



This resource links to Pathway: Personal skills development



'Yes, and....' (Adapted from **Do: Improve** by Robert Poynton)

Skills: Active listening

THIS GAME ENCOURAGES THE PLAYERS AND AUDIENCE TO LISTEN TO EACH OTHER TO CONTINUE A STORY.

Play with somewhere between 5 and 15 people (if more people in class then get the remaining students to observe. You can then take in turns with who is in the circle). Seat everyone in a circle and explain that the group is going to tell a story together. Someone starts with a simple story beginning, such as 'it was a sunny day'. The next person to speak must acknowledge what has come before and add something to it, always starting with 'yes and'. For example. 'it was a sunny day, yes and the ducks were playing in the pond'. The third person could then say 'yes, and because the ducks were playing in the pond the dogs were getting over excited'. The story keeps going until it reaches a natural conclusion.

Always make sure someone starts with 'yes and'. Watch out for people saying 'yes, but' which is a common occurrence in everyday life. 'Yes and' encourages people to be more creative and add to the story. Make sure that people have listened to what the previous person has said and the next person to speak directly links their 'yes and' to what the previous person said. The story should be built upon and not completely changed. If you see this happening, pause the story, and ask the person to try again in a way that builds the story (encourage any observers to look out for this as well).

Ask students to think about and discuss:

- Why do you think we did this activity?
- Ask the audience where the story worked and didn't work and what made it work or not work. Then ask the story tellers and see if they had the same or different ideas about how it worked
- Ask what people did or said that influenced the story
 - Where did the story flow? Why?
 - Where did the story falter? Why?
 - What was the best bit about the story and the storytelling?
 - Could you tell if someone wasn't listening? How?
 - What happened if someone accidentally blocked the story by saying 'yes but'?
 - For the storytellers – what was hard/easy about taking part in the storytelling and why?
- *How can you use these skills/ways of thinking you have learnt from this activity in your KE activity?*

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