

5th Grade Social Work Lesson

It should take about **30** minutes to complete this lesson

What you will need:

- A partner: It can be a parent, a babysitter, a friend or a sister or brother that is close to your age.
- Doodle buddy or Good Notes App (*or you may use 4 pieces of paper and colored pencils, markers, crayons or regular pencils if you prefer to do the activity on paper).
- Optional: Legos, play doh/clay, blocks

Directions to Students/Supervising Adult:

1. Pick one person to be the first “talker.” The other person will be the first “listener.”
2. The “talker” will draw a picture, design, or pattern on a piece of paper without the “listener” being able to see the drawing. For ideas on what to draw, click this link: <https://otswithapps.files.wordpress.com/2011/12/learning-to-draw-is-fun2.png>
3. 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.
4. The “listener” may ask questions as he/she tries to draw exactly what is heard.
5. When the “listener” feels confident that the drawing is complete, he/she can reveal the drawing to the “talker.”
6. Switch roles and complete the activity. The “talker” now acts as the “listener” and the “listener” now acts as the “talker.”
7. Compare the drawings. On a scale of 1-10, how similar are each set of drawings? (0=completely different, 10=completely the same)
8. OPTIONAL: Repeat the activity using other materials in your house to make things such as 2 identical groups of legos, blocks, clay, play-doh, etc.

**For an example, watch this video: <http://www.showme.com/sh/?h=v1yjimu>

9. 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?

Here is how to turn your work in for class credit:

- Take a picture (or screenshot) of your favorite drawing/design created during the game and e-mail it to Mrs. Roy at broy@d56.org.