

It's a What?



OBJECTIVES:

- Students communicate clearly and with purpose.
- Students determine the relevance of a communication.

MATERIALS:

- Two different items that are easy to handle and pass around, i.e., a stuffed animal and a rattle

EXERCISE 1:

1. Arrange the group in a circle, sitting close enough to easily pass objects back and forth.
2. The leader begins by passing one object to the person on his/her right saying, "<name>, *this is a <booger>*." (or something just as silly that it's really not.)
3. The receiver doubtfully responds by asking, "*It's a what?*"
4. The giver replies in a convincing tone with, "*It's a booger.*"
5. The receiver clarifies the identification by saying, "*Oh, a booger.*"
6. The receiver then becomes the giver, and passes the object to the person on his/her right saying, "<name>, *this is a booger.*"
7. The second receiver responds saying, "*It's a what?*"
8. The first receiver turns back to the leader and asks, "*It's a what?*"
9. The leader responds to the first receiver with, "*It's a booger.*"
10. The first receiver responds to the second receiver with, "*It's a booger.*"
11. The second receiver clarifies the identification by saying, "*Oh, a booger.*"
12. The pattern continues until the object comes back to the leader.

EXERCISE 2:

1. Sit in a circle, close enough to easily pass an object to the person next to you.
2. As in the previous exercise, the leader begins by passing one object to the person on his/her **right** saying, "<name>, *this is a booger.*"
3. The right-hand receiver responds saying, "*It's a what?*"
4. The leader responds with, "*It's a booger.*"
5. The pattern continues to the right as in the previous exercise.
6. The leader passes a second, different object to the person on his/her **left** saying, "<name>, *this is a noogie.*"
7. The left-hand receiver responds saying, "*It's a what?*"
8. The leader responds with, "*It's a noogie.*"
9. The pattern continues to the left as in the previous exercise.
10. The activity stops when both objects come back to the leader.

PROCESSING:

- Which activity (*Exercise 1 or 2*) was easier? Why?
- What happened when the two objects met? Why?
- Did what the giver pass along make any sense to you? To others? At all?