1. ****Three Truths and a Lie:**** Share two truthful statements and one falsehood about yourself. Each member of the group tries to distinguish the truths from the lie. What makes this activity fun is to be as outrageous as possible while sharing a bit of who you really are. Once all responses have been received, post your truths and explain why you chose them to share.
2. ****Three Things in Common:**** This activity is suitable for a synchronous first meeting, whereby the COIL teams go into breakout rooms. Ask students to find three things they have in common but make it challenging. Instead of “we all like traveling,” aim for something like “we’ve all visited the same country or city.”
3. ****Selfie a Day:**** Students share at least 1 photo or video per day with one another about one of the categories: how I travel to the university, my favorite food or drink, where I live, what I enjoy reading… Each day they post a visual and a story about their chosen visual. Students are encouraged to ask each other questions about their photos and stories. The categories create a shared story and makes it easier for them to discuss the similarities and differences between their countries.
4. ****Introduction video:**** Each participant can create a video introduction using video recording apps that could include FlipGrid or YouTube.
5. **Google Map Tour:** students give their team members a guided tour of their home town by using Google Map to show their favorite places, most important monuments, the campus etc. This can be done synchronously in a meeting or asynchronously if recorded and shared.
6. ****Team Spotify playlist:****  students first create a personal playlist with 5 songs that exemplify or symbolize their lives to them in a meaningful way. After sharing their songs with one another, the team decides on a playlist for the team. This encourages them to discuss how they identify as a team and what kind of team they want to be.
7. **Snowball:**The 1st person gives a basic introduction including his/her interests. The 2nd person introduces him/herself and finds one thing in common with the 1st person. A 3rd person introduces and finds one thing in common with the 1st and 2nd person. Each of the rest of the team introduces themselves and finds something in common with at least 2 others.
8. **A Day in my Shoes:**students describe, with video, audio and description, what an average day looks like for them. Guided questions help create a richer story. Where do you put on your shoes? Where do your shoes walk (to campus or work)? What kind of weather is it? When do you take your shoes off (to relax)?
9. **Me in numbers:**students share 5 numbers with their team members. The team members must guess what the numbers refer to. For example: nr of siblings, nr of the house you live in, your age…
10. ****Layers of my cultural self:**** This activity highlights the multiple dimensions of our identities, addresses the importance of self-definition, and challenges stereotypes. Have student place their name in the center circle. Have them write an important aspect of their identity in each satellite circle, e.g.: Asian Canadian, female, musician, athlete, Taoist, scientist, etc. Then ask students to do the following: • Share a story about a time you were proud to identify yourself with one of the descriptors you used. • Share a story about a time it was painful to be identified with one of your identifiers or descriptors. • Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence: I am (a/an) \_\_\_\_\_\_ but I am NOT (a/an) \_\_\_\_\_\_
11. ****View from my window:**** students share pictures of what they see out their windows and share stories about where they live. Alternative: view of my desk (how do you work? What objects do you have on your desk and what do they mean to you?) Alternative: view of my fridge (what do I eat? How do we eat in my country, with whom, what time and where in the house?)
12. **Floor plan of my childhood house:**this activity is best done in pairs or small groups. Students draw the floorplan of the house they grew up in. They do this synchronously, using a virtual whiteboard or sharing their floorplans beforehand. By asking questions and sharing stories, students learn about each other’s childhood, families and cultural background.
13. **Scavenger Hunt:**this is a synchronous activity. Give students 5 minutes to find an object in their house that is meaningful to them and ask them to introduce themselves to their team members by explaining their chosen object.