

# Three Truths

**Category:** Get To Know Your Students

**Time:** 20+ minutes

**Requirements:**

1. 10+ participants
2. Strips of paper

**Description:** Inspired by two popular games, two truths & a lie and werewolf, participants will get to part-take in a fun game I call: three truths. In this game, participant-made statements will be collected and read aloud. The goal? Two-three participants each round will face each other to convince the audience that the statement does not belong to them.

**Objectives:** Participants will be able to...

1. Get to know each other by playing an alternative version of two truths and a lie
2. Use and practice persuasive language

## Pre-Activity

1. Ask participants if they have ever played two truths and a lie/Werewolf (also known as Mafia). Ask if they have ever played this in their classrooms and how did their students respond to it. Asked if they did anything different to the game.
2. Introduce the objective and the activity. (The rules below made it confusing for the audience to follow, so it may be helpful to prepare an example to model.)

## Activity

**Step 1:** Explain that participants will each get a strip of paper where they will write three truths about themselves - the more surprising, the better. Remind participants that they should be comfortable writing statements that they are willing to share. Give participants about 5 minutes to write.

**Step 2:** Before collecting the strips, remind participants to write their names on it. Now, you will collect the strips and call about 2-3 participants to come up per round.

**Step 3:** Out of the 2-3 participants up, choose one of their statements to read aloud.

**Step 4:** After reading it aloud, the participants get about 1-2 minutes to say who they think the statement belongs to.

**Step 5:** The audience now gets to vote on who they think the statement belongs to. If the majority of the vote goes to the wrong participant, then the participant who was able to persuade the majority wins!

**IMPORTANT:** You can keep playing a few rounds. However, it would be important to remember all winning participants. Try to avoid calling them up again because it would be obvious the new statement that will be read is not theirs.

### **Post-Activity: Discussions**

1. How did you experience the activity?
2. What changes would you make for your learners?
3. What are some limitations of this activity?
4. What kind of language can you integrate for learners to practice with this kind of activity?

### **Activity Rationale**

This kind of activity would be great for students to know more about each other. It builds rapport and familiarity - important elements for learning and increasing participation in the classroom. It is also a fun and interactive way to do informal assessments which may help with learner anxiety. This kind of activity can also help students become more comfortable being in the spotlight. And since they will not be going up alone, it is a good strategy to further reduce learner anxiety.