UNH DIGITAL ADVENTURES

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Dedication

Once there were two wizards. They lived in a land where the peoples' way of life revolved around community rituals where they came together to make magic with the guidance of their local wizards. The people of the land relied on their magical community rituals to learn, grow, connect, and heal. The two wizards had been old friends since they were apprentices and they loved inventing magic and sharing their new spells with each other so they could help more and more people. As the wizards grew in power, they were able to help many people with their problems, but some problems were stubborn, so the wizards decided go to the tower of the king. The tower, it was said, held archives older than memory and laboratories where new wonders were concocted by the minute.

One day, while delving in the archives, one of the wizards came across a prophesy, which foretold the coming of a demon which would roam the land stealing people's breath. The people would hide in their houses, it said, and the magic of the rituals would be lost. The wizard fell into a creative frenzy and developed a spell which used crystal balls to allow the people to hold group rituals without ever leaving their houses. However, the demon never came, and the ritual of the crystal ball languished among the wizard's dustiest scrolls.

One day, after years of learning, the king came to the two wizards and said, "The time for learning is over, you must begin passing on your wisdom to the next generation of apprentices." The wizard who had discovered the prophesy decided to travel the Hinterlands, teaching the ways of magic to the people of the Far Away Mountains, where wizards were few and knew only crude magics. He became known as the Wandering Wizard. The other wizard decided to stay at the tower and teach the young apprentices who came to the tower from far and wide. He became known as the Wizard of the Tower. The two wizards promised to meet again, and set out on their separate paths.

Things began auspiciously for the Wandering Wizard. The villages he came to were pastoral and fair, the people gathered to learn his wisdom and shared their bounty generously with him. As the months wore into years and the Wandering Wizard wound his way deeper and deeper into the mountains, he began to notice a change in the people. Though the countryside was rich and the fruits of nature abounded, the people seemed less gracious. They believed themselves alone in the wilderness and built palisades around their villages, jealously hording anything they could get and scheming to steal from their neighbors. One day the Wandering Wizard came to a village on an island in a lake. The villagers invited the Wandering Wizard to rest after his long journey and begin his teaching in the morning. The villagers surprised him as he slept and tied him up. They took all his books and scrolls with all of his precious knowledge and left him on the shore of the lake with nothing but a sack of gold. The Wandering Wizard climbed high into the mountains and vowed never to come down.

Meanwhile, in the heartland, the prophesy of the demon was coming true. The people spoke of an invisible spirit that stalked the land stealing people's breath. Fear spread like wildfire and the people started hiding in their houses. They needed the rituals more than ever but they were too afraid to come out. The King told the Wizard of the Tower, "You've got to find a solution!" So the Wizard of the Tower called his six most talented apprentices and told them of the Wandering Wizard and the secret of the crystal balls. "Go to the Hinterlands and find the Wandering Wizard, my students," he said "only he knows the secret which can bring the rituals back to the heartland."

So, the group of apprentices set out to find the Wandering Wizard. They journeyed to the Hinterland, wound their way into the Far Away Mountains, came to the land of palisades, found the village in the lake, and climbed high into the mountains before they finally came upon the cave where the Wandering Wizard made his home.

When the Wandering Wizard saw them, he said "Who are you? More bandits? I have nothing left." "No," Said the apprentices, "the Wizard of the Tower sent us to learn the Secret of the Crystal Ball from you." "If you are true apprentices of the Wizard of the Tower," the Wandering Wizard replied, "Prove it!" "But how?" replied the apprentices. The Wizard said, "I learned the secret in the archives of the tower, anyone who has studied in the archives should have all the knowledge necessary to create a crystal ball themselves. These caves are filled with crystals, show me that you can make a crystal ball on your own and I will teach you how to use it." So, the apprentices went to the village in the lake, bought some tools and got to work.

A month later they returned to the Wandering Wizard and showed them what they had wrought. Their crystal spheroid was semi-translucent, misshapen, and rough. "We are sorry, oh Wandering Wizard," the apprentices said, "this is the best we could do; we hope you will help us any way. The people's need is dire." "Through your dedication and resourcefulness, you have proven yourselves worthy!" Declared the wizard, and he helped the apprentices polish their ball and learn its secrets.

So, the apprentices came down from the mountain cave, passed the village in the lake, through the land of palisades, out of the Hinterland, and back to the Tower. The Wizard of the Tower was filled with joy when he heard of the apprentices adventure with his old friend, and the first thing he did was use the magic of the crystal ball to connect with the Wandering Wizard and thank him for his heroism, for though he had been betrayed by the people, he still helped them in their darkest hour of need. The magic ritual of the crystal ball was taught to every hedge wizard, and village sorcerer in the heartland and beyond, and though the people still hid in their homes, they were able to learn, grow, connect, and heal with the help of the Wandering Wizard and his crystal ball.

This project is dedicated to our Wandering Wizard.
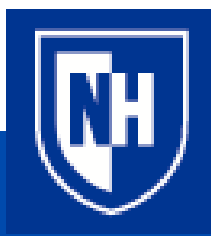
SIDES

UNH Digital Adventure Series 2020

A great initiative to groups to introduce themselves and get to know each other through similarities or differences
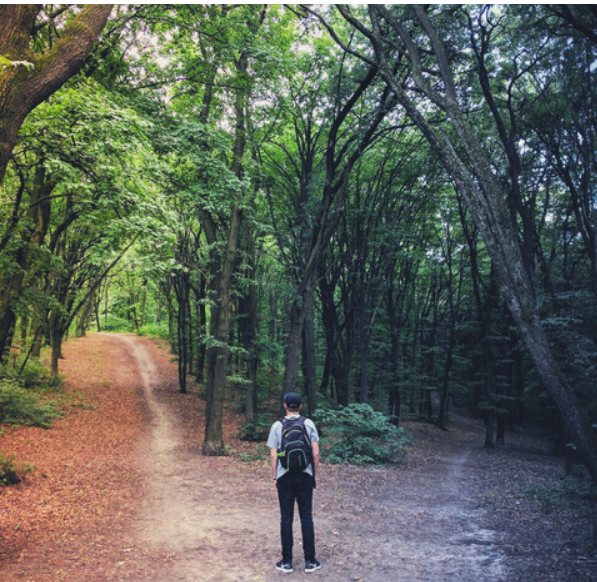
Props: None

Technology: Computer

Software: Whiteboard Program

Duration: 15-20 min

Group Size: Any

Population: Any

Preparation:

Minimal set up is needed for this activity. Go onto your desired whiteboarding program and create a template that is similar to this example.

Option 1	Option 2

Sample Presentation:

"For this activity, I will read off two things and you should put your name on the side of the board that fits you best then we can discuss our choices"

Play:

For this activity their can be two options or if they feel like they are some of both there can be an optional 3rd choice. Listed below are some phrases you can use for this activity:

Phrases:

- Freshman/sophomore or junior/senior
- Been at workplace/school more than or less than five years
- Competitive or cooperative
- Flexible or structured
- Realist or dreamer

- Pessimist or optimist
- Controlling or loosey-goosey
- Linear or non-linear
- Intellectual or emotional
- Big picture or detail-oriented
- Serious or silly
- Direct or indirect

- Extrovert or introvert
- Traditional or non-traditional
- Morning person or night person
- Perfectionist or easy going
- Morning person or bed head
- DC or Marvel

Learn:

Reflect

What happened during that activity?
Were you surprised by some peoples answers? Did you learn similarities you have with others?

Connect

Are there times in "real life" when there are only two choices?
Are there times when there is judgment for our choices? Why?
If there were another choice, how different from the others would it be?

Grow

How could you go from this activity and accept how other are?
Could you be more open-minded and appreciative instead of judgmental of how others are? What could you do?

Variations:

After you go through some or all of these phrases, have the group create their own phrases to either share about themselves or learn about others. Make sure to prevent teasing that could be harmful to individuals or groups. Should this occur, highlight how neither option is inherently better than the other and that people are different in many ways.

Source: Play for Peace

"This activity comes from Play for Peace and was adapted to be used in a virtual setting
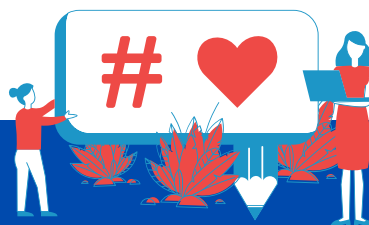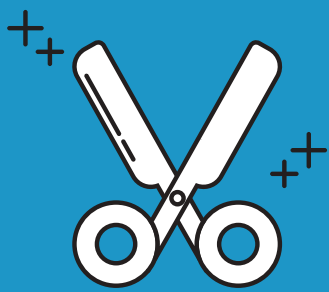
ROCK, PAPER, SCISSORS

UNH Digital Adventure Series 2020

This activity is F.U.N.N. (Functional Understanding Not Needed), allowing participants the chance to interact and laugh in a low-stress environment

Props: None

Technology: Computer or Phone

Software: Video Chat with Breakout Rooms

Duration: 10-20 min

Group Size: Any

Population: Any

Preparation:

For this activity, the facilitator should come prepared feeling comfortable with the breakout room feature in many video chat programs, as it is used heavily in this activity.

Sample Presentation:

"In a moment, we will be having a friendly tournament of the classic game 'Rock, Paper, Scissors'. In a moment, I will sort you all randomly into two different breakout rooms. In each breakout room, I would like everyone to play 'Rock, Paper, Scissors' until there is only one victor. Once you lose a round, you will exit the breakout room and return to the main session. Once there is only one person standing from each room, we will all gather to watch the final match and cheer on our champions from each room. Any questions?"

Play:

Move participants into breakout rooms and have them play 'Rock, Paper, Scissors'. "Sample Presentation" shows a 2-room example, but facilitators can divide the group up in any manner of their choosing. Encourage participants to be silly and have fun, cheering on teammates or making guesses about who will win in matches. This activity can be played in multiple rounds or as an energizer in between activities.

Learn:

Reflect

How did it feel to be a competitor in the activity? How did it feel to be a spectator?
What was the goal of the activity for you? Victory or having fun?

Connect

How do we treat failure or loss in this activity, and how is that similar to/different from how we treat it in life?
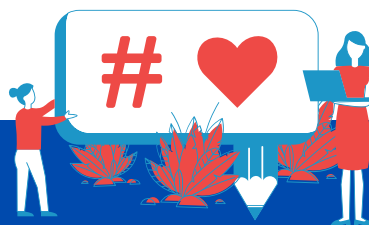
Grow

What is an area of life where you want to be treated as an "ultimate champion", like in this activity?

Variations:

As mentioned in the "Play" section, facilitators can alter how the competition is organized. An additional example would be creating a tournament bracket for your group, outlining matches ahead of time (best for small groups). This activity can be done using text chat as well, wherein someone counts down and at the end, participants type either rock, paper, or scissors at the same time.

> Learning more about the software you use can open up new opportunities for this activity
>
> *REGAN CARRIERE*

EMOJI CHECK-IN

UNH Digital Adventure Series 2020

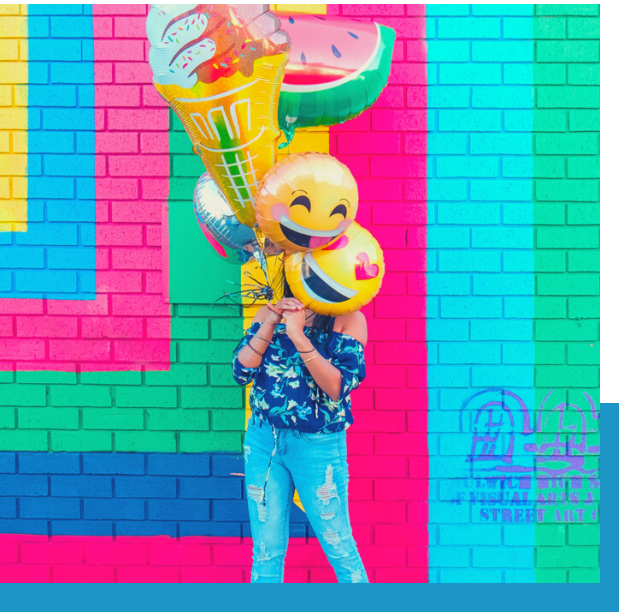**This activity is a fun way to incorporate technology into group check-ins**

Props: None

Technology: Computer

Software: Whiteboard Program or Text Chat

Duration: 5-15 min

Group Size: Any

Population: Any

Preparation:

The only preparation required for this activity is ensuring that participants have the required software for the activity. Ensure that group members have access to the whiteboard program or text chat being used in addition to some way for them to post emoji in them (ex. special keyboard).

Sample Presentation:

"I would like to check in with the group about how everyone is feeling currently. We are going to use the whiteboard program we share, and I would like for everyone to post an emoji that represents your current emotional state. Once that has been done, I will ask certain people to share why they chose their response, and you can pass if you would not like to share at that time. Any questions?"

Play:

Have participants share their chosen emoji, and have folks share why they chose the symbol they did if they are so inclined. As mentioned in the activity description, this activity can be done on a whiteboard program (where everyone posts their emoji anonymously) or in a text chat (not anonymous, but allows participants to type).

Learn:

Reflect

How does your chosen emoji relate to your current feelings or your feelings about _____ (previous activity, etc)?

Connect

What would you like to change about your emoji, ideally? What would have to happen to turn a frown face into a smiley face?

Grow

How often do you check in with yourself day-to-day? What emoji best represents your mood most of the time?

Variations:

This activity can also be run with any sort of pictures instead of emoji. Participants could either find images of their choosing on the internet or select one that matches their mood from a set provided by the facilitator. The facilitator can also limit the amount of emoticons available to participants, having them choose one of four options that best conveys their current state.

> "Using emoji in this way is a great way to engage young participants in an activity about emotions
>
> *REGAN CARRIERE*
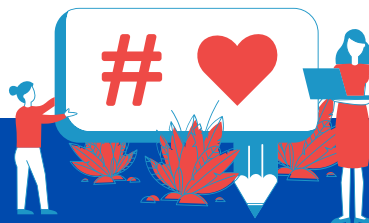
A great icebreaker that uses scenarios and comfort zones to build trust

Props: None

Technology: Computer

Software: Video Chat or Polling Program

Duration: 10-15 min

Group Size: Any

Population: Any

Preparation:

For this activity, educators can use a live video/audio chat or use a free online polling website like https://www.surveyhero.com. If using video chat, make sure the program allows for some sort of polling. Come up with a number of scenarios to put in your poll questions that might be out of certain students' comfort zones. Some examples include petting a snake, swimming in the ocean, and jumping from height. For each of these questions, allow participants to pick between "red", "yellow", and "green" as responses.

Sample Presentation:

"For this activity, we will be learning about each others comfort zones. I will be giving a you a series of prompts that may or may not be in your comfort zone (for example, petting a snake). For each question, you will answer with either green (you definitely could pet a snake with no problem), yellow (you might pet a snake but you would definitely be hesitant), or red (there is no way you are touching a snake and probably fear snakes). After each question, we will allow for people to share what they chose and why if they so choose. Any questions?"

Play:

Explain the activity's rules, as described above, and then begin to give the group prompts with which to sort themselves. As the activity progresses, it can be beneficial to have each subgroup share out a little about what they talked about and what they have in common. Participants can also be sent to breakout rooms to discuss their common category.

Learn:

Reflect

What is a common interest with a group member that you learned about today? Which subgroup did you feel like you fit with most and why?

Connect

Why focus on commonalities in this activity? What benefit does understanding these have on our group?

Grow

How might we continue to discover and emphasize commonalities in activities in the future?

Variations:

As mentioned in "Preparation", facilitators should create their own prompts with which participants can categorize themselves for this activity.

Source: Priest, S. (2001). *100 of the best virtual team-building events.* Tarrak Technologies.

> **Emphasizing commonalities over differences is key for new groups**
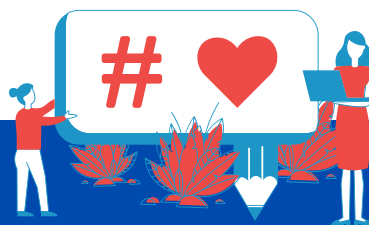
RENAME

UNH Digital Adventure Series 2020

This activity is a quick and easy way to start a meeting that involves participants sharing and learning more about one another.

Props: None

Technology: Computer

Software: Video/Audio Chat

Duration: 5-15 min

Group Size: Any

Population: Any

Preparation:

This activity does not require much preparation for the facilitator ahead of time. It can be helpful for them to generate some get-to-know-you questions with short responses that they want to ask the group (see "Play" for examples), and they should also come ready to explain how participants will use their audio/video chat service to answer the questions posed to them.

Sample Presentation:

"For this activity, we will be using the rename feature on (insert program name here) to answer these following questions about yourself so that we can get to know one another. After each question, I will pick a few people and encourage them to share more about their answer. Any questions?"

Play:

Begin by explaining to the group that the facilitator will be asking them several questions about themselves, and in order to answer and share with others, they will respond by changing their screen name to their response (methods to do this vary with the computer software).

Examples of questions could include:

- Rename yourself to your favorite activity outside
- Rename yourself to a food/recipe that you can cook well
- Rename yourself to the animal that you are most like
- Rename yourself to the giant fruit that you would like to live inside (a la "James and the Giant Peach")
- Rename yourself to a celebrity that you would like to meet

Learn:

This activity doesn't require a lot of processing/reflection afterwards, but facilitators can certainly ask participants to share any responses from others that surprised them, as well as any instances where they learned something new.

Variations:

Facilitators can adapt this activity to their specific needs by altering the questions that they ask the group. For participants of different ages, questions can be made more/less complicated, etc. Additionally, if your meeting has a theme, catering questions to that will help to engage participant thinking.

The format of this activity can also be re-used to have participants answer questions later in a meeting. For example, participants can write their response to a "One Word Whip" (have everyone in the group share one word about how they felt about _____) using the rename feature instead of sharing aloud. Be creative!

> " Be sure to include some interesting questions, like craziest way you got accidentally injured.
>
> *NICK PAUL*
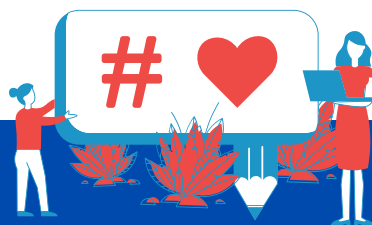
WHO'S IN THE GROUP?

UNH Digital Adventure Series 2020

This activity helps groups of all sizes introduce themselves to one another in a low-risk manner prior to an initial meeting

Props: None

Technology: Computer

Software: Email

Duration: Varies

Group Size: Any

Population: Any

Preparation:

Come prepared with the information that you would like participants to share with one another, as well as a clear plan of how to collect and share it. Be sure to include some basic introductory facts about group members (name, pronouns, where they're from, etc.) as well as some information that helps the group learn more about who they are (favorite _____, do they have pets, tastes in music/books/movies, etc.). Providing participants with a template to fill this information out can be very helpful.

Sample Presentation:

"Hello folks, my name is _____ and I will be leading our upcoming meeting! I am very excited to get the chance to work with you all, and I would like to start by getting to know everyone and giving you all a chance to do the same. So, I would like everyone to respond back to me, providing me with the following information: your name, your preferred gender pronouns (if you would like), what town you live in, an activity that you do for fun, and a goal you have for our group work. Please send me a picture of yourself as well. With all this information, I will be compiling a poster that introduces everyone in our group that I will send to you all soon. Please review it before our first meeting, so that you get a chance to learn more about the people in our group. Looking forward to your responses!"

Play:

Once the activity has been introduced to the group, the facilitator should collect everyone's information and compile it into an easy to read and access format (ex. Google Doc). Once everyone has responded, they can share this with the group, encouraging everyone to review it prior to a meeting.

Learn:

Reflect

Who in the group do you share something in common with?
What is something you learned about a group member that surprised you?

Connect

In what ways would you like to continue to get to know group mates? How will you go about doing this?

Grow

What is the value, for you, of introductions and learning more about others?

Variations:

Facilitators are encouraged to come up with their own prompts to be sent to the group, using any sort of get-to-know-you questions that they prefer. Additionally, this activity can be used in between meetings to continue to facilitate group sharing and bonding as well. You can have participants report back to the facilitator in a similar fashion about themselves again or also about topics from the meeting (ex. Have participants answer questions about an upcoming project and display the results from everyone). For a more game-like twist, you can also display participant's information without their names and have the group try and match the profile to the group member.

> "For those who are tech-savvy, decorating the group's document can help engage and surprise folks

NICK PAUL
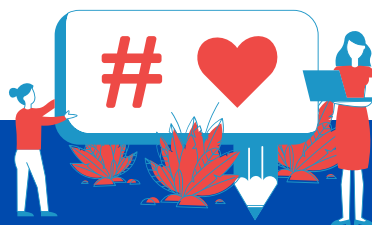
MENAGERIE TEXT GAME

UNH Digital Adventure Series 2020

This activity offers many possibilities for fun and learning names in a group
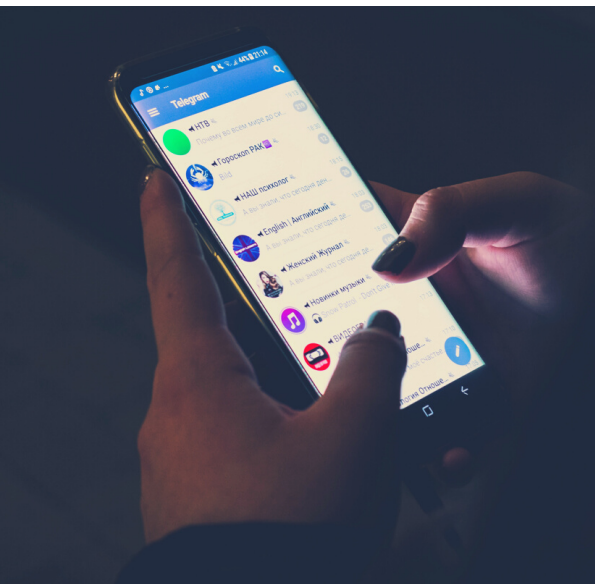
Props: None

Technology: Computer

Software: Text Chat

Duration: 5-15 min

Group Size: 4-10

Population: Any

Preparation:

As a facilitator, think about some way(s) to have participants create unique names for themselves in this activity. Some common examples are adding an animal (ex. Newt Nick), food (ex. Noodle Nick), or adjective (ex. Nifty Nick) that are alliterative to the beginning of people's names.

Sample Presentation:

"Before we begin this activity, I would like for everyone to come up with an animal that has the same first letter as your name. For example, mine is "Newt Nick". Write this name in the chat and look at other people's names, as you will be responsible for trying to remember them in this activity. Once everyone has submitted their name, we will be playing a series of rounds where we compete to be the first to type other people's names. Secretly think of a number between 1 and 10, and when I count you all down, I want you to enter that number into the chat. At that point, you will look to see if anyone chose the same number as you; if they did, you must race to type that person's animal name before they type yours. In the event of a 3-way or greater tie, whomever types the names of all other people wins the round. Any questions?"

SOURCE: MARILYN LEVIN

Play:

Begin by helping participants come up with names for themselves per one of the prompts mentioned in "Preparation". Then, the facilitator will explain the rules and count the group down. Participants will type their chosen number between into the chat and then scramble to type the names of anyone with whom they have matched. Additionally, for smaller groups, participants can choose numbers between 1 and 5 instead of 10 to increase the chance that they match. Play continues as such for multiple rounds, and if desirable, the facilitator can keep track of points or have participants sit out if they lose a round until there is one person left.

Learn:

Reflect

What was the most challenging part of this activity for you? How did it feel to beat your pair to a naming? How did it feel to lose?

Connect

When have some other times been that you've experienced success and failure? How has it felt similar to this activity? How has it felt different?

Grow

How has your perspective on success/failure changed from this activity?

Variations:

This activity is modeled after Play for Peace's "Menagerie Card Game" and thus can be played with a deck of cards and video chat in the following way:

- Each participant should come prepared with a deck of cards, and prior to beginning, should select 1 set of numbers 1 through 10 from the deck
- Following the facilitator's countdown, each person draws the top card from their deck and shows it to the camera
- If anyone matches, they must say the name of the other participant the quickest
- Additionally, this version allows for more creative naming conventions (ex. Instead of an alliterative name, each participant picks a sound that represents them and it's a race to see who can make their matches' sound the quickest)

Source: Play for Peace

> "This activity works as both a name game and a fun way to fill time or re-energize a group
>
> *NICK PAUL*
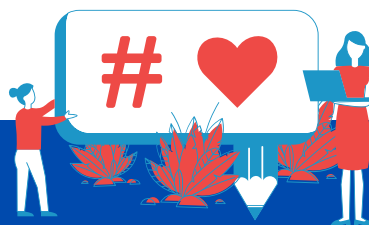
FEEL THE BEAT

UNH Digital Adventure Series 2020

A great way to re-engage a group and get the energy up in an online setting.

Props: None

Technology: Computer

Software: Video Chat

Duration: 5+ min

Group Size: Any

Population: Youth

Preparation:

No set up is needed for this activity. The purpose of this activity is to help draw in your group. If you start to notice that you are losing the attention of your group it may be time for an energizer to get them moving so that can regain their focus for the task at hand. You should establish an order for the group to go in. This is intended as a basic add on game, so an order will be beneficial to having this be successful.

Sample Presentation:

"For this activity, our goal is to add a beat or sound to the previous one. We will go around in turn and make a beat for our group. We are going to be given an order for how we will proceed. Remember the person who is before you so you know when to add your sound. As we progress the chain of beats will get longer and longer. Working together is encouraged to keep it going."

Play:

This is an energizer game its just meant to be a fun 5 minute to help participants regain interest and focus. Once the group is organized pick someone to start off the game. They will pick a sound they want and then the next person will go repeating the past sound and adding their own. This will repeat until everyone is engaged and you feel the energy in the group is back up. Encourage the group to help each other remember the beat.

Learn:

With this just being an energizer a debrief may not be necessary or needed.
What happened during that activity?
How did you communicate?
Was it beneficial for the group to help with remembering the beat?

Variations:

In addition to the add on form of the game this could also take on a simon says feel. You can either create a beat for others to follow or have some one in the group take the lead in creating the beat. This is just meant to get energy levels back up in your program if you feel you're losing attention of some members of the group.

> "You could possibly make a group chant or anthem through this activity!
> *HAYDEN DONE*

5 MINUTE DANCE-A-THON

UNH Digital Adventure Series 2020

A great activity to get students up on their feet and energized!

Props: Music

Technology: Computer or Phone

Software: Video Chat and Music Player

Duration: 5 - 15 min

Group Size: Any

Population: Any

Preparation:

The facilitator should prepare by selecting a short, appropriate song that the group can dance to as well as a method of playing it so that the whole group can hear it simultaneously. Playing music in the background of the video chat should work. Be sure to frontload the need to refocus afterward if using this activity as a movement break in a work setting so that the group can transition smoothly from the activity to work.

Sample Presentation:

"For this activity, I will be playing a song while the rest of you bob your heads to the beat. Once I pick an order, each of you will have your turn to create a dance move of your choice. The chain of dances will continue until one of you either misses their turn, acts too slowly, or goes when it is not their turn. Let's Groove"!

Play:

Teach the group to "Groove". This is a simple dance move like head bobbing or two stepping that all members of the group can do. Demonstrate your "Groove" and then have everyone practice while the song plays for a bit. Then, going in an order dictated by the facilitator, have every member of the group make up a dance move that can be seen over the video chat and teach it to the other members of the group. Once this step is completed, the group is ready to play the game. Begin with one participant. On their turn, they will do their own dance move followed by the dance move of another person in the group. The turn will then pass to that person, who will do their own dance move followed by the dance move of a third person in the group; the turn then passes to that third person. This chain of turns can continue indefinitely until someone breaks the streak (misses their turn, acts too slowly, etc). Let the group know that when it's not their turn, they can groove independently. Once the group is used to the activity, challenge them to pass the turn to every member of the group without ending the round. Other challenges can be devised by the facilitator or the group.

Learn:

Reflect

How did it feel to get up and move?
How well were you able to follow others in this activity? Where did you mess up, if at all?

Connect

When else during the day do you like to dance? What makes it fun?

Grow

How can we support movement and breaks in future group meetings?

Variations:

This short activity is designed to get people out of their seats for a quick interactive movement break. However, it can also be done in seats if that is more feasible. If you feel it would better suit your group, feel free to shorten the activity and just let your group dance unstructured for 5 minutes or however long you feel is appropriate.

> "Create your own groovy dance move beforehand to show how fun this activity is!
>
> *MATTEO BESSONE*
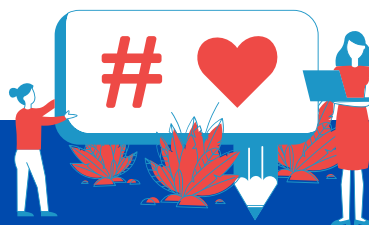
FULL BODY MULTIPLE CHOICE

UNH Digital Adventure Series 2020

Usable with any youth, this activity gives restless children a chance to move and re-engage with the lesson being presented.

Props: None

Technology: Computer or Phone

Software: Video Chat

Duration: 5-15 min

Group Size: Any

Population: Youth

Preparation:

Come up with a number of multiple-choice questions to ask the group. If you are a teacher, these can be used to review class content or assess participants prior to a lesson, and if you are a facilitator working in a different context, questions can be random trivia (for fun) or geared towards a topic you work with. It can be helpful for participants to see these questions as well, so consider creating a slideshow that can be shown to them.

Sample Presentation:

"We will be going through some multiple-choice questions in just a second, but instead of answering on your computer, I want you to stand up and answer with your body. Similar to "Head, Shoulders, Knees, and Toes", If you want to answer A, then you'll put your hands on your head, if you want to answer B, then you'll put your hands on your shoulders, and so on. Everyone ready? Go ahead and stand up!"

Play:

Encourage participants to stand up and back away from their camera so that the class can see from their head to their toes. Continue to reinforce which body movements mean which answer. Go through the questions, and as a facilitator, observe each member of the class and talk about how the class responded vs the correct answer. (ex. "I am seeing a lot of people saying 'B', and that is correct!")

Learn:

Reflect

How did getting up and moving around feel? What is a word that describes how you were feeling before the activity? What is a word that describes how you feel now?

Connect

Why is it important that we take breaks from sitting? When do you know that it's time for you to get up and move?

Grow

How can we incorporate movement into other activities that we do together?

Variations:

For different populations, the movement component of this activity can be modified to accommodate mobility needs. An example of this is pointing to one's head, forehead, nose, and chin, which can be done seated, and any additional adjustments can certainly be made. Additionally, for facilitators who are interested in using this activity with questions that aren't multiple choice, different body parts can be associated with different answers to non-yes or no questions. For example, the "Head, Shoulders, Knees, and Toes" approach can be applied to a Likert-scale method, where "head" is "strongly agree" and "toes" is "strongly disagree." Questions, then, can relate to group behavior and other subjects.

> " Encouraging the silliness in movement will help to energize those who are especially restless
>
> *NICK PAUL*
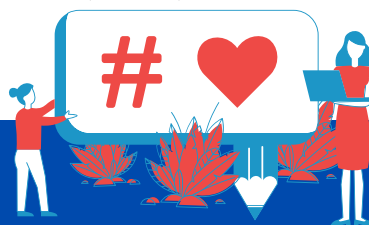
ANIMAL CROSSING

UNH Digital Adventure Series 2020

A great activity for re-energizing a group through physical movement and attentiveness.

Props: None

Technology: Computer, Phone

Software: Video Chat

Duration: 10 min

Group Size: Any

Population: Youth

Preparation:

The only preparation needed for this activity is to think of some animals that could be easily acted out virtually by your students.

Sample Presentation:

"So today we are going to go to the zoo. I know being lectured online in Zoom is really hard and I commend you for that. This activity involves being as loud and s expressive as you can! I am the zookeeper and when I say an animal you are going to act it out! I am going to go as fast or as slow as I want. Welcome to the Zoo!"

Play:

Direct all students to stand up and listen as you call out the name of an animal you choose. The students will then all act out that animal at once. You can switch animals at any point as well as how fast or slow you want to call them out. Animal Examples (Bear, Crocodile, Bunny, Elephant, Grog, Bird, Monkey, Cheetah, Turtle, Tiger)

Learn:

Reflect

Do you feel energized?
What about this activity made you feel energized?

Connect

What can you do to energize yourself during going to school online?
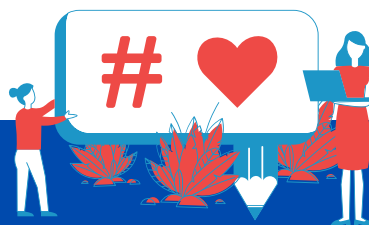
Grow

How does being energized during a class help your learning process?
Will you ask teachers to do an activity to help your peers re-focus?

Variations:

This activity could also be played by the facilitator holding up cards of animals and the students have to read what animal it is before they can act it out. Another variation would be to have a student pick an animal to act out and other students will virtually copy that student and guess what animal they're all acting out.

> "Express yourself and be as loud as you want!
>
> *REGAN CARRIERE*

SCAVENGER HUNT RACE

UNH Digital Adventure Series 2020

3

In online learning settings where young children struggle to focus and stay put, this activity is a great way to give them a fun and energetic break from sitting and listening.
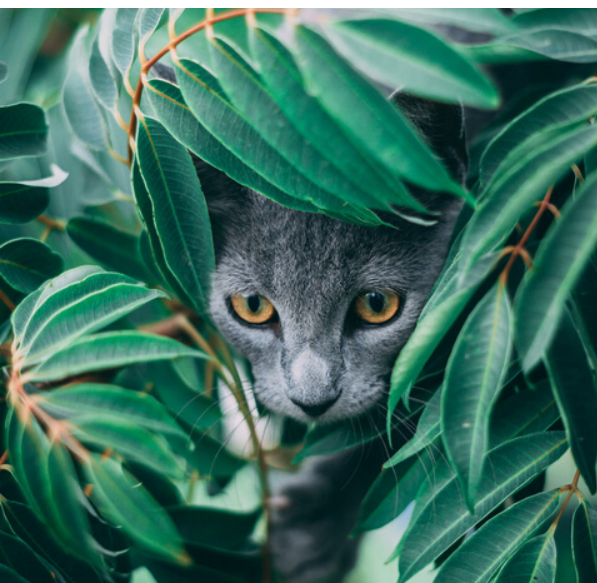
Props: Depends

Technology: Computer

Software: Video Chat

Duration: 5-15 min

Group Size: Any

Population: Youth

Preparation:

There is very little preparation for this activity. All you need to do is think about items or types of items that would be common in households for the participants you work with. Having a wide and diverse list will help keep this activity fresh for youth. (See sample list found in "Play" subtitle.)

Sample Presentation:

"For this activity, we will be having a scavenger hunt race. I will be giving you an item or category of item to find around your household. The goal is to be the fastest to present the item. You must leave your device where it is. Have fun with this and be creative with your items you bring to show."

Play:

For this activity, participants will be given objects or categories of objects to search for in their household. Specify that the goal is to present the requested item to their webcam the quickest that they can, and that they must leave their laptop/tablet/phone where it is (they cannot bring it to the item in question). This can continue on for multiple rounds, or participants can be given multiple items at the beginning that they need to find.

A sample list of objects to search for include:

- A key
- A necklace
- A nail
- A die
- A coin
- A band-aid

A sample list of different categories of objects include:

- Something made of metal
- Something with writing on it that isn't a book
- Something edible
- Something smaller than your fingernail
- Something shiny
- Something old.

Learn:

This activity needn't be processed extensively, but you can theme the goals of the activity and/or the objects that participants look for to match group ideals or subjects. For example, if you are trying to build group creativity, reward a participant each round for finding the most creative object for the prompt. In regards to subject, participants studying sustainability could be challenged to find different types of recyclable and non-recyclable plastics.

Variations:

A great way to add challenge to this activity is to specify a location with the object in question. For example, instead of just asking for a book, ask for them to find a book in the kitchen, etc.

In regards to subject, participants studying sustainability could be challenged to find different types of recyclable and non-recyclable plastics.

The rules of this activity can be subtly varied to alter how participants play the game. If making speed the goal of the activity is worrisome (ex. kindergartners running around their house), then you can challenge them to find an item that is superlative in some way (ex. The oldest spoon, the object with the most different colors on it, etc.). Similarly, if competition with one another is to be minimized, you can give everyone a time limit by which they must return (ex. 30 seconds to find a book with an animal on the cover.)

> **"This can also be done on their own time and engage the group while not together. Have them search for an item that relates to a subject or idea from class. Responses can be submitted virtually with a picture.**
>
> *NICK PAUL*
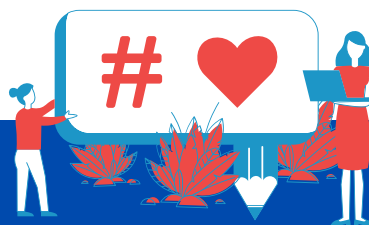
FIVE SENSES MINDFULNESS WALK

UNH Digital Adventure Series 2020

This activity helps participants develop mindful practices and connect themselves to their bodies via senses

Props: Pen and Paper

Technology: Computer or Phone

Software: Text or Video Chat

Duration: 15-30 min

Group Size: Any

Population: Any

Preparation:

Facilitators don't need to prepare much for this activity. It can be helpful to plan what they would like to say (see "Sample Presentation" as an example) as well as how they will be communicating with participants before and after the activity.

Sample Presentation:

"Before we end this meeting, I would like to give you an activity to do by yourself before the next time we meet. I would like for you to find some time where you can go for a walk (anywhere you choose) by yourself. Bring with you something to write with and paper, and focus on different sensations you feel as you walk. Write down what you experience, and by the time you return, I want you to have written down five things you saw, four things you heard, three things you smelled, two things you felt, and one thing you tasted. We will discuss our individual experiences together at our next meeting."

Play:

Instruct participants on what you would like them to do on their solo walk (see "Sample Presentation") and answer any questions they might have. This activity is rooted in mindfulness, so researching that and providing participants with information on its benefits and core principles may be helpful.

Learn:

Reflect

How did you feel before your walk? How did you feel after?
Where did you go for your walk?
Describe some of the things that you wrote down
What stood out to you about this activity?

Connect

What senses were easy to connect to and which weren't?
Was this activity helpful for you? Why or why not?
What does the term "mindfulness" mean to you?

Grow

What are some ways in which we could do the same activity without going on a walk?
How else might we incorporate mindfulness into what we do?

Variations:

Facilitators are encouraged to adjust the way that participants pay attention to and/or write down what senses they experience as needed. Additionally, this activity can be done in place (ex. seated in a comfortable place in one's home) with the same focus and end results.

> " This activity is especially helpful for therapeutic populations working on coping skills
>
> *MATTEO BESSONE*
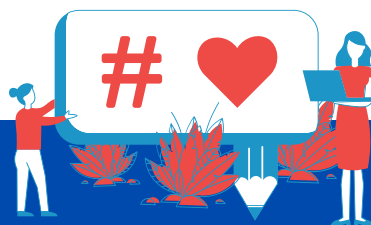
THE WIKI GAME

UNH Digital Adventure Series 2020

Not only is this activity fun for people of all ages, but it can also help to teach internet literacy and problem solving skills

Props: None

Technology: Computer or Phone

Software: Video Chat and Web Browser

Duration: 10-20 min

Group Size: Any

Population: Any

Preparation:

As a facilitator, ensure that all participants will be able to access your group's video chat and the internet at the same time. Additionally, prepare a number of different Wikipedia pages for participants to try to navigate to and from.

Sample Presentation:

"In this activity, we will be racing to see who can navigate Wikipedia the quickest. I want everyone to begin by going to the Wikipedia page for _____. In a moment, I will give you all a different page to try and get to in the shortest amount of time possible. To do this, the only thing you may do is click on Wikipedia links found on your page; thus, you must jump from page to page using different topics. Whoever gets to the destination page first wins. Any questions? OK, the page you are trying to get to is _____."

Play:

Describe the rules to participants as found in "Sample Presentation" and give them their starting and ending web pages. Give participants some way to indicate when they've reached their destination and encourage them to get competitive with the race aspect of the game if desirable. This activity can also be done using the Wiki Game browser game, which can be found here: https://www.thewikigame.com/

Learn:

Reflect

What strategies did you use to try and navigate Wikipedia the quickest?
Did the path you took surprise you? How so?

Connect

How is the path that you took similar to/different from the path you take to complete tasks? How is it different?

Grow

What lesson or skill practiced today would you like to incorporate into more tasks you have to complete?

Variations:

Facilitator can theme the pages that they select for this activity to their group (ex. teachers can relate them to school subjects). Additionally, a fun additional or alternative challenge in this activity is to see who can get from the starting page to the ending page by clicking on the fewest number of links. This will most likely require some honor system to be encouraged.

> **This activity can be surprisingly fun for people of all ages!**
>
> *MATTEO BESSONE*
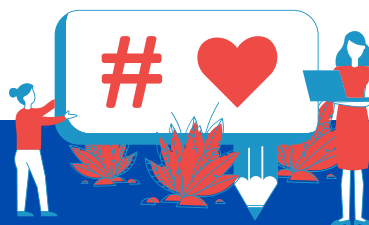
BINGO

UNH Digital Adventure Series 2020

This activity gives participants a way to stay engaged during lectures or lessons

Props: Bingo Card (optional)

Technology: Computer

Software: Video Chat

Duration: Varies

Group Size: Any

Population: Any

Preparation:

For this activity, the facilitator is responsible for creating a bingo card for participants. This can be done from scratch or by using online templates, such as "bingobaker.com". Fill in the squares with small topics or key words you'll be going over throughout a class or meeting. Send this to participants and ask them to print off a bingo sheet if they have a printer available to them. If they do not have a printer available, they can use their computer to download and annotate the document.

Sample Presentation:

"For this presentation I'm about to give, I have provided you all with an added twist. You all have seen the bingo card that I sent you all ahead of time, and while I am speaking today, I want you to play bingo along with me. If you hear me mention any of the words on the card, mark it off (on your computer or on a printed version), and for every 5-in-a-row you get during the presentation today, you earn a point. Your goal is to have as many points as possible by the end of the presentation. Any questions?"

Play:

As the facilitator, go through the presentation that you have for your group and encourage them to listen well and mark words off on their sheet. You can have the group tally up points at the end, or you can encourage participants to type "bingo!" into the chat every time they get 5-in-a-row. Providing the winner with some sort of reward can be a good incentivizer as well.

Learn:

Reflect

What did you enjoy about that past activity?

Connect

How did this activity help you to listen/pay attention better?

Grow

What skills surrounding listening can we take from this activity?

Variations:

Bingo can be adapted to suit other facilitator needs as well. For younger groups, it can be played just for fun using words or numbers. Additionally, there are many pre-made "get to know you" bingo cards that can be fun to play with a new group (this can be done by using a collective bingo card and having participants share and work together to fill out every category with different group members).

> ❝ Consider other ways in which you can incorporate bingo and other games into presentations
>
> *REGAN CARRIERE*
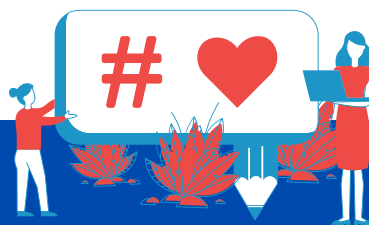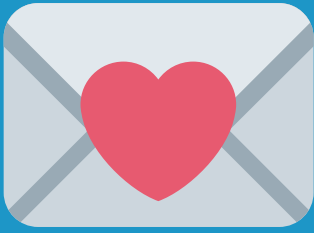
THE WORD

UNH Digital Adventure Series 2020

A great activity for non-verbal communication and problem solving among participants.

Props: None

Technology: Computer, Phone

Software: Text Chat

Duration: 10-15 min

Group Size: Any

Population: Any

Preparation:

If there is a value or a trait that you are focussing on in a lesson/ group facilitation, use it to be "the word"! Start with a question that sparks your participants to think about a word that relates to the chosen "word". So start with a theme and try to get your participants to come up with the word you are looking for. You want participants to use synonyms to get to the chosen word. When someone has typed the chosen word in the chat, you should then talk to the about what prompted their thought process.

Sample Presentation:

"Today we are going to be focusing on what identifies a person to be a hero. There is one word I want to focus on in particular that is a trait that most heroes have. I have a chosen word and your job is to work together to come up with that word. In the chat I am going to pose a question. All of you need to work together to answer the question. You cannot talk verbally, until the end when you all come up with the word. The question is what are traits of a great hero? Put your answers in the chat! Be prepared to talk about the process you chose to come up with the answer. Questions?"

Play:

The goal of the participants is to generate the chosen word by not verbally communicating. The only kind of communication that can be used is in the Zoom chat through typing. Get everyone in chat! Pose a prompt or question that will get participants to think about the word you chose. Participants one at a time will type a word that they believe answers the question/prompt. They will type a word that relates to the last person's response until they reach "the word". The words they guess should be synonyms.

Learn:

Reflect

Did you work together with your peers to come up with the word?

Did you contribute to the group? Why or why not?

Was it hard to communicate non-verbally with your peers?

Connect

Do you think non-verbal communication works well for you?

Do you think verbal communication is necessary in team activities why or why not?

Grow

How can you utilize either for of communication in a group setting?

Will you use either verbal or non-verbal communication in the future to problem solve with peers?

Variations:

You can also start with a word that you are focusing on and have the participants write a short blurb on it. For example, the word encouraging. Participants would then write a few sentences in the chat about something that reminds them of that word. It's a great way to get to know participants and to have participants bond with each other.

> " USE A WORD THAT YOU FIND MEANINGFUL TO SHARE WITH YOUR PARTICIPANTS.
>
> *MEREDITH ROWE*
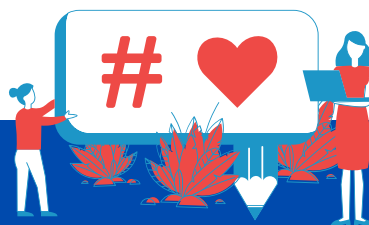
FOUR CORNERS

UNH Digital Adventure Series 2020

A great activity to assess a group of participants' interests in their own learning process.

Props: None

Technology: Computer

Software: Audio Chat and Whiteboard

Duration: 20-25 min

Group Size: Any

Population: Any

Preparation:

This activity helps facilitators assess students to see where they are already competent, what they want to learn, and more. For teachers, this could be a subject area (ex. women's suffrage), and for team leaders, this could be a desired group outcome (ex. greater dimensional thinking). Pick one said subject and come prepared with what you are hoping to learn about participant's preexisting knowledge and interest in this realm. Facilitators should also come prepared feeling comfortable with the whiteboard program of their choosing.

Sample Presentation:

"During our time together, we are going to be learning more about _____ (group subject area). As your facilitator, I want you to be invested in your learning experience, so I would like to give the group choices about how we move forward in this area. On the whiteboard, there are four options for how we can learn more about the given topic. Think to yourself about which of these is most interesting for you, and in a moment, I will ask you to put your name next to that option. Once everyone has done so, we will discuss as a group why certain options were chosen and come to a consensus about which we will focus on in the future. Any questions?"

Play:

Begin by making sure all participants are able to edit the shared whiteboard. The facilitator begins by splitting the board into four sections with lines. Then the facilitator should use the text feature to assign each section an option for how the group might pursue the topic being discussed. For example, if the group was working on communication, the quadrants could be labeled "non-verbal communication", "feedback", "consensus", and "other". Participants are then prompted to write their name in the category that they are most interested in learning more about. Ask individuals why they chose the option they did and guide the group to a consensus about what aspect of communication will be emphasized moving forward.

Learn:

Reflect

How does choosing the learning style/content make you feel more passionate about your learning?
Did you feel heard during the discussion?

Connect

Are there other aspects of your day to day life where you wish you had options to choose?
What are they and what would you want to change?

Grow

Are you going to try and advocate for yourself in the future? How and why would you do that?
Why is that important?

Variations:

If you would like to have more less than four choices you can do that. You can also use a different shape than a square. This activity can also be used to assess a group and the roles of each participant. Watching and taking notes on who is talking during the discussion and how much they are talking can provide insight into current group dynamics.

Source: Play for Peace

> " Make sure that the participants know that you are giving them power in choosing their educational journey!
>
> *MEREDITH ROWE*
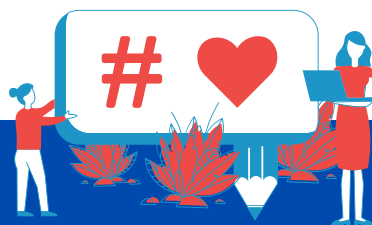
LETTERLESS TYPE

UNH Digital Adventure Series 2020

This problem-solving activity arranges participants in pairs to work on communication

Props: None

Technology: Computer or Phone

Software: Text Chat

Duration: 10-30 min

Group Size: Any

Population: Any

Preparation:

As a facilitator, brainstorm a list of words that, similar to "20 Questions", one participant will secretly know while their partner tries to guess. Consider, as well, some additional rules (see Variations) that you can use to challenge your group if needed.

Sample Presentation:

"In a moment, I am going to split you all up into pairs. When I do so, choose one person to be the guesser and the other to be the knower. I will send all the knowers a secret word that they may not reveal to their partner. Your goal in this activity is, as a pair, to get the guesser to figure out the secret word. The catch? You may only communicate via text chat, and the knower may not type any letters. Any questions?"

Play:

Begin by splitting your group into partners, and then explain to them the goal and rules for the activity (see "Sample Presentation"). With these restrictions in place and any additional questions answered, send participants off to give the activity a shot. After a certain period of time, the facilitator can bring the group back together to debrief the challenge. Multiple rounds, with the same partner or different ones, can be played as well to give the group a chance to improve upon their communication skills.

Learn:

Reflect

What strategies did your pair use to figure out what the secret word was in this activity?
How did your pair decide on these strategies?

Connect

What methods of communication used by the guesser were effective? Which ones weren't?
What methods of communication used by the knower were effective? Which ones weren't?

Grow

How does the communication in this activity mirror the way you communicate with others in your life? How is it different?

Variations:

Adding some additional elements to this activity can deepen the challenge provided and spur participants to deepen their thinking and efforts. One such way to do this is to require pairs to guess a phrase instead of a single word, as this will require them to think of more deep ways to communicate with one another than yes/no questions. For a more complex question, give the knower a task that they need to get the guesser to complete (ex. find a fork, take a picture of yourself holding it, and send the image to the facilitator) and see how they adapt to communicating it to them without letters. Another good element to add is more of a time restraint for the activity. With enough time, most groups will be able to work out a system for asking yes/no questions that will get them to arrive the answer with enough time, but if you increasingly restrict the amount of time they have to complete the activity with each round, they will be forced to come up with ways to streamline their problem solving. Lastly, this activity can also be done with a video chat instead of text, where the knower isn't allowed to type, speak, or write.

> "Vary this activity's difficulty by choosing words to be guessed that are more or less common.
>
> *NICK PAUL*
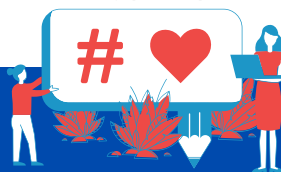
1234 COUNT OFF

UNH Digital Adventure Series 2020

This activity engages thought about problem solving, group dynamics, and digital learning through its use of unique communication
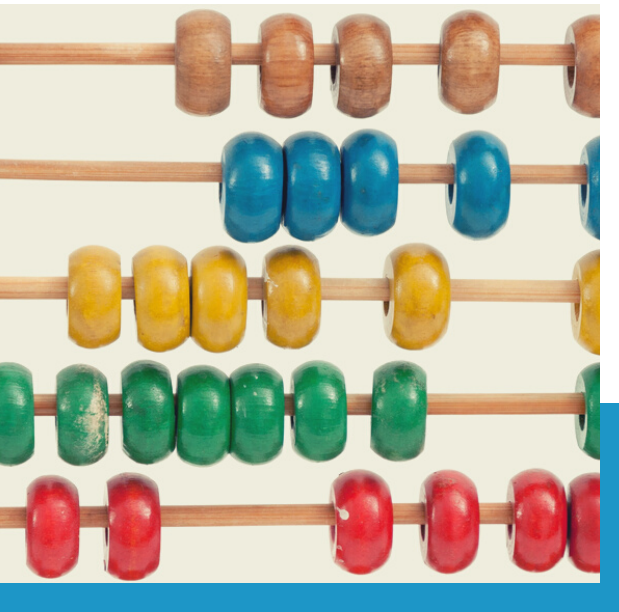
Props: None

Technology: Computer or Phone

Software: Video Chat

Duration: 5-15 min

Group Size: 3-12

Population: Any

Preparation:

No preparation is needed on the facilitator's part, so gather your participants together in a video chat and give this activity a shot!

Sample Presentation:

'For this activity, our goal is to count to as high a number as a group as we possibly can. The catch? All of us must take turns saying each number as we count, and no one can speak except to say numbers. If anyone repeats a number or says a number at the same time as another member of the group, we must start again at '1'. Any questions?"

Play:

Participate in the activity, trying to count to as high a number as possible with the given rules. If helpful or educational, the facilitator can pause the activity to discuss emerging themes and behaviors with the group. This activity can have many takeaways as well (communication, problem solving, or even how to navigate digital environments), so be prepared to be flexible with how the activity is processed based on how participants interact in the activity.

Learn:

Reflect

What strategies did the group use to increase the number that the group counted to?
What number were you expecting the group to reach in this activity? Was it higher or lower than what we counted to?
How did the group communicate in this activity?

Connect

What elements of this activity can be compared to how our group functions in other areas? (ex. communication, leadership, etc)
Was the group able to come to a consensus? How?

Grow

What was something the group did well in this activity that you would like for us to do more of in the future?
What is something that we did poorly that we should do less of?

Variations:

This activity can be varied greatly with the implementation of goals and the difficulty therein. Prior to the activity, the facilitator may invite the group to set a number that they want to count to by the end of the activity. Conversely, the facilitator can set a goal for the participants to count to. Both raise interesting questions about difficulty (how attainable was our goal), problem solving (how did we work towards our goal), and external motivations (when do we set our goals, and when are they set for us).

Another fun variation is to use this activity to tell a story one word at a time, with debriefing focused on how the group creates meaning together.

> This activity is also very fun and hard to do using only text chat instead of video

MATTEO BESSONE
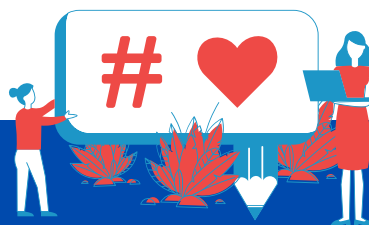
FLIP A COIN

UNH Digital Adventure Series 2020

A great activity that incorporates communal storytelling and values picked by the facilitator.

Props: 1 coin per participant

Technology: Computer, Phone

Software: Audio chat in Zoom

Duration: 20min - 1hr

Group Size: 1-6

Population: Any

Preparation:

As a facilitator, come prepared with a semblance of a story to tell with your participants. You can be as detailed (ex. Write down passages to narrate) or as general (ex. Idea of what will happen throughout the activity) with this plan as you like, but also be prepared to alter your story with your participants. You can have your participants play themselves in the story or some sort of character of their creation (like in improv acting). Within this prep, it can be helpful to come up with a wide variety of choices to present your participants with, as well as puzzles and challenges for them to overcome. Lastly, to get a sense of how to lead a group through a story, it can be helpful to have a sense of how a game master runs a game in a tabletop roleplaying setting. There are numerous podcasts and videos featuring all sorts of entertainers playing such games (Dungeons and Dragons, Call of Cthulhu, Cyberpunk 2020, etc.) on the internet.

Sample Presentation:

"Today we are going to go on a journey together. Each of you will be your own character in this adventure. You can choose to be yourself or create a character. I will be the game master and create scenarios where you will either succeed or fail by flipping a coin. If the coin lands on heads you have accomplished that task. If you lands on tails you have not been successful in your endeavor. You are going to be experiencing the great city of Ferndakali, an ancient city that is full of danger and adventure. You have 5 minutes to create a character, if you want to experience that game as yourself we will now begin. Questions?"

Play:

Throughout this activity, the facilitator will be playing the role of the "story master", the person who is responsible for guiding the participants on the story you all create together. The story master describes scenes, scenarios, and additional characters (played by the story master) for the group. The participants, then, describe what they/their characters do in the situation they are presented with, making choices and asking questions. As they attempt any sort of challenge or action, such as climbing a tree, looking for clues, or convincing someone to help them, the story master will ask that participant to flip a coin. If it lands "heads", they will be successful in that endeavor, and the story master will narrate what happens next, but if it lands "tails", they will be unsuccessful at the task at hand. This encourages creativity and improvisation as the story continues (the most straightforward solution to the problem of crossing a river might be paddling across on a nearby boat, but if participants are unsuccessful at finding the paddles hidden nearby, they will have to find an alternate solution). Play in this manner continues until the story reaches a conclusion, even if it is temporary and the story is to be returned to at some point soon.

Learn:

Reflect

How did it feel to succeed on a coin flip in this activity? How did it feel to fail?

How would this activity be different if every attempt at an action (every coin flip) was a success? Would this version of the activity be more fun or less fun than what the group participated in?

Connect

In what ways does this activity mirror the way that our lives occur? How is it different from this?

What determined whether or not you were successful or unsuccessful in this activity? Is this the case in life?
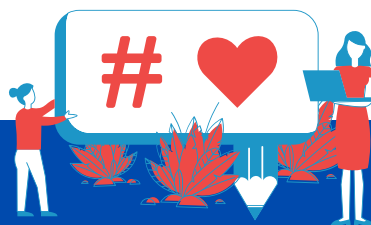
Grow

How do you determine success in your life?

Is it through challenging experiences when you fail, or when tasks are easy?

Thinking about these last two questions, in the future what are some types of experiences you think you may define as successful?

> " You can have participants play themselves in the story
>
> *NICK PAUL*

Variations:

The possibilities of this activity are limited only by your imagination! We encourage you to explore all different types of stories and challenges within them. The facilitator may adjust the level to which participants act as a character other than themselves. Given more time, it may be helpful to talk with everyone individually, encouraging them to come up with a character to play in the story that will be meaningful for them and that will fit within the narrative as a whole (it may be challenging for a participant to play as an alien species when the story being told is set in ancient Rome).

Furthermore, the facilitator can encourage them to explore specific themes with the characters they create, such as encouraging them to role play as characters very different than them (builds empathy for others who are different) or that represent ways in which they hope to grow (helps them envision strengthening in areas where they hope to develop). Lastly, the mechanics of the game can be altered to meet needs. The element of flipping a coin in this activity is meant to introduce chance into what is otherwise just collaborative storytelling, and this can be achieved in many different ways. Some ways to alter/deepen this mechanic, as well, include having participants be able to flip a coin twice in certain situations (increases the chance of a success or a failure) or giving each participant a certain number of "automatic success" tokens that they can use if they are struggling with a challenge at hand. It is worth mentioning, too, that for groups where trust and integrity aren't established, the story master can be the one to flip a coin for each player, decreasing the chance that players will "cheat" and misreport their coin tosses.
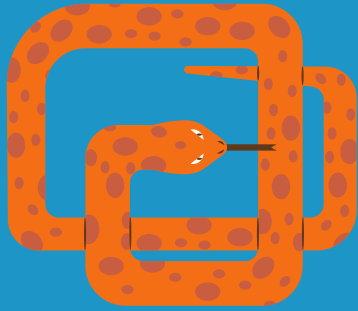
THE SCRAMBLER

UNH Digital Adventure Series 2020

A great activity for team building and risk taking through problem solving.

Props: None

Technology: Computer

Software: Video Chat

Duration: 20-25 min

Group Size: Any

Population: 13+ years

Preparation:

The facilitator needs to split the participants up into two groups of equal number before meeting on Zoom. The facilitator should know how to use the breakout room feature on Zoom. The facilitator should pick 5 brain scramblers that are challenging for the group that they are working with. The answers to the mind scramblers need to be accessible by the facilitator in order to check answers at the end of the time. Brain scrambler ideas can be found at https://icebreakerideas.com/brain-teasers/

Sample Presentation:

"In this activity, we are going to be trying to solve some brain scramblers in two separate teams. In a moment, I will divide the class into two teams and assign each five riddles or puzzles for your group to solve. Prior to this, though, your group will meet and guess how many of those five you will be able to solve, which will determine how many points you earn at the end of the round. Your group gains a point for every riddle more than your goal that you solve, and if you solve less than your goal, you will lose points equal to the number of riddles you were off by. We will play multiple rounds, and each round lasts five minutes. Any questions?"

BRAIN SCRAMBLER EXAMPLES

Text Examples

Mike is a butcher. He is 5'10" tall. What does he weigh?
Answer: Meat
When you have me, you immediately feel like sharing me. But, if you do share me, you do not have me.
Answer: A Secret

Visual Examples

ME JUST YOU

STEP
STEP
PETS

Answer: Just between me and you

Answer: Two steps forward, one step back

Source: https://www.buzzfeed.com/robinedds/only-a-genius-can-get-13-in-this-visual-riddle-quiz

Play:

Provide each group with the brain scramblers they have for the round and send them off to try and solve them for five minutes. After each round, ask the group how many they solved and, comparing this to their goal for the round, assign them points accordingly. Declare a winner for the activity once the designated number of rounds has been played.

Learn:

Reflect

How hard was it to predict the number of activities that your group would get correct?
What was the purpose of goal setting in this activity?

Connect

How did it feel to try and solve problems under the pressure of time and goals? Where do you feel similar stress in other areas of life?

### Grow

What is something your group did that would help you deal with stress and pressure in the future?

Variations:

For more of a problem-solving focus, this activity can be done where participants try and solve brain scramblers in groups without a points system and competition. Processing afterwards can then revolve more around how the group helped one another and what strategies were helpful in solving the riddles.

> Prizes or some other incentive will help groups buy into the competition of the activity
>
> *MEREDITH ROWE*
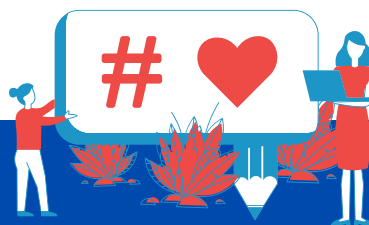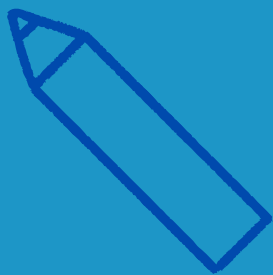
CHARACTER RECREATION

UNH Digital Adventure Series 2020

A fun and creative way to introduce, process, or debrief programs that can be done on participants own time.
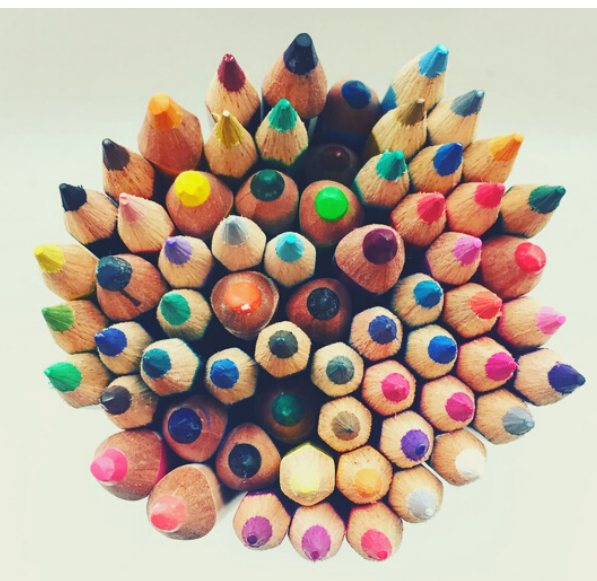
Props: None

Technology: Computer

Software: http://pixelartmaker.com/#

Duration: 25+ min

Group Size: Any

Population: Youth

Preparation:

This is an activity you can do before or after a program. The preparation needed for this activity is communication with your group and this pixel art site. http://pixelartmaker.com/#. Then some way to show their art to others. This could be sending it to the facilitator or sharing it on a group google slide.

Sample Presentation:

"For this activity, you will be recreating a character that you feel a personal connection to. You can use this pixel art site that I am providing you or use an art making program of your choice. Find your character of choice then do your best to recreate them! Finish before (insert date) and send them back to me as (prefered file)."

Play:

This is a great way to get a feel for your group. There aren't any restrictions on how they go about it. Give them this website to use as an option. http://pixelartmaker.com/# They don't have to use the website given. This is just an easy to use pixel art site. This activity is meant to let them be creative. Then set up a way for them to showcase their art the next time you meet. This could be emailing it to the facilitator or making a google slide for them to post it to.

Learn:

Reflect

What happened during that activity?
What character did you choose?
What inspired you to choose this character?
What did you learn about the group from their characters?

Connect

How does this character make you feel?
Is there a time when you embody this character's characteristics?
How will you relate peoples' characters to themselves?

Grow

How can the character you recreated depict a real person? What is something that this character does well that you could do?

Variations:

As aforementioned, this activity could be used as an introduction as shown above or a debrief tool as a way to follow up. If you structure it as a debrief you could ask the group to find a character to recreate that resembles what was discussed during your time together.

It could also be used as a fun show and tell game for something that they are interested in or how they are feeling.

Depending on what your group is doing you could have them recreate or create something related to your topic. Then, talk about why they chose it.

"
Create your own as a demonstration to show how much fun this activity is!
HAYDEN DONE
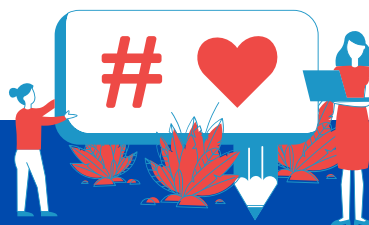
LISTEN AND CREATE

UNH Digital Adventure Series 2020

A great activity for individual participant to be creative and recenter themselves.

Props: None

Technology: Phone or Computer and Headphones

Software: Email and Spotify or Youtube

Duration: Varies

Group Size: Any

Population: 13+ years

Preparation:

The facilitator must pick two songs that the participants have to choose from. These songs must be appropriate and hopefully are very atmospheric. The songs the facilitator chooses, need to generate thought and emotion. You need to make sure your participants have access to this song, so make sure they have Spotify or that they know how to look up a song on YouTube. You also need to have participants emails and have your email at the ready to give to your participants. You can prepare a prompt over email and send it to them when you are ready to receive and read these short essays. Make sure you have an idea of how long you want the prompt, it could be four sentences or a page long depending in the time they take on the activity.

Sample Presentation

"Hello all,

I hope you are all doing well. I have a special task for you! By tomorrow at 10am, I would like you to write a creative piece based off of one of these two songs. When we meet tomorrow during our Zoom session we are going to go over any that you would like to share. Just know that I will be reading these, so please make them appropriate. I am so excited to read and check out what you create from these songs. You have creative freedom in this activity, so the outcome of this could be a poem, a short story, or even a personal anecdote. The two songs that I am sending for you to write about are, "Aftergold" by Big Wild and "Bloom" by Odesza. You can access them by using Spotify if you have it or you can search using Youtube. Please write a blurb at the end of the piece to explain how it inspired you. Questions?"

Play:

Send the group an email or text with the songs. Participants have two options between the songs. Each song may signify different routes of creativity, but they must pick one of the two songs. After each of them have picked a song, they will craft a creative piece that is inspired by the song. This could be a memory or a short fictional story, etc. At the end of crafting the story they must then explain why the song prompted their train of thought and their thought process. This portion needs to fill the rest of the page. They should then send the piece to your email. You can read it and then choose to discuss them in your next meeting if participants feel comfortable sharing!

Learn:

Reflect

What prompted your creativity?
Does being creative help recenter you?
Why? Why not?

Connect

If the piece you wrote about was a recollection of a lifetime event do you recognize what sound helped you remember this memory? How important is hearing to you? Do you think memories and creativity are caused by sounds, seeing, or hearing for you?

### Grow

How could listening to sounds throughout your day help inspire you?
What do you think it would inspire?
How can we listen "better"?

Variations:

This activity could also be used as a reflective activity. After a participant group has completed another activity or experienced something together, you could pose two choices of songs and have participants connect the song to their feeling after an activity or experience. This activity could also be done in pairs or collectively if an entire group picks one song and then works on a creative piece together in a shared document.

> You have creative freedom in this activity.. so go at it!
>
> *MEREDITH ROWE*
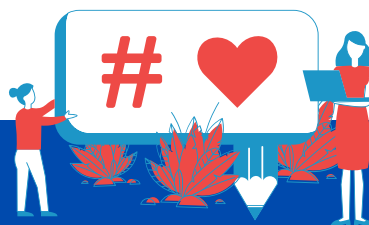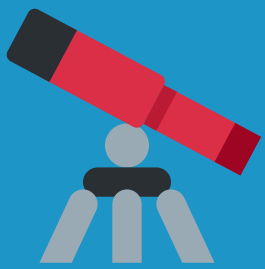
WINDOW WATCH

UNH Digital Adventure Series 2020

This activity creates structure and guidance with which participants can reflect on their experiences with a class, meeting, or activity independently.

Props: Window, Pen & Paper

Technology: Computer or Phone

Software: Email/Text Chat

Duration: 15-30 min

Group Size: Any

Population: Young Adult +

Preparation:

This activity requires a bit of independence and the ability to guide oneself in reflection, so assessing your group's readiness for this activity is encouraged. It also tends to work better with groups that have already been introduced to metaphor, so consider introducing this concept to them prior to the activity.

Sample Presentation:

"On your own time, find a window in your household that you can look out of for about 15-30 min. Sit there for this time period distraction-free and with some paper and a writing implement. During the first part of your time (about 10 min), I would like you to write down on paper everything you see outside of that window. This is a chance for you to observe and look deeply at your surroundings. For the second part (about 10-15 min), connect something that you saw out the window to a prompt that I provide you with (see "Variations"). I encourage you to think with depth and analyze what it is that we've experienced together. What more can I do to help guide you through this process?"

Play:

Front load this activity for participants when together (ex. end of a meeting) or apart (ex. via email after a collective experience) using the "Sample Presentation" or something similar. Provide them with a couple of prompts to reflect upon on their own time (see "Variations"). Guide participants as needed, encouraging them to write a little bit about their reflection and to share with others, if desirable.

Learn:

Reflect

How did it feel to be distraction-free for this period?
Were you successful in avoiding distractions?
How would you summarize and describe this reflective experience?

Connect

Think about how you reflect in your day-to-day life. How is it similar to/different from this activity?

Grow

How can we become more naturally reflective in life?
How will this benefit us?

Variations:

This activity can be done in different locations (ex. bedroom, kitchen), so long as the location contains enough "stuff" for participants to observe and make metaphor from.

Additional Prompts: "Pick an object that represents..."

- ...the role that you play in our group
- ...a challenge that you had in an activity today
- ...how you would like to do better in the future
- ...your current emotional state
- ...something you accomplished in an activity today
- ...something you struggled with in an activity today"

> **This activity can help participants obtain the skills needed to reflect without a facilitator**
> *NICK PAUL*
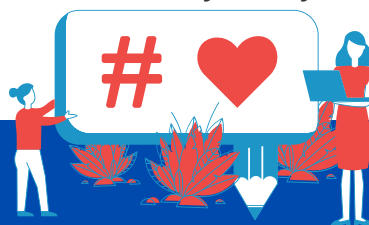
This activity is great for processing, debrief or reflection iniciative for after many types of programs.

Props: Pen and Paper, or Email

Technology: Computer

Software: Audio/Video Chat

Duration: 20-30 min

Group Size: Any

Population: Any

Preparation:

This is a useful tool for after a program. Help your group get into a reflective mindset to be able to be their own mentor. Have the participants get a pen and paper to be able to write themselves a letter. If you can break up the group into pairs that would be beneficial to help get their thoughts flowing.

Sample Presentation:

"For this activity, we are going to be writing ourselves a letter as if we are our own mentor. Go get a pen and paper to be able to do this activity. Once everyone is back you will be broken up into small groups to discuss your thoughts. A few phrases you could write to yourself are; I can be proud of..., Thoughts or actions I can avoid are..., I can find support from... Make this your own and be really thoughtful about this letter."

SOURCE: MARILYN LEVIN

Play:

As mentioned above, have your group gather a pen and paper to be able to write a letter to themselves. Break them up into small groups or pairs to have them talk about the advice they will give themselves for their letter. This will help them get thoughts together. You can have them write the letter while you are on a call or assign this for them to do it after this meeting and have it done before the next time your group meets.

Phrases to think about:

- I can be proud of...
- Positive things I can remember to tell myself are...
- It will be useful to let go of...

- When I get frustrated I can...
- Thoughts and actions I can avoid are...
- I can find support from...

Learn:

Reflect

What happened during that activity?
How was it to reflect and give yourself advice?

Connect

Can personal reflection improve interactions with others? How?
Is a mentor mindset the right one? Why or why not?

Grow

How could this help you in the future?
Will you use this as a future practice?

Variations:

This activity could also be done where participants write themselves their letter and send it to the facilitator. That way the facilitator could send it back to them after a certain amount of time. With this method the group will actually receive a letter from themselves. There is a little more work on the facilitator end, but it is well worth it.

Source: Play for Peace

" This activity came from Play for Peace and was adapted to be used in a virtual setting!
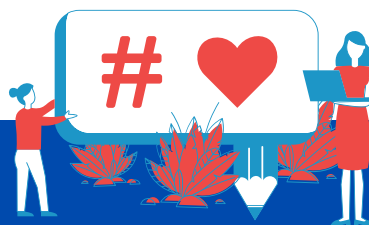
This activity is a great way to express appreciations, increase connections and gain a sense of respect and caring within a group

Props: None

Technology: Computer

Software: Whiteboard program

Duration: 25-40 min

Group Size: Any

Population: Young Adult+

Preparation:

An important aspect of this activity is anonymity, so prior to beginning, the facilitator should check to see if the whiteboard program to be used allows participants to add stamps anonymously.

Have everyone put their name onto the whiteboard. Make sure there is some room around everyone's name to have space for people to put stamps next to the person they feel fulfills the statements you are about to give.

Make sure everyone is silent during the activity to have the best effect.

Sample Presentation:

"For this activity, we will be engaging in appreciations and acknowledgement for the group. In a culture that promotes judgement and criticism it is beneficial to empower ourselves as well as others. We (as a society) will almost always have more success when we praise, encourage and inspire others as opposed to criticizing and judging them for their shortcomings. Once everyone has their name on the board and is comfortable where they are we will begin. I will read a phrase and you will put a stamp next to the person(s) you feel this is true for. Please relax and remain open to all of the feelings this activity brings up."

SOURCE: MARILYN LEVIN

Play:

Each person will put their name on the board. Once that is organized you will read the phrases listed below and have the group put a stamp next to the person(s) they feel that it fits. You will continue to do this as many time as you like. Make sure that the participants are respectful to each other.

Phrases:

- Makes a difference
- Is kind-hearted
- Is fun to be around
- Is a good mentor
- Has affected your life
- Helps you grow
- Is a brilliant thinker
- Has a great attitude
- Cares about people

- Is a catalyst for growth in others
- You will never forget
- Sees your talents
- Treats people with respect
- Makes you feel special
- Is open-minded
- You trust
- Believes in you

- Is a good role model
- You really admire
- Is helpful and supportive
- You want to get to know more
- Is excellent at their work
- Makes you feel valued

Learn:

Reflect

What happened during that activity?
What emotions came up for you?
Was anyone surprised by any of the "touches" they got?

Connect

How did that feel for everyone? What was it like?
What do you think the importance of appreciations are?
Were you more likely to believe the "touches" were sincere because you couldn't see the person doing the "touching"?

Grow

Everyone is amazing and worthy of this feedback.
The culture we live in has us forget to show how much we care for one another
What are some ways we could create more appreciation in our lives?

This activity comes from Play for Peace and was adapted to be used in a virtual setting.

Variations:

This activity could also be focused more on social justice rather than appreciation. Using the above sample presentation and talk about cultural biases and bring more attention to overcoming those feelings.

LISTENING PAIRS

UNH Digital Adventure Series 2020

A great activity for particiant processing within peer pairs.

Props: None

Technology: Computer

Software: Video Chat

Duration: 10-15 min

Group Size: Any

Population: 13+ years

Preparation:

This activity requires a good amount of depth and openness from participants, so be sure to assess your group prior to this activity to ensure they will be able to participate effectively. The facilitator should choose a topic that is specific and relevant to participant's lives and struggles (ex. peer pressure, mental health). Additionally, they should generate some questions that will help participants begin speaking about the issue at hand. Some examples include what feelings interfere with them moving forward on this issue, what feelings keep them from being their very best selves here, and how can they develop support in their life to offload these feelings and reclaim my passion and power to make a difference.

Sample Presentation:

"Today we are going to process the hardships we are all experiencing in regards to _____ (group topic). You and a peer partner will take turns speaking about your experiences with this topic. The person talking will share what they are comfortable saying while trying to let go of feeling bad about anything that comes up for them. Their partner, the listener, should be relaxed and attentive to the talker who is offloading their feelings. Listen to your peer in a way that you would want to be heard. As listener, I encourage you to not respond to what your partner says and instead try to really see where they're coming from when they speak. You will have about 4 to 5 minutes in each role. Any questions?"

SOURCE: MARILYN LEVIN

Play:

Pair participants up and send them off to discuss in breakout rooms for 4-5 min each. Before putting the participants into breakout rooms, pose the question you want to the participants to process together and make sure they have a way to remember it once they leave.

Learn:

Reflect

Did you feel comfortable with your peer?
What didn't work in your peers?
What did work well? Why?
How did this practice help you/not help you?

Connect

How do you usually offload your hardships? With who?
How does talking to someone help you?
How does listening to someone help you?

Grow

Do you think you gained skills from this activity that can help you in the future?
How can you be a better listener in the future?

Variations:

As groups become more familiar with this tool, you can increase the time in order to delve more deeply into a topic. As the familiarity in using this tool and the safety in the group increases, you can have participants share for as long as fifteen or twenty minutes each. The longer the time frame and the safer the group, the more intense the sharing and feelings can become.

> You should listen to your peer the way that you would want to be heard
>
> *MEREDITH ROWE*
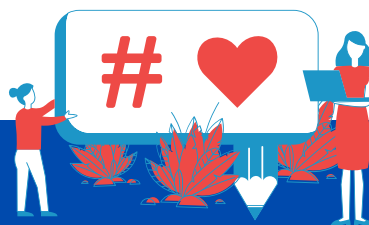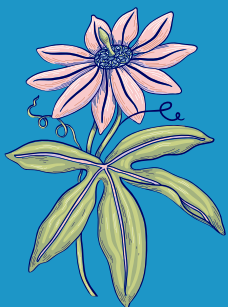
IN OR OUT?

A great activity for debriefing an activity with a group of participants.

Props: None

Technology: Computer, Phone

Software: Audio Chat and Whiteboard Program

Duration: 10-15 min

Group Size: Any

Population: Any

Preparation:

After completing an activity with a group of participants think about what you wanted your participants to gain from it. Create four agree or disagree questions related to your activity that increase in depth (the first being relatively shallow and the last being more intense). Facilitators should also have a good understanding of how to use their whiteboard program of choice.

Sample Presentation:

"For this activity, we are going to be reflecting on what we have participated in today as a group. I am going to open the whiteboard and I would like everyone to pick a stamp that is different than everyone else's. There will be four rounds, and in each, I am going to ask the group a question. To answer, place your stamp inside the circle that I've drawn to indicate that you agree, and place your stamp outside of the circle if you disagree. As we go, I am going to ask some of you to share why you chose your response. You may either share aloud or private message me to respond, whichever is more comfortable for you. Any questions?"

Play:

Create a circle diagram in the whiteboard and help participants to pick a stamp (some sort of symbol) that is unique to them for the activity. Sequence questions from least deep to most, per the "Preparation" section. As you ask each question, pick one of the stamps and ask that person to share more about their answer. Giving participants choice in how they respond (ex. to the whole group or to just the facilitator) is important for creating safety and openness as well.

Learn:

Reflect

Did using a stamp that was distinctively yours make you not want to share your choice on screen?
Was having a choice to share in front of the group or not encourage you to answer?

Connect

Do you talk to your friends more comfortably over the phone or in person?
Do you think that everyone had different ways of communicating? If so what does that mean for you?

Grow

How can you make other feel more comfortable with sharing with you?
Could you try different methods of communicating to help yourself feel more comfortable?
What would that look like for you?

Variations:

The facilitator can use the questions they choose and their depth to vary how intense this activity is. It is helpful to have a variety of questions, but they may elect to focus on a sequence of more personal questions at an especially significant point in the group's journey and vice versa.

> **I would encourage all participants to share!**
>
> *MEREDITH ROWE*
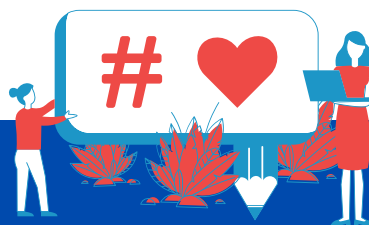
MIRRORS

This activity in partners allows participants to explore non-verbal communication and empathy with one another

Props: None

Technology: Computer

Software: Video Chat

Duration: 10-20 min

Group Size: Any

Population: Any

Preparation:

This activity is done in pairs, so be sure to familiarize yourself with how you can use your video chat to break the group up into groups of two.

Sample Presentation:

"In this activity, you all will practice following the body language of others. In pairs, one person will be the "Actor" and will be moving of their own accord. The other will be the "Mirror" and will be responsible for following what the "Actor" does in as much detail as they can. After experimenting for a number of minutes, switch roles with your partner. Throughout this activity, I would like you to focus on connecting with your partner and how it feels to do so in this way. Any questions?"

Play:

Explain the activity to the group and then send partners into breakout rooms to try it for themselves. It is beneficial, especially when beginning, to encourage the "Actors" to move slowly so that the "Mirrors" can follow closely. Additionally, partners can choose whether or not they want to speak throughout the process, and it is common for a deeper connection to be formed when pairs are silent.

Learn:

Reflect

How did it feel to be the "Actor"? The "Mirror"?

As the "Mirror", what sorts of things were you paying attention to with your partner?

Which position was harder to be in? Why?

Connect

What helped you to feel connected with the person you were mirroring?

When else do we observe the body language of others? What is the effect of doing so?

What does "Mirroring" someone else look like in day-to-day life?

Grow

How would you like to be better receptive of/responsive to others in the future?

How will you try to understand others better in the future?

Variations:

This activity can either be done seated or standing up, to accommodate for mobility needs. Additionally, a fun challenge for a group is to try this activity while only using facial expressions. Lastly, the facilitator can prompt the "Actors" to act out scenes or actions (ex. Eating breakfast) to give the activity more structure, instead of allowing them to move completely freely.

Source: Play for Peace

> " Researching how mirroring is used in improv acting can help to better a facilitator's understanding of this activity
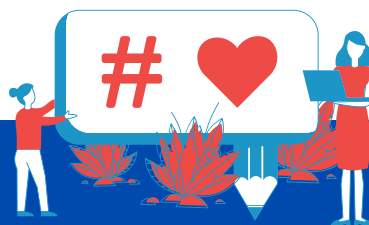
A great activity for creative practice from participants that involves competition.

Props: None

Technology: Computer

Software: Audio Chat and Whiteboard Program

Duration: 10-15 min

Group Size: Any

Population: Any

Preparation:

The facilitator should know how to use the whiteboard program of their choosing. Pick a theme for the activity, such as animals, flowers, or another subject familiar to the group (ex. a subject area from school), and come up with a list of prompts related to the category. Make sure that you also know how to use private chat because you will be using that to give students their assigned prompt. Make sure that whatever material you are using is relevant and practical to whatever the participants are learning about.

Sample Presentation:

"Today in our meeting we are going to have a little competition between everyone. I will be keeping track of points throughout this activity.

In order to gain a point you need to guess the drawing correctly. I will send you each an animal in the private chat. We have been studying animals for a week now, so I am hoping that you do well! I will pick a random person to start. Send me your answer privately in the chat to get a point. If you are correct, you draw next. If you get an answer correct more than once, then you pick one of your peers to go. Everyone must go once. After one round whoever is right can get an answer streak! Questions?"

Play:

Familiarize participants with how to draw using the whiteboard. The "Sample Presentation" uses animals as an example, and facilitators may change this to whatever theme they like. The facilitator will privately message a student and assign them an animal to draw first. They will draw the animal on the whiteboard and whoever can guess it first will go next. If the a student guesses correctly more than once, they choose a student who hasn't gone to draw. After the first round, participants can go more than once and can go on an answer streak. Keep track of points! Announce points at the end.

Learn:

Reflect

Did the tracking of points make you more focused on the activity or less focused?

Did keeping track of points make you feel more less committed to the activity?

Did you feel like you had equal opportunity to gain a point?

Connect

Do you think you have an equal opportunity during your daily life to demonstrate your knowledge?

Are there things similar to points in your life that keep you focused on accomplishing things?

Grow

How can you advocate for yourself throughout the day if you aren't getting a "chance"?

Are there other ways that you can motivate yourself to accomplish other than things that are valuable like points?

Variations:

Instead of just using points for when participants get answers correct you can keep track of points when they choose another person to draw a picture other than themselves. This is a great activity for talking about advocating for others and why that is important.

"

I would encourage participants to get competitive!

MEREDITH ROWE