

Pictures

Introduction: Students will use their listening skills to draw pictures.

Materials: one picture (6 examples included) in an envelope, blank paper and pencil

Directions:

1. Break students into pairs. If you have an odd number of students, the extra student can act as an observer, watching for facial expressions and body language.
2. Partners should sit back to back. (*For a fun twist, partners could use cell phones or telephones to convey the information to each other*)
3. One partner will need the envelope with the picture inside, the other partner needs a blank piece of paper and a pencil.
4. Explain that the partner with the envelope has a simple picture that they want their partner to reproduce. However, they may not describe the objects in the picture other than by describing the lines used to draw the shape. (For example, there is a straight line with a curve in the middle).
5. The partner must draw the picture on their blank piece of paper just by listening. They may not ask the partner questions.
6. Groups will have 3 minutes to complete their drawings.
7. Instruct partners to remove the pictures and begin directions.
8. After 3 minutes, stop the activity and have students compare their pictures.
9. Have students create a list on the board of skills or information it would be important for the describer to use or give, and a similar list for the listener.
10. With new rules clarified, have students move back into their pairs and switch roles between giver and drawer.
11. Pass out new pictures and have the pairs complete the activity, but using the new rules the class has written.
12. After 3 minutes, share the drawings and compare. Were the new attempts more successful than the originals? What in particular was helpful?

Debrief:

- What would have made it easier?
- What did the direction giver say that the artist misinterpreted?
- What questions did the artist want to ask?
- What would have made it easier for the direction giver?
- How might this listening activity relate to a real life activity?
- How might it relate to work?
- What is a situation where an employee may have to give directions to a customer?

- When might a customer talk to an employee with vague vocabulary? (non-descriptive terms)(For example a non-mechanic trying to identify a part he doesn't know the name of with an automotive supply clerk)
- If the goal of the initial activity had been a close rendition of the original picture, how would the rules of the game be changed? (Note: Verbal directions only, and no peeking at the original picture, need to be kept as rules)



