

Puzzle Pieces

On your table are puzzle pieces and a copy of the boxes they came from.

Match each puzzle piece to the correct image.

Once you are done, flip this page over for some thought prompts.

Please make sure that you leave all of the puzzle pieces on the table! There should be 14 in total.

Puzzle Pieces

Things to consider:

How did you match each piece? Did you consider whether it fit best with a particular image, color or style?

Were there pieces that were harder than others? Why?

Were there times when a piece could have gone more than one place or DEFINITELY didn't go with a particular image? How did you make those determinations?

Is there a correct answer in this activity?

Rorschach Matching

On your table, you have 6 of the Rorschach inkblots (courtesy of Wikipedia), and a pile of descriptors. These include the most frequent responses to these images in studies as well as a few from Kate's library team.

As a group, assign ONE descriptor to each inkblot that you think fits it best. You may not reuse descriptors, and you may only have one descriptor per blot.

Consider the images from several angles, and talk amongst yourselves!!

Rorschach Matching

Things to consider:

Did seeing any of the descriptors or hearing an idea from another person change your ideas about which one fit best?

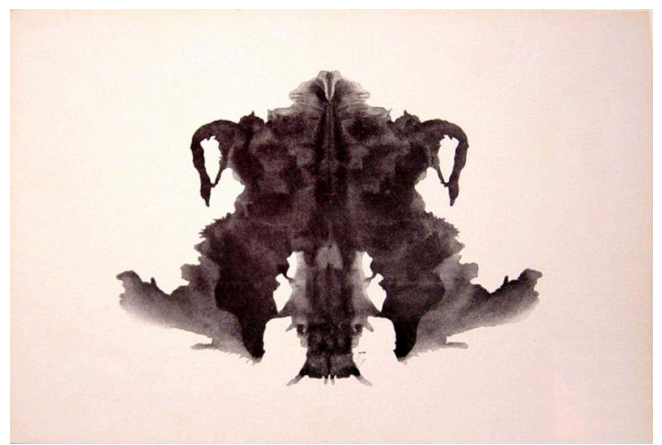
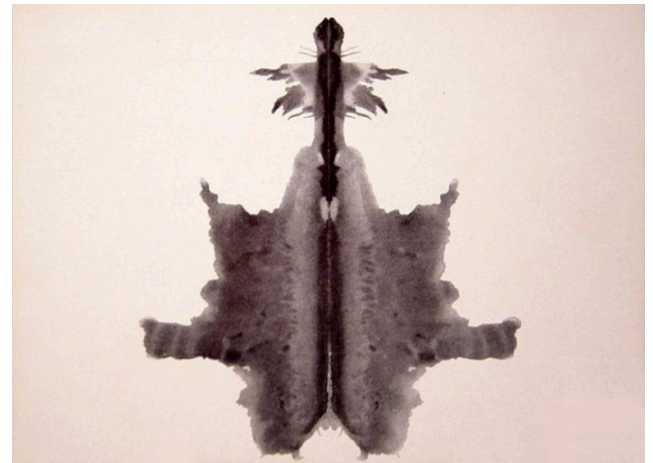
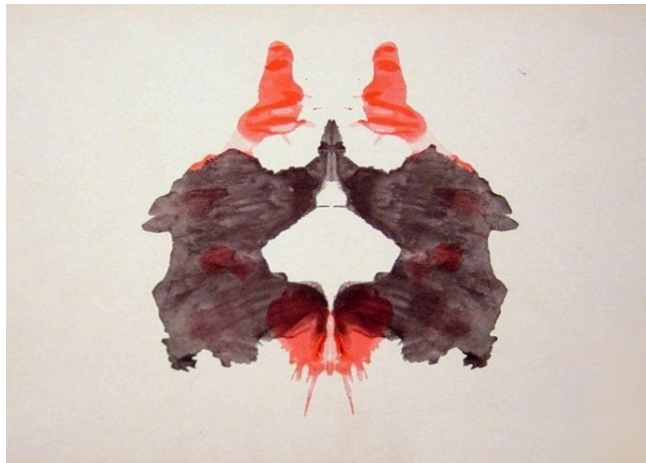
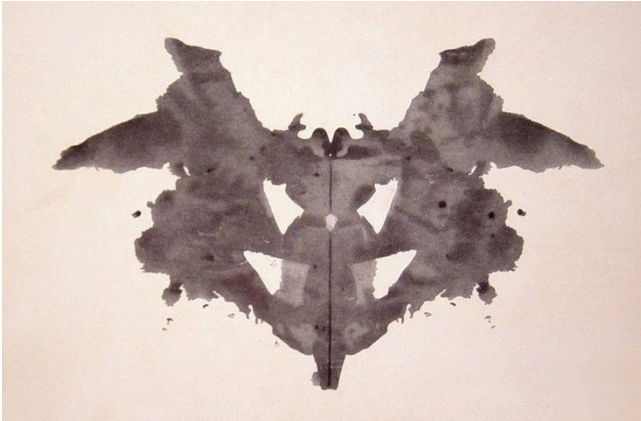
Were there any descriptors proposed that you just couldn't see at all? How about descriptors that you suddenly couldn't unsee?

How did you decide whether to change your mind or not?

Is there a correct answer in this activity? If not, are some answers more reasonable or more correct than others? How so?

Rorschach Matching

from wikipedia: https://en.wikipedia.org/wiki/Rorschach_test



Bat

Penguin

Butterfly

Picking Pumpkins

Moth

Singing

Two humans

Dog

Elephant

Elephant

Smashed Bug

Animal Skin

Dancing

Violin

Skull

Children Playing

Mouth

Riding Motorcycle

Bird

Bears

Racoon

Chicken

Disney Sidekick Faceoff

On the table are images of popular Disney sidekicks (we generated our pool from a talk-back board at our library).

As a team, order the images in ONE of the following ways:

- Best to worst
- Goofiest to most serious
- Who would win in a fight?

If you don't know who a character is, you can set them to the side.

Disney Sidekick Faceoff

Things to consider:

Did your team make decision by elimination or by building a case for each position? A mix of both?

Were there any choices that seemed really obvious to everyone?

Were there any that were controversial?

How did you know when you had arrived at a "best" or "most right" answer? When did you decide that your lineup was good enough?

Is there a correct answer in this activity?

The Wonder Game

On the table is a series of conversation cards. Read through each as a group and share your answers.

Try to answer as seriously and as confidently as you can.

The Wonder Game

Things to consider:

Notice that most of these situations are fundamentally not true – you are not, in fact, a frog (I hope?), but you can still have a conversation about the question.

Are there questions that are easier/harder to answer in this set?

Why do you think that is?

What role might external motivation, playfulness, and conversational safety have to play?

Is there a correct answer to these questions? Are there incorrect answers to them?

If you were a frog, what would be your favorite food?

If you were not a librarian, what would be the most important part of the library to you?

If animals could speak human languages, would you enjoy conversing with them?

If all food tasted like grass to you, how would that change your habits, time, etc?

If you had unlimited funds to build a dream home, what room would you start with?

If humans lived underwater instead of on land, what would be different?

If your life had a soundtrack, what would your theme song be?

If you were to be represented by a Crayola, what would you name the color?

What's Happening?

On the table are several photo pieces (each set is labeled – there are three pieces in each set). Have each person take a piece of a photo, but DON'T SHARE YOUR PIECE with the others.

Consider the details of your piece. What do you think is happening in this picture based just on what you see?

Talk together, describing what you see in your part of the picture.

Based on what you learn, determine what is happening in the picture. Is it a classroom full of kindergarteners before recess? Is it a world-fly-fishing competition?

What's Happening?

Things to consider:

Did your impression of the story of the photo (what's happening) shift as you learned more from others?

How does your final story compare to the one you could have told based on your piece alone?

There is a correct answer to this activity – how close to the story do you need to be to feel satisfied that you “got it right”?

These photos are from the New York Times: <https://www.nytimes.com/column/learning-whats-going-on-in-this-picture>

Bigfoot Sighting

On your table is an image from the George Fox University Archives.

What do you think is depicted at the heart of the photo?

Talk with your group to consider several options (even if you have to make them up). Think about how you determine which descriptor fits best.

Bigfoot Sighting

Things to consider:

Is it a Bigfoot? Is it a student in a hooded jacket and stocking cap?

Is it a giraffe? Look at the image and ask yourself each question. Try to notice what happens in your thinking as you consider each.

Is there a correct answer in this activity? If not, are some answers more reasonable or more correct than others? How so?



https://www.instagram.com/p/BO4C1Ln1oa/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==