



## **Group Ice Breakers & Energizers Practices to Stimulate Youth**

### **Career Internship Network Publications**

The Career Internship Network (CIN), a program of the Youth Development Institute, comprises more than thirty New York City institutions with established internship programs for adolescents that provide exposure to, understanding of, and experiences in potential careers. As part of its services, CIN provides professional development workshops for members who run the career development programs. Resource guides and worksheets accompany each workshop to assist program coordinators in their work with interns. This downloadable publication is part of a series adapted from these workshop materials that we want to share with the field. We encourage you to use any of the materials, but please include copyright information on related pages, if any appear.

### **Group Ice Breakers and Energizers**

Anyone who runs programs for groups with youth knows that it can sometimes be challenging to get them to come out of their shell in the beginning. In this document, “ice breakers” are meant to have students become comfortable with one another. It also can be challenging to keep their energy up when you’re working with them over a number of hours, after a meal or long day at school or work. The “energizers” are meant to infuse and/or renew a bit of energy back into the group. CIN accumulated the following icebreakers and energizers from members, who have either created and/or adopted them from other sources. You will find a plethora to choose from and use how you wish.

## **Icebreakers**

### **Name Game**

The participants sit or stand in a circle. The leader says, "We are having a party, and everyone has to bring something for the party that begins with the same first letter as their name. My name is JANINE, and I am bringing a bag of JELLYBEANS." The person to the leader's right says his/her name and item, and then repeats the leader's name and item: "My name is ERIK, I am going to bring EGG SALAD. This is JANINE, who is bringing JELLYBEANS." Each person in turn introduces himself, announces their item, and repeats the name and item of everyone who preceded them. This means that the last person has to remember everyone in the group, or at least try. The leader should encourage others to help out when participants get stuck on someone's name or item, with verbal or pantomimed clues.

### **Famous Person**

People write a famous name on a piece of paper and pin it on someone else's back. Person tries to guess what name is pinned on his/her by asking others around the room yes or no questions. Variation: Use famous place instead of famous person.

### **Professor Know-it-all**

Players form a single brain and answer questions from the audience by speaking one word each in turn. 'What is the meaning of life?' 'LIFE - is - Like- A - big - Balloon - MADE - of - Cheese.' Have the final sentence start with "the moral of the story is..."

### **Who's the Leader**

Have students stand in a circle or sit around the table facing each other. Ask for one volunteer to leave the room. Ask one person to volunteer to be the "leader." This person will start some sort of motion (a clap, snap, stomp, etc.) and the rest of the circle will immediately follow suit. Tell the group that the first volunteer will come back into the room and try to guess which person is the leader, so they should try hard not to "give away" the leader's identity. Have the volunteer come back in and try to guess the leader. After the leader is guessed, another volunteer is chosen to leave the room.

### **Snowball Fight**

Everyone is given a white sheet of paper. Each student is asked to write one thing they are excited about, one thing they are nervous about, and one thing they would like to learn throughout the internship. Then they will wad it up and have a snowball fight with the paper. After, each student will pick up a snowball and read the information to the group. This is a fun way for students that don't know each other well to bond over similar fears, interests, and excitements.

### **Silent Introductions**

Have participants get into pairs. In silence, using pantomime only, each participant is to act out three things that are important to them. The person "listening" needs to remember them but does not ask questions either during the acting out or during the group introductions. The first time the interpretations are shared is when the pair introduces one

another to the larger group. It is fun to hear what each member of the pair understood the three items to be!

### **Skittles and M&M's**

This activity uses the colors of the skittles or M&M's to determine which question a participant will answer for the group. Make a sheet with the colors of each candy and the corresponding question. (see samples below) After the participant answers the questions, let them eat their treats! Make up questions related to the organization.

#### M&M's

- Yellow If you were president, which one policy would you change?
- Red If you could travel anywhere with all expenses paid for two weeks, where would you go?
- Orange Would you eat a bowl of crickets for \$10,000?
- Green What color represents comedy and why?
- Brown Who would you like to trade places with in history?

#### Skittles

- Red What magazine cover would you like to be on and why?
- Orange What is your best piece of advice to someone who has just met you?
- Purple What would you like to say to a youth who is born a 100 years from now about the best thing about being a kid?
- Green If you had all the money in the world, how would you help humanity?
- Yellow If you could say anything you wanted to generations past, what would it be?

### **Blanket Down**

This is best for larger groups that need to learn each other's names. Divide the group in two. Suspend a blanket between the groups so that no faces are visible to the other side. Each team will put one person near the front of the blanket, and when the blanket is dropped, the first team to shout out the name of the person at the front of the line gets that person on their team. The leader holds the blanket up in between each round, and the group can put any member of their team in the front spot. The leader lowers the blanket while saying "blanket down" until the correct name of the participant is shouted. (You will need one other person to hold up the blanket!).

### **Line Up**

Line up in order by length of arm's reach.

Line up in order by hair color, lightest to darkest.

Line up in order alphabetically by favorite color.

Line up in order by shoe size.

Line up in order by length of time with current employer.

### **Human BINGO**

Using a grid develop twenty-five items related to your group. (You might want to use a "truth" from a Two Truths and a Lie ice breaker, one for every student.) Ask participants to mill around the group and meet other participants. When they meet, ask them to share

one thing on the list that relates to them. Have them sign that square and move on to another person. Each person should sign each sheet one time only.

### **Concentric Circles**

Divide the group in two. Have one group form a circle inside a larger circle, so that each participant is facing another person. Begin by having each person introduce themselves to the person they are facing and answer a question. After two minutes, have the inner circle move, one or two people to their left, while the outer circle remains where they are. Depending on the size of the group, have the inner circle move several people, or just a few. Sample questions are listed, but be creative and make up your own!

- Who is a leader you admire and why?
- What is your wildest career fantasy?
- What is one goal you hope to accomplish this year?
- If you were a street sign, what would you be? Why?
- Who would you trade places with in history?

### **Martian Name Game**

Pass out a piece of colored paper or a 5 x 8-index card to each participant. Have them write their first and last name on the card, only they must write it backwards! When the participants introduce themselves, they must say their name backwards and also what the meaning of their name is. Example: nhoJ htimS (John Smith) may mean “builder of teams!” Encourage them to be creative!

### **Toss-a-Name**

You’ll need three very soft squishy tossable objects. The group stands in a circle and the leader starts with one object in their hand. They state their name and hand the object to the person next to them. Once the object has reached the leader again, then the leader states the name of one person in the group and then tosses them the object. This continues and people get to know each others names. Challenge each person to toss the object to a new person each time.

Once people in the group seem to be feeling comfortable with most names, then pick up a second object and again state a persons name and toss it to them. Now two objects are going at the same time. After another minute, add a third object. Chaos will ensue.

Variation: If this is the second or third name game, then ask the group after catching the tossable to say “Thank you \_\_\_\_\_” to the person who threw the item, before stating a new person’s name and tossing the object.

### **Name Duel**

This activity is good to play as a second or third name game to challenge the group to know each others names. Have the group stand in a circle, and the leader stands in the middle of the circle. Explain that the middle person will point to one person in the circle. The two people on either side of the person being pointed at will both try to say the person’s name as fast as they can. The person that says the name the fastest then gets to go to the middle and point at a new person. Every couple of minutes tell the group there is a whirlwind and everyone has to move so they are next to two new people.

### **Partner Teach**

Break the group up into partners that do not know each other well. Explain that each partner will take turns teaching the other partner a new skill. Make sure the participants know they will be showing the whole group afterwards. Each partner will get just 3 minutes (or whatever time seems reasonable given the pace of the group) to show their skill, teach it to their partner, and for the partner to attempt this new skill. Then the partners will switch. When this is done, bring the whole group together and have the partners introduce each other and attempt to show the new skill they have learned.

Skill ideas: this activity works most smoothly if you give a few examples in the beginning and all the examples are more silly than serious such as: touch your tongue to your nose or chin, wrapping your arms around your legs and hop like a frog (adding noises may be amusing), crossing your eyes while rubbing your belly and tapping your head.

### **Can't Get Enough**

Give each person a pencil and a piece of paper. Ask each person to write down 6 things they cannot get enough of (things they like a lot) on one side of the blank piece of paper and then hand it upside down to the leader without folding it. Make sure they know they will be sharing these with the group but to keep what they wrote as a secret for now. While writing have the group be silent.

The leader then collects all the papers mixes them up and reads each aloud. After each one, the group guesses who the person is that wrote it. If no one guesses correctly, the owner admits which one was his or hers.

### **Silent Partner Meet**

First split the group up into partners, preferably partners that do not know each other well. The partners are only allowed to tell each other their names and then they must be silent. The silent partners each get a couple of minutes to act out three things, one at a time, that they like to do. While one person is acting the other person is watching and trying to figure out what is being acted out. When the watching partner thinks they know what the action is, they nod (but remain silent), and the person acting moves onto their next action. Once the first partner has acted out three things they like, then the partners switch roles.

After both partners have acted out three things they like, the whole group makes a circle and the partners stand next to each other. The partners then introduce each other for example, "This is John and I think he likes to swim, garden, and read." While stating each activity both partners must act out the motion. If the partner guesses incorrectly, the whole group can guess what the activity is while the person keeps acting out the motion.

### **Two Truths and a Lie**

This works best with a group that knows each other somewhat. Going around in a circle each person must share two truths and one lie about themselves, thinking of the most unusual things possible for their truths. The group has to decide which one is the lie.

### **Fantasy**

This works best with a group that knows each other somewhat. Have everyone secretly write down on a piece of paper something they've always wanted to do. Have one person read each paper aloud and the group has to decide whom it belongs to in the group.

### **The Last Detail**

Break the group into two groups. Have them form two lines facing each other. One group will be the observers and one group will be the changers. First, the observers spend one minute observing every detail about the changers. Then the observers turn their backs to the changers. The changers now have one minute to alter up to ten things about their outward appearance as a group. Everyone in the group must make at least one change. All changes must be visible and the changing team needs to keep all other details the same as when they started the game. The observers turn back around and spend about 2 minutes announcing all the differences they find about the changers (setting a time limit is helpful). Once the observers have finished guessing then the two groups switch roles. **VARIATIONS:** The challenge can be increased by increasing the total number of changes. Also, this game can be done in pairs, or several small groups.

### **Play Dough-tionary**

Break the group into two teams (5-7 each). Each team gets a container of Play Dough. Each team will be making an object. In the spirit of Pictionary, one person from each team comes to the leader for the name of the object they are supposed to form with the Play Dough. (It helps to narrow down the categories-books, movies, cars, etc.) The teams rotate from who is shaping the clay to who is guessing. After each team has successfully completed 7 objects, they are declared the winners.

### **My Gift To You**

Each person begins with an imaginary piece of clay. This clay can be shaped into any prized possession. As you shape the clay, you extend your hands and while explaining the item, give it to another person in the group. The receiver of the gift thanks the giver and reshapes the clay into another prized possession for another member of the group, and so on.

### **Personal Brochure**

Objective: disclosure, expression, communicates why they are part of the group and what they are looking forward to, to be creative

Time required: 15 to 20 minutes

Materials: 8.5x11 sheets, crayons, markers, pencils

Directions: Group members are to create a "brochure" in full color about their self. Ask them to fold their paper in thirds, creating six panels (like a travel brochure).

Ask them to represent the following in a creative way on each of the six panels:

Panel 1: Their name and a symbol that represents them. (This is their logo)

Panel 2: 10 quick facts about themselves

Panel 3: Why they are involved in this group

Panel 4: Their goals for this group

Panel 5: Three tips on how they like to be treated

Panel 6: What they would like to bring to the group

### **Mingles**

Standing in a circle, participants turn to the person on either side of them and repeat a phrase. Then everyone closes their eyes and “mingles” (walks about randomly so they mix up), with their hands up for protection. With eyes still closed, the group must find their way back to a circle, standing next to the same people they were before, only using the phrase they stated in the beginning of the exercise.

### **Commonalities**

With a partner find three things that you have in common (not obvious or apparent). Then with your partner, find another pair and in that group of four, find three new things in common. Repeat for a group of eight, but this time every time you find something all eight have in common, do some kind of cheer to let everyone know.

### **Creative Greetings**

Divide participants into pairs. Have each pair of players make up their own greeting that has 3 components to it – three parts. For example, a high five, a handshake and a hip bump. After 30 seconds of practice mix players up with different partners. Each person shows their new partner the greeting they just made up. Then the two players combine their greetings to make one long one. Pair up one more time with a new person. Share those long greetings and, you guessed it, combine the two for a super long greeting!

### **What If?**

To get your group laughing and talking right off the bat, start your session with a quick game of “What If.” Directions: Give each participant a small piece of paper. Ask them to write a “What if” question, such as “What if the sky was purple?” or “What if we all had three arms?” When people have completed their question (encourage them to work quickly), ask them to pass their question to the person on their right. Next, each person writes the answer to the question they've received. They should answer the question as if they had written it. For example, if Tom hands his question (“What if I won the lottery?”) to Susan, she should answer the question as if she had won the lottery, not Tom. When participants have written their answer, select someone to read ONLY the question they have in front of them. Ask the person to their right to read the ANSWER to their question. They should then read the question on their paper and the person to their right reads the answer, etc. Even though the questions and answers are unrelated, you'll find some hilarious combinations!

Materials/Time Needed: For a group of 15-20 people, this exercise will take about 10-15 minutes. No advance preparation is required, but you'll need pens or pencils and note paper.

### **Character Descriptions**

Have students write down one or two adjectives describing themselves. Put these on a stick-on badge. Have class members find someone with similar or opposite adjectives and talk for five minutes with the other person.

**M&M's**

Pass around a bag of M&M's. Tell the participants to take as many as they want. Once everyone has M&M's, tell them that for each M&M they took they have to say one thing about themselves. For instance, if a person took 10 M&M's, they would have to say 10 things about themselves.

**Common Ground**

This works best for small groups or for each small group sitting together as a team (4-6 learners). Give the group a specific time (perhaps 5 minutes) to write a list of everything they all have in common. Tell them to avoid the obvious ("we're all taking this course"). When time is up, ask each group how many items they have listed. For fun, ask them to announce some of the most interesting items.

**Find Someone**

Each person writes on a blank index card one to three statements, such as favorite color, interest, hobby, or vacations. Pass out cards so everyone gets someone else's card. Have that person find the person with their card and introduce themselves.

**I've Done Something You Haven't Done**

Have each person introduce him or herself and then state something they have done that they think no one else in the class has done. If someone else has also done it, the student must state something else until he/she finds something that no one else has done.



## **Energizers**

### **Zoom, Zap, Swoosh**

This game is all about passing energy around the circle with sound and movement. There are many variations of this game that you can find in drama books, but here's my very simple version. Get everyone in a circle. As the facilitator, select a movement to go with the passing of energy ("zoom") and pass the energy to one side. The person that receives the energy has the choice to pass it to the next person or stop it ("zap"). You can "zap" the energy by raising both hands in front of you. The "zap" forces the person passing the energy to change direction and pass the energy to the person on the other side. A person cannot "zap" the energy twice in a row. Make sure that everyone has a chance to pass the energy.

### **Filling the Space**

This is a simple exercise that is a lot of fun and great when trying to emphasize listening skills. Ask participants to walk around the room filling the space, ask them to stop and listen to your instructions. Now when you say "walk" people will "stop" and vice versa. Other variations: jump = name and name = jump, head = hands on your knees and knees = hands over your head.

### **Knots of People**

Divide the group into teams of 8 to 12 members. Have each person join right hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right. Then have each person join left hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right and someone other than before. Now the groups have to untangle themselves without letting go of hands. They may have to loosen their grips a little to allow for twisting and turning. They may have to step over or under other people. The first group to untangle their knot is the winner. Special Note: There are four possible solutions to the knot:

- One large circle with people facing either direction.
- Two interlocking circles.
- A figure eight.
- A circle within a circle.

### **Machine**

This exercise charges the group to create a well oiled machine! One person from the group volunteers to be the first part of a moving machine. That person goes to the center of the circle and performs a repetitive movement and sound. Participants continue to join the machine by complementing the original intervention with new repetitive sounds and movements. People continue to join until we have a big machine. Side coaching: go faster, slower, one part breaks. This activity is great for discussions on collaboration and teamwork.

### **Hurricane (A.K.A. Have You Ever)**

You will need one spot marker (e.g., paper plate or napkin) or chair for every person in the group. Have the group stand in a circle, with an arms length in between each person. The group can also sit in chairs. If the group is standing, hand each participant a spot marker to put under their feet. The leader stands in the middle of the circle and explains to everyone that the middle person will say something that they like, have done or would like to do, and everyone else in the circle who also likes, has done, or would like to do the same thing will move from their spot to a new spot. The person left without a space will end up in the middle. When moving spots, participants cannot move to the spot directly next to them on either side.

The new person in the middle then follows the same procedure. Because some students may never seem to be moving, the leader occasionally will call “Hurricane,” at which point *everyone* in the circle has to move from their spot to a new spot (it can not be the spot next to them). Have leader choose question that causes most participants to move. This activity can become exclusive if questions are made too limited. Some example statements include: “I like chocolate ice cream,” “I have been to a fair,” “I have a cat,” “I want to be like spider man,” etc.

### **Forum Theatre**

There are many ways of doing forum theatre, but in essence a forum theatre presents a scene with a conflict in which one person fails to solve a situation she or he is given. This scene gives the audience the opportunity to act out solutions to the protagonist’s dilemma. Play the scene once so it presents the challenge, and then ask the audience who they would like to replace in the scene. Play the scene again. This time ask the participants to scream “STOP” at any time to stop the action and come into the scene to act out a solution. Keep playing the scene until multiple interventions have been made. Afterwards have a discussion with the participants about what interventions/solutions seemed the most feasible for the problem.

### **Intern Briefcase**

Interns will be broken up into groups (3 groups of 4, 1 group of 3) and asked to imagine the first day of their internship. Using the post-it paper, they will be asked to describe what important components they would bring with them in a briefcase on their first day both physical and emotional. They can use words or drawings for their description and then present them to the larger group.

### **Human Props**

There needs to be an open space and players will have to start walking while the leader calls out a prop or an object. When the leader calls out a prop you will have to form that object, but the leader will also call how many people can be in that object. For example: There are 20 people playing and the leader says “form an elephant but only using 3 people.” The players will then have to get into a group containing 3 people and look like an elephant. The people who did that get themselves into the groups are out and the game will continue until there are only two people left where the others will have to decide who wins.

### **Human Scrabble**

Each team member is given a letter to post on his or her chest. The group must then form as many words as possible by lining themselves up in different configurations. The leader keeps track of all of the words on the board or flip chart. At the end, each person must make a sentence using one of the words from the activity.

### **Draw a Vacation**

Everyone needs a pen and a paper. Place a blank sheet of paper in front of you, in the landscape direction. We are all going on a vacation. Close your eyes keep them closed, and I will tell you when it is okay to open them. We are going on a vacation to a tropical island, so draw an island in the middle of your paper.

To the left of the island, draw a ship.

You are surrounded by water, so put some fish in the sea.

This is a tropical island, so put a palm tree on the island.

It is a nice day, so put some birds in the air.

That ship didn't get there by itself, so put a sailor on the ship.

The sailor might get hungry, so put some coconuts on the palm tree.

Sailors like to see where they are going, so put portholes on the ship

Sailors like to see entertainment, so draw a hula dancer on the island.

It is a sunny day, so put a sun in the sky.

Okay everyone open your eyes and see how you did...

To score your artwork:

10 points if your island is in the middle

10 points if your ship is to the left of the island, but not touching it

15 points if you have more than one fish

20 points if the base of the palm tree is on the island

15 points if more than two of the birds are in the air

20 points if the sailor is on the ship, not swimming

15 points if any coconut is on the tree

25 points if any porthole is on the ship

25 points if the hula dancer is dancing on the island

20 points if the sun is to the left

15 points if the sun is to the right

10 points if the sun is in the middle

200 points possible. Person with the most points wins a prize.

### **Opinion Continuum**

Create a list of questions, where the responses will vary. Identify one end of the room as one end of the continuum and the other as the extreme end. Ask participants to go to the spot on the continuum they most identify with. The participants then share why they are at a particular spot and what it would take to get them to move!

*Example:* You are at the library working on a term project. The copier is broken and you need a graph that is in the periodical you are using. Go to one end of the room if you tear out the graph and use it in your project. Go to the opposite end of the room if you don't.

Middle of the road people may respond that "it depends"! Ask participants to share their reasoning.

### **People-to-People**

Separate the group into partners. The leader explains that they will call out two body parts and the partners need to connect those two body parts. For example "head to elbow." One partner touches their head to the other persons elbow. The leader keeps calling out two body parts. Start with easy ones such as "elbow to elbow," and move on to more difficult ones such as "head to knee." After a few rounds call out "People-to-People" and everyone finds a new partner. Then the leader continues calling out two body parts. Keep adding additional people to the growing group so that it becomes a mass of moving bodies when you call out body touching instructions such as: "head to head," "elbow to knee," "back to shoulder," "back to right arm," "toe to knee," etc.

### **Heads/Tails Tag**

Tell everyone they can choose to be either a head or a tail. If they are a head they put their hand on their head if they are a tail they put a hand on their behind. That hand must stay in place while the other hand is available for tagging. A large coin gets thrown in the air and whatever side it lands on (heads or tails) are the "its." For example, if the coin lands on the heads, all heads are "it" and they try and tag all tails. Once tagged a tail becomes a head.

Stop the game before everyone is tagged unless it happens very quickly. Usually 3-4 quick rounds are fun and exciting. To keep the game short, make the boundaries small. Variation: this game can be played indoors by not allowing running only fast walking Quicksilver, pg. 91.

### **Heel/Toe Tag**

Everyone can move only by walking with their heels touching their toes constantly (making slow and clumpy movement). Now play a game of tag while everyone is walking heel/toe beginning with one person being "it." After a few minutes add two or three more "its." To keep the game short, make the boundaries small.

### **Bing-Bang-Buzz**

A good game for students who know how to add and multiply in their head. Everyone sits in a circle and someone starts counting. Each person sequentially says a number in a clockwise or counterclockwise direction until the number 7 is reached, and instead of saying 7, that person must say "BUZZ." The counting direction then reverses until the next number that has a 7 in it (or is a multiple of 7, if it is an older group) is reached, then that person also says "BUZZ." The direction again reverses, and the sequence continues like this until someone makes a mistake (not saying "BUZZ" or saying "BUZZ" at the wrong time). The group must begin again. Note: 77= "BUZZ", "BUZZ."

Variations: Add the word "BANG" for 5's and multiples of 5. Then add "BING" for 3's and multiples of 3. Also, this game may work better if the pattern does not change direction.

### **Object Hide**

Have the group stand in a circle shoulder to shoulder and hold their hands out in front of them, palms closed and facing down. One person will stand in the middle and cover their eyes with their hands. The leader will hand a group member the object and they will begin passing it around the circle.

The group will create a passing pattern to look as if they are all passing something every time, but really only one person is passing the object. The middle person is then instructed to open their eyes and watch the circle. When they are ready, they guess who has the object. Once they guess correctly the person who has the object moves to the middle and the game starts over again.

The more the group plays the better they tend to get at finding ways to work together to hide how they are passing the object.

### **Elbow Tag**

One person is “it” and one person is being chased. Everyone else finds a partner and links elbows. If the person being chased links elbows with someone being chased their partner gets bumped off the other end of the chain and becomes the person being chased. If you are tagged, you are frozen for the count of 5 and then become “it” and the other person is chased.

### **Affirmative Fold-Ups**

Have group comfortably sit in a circle. Give each participant a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one (or a sentence) positive word about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet.

Participants will continue to select other’s sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the papers to their owners. This is a great game to do at the end of a retreat, the end of a year for an organization, at a staff meeting, etc.

### **Constructive Feedback**

Use this activity to introduce a Topic

Group Size 6 to 12. Prepare a box with 30 pieces of wadded paper.

Your participants will value the benefits of constructive feedback as they try to accomplish a goal that is not possible without feedback from their peers. It works best with a small group of people who can all participate. Use it at any time in a program to introduce the value of feedback. Conceptual thinkers will make the most of the activity if you ask them to draw conclusions; concrete thinkers will appreciate the experiential demonstration.

Instructions: Ask for one volunteer. When that person comes forward, position the volunteer in a standing position and place an empty cardboard box somewhere behind him or her, but not directly behind. Place the 30 pieces of wadded paper within reach of the volunteer.

Explain to the group that their job is to give clues to the volunteer that will help him or her to throw the wads into the cardboard box without turning around.

Give examples of clues such as, "A little further to the left."

Begin the activity. About halfway through the activity, remind the volunteer of some of the clues given. Ask which ones were actually helpful and why that was true. Keep the activity going until the volunteer has successfully thrown three wads into the cardboard box. Ask the group to describe what is true about feedback based on what occurred in the exercise.

Variation: If you have fewer than seven people and more than five minutes, ask them all to stand in a square and do the activity for each person, one at a time.

Debrief: Feedback was expected and welcome. One person could not make the goal in a timely manner without hearing other perspectives and suggestions. When the goal was accomplished, everyone participated in enjoying the success.