

Zoom iCafes

Setting Up

- If you schedule the Zoom meeting as a “recurring meeting”, students can come in through the same link each week. (If you’re worried about gatecrashers/trolls, read the advice [here](#).)
- Enabling “breakout room” (to do activities in small groups), “whiteboard” and “annotation” (for pictorial or other drawing challenges) and “co-host” in your meeting settings is often helpful for Zoom iCafes. (Sign in at zoom.us to access your settings.)
- You can also enable “polling” in settings - polls can be used as ice-breakers or discussion starters.
- Consider whether you want to enable “private chat” in settings. This function allows individuals to connect with one another privately during the Cafe, but it could distract from the central activity and some students might be uncomfortable.
- Don’t do it all yourself. Share out roles like: co-host (someone else with the power to mute/unmute everyone, assign people into groups, evict any trolls etc), running a game, giving a presentation, being the MC, showing visual aids or videos (by sharing their screen), etc.
- If the group is large (over 10?), include breakout groups as part of the programme.

Hosting/running

- Consider allowing students to join the meeting from about 15 minutes before the appointed start time, and anticipate the possibility of students trickling in over the first 10 minutes - have flexible ice-breakers or discussion topics ready. If the numbers are large, consider putting students into breakout groups as they join, with a volunteer in each breakout room to ease conversation. This could be good catch-up time.
- Having some background music as people arrive could be nice. If you’re playing it from your computer, you’ll need to click on “Share Screen”, tick “share computer sound”, toggle to “Advanced” and choose “music or computer sound only”.
- In the beginning, you might find participants struggling with the technology - if possible, appoint someone who can help sort them out, if necessary talking them through the issues by phone. Encourage students to join using their PC rather than smart phone, and having downloaded the app, as they will have more functionality.
- For the first few meetings, until you’re confident that everyone is familiar with Zoom and Zoom etiquette, it’s helpful to briefly explain the basic functions in Zoom and ask people to “mute” unless actually speaking (unless the group is small).
- You’d also do your usual introduction regarding who runs the cafe and its purpose etc.
- Whoever is acting as MC/host needs to be more directive than in real life.
- Consider limiting how much time is spent talking about Covid, especially if it’s about sharing alarming news items rather than personal concerns.

Ideas for Games

- **Pictionary:** someone shares their whiteboard and anyone can draw on it using the annotate function. Variations include:
 - Give the clue (ie, say what needs to be drawn) to someone using private chat. They draw on their whiteboard and everyone guesses, either out loud or by (public) chat.
 - As above, but in breakout groups. It means you have to private message one person in each group with the clue/s.
 - With the breakout group version, you can give each clue progressively - as the first clue is solved, someone else volunteers to draw the next clue. They receive the next clue by returning to the main session, telling you their group number, and getting the clue from you. They then return to their breakout group (there's a button at the bottom of their screens). First group to get to the final clue wins. (You'll need to keep track of which group is at which clue!)
 - Set a team challenge. All teams are to collaboratively draw a picture (e.g., of the host, Big Ben, a world map...). Send everyone to their breakout rooms, set them a time limit, and ask them to save their whiteboard before returning to the "main session". (Send out a broadcast in the final 30 seconds to remind them to save.) They then share their creation and the best one wins.
- **Draw this scene... on your head**
 - Everyone finds a pen and a piece of paper, and a book/board as a base
 - They balance the paper (with the book/board underneath) on their head, pens ready to draw.
 - You describe what they need to draw bit by bit - e.g., draw a girl in the middle of the paper. (Pause to let people draw.) She's holding an umbrella. (Pause.) There's a dog at her feet. (Pause.) She's wearing a hat. (Pause.) In the distance, on her left, there are two trees. (Pause) They are apple trees. Etc etc.
 - Afterwards, everyone compares pictures. If you like, you can make up a points system.
- **Charades**
- **Bring me / Fetch**
 - Set a list of objects and first one back with all the objects wins.
 - Set a list of objects and a limited time, and the student with the most objects wins.
 - You could also flash the list up for only 10 seconds, so it's a memory test as well.
 - It could be a comparison - ugliest mug, funniest T-shirt, most colourful coat, largest number of toilet rolls, biggest teddy bear, oldest object, etc.
- **Memory Game**
 - This is best played in groups of 6-15. Everyone holds an object up with both hands and people have to remember as many objects as possible within a set time. They then type their answers into chat & press "enter" all together. (Note: everyone should be on gallery view & ideally on a PC rather than phone.)

- Perhaps this can be played as a “show and tell” type activity. The object each student holds can be a favourite object or something from home etc, and later, each student can say what it is and why it’s special to them.
- 2 truths and a lie
- Would you rather...
 - You can try using Kahoot to play this
- Who am I? (People can ask yes/no questions.)
- What is this? - Guessing what an object is, based on a close-up of one part of it.
- Boggle (Word Game) or making words out of 10 or 20 letters
- Mafia - switching off video can denote “night” and roles given out through private chat. Mafia decide who gets killed and lets the Game Master know through private chat too. Alternatively, roles can be assigned and secret actions taken through breakout rooms - rename the breakout rooms according to roles, allow Zoom to randomly assign people to rooms (1 person per room), re-assign the mafia to a similar breakout room, and visit the breakout rooms of the detective, doctor, etc.
- Quizzes
 - Kahoot.com and Mentimeter.com can make quizzes more interesting
 - Answers can also be given via Chat or the “yes”/“no” response feature
 - Or send round a Word Doc with a list of questions, then students are sent to breakout rooms to work on the answers together. Set a time limit and then gather everyone back to go through the answers. (Example of categories: general knowledge, riddles, entertainment...)
- Guess the tune
 - Can be done with someone playing the piano or using an iPod or youtube.
 - Variant: Guess the film from the theme tune
- Higher or Lower - card game where you hold up a playing card, and everyone guesses if the next card you hold up will be higher or lower. (They can indicate this by showing thumbs up or thumbs down). Guess wrongly and you’re out. (They can turn off video to show they’re out.) Last person in the game wins.
- Guess an English Idiom
- Simon Says (for smaller groups) - some might find it childish, but for a group that isn’t self-conscious, it could be a good excuse for a stretch/workout!

Ideas of Other Activities

- Using breakout rooms for small group discussion, perhaps with a topic or set of questions
- Cooking demonstration or lesson (you can send a list of ingredients round the week before so students can join in cooking too)
- Other “how to” demonstrations - craft, knitting, origami,
- People speaking on subjects like mental health, anxiety, good rhythms,
- Exercise workout

- Dance party
- Use Zoom polls for quick ice-breakers or discussion starters
- Show short film and discuss
- Share the best news you've had this week (or one good thing about that day)
- Share top tips on coping with a lockdown
- Set a weekly challenge (for example to take a photo of X) and students share the next week
- Invite students to give a short presentation about something the next week (eg, talk about their local food, or share a poem, song or fairy tale from their country)
- Story-telling
- Use chat for students to suggest topics/activities for future Cafes.
- Use Sli.do for students to ask questions anonymously and "like" each other's questions – it's a good way for the most popular questions to come to the fore. With a large group, it enables simultaneous participation.
- Use a doodle poll where people can sign up for a coffee date online

Discipleship/Evangelism Elements

- Invitation to Zoom Bible groups held another day
- Thought for the day - sharing from a Christian perspective
- Bible talks
- Conversation groups with themes for deeper sharing
- [Table Talk](#) (resource for conversation groups, available in the staff/affiliates section of the Friends International website)
- Start a shared/communal journal, for example, using a shared Google Doc, where people take turns to write an entry each day. It's a chance for Christians and non-Christians to see into each other's thoughts and lives.
- Share your story. Café volunteers share photos and significant events from their lives, including their favourite bible verse.

Basic Zoom Features

- Zoom Support Centre: <https://support.zoom.us/hc/en-us>
- Running a Poll (<https://support.zoom.us/hc/en-us/articles/213756303-Polling-for-Meetings>)
- Managing Breakout Rooms (<https://support.zoom.us/hc/en-us/articles/206476313-Managing-Breakout-Rooms>)
- Participating in Breakout Rooms (<https://support.zoom.us/hc/en-us/articles/115005769646-Participating-in-Breakout-Rooms>)