INTERACT AND ENGAGE!

50+ ACTIVITIES FOR VIRTUAL TRAINING, MEETINGS, AND WEBINARS
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ATD PRESS  DALE CARNEGIE TRAINING
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I first met Kassy LaBorie while attending an ATD TechKnowledge Conference many years ago. She was listed as an industry expert in virtual training, and given my intense interest in the same topic, I knew she was someone I had to meet. While I don’t recall our exact conversation, I remember leaving it with a strong impression that Kassy knew her stuff. We shared the same fundamental philosophy that virtual training doesn’t have to be boring, and that online sessions can be interesting and engaging and effective all at the same time.

Kassy and I reconnected again in 2010 when she was assigned to be my producer for an ATD webcast promoting my first book, *Virtual Training Basics*. The more I got to know Kassy, the more I realized we were kindred spirits in how we thought about the live online classroom. We have since partnered on several occasions to deliver interactive online classes. Kassy has a way with people and is easily able to put online learners at ease.

In addition to her current work with Dale Carnegie Digital, Kassy’s impressive credentials include working for WebEx when it was a new technology platform, and helping InSync Training grow into an impressive organization. But the most important thing to
know about Kassy is her deep experience with creating interactive online sessions. She has spent most of her career interacting virtually with colleagues, co-workers, and clients around the world. She practices what she teaches, which sets the perfect foundation for writing this book.

With equal measure, Tom Stone has a storied career that intersects the fields of research and technology. Before joining Dale Carnegie Digital, Tom conducted research in the talent management arena, led product design for an e-learning company, and had deep instructional design experience for a well-known technology courseware vendor. He’s also been rightly described as an “industry thought-leader.”

Similar to my initial meeting with Kassy, Tom and I also met on the conference circuit. Over the years we have spent many hours in conversation about the latest technologies and industry trends. Tom is thoughtful, intentional, and mindful.

In their first book, *Interact and Engage!*, Kassy and Tom paint the picture of why engaging online sessions are important. They explain in detail the definition of virtual meetings, webcasts, and training events, in order to help readers understand the difference among them. They provide technical information about common platforms. And they offer insight into techniques for engaging remote audiences.

This book was written with the modern online workplace in mind. If you—like most—spend much of your time in online meetings or collaborating virtually with colleagues, you’ll find interesting ideas for how to connect with people in this online environment. There are suggestions for interactive openings, interesting icebreakers, and thought-provoking closers. The book also includes ways to make webinars and virtual training events more engaging.

If you’re just getting started with online collaboration, you’ll find the first few chapters to be of particular interest. Kassy and Tom review two of the most common online platforms (Adobe Connect and WebEx Training Center), and give useful tips for how to use these tools.

The real value of this book can be found in the practical activities provided in chapters 2 through 9. These activities will help designers create interactive online sessions and help facilitators interact with their audience. Using them will keep attendees engaged. Kassy
and Tom have provided step-by-step instructions for using each activity, examples for when to use them, and ideas for adapting them to unique circumstances. The book’s activities are useful and relevant.

This is exactly the type of book I’d find myself reaching for when designing a virtual session. One that provides ideas that I can immediately use. It’s sure to become a go-to reference guide for me, and hopefully it will become one for you, too.

Cindy Huggett, CPLP
Author, *The Virtual Training Guidebook: How to Design, Deliver, and Implement Live Online Learning*
Raleigh, NC
September 2015
This is the first book for Tom and me, and it couldn’t have been possible without the help and support of many people, including all the online participants who have brainstormed their ideas with us over the years. Thank you for the inspiration to bring them together in this book.

When Hunter Gilliam said to me, “You do it, you’re the actor. Just make it sound great, like you’re on the radio!” he inspired me to make my first virtual training in 1999 engaging, rather than worrying so much about the technology. Thank you, Hunter.

Without Cindy Huggett’s support, guidance, and cheerleading, this book would still be inside my head, rather than in print. Many thanks, Cindy!

Thank you to Jennifer Hofmann for giving me the freedom to creatively teach online and present ideas at conferences, while gaining years of experience. It’s more than I ever dreamed of and exactly what I was hoping for at the same time!

Thank you to Nanette Miner for inspiring me to be a better trainer. Your masterful instructional design showed me how much more I could get out of training if I followed my trainer manual.
Thank you to Rich and Elaine Karakis of ExecuTrain for requiring me to learn software accurately and quickly. These are skills I still use every day.

Thanks to countless others from the industry whom I have learned from and worked with over the years: Jane Bozarth, Elizabeth Rigney, Leslie Rawlins, Jacqueline Ferras, Roger Courville, as well as the many online participants who let me test these activities on them!

Justin Brusino’s patience will go down in history, because he and I began this book conversation in early 2011. Thanks to him, Jack Harlow, and the team at ATD involved in the production of this book.

While Tom and I wrote this book on weekends and evenings, we’d like to thank all of our Dale Carnegie colleagues for their support and encouragement throughout the process. Most of all, I’d like to thank Dan Heffernan, vice president and general manager of Dale Carnegie Digital, for building such a great team, giving me the opportunity to share what I know about Live Online delivery and design and to continue to grow in this exciting field.

In addition to colleagues, we’d also like to thank our family—George and Charlotte Sanford, Paul and Cathy Stone, and Wyatt LaBorie—for their patience, as we spent long hours on this book project. We know it meant less time together than we would have liked.

And finally, I’d like to thank Tom Stone for joining me on this journey as book co-author. Tom provided some of the writing, lots of editing and structure, and all the encouragement a gal could ask for.
Creating outstanding online meetings, webinars, and training programs can be difficult. This is true for novice instructional designers and facilitators—and for experienced ones. It can be difficult because participants may find meetings uninteresting. They may multitask—or worse, zone out—during webinars. In addition, online training programs may fail to produce changed behavior and improved performance.

So how can virtual facilitators captivate online participants and get them to interact and engage? With more than 50 activities ranging from openers and icebreakers to closers, this book offers the framework to ignite online events, specifically online training programs, meetings, and webinars. Accompanying the activities are backstories (sidebars) from Kassy LaBorie’s years of experience that provide context for what inspired the activities.

This introduction provides brief definitions and descriptions of online training programs, meetings, and webinars. Chapter 1 then focuses on the technology platforms themselves, to explain industry terms such as chat, whiteboard, and breakouts. It also discusses the producer, a role critical to successful online events. Chapters 2 to 8, the meat of the book, provide examples of activities arranged by type. Naturally, welcomers and warm-ups—activities for before a live online session begins—come first (chapter 2). These are followed by icebreakers—activities for the beginning of a live online event (chapter 3). Chapters 4 to 6 provide activities specific to meetings, webinars, and training events.
Chapter 7 provides closers, and chapter 8 provides some fun activities for celebrations, such as holiday parties, good-byes, and baby showers. Chapter 9, similar to chapter 1, focuses on online platform features, but goes into more depth on some key advanced features. Chapter 10 wraps up the book and provides some concluding thoughts.

It’s not a requirement to read the chapters in order, from cover to cover. Think of *Interact and Engage!* as a recipe book that cooks turn to for that dish that makes a good meal great. Virtual facilitators, producers, and instructional designers can flip through the book and jump to the chapters most appropriate to their interests and needs.

**Virtual Meetings**

*Virtual meetings*, as the term is used in this book, are much more than conference calls, with multiple people on the same audio or video call discussing strategy, a project, or other joint concern. Virtual meetings allow participants to share their screens, content slides, videos, and more. Participants can text chat with each other in addition to talking by audio. And they can collaborate on whiteboards while taking notes. Platforms for virtual meetings include GoToMeeting, Adobe Connect, WebEx, and others.

The trend toward more virtual meetings started as early as the mid-1990s, when the International Teleconferencing Association reported in 1997 that the teleconferencing industry in North America had grown 30 percent a year since 1993. And then in 1999, WebEx ran an ad campaign using the slogan, “We’ve got to start meeting like this!”

Now, web and video conferencing is becoming close to ubiquitous. Sixty percent of C-level executives in North America surveyed by Frost & Sullivan in 2012 said they were using web conferencing tools in their companies, while 58 percent said the same about video conferencing (Jain 2013). And the future is bright. In 2014, Meeting Professionals International found that 66 percent of respondents surveyed for its spring edition of Meetings Outlook predicted larger attendance numbers for virtual events in the near future, compared to just 53 percent for live event attendance (Meeting Professionals International 2014).

Virtual meetings increased in popularity as workforces spread out across different office locations, as travel costs rose, and as travel continues to be burdensome. In addition,
more people than ever are working partly or entirely from home. The 2010 U.S. Census found that 13 million of 142 million workers spent at least one day a week working from home (about 9 percent), a notable increase from the 9.2 million of 132 million workers (about 7 percent) in the 1997 census (U.S. Census Bureau 2013). Sure, Yahoo! CEO Marissa Mayer made a splash in 2013 when she changed the company’s corporate policy to force all at-home workers to instead work from Yahoo! offices. But it seems the longstanding trend of ever-increasing numbers of employees working from home will continue and perhaps accelerate as technology and management practices evolve and improve to support remote workers.

And part of that support can and should come from improving the quality and productivity of virtual meetings. Using the virtual meeting activities in this book can increase participant engagement, equaling and even surpassing that of the best in-person meetings (see chapter 4).

Webinars

Web conferencing as it is known today arose in the late 1990s, and somewhere along the line the term webinar became the portmanteau of web and seminar. Broadly, a webinar is a live presentation that occurs over the web. It is different than a virtual meeting, because while there can (and should) be interaction with the audience, a webinar presentation is largely in one direction: from one or more presenters to a potentially very large audience. Webinars are most commonly used in marketing—to educate potential customers about the features of a new product or service. Other webinars, more educational or “thought leadership” in nature, share information about a topic without a direct intention of selling a product or service.

This book distinguishes between a webinar and a virtual training event, primarily based on the size of the audience, because this factor determines how much the facilitator can interact with participants—and thus the ways that the facilitator can engage them through activities. Webinars have several dozen or even hundreds of participants, whereas virtual training programs are best designed for at most 20 participants. Much of
engaging webinar and virtual training audiences is similar, but some activities and approaches are more effective with a smaller group.

Recently, some facilitators have started to refer to their recorded online presentations—either scripted recordings with no audience present or recordings of what were live events with an audience at a specific date and time—as webinars. In either case, the person watching the recording has no opportunity to interact with the presenter or anyone else. This changes the engagement potential drastically, reducing the audience from participants to simply viewers. These programs are thus a different concept from webinars, and so deserve a different name. This book will follow others, such as Cindy Huggett’s *The Virtual Training Guidebook* (2014), and call them “webcasts,” because they are so similar to broadcast television programs.

**Backstory**

Reasons pop up all the time that cause people to miss the interactive, engaging live webinar event they signed up for (last-minute schedule conflicts, emergencies, higher priority meetings), so they often ask me for recordings to watch after the fact. That’s fine. However, there are those who think that by simply watching the recording they will get as much value as they would from attending the live event.

A recording is different in kind—it turns a webinar into a webcast. There’s no opportunity to ask questions, get feedback, interact with other participants, share responses in polls, or even become more adept with the webinar platform software. As I often say, watching a webinar recording is like being a fly on the wall at a party that occurred last week.

So while sharing webinar recordings is OK, let’s be clear that the value of watching it will be greatly diminished by not participating live.

Just as virtual meetings (and virtual training programs) can be executed very well or very poorly, so too can webinars be interactive and engaging—or boring lectures that quickly drive participants to multitask or, worse, snooze. But there’s an antidote: well-designed activities meant for large audiences that make the most of the tools available in
the webinar platform. This book provides many openers, icebreakers, and closers that can be used in webinar events, plus an entire chapter full of activities specifically designed for webinars (see chapter 5).

**Virtual Classroom Training**

Online training, or e-learning, comes in a few varieties and goes by many names. The learning and development industry rightfully distinguishes between that which participants perform on their own at any time and that which participants attend with an instructor (and usually other participants) at a set date and time. The first type of online training is often called “self-paced e-learning,” “on-demand e-learning,” or “asynchronous e-learning.” Its popularity since the 1990s has been fueled by the appealing 24x7, anytime-anywhere nature of the courses; the rise of various vendors with large libraries of off-the-shelf self-paced courses; and the growth of various rapid e-learning development tools that create everything from basic voice-over PowerPoint courses, to rich animation and video courses, to more advanced simulations with branching logic. For some in the industry, this type of online training has even become synonymous with the word e-learning.

The second type of online training is in some ways the opposite of self-paced, individual courses. It too goes by several names, such as “virtual classroom,” “virtual instructor-led training (VILT or vILT),” “synchronous online learning,” and “live online training.” At its essence, it is a training experience that most frequently has multiple participants and one or more facilitators (such as a trainer and a producer) together at the same time in an online classroom that allows them to communicate, interact, and collaborate with one another; view presentations, videos, or other content; and engage in large and small group learning activities.

Each type of online learning has its pros and cons (see chapter 6). And several trends have emerged from data on the use of these types relative to other forms of formal training, most notably traditional (in-person) instructor-led training (Figure 1):
TABLE I-1: SELF-PACED ONLINE TRAINING AND INSTRUCTOR-LED CLASSROOM AND ONLINE TRAINING, 2003–2013

<table>
<thead>
<tr>
<th>Year</th>
<th>Instructor-Led Classroom by %</th>
<th>Instructor-Led Online by %</th>
<th>Self-Paced Online (Networked) by %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 (n=278)</td>
<td>66.01</td>
<td>2.92</td>
<td>12.66</td>
</tr>
<tr>
<td>2004 (n=246)</td>
<td>68.24</td>
<td>4.06</td>
<td>13.99</td>
</tr>
<tr>
<td>2006 (n=221)</td>
<td>65.30</td>
<td>4.24</td>
<td>19.13</td>
</tr>
<tr>
<td>2007 (n=314)</td>
<td>61.06</td>
<td>6.42</td>
<td>18.21</td>
</tr>
<tr>
<td>2008 (n=301)</td>
<td>63.69</td>
<td>4.81</td>
<td>18.27</td>
</tr>
<tr>
<td>2009 (n=304)</td>
<td>58.84</td>
<td>5.64</td>
<td>22.06</td>
</tr>
<tr>
<td>2010 (n=412)</td>
<td>59.11</td>
<td>6.69</td>
<td>18.08</td>
</tr>
<tr>
<td>2011 (n=461)</td>
<td>59.43</td>
<td>8.75</td>
<td>16.43</td>
</tr>
<tr>
<td>2012 (n=475)</td>
<td>54.28</td>
<td>10.33</td>
<td>16.96</td>
</tr>
<tr>
<td>2013 (n=340)</td>
<td>54.62</td>
<td>9.33</td>
<td>17.89</td>
</tr>
</tbody>
</table>

* Consolidated averages are based on organizations that provided relevant data for the appropriate calculations.
** Consolidated data not available for 2005 because of transition to WLP Scorecard.
*** Some column titles adjusted in 2011.
**** Some historical data have been revised.

- Traditional instructor-led training has been slowly declining during the past 10 years.
- Self-paced online training slowly rose. It peaked in 2009, but is now below usage levels from 2006.
- Virtual classroom training has more than tripled over the period.

The peak in use of self-paced e-learning and the slip back to 2006 levels is largely attributable to many organizations using fewer custom and off-the-shelf courses; the big off-the-shelf self-paced e-learning course providers failing to innovate and update content; and the realization that, as Dan Heffernan, vice president and general manager of Dale Carnegie Digital, once said: “People don’t want to learn from software. They want to learn from people aided by software.”

That sentiment is one factor driving the slow but consistent rise in interest and use of virtual classroom training programs by individuals and organizations around the world. Gathering at a set date and time in an online environment, participants can learn from
and collaborate with other participants, as well as the subject matter expert facilitators, who are often the same trainers they had in the traditional, in-person classroom in years past. Other factors mirror those driving the increase use of virtual meetings: dispersed workforces, remote workers, and rising costs of travel.

The increase in virtual classroom adoption has been slow, however, because organizations were also presented with the self-paced option around the same time, and adopting two new training approaches at once was challenging. It has also taken time for bandwidth to improve to consistent levels that can support virtual classroom training at the highest quality. And traditional in-person classroom instructional designers and trainers can’t just flip a switch and perform virtual classroom training well overnight. They need new skills and to focus on unfamiliar content development and delivery elements such as presenting to an unseen audience.

Whatever the reasons for this growth trend, it seems that virtual classroom training is here to stay. It will be used by more individuals as a great way to acquire the skills and knowledge needed to improve their productivity, move ahead in their careers, and enhance their personal lives. But, as with online meetings and webinars, much virtual classroom training is still not done particularly well. This was excusable in 1999 or even 2002, because the platforms were new, best practices were not easy to come by, and the focus was not on adding engaging activities. But virtual classroom training is now in its third decade. There is no excuse for boring, lecture-style live online training. (Such events might as well be called “dead online.”) The activities and other tips found in this book are the remedy to poor training experiences (see chapter 6).

**Engaging Through Activities**

Participants in online meetings, webinars, and training events want and need them to be great experiences. But what do great experiences look like in each case? The business buzzword answer is that it’s all about participant engagement—and for once the buzzword is on track. A great online meeting engages all participants, while still achieving the meeting’s objectives. A great webinar that gets information to stick engages participants as much as possible with a large audience. And a great training event engages learners
so that they retain knowledge, gain new skills, and see the desired behavior changes and performance improvements.

Engagement in live online events looks essentially the same no matter what the context: meeting, webinar, or training event. The following table makes clear the difference between an engaged “participant” and a disengaged “attendee”:

<table>
<thead>
<tr>
<th>Engaged Participant</th>
<th>Disengaged Attendee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focused and attentive</td>
<td>Uninterested</td>
</tr>
<tr>
<td>Active</td>
<td>Passive</td>
</tr>
<tr>
<td>Enthusiastic and eager</td>
<td>Bored and frustrated</td>
</tr>
<tr>
<td>Spontaneous</td>
<td>Reactive</td>
</tr>
<tr>
<td>Curious and inquisitive</td>
<td>Indifferent</td>
</tr>
<tr>
<td>Asks questions</td>
<td>Goes through the motions</td>
</tr>
<tr>
<td>Willing</td>
<td>Resistant</td>
</tr>
</tbody>
</table>

Put another way, meeting facilitators need to stop running their online meetings like a typical marketing webinar, where they read PowerPoint slides to a large, mostly passive audience, only allowing for a few questions if there’s time at the end.

Webinar facilitators need to stop assuming their webinars can serve as robust training programs. Such events have large audiences and don’t allow for collaboration, hands-on or other realistic practice, expert coaching, and so on—the interactions needed for robust training to take place. Facilitators are setting participants up for disappointment and failure if they expect anything more than knowledge-level learning from large-audience webinar events.

And if training event facilitators are expecting rich training outcomes—changed behavior and improved performance—they need to design live online training in a way that enables such results. They need to limit the participants to a reasonable number (a maximum of 16 to 20); break out the audience into even smaller group activities; engage via audio, chat, and whiteboarding; and think of the event in the same way as an in-person training event.
Well-designed online activities—aligned with and in support of the event’s goals—are critical to maximizing engagement and avoiding the above tendencies. They provide structure and purpose to interaction and collaboration. They keep facilitators from becoming captive to the features of the live online platform tool. Facilitators need to avoid using a poll just to break up what is otherwise a lecture-driven webinar or randomly asking a question in chat in the middle of an online training event; otherwise, they are simply falling victim to “shiny object syndrome”—the “Ooooh! Aaah! That feature is nifty. I’ll use it!” response. Facilitators should not use a tool for the sake of using it. Rather, they should use it in support of the goals of the meeting, webinar, or training event.

That said, getting accustomed to the technology is the first step to knowing what is possible during online meetings, webinars, and training events. Facilitators need to learn the technology so well that they don’t notice it any more—that it becomes as natural as the tools found in classrooms and conference rooms for traditional meetings and training events. Chapter 1 takes this dive into the technology, a must before getting to the fun of the actual activities presented throughout this book.

References


Technology Two-Step

**Purpose:** To help participants focus by putting away other distractions.

**Session format:** Meeting, Webinar, Training

**Audience:** Any

**Number of participants:** Unlimited

**Time:** 5 to 10 minutes

**Materials:** A slide

**Features used:** Polling, Whiteboard, Chat, Audio

**Description:** How do you get your online participants to turn off the other devices that distract us in today’s world? Training Consultant Cindy Huggett provided a solution in the form of this activity, and said the following:

> One of the biggest challenges we have as online trainers is to break participants’ preoccupation with their work environment. Since most participants will stay at their desks to attend your virtual classes, it could be easy to address their to-do lists during the session. Even if they have good intentions to stay focused, they will be tempted by the distracting devices around them. In person, we often tell participants to put away their devices and give full attention to the class. Why not do the same online? And, better yet, why not turn it into a game?

How it works is pretty simple. Participants identify the technology devices they have nearby, turn each device off, and then indicate that they have done so. It’s a very simple approach to getting the job done, while giving participants another chance to get used to using the chat and whiteboard features of the online platform.

**SETUP**

**Design needs ahead of time:** Create a slide similar to the one here (with images of the types of technology participants likely have nearby). Create a multiple-choice/multiple-answer poll named “Technology Two-Step” that matches the images, plus add “Other” as a final response choice.
Before the activity begins:

*Facilitator*: Observe who is joining and help the producer greet and welcome participants.  
*Producer*: Enable public chat. Enable the whiteboard tools.

### THE ACTIVITY

<table>
<thead>
<tr>
<th>SAY</th>
<th>DO</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Facilitator</em>: “We are about to begin our class. To prepare for the learning environment, let’s play Technology Two-Step.”</td>
<td><em>Producer</em>: Provide guidance on the tools as needed.</td>
</tr>
<tr>
<td><em>Facilitator</em>: “Which technology items do you have nearby? In the poll, please select all that apply. If you answer ‘Other,’ please list them on the screen (or in the chat), or draw a picture if you are so inclined. Then respond to the participants as they add items to the whiteboard.”</td>
<td><em>Producer</em>: Open the Technology Two-Step poll. If possible, broadcast the results while participants are responding to the question. Assist participants with instructions for how to answer the poll question, as necessary.</td>
</tr>
<tr>
<td><em>Facilitator</em>: “Here comes the Technology Two-Step. Step one was identifying the technology items near you. Now, step two is to turn them into the off position, or close them down entirely.”</td>
<td><em>Producer</em>: Assist participants with instructions for using the status indicators, as necessary.</td>
</tr>
<tr>
<td><em>Facilitator</em>: “Once you have completed step two, click the <em>green check</em> or <em>raise hand</em> icon to let us know you are ready.”</td>
<td><em>Producer</em>:</td>
</tr>
</tbody>
</table>

### Transition after the activity:

*Facilitator*: “Thank you all so much for preparing your workspace for this event. Now we are ready to get started on the topic of [Insert topic here].”

### SPICE IT UP WITH THESE ALTERNATIVES

- The facilitator names devices one by one, asking participants to “raise their hand” if they have the devices nearby. Then ask, one by one, to disable or disarm them.
- Design the activity to add some playful fun—such as award prizes for whoever has the most technology devices nearby, or whoever has the most software programs open, or whoever turns everything off and “raises her hand” first.
**Birds Flock Together**

**Purpose**: To document the teamwork arising from your online event, and to provide a visual of each individual's contribution.

**Session format**: Meeting

**Audience**: A project team

**Number of participants**: 5 to 16

**Time**: 10 minutes

**Materials**: A PowerPoint file

**Features used**: Share PowerPoint presentation, Whiteboard, Audio

**Description**: Meetings often end with the assumption that team members are clear on what tasks they need to complete in order to contribute to the current project. This Birds Flock Together activity clarifies each team member's individual contribution to the project and overall success of the team. It deals with the “I wonder if everyone is clear on what they are supposed to do next?” issue by asking participants to write what they’re supposed to do, commit to it, and share it for everyone on the team to see.

In the example here, the formation symbolizes the team, and the birds represent each individual's contribution to the team. Having team members type their action item next to a bird creates a visual that can be saved for reference and follow-up after the meeting. It also serves as a commitment to the task, providing an opportunity for anyone who needs to ask clarifying questions the chance to do it once they see what each person is actually working on.

**SETUP**

**Design needs ahead of time**: Prepare a slide with an image of birds flying in formation like the one above. Be sure there is enough room to whiteboard on top of the image, near each bird.

**Before the activity begins**:

*Facilitator*: Clarify that each person knows how to use the whiteboarding tools.

*Producer*: Ensure that whiteboard tools are enabled. Provide guidance on the tools as needed.
THE ACTIVITY

<table>
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<th>SAY</th>
<th>DO</th>
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<td><strong>Facilitator:</strong> “We have many tasks to do in order for this project to be completed. We all need to come together to make it happen! We are a team, each playing a vital role to the success of this project. Take a moment now to add your task to a bird. If you have more than one, use an additional bird. Type your name after each one. Let’s see how we all bring this team together.”</td>
<td><strong>Producer:</strong> Assist with the whiteboard tools as necessary.</td>
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| **Facilitator:** “Wow! We have a lot to do, but it’s now clearer and we can see how we all contribute. Who has the first question on the tasks you see listed?” | **Facilitator:** Conduct a discussion, answering questions, clarifying tasks and roles, and making plans for the next meeting.  
**Producer:** Save the file and distribute it to the team members. |

**Transition after the activity:**

**Facilitator:** “All right, we are clear! We’ve saved the file and will share it with each of you via email. Stay connected to each other, keep me updated on progress, and we’ll all report back at next week’s check-in meeting. Thank you!”

**SPICE IT UP WITH THIS ALTERNATIVE**

Use any image suitable for the team—have participants write in where they “fit” within that image. Emphasize how when everyone is together, it completes the image.