



Always, Sometimes, Never

Get to know members of your team by responding to various statements

TIME
10-20 minutes



MATERIALS
Poster paper, markers

TEAM STAGE
Forming, Storming, Norming,
Performing

SUMMARY

Personally reflect on different statements and their significance to get to know the people in the group better.

SET UP

- Prepare three posters: the first should say “Always”, the second should say “Sometimes” and the third should say “Never”.
- Hang the three pre-made posters up in the activity space. The posters that say “Always” and “Never” should be placed on opposite ends of the room, with the poster that says “Sometimes” in between the two.
- Prepare a list of getting-to-know-you statements to use during the activity.

INSTRUCTIONS

- Gather all participants and inform them that they are going to be doing an activity to get to know each other better.
- Read statements one at a time. Have participants respond to each statement by gathering near one of the three posters, essentially answering always, sometimes, or never to each statement that is read.
- Examples:
 - *How often do you eat breakfast?*
 - *How often do you read books for pleasure?*
 - *How often do you pour your cereal before you pour your milk?*
 - *How often do you call your friends on the phone?*
 - *How often do you listen to music while you work?*
 - *How often do you cook for yourself?*
- Once everyone moves to a spot that they feel happy with, you can ask the participants to discuss their responses in their small group. Depending on the risk of the question, and comfortability of the group, you can ask for volunteers to share aloud their thoughts about the statement and why they are by their chosen poster.
- The activity continues until all of the statements have been read.

VARIATIONS

- Facilitate this activity by having participants hold up index cards of different colors with the words “Always”, “Sometimes”, and “Never” to respond to each statement rather than having them move to stand by a poster.



VARIATIONS *(continued)*

- Facilitate this activity in smaller groups. Consider intentionally creating small groups of people who will be working closely together so that they can get to know each other on a deeper level. This is especially effective for the medium risk and high risk variations of this activity.

 **Medium Risk:** To facilitate a medium risk version of this activity that is more appropriate for groups in the norming stage of the group development model, use medium risk statements such as:

- *How often do you think about living in a different city?*
- *How often do you wake up not wanting to go to school?*
- *How often do you disagree with your friends thoughts/actions?*
- *How often do you avoid conflict?*
- *How often do you get nervous receiving feedback?*
- *How often do you speak up and voice your opinion?*

 **High Risk:** To facilitate a higher risk version of this activity that is more appropriate for groups in the performing stage of the group development model, use higher risk statements such as:

- *How often do you feel out of place?*
- *How often do you hear racist comments?*
- *How often do you face discrimination?*
- *How often do you worry about the next time you will be able to have a meal?*
- *How often do you feel like you can be yourself at school?*
- *How often do you feel like people know the real you?*

 **Facilitator Note:** If participants are minors and the facilitator is a mandated reporter, be aware that these types of activities can possibly open up an opportunity for participants to bring up sensitive issues such as abuse or suspected abuse, suicide or self harm, neglect, etc. Remind participants at the start of the activity of the responsibilities of a mandated reporter and that they should only share what they are comfortable sharing. Strongly consider the risk level of prompts and the examples used as they will set the tone for what participants share. If the possible depth of vulnerability seems too high risk, alter prompts to be very low risk or choose a different activity.

 **Online:** To facilitate this activity virtually, use the variation that uses different colored index cards to respond to the statements. If participants do not have access to index cards, have them write “Always”, “Sometimes”, and “Never” on pieces of paper. You can also have participants find an object that is green, one that is yellow, and one that is red. These can be any objects and participants can hold them up to their camera to represent “Always”, “Sometimes”, and “Never”, respectively. [\[click here for video\]](#)

 **Asynchronous:** To facilitate this activity asynchronously, create a shared Google Sheet or Google Doc with a table that includes each statement and a column for “Always”, “Sometimes”, and “Never”. Have participants write their name in the column that corresponds to how they feel about each statement.

- For a similar activity, see [Four Corners](#).

DEBRIEF QUESTIONS *(on next page)*



DEBRIEF QUESTIONS

- What:
 - Which statements were the hardest for you to respond to?
 - Which statements were the most interesting to see how others responded?
 - So What:
 - How can an activity like this help you work together as a group?
 - What is the importance of recognizing similarities and differences in a group?
 - Now What:
 - What did you learn in this activity that you can use moving forward as a group?
 - How can you recognize and respect the differences that may arise in this group?
- **Facilitator Note:** These questions can be used to guide your debrief, however, pick the questions that best match your group's experience and add or change questions as needed. As a general note, getting to know you activities are used for the purpose of developing connections within the group. Typically you do not have to debrief a getting to know you activity, however, when done intentionally, inserting a mini debrief can help set up a lesson or tie your entire experience together in a more seamless fashion.