

# TWO TRUTHS & A LIE

## MATERIALS |

None

**OBJECTIVES |** The objectives of this exercise are to learn more about each other in a fun way and to begin thinking about the stereotypes and assumptions we make about our classmates.

## FACILITATOR INSTRUCTIONS |

Sit in a circle and ask for a volunteer to begin.

The volunteer should say two things that are true about themselves and one thing that is a lie, in no particular order. For example: *"I like to roller skate, I'm a good swimmer, I used to be a basketball player."*

Invite the group should guess which of the three things is a lie.

Large Group Debrief Fishbowl: Invite a group of students who shared to bring their chairs into the middle of the circle and form a smaller circle. Tell them that they are in the "fishbowl" and only they are allowed to speak. Everyone else is an observer.

- How did it feel to do this activity?
- How did you decide what you wanted to share about yourself?
- What do you think people assumed about you?
- Why do you think they made these assumptions?

Now reverse the fishbowl and ask students who did not share to come to the middle. Ask them the following questions:

- Why did you assume certain things were lies and other things were not?
- What assumptions were you making when you made those guesses?
- Were there things that were surprising about someone that were different than what you had assumed about them?

## DEBRIEF QUESTIONS |

- How did it feel to do this activity?
- Where do our assumptions about others come from?
- Are our assumptions usually accurate or are they sometimes rooted in stereotypes?



## SUPPORTING MEDIA |

<https://www.michiganlearning.org/sharing-who-we-are/>

## NOTES |

Depending on the size of the group everyone might get a chance to go. You could ask for volunteers to share. Participants can yell out guesses, form teams to guess, or even write their answers on a piece of paper.

**WARNING:** This may not be an appropriate activity for LGBTQIA+ students who are not out and have had to lie about their identities—especially older students.

This activity may also reveal experiences of trauma, abuse, neglect or discrimination depending on how participants answer.