# Communication

**Activity:** **Draw a Bug**
**Audience:** 6th – 8th grades
**Time Required:** 10 – 15 minutes
**Location:** Any area where participants can have a place to draw

**Objectives**: Participants will:

- Learn that some individuals comprehend information differently than others
- Improve their listening skills

**Life Skills:** Communication
**Materials:** Paper and pencil for each participant.

**Overview:** Participants
**Do the Activity:** Recite the following:

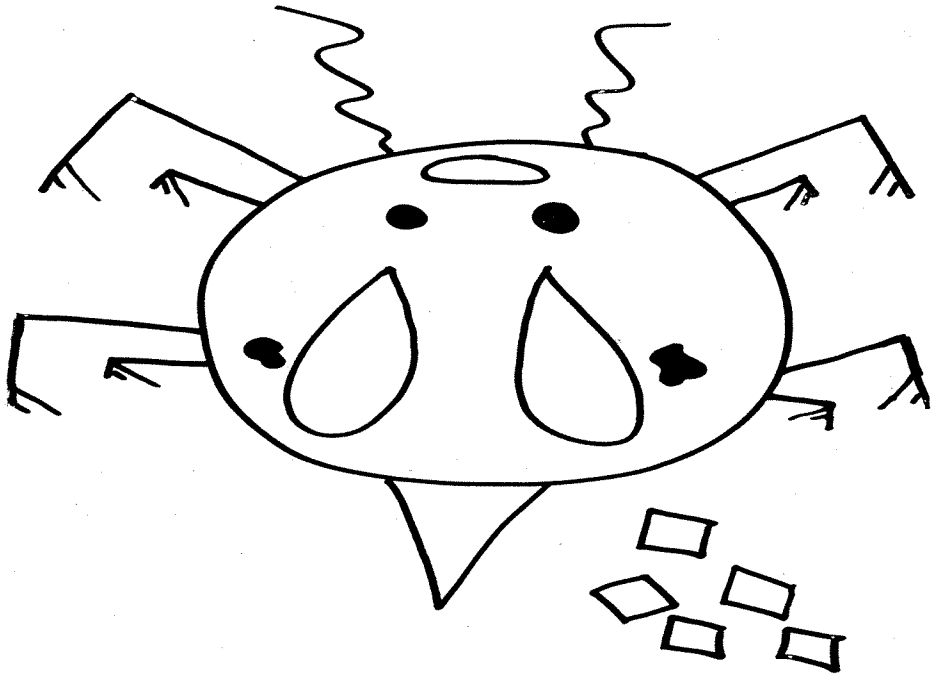
*I am going to describe a drawing I have made of a bug (Bug drawing attached).*
*Without seeing the drawing, you are to draw the bug that I describe. You may not ask questions or talk to each other. The bug can be described as follows:*

1. *The bug is round.*
2. *The bug has eight legs, grouped in pairs with four legs on the left and four legs on the right. In the pairs, one leg is longer than the other.*
3. *The bug has two eyes on top of the body.*
4. *The bug has two squiggly antenna.*
5. *The bug has two pea-pod shaped wings.*
6. *The bug has a spot next to each wing.*
7. *The bug has a triangular stinger on the bottom of the body*
8. *The bug has two feelers on each foot - one longer than the other, both coming from the same side of the leg.*
9. *The bug has a round mouth, placed between the two eyes.*
10. *The bug laid five square eggs to the left of the stinger.*

After everyone is finished... Hold up your bug so others in your group can see. Note some of the similarities and differences. Show the drawing to the entire group.

**Reflect and Apply:** Discuss with the group

1. Why don't all the bugs look like mine? (Interpretation: everyone has a different interpretation, based on his or her experiences.)
2. What did you think of first when you were told to draw a bug? What did you see in your mind?
3. What could we have done differently so that your drawings and mine would have looked more alike?
4. What would have been the advantages of allowing questions to be asked?
5. How many of you wanted questions to be asked?
6. What are other situations where everyone might have a different interpretation, based on experiences.
7. What have you learned about allowing questions to be asked?
8. How could what you have discovered about verbal communication apply to other types of communication



Source: Building Dynamic Groups, Ohio State University Extension
Adapted from A Kaleidoscope of Leadership, Minnesota Extension Service