

Draw What I Say

Description:

Partners give each other instructions to draw a picture but do so with a divider between them so one cannot see how the other is carrying out their instructions.

Goals and Purpose:

The purpose of this activity is to have students experience the difference between listening using only attentive silence and listening using speech moves. The difference will be felt both by the student listening and by the one articulating.

Stances:

- Listening and Articulating skills and practices
- “Just as I want to be understood, so too do my partners—the text and my peers.”

Activity:

- 1 Havruta A draws a simple drawing of an object without showing the drawing to Havruta B. Havruta B attempts to draw the object based on instructions/descriptions that Havruta A gives. The only thing Havruta A is not allowed to say is what the object is. Havruta B remains silent the whole time, using only body language to attend to Havruta A’s descriptions.
- 2 After two minutes the teacher says “Okay. Now the drawing partner can ask clarifying questions. Please use the prompts “Can you tell me more about that?” and “So are you saying,” “I don’t understand. Can you explain in a different way or give me an example?” to help make your drawing more accurate.
- 3 Switch roles.

Reflection:

- How did it feel to be the one drawing?
- How did it feel to be the one describing your drawing?
- What happened when you started using speech prompts?
- What is one thing your partner did to help you articulate more clearly?
- Which role was easier for you?

Wrap-up Language:

“When we are in havruta, we each have thoughts about the text. These thoughts at times are not clear, even to ourselves. It is our job as havruta partners to help each other clarify our thoughts so that we can paint our beautiful picture with words.”