the box around the circle to each participant.
- When a participant receives the box, they will say their name and something that is in their Magic Box. Encourage them to be creative but appropriate with what is in their box.
- Whatever is in someone's Magic Box must relate to whatever was in the box of the person before them. For example: *The first person could say, "Hi, my name is Kiley and in my Magic Box I have a unicorn" and then pass the object to the second person, who could say, "Hi, my name is Nathan and in my Magic Box I have the rainbow that the unicorn takes to work."*
- Continue passing the box around the circle and sharing until everyone has had a chance to speak.

VARIATIONS

- Have the group tell a complete story together. Each person gets to contribute one full sentence to the story. It must have a main character and a beginning, middle and end. For an activity similar to this variation, see [Secondhand Stories*](#).

 **Small Group:** To facilitate this activity for a small group, have each participant say what each person before them had in their Magic Box before saying what they have in their Magic Box. This will turn the activity into a fun memory game.

 **Online:** To facilitate this activity virtually, post an order of names in the chat and have participants share what's in their Magic Box in that order. Instead of passing around an actual box, have participants hold an imaginary box when they're speaking. [\[click here for video\]](#)

- For a similar activity, see [Going on a Trip](#).

DEBRIEF QUESTIONS *(on next page)*

* Find this activity on the Leadership Inspirations website.



DEBRIEF QUESTIONS

- What:
 - What was challenging about this activity?
 - How did this activity encourage you to think creatively?
 - So What:
 - Why is it important to be able to connect your ideas to other people's ideas?
 - How does having everyone contribute an idea help a group?
 - Now What:
 - How can you implement ideas that complement and don't counteract what has already been established by the group?
 - What can you do to ensure that everyone's voice is being heard when you work with this group?
- 📌 **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Question Introductions

Group members introduce themselves by answering different questions

TIME
10-20 minutes



TEAM STAGE
Forming

MATERIALS
Index cards, pens or pencils

SUMMARY

This activity is a fun getting-to-know-you activity where group members can answer questions about themselves that were thought of by other members of the group.

SET UP

- Pass out an index card and writing utensil to everyone in the group.

INSTRUCTIONS

- Have everyone write down one question that they would want to ask someone in the group to get to know them. The questions should be appropriate and something that the person writing the question would be willing to answer about themselves.
 - **Facilitator Note:** Make sure you read all the questions before redistributing for appropriateness.
- Collect, shuffle, and redistribute the index cards to group members.
- Have everyone go around and introduce themselves and then read and answer the question on the index card they were given.

VARIATIONS

- As the facilitator, pick one question for the entire group to answer, or pick a participant to ask a question that everyone will then answer.



Small Group: To facilitate this activity for a small group, have each participant answer multiple questions. For a similar activity to this variation, see [Hot Seat*](#).



Online: To facilitate this activity virtually, have all participants answer the same question. Post an order of names in the chat and have the participants answer the question in that order. [\[click here for video\]](#)



Asynchronous: To facilitate this activity asynchronously, create a shared word document with a list of everyone's questions. Have each participant add their name and answer to each question by a specified date.

DEBRIEF QUESTIONS *(on next page)*

* Find this activity on the Leadership Inspirations website.



DEBRIEF QUESTIONS

- What:
 - What did you enjoy about this activity?
 - What did you learn from this activity?
 - So What:
 - Why is it important to know these things about the people you work with?
 - How can asking these types of questions improve your group dynamics?
 - Now What:
 - What can you do to continue learning about the people in this group?
 - How can you use what you learn about the people in this group to work better with them?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Going On A Trip

Learn each other's names while preparing for an imaginary trip

TIME

10 minutes



MATERIALS

None

TEAM STAGE

Forming

SUMMARY

This activity helps groups to learn each other's names while also having to remember the items that everyone would bring on an imaginary trip.

SET UP

- Have all participants form a circle.

INSTRUCTIONS

- Tell participants that you are going on a group camping trip and each person has to bring one thing with them.
- Go around the circle and have each participant say their name and what they are going to bring on the trip.
- Each participant must say the name of all the people before them and what each person is bringing on the trip before saying their own name and what they are bringing.
 - For example:
 - **Person 1:** *My name is Kim and I am bringing canned food.*
 - **Person 2:** *This is Kim and she is bringing canned food. I am Morgan and I am bringing a first aid kit.*
 - **Person 3:** *This is Morgan and he is bringing a first aid kit, Kim is bringing canned food, and I am Jayne and I am bringing a book to read.*
 - *This continues until the last person.*
- The activity naturally gets more challenging as you get closer to the end and there are more names and objects to remember. If a participant get stuck, the rest of the group can help them remember the parts they are forgetting.

VARIATIONS

-  **Large Group:** To facilitate this activity for a large group, have each participant just say the name of the person directly before them and what that person is bring on the trip instead of having to say all people that are introduced before them.
-  **Small Group:** To facilitate this activity for a small group, go around the circle twice so that everyone has to remember and repeat everyone's name and what they're bringing on the trip, not just the people who are before them in the circle. If the group is really good, have them switch places in the circle and repeat the exercise with the original items, not new ones.



VARIATIONS *(continued)*

- **Online:** To facilitate this activity virtually, post an order of names in the chat and have participants share what they're bringing on the trip in that order. [\[click here for video\]](#)
- For a similar activity, see [Magic Box](#).

DEBRIEF QUESTIONS

- What:
 - What was difficult about this activity?
 - What tactics did you use to remember everything that was said?
- So What:
 - Why is it important to pay attention to and remember what other people say?
 - How can remembering other people's contributions help you increase efficiency as a group?
- Now What:
 - What memory tips or tricks did you learn in this activity that you can continue to use?
 - What is one way you foresee your memory helping your group be effective?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Introduce Your Partner

Get to know one group member and then introduce them to the rest of the group

TIME
20-30 minutes



TEAM STAGE
Forming

MATERIALS
Index cards, pens or pencils

SUMMARY

In this activity, group members get paired up to learn about each other and then get to introduce one another to the rest of the group.

SET UP

- Decide how the partners will be determined - pre-select pairs (or trios if there is an odd number of participants) or let the participants find their own partners.

INSTRUCTIONS

- Have everyone get together with their partner(s).
- Give everyone five to ten minutes to get to know their partner(s). They can openly share about themselves and/or ask each other any questions.
- Come back together as a whole group and go pair by pair so each participant can introduce their partner to the group. They will share any information they learned about their partner that they would like.
- To make this easier for a group that is forming, provide specific questions for them to utilize in conversation in case they get stuck.

VARIATIONS

-  **Online:** To facilitate this activity virtually, put each pair in a breakout room to get to know each other. Then come back together in the main room and post an order of names in the chat. The order will be the order in which participants are introduced to the group - not the order in which participants will speak - so if the first name in the order is Kylie, Kylie will not speak first but her partner Kevin will introduce her first. [\[click here for video\]](#)
-  **Asynchronous:** To facilitate this activity asynchronously, assign pairs and give them a window of time in which to find a time to get to know each other. Then, create a shared document where participants can write a short paragraph to introduce their partner to the rest of the group.

DEBRIEF QUESTIONS *(on next page)*



DEBRIEF QUESTIONS

- What:
 - How was this activity different than just introducing yourself to the group?
 - What was beneficial about this activity?
 - So What:
 - Why are one-on-one connections important in a group?
 - How does taking the time to learn about your partner benefit you? Benefit them? Benefit the group?
 - Now What:
 - How can you continue building one-on-one relationships with the people in this group?
 - How can you utilize some of the information you learned about your group members through this activity?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Dyads

Connect with different partners using several rounds of questions

TIME
20-30 minutes



MATERIALS
None

TEAM STAGE
Any Stage

SUMMARY

A structured way for participants to connect with different partners and group members using various getting-to-know-you questions.

SET UP

- Prepare a list of low risk questions to use during this activity that are easy for anyone to answer and allow participants to provide a surface level answer, such as:
 - *If you could close your eyes and then open them and be anywhere else, where would you be?*
 - *If you had to rename your hometown, what would you call it?*
 - *Tell your life story in 60 seconds.*
 - *What's one thing you like to do in your spare time?*

INSTRUCTIONS

- Break the group up into pairs (or groups of three if necessary). You can do this any way you want, but if you are trying to mix up your group, here are some examples:
 - *Find a partner born in the same month as you.*
 - *Find a partner who likes the same TV show as you.*
- Give each person a "new name". Avoid using "Person A" / "Person B" or "Person 1" / "Person 2" as we don't want to suggest that one person is more important than another. Instead, choose a noun pair to designate participants. For example: *One person can be "peanut butter" another person can be "jelly".*
- As the facilitator, designate which person will start by calling the new name. For example: *"Peanut butter" goes first.*
- Ask a question and give the pair a minute or two to answer it. After half of the time has passed, tell the pairs to switch and allow the other person to answer the same question.
- After a question or two, have the pairs switch so that they get to know different people. The easiest way is to have one designated name stay put, like "peanut butters", and all "jellies" would leave to find a new "peanut butter" to talk to.
- Ask a new question for the participants to discuss with their new partners.
- Continue switching partners and asking questions for several rounds.



VARIATIONS

- Try facilitating this activity using concentric circles. Have everyone find a partner and get into concentric circles with one partner on the inside facing out, and the other partner on the outside facing in. After each question have either the outside or inside circle rotate a specific number of people to the left or right. Whoever they land in front of is their new partner for the next question.
- Try facilitating this activity using speed meeting. Have everyone find a partner and stand in two parallel lines with partners facing each other. Give each person a list of questions that they can choose from to ask. They will have two to three minutes to talk to each other before being asked to move. One line will move down one partner to the right or left while the other line stays stationary, and the person at the end of the moving line will move to the opposite end of the line. The new pairs will then ask each other questions before being asked to move again, with the same line moving one more person down.



High Risk: To facilitate a higher risk version of this activity you can ask questions that require group members to provide an answer that is more personal, such as:

- *If you could make someone you know live one moment from your life, who would you select and what moment?*
- *If you could “unknow” something that you know now, what would it be?*
- *What is one of your greatest strengths and greatest weaknesses?*



Online: To facilitate this activity virtually, use breakout rooms to allow participants to speak to each other one-on-one. Close the breakout rooms between questions to ask the next question and randomize breakout rooms so that the participants have a new partner each time. Or, choose to keep the breakout rooms open for longer and have participants discuss several questions with the same partner by broadcasting a new question to the breakout rooms every few minutes. [[click here for video](#)]

DEBRIEF QUESTIONS

- What:
 - What did you enjoy about this activity?
 - What do you think are the benefits of this activity?
- So What:
 - How do these types of questions help your group?
 - What are the benefits of getting to talk to multiple different people in this activity?
- Now What:
 - What can you do to continue some of the conversations that were started in this activity?
 - What other questions would you like to discuss with the members of this group?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group’s experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Google Slides Introductions

Get to know everyone in the group through a Google Slides presentation

TIME
20-30 minutes



TEAM STAGE
Forming

MATERIALS
Computer, projector

SUMMARY

Group members create slides in a Google Slides document to introduce themselves. The group gets to watch the slideshow and each member gets to talk about themselves using their slide.

SET UP

- Have participants complete their slides before beginning the session as a pre-work assignment.

INSTRUCTIONS

- Give parameters for what to include on the slide. These parameters can include elements such as *a photo of yourself, your position, fun facts about you, etc.* This is also a great opportunity to ask the questions that you think the answers will be beneficial for the group to know and understand, such as *what events are you excited to work on this year? What do you hope to accomplish in your role? What will help you to stay accountable? Why did you join this group?*
- Have participants complete and upload their slides before beginning the session. Encourage them to be as creative as they want to with their slide.
- During the session, project the slideshow so that everyone can watch it together. Have participants use their slide to introduce themselves when it comes up in the presentation.

VARIATIONS

- To avoid pre-work, allow participants some time during the session to create their slides. For this variation, make sure that everyone will have access to a computer to work on during the session.
- 👥 **Large Group:** To facilitate this activity for a large group, set a time limit such as 60 seconds for each participant to share. Remind participants that it's okay if they don't have time to mention everything on their slide in their 60 seconds because everyone has access to the Google Slides document and can go back later to read each slide in more detail.
- 💻 **Online:** To facilitate this activity virtually, share the screen with the Google Slides document. Have participants introduce themselves when they see their slide come up. [\[click here for video\]](#)
- 👤 **Asynchronous:** To facilitate this activity asynchronously, have participants complete and upload their slides by a specified date. Then, have participants go through and watch the slideshow on their own time.

DEBRIEF QUESTIONS *(on next page)*



DEBRIEF QUESTIONS

- What:
 - What did you enjoy most about creating your slide? What did you enjoy most about seeing everyone else's slides?
 - What similarities, connections, or common themes did you notice among the slides?
 - So What:
 - How can sharing this information about yourselves help you as a group?
 - How do structured activities like this help you share about yourselves and learn about others?
 - Now What:
 - What follow-up questions or comments do you have for group members about their slides?
 - How can you use what you learned from these slides to help you move forward as a group?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Human Billboards

Groups will tell each other about themselves by designing “human billboards”

TIME
20-30 minutes



MATERIALS
Paper, markers

TEAM STAGE
Norming

SUMMARY

Group members will create billboards that depict important things for others to know about them. They will have the opportunity to share and to get to know something about everyone in their group through this creative experience.

SET UP

- Preface this activity by asking participants to be vulnerable and trusting with each other. Remind them to only share what they feel comfortable sharing, and to be respectful of each other while sharing.
 - **Facilitator Note:** If participants are minors and the facilitator is a mandated reporter, be aware that these types of activities can possibly open up an opportunity for participants to bring up sensitive issues such as abuse or suspected abuse, suicide or self harm, neglect, etc. Remind participants at the start of the activity of the responsibilities of a mandated reporter and that they should only share what they are comfortable sharing. Strongly consider the risk level of prompts and the examples used as they will set the tone for what participants share. If the possible depth of vulnerability seems too high risk, alter prompts to be very low risk or choose a different activity.

INSTRUCTIONS

- Tell the participants that they will be creating Human Billboards for themselves. Have them draw or write anything they want to share about themselves on a piece of paper.
- Give them ten minutes or so to fill the page. Play appropriate music while they work.
- Then, give everyone time to mingle, holding up their paper for others to see. They can ask any (appropriate) questions they want to ask others about what is on their billboard. Give participants the ability to “pass” if they don’t feel comfortable answering a particular question. If you want more structure for sharing, utilize a set up from [Dyads](#) such as concentric circles or speed meeting.
- Encourage them to try to learn at least one thing about each person in the room while mingling and asking questions.

VARIATIONS

-  **Small Group:** To facilitate this activity for a small group, have everyone explain their billboard to the whole group rather than mingling and asking questions.
-  **Medium Risk:** To facilitate a more medium risk version of this activity, provide specific prompts for participants to include on their billboard, such as what are your hobbies or what goals do you have for the future.



VARIATIONS *(continued)*

-  **Online:** To facilitate this activity virtually, have participants either draw their billboards on paper and hold them up to the camera to share, or create them on their computer using a design application like Canva and share their screen to share. You can also use breakout rooms to share in smaller groups. [\[click here for video\]](#)
-  **Facilitator Note:** If using breakout rooms to share, consider having a facilitator or adult in each room since participants may share sensitive topics or elicit emotions that will need to be processed or debriefed.
-  **Asynchronous:** To facilitate this activity asynchronously, create a shared folder where participants can upload pictures of their billboards. Consider also creating a shared word document where participants can describe their billboard, since asking and answering questions among participants is not as easy asynchronously.
-  **Facilitator Note:** It is recommended that you have specific prompts for your participants to include. For example: *What is your favorite food? What is the subject you like most in school? What is your favorite season?* These types of low risk, intentional prompts give more control over content shared than allowing creative freedom.
- For a similar activity, see [Draw Your Life*](#).

DEBRIEF QUESTIONS

- What:
 - How did you choose what to include on your billboard?
 - How did it feel sharing about yourself and learning about others?
- So What:
 - Why is it important to take the time to learn about each other in this way?
 - How do activities like this bring you together as a group?
- Now What:
 - What can you do to continue sharing about yourself and learning about others?
 - What can you do to create a space where the members of this group can feel comfortable being themselves?
-  **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.

* Find this activity on the Leadership Inspirations website.



Trading Cards

Use personalized trading cards to learn about group members

TIME
20-30 minutes



TEAM STAGE
Forming

MATERIALS
Computer, projector

SUMMARY

Group members create personalized trading cards with information about themselves to share with the group.

SET UP

- Have participants create their trading cards before beginning the session as a pre-work assignment.
- *Optional:* Create a template of a trading card that participants can use or have participants create their own on paper or the computer if the website provided is no longer available or if preferred by the facilitator or the group.

INSTRUCTIONS

- Have participants go to bighugelabs.com/deck.php to create their personalized trading cards.
 - Under "Choose a photo" have them upload a photo of themselves.
 - Under "Title" have them put their name.
 - Under "Sub-title" have them put their position, role or any designation you choose.
 - Under "Description" have them write three fun facts about themselves.
 - Under "Style" have them select the theme that best represents them.
 - Under "Icons" have them select any icons that they think represent them. They can interpret the icons any way they choose and use as many as they want.
 - Lastly, have them click "Create" to generate their own trading card. Have them download the trading card and send it to you or upload it in a shared folder so that you can collect them all.
- During the session, project all of the trading cards one at a time. Have participants talk about themselves when their trading card is displayed.

VARIATIONS

- To avoid pre-work, allow participants some time during the session to create their trading cards. Make sure that everyone will have access to a computer to work on during the session.
- If there is printer access, print out the trading cards instead of projecting them. Make one set and follow the Large Group variation, or make sets for all participants so they can collect them all. Utilize the sets as a way for participants to get to know everyone in the group by giving them to others when they complete a getting-to-know-you activity with them. Or, have participants start with their own set and when they have completed a getting-to-know-you activity with someone, they get their autograph on the card. If appropriate, the facilitator may participate in the process as well and once all the autographs have been collected, put them in a frame together as a memento for the year.



VARIATIONS *(continued)*

-  **Large Group:** To facilitate this activity for a large group, print out the trading cards and hand them out to participants in a random order. Have each participant find the person whose trading card they have and ask them questions about it. Or, have participants sit in a circle and pass trading cards around while reading and looking at them.
-  **Online:** To facilitate this activity virtually, have participants create their trading cards in advance or make them during the session. To share, either have participants send in all of their cards ahead of time and then use the share screen feature to show them all, or allow participants to share their own screen with their trading cards. [\[click here for video\]](#)
-  **Asynchronous:** To facilitate this activity asynchronously, have participants create their trading cards and upload them to a shared folder by a specified date. Then, have participants go through and look at all the trading cards on their own time.

DEBRIEF QUESTIONS

- What:
 - What did you enjoy most about this activity?
 - Which part of the trading card was the most beneficial for getting to know the members of this group?
- So What:
 - What do you think is the benefit of each part of the trading card?
 - Why is it important to learn these things about each other?
- Now What:
 - How can you use these trading cards to continue getting to know each other?
 - If you were to add an additional element to the trading card, what would you add?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.



Always, Sometimes, Never

Get to know members of your team by responding to various statements

TIME
10-20 minutes



MATERIALS
Poster paper, markers

TEAM STAGE
Forming, Storming, Norming,
Performing

SUMMARY

Personally reflect on different statements and their significance to get to know the people in the group better.

SET UP

- Prepare three posters: the first should say “Always”, the second should say “Sometimes” and the third should say “Never”.
- Hang the three pre-made posters up in the activity space. The posters that say “Always” and “Never” should be placed on opposite ends of the room, with the poster that says “Sometimes” in between the two.
- Prepare a list of getting-to-know-you statements to use during the activity.

INSTRUCTIONS

- Gather all participants and inform them that they are going to be doing an activity to get to know each other better.
- Read statements one at a time. Have participants respond to each statement by gathering near one of the three posters, essentially answering always, sometimes, or never to each statement that is read.
- Examples:
 - *How often do you eat breakfast?*
 - *How often do you read books for pleasure?*
 - *How often do you pour your cereal before you pour your milk?*
 - *How often do you call your friends on the phone?*
 - *How often do you listen to music while you work?*
 - *How often do you cook for yourself?*
- Once everyone moves to a spot that they feel happy with, you can ask the participants to discuss their responses in their small group. Depending on the risk of the question, and comfortability of the group, you can ask for volunteers to share aloud their thoughts about the statement and why they are by their chosen poster.
- The activity continues until all of the statements have been read.

VARIATIONS

- Facilitate this activity by having participants hold up index cards of different colors with the words “Always”, “Sometimes”, and “Never” to respond to each statement rather than having them move to stand by a poster.



VARIATIONS *(continued)*

- Facilitate this activity in smaller groups. Consider intentionally creating small groups of people who will be working closely together so that they can get to know each other on a deeper level. This is especially effective for the medium risk and high risk variations of this activity.

 **Medium Risk:** To facilitate a medium risk version of this activity that is more appropriate for groups in the norming stage of the group development model, use medium risk statements such as:

- *How often do you think about living in a different city?*
- *How often do you wake up not wanting to go to school?*
- *How often do you disagree with your friends thoughts/actions?*
- *How often do you avoid conflict?*
- *How often do you get nervous receiving feedback?*
- *How often do you speak up and voice your opinion?*

 **High Risk:** To facilitate a higher risk version of this activity that is more appropriate for groups in the performing stage of the group development model, use higher risk statements such as:

- *How often do you feel out of place?*
- *How often do you hear racist comments?*
- *How often do you face discrimination?*
- *How often do you worry about the next time you will be able to have a meal?*
- *How often do you feel like you can be yourself at school?*
- *How often do you feel like people know the real you?*

 **Facilitator Note:** If participants are minors and the facilitator is a mandated reporter, be aware that these types of activities can possibly open up an opportunity for participants to bring up sensitive issues such as abuse or suspected abuse, suicide or self harm, neglect, etc. Remind participants at the start of the activity of the responsibilities of a mandated reporter and that they should only share what they are comfortable sharing. Strongly consider the risk level of prompts and the examples used as they will set the tone for what participants share. If the possible depth of vulnerability seems too high risk, alter prompts to be very low risk or choose a different activity.

 **Online:** To facilitate this activity virtually, use the variation that uses different colored index cards to respond to the statements. If participants do not have access to index cards, have them write “Always”, “Sometimes”, and “Never” on pieces of paper. You can also have participants find an object that is green, one that is yellow, and one that is red. These can be any objects and participants can hold them up to their camera to represent “Always”, “Sometimes”, and “Never”, respectively. [\[click here for video\]](#)

 **Asynchronous:** To facilitate this activity asynchronously, create a shared Google Sheet or Google Doc with a table that includes each statement and a column for “Always”, “Sometimes”, and “Never”. Have participants write their name in the column that corresponds to how they feel about each statement.

- For a similar activity, see [Four Corners*](#).

DEBRIEF QUESTIONS *(on next page)*

* Find this activity on the Leadership Inspirations website.



DEBRIEF QUESTIONS

- What:
 - Which statements were the hardest for you to respond to?
 - Which statements were the most interesting to see how others responded?
 - So What:
 - How can an activity like this help you work together as a group?
 - What is the importance of recognizing similarities and differences in a group?
 - Now What:
 - What did you learn in this activity that you can use moving forward as a group?
 - How can you recognize and respect the differences that may arise in this group?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.