

Transcript for Fun FLO Friday: Ice-breakers!

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HELENA PRINS:

Thank you everyone for joining. My name is Helena Prins and I'm an advisor here with BCcampus. And usually, it's my fun job just to say, Hi, welcome, and I hand it over to another FLO facilitator. But today, I get to also facilitate with my partner in crime, the wonderful Olaolu Adeleye. And we have what we hope is a fun-filled hour for you planned. We are also very lucky behind the scenes to have our fabulous tech team with us with Abigail, Pat and Kelsey. And we thank them for their support. A few housekeeping items. We do have captioning enabled. So, if you need that, it's there for you. Also, we are recording this session. So, if for any reason you do not want to be on camera, just turn off your camera. That's totally OK. And we have sent you the slides ahead of time when you get the remainder of the session. So you should have that in your possession as well. And then at the very end of the session, we will send you a survey link in the chat. And if you can take just a few minutes to give us some feedback about the session and other sessions, we always welcome your input.

And then if you really stick with us till the very end, I'm going to share some upcoming events and some links. So, we hope that you will be here till the very end. We are very thankful that you chose to spend your time with us today. Thank you. So, today, as most days, I'm very thankful to come to you from my home office here on the beautiful unseeded traditional territories of the Lekwungen speaking people, which includes the Songhees and Esquimalt nation. And Olaolu is on the same land, we actually live probably just five minutes away from each other. Usually, with the new year, we make all these resolutions. So, I didn't really do that. But I did think that today while making this public land acknowledgement, I can just restate my renewed commitment to professionally and personally work towards decolonization and reconciliation. And I know this is important work for my whole team. So, I'm really thankful for the learning and the support that BCcampus gave us to pursue this work. With that, I want to invite you to also put your land acknowledgement or your commitment to the work in the chat and I will actually be quiet for 30 seconds so you can do so.

Thank you. Thank you everyone for sharing that acknowledgement. So, here you see the agenda. We just have one hour together, so we got to move fairly quickly, and hopefully, it will be fun all throughout. As you can see, we're going to start by just setting the stage about definitions, the purpose of icebreakers. And we are going to try to give you an experience of a few low-risk icebreakers. And we will have a breakout session where we will look at that fabulous Dotstorming document that you all contributed to. Thank you so much for that. We'll vote for favourite if this time we may practice that one. Otherwise, you will have that Dotstorming platform to use. And your facilitation is here. So, enough talking. I'm going to hand it over to Olaolu and he's going to take us interface activities. Thank you so much, Olaolu.

OLAOLU ADELEYE:

Good morning. Happy Friday. Happy New Year. Thank you for joining us today. So, Helena has already mentioned. I am also grateful to be joining you from the traditional territories of the Lekwungen and Esquimalt speaking people, the Esquimalt and Songhees nations. And I'm excited. You know, we were looking at what you have already put on our Dotstorming board and just the amount of activity that has

already been present. And we hope that you have come ready to be energized and to help energize those who are in the room today. So, we're going to kick off with this exercise, which I invite you to bring out your phone, turn on your camera and point it at the QR reader. If that does not work for you, we are also putting the link to this in the chat. And we want to know from your perspective, what do you believe the purpose of an icebreaker is. And so we'll start there. I'll give you About 90 seconds to two minutes to do so, and then we will take a look at your responses. OK, Patrick has helped to share your responses.

We're going to give about 10 more seconds. We'll just refresh and see if we get anything additional. OK. So, there's a lot of different responses. But it's quite glaring that the most important one, which jumps out is connection. Oh, and get comfortable. And for those of you who are not familiar with AnswerGarden, the way it works is it creates this word cloud of which the words which appear the most frequently will then get highlighted the most, or there'll be the largest. So, getting comfortable and connection are the most important or in your mind, the key areas that we need to consider when we have an icebreaker. And I think this is good. This is a good segue into our discussion. Even as we think about really not only icebreakers within the virtual environment but also in person. Whatever your learning community may be, whatever your space in which you may be facilitating may look like. You want to consider how you're connecting with people, and what it means to get comfortable. I'll ask that to go back to the slide deck, and we'll look at some definitions that are offered for us.

Start creating trust and other response in the chat. Thank you for that one. So, when we think of an icebreaker, at least, the definition given to us by Merriam-Webster, the first definition, maybe not as applicable for us. But I think the metaphor is pertinent even as we think about what it means to create that channel, so to speak. The definition we'll focus on is the second one. And it says something that is done or said to get through the first difficulties in starting a conversation or a discussion. And, you know, it's interesting we've already actually done three icebreakers this morning. Whether or not you realize it, I know many of you may not think about a land acknowledgement as an icebreaker. But it is, in a sense, creating a sense of connection and giving an opportunity for people to know where and what you are, or how you are participating. Obviously, we did the QR code for the AnswerGarden. And if you joined us a bit earlier, we had a colouring activity to kick this off.

So, all of these are functions of how to create that community from the outset. If we could go to our next slide. We also want you to consider these three points which have been raised by Susan Heathfield. And Susan says that really when you're thinking of an icebreaker, there are these three benefits that you always want to think about and consider as you decide how you will facilitate or how you'll incorporate them within your session. The first of which is to establish that community. If you are meeting each other for the first time, that looks a lot different than if it is a group of individuals who do have some form of camaraderie or some form of connection. But regardless, as you begin your session, you definitely want to create that understanding. Next, we think about interaction. And if you're doing something which will require the collaboration and the input of multiple people, you want to be very intentional about how you scaffold this into the beginning of your session. The real intention, as you think about this, is not to have the icebreaker be the end but to be the catalyst for further conversation.

And then finally, this consideration of empathy. There will always be topics which may be more difficult for some than others. And so being cognizant of that, you want to think about your positionality or your points of view and how that impacts the participation of others who are present. And taking this

forward, we want to think about that in how and what you decide to use as your form of an icebreaker in your session. So, with that, we're going to go right into some examples using some visual icebreakers. I just want to acknowledge the comment in the chat, transition to class or workshop to change the mindset from the world around us to the intention of gathering. That's a great point. That's a great point. Thank you for that, Patricia. OK. So, I'm going to pass the baton to Helena and we're going to walk through some visual icebreakers.

HELENA PRINS:

OK. So, in the next few slides, I'm going to show you just a few visuals that we've picked. Some of them just from Google, some of them, Unsplash, some of them from ClipArt. And the idea is really a soft, easy checking at the beginning of a session. You can do this when you have a PowerPoint in your classroom too. Just, you know, select one of these to start a conversation. And what I think is also important when you do these is to give participants an option, you can say, use the annotation. And part of doing the colouring ahead of time is that everyone's familiar with annotation. If you're not, if you've joined us a little bit late, you can find the annotation tool when you click on View options at the top of your screen next to the green floating bar. And there's a drop-down menu under View Options and you'll get annotate and then you can draw. So, for the next few you can use annotate. But I think it's also important to always give your participants an option. If they don't want to use annotate, please just put your answer in the chat and we'll keep an eye in the chat.

I also want to let you know that today for some reason, Zoom is not allowing me to type in the chat. So, I will probably just respond verbally and not in the chat. OK. So, let's do the first one. I've got five. It's gonna be rapid icebreakers here. The first one. This one I like at the beginning, maybe of a team meeting. I would say, I want you to come be comfortable. This is going to be a nice conversation. Let's just all be present and bring you a cup of coffee. So, which chair would you pick for this meeting? You can pick the big right comfortable chair there. In the top right corner, the beautiful elegant blue lounge. Couldn't figure out how to say what we really call that. Someone in the chat could help me. You could sit outside. I mean, if it's a beautiful sunny day, consider outside or you can sit on that. If you want to focus better on a computer chair, you can do that too. So, let us know by annotating. You can stamp or in the chat you can let us know which chair do you pick for the meeting today.

And we see quite a few different ones. And, yeah, it's just an invitation. This one is very light. Just to invite your participants to come into the room and make themselves comfortable. I see the white weaker is quite comfortable. I wonder if you guys are aware that it's a bit chilly. So, you probably need a blankie. And the lounge chair too. Personally, I think I would love that red one. OK, thank you everyone for your response. I see the chat. And in the chat I see the white weaker and the red one seems to be very popular in the chat too. OK. So, we will move on to the next one. So, this one, I've been in a setting with someone invited us to share what's outside a window. And this is really nice, especially when you know people, someone doesn't have a window. Oh, and this is nice when you are people from all over the world or also Canada. And even this first session. We have people from America, we have people from across the province. It's kind of a nice weather chat or sometimes people are very poetic in how they explain their landscape.

So, please feel free to put in the chat what's something interesting that you see outside your window. You could also maybe describe these renovations outside and that gives as the facilitator a bit of understanding for why someone's on mute the whole time. So, it just gives you some insight. At this

point I also like to invite someone to unmute and describe to us what you see outside the window. Who wants to do that? I see buses, trees and gray sky. OK, Jacob, how about you tell us what do you see outside your window?

JACOB:

Thanks, Helena. I have a really great view out my window because there's a bike lane and also a stop sign. So, every day there are cyclists yelling at cars to remind them there's a stop sign there. So, oftentimes, that's why I'm on mute on a Zoom call. (CHUCKLES)

HELENA PRINS:

Awesome. That sounds great. Thank you for sharing that, Jacob. Anyone else that wants to share what they see out their window. Oh, Dana is seeing some snow up in Prince George. Anyone else?

SPEAKER:

I'll go. And actually, I will do... I was gonna say I'll do better than telling you. I'll show you, but I just realized that I can't show you. I am looking at my wall with all my tables of like schedules and things to do.

HELENA PRINS:

Oh, dear. So, it's a busy day for you. But I'm glad that you could still join, and that gives us some understanding of one of our participants have really a lot going on. And it could be daunting to look at that wall the whole day. So, maybe for this session just keep your eye on the screen. OK. Thanks for sharing that. And for those of you in the chat, some see some kids screaming. All of that. Some picking out, some... Thank you for sharing. Let's look at the next one. So, this one could be kind of a grounding activity that people don't even have to share. Where you basically just say, I'm going to give you a minute or two, especially if you came into rush busy day, right, and now you're in a meeting. You can just ask your students or your participants to take a moment, engage their senses. Find one thing interesting that you can see, one thing that you can hear, what is it that you're smelling your environment? Is there anything nearby that you can taste? Or you maybe drinking a nice cup of coffee right now.

And is there something in your environment that you'd like to touch? So, again, I invite you. If you want to share one or two of those responses in the chat, and anyone who just wants to unmute you can just let us know. Whoo, some homemade yogurt or frozen blueberries. That sounds very good and nice latte. Anyone wants to unmute and tell us how their senses are engaged during this session? Well, talk. Hi, Bob. Welcome.

BOB:

Thank you. Let me (INAUDIBLE) go further. OK, I'm cold. My main senses are very cold here. Our temperature's dropped into the teens, which for Ohio, that's not as typical. So, and I also got a mug of hot lemon tea, which is with sugar in it, which is very good. Those are the two big ones that I've got. And then there's bright sunshine that keeps peeking in and out.

HELENA PRINS:

You just sketch a very nice picture there of the sunshine coming in and you enjoying your nice hot lemon tea. I see someone else has a pistachio latte. I tried that for the first time yesterday. Good. I can recommend. Thank you, everyone. And I did say this is rapid. So, we'll move on to the next one. I really

like this one because I think it's kind of low-risk, and it's an opportunity just to know what's the mood in the class. Right. So, I've done this with my students and there's usually a thundercloud or someone like that in the classroom. And at that point, you can invite your students and say, Would anyone like to share about why they feeling the way that they are? If there's people that's feeling bright and sunny, doesn't it just make you feel better if you know that. So, right now I invite you too to indicate on the slide. Use the annotation tool and let us know how you're feeling today. And that will give me a sense as the facilitator what's the energy like in the room. And it's so a nice way to kick up any session.

DALE:

I unmute and tell you about some weather.

HELENA PRINS:

Absolutely. Tell me how you feel?

DALE:

Well. It's not really how I'm feeling. I guess it helped in how I was feeling today. I had to commute from Duncan to Nanaimo this morning. And over the horizon where the sun was rising are beautiful colours of pink and orange and blue. And, yeah, over there. So, it kind of created a nice beautiful image for starting my day after a commute.

HELENA PRINS:

Ah, thank you so much, Dale, for sharing that. And that we could all kind of visualize that I did notice something in the sky this morning. Yes. So, this is an opportunity. You know, Canadians like talking about the weather. You can share just about the weather or your personal weather statement. And I'm glad to see many of us are there kind of on the top row, but we do have a feel. Now I don't actually see anyone that indicated thunder and lightning, which is probably a good thing. As a facilitator, I think it's also good to let students know how you're doing. You can decide how much you want to disclose and there's lots of reading about that too. I'm probably there in the middle of the top. It's been a bit of a rocky week, but I woke up this morning feeling well-rested. So, I feel like the sun's coming out again feeling OK. Thank you for participating in this one. And the next one is one of my favourites and the last one that I'll take you through. And we are trying to be inclusive as BCcampus.

So, we put cats and dogs onto one slide. But as Olaolu detail method site is very full. So, I would recommend, you know, you pick one of the two. Someone did upload in the Dotstorming a fabulous one of sheep, which I also liked. So, in this one I would specifically invite students to pick. Again, you can annotate or you can just put in the chat like cat one or dog two, and whichever one you like. And we're going to probably figure out if this crowd today are cat lovers or dog lovers, or if we have a mix. So, let's see. I invite you to put your answer in. And if anyone wants to unmute and just tell us why you picked the picture you did, we love hearing from you. Sarah McPhee, you go ahead.

SARAH:

I predict cat three. I have an eight-month-old and he's finally started sleeping a little bit better this week, but he popped a couple teeth. So, it's been we're tired. He's been up a lot.

HELENA PRINS:

You've got my empathy really. That's a tough one, but I'm so glad that you could still attend this session despite being sleep-deprived. And, yeah, what a cute cat that is. Anyone else? Is there a dog person that

wants to share which dog they picked? Let's hear from a dog person. I see they're in the chat, a few nice responses. Fabulous for today. Dog two, I like that. So, based on that, yeah, it's hard to say. I think we even. We are 50, 50. Olaolu, would you agree that we see a favourite cat or dog here?

OLAOLU ADELEYE:

No, we definitely have both cat and dog lovers in the room.

HELENA PRINS:

Awesome. Olaolu, if you had to pick which one are you today?

OLAOLU ADELEYE:

You know, I like dog number four. Not because of any reason other than it's just cool. It looks like it's a cool dog.

HELENA PRINS:

Yes, that's very cute. I think I feel a little bit like dogs seven. But I also my cat is sitting behind me. So, I'm really split between dogs and cats. Maybe number two, cat number two. Well, thank you for indulging us in these rapid visual icebreakers, everyone. And someone did ask if they can have these. And, of course, we've shared the PDF ahead of time so you have access to these. Someone's asking, where would you find images like this? Honestly, sometimes it comes through my Facebook feed. Sometimes you can find your own images. You know, Unsplash is a wonderful website where you can put a combination of things together. Olaolu, where do you find your fun pictures for icebreakers.

OLAOLU ADELEYE:

I would say similar to you, you know, I'll have someone pop up randomly on Instagram or Facebook. But then also you can do a search in Google, and you'd be surprised. Even if you put something to the effect of scale of animals feelings, or whatever, you'll definitely get a few options.

HELENA PRINS:

There you go. And, please, if anyone in our group wants to add some ideas where they find pictures in the chat, that would be great because we will all save the chat afterwards and have the answers. About that last one, I just want to say I often use the dark one kind of at the beginning of a session, and then I use the same one at the end of the session just to check in how are people feeling right now. You know, based on is their improvement in their mood? And hopefully, there is an improvement. OK. So, we are curious to know that you like those rapid visuals? Are there any comments, feedback, considerations that people should keep in mind if they plan to visual ice breaker like that? You can unmute or put your comment in the chat. Someone said, the bad person but not too personal. Fun, I'm glad. Yeah, we're going to talk a little bit about things to be aware of. I'm glad most of you think it's fun and easy. Someone shared a monitoring idea. That's very fun. Patricia, did you want to share something?

PATRICIA:

I like the quick ones because I struggle with the timing sometimes. If I have a two-hour class, how long do I spend on an icebreaker more at the beginning of the term, less throughout the term? Depending on the evening, what we're going to do. So, I really do like the quick ones because they can be good transitions throughout the class as well. So, they can look at transitions as opposed to community builders. So, yeah. So, timing is a struggle for me sometimes. So, I like the idea of quicker ones that we can just move through a little faster.

HELENA PRINS:

Absolutely. I'm very glad to hear that. And that's true, right? That we need to get to our work and we have a curriculum to teach. So, I do just think it's so important to show students that you are not talking into a blank space, that you know that they are there. And that's how we kind of validate that moment by just checking in before we run into content. Right. It's like you say hello first, you don't just start talking. And maybe in a face-to-face setting, that's much more obvious. So, thanks for sharing that, Patricia. Anyone else with a comment? I see some participants have a lot of social anxiety. So, these are nice because of their low stakes. Exactly. And that's why we picked them because we want to model that low stakes at first. You don't want to jump into the deep stuff immediately. Yes. Wendy say she faces some colours by Kara Wiley as people are logging in. I mean, really whenever I go into setting and there's some nice music, it just changes my mood and it tells me that whoever has arranged this meeting has taken the time to do something special to set us up for a precious moment together.

So, I appreciate that. OK, the chat is very busy. Thank you for everyone contributing there. And I will have to go back and see what is the idea of the wordings. It sounds like whoever wants to share the wording idea, I assume that's kind of like a visual of different wordings. A grid of colours. Yes, that's a nice idea. So, music of a grid of colours and people can choose them. OK, thank you. So, we will move on. Just to recap then, they are from that AnswerGarden. It was obvious that most of you agree it's about connection, building community. The purpose of icebreakers, as we see it, we just summarize to warm up, get yourself ready to build rapport. Right. It's sometimes, especially if you're going to serious meeting to just get to know who are the people that are going to participate in this conversation. Helps us set ourselves up for a more productive time, and then to establish community. However, there are risks and considerations. While most of us like to do an icebreaker, we need to be careful what we asked about participants is close to.

And, for Olaolu, to cover this more serious by defuse the risks and considerations for icebreakers. Thank you, Olaolu.

OLAOLU ADELEYE:

Yeah, and, you know, Patricia actually made a very good point earlier as we spoke about this concept of people maybe not feeling, or time, thinking about time and thinking about how that's going to be used within your session. But the other point that was made in the chat was also this element of anonymity or anxiety that people may feel in engaging. So, that goes back to our earlier conversation about, what is the purpose of your icebreaker? Is it really just to initiate the session or are you going to use it as a segue or a bridge into the topic of discussion for the day? And so, again, that will also be based on, is this early in the term? Is this the first time you're meeting the group? Has this group establishing camaraderie? Have you felt in the room that there's a need for a shift because the temperature of the room is a bit lower or more negative, and so you're using this as a way to boost the energy? So, being sensitive is very important as a facilitator. Sensitive to the room, sensitive to people's views on certain topics, and introducing the activity in a way that is actually going to be mindful of what that looks like for each individual.

Keeping the questions open-ended, again, offers an opportunity for people to have their perspective validated. That is as simple as being able to draw a circle that is easy as a one-word response. That is easier certainly than is anonymous. And all of the ones that we did today, we modelled as a low barrier exercise. Low barrier can be anything that really just gives people that quick opportunity to give a

response without having to be maybe too pensive, or take too much time and thought. And I think that also allows you to manage the time in a way that is probably a lot easier than if it was something that actually required a lot of reflection and thought as well. So, these are some of the things that we've considered. Are there any other ones that jumped out to you even if you think about your opportunities to facilitate a breakout session, and or perhaps anything that has happened to you that perhaps was unscripted or not as planned when you try to facilitate a breakout? Barbara says, I often have music playing at my students or as my students enter the classroom.

It seems to set the tone and it has led to some others popping the head in to find out more about the workshop. Exactly, an invitation of sorts. Anyone else? Considering inclusivity. Absolutely. And that really goes back to this topic of sensitivity as we think about who is in the room? How are you tabeling the topic? How are you broaching certain topics, and how can you be mindful of all the perspectives and the points of view? Any others? Any other thoughts about some considerations to be taken? The devices used to join the limit engagement type. Yes, phone versus computer. Giving multiple options is or are also very important. And, you know, Helena spoke about that even as we talked about, if you feel more comfortable annotating, would you rather use a chat? When we did the AnswerGarden, we had the QR reader option, but then also the option for the chat as well with the URL and hyperlinks. So, giving options is definitely important as well. OK. Well, I'm sure there's some others, and perhaps you're still reflecting on this.

So, definitely, you know, we think of an icebreaker as an activity to start the session off or to break the ice. But we also want to be mindful of what the repercussions or what the potential ramifications of a particular exercise may be. Try to account for the different perspectives and experiences of those in the classroom. I'm going to pass it to Helena, and we're going to go into some breakouts now.

HELENA PRINS:

Yes. So, we are so excited about this Dotstorming platform and Amy who's in the session. She wrote a fabulous tech tooltip about using dot storming for voting. So, we've now enabled voting and that's what we're going to do in the breakout room. Our instructions are actually on the next slide. So, if you can move this to the next slide. Thank you. So, first of all, when you go into your groups of four, we decided to make it smaller group so that you don't feel too rushed to get through it. We want you to start by introducing yourself using alliteration. That's also just the fun icebreaker that Olaolu has done with us when we did the book club hub. So, introduce yourself using alliteration. I'm very lucky my name has an h because I could be Happy Helena, I could be Harmonious Helena, or I could also be Harebrained Helena depending on the day that you have me. So, I invite you to just first introduce yourself with an alliteration. Then one of you can share your screen. We will put in the chat now the link to the Dotstorming platform.

You've also received that link earlier today in the reminder, but one of you can also just share that on your screen in the breakout room. And then we want you as a group to vote for your favourite. We have given each person three votes. So, you could vote individually, but we really hope that you will also vote as a team which icebreaker is your favourite. That will encourage some conversation around why you choose a certain icebreaker as your favourite. And then when you come back, we'll see which icebreaker from that wonderful Dotstorming document has been voted the most popular. So, before you go into the breakout room make sure you have Dotstorming link. And then if anyone has any questions about the breakout room, let's ask them before we send anyone with confusion into a room. Any questions.

OK. So, we are going to give you 10 minutes for this and we hope you have fun. Your 10 minutes will start now.

OLAOLU ADELEYE:

Well, thank you to those of you who were able to participate. And for those of you who are unable to vote, sorry for that. What we want you to do now is to take the icebreaker which had the highest number of votes and perhaps do it together as an exercise. And it looks like I'm just going to wait for us to stop scrolling. OK, I'm going to read out the one that you selected, which is the popcorn. And it says, for my online classes, one activity I do is post a picture of my comfort food, which is popcorn. Then ask students to post them in the chatbox and comments as they're coming in. If you say pizza or chocolate, I then would ask what type of pizza, what type of chocolate in a more detailed manner. At that point, other students will jump in and lots of fun as the chat goes on. So, considering this question and considering you probably don't have enough time to find an image of your favourite comfort food, if you could perhaps include your responses in the chat if I was to ask you, what is your favourite comfort food?

And again, if you choose something like chocolate or candy, please be specific about what type of chocolate or what type of candy. And here we go. I'm gonna read them out. Put in popcorn for me as well. Potato chips. What type of potato chips? Apple lentil curry. OK. Spicy dill pickle chips. Now they're pouring in I'm not going to be able to keep up. Dark chocolate. Whitaker's milk chocolate bar. Wow, with a hot cup of tea. Like not even just a comfort item, is a comfort... Seems like it's a full meal of sorts. KitKat black beans and rice, sour cream and onion ripple chips, cheese biscuits and soup. OK, lots of lots of tasty options. Almost the perfect segue as we're going into lunchtime, actually. But before we do that, and before we move on to our final segment, we wanted to hear what was that interaction like for you within the breakout room? How did you find the ask the prompt? And I know you weren't able to vote, but how did you, or were there any of the other sizes which were uploaded to the Dotstorming page that really jumped out at you that you perhaps will want to use?

So, we'll open up the floor. First question, how was the alliteration activity? Second question, which other exercises jumped out for you that you perhaps will use in the future? Don't fail to comment in the chat or to come on the microphone. And I'll monitor the chat as you include your responses. I always just like the name plus adjective icebreaker. OK, that's fair. Interaction was great. I had no idea that we had instructors from so many far places. Yes. Great tips from them as well. We had some serious laughs over the alliteration traces. I like more freedom with the alliteration activity. OK, perhaps you could elaborate on what that could look like maybe. I had to Google feelings exactly. Sometimes you may not have a word off the top of your head. We came up with a new one that's a bit risky. Mentioned something like, I liked the movie x. All students have video off and that applies to them when they turn their videos on. I'm not a fan. Another person who isn't a fan of the name game.

OK. So many icebreakers, it was hard to choose. Lovely, good conversation. Can we get a copy? Yes, you will have access to this. We will include that in our follow-up. More freedom. Not just adjective, but favourite animal, food or movie. Absolutely. OK. Thank you all for including your lectures there. You will all have access to this document, rather this link after we conclude our session and we send the follow-up. And for those of you who have not received the PDF, we will also include that follow-up at that time if we can.

HELENA PRINS:

So, I have a few thoughts to add just as we wrap up about the breakout room session. And it's ironic because I have the notes here. This was something I want to highlight to you. And then today I feel like I faltered in my instruction. So, through this whole past two years of being in many FLO sessions, one thing I see all the time is that when we send people into a breakout room, sometimes we do that too quickly, or we are not clear on our instructions, just like I today faltered to say, remember to click on the heart. And I should have clarified. To participate, you should have uploaded your name as a participant. So, that is just for all of us something to remember. Many students, even many FLO participants don't really like going into breakout rooms. So, how can we make that a better experience for them? I think being clear with our instructions, that's one way of doing that. And then a second piece that we find is the moment you add an additional document, like today we had the Dotstorming, it takes people a little bit more time.

So, we should be mindful of that and give enough time so that students do not feel overwhelmed when they have to navigate more than one document. Especially if students are using the session. Like if they phone in like, and now they have to find a document on their little phone, you know, that can be really difficult for students to participate fully. So, just be aware when we ask these things, what your students or participants actually have access to and how they can navigate through that. Is there a plan B? So, one of the Plan B's would be if you have a learning management system, if asynchronous, please upload all these documents ahead of time into your learning management system so that if students are indeed calling from a phone, but they have a laptop, they can access that in a different way. Or they could perhaps print some of them ahead of time. That's just two little things I wanted to add to that. OK. So, we have come to the end of our hour together. We have quite a few events coming up.

So, the first link we're gonna set in there is actually the survey because your input is really important to us. When we plan our next year ahead, we listen to what do our FLO participants say they need? What is it that will make your facilitation practices improve? Maybe some of you have ideas and you want to facilitate a FLO Friday. Please reach out to us, we are always open to expanding our facilitator pool. So, really let us know in the survey what we could do to improve our sessions. Also, I want to put in some links of some wonderful events that we have planned with you in mind for the next few months. The first one is we have a high flex event coming up. We had to pivot a little bit. It's not going to be high flex in action, it's going to be more reaction and reflection and high flex. But it's still going to be a fantastic online event. We are doing a lot of things to make sure it will be an engaging and meaningful day for you, knowing that you're going to be behind the screen.

So, please find the link there. We are going to talk about the good, the bad and ugly of high flex learning. Also, our next FLO Friday is in February. It's February 18 of the fantastic Nikki Raine. The topic on alternative assessment, negotiating standards. I think really you don't want to miss that session with Nikki. She and Olaolu are also doing a FLO micro-course in March on alternative assessments. So, that FLO Friday is kind of like a teaser to give you an idea of what to expect through the course as well. We also are very excited to have a FLO UDL course again. It's going to run in February, February 21. It's a two-week course. And Carolee Clyne, Dr. Carolee Clyne, she did her thesis on UDL practices and she's one of the co-facilitators with Taruna Goel. Really helped that if you have not participated in that course last year that you would consider signing up this year. We also have a brand new two-part coaching student teams workshop coming up in March. And I think this is such an important topic.

It's sometimes really tough working with teams and we know we should do teamwork. So, how can we do it well? And we have Marina Jaffe, she is going to facilitate two sessions on that topic. So, please sign up if you want. And a little bit more fun. We have a FLO lab coming up with Beth Cougler Blom and Valeria Cortez. It's going to be whole-body learning. So, if you're looking for something different, I think this will be a very engaging session. Also happening beginning of March. And that is what we have in store for you. So, we want to recognize this is a very busy time for many of you. Many of us feel very tired, but when we come together like that we end like this today. I hope you feel energized and that you're not alone. That there are many going through the same thing as you are right now and we can learn from each other. OK, Olaolu?

OLAOLU ADELEYE:

Yeah, we'd like to do one last exercise as we close in to say farewell. And some of you know this is waterfall. I like to call it hashtag. And that is if we were to ask you to send out a tweet and then to add a hashtag at the end of the tweet for one word that would encompass your experience today, what would that word be? Now, please do not type into the chat yet. We're going to get everybody to type the word. And when I say, go, then all of your words will appear. So, we'll give you about 30 to 60 seconds to think about it. And then when I say, go, please hit enter and fill our chat with your responses. One word that encompasses how you're feeling after today, or what you've learned today. Something that jumped out at you. Feel free to type those up. Give another 20 seconds. OK. And three, two, one. Hit enter, please. I'm going to try to capture as many of these as possible. Inspired, creative, thoughtful, interesting, relaxing, mind stimulating, inspired again, applying, welcomed excited, fun, blue-footed, booby.

Fun, blue booted... I can't even say it. Energized, engaging, energized. Great. That's what we wanted, energy. And twos, hands-on inspired and energetic. Bang for and save for LOL, absolutely. Fine. And the bird. OK, well done. Thank you all for being here today. We look forward to seeing you throughout the year for our FLO sessions. And look out for our follow up where we'll include the link for the Dotstorming site as well as the slides from today.

SPEAKER:

I must clarify the blue-footed boobies because that's the early iteration of Barbie. Sorry. Thank you, Barbie. Was lots of fun.

BARBIE:

I will say I had a good laugh. It was too funny and we had pictures of a blue-footed bird booby too. It was just awesome. I learned about a new bird. And good laugh with this great icebreaker.

OLAOLU ADELEYE:

You gave us laughs too. And we appreciate the context because I had no idea what you were talking about until now. So, thank you for that.

BARBIE:

You're welcome.