

# CURIOSITY DID NOT HARM THE CAT

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## OBJECTIVE

Students will practice asking good questions (open-ended, affective) and moving quickly between active listening, speaking, and generating relevant questions. This game's difficulty level can be adjusted according to the skill level of your group.

## MATERIALS

None.

## INSTRUCTIONS

Students sit in one large circle. Person A asks a question (of their choosing) to Person B, who is sitting next to them. Person B responds, then asks a question to the following person. Each subsequent question must be related in some way to the response to the previous question.

*Example:*

Person A: "What kind of music do you like?"

Person B: "Jazz." (Turns to next person.) "What is the last concert you went to?"

Person C: "Rising Appalachia." (Turns to next person.) "If you could sing like anyone, who would it be?"

To add a competitive edge, participants may be eliminated if they repeat a question, do not ask a question that relates to the answer they just gave, or if they do not answer the question.

As the game advances, the facilitator will add more rules.

### **Additional Rules:**

- (1) You must ask the question with a tone of curiosity.
- (2) Open-ended questions only.
- (3) Affective questions only.
- (4) Person A must respond with a reflective statement after Person B answers the question, and so on.

**Note:** To remain clear and focused as the facilitator, it may be helpful to stay out of this game and just facilitate. If you have more than one teacher present, ask other teachers to participate while you facilitate.

## DEBRIEF

What was that like for you? What was challenging? What did you notice about asking different kinds of questions? What did you notice about making the transition from answering the question to asking the next one? How does this apply to your role as a facilitator or restorative practitioner?

## LESSON

This game simulates the restorative justice facilitator's role and the focus required to practice active listening and forming questions (and reflections) based on what you hear. While a facilitator is typically following the overarching questions of restorative justice (What happened? Who was affected? What needs to happen to repair the harms and make things right?), they have the opportunity to listen for and elicit deeper reflection by asking additional questions or responding with reflective statements. This game creates a fun, low-pressure way to practice that essential skill.