

## Telephone Pictionary

Learning Others' Sparks and Strengths Expands Possibilities

### Description

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Participants learn about each others' sparks and strengths through an activity that combines the common games of Telephone and Pictionary.

### Objective

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- Build and strengthen relationships among participants
- Deepen understanding of the element of Expand Possibilities

### Connecting with the Framework

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Expand Possibilities focuses on connecting people with new ideas, people, places and experiences. This activity provides an opportunity for participants to learn about the sparks and strengths of their peers, broadening their horizons.

### Planning and Preparation

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 **Participants:** 20

 **Materials:**

- Paper
- Markers and Pencils or pens
- Telephone Pictionary handouts (1 "Sparks" handout and 1 "Strengths" handout per participant)

 **Time:** 60 minutes

 **Set up:**

- Participants will need hard surfaces on which they can draw and write. Set up your space so that each group of 4 can have their own table or space to sit.



EXPAND  
POSSIBILITIES



### Facilitator Notes:

- This activity includes suggestions for the amount of time to spend on each part of the activity (writing and drawing). Feel free to adjust these based on your group. You may want to increase the amount of time allowed for writing if participants find it challenging. Or you can increase the amount of drawing time if you have a creative group who enjoys being artistic. If you increase time, be sure you do not increase it so much that participants are unoccupied for too long.
- This activity includes two rounds of the game (one about sparks and one about strengths). If time is a constraint, shorten the activity to 30 minutes by just doing one round.
- It is easiest to split participants into groups of four. If the number of participants in your group is not divisible by four, split the group into other even-numbered groups. If you have more than four participants in a group, you can either increase the number of times they pass the sheet to match the number in the group or you can pass four times as instructed, knowing that not everyone will write/draw on every paper.
- The handouts are designed for a group of four. You can use a blank sheet of paper if you need space for more than four participants to write and draw. Use the provided handouts as a sample to see how the process works.
- The directions can be confusing at first. When explaining them, use a group of four participants so you can refer to people by name and model how the papers will be passed.

### Facilitator Instructions

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1. If participants have been introduced to the Developmental Relationships Framework, let them know that through this activity we will be practicing the element of Expand Possibilities. Through this activity, participants will broaden their horizons by learning about others' sparks and strengths through a fun game.
2. Lead a brief group discussion about sparks and strengths.
  - Ask participants if they can describe sparks. If they have not yet been introduced to sparks or need a reminder, let them know that sparks are interests, passions, or activities that give people great enjoyment and often a sense of purpose. It can be a sport, music, dance, art, technology, reading, caring for others, math, science, animals, or something else. Share examples of your own sparks with the group.

- Ask participants if they can name what strengths are. Remind them that strengths are things they are good at. Sometimes a strength can overlap with a spark, but they do not have to. Share examples of your own strengths with the group.
3. Split participants into groups of four. (If the number of people is not divisible by four, try to split into larger groups with an even number of people. The facilitator(s) can join groups to even out numbers as needed.)
  4. Distribute the “Telephone Pictionary: Sparks” handout. Summarize the activity for the participants so they know what to expect: “This game is called Telephone Pictionary. It combines the games Telephone and Pictionary, which you may have played before. It has four steps.  
**Step 1:** Write a sentence about one of your own sparks or an activity you do relating to a spark. For example, “Amelia enjoys baking cakes” or “Oliver plays soccer.” Give participants 30-60 seconds to write their sentence. Then instruct them to pass their “Sparks” handout to the left.  
**Step 2:** Now, everyone should have a “Sparks” handout from their neighbor with a sentence on it. Give participants 3-5 minutes to illustrate the sentence on the handout that was passed to them. When time is up, tell them to fold the handout over so only the drawing is visible. Once it is folded, they can pass it to their left.  
**Step 3:** Next, they should look at the drawing they received and come up with a sentence that describes it. Give them 30-60 seconds to write their sentence. Once time is up, have participants fold the handout again so only their new sentence is showing. Then they can pass it again to their left.  
**Step 4:** Have participants read the final sentence written on their handout and make a drawing to illustrate it. Give them 3-5 minutes to complete their drawings. When time is up, they should fold the handout so only their drawing is showing. They can then pass the handout to their left (if using groups of four, each handout will be back with its original sentence-writer).
  5. Taking turns, participants can unfold the handouts to reveal to their small groups the original sentence and how it evolved.
  6. Once each group has shared amongst themselves, mix up the groups and repeat the activity, this time having each participant write their first sentence about one of their strengths, using the “Strengths” handout.
  7. After completing the second round, bring the group together to reflect.

## Putting It Into Practice

The Telephone Pictionary game format can be used with various topics. Feel free to adapt it to allow participants to share other things about themselves or just use it for fun without prompts for the sentences.

### Reflect

Discuss these questions as a large group:

- Were there any particularly funny papers you would like to share with the large group?
- What are some of your peers' sparks that you learned about through this activity?
- What are some of your peers' strengths that you learned about through this activity?
- How did it feel to share your sparks and strengths?
- Why do you think it is important to learn about other people's sparks and strengths?
- Did you hear about any sparks that you might want to try yourself?

## Telephone Pictionary: Sparks

Sentence #1: Write a sentence about one of your sparks.

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Drawing #1: Draw a picture illustrating sentence #1 above. Then fold the paper backwards at the dotted line so the sentence is not visible.

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Sentence #2: Write a sentence describing what you see in drawing #1 above. Then fold the paper backwards at the dashed line so the sentence is not visible.

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Drawing #2: Draw a picture illustrating sentence #2 above. Then fold the paper backwards at the wavy line so the sentence is not visible.

## Telephone Pictionary: Strengths

Sentence #1: Write a sentence about one of your strengths.

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Drawing #1: Draw a picture illustrating sentence #1 above. Then fold the paper backwards at the dotted line so the sentence is not visible.

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Sentence #2: Write a sentence describing what you see in drawing #1 above. Then fold the paper backwards at the dashed line so the sentence is not visible.

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Drawing #2: Draw a picture illustrating sentence #2 above. Then fold the paper backwards at the wavy line so the sentence is not visible.