

# TWO TRUTHS AND A LIE WITH OPEN-ENDED QUESTIONS

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## OBJECTIVE

This new spin on a classic game is a fun way to learn about and practice open-ended questions. The activity encourages participants to ask affective, open-ended questions that reveal the deeper emotional experience or learning through a competitive twist.

## MATERIALS

None.

## INSTRUCTIONS

Form groups of four and explain that each group will be playing the game Two Truths and a Lie with one small twist. In this version, Person A shares two truths and one lie about their life or experiences. It should be difficult for the other group members to determine which statement is the lie. Next, the other three group members each ask one open-ended question about one of Person A's statements in an effort to gather more clues about which of the statements may be the lie. Person A answers the open-ended questions honestly –there is no more lying or finagling at this point! Person A should not answer a question if it is not open-ended. After the questions have been answered, the other group members each takes one guess about which statement was the lie. Person A confirms if anyone got it right.

Continue until each group member has had the chance to share two truths and one lie and has been asked open-ended follow-up questions by the group.

*Note:* to make the game more challenging, add a rule that the questions asked must be affective, in addition to open-ended.

Increase difficulty by introducing more rules. For example, if you overhear many students asking "how did you feel" questions, add a new rule: You can no longer ask questions using the phrase "how did you feel."

## DEBRIEF

What did you notice about asking open-ended follow-up questions to learn more about someone's life experience? How does this game strengthen your skills as a restorative practitioner?

## LESSON

Asking good open-ended, affective, follow-up questions helps responsible parties and harmed parties to open up about their experience and share more of their story. Asking good questions also fosters feelings of closeness and care.

*Note:* Sometimes this game leads participants to start discussing ways of detecting signs that someone is lying. While it is helpful to validate that this may be interesting and provocative material, the facilitator should carefully reorient students to their responsibilities as restorative practitioners. Our goal is not to question or evaluate truths or lies, but rather to artfully form questions and statements to elicit information while helping parties feel heard and safe to share truthfully.