

Flash

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

TIME
10-20 minutes

MATERIALS
None

TEAM STAGE
Any stage

Learning & Development Outcomes

Participants get the opportunity to learn more about other teammates through several rounds of questions. They are able to practice active listening skills, how to answer questions about themselves and how to ask good questions.

Outcomes are focused on developing *21st Century Skills* and the *National Association of Colleges and Employers (NACE) Career Competencies*, including, but not limited to:

- Knowing when it is appropriate to listen and when to speak.
- Articulating thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts.
- Displaying curiosity; seeking out opportunities to learn.
- Asking appropriate questions for specific information from supervisors, specialists, and others.

Preparation & Logistics



Set Up

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

Safety

- If participants are coming up with questions to ask each other, be prepared to step in if a question is too high risk for where the group is at.

Additional Considerations

- Set aside additional time for a debrief.
- [Click here to watch it live!](#)

Instructions

Summary

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

This activity is appropriate for all ages.

Step 1: Explain the Rules

- To begin, one person asks a questions 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.

Step 2: Begin the 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. After everyone has had a chance to answer, 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.

How to end the activity

- The activity can either end once everyone gets the chance to ask a question, or at the end of a certain time limit. The challenge can be to see how many questions the group can answer in ten minutes, for example.



What if I don't have an answer?

"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, they can just say "bananas."



Pay attention to your group stage in this activity. 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.



Debrief Questions



These questions are a starting point to guide your debrief. Pick the ones that best match your group's experience and add or change questions as needed!

What

- What did you enjoy about this activity?
- What is something new you learned during this activity?

So What

- How do these types of questions help your group?
- 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?

Now What

- Think back to the questions that were asked, in what ways can they be asked differently in order to be more inclusive?
- What other questions would you like to discuss with the members of this group?

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.

Adjustments for...

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.

Age Variation

- To facilitate this activity with younger participants, either determine the list of questions beforehand, or set aside additional time to help participants brainstorm what types of questions can be asked.

Risk Level

- To facilitate this activity with more risk, use a predetermined set of questions, or allow participants to come up with their own, that move from lower to higher risk.

Online

- To facilitate this activity virtually, post an order of names in the chat of an online video conferencing platform (such as Zoom). This will be the order in which participants answer the questions and the order in which participants get to ask questions.

Each adjustment is its own unique idea for how to facilitate this activity for different groups and situations! Choose any or all that work!

