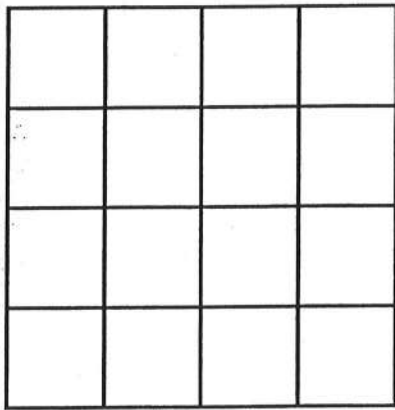


# Seeing Things From a Different Point of View

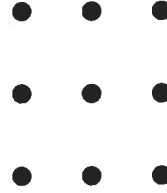
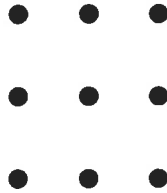
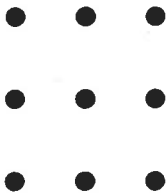
How many F's are in the following sentence? \_\_\_\_\_

FINISHED FILES ARE THE RESULT OF MANY  
YEARS OF SCIENTIFIC STUDY COMBINED  
WITH THE EXPERIENCE OF SEVERAL YEARS.

How many squares are there? \_\_\_\_\_



Connect all nine dots with four straight lines without lifting your pen or pencil from the paper.



# TITLE: Perceptions

## WHAT'S IT'S ABOUT:

Communication and Perceptions

This activity helps the group think about how perception influences attitudes. It also illustrates that people look at things from a different point of view. It is key that we realize there is more than one way to view something and to accept other's ideas.

## WHAT YOU'LL NEED TO PREPARE:

1. Copies of Perception activities and pencils
2. Review the instructions for this activity so you'll be able to teach it.

## TIME:

10 - 20 minutes

## WHAT YOU'LL DO:

1. Tell the group that the object of these activities is to look at things from a different point of view. Start with 2 – 3 minutes with an introduction on "Why do you believe it is helpful to look at things from different viewpoints?"
2. Depending on your time you can do either or both of these activities. You may want to start with the worksheet first. Have them complete the first section. "How many f's are in this sentence?" Ask for answers. You will usually get 3-5 answers. Ask what words they found with f's. The most common answer is scientific. Usually the words missed are "of". Why do you think this happens? Because of has a "v" sound. Share, "This is a simple example of perceptions and how what we hear is different than what we actually see."
3. Next have them complete the box activity. Here you want to find out how many squares are in this box. Give them 3 to 4 minutes. Ask "How many found 16?" How many found 22?" How many of you found more than 22?" Then ask these people how many they found. If someone has 30 ask them to tell the rest of the group where the 30 squares are. Again at the end, stress that people often see the individual squares. "The key is to really look beyond the apparent. This is key in communication. Not everything is clear from the outside. There are more than one way to look at things. People's past experiences do affect their perceptions."

(over)

4. The last activity on this page is "Connect the Dots." Without lifting their pencil, participants need to connect the dots using 4 straight lines. Give them several minutes to try this. Explain there are 3 sets of dots they can try this on their paper. Ask if anyone has a way to do it. Check their paper. If they have it correct, have them demonstrate it to the group on a piece of clip chart paper. Stress again, you need to think outside the box. Things are not always as they appear.
5. The next activity challenges you to look at things differently. Divide the people into groups of 3 or 4. As a group have them work on the worksheet of mind twister. The task is to come up with words that describe the phrase or picture. Tell them what the first answer is as an example.

Give each group 5 – 7 minutes to work on this together. Then come back together as a large group and review. Ask each group to take turns sharing answers. You may need to help with some.

## **DISCUSSION IDEAS:**

1. What have you learned about how perceptions can affect communication?
2. What are some strategies or techniques we can use to be open minded to look at things from a different point of view?
3. What were some of the ways you worked to solve the mind twisters?
4. How can perceptions be barriers to communication?
5. What does this activity teach us about communication?