



Flash

Group members must ask and answer questions as quickly as they can

TIME

10-20 minutes



MATERIALS

None

TEAM STAGE

Any Stage

SUMMARY

This activity helps groups get to know each other by asking the questions that they want in a fun and fast way.

SET UP

- Have all participants form a circle - standing or sitting depending on what is comfortable.

INSTRUCTIONS

- To begin, one person asks a question to the entire group. They can ask whatever they would like but it must be a question that they themselves would answer and that can be answered quickly with a few words or short sentence.
 - **Facilitator Note:** Pay attention to your group stage in this activity and before starting, talk to your participants about the risk level of the questions they should be asking. If the group is in the forming, storming or norming phases, you will want to stick with low to medium risk questions. As you start to allow medium to high risk questions, remind any minors at the start of the activity of the responsibilities of a mandated reporter and that they should only ask questions and share what they are comfortable sharing. Strongly consider the risk level of prepared questions, 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.
- Starting to either the direct left or right, go around the circle and have each person quickly answer the question, it should be the first thing that comes to their mind. This game is called "Flash" because it's fast!
- At the end, the person who originally asked the question should answer their own question.
- After that, the next person who answered first asks a new question. Everyone has a chance to answer, and the round ends again, with the question asker answering their own question last. The activity continues until everyone has had a chance to ask the group a question.
- To make participants feel more comfortable, if a question is asked and someone doesn't want to answer the question or can't think of an answer quickly enough, the group can predetermine a "pass" word. Example: "bananas". So, if someone doesn't want to answer a question, they can just say "bananas".



VARIATIONS *(continued)*

- For quick, no commentary brainstorming, utilize this activity to ask for quick ideas and record all the answers for discussion at a later time.
-  **Large Group:** To facilitate this activity for a large group, ask participants to volunteer to start a round with a question or have a list of pre-made questions prepared rather than having each participant ask their own question. Challenge the group to get around the circle quickly.
-  **High Risk:** To facilitate this activity in a way that is more high risk, use a predetermined set of questions, or allow participants to come up with their own, that move from lower to higher risk.
 -  **Facilitator Note:** Again, remind minors at the start of the activity of the responsibilities of a mandated reporter and that they should only ask questions and share what they are comfortable sharing. Strongly consider the risk level of prepared questions, 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, post an order of names in the chat. This will be the order in which participants answer the questions and the order in which participants get to ask questions. [\[click here for video\]](#)

DEBRIEF QUESTIONS

- What is something new you learned during this activity?
- Reflect on how comfortable or uncomfortable you felt during that activity. How can we be better as a group to create a safe space for people to share?
- Think back to the questions that were asked, in what ways can they be asked differently in order to be more inclusive?
-  **Facilitator Note:** As a general note, icebreakers are used for the purpose of breaking the ice and getting a group warmed up to participate in lessons and activities that will include debrief questions. Typically an icebreaker does not need to be debriefed, however, when done intentionally, inserting a mini debrief or thought provoking question after an icebreaker can help to set up the rest of the lesson and tie the entire experience together in a more seamless fashion. These are some sample questions that can be used or modified to connect to the lesson that will follow.