

Social Work/Counseling Lesson Day 2  
Interpersonal Communication  
Grades 3-5

1. You will need a partner for this activity. It can be a parent, a babysitter, a friend or a sister or brother that is close to your age.
2. Gather 4 pieces of paper and colored pencils, markers, crayons or regular pencils.
3. Pick one person to be the first “talker.” The other person will be the first “listener.”
4. The “talker” will draw a picture, design, or pattern on a piece of paper without the “listener” being able to see the drawing.
5. After the drawing is complete, the “talker” will try to describe in words how to draw the design or picture with as much detail as possible without showing the “listener” the drawing. Remember to use words such as “on top of,” “connected to,” “on the left of,” “underneath,” or “in the middle of” to be as specific as possible.
6. The “listener” may ask questions as he/she tries to draw exactly what is heard.
7. When the “listener” feels confident that the drawing is complete, he/she can reveal the drawing to the “talker.”
8. Switch roles and complete the activity. The “talker” now acts as the “listener” and the “listener” now acts as the “talker.”
9. Compare the drawings. On a scale of 1-10, how similar are each set of drawings? (0=completely different, 10=completely the same)
10. Have a discussion using some of the following questions:
  1. Why are the pictures so similar/different?
  2. What was difficult about being the “talker”?
  3. What was difficult about being the “listener”?
  4. Did you like being a “talker” or “listener” more? Why?
  5. What feelings did you have as the “talker” or “listener”? (Example, fear, confusion, frustration)
  6. What did you learn from this lesson that could help you in the classroom at school?
11. Repeat the activity using other materials in your house such as 2 identical groups of legos, blocks, clay, play-doh, etc.
12. Take pictures of the designs you made during the activity.