



# [VIRTUAL] ACTIVITIES ENERGIZERS

volume 1





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These icons are included throughout the activity booklet to help guide you to those that will best fit the needs of your group!

Requires Prep	Requires Video	Online	Needs Breakout Rooms	Audio Sharing	
Low Risk	Medium Risk	High Risk	Asynchronous	Small Group	Large Group



**Facilitator Note:** If you work with minors and are 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 that you are a mandated reporter and that they should only share what they are comfortable sharing. Strongly consider the risk level of your prompts and the examples you use as they will set the tone for what participants share. If you are not comfortable with the possible depth of vulnerability, alter your prompts to be very low risk or choose a different activity.



# Coconut Stretch

Get a good stretch by spelling out the word “coconut”

## TIME

5 minutes



## MATERIALS

None

## TEAM STAGE

Any Stage

## SUMMARY

Participants use their bodies to form each letter in the word “coconut” so they get a quick and easy full body stretch. This goes great before or after a sedentary activity to incorporate movement and re-engage participants.

## SET UP

- Have all participants stand in an area that gives them enough room to swing their arms without hitting anyone or anything near them.

## INSTRUCTIONS

- Have all participants find a place to stand and tell them that they are going to spell the word “coconut” with their bodies. Give the following instructions:
  - Make a “C” by bringing your left arm over your head while your right arm stays by your side and bends up slightly at the elbow.
  - Make an “O” by bringing both arms above your head and clasping your fingers.
  - Make another “C” by bringing your right arm over your head while your left arm stays by your side and bends up slightly at the elbow.
  - Make another “O” the same way as before.
  - Make an “N” by reaching down and trying to touch the ground on either side of your feet.
  - Make a “U” by bringing your arms up by your head and keeping your elbows in a right angle.
  - Make a “T” by reaching both arms out in opposite directions and swaying your torso left and right.
- After explaining each pose, put them all together by spelling the word “coconut” out loud and holding each pose for five seconds.

## VARIATIONS

- To increase energy, repeat the stretch several times holding each pose for fewer seconds each time until the participants are speeding through the motions and moving their bodies rapidly. Make sure to stop the activity before the movements become too fast so participants do not injure themselves.

 **Online:** To facilitate this stretch virtually, have participants take a step back from their computer before beginning. Participants can also do this stretch from a seated position if they do not have a lot of room to move their whole bodies. [\[click here for video\]](#)

 **Asynchronous:** To facilitate this activity asynchronously, record a video of yourself doing this stretch and have participants watch the video and do the stretch on their own time.

- For related activities, see [Name Stretch](#) and [Exercise Moves](#).



# Name Stretch

Get up and stretch by spelling with a giant imaginary crayon

## TIME

5 minutes



## TEAM STAGE

Any Stage

## MATERIALS

None

## SUMMARY

Participants imagine they are holding a giant crayon and are using it to draw life-sized letters to spell out their name. This will get group members to move and stretch their full body in a creative way.

## SET UP

- Have all participants stand in an area that gives them enough room to swing their arms without hitting anyone or anything near them.

## INSTRUCTIONS

- Have all participants find a place to stand and tell them to reach their arms out in front of them and imagine they are holding a giant crayon.
- Using the imaginary crayon, they will write each letter of their name in the air in front of them. Remind participants to squat down low and reach up high so the letters are nice and large.

## VARIATIONS

- Have everyone in the group spell the same word, like “leadership” or “stretch”, or have them draw shapes like a star or a tree.

-  **Online:** To facilitate this stretch virtually, have participants take a step back from their computer before beginning. [\[click here for video\]](#)
-  **Asynchronous:** To facilitate this activity asynchronously, record a video of yourself doing this stretch and have participants watch the video and do the stretch on their own time.
- For related activities, see [Coconut Stretch](#) and [Exercise Moves](#).



# Exercise Move

Use a quick series of exercise moves to get a group moving

## TIME

5 minutes



## MATERIALS

None

## TEAM STAGE

Norming, Performing

## SUMMARY

This mini workout will really help to get a group moving. This goes great before or after a sedentary activity to incorporate some movement.

## SET UP

- Have all participants stand in an area that gives them enough room to swing their arms without hitting anyone or anything near them.

## INSTRUCTIONS

- Have all participants find a place to stand and encourage them to take each exercise at a pace that is comfortable for them.
- Call out and lead a series of exercise moves, such as:
  - *Ten jumping jacks.*
  - *High-knees for 20 seconds.*
  - *Raise your hands above your head ten times.*
  - *Jump up and down for 15 seconds.*
  - *Put your elbows out and twist back and forth ten times.*
  - *Run in place for 30 seconds.*
  - *Hop on one foot five times, then switch feet.*
- Mix up the moves and durations or repetitions to fit the ability of the group. For a quick energizer, just pick one set.

## VARIATIONS

- To get more people involved, have one participant pick and lead one exercise move and popcorn to another participant to choose and lead the next exercise move. Continue until every participant has had a chance to choose and lead an exercise move, or a set amount of time has elapsed.

-  **Audio Sharing:** To add an extra twist, play songs like “Jump Around”, “Cha Cha Slide”, or “Cupid Shuffle” and follow the movements in the song instead of calling out exercise moves.
-  **Online:** To facilitate this activity virtually, have participants take a step back from their computer and clear some space before beginning. To lead the variation that includes music, use audio sharing to play the songs over the virtual platform. [\[click here for video\]](#)
-  **Asynchronous:** To facilitate this activity asynchronously, record a video of yourself doing a series of exercises and have participants watch the video and do the exercises on their own time.
- For related activities, see [Coconut Stretch](#) and [Name Stretch](#).



# Boom Chicka Boom

Follow the dance moves of the “leader”

## TIME

10 minutes



## MATERIALS

None

## TEAM STAGE

Any Stage

## SUMMARY

One person will be designated as the “dance leader” and everyone else will copy their dance moves, in sequence, to keep the game going.

## SET UP

- Have all participants stand and form a large circle.
- Ask for a volunteer to be the “dance leader”.

## INSTRUCTIONS

- The goal is to pass as many dance moves as possible around the entire circle without anyone missing a beat or doing an incorrect move.
- Start a rhythm by having everyone sing “boom chicka boom boom, boom boom”, while patting their legs to the beat.
- The dance leader will then do a dance movement for the duration of one “boom chicka boom boom, boom boom” or complete four count. While they are doing the first dance move, everyone else in the circle continues the patting/clapping pattern and singing “boom chicka boom boom, boom boom”.
- During the next “boom chicka boom boom, boom boom”, the person directly to the right of the dance leader then imitates the movement the dance leader originally did; while the dance leader comes up with a different movement. Then, the person to the right will change movements.
- All members are always only imitating the movement of the person directly to the left of them, and they are joining the dance one by one, starting with the movement from the original dance leader.
  - Example:
    - **1st round:** Leader does four counts of the sprinkler, everyone else is just patting their legs singing “boom chicka boom boom, boom boom”.
    - **2nd round:** Leader does four counts of the cabbage patch, person to the right does the sprinkler simultaneously. Everyone else is just patting their legs singing “boom chicka boom boom, boom boom”.
    - **3rd round:** Leader does four counts of the tootsie roll, person to the right of the leader does four counts of the cabbage patch, the second person to the right of the leader does four counts of the sprinkler, simultaneously. Everyone else is just patting their legs singing “boom chicka boom boom, boom boom”.
    - This sequence continues, with the leader doing a different dance move every four counts.



## VARIATIONS

- If the dance moves are going too fast, have each dance move last for the duration of the group singing “boom chicka boom boom, boom boom” twice or eight counts.



**Low Risk:** To make the activity easier and more low risk, tell the dance leader that they are only allowed to do dance moves that involve a certain part of their body (*For example, only their arms*).



**Large Group:** To facilitate this activity for a large group, split the group in half (or thirds, etc.) and have the smaller groups stand in a circle. The smaller groups can clap and sing all together, but the participants will only need to pay attention to the dance moves of the people in their own small group.



**Online:** To facilitate this activity virtually, use the chat to post a list of names that will serve as the order for the activity. Participants should only watch and follow the screen of the person whose name is above theirs in the list. [\[click here for video\]](#)





# Pictionary Scavenger Hunt

An exciting combination of two classic games

**TIME**  
10-20 minutes



**TEAM STAGE**  
Any Stage

## MATERIALS

Poster paper or whiteboard, pen or marker, room with accessible items

## SUMMARY

In this activity, participants take turns drawing and guessing pictures of items, and then race to find whatever the object is after it has been guessed correctly.

## SET UP

- Set up a drawing space using a pen and poster paper or a marker and whiteboard.
- Create a list of objects that can be found in the space that the activity will be played in.
-  **Safety:** Make sure to choose items that are appropriate and safe to run with.

## INSTRUCTIONS

- Have participants volunteer one at a time to be the drawer.
- Explain the rules for the drawer:
  - No speaking while drawing.
  - No gesturing or using actions.
  - No writing words or numbers.
- Secretly tell the drawer one of the objects from the list that was created before the start of the activity and tell them to begin drawing that object.
- While they are drawing the object, all other participants should try to guess what the drawer is drawing.
- When a participant correctly guesses the object in the drawing, the drawer or the facilitator will announce it is correct, and reiterate what the object is.
- Once the object has been announced, all participants, except for the drawer, race to find that object and bring it back to the facilitator. The first participant to come back with the object gets a point.
- Once all participants have returned, a new drawer will be picked and the process will repeat with a new object from the list.

## VARIATIONS

- To increase competition, award points for correctly guessing the object in the drawing in addition to the points awarded for being the first to come back with the object.



**Large Group:** For large groups with multiple facilitators, have small groups in different rooms or opposite sides of the same room participating in the activity.



**Online:** To facilitate this activity virtually, use a virtual drawing space, such as a Google Jamboard, for participants to draw on. You may also need to use different objects that can be found in a home or wherever the participants will be. For the large group variation, you can utilize breakout rooms. [\[click](#)



[here for video\]](#)



# Fortunately, Unfortunately

Tell a silly story together as a group

## TIME

10 minutes



## MATERIALS

None

## TEAM STAGE

Forming

## SUMMARY

In this word game, participants create a silly story comprised of good and bad news.

## SET UP

- Have all participants stand up and form a large circle.

## INSTRUCTIONS

- Go around the circle and have each participant take a turn adding a line to create a story.
- The first person will start the story with a sentence (*Once upon a time there were three little pigs...*).
- The second person will then continue the story by telling the group something fortunate that happens (*Fortunately for the pigs, they had each other to rely on...*).
- The third person will then add on to the story by telling the group something unfortunate that happens (*Unfortunately for the pigs, there was a hungry wolf who wanted to eat them...*).
- The fourth person will then add another fortunate event (*Fortunately, the pigs had a strong house...*).
- The game continues around the circle with each person contributing to the story and alternating between “fortunate” and “unfortunate” news until you get to the last person.

## VARIATIONS

- For an added twist, give each participant a number and challenge them to use that many words in their sentence.



**Large Group:** To facilitate this activity for a large group, split the group in half (or thirds, etc.) and have the smaller groups sit in a circle. Each small group will create their own story.



**Additional Small Group Option:** To facilitate this activity for a small group, go around the circle more than once and continue adding to the story.



**High Risk:** To facilitate a high risk version this activity, pick a topic or idea (such as replacing a traditional event with a new or reimagined event) and have participants alternate sharing positive and negative perspectives (*Fortunately we can engage a new population of participants with the new event or unfortunately participants who liked the old event may be mad at us*).



**Online:** To facilitate this activity virtually, use the chat to post a list of names so that participants know what order to add to the story. [\[click here for video\]](#)



**Asynchronous:** Create a document and have each person’s name written in as if it was a movie script, with the prompts, Fortunately and Unfortunately embedded to start each person’s line.



Assign participants a timeframe of when they need to add their line so that the story can still be told sequentially.



# Dance Party

Get up and dance around to some music

## TIME

5 minutes



## TEAM STAGE

Norming, Performing

## MATERIALS

Music player

## SUMMARY

Play some fun music and have the group get up and dance around.

## SET UP

- Prepare a playlist of appropriate songs to use for the dance party.

## INSTRUCTIONS

- Pick a song to play. Depending on the development stage of the group, choose songs that help members participate. For example, *“Jump Around”* by House of Pain is an easy song that anyone can just jump up and down to.
- Have everyone get up and dance while the song is playing. Participants can dance however they want (appropriately, of course), they just have to keep moving until the end of the song.

## VARIATIONS

- Give this activity a theme by creating a playlist of songs that fit in a particular category, such as *“Hits of the 90s”* or *“Disney music”*.
- Play just a verse or part of a song and then change to a new song in order to fit more songs into a shorter timeframe.
- Weave this activity into a longer session by telling participants that a dance party may break out at any time and that if they hear music during the session they need to get up and dance. Participants will not know when the music is going to start, and facilitators can play music whenever they think the group needs an energizer.



**Online:** To facilitate this activity virtually, use audio sharing to play the songs on whatever virtual platform is used. Have participants turn on their cameras and dance along. [\[click here for video\]](#)



# Name That Tune

Play short snippets of songs for participants to try to guess correctly

## TIME

5 minutes



## TEAM STAGE

Any Stage

## MATERIALS

Music player

## SUMMARY

Play the first few seconds of a song and have participants compete to be the first to correctly guess the song title and artist.

## SET UP

- Prepare a playlist of appropriate songs to use for the activity.

## INSTRUCTIONS

- Play the first few seconds of a song and then pause it.
- Have participants raise their hand if they think they know the title and/or artist of the song that is playing.
- Have the first participant with their hand raised guess the title and/or artist of the song. If they are correct, they get a point each for title and artist. If they are incorrect or only get one of the points, move on to the next participant with their hand raised to guess. Continue until the title and the artist of the song have both been guessed correctly.
- If nobody is able to guess correctly, play the next few seconds of the song and repeat the guessing process.
- Continue playing songs and taking guesses until the end of the playlist or run out of time. The participant who collected the most points is the winner!

## VARIATIONS

- Give this activity a theme by creating a playlist of songs that all fit in a particular category, such as "Hits of the 90s" or "Disney music".
- Combine this activity with [Dance Party](#) by playing the remainder of each song and having participants dance along after it has been correctly guessed.

 **Online:** To facilitate this activity virtually, use audio sharing to play the songs. Have participants use the "raise hand" feature and call on the first participant with their hand raised to guess, or have participants type their guesses into the chat and award points to the first person to type the correct response. [\[click here for video\]](#)



# You're It!

Make the right choice and you're "It"

## TIME

5-10 minutes



## TEAM STAGE

Forming, Norming, Performing

## MATERIALS

Red, yellow, and blue index cards

## SUMMARY

In this activity, participants will choose between three colored index cards, trying not to pick the same color as the person who is "It".

## SET UP

- Count out index cards so that there are enough for each participant to have one red card, one yellow card, and one blue card.

## INSTRUCTIONS

- Have all participants stand in a circle and distribute the index cards so that each participant has one red card, one yellow card, and one blue card.
- Ask for a volunteer to be "It" for the first round. That person will start the round by counting to three.
- On the count of three all participants, including the person who is "It", picks one of their three cards and hold it up. Anyone who holds up the same color card as the person who is "It" is now considered "It" for the rest of the game.
- Before the next round begins, all participants who are "It" consult and choose a color.
- On the count of three, everyone picks and holds up a card. Everyone on the "It" team should be holding up the same color card. Anyone else who is holding up that color card must join the "It" team for the next round.
- Continue playing until there is only one participant remaining who is not "It".

## VARIATIONS

- To make this activity more of an energizer, have participants stand with their back to the group when they are selecting their card. Then, on the count of three, have everyone jump and turn around to reveal their card.
- To make this activity more of a getting-to-know-you exercise, have the person who is "It" ask a question before counting to three. Anyone who is holding up the same color card must answer the question before joining the "It" team.

 **Small Group:** If you have a small group, add more than three colored index cards. With more colors the chance of becoming "It" is smaller and the activity is more likely to last for a few more rounds.

 **Online:** To facilitate this activity virtually, have participants find any red, yellow, and blue object to use. On the count of three, have everyone hold their chosen object up to their camera. You can put the "It" team in a breakout room to discuss their color choice while everyone else stays in the main room, or have the "It" team designate one person each round to choose and show their object. [Click here for video!](#)



# Reflection Questions

Reflect on a question to refocus your energy

## TIME

10 minutes



## MATERIALS

Paper, pens or pencils

## TEAM STAGE

Any Stage

## SUMMARY

Participants spend time reflecting on a question to help focus their mind. This activity is great to create a more calming and relaxed energy before a more serious activity.

## SET UP

- Distribute paper and writing utensils to all participants.

## INSTRUCTIONS

- Ask a reflection question to the group. Choose from one of the following or create your own:
  - *When was the last time you laughed?*
  - *What was the last thing to make you smile?*
  - *What is one of your favorite childhood memories?*
  - *What is something that can make you cry happy tears?*
  - *What are the special moments that take your breath away?*
  - *Where is the most beautiful place you've ever been?*
  - *Who do you want to say thank you to right now? And for what?*
- Allow participants some time to write down their thoughts on the question.

## VARIATIONS

- For further involvement, have participants submit their own reflection questions for the group to answer.
- This activity can also be facilitated as a silent reflective process where participants simply think about their answers rather than writing them down.

 **Medium Risk:** If this is appropriate for the group's level of comfort, have a few participants share their answers. Know that sharing out loud may be higher risk than reflecting independently for some people and for some questions.

 **Audio Sharing:** Play calming music while participants are answering the question to increase the effects of the activity.

 **Online:** To facilitate this activity virtually, have participants write or type their answers individually. As an option, they may share their answers out loud or type their answers into the chat for others to read. [\[click here for video\]](#)



# Mr. and Mrs. Wright

A mental energizer where participants listen and react to a story

## TIME

5 minutes



## MATERIALS

None

## TEAM STAGE

Forming, Norming, Performing

## SUMMARY

In this activity, participants listen to a story and react by pointing their hands to the left and right.

## SET UP

- Have all participants sit with their hands pressed together palm to palm, in front of them.

## INSTRUCTIONS

- Tell the participants that they will hear a story about Mr. and Mrs. Wright.
- Instruct them to point their hands to the left every time the word "left" is read and point their hands to the right when the word "right" is read.
- Read the following story (at a moderate pace):
  - I'd like to tell you a story about Mr. & Mrs. WRIGHT. One evening they were baking cookies and Mrs. WRIGHT suddenly called out, "Oh, no, there is no flour LEFT! You will need to go out to the store RIGHT now." "I can't believe you forgot to check the pantry," grumbled Mr. WRIGHT. "It will only take twenty minutes if you come RIGHT back. Go to the corner of First & Second Streets, and turn LEFT at the stop sign. Then go to Forty-Third Street and turn RIGHT, and the shop will be on your LEFT," declared Mrs. WRIGHT as her husband LEFT the house. Mr. WRIGHT found the store and asked the assistant where he could find the flour. The assistant pointed and said, "go to aisle four and turn LEFT. The flour and sugar will be on your LEFT." Mr. WRIGHT made his purchase and walked RIGHT out the door. He turned LEFT, but he couldn't remember where he had LEFT his car. Suddenly he remembered that he had driven Mrs. WRIGHT'S car and that his car was in the driveway at home RIGHT where he had LEFT it. He finally found the RIGHT car, opened the trunk and put the flour RIGHT inside. Eventually, a weary Mr. WRIGHT found his way home. Mrs. WRIGHT had been waiting impatiently. "I thought you would be RIGHT back," she said. "I LEFT all the cookie ingredients on the kitchen counter, and the cats got into the milk. You'll just have to go RIGHT back to the shop again." Mr. WRIGHT sighed. He had no energy LEFT. "I am going RIGHT to bed," he said, and LEFT Mrs. WRIGHT standing in the kitchen..."

## VARIATIONS

- For a physical energizer, have participants stand up and jump left and right instead of pointing with their hands.

 **Online:** To facilitate this activity virtually, read the story live on a platform such as Zoom and have participants react accordingly with their video on. [\[click here for video\]](#)

 **Asynchronous:** To facilitate this activity asynchronously, record version of the story and have participants participate with the recording.



# Guided Visualization

Focus the energy of a group through a guided visualization

## TIME

5-10 minutes



## TEAM STAGE

Storming, Norming, Performing

## MATERIALS

None

## SUMMARY

Lead a guided visualization exercise to focus and calm the energy of a group.

## SET UP

- Have each participant find a space where they can relax and sit comfortably.

## INSTRUCTIONS

- Ask participants to get comfortable, close their eyes, and prepare to listen to a guided visualization.
- Read the visualization slowly, pausing for a few seconds between each sentence:
  - “Close your eyes and relax your body. Let all your thoughts leave your mind, and just pay attention to your body. If you find a thought coming into your mind, gently let it go and bring your attention back to your body. Pay attention to your head. Feel its weight as it gently sways on your neck. Bring your attention to your face. Relax all of your facial muscles. Bring your attention down to your neck. Bring your attention down to your shoulders. Release the tension in your shoulders and let them gently drop. Pay attention to your arms. Pay attention to your elbows. Pay attention to your wrists. Pay attention to your hands. Pay attention to your fingers. Feel each finger connect with your lap or with the surface it’s resting on. Bring your attention to your chest. Feel it softly expand with each breath you take. Bring your attention to your back. Let your attention travel down your spine. Bring your attention to your hips. Feel your hips connecting with the chair below you. Pay attention to your thighs. Bring your attention to your knees. Bring your attention to your legs. Bring your attention to your ankles. Bring your attention to your feet. Imagine them growing roots deep into the ground below you. Bring your attention to your toes. Slowly wiggle your toes. As you wiggle your toes, let your attention wander back into your body and let your mind come back to your physical space. When you’re ready, open your eyes.”
- Thank the group for participating in the guided visualization.

## VARIATIONS

- Focus the activity more specifically on breathing with the following visualization:
  - “Close your eyes and relax your body. Straighten your back. Hold your head up high with your neck gently elongated. Plant your feet firmly on the ground. Pay attention to each breath entering and leaving your body. Breathe in through your nose for a count of three seconds. Feel your lungs expand as you hold the breath for two seconds. Then breathe out through your mouth for five seconds. In, one, two, three. Hold, one, two. Out, one, two, three, four, five. Inhale... Hold... And exhale... *(Repeat the counting and breathing several times)*. When you’re ready, open your eyes.”



## VARIATIONS *(continued)*

- Focus the guided visualization on an imagined journey, such as walking on the beach. To facilitate this variation, read a visualization such as the following:
  - “Close your eyes, relax your body, and let your imagination wander. Imagine you are walking on the beach. Feel the soft sand between your toes with each step you take. Feel the warm rays of the sun beating down on your back. Feel the cool, gentle breeze brushing past your skin. Hear the gentle crashing of the waves on the shore. Smell the sweet, salty sea air wafting all around you. See the birds gliding peacefully through the air ahead of you. Imagine you are holding your favorite beverage. You take a sip, feel the cold liquid hit your tongue, and taste the refreshing beverage as you gently swallow.” *Continue the visualization focusing on the five senses and what the participants should imagine experiencing. You can also change up the location by mentioning stepping off of the beach and into a jungle, or into a house. This allows you to incorporate a wider variety of senses and experiences in the visualization.*
- Focus the guided visualization on a walk through your school’s campus. To facilitate this variation, read a visualization such as the following:
  - “Close your eyes and imagine you are walking into school the day after the first pep rally of the year. Feel the warm sun on your shoulders and the crisp early Fall breeze on your face as you walk through the parking lot and up the stairs towards the front entrance. You reach out in front of you, push open the door, and walk into the building. As you walk in, you see groups of students walking through the halls together, chatting with one another. The hall is buzzing with excitement. As you walk down the hall, you notice posters and flyers for upcoming events lining the walls. You walk down the hall past long rows of lockers, hearing more chatter from students the farther down the hall you walk. You turn left into the gym and see the remnants of yesterday’s pep rally. You see a banner left hanging up on the wall and walk over to it. As you reach out and touch it you can smell the paint, having just dried hours before the start of yesterday’s pep rally. You look at your watch and see that first period is about to begin. You walk out of the gym, walk over to your locker, and get ready for your day to begin.” (Adjust the script as necessary to fit your campus).

 **Audio Sharing:** Play calming music while reading the visualization to increase the effects of the guided visualization.

 **Online:** To facilitate this activity virtually, allow participants to take their computer and find a comfortable spot to be able to sit and relax before beginning the visualization. Ask them to turn off their cameras to decrease the potential distraction of watching other participants during the guided visualization. To lead the variation that includes music, use audio sharing to play the songs over the virtual platform. [\[click here for video\]](#)

 **Asynchronous:** To facilitate this activity asynchronously, record a video or audio file of the guided visualization and have participants listen to the recording on their own time.