

## #16 Traffic Jam

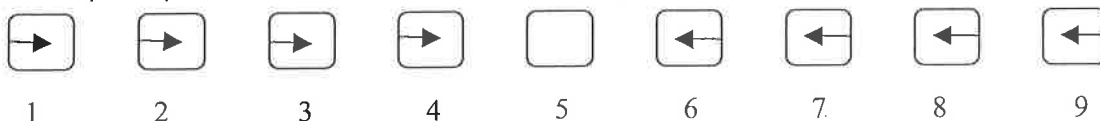
**Learning Objective:** To experience and reflect on the necessary skills to successfully complete a difficult problem-solving exercise within a small group of peers.

### Preparation and Set-up

1. Divide into small groups of 8-10.
2. Each small group needs to have places marked on the floor. Depending on your facility you might do this outside and use chalk, or inside you can use masking tape, pieces of paper, to mark the places for them to stand facing the empty mark in the center.
3. Number each of the places 1-9 as shown below (this will assist in helping them find the solution)

### Instructions:

0. Ask the participants to stand on their markers facing the center marker that is empty.



2. Explain to them that their "side" members are the ones facing in the same direction.
3. The goal of the activity is for the two sides to exchange places—to get everyone from one side to the other side while remaining in the order (and facing the direction) their side is currently in.
4. This is not a competition between the two sides, they are working as one group together to complete the activity.
5. Tell them the rules allow these kind of moves:
  - A player must move only to an unoccupied space in front of them.
  - You may move past a player facing the opposite direction to get to the empty space behind him/her.
  - You may not move past more than 1 player and remember they must be the ones facing the opposite direction
  - You do not necessarily have to alternate turns with the people moving from the other side—you are working as one group to complete the activity.
6. Moves that are not allowed:
  - Players may not move backwards, nor turn around
  - You may not move around anyone facing the same direction that you are facing.
7. If you attempt a solution and get stuck, your group must return to the starting position and begin again.
8. Two suggestions for assisting them after they have grappled with finding the solution a little: That when they start over they mix up the positioning of the people to allow those on the ends more engagement
  - Encourage them when they start over to mix up the order of the folks standing there so the ones on the end do not disengage from the process
  - Provide them with paper and pencil so they can work together to diagram a solution (If some groups are being successful and others are not, after several attempts allow the groups that haven't gotten it yet to decide if they want assistance from the successful groups. Try not to allow any groups to quit without being successful. Suggestion: have a successful group line up parallel and walk them through the solution.)

**Process and Reflection:** Provide an opportunity for the groups to discuss some of these questions among themselves, and then ask for some shared comments with the entire group.

**What?** (What were you asked to do?) to exchange places with the people on the other side

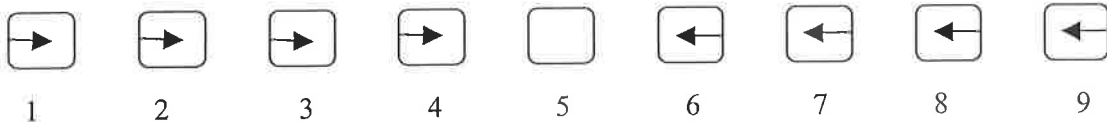
**So What?** (How did it feel? What did you observe, etc.)

- How successful was your group?
- What strategies did your group use to figure out the solution? (include the option of watching others—did they consider that “cheating” or “using their resources”? What is the difference—is it different in different circumstances? Why or why not?)
- What happened with the leadership within your group? Did one person pretty much run the show or did leadership give and take as people had ideas?
- How did your group handle themselves? Were they respectful and caring of people and their ideas?
- What could you have done differently to have a better outcome?
- Did anyone want to give up? Did you? If not, why not? What kept you personally trying even when you were having problems finding the solution?
- How many groups persevered until they found the solution?
- Did any of you have to ask for help?

**Now what?** (Apply to their everyday lives)

- How does this activity reflect things that happen in your everyday life?
- What are some examples of times when it is important for you to persevere until you find the solution? Why is it sometimes hard?
- What do you do when you want to give up?
- How do you help others when they want to give up?
- Why do we hesitate sometimes to ask for help?

### Solution to Traffic Jam Activity



The solution involves using the numbers under the squares above. You may want to try this on paper with pennies and dimes or some other objects to represent the players. Keep in mind that the player on the square described, can only move in one direction. The arrows on the squares only show the direction of the player starting on that square. After the game starts, players can only move the direction they were facing at the beginning of the game.

square 4

square 6, square 7,

square 5, square 3, square 2,

square 4, square 6, square 8, square 9,

square 7, square 5, square 3, square 1,

square 2, square 4, square 6, square 8,

square 7, square 5, square 3,

Square 4, square 6,

square 5

Notice the pattern L side- 1 move , R-side-2 moves, L side-3 moves, R side 4 moves, L side 4 moves, R side-4 moves, L side 3 moves, R side 2 moves, L side 1 move.

## #17 Say It and Do It

**Learning Objective:** Understand importance of modeling

### Instructions:

Have the entire group stand up and face you. Explain that you're going to point your arms in one direction and they're to copy you by pointing their arms in the same direction, calling out the direction they're pointing.

- You can only do four directions. You can point your arms up, down, left, or right. Demonstrate this and have the participants copy you, calling out each direction. Be sure they understand that the directions they move and call out are how *they* see them, not how you see them. That means while you're pointing your arms left, they'll be pointing right.
- Move your arms to one of the four positions and wait for them to move and call out the direction. Repeat this several times.
- Stop and explain that you're now changing the assignment. This time you want them to move their arms the same direction as you but to call out the opposite direction. For example, as you move your arms down, they must move their arms down but call out "Up."
- For the third round, they're to call out the direction your arms move, but they're to move their arms in the opposite direction. For example as you put your arms up, they should say "Up" but move their arms down.
- Finally, start from the beginning again, but this time if they make a mistake, they have to sit down. See how many remain after each round. The additional pressure of having a consequence for making a mistake closely relates to the pressure of how our character affects our choices.

### Process and Reflection:

**What?** (What did you do?) Mimicked and called out leader's movements, which became progressively harder.

- How hard was it to move your arms and call out the same direction I was pointing?
- How hard was it to say the correct direction and move your arms in the opposite direction?
- How hard was it to say the opposite direction and move your arms in the correct direction?
- Why was this hard to do?

**So What?** (How did it feel, what did you observe, etc.?)

- How did the change make you feel when we added the rule about being out if you made a mistake? Did you feel any added pressure?
- How hard is it for you to say one thing but think another?
- How hard is to act one way when you feel another?
- What does this have to do with one's character?
- How does this apply to making decisions?

**Now What?** (How does the activity apply to your everyday life?)

- Can we act differently from what we believe? Explain.
- How do our values dictate our behavior?
- How does having conflicting thoughts or messages affect our ability to make good decisions?

## **#18 Circle Within A Circle Discussion**

**Learning Objective:** To learn how to be a respectful listener

### **Instructions:**

Have participants form two circles, one inside the other. The inside circle should face out and the outside circle should face in.

- Each participant should be facing a partner. Give a topic for each pair to discuss. Time for one minute.
- At the end of one minute, have either the inside or outer circle move so there will be different pairings for the next topic. Below are a few topics, but any will work.
  1. Name something fun you have done this week.
  2. What character trait best describes you and why?
  3. Who has influenced your life positively and why?
  4. What is character?
  5. If you could change one thing in your school or community, what would it be?
  6. What legacy would you like to leave for future generations? What would you like to have remembered about you after you are gone?

### **Process and Reflection:**

- What is the benefit of this activity related to discussion amongst participants?
- Why would you do this activity?
- What did you learn from your colleagues?
- How can this activity be done with students? Other adults?

## **#19 \$1 or 100 Pennies**

**Learning Objective:** To demonstrate what is meant the value of respect.

**Materials:** A dollar bill and 100 pennies

### **Instructions:**

Show a dollar bill and 100 pennies. Divide chart paper in half, using the heading of "Differences" on one side and "Similarities" on the other. Ask the class to brainstorm ways in which the \$1 and 100 pennies are different and ways they are the same. Even though they are different in many ways, what is true of the dollar bill and the 100 pennies? They are equal in value. Make the comparison to students. Even though we are different in many ways, we are all of equal value or worth.

### **Process and Reflection:**

- Are there more differences or similarities in the people we meet?
- What does this activity say as to how we should treat others we associate with or come in contact with on a daily basis?
- Why is it hard to treat everyone as if they have the same worth?
- Why is it important that we do?

## **#20 Mosaic Posters**

**Learning Objective:** To explore the many layers of core ethical values by examining a set of collage-style posters that displays symbols, words and phrases associated with the values.

**Materials:** Posters, either purchased from CHARACTER COUNTS! or hand-made; sheets of chart paper and markers

**Instructions:**

Divide participants up into six groups. Assign each group one of the values and give them the corresponding poster. Tell participants they need to study the poster and write down on a sheet of chart paper all of the symbols, words or phrases that are associated with the value.

After 5 minutes, the table group reviews what they have written and choose the top four words or phrases that best describes the value. They also choose two symbols.

Each group shares their top words and symbol for the assigned value.

**Process and Reflection:**

- What does this activity say about key beliefs we want to see in children or young people?
- How do we instill beliefs associated with the words or symbols?

**#21 Values Commercial**

**Learning Objective:** As a team, the assigned task is to create a commercial that sells a character trait.

**Materials:** Anything that is available in the room can be used for the commercial.

**Instructions:**

Divide the class up into table groups of six or less individuals. The job is to create a commercial that will sell their assigned value. The rules are:

1. Review the components of your assigned value – chose what your group thinks are the most important parts to include.
2. You may create a jingle, a little skit, something to teach and get folks to buy into why your value is important.
3. Think commercial – TV or radio – not documentary
4. It cannot be longer than 2 minutes
5. You may use material in the room.
6. All members of the group must participate.

Allow 20 minutes for each group to prepare the commercial. Then have each of the groups present their commercial to the entire class.

**#22 Paper-Folding**

**Learning Objective:** To demonstrate the importance of being intentional in our teaching of character

**Material:** Everyone needs a sheet of paper

**Instructions:**

After the paper is distributed, explain the following rules of the activity.

- Eyes must be closed, there is to be no talking and the participants cannot ask any questions.
- With an understanding of these rules, the following directions are given:
  1. Fold the paper in half
  2. Tear off the upper right corner of the paper
  3. Fold the paper in half again
  4. Tear off the lower left corner of the paper

5. Fold the paper in half again
  6. Tear off the lower right corner of the paper
- Have the participants unfold the paper. They may now open up their eyes. Have each individual hold their paper above their head and compare. If the leader has done the activity as well, he/she should hold up their paper.

**Process and Reflection:**

**So What?**

- Why are not the papers all the same?
- Did we not all hear the same instructions?

**Now What?**

- What could have been done differently?
- How does this apply to what many teachers do related to teaching specific character traits to students?
- What should teachers do?
- How can we be intentional in teaching values?

**#23 Animals Alive**

**Learning Objective:** To demonstrate that teachers must be direct and intentional if values are to be taught to students if we want consistent and behavior that is replicable from one class to the next.

**Materials:** PPT slide or pictures of six animals – Elephant, Raccoon, Rabbit, Moose, Chicken, Deer.

Understanding of a motion that each animal would make.

Pictures, sounds or information about animals for Part 3 of the activity

**Instructions**

Introduce the three types of classrooms.

<i>Am I Ever Lucky</i>	<i>Hopeful but Clueless</i>	<i>Learning to Make a Difference</i>
<ul style="list-style-type: none"> <li>• Positive results,</li> <li>• Low understanding of antecedents</li> <li>• Unclear as to what practices are initiated to teach character</li> <li>• Replication of success unlikely</li> </ul>	<ul style="list-style-type: none"> <li>• Negative results,</li> <li>• Poor school climate</li> <li>• Limited knowledge of character traits and values</li> <li>• Low understanding of antecedents</li> <li>• D'oh!</li> </ul>	<ul style="list-style-type: none"> <li>• Positive results,</li> <li>• High understanding of antecedents</li> <li>• Frequent and intentional practices</li> <li>• Teachers find character connections by finding intersection between content and values</li> <li>• Replication of success likely</li> <li>• Student and staff engagement</li> </ul>

Have participants stand and choose a partner. After finding a partner, the two stand back to back. On the screen, six animals are projected - – Elephant, Raccoon, Rabbit, Moose, Chicken, Deer. Each of the animals has a corresponding motion that is demonstrated to the class. On the count of three, the participants turn around and demonstrate one of the six animal motions. Have the pairs that match motions, stay standing while those that did not match must sit down.

**Process and Reflection:-**

**So What?**

- What types of classroom do those who did not match represent?
- What are the characteristics of those classrooms related to the intentional teaching of values?
- What types of classroom do those who did match represent?

**Part 2 of the activity:**

Have those who matched turn around again on the count of three and do one of the six motions to see if they match a second time or fail to do so.

**Part 3 of the activity:**

Have everyone return to his or her partner and again stand back to back. This time, share more information about one of the animals before counting to three and having the pairs turn to face each other and do one of the motions. The objective is to share more intentional information so that the majority of the class is able to determine which animal is being presented.

**Now What?**

- When the majority of the class is able to match their partner's motion, which type of classroom does this represent?
- Why were more of the pairs able to match motions?
- What does this say about teachers being intentional in teaching values?

**#24 Filling the Jar**

**Learning Objective:** To be reminded of the need to prioritize responsibilities before fun.

**Materials:** A clean empty jar; a container with enough gold balls or ping pong balls to fill the jar to the top; a container with enough uncooked rice to fill the jar once the balls are inside.

**Instructions:**

- Before you begin this activity, fill a jar to the top with plastic golf balls or ping-pong balls. Pour rice over the balls, filling in all the gaps to the top. Empty the jar and separate the rice and balls into two containers.
- Begin by stating that the jar represents the amount of time you have available in a day. The balls represent responsibilities or duties and the rice represents the fun things they want to do.
- If one chooses to do the things he/she wants to do, all the rice is dumped in the jar. Then one realizes the day is mostly over and tries to add the balls or responsibilities. It isn't long before the day is full and responsibilities have not been done. Then dump everything back out and suggest an alternative scenario.
- Choose to take care of responsibilities first, and then do the things one wants to do. As the balls are put in first and then the rice is added, everything fits.

### **Process and Reflection:**

#### **Now What?**

To make things concrete for younger students, have them suggest what responsibilities some of the balls represent. (e.g. doing homework, walking the dog, practicing the piano) and what some of the rice could represent (e.g. playing a video game, talking on the phone, going to the movies).'

### **#25 Leadership Advice From Your Role Model**

**Learning Objective:** To explore different pieces of advice on leadership styles, characteristics, attitudes, behaviors, and skills. Identify and analyze similarities and differences among these pieces of leadership advice.

**Materials:** Index cards

#### **Instructions:**

- Ask participants to individually select a role model who has inspired them. This role model could be a family member, a teacher, a boss at work, a captain of the industry, a political leader, a sports coach, a military genius, a spiritual mentor, an inspiring writer, a fictional hero, or a prophetic guide.
- **Name the role model.** Distribute index cards to each participant. . On one side of the card, have them write the name of the role model (*example: Mother Theresa*) if other participants can recognize this leader. Otherwise, ask participants to write a brief description of this role model (*example: my third-grade teacher*).
- **Role-play the role model.** On the back of the card, identify 3-5 character traits of this individual. Ask participants to take on the role of the role model they selected. Ask them to imagine that a young person is asking this role model for leadership advice. Ask participants to write in one or two sentences on their index card one important piece of advice they would give (in their assumed role) to this young person. The advice may be about leadership styles, characteristics, attitudes, behaviors, or skills.
- **Exchange the advice cards.** Ask each participant to turn the card with the name side down and exchange it someone else. Repeat this procedures until all cards have been rapidly and repeatedly exchanged.
- **Read the piece of advice.** Ask each participant to read the piece of advice on the card that they received. Invite them to think about this piece of advice and how it would help them personally to become a better person.
- **Read aloud.** Ask someone to stand up and read the piece of advice from the card, without revealing the role model. Ask everyone else to listen carefully.

#### **Process and Reflection:**

- **Guess the role model.** Ask them to guess who could be the role model who gave this piece of advice. Most leaders have similar traits, perceptions, behaviors, and ideas. Ask the participant who read this piece of advice to identify the role model specified on the card.
- **Read similar pieces of advice.** Invite other participants whose cards contain similar pieces of advice to read them aloud. Identify minor differences among these ideas.
- **Read opposing pieces of advice.** Ask participants to review the piece of advice on their cards and see if it contradicts the advice read earlier.
- **Reconcile the differences.** Point out that even though these pieces of advice contradict each other, it is not as if one of them is correct and the other one is incorrect. This is because effective leadership requires a variety of flexible styles depending on the nature of the situation, the type of the followers, and the personality of the leader.



- **Select a piece of advice.** After the discussions, ask participants to think back the variety of advice from different role models and select the one that they want to implement in their life.

## **#26 "Speak No Evil"**

**Learning Objective:** The purpose of this activity is to focus everyone's attention on the negative-comments that we make to others. Students will be able to examine themselves and make changes, if necessary, in the way in which they treat fellow students and adults.

### **Materials:**

- Index cards,
- "Speak No Evil" stickers

### **DAY 1**

- For the next eight days we will be participating in an activity called "Speak No Evil". We all say and do things that hurt other people's feelings. Sometimes these comments are intended to hurt feelings, but many times we say things that hurt someone's feelings unintentionally. Many times we make negative comments thinking that they don't bother the other person. Too often they may appear unaffected, but inwardly they hurt very much.
- This is an opportunity to focus on those negative comments we make and what effect they have on the person receiving them.

### **CLASSROOM ACTIVITY - Open Discussion**

Discuss the following questions with your class:

1. Why do people say things to hurt people?
2. What effect does it have on that person?
3. Why do people try to hide the fact their feelings are hurt?
4. How does it effect your friends who see you do this?

**Brainstorm:** What are some things that people say that hurt others intentionally? Be serious!

### **DAY 2 CLASSROOM ACTIVITY - Open Discussion and Practice Run**

- Brainstorm things that are said unintentionally that hurt the feelings of others. "What did you do to your hair?"
- "You're a real jerk...just kidding!" Or "shut up"! You may also want to discuss how non-verbal cues such as tone of voice, facial expressions, and body language effect the way a message is perceived.
- Introduce the major "Speak No Evil" activity. (Each faculty member should be wearing a "Speak No Evil" sticker.) If you make a negative comment about someone during the school day, a teacher or adult will take your sticker. The goal is to become more aware of the things we say and how it affects others.
- "Today we will make a practice run. I will pass out an index card to each of you. You will use this for the first hour. Anytime you make a negative comment either intentionally or unintentionally, you must record it on your card. Write down the comment and the time. Hopefully, you will get through the first hour with an empty card. Be honest! We will do this same trial tomorrow during a designated period. **This is not a game!**"

### **DAY 3 CLASSROOM ACTIVITY - Writing a favorite expression and continue practice run**

- Have students write down a favorite expression learned from parents, grandparents or teacher (i.e.: "If you don't have anything nice to say, don't say anything at all." Or "What goes around comes around.") Have the students share their favorite expression with the class.

## #27 Quotations to Teach Character

<p>"We must remember that intelligence is not enough. Intelligence plus character -- that is the true goal of education." - Rev. Martin Luther King, Jr.</p>	<p>"To educate a person in mind and not in morals is to educate a menace to society." - Theodore Roosevelt</p>	<p>"Live that you wouldn't be ashamed to sell the family parrot to the town gossip." -- Will Rogers</p>	<p>Talk does not cook rice – Chinese proverb</p>
<p>"The greatest power that a person possesses is the power to choose." - J. Martin Kohe</p>	<p>"Your living is determined not so much by what life brings to you as by the attitude you bring to life; not so much by what happens to you as by the way your mind looks at what happens." - John Homer Miller</p>	<p>"What you are thunders so loudly that I cannot hear what you say to the contrary." - Ralph Waldo Emerson</p>	<p>"Life is 10 percent what happens to me and 90 percent how I react to it." – Charles Swindoll</p>
<p>"Those who fight fire with fire burn their houses down twice as fast." – Vietnamese proverb</p>	<p>"If each person sweeps in front of his or her own door, the whole street is clean." – Yiddish proverb</p>	<p>"I am only one, but still I am one. I cannot do everything, But still I can do something; And because I cannot do everything I will not refuse to do the something that I can do." – Edward Hale</p>	<p>"For the young to become moral, they must be in the presence of people who take morality seriously." – Mary Warnock</p>
<p>"To carry a grudge is like being stung to death by only one bee." – Unknown</p>	<p>"The fragrance always stays in the hand that gives the rose." – Hada Bejar</p>	<p>"The early bird catches the worm, but the second mouse gets the cheese." – Unknown</p>	<p>"Excuses are the nails used to build a house of failure." – Don Wilder and Bill Rechin,</p>
<p>"One unable to dance blames the unevenness of the floor." – Malay proverb</p>	<p>"Doing the best at this moment puts you in the best place for the next moment." – Oprah Winfrey</p>	<p>"If you haven't got the time to do it right, when will you find the time to do it over?" – Jeffrey Mayer</p>	<p>"Do not follow where the path may lead. Go instead where there is not a path and leave a trail." -Ralph Waldo Emerson</p>

### Questions:

1. What do you think this quotation means?
2. What are the most important ideas and values embedded in the quote?
3. Give a "real life" example of what this quote is about.
4. Is there something you can learn from this quote about how you should live your life?

## QUOTATIONS Discussion Guide

Have a discussion about quotes in general or about a few specific quotes. Ask questions like the following:

1. What do you think this quotation means?
2. What are the most important ideas and values embedded in the quote?
3. How would you rewrite this quotation if you had to use synonyms of the original words?
4. Give a "real life" example of what this quote is about.
5. What circumstances do you think prompted the speaker to say this?
6. Why do you suppose this quotation is famous or at least notable?
7. If this quote doesn't apply to you directly, what kind of person or situation would it apply to?
8. Is there something you can learn from this quote about how you should live your life?
9. How would the world be different if everyone lived by this quotation?
10. How would the world be different if no one lived by this quotation?
11. Is this quote realistic or idealistic?

## QUOTATIONS Activity Ideas

1. Have students find five quotes about one topic, such as honesty or success.
2. Have students research and write a biography of the person who said their favorite quote.
3. Have students rewrite five quotes using language a 10-year-old could understand.
4. Use a quotation as a journal prompt at the beginning (or end) of class. Students can then pick out their favorite journal entry to expand into a full essay.
5. Have students find and explain one quote that uses a simile and one that uses a metaphor.
6. Give students the first part of a quote and have them think of different endings. For example, "Most folks are about as happy as ... \_\_\_\_\_." (The original quote, from American president Abraham Lincoln, ends with "they make up their minds to be.")
7. List 10 quotes for students and have them rank the quotes in order of how meaningful they would be to a child, a teenager, a parent, or an old person.
8. Select a quotation and write it on the board. Have students copy it, write what it means in their own words, and give an example from their own lives.
9. As a twist on the traditional "current events" assignment, have students select a quote that relates to the news story and explain why it is relevant to that current event.
10. Have students organize a list of quotes by character trait. Ask them to explain how each quote relates to the category in which they placed it.
11. Assign a group of three or four students a particular maxim and have them prepare a one- to two-minute skit to illustrate the essential message of the quotation.
12. Cut the quotes into strips of paper and have students draw a quote from a box. For homework, express the message of the quote in a poster, poem, essay, or song.

Adapted from "Foundations for Life" Teacher's Resource Guide, published by the Josephson Institute of Ethics. Materials available at [www.FFL-essays.org](http://www.FFL-essays.org)

## #28 Add A Word

**Learning Objective:** To demonstrate: Diversity, Working Together

**Concept:** When there is a problem to solve or a discussion about a topic, the more people that provide input the better the outcome. People bring a wide variety of experiences to any given situation. These experiences can help to see things in a different light or to provide a different viewpoint. If everyone works alone with only their own experiences to draw upon, then they have a very narrow reservoir of knowledge to draw upon. Even if they work with others who

have had the same kinds of experiences and background that they have, the pool of knowledge is still somewhat limited.

**Material:**

One piece of paper and a pen or pencil for each team of three  
A watch with a second hand

**Instructions:**

Part 1

- Divide your group into teams of four.
- Give each team a piece of paper and a pencil or a pen. Explain that the object of this activity is for each team to create the longest sentence that they can. You will give them the first few words to the sentence.
- Each person will then take turns adding one word at a time to the sentence. The sentence must make sense and it must come to a logical ending. The paper and pencil must be passed from person to person as they add their word. They may not talk at all during this part of the activity.
- They will have sixty seconds to complete their sentence.

Part 2

After you have called time, have each group count up the number of words that they used including the words that you gave them to start with. Have them write this number to the side of their sentence. Have each group tell how many words they used. Ask for volunteers to read their sentence aloud. Repeat this process three or four times.

Here are some of the sentence starters:

The cow jumped...

When I think about integrity ...

A loud crash...

People who are...

The next time...

When someone lies to me ..

Treating others ...

One dark night...

I am in control ...

Part 3

- After you have completed three or four rounds, change the rules. This time the paper and pencil must still be passed from one person to another and each person may still only add one word at a time, but the group may talk among themselves to make suggestions on what the sentence will say.
- Once again only give them sixty seconds to create their sentence.
- When time has ended, have them read their sentence aloud and tell how many words they used. Repeat this twice. You should notice an increase in the number of words that they were able to write when you compare the very first try where they couldn't talk with the very last try where they could talk.

**Process and Reflection:**

- How well did your team do when you couldn't talk?
- How easy was it to figure out which word to use next?
- How much pressure did you feel when it was your turn? Explain.

- How did the activity change for you when the group could talk?
- Was your team able to create longer sentences when they could talk? Why or why not?
- How much pressure did you feel when the group could make suggestions? Explain.
- When you have a problem to solve how much help is it to have someone else give you suggestions?
- Will a greater number of people always make it easier to solve a problem? Why or why not?
- How can people with different backgrounds than yours help you solve a problem?
- Why would it be important for people of different backgrounds to work together on problem solving?
- How do different viewpoints help solve problems?

### **#29 Oh What a Tangled Web We Weave**

**Learning Objective:** Learn the importance of telling the truth

**Materials:** Ball of yarn

**Instructions:**

- Arrange ahead of time to have a student help you with this demonstration. Secretly ask the child to give false answers to each question that you ask. This will begin after he/she has taken a seat in a chair front of the class.
- Ask your seated child a simple question such as, "Why didn't you get your homework done for today?" As she answers with a lie, such as the dog ate my homework, wrap a long string of yarn around her once.
- Then ask a follow-up question based on her reply, such as "How did the dog get your homework?" As she makes up another answer, wrap the yarn around her again.
- Continue to ask follow-up questions until she is entangled in a web of yarn. After the class has observed the situation, explain that you asked this person to make up answers to all your questions (to lie).

**Process and Reflection:**

**So What?**

- Ask them if they can see what telling lies can do to someone. Emphasize how one lie usually leads to another and how quickly we can become trapped and embarrassed by lie
- Ask them what will be experienced by the person who always tells the truth (*not having to what your last lie was or how to cover it up, peace of mind, and feeling good about oneself.*)

**Now What?**

- Ask the students to tell about a time when they were caught in a lie and had to tell another lie in order to cover it up.
- Ask why it is important for us to always tell the truth (*trust, respect, because it's the right thing to do.*)

### **#30 The Honest Mouth**

**Learning Objective:** How many times can someone lie to you before you consider them to be a liar? Not being truthful can leave a stain on our reputation.

**Materials:** Black licorice

**Instructions:**

- Ask the students if anyone knows what happens when you eat black licorice? (*Put a piece in your mouth. You may want to put extra black food coloring on your piece before visiting the classroom; this will enhance the effect.*) A mouth that has eaten black licorice turns black. (*After chewing, open your mouth to show the result.*)
- Yuck! Not only does your tongue look horrible, but soon your teeth and even your lips get black. It takes a long time before your mouth returns to its normal color. Dishonesty has a lasting effect on you, just like the black licorice. Like licorice that leaves our mouths black for a long time, we can see the results of telling lies long after we've told them. Others will lose their trust in us, privileges will be taken away, and friendships will be lost. Telling lies will leave a black ugly mark on you--just like the black licorice.
- Remember: It's always best to be honest and true, don't let the stain of dishonesty leave its mark on you.

**Process and Reflection:**

- What does our mouth look like after eating the black licorice?
- Finish the sentence, "It will take a long time before ..."
- What does this say about being dishonest?
- What do others think of us when a lie is discovered?
- How many times can one lie to you before you would consider them a liar?

**#31 The Tower of Flour**

**Learning Objective:** When we are not honest, the trust others have in us is damaged or destroyed

**Materials:**

Flour, dime, hard plastic cup, newspaper, butter knife, paper plate

**Instructions:**

Begin by spreading newspaper on a table. Place the dime in the center of the bottom of the plastic cup. Scoop flour into the glass. Pile it to the brim and press down firmly to make it compact. Place the paper plate on top of the glass and turn them over together on the newspaper. Tap the glass gently, and carefully lift it off. The flour will remain standing in the shape of the glass with the dime on top.

**Process and Reflection:**

- Explain that the dime represents the trait *honesty*.
- Next, take the knife and carefully slice off the edge of the "flour tower" being careful not to cut too deeply. This represents what happened when we tell lies. Our reputation is weakened. Others will not trust or respect us, and eventually the tower of trust falls.
- Notice how each time more flour is removed the dime's position becomes more precarious.
- Continue until the dime drops in.

**#32 The Cover Up**

**Learning Objective:** Telling one lie often leads to another making it hard for others to trust us.

**Materials:** Bucket or large cooking pot (about 8 inches across), one quarter, and enough pennies for each student to have one.

**Instructions:**

- Fill the bucket with 6 – 8 inches of water and put the quarter at the bottom in the center.
- Begin by saying that telling a lie may seem like a simple way out of a problem. However, usually when we tell a lie we end up telling even more lies in order to cover up the first lie. (*Give an example, either made up or from your own personal experience.*)
- Explain to the students that their challenge is to cover up the quarter by using a penny. Have students come up one at-a time and try to drop their penny (*from at least 2 inches above the water*) into the bucket and try to cover up the quarter.

**Process and Reflection:**

- How well did the penny cover the quarter?
- How many actually landed on the quarter?
- How does this activity compare to trying to cover up a lie that we told?
- Does someone have to tell more lies to cover up the first lie?
- What happens when you are caught lying?
- How easy is it for others to trust you again?
- Why is telling the truth easier than lying even if the truth may get you in trouble?

**#33 Human Knot**

**Learning Objective:** Everyone must work together to accomplish an identified goal.

**Instructions:**

- Ask a group of about 6 to 10 people to face each other in a tight circle.
- Each person holds out his right hand and grasps the right hand of someone else as if shaking hands. Each person then extends her left hand and grasps the hand of someone else so that each person is holding hands with two different people. The result should be a confusing configuration of arms and bodies – a human knot.
- The group must untangle the web of arms into a hand -in-hand circle. People may not let go of hands as they work together as a group to untangle themselves.

**Process and Reflection:**

- What did it take to get yourselves to work together?
- What were the challenges you faced? How did you address them?
- How many options did your group consider to get yourselves untangled?
- Did your group discuss the options before making an attempt?
- What are examples of how well you work together?
- Does this activity represent something we do when working with others on a team or in a group situation?

**#34 Gift of Happiness**

**Learning Objective:** To help see the good in others and to express caring uplifting words to someone else.

**Materials:** A large envelope for each, index cards and a piece of masking tape.

**Instructions:**

- Each student receives a legal-size envelope and a piece of masking tape.
- Students write their names on the backs of the envelopes and decorate them any way they wish.

- Students are to write positive messages to the members in their group expressing a specific appreciation to each person.
- When all have finished writing their messages, they wait to deliver them until instructed to do so. Students tape their envelopes to their backs with the name showing outward.
- After all have finished writing message to each student in their group and all have taped envelopes to their backs, students walk around the room depositing the messages in the envelopes taped to others' backs.
- When all have received their messages, allow them to read their messages.

### **#35 Character Questions**

**Learning Objective:** Students writing their own questions about character can be a positive method of reviewing key concepts

**Instructions:**

- With a partner, use the question starters below to create complete questions.
- Exchange your questions with another team to answer.

**Question starters:**

1. How would you describe
2. What role does character
3. Does character
4. How honest
5. How do you decide
6. What would you do if
7. How would you feel if
8. What is the importance of
9. Do your actions
10. Who deserves

As a table group, choose one of the 10 questions to share with the class. Be prepared with a response. Others in the class can also respond differently to the question.

### **#36 Rule Cards**

**Learning Objective:** Learn the importance of respecting others and themselves

**Materials:** 3 different colored sticks or pencils (1 set of 3 for each group) 3 different color index cards (2 sets for each group); rule cards

**Instructions:**

- Divide the class into groups of four. Ask all of the ones to gather together in an area, all of the twos in another, and so on.



- Before distributing the rules, explain that each number has a different rule. They are not allowed to share their rule with anyone from any other number group, but they may talk about it to people of the same number if they need to. The game depends on the rules being kept secret.
- Distribute the rules to each of the number groups. Allow some time to familiarize themselves with their rule. When they all understand their rule, create teams with one representative from each of the numbers.
- Remind everyone that they must follow their individual rule at all times.
- Allow 10 minutes for the first round.
- Count the items. Have the second highest group explain what happened. Next have the lower end group (but not the last one) explain how their team worked. Finally, have the winning team explain what they did to collect their items.

**Process and Reflection:**

**So What?**

- How did the team collect the items needed and show respect for the members who had different rules?
- What was difficult about it?

**Now What?**

- How could the game be done differently?
- What does this game tell us about how we work with others who have different opinions and backgrounds?
- How can we solve problems when working with others and still be respectful of what others say and do?

**RULE CARDS**

<p><b>Rule Card One</b></p> <ol style="list-style-type: none"> <li>1. Your group has to collect one green stick, one red stick and one yellow stick</li> <li>2. Your group has to collect two cards of each of the following colors: blue, red, green</li> <li>3. You cannot touch any stick, but you can touch cards</li> <li>4. You can only say yes or no.</li> </ol>	<p><b>Rule Card Two</b></p> <ol style="list-style-type: none"> <li>1. Your group has to collect one green stick, one red stick and one yellow stick</li> <li>2. Your group has to collect two cards of each of the following colors: blue, red, green</li> <li>3. You cannot touch any cards, but you can touch sticks.</li> <li>4. You can ask questions to people with Rule Card One, but you can't answer questions.</li> </ol>
<p><b>Rule Card Three</b></p> <ol style="list-style-type: none"> <li>1. Your group has to collect one green stick, one red stick and one yellow stick</li> <li>2. Your group has to collect two cards of each of the following colors: blue, red, green</li> <li>3. You can touch sticks and cards</li> <li>4. You can't speak at all</li> </ol>	<p><b>Rule Card Four</b></p> <ol style="list-style-type: none"> <li>1. Your group has to collect one green stick, one red stick and one yellow stick</li> <li>2. Your group has to collect two cards of each of the following colors: blue, red, green</li> <li>3. You cannot touch any sticks or cards</li> <li>4. You can ask questions to anyone in your group and you can answer questions.</li> </ol>

### **#37 Two Truths and a Lie**

**Learning objective:** Participants will realize the fragility of trustworthiness.

#### **Instructions:**

Ask each person to think of two true statements about themselves and one that is false. When ready, they turn to a partner and say the three statements in any order. The partner's job is to guess the false statement. Then they switch places and the partner does the same.

#### **Process and Reflection:**

##### **So What?**

- Was it easy to guess the lie? Why or why not?
- Was it easy to say a lie?

##### **Now What?**

- Were the things we lied about important?
- What do we call those kinds of lies? (white lies or fibs)
- When is lying wrong?
- What if I told you one thing today and something different tomorrow? Even if it is an unimportant thing, would it break our trust and make you wonder if anything else I had said was true?
- How many lies does it take to be called a liar?

### **#38 Trustworthiness Skit**

**Learning objective:** Participants will understand the four dimensions of trustworthiness: honesty, integrity, promise-keeping and loyalty.

**Materials:** Copies of the Trustworthiness Skit

Distribute copies of the Trustworthiness Skit. Call on six volunteers to read the skit in front of the class. After the skit is finished, say: "Even though it only takes a few seconds to destroy trust, it takes a long time to build trust, and even longer to rebuild it once it has been destroyed. In Donna's case, it's going to take a really long time."

#### **Instructions:**

- Say: "Trust . . . Our world operates on trust. Countries sign treaties based on trust. Banks loan money based on trust that the loan will be repaid. Businesses accept checks, trusting that there's enough money in the checking account to cover the check. Restaurants serve us food, trusting us to pay after the food is eaten. Families operate on trust also."
- Let's look at one example now. Meet Mom and Donna."

#### **Processing and Reflection:**

- How can we believe someone with a history of lies?
- How can you have faith in someone whose "walk" doesn't match his or her "talk"?
- How can we count on someone who doesn't keep promises?
- How can we entrust our well-being or interests to someone who has been disloyal?

#### **Extension:**

Take the activity further by having students help Donna figure out how to rebuild trust. Say: "You'll work in groups to list things Donna can do to earn trust at home, with friends, at school and on her job. Create groups of four. Your assignment is as follows:

- You have 10 minutes to create a thorough, detailed list of specific ways to earn trust through honesty (group #1's task), integrity (#2), promise-keeping (#3) and loyalty (#4).
- Be very specific with things that Donna needs to do at home, at school, with friends and at work.
- Allow 10 minutes for group work, then have groups report out what Donna would do.

### **Trustworthiness Skit**

Mom: "No, Donna! You may not take the car to a cabin party this weekend!"

Donna: "Mom, why don't you trust me?"

Mom: "You're right, Donna. I don't trust you. Why? Just think about it, Donna, just think about it."  
(Mom walks away, shaking her head.)

Donna: (Talking to herself) "What does she mean? I'm 17! I'm her daughter! She should trust me!" (She puts her head in her hands, or on the table in her arms.)

Conscience Voice #1: "Hey, Donna, this is your conscience. Remember last summer when you told your mom you were going to the library? Everything was fine until she ran into you at the mall with Steve . . . and Jim. . . and Ryan. . . and Marcus! And remember the time last spring when you told her you were going to McDonald's? You just forgot to tell her it was the McDonald's in Atlantic City. Then there was the time you told her you loved the birthday necklace. . . just before you sold it for a new set of Rollerblades! Where was your honesty?"

Conscience Voice #2: "Yo, Donna! This is your conscience. While you're remembering, think about the time you let Sharon talk you into buying the \$304, 52-volume CD set of the Beach Boys greatest hits. And you don't even own a CD player! And remember the time you pretended to be homeless . . . just so you could meet the cute volunteer at the shelter? And remember the time you let your little sister take the rap for the broken lamp? Where was your integrity?"

Conscience Voice #3: "Donna, Donna! This is your conscience. Think about your promise-keeping record. Count the times you promised to clean your room and you just stuffed everything under the bed. It was O.K., until your mom found a family of small rodents nesting there. Count the times you promised to be home by curfew and missed it by two time zones!"

Conscience Voice #4: "Whoa, Donna! This is your conscience. Where was your loyalty when you went to a swim party and left your mom to single-handedly control the Anderson triplets you had agreed to babysit? She could've managed if she hadn't been in that body cast at the time. Bicycle tracks on a body cast. . . not a pretty sight!"

Donna: (Sitting up) "O.K., O.K., enough is enough! Maybe I haven't always shown honesty, integrity, promise-keeping and loyalty. Nobody's perfect. I'll start now being worthy of Mom's trust."

### **#39 Significant Insight**

**Learning objective:** Participants will reflect on the previous day's character discussion and identify their most significant insight.

**Materials:** One sentence strip and marker for each participant, or an index card on which the insight can be written.

**Instructions:**

- Distribute a sentence strip and marker or index card.
- Instruct participants to reflect on what they learned yesterday, and to write down on the strip or card one of their “a-ha!” moments— when they had an epiphany or realization that was new and significant to them.
- Allow 3 minutes for reflection and writing. If you wish, go around the room and have participants share their significant insights.
- Once everyone has read their insight, collect them and hang them somewhere in the room.
- If you opt for using the index card, have participants turn to a neighbor and share their insights with each other for 2-3 minutes.

**#40 Ridiculous Rules**

**Learning objective:** Participants will realize that part of good citizenship is obeying all rules and laws, even the ones they think are ridiculous.

**Materials:** One sheet of colored paper per participant (use multiple colors)

**Instructions:**

- Distribute colored paper to participants and instruct them to write down a rule or law they consider ridiculous (for example, “This pillow tag is not to be removed under penalty of law.”) Laws or rules from school, home or community may be used.
- After each person has written what they consider a ridiculous rule, instruct participants to make a paper airplane out of the paper they wrote on, and then form a circle.
- With the group in a circle, have each person sail their airplane, then pick up a landed airplane and sail this one.
- Repeat one more time; then have the participants choose a plane of a color different than their original, and take it to their seats.
- Ask participants to open up the plane they have and read the rule on that plane. There will be more than a few who think the rule on the paper they now have is not “dumb.”
- Develop the thought that we do not have the option of only following the rules we think make sense. If, by chance, everyone agrees that all the laws written down are “dumb,” challenge participants to imagine why such laws or rules were created.

**Process and Reflection:**

- The person or people who made the rule did not intend to create a rule that makes no sense.
- You can also contrast the necessity to obey just laws with the practice of civil disobedience, in which someone disagrees with the fundamental morality of a law and disobeys it as a form of protest, in order to bring attention to the law and hopefully change it.

**#41 Ethical Decision-Making**

**Learning Objective:** Provide understanding of priorities, questioning, ranking and what constitutes a good decision

**Activities:**

- Choose a decision-making scenario to analyze and have participants apply a decision-making model to the scenario. Ask students to:
  - state the nature of the problem or dilemma;

- list possible alternatives;
- discuss the positive and negative consequences of each alternative and rank the alternatives.
- Have each student write a scenario in which a student is faced with a situation requiring a decision. Ask each student to:
  - use the decision-making model to determine alternatives and the consequences or outcomes of each;
  - choose the alternative that he or she thinks best and give reasons for selecting it.
- Have each student present his or her scenario, alternatives, and decision (with reasons) to the class or a small group. Then have the class or group discuss: whether the decision-making model has been applied appropriately; whether the decision is a responsible one.
- Ask students to share the decision-making model with their parents or guardians and, with them, identify the decisions their parents or guardians make for them and the decisions they can make for themselves.

### **Examples of Ethical Decision-Making Scenarios**

#### **MISTY AND SONJA – NO SALE**

Misty and Sonja are best friends. They were neighbors from the time they were little until they were in eighth grade, when Sonja's parents got divorced and Sonja and her mom moved to an apartment across town.

One Saturday while they were shopping at a mall, Sonja took a bunch of clothes into the dressing room to try on. Misty waited for her, and they left the store together. Just outside the store, Misty asked, "Why didn't you get any of the outfits you tried on?" "I got all of them!" Sonja replied. "I got the five-finger discount. I had a big shopping bag from this store folded up in my purse. No one even noticed. And I took the sweater you liked for you. Here, take it."

Standing outside the store, Misty is nervous and upset. She knows it is wrong to shoplift, and she's afraid that Sonja will get caught. Misty is also afraid she will be accused of stealing because she was with Sonja, especially if she takes the sweater she was offered. She is disturbed and disappointed that her friend was willing to steal but she doesn't want to make a big deal about it. She doesn't want to ruin the friendship or make Sonja feel bad because she knows Sonja's family doesn't have much money.

But she also worries that if she doesn't try to help Sonja see what she did was wrong, it could ruin her character and reputation. Finally, she worries that if her friend continues on this path, she will continually make bad choices that could mess up the rest of her life.

#### **Questions:**

- Should Misty let Sonja think stealing is okay or, just as she would try to stop a friend from hurting herself or driving while drunk, should Misty try to stop Sonja?
- Would a good friend just turn the other way or try and intervene and counsel?
- If Sonja's parents had good values, what do you think they would do if they found out what Sonja was doing? Is that parental perspective appropriate or inappropriate for a caring friend?
- If Misty was your daughter, and she came to you with this problem, what would you do?

#### **MELANIE THE STORE CLERK**

Melanie is a store clerk at a local store. One night she catches a 17 year old stealing school supplies and a pair of sneakers for his little brother. Melanie knows the store policy about

shoplifting. In fact she had to sign a code of conduct saying that she would turn in anyone she caught.

After confronting the 17 year old, ready to turn the kid in, he pleads with Melanie saying it is the first time he has stolen anything. Then he tells her that his little brother is being teased at school for not having the stuff that other kids have. His mother, a single parent, works all day and doesn't have time or money for her children. Melanie does not know what to do. How should she handle the situation?

Questions:

- Should Melanie turn the 17 year old into the store manager? Or, does she rationalize that he had a good reason to steal?
- What should Melanie think about in making her decision?
- How can the decision she makes have an impact on her own goals?
- What are the options?
- If Melanie was your daughter, and she faced this dilemma, what do you hope she would do? Why?

### **KENNY AND THE BULLY**

Les is known as a troublemaker and bully in school. He never does his homework and constantly interrupts class with his unruly behavior and smart-mouth comments. He hangs around with a group of guys who share his lack of interest in school and his knack for getting into trouble. Les and his buddies don't like the "jocks" or the "study nerds" in the school, and they aren't shy about letting everyone know how they feel about those students.

Kenny is one of the study nerds that Les doesn't like. Les often threatens and picks on Kenny in class and in the halls, but Kenny just lets it slide. He knows some kids who talked back to Les, and they got beat up by Les and his friends.

One night after school, Kenny walks out to the parking lot and finds Les "keying" the principal's car. Kenny tries to act like he hasn't seen it, but Les walks up to him and grabs him by the shirt collar.

"If you breathe a word about what you saw, you will die!" Les whispers. "No problem, man, I didn't see a thing," says Kenny.

A few minutes later, while Kenny is waiting at the bus stop, the principal leaves and notices that his car has been damaged. He walks over to the bus stop and says, "Kenny, I trust you. Did you see who did this to my car?"

Questions:

- What should Kenny do?
- What should Kenny do if the principal mistakenly blames another student for the vandalism?
- What should Kenny be thinking about here in terms of his immediate and long-term goals? What are the most important goals that could be affected by the choice he is about to make?
- What should Kenny know to make a different decision?
- If Kenny's immediate objection is to avoid being beaten up, what options does he have other than lying to the principal. List everything Kenny could do.
- What values are involved in the choices Kenny faces? Who are the stakeholders?

## Team Building Games

### #42 Collaboration

#### TAG TEAM TIC TAC TOE

	1	2	3	4	5	6
A						
B						
C						
D						
E						
F						

TEAM 1 -



TEAM 2 -



TEAM 3 -



#### Instructions:

- **Objective is to achieve the highest score**
- Place team's symbol in one of the 36 squares to achieve 4 to 6 in a row, horizontally, vertically or diagonally
- Rotate players within a team
- Maintain silence during other team's turn
- Each cell counts once for scoring
- 45 seconds to strategize
- 10 seconds for each team to move

#### Scoring

6 in a row = 50 points

5 in a row = 40 points

4 in a row = 30 points

#### Process and Reflection:

- How many points did you get?
- How did you play the game?
- Did anyone play the game cooperatively?
- If so, what point total did you achieve?
- What does this activity have to say about working together?

### **#43 Partners**

**Learning Objective:** To help people see the benefit of working together

**Materials: Per team**

- 1 piece of paper
- 1 newspaper sheet and rubber band
- 12 inch piece of yarn
- 1 balloon

**Instructions:**

Have everyone in the group get a partner. Each of the tasks that are assigned, must be accomplished while holding one of their partner's hands.

Task one: Make a paper airplane with the sheet of paper

Task two: Tie a bow with the piece of yarn

Task three: Roll up a newspaper and put a rubber band around it.

Task four: Inflate a balloon and tie the end.

Task five: Both of you do a somersault at the same time, remembering that you can't let go of your partner's hand.

**Process and Reflection:**

- How easy was it to do the tasks that you were given?
- What problems did you experience when completing the task?
- Would the tasks have been easier to complete if you were doing it without your partner's help? Why or why not?
- What can this activity teach us about working together?
- How hard is it to do some things as a group rather than by yourself?
- What are some ways when working with a group that you can keep from having problems?

### **#44 Wilderness Survival - A Consensus-Seeking Team– Building Task** (answers pgs 75-76)

**Learning Objective:** To teach effective consensus-seeking behaviors in task groups and to explore the concept of synergy as it relates to outcomes of group decision-making.

**Materials**

- A copy of the Wilderness Survival Work Sheet for each participant.
- A copy of the Wilderness Survival Group Briefing Sheet for each participant.
- A copy of the Wilderness Survival Answer Sheet for each participant.
- Newsprint and felt-tipped markers.

**Instructions**

1. The teacher briefly introduces the activity by explaining its purpose, outline, and origin.
2. The students complete the work sheet individually. Subgroups are formed, and copies of the Wilderness Survival Group Briefing Sheet are distributed to all students.
3. After students have read the briefing sheet silently, the teacher briefly discusses its contents.
4. Subgroups work separately on the consensus-seeking task.
5. When all subgroups have completed the task, the entire group reassembles.
6. The statistics for all subgroups are posted on a chart such as the following:
  - Range of Individual Scores



- Average of Individual Scores
  - Score for Group Consensus
8. Subgroups discuss their consensus-seeking process and outcomes. The focus should be on behaviors that help or hinder productivity.
  9. Each student receives a copy of the Wilderness Survival Answer and Rationale Sheet. The teacher announces (and posts) the "correct" answers, and each student scores his or her own work sheet. A volunteer in each subgroup scores the subgroup's solution and computes the average for the individual scores within the subgroup.

### WILDERNESS SURVIVAL WORKSHEET

Here are twelve questions concerning personal survival in a wilderness situation. Your first task is individually to select the best of the three alternatives given under each item. Try to imagine yourself in the situation depicted. Assume that you are alone and have a minimum of equipment, except where specified. The season is fall. The days are warm and dry, but the nights are cold. After you have completed this task individually, you will again consider each question as a member of a subgroup. Your subgroup will have the task of deciding, by consensus, the best alternative for each question. Do not change your individual answers, even if you change your mind in the subgroup discussion. Both the individual and subgroup solutions will later be compared with the "correct" answers provided by a group of naturalists who conduct classes in woodland survival.

SURVIVAL ITEMS	Your Answer	Subgroup Answer
1. You have strayed from your party in trackless timber. You have no special signaling equipment. The best way to attempt to contact your friends is to: a. call "help" loudly but in a low register. b. yell or scream as loud as you can. c. whistle loudly and shrilly.		
2. You are in "snake country." Your best action to avoid snakes is to: a. make a lot of noise with your feet. b. walk softly and quietly. c. travel at night.		
3. You are hungry and lost in wild country. The best rule for determining which plants are safe to eat (those you do not recognize) is to: a. try anything you see the birds eat. b. eat anything except plants with bright red berries. c. put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little.		
4. The day becomes dry and hot. You have a full canteen of water (about one liter) with you. You should: a. ration it—about a cupful a day. b. not drink until you stop for the night, then drink what you think you need. c. drink as much as you think you need when you need it.		
5. Your water is gone; you become very thirsty. You finally come to a dried-up watercourse. Your best chance of finding water is to:		

<p>a. dig anywhere in the stream bed.  b. dig up plant and tree roots near the bank.  c. dig in the stream bed at the outside of a bend.</p>		
<p>6. You decide to walk out of the wild country by following a series of ravines where a water supply is available. Night is coming on. The best place to make camp is:  a. next to the water supply in the ravine.  b. high on a ridge.  c. midway up the slope.</p>		
<p>7. Your flashlight glows dimly as you are about to make your way back to your campsite after a brief foraging trip. Darkness comes quickly in the woods and the surroundings seem unfamiliar. You should:  a. head back at once, keeping the light on, hoping the light will glow enough for you to make out landmarks.  b. put the batteries under your armpits to warm them, and then replace them in the flashlight.  c. shine your light for a few seconds, try to get the scene in mind, move out in the darkness, and repeat the process.</p> <p>8. An early snow confines you to your small tent. You doze with your small stove going. There is danger if the flame is:  a. yellow.  b. blue.  c. red.</p>		
<p>9. You must ford a river that has a strong current, large rocks, and some white water. After carefully selecting your crossing spot, you should:  a. leave your boots and pack on.  b. take your boots and pack off.  c. take off your pack, but leave your boots on.</p>		
<p>10. In waist-deep water with a strong current, when crossing the stream, you should face:  a. upstream.  b. across the stream.  c. downstream.</p>		
<p>11. You find yourself rim rocked; your only route is up. The way is mossy, slippery rock. You should try it:  a. barefoot.  b. with boots on.  c. in stocking feet.</p>		
<p>12. Unarmed and unsuspecting, you surprise a large bear prowling around your campsite. As the bear rears up about ten meters from you, you should:  a. run.  b. climb the nearest tree.  c. freeze, but be ready to back away slowly.</p>		

## **WILDERNESS SURVIVAL WORKGROUP BRIEFING SHEET**

Decision by consensus is a method of problem solving and decision making in groups in which all the parties involved actively discuss the issues surrounding the decision. The subgroup thus pools the knowledge and experience of all its members. Any final decision must be supported by each member of the sub- group. The ideas and feelings of all the members are integrated into a subgroup decision, thus allowing several people to work together on a common problem, rather than producing a "we-they" stand-off.

As you might imagine, decision by consensus is usually difficult to attain and will consume more time than other methods of deciding an issue. As the energies of the subgroup become focused on the problem at hand (rather than on defending individual points of view), the quality of the decision tends to be enhanced. Research indicates, in fact, that this approach to problem solving and decision-making results in a significantly higher-quality decision than by implementing other methods such as the use of majority power (voting), minority power (persuasion), and compromise.

In the decision-by-consensus process, each subgroup member is asked to:

1. Prepare his or her own position as well as possible prior to meeting with the subgroup (but to realize that the task is incomplete and that the missing pieces are to be supplied by the other members of the subgroup).
2. Recognize an obligation to express his or her own opinion and explain it fully, so that the rest of the subgroup has the benefit of all members' thinking.
3. Recognize an obligation to listen to the opinions and feelings of all other subgroup members and to be ready to modify one's own position on the basis of logic and understanding.
4. Avoid conflict-reducing techniques such as voting, compromising, or giving in to keep the peace and to realize that differences of opinion are helpful; in exploring differences, the best course of action will make itself apparent.

Adapted from Pfeiffer's *Classic Activities for Building Better Teams*, John Wiley & Sons, Inc.

### **#45 What Just Happened?**

**Learning Objective:** For providing a summary of key points made in a lesson or presentation.

#### **Instructions:**

Try and have no more than 4 individuals assigned to a table.  
Assign the tables to either an A or B group.

#### **Group A**

**Poster Instructions** Your job is to design a poster that presents the key points of this lesson. Here are four rules:

- **Page limit.** You are limited to one sheet of flip chart paper.
- **Text only.** Your poster must *only* use words. You may not use any graphics, pictures, or diagrams.
- **Joint effort.** All members should contribute to the creation of the poster.
- **Time limit.** The final version of the poster should be ready in 5 minutes.

#### **Group B**

**Poster Instructions:** Your job is to design a poster that presents the key points from the lesson. Here are four rules:

- **Page limit.** You are limited to one sheet of flip chart paper.

- **Graphics only.** Your poster must *only* use pictures (including graphics, symbols, and diagrams without words). You should not use any letters, words, or numbers.
- **Joint effort.** All team members should contribute to the creation of the poster.
- **Time limit.** The final version of the poster should be ready in 5 minutes.

**Combine the posters.** How elements from all posters can be combined to create a single poster.

#### **Process and Reflection**

- What did we learn?
- How can we use what it is that we have learned in our own setting either with a classroom, in our school or youth-based organization?
- Can you identify specific strategies that will be effective when presenting to others?

#### **#46 Keypunch**

**Learning Objective:** Working on a problem-solving initiative that gets individuals to cooperatively work together to determine a solution that is better than one found on one's own.

#### **Materials:**

One boundary rope approximately 50' long, 30 rubber spots (or carpet squares or paper plates) numbered from 1-30, one cone.

#### **Setup:**

Before the group assembles, form a rectangle on the group with the boundary rope. Spread out the numbered spots within the boundary rope so that consecutive numbers are spread far apart from one another. To the casual observer, these should seem to be placed in a seemingly random fashion. This will form your keypad. Place the cone as a starting/ending point approximately 10 yards away from the keypad.

#### **Instructions:**

- With your group assembled and standing behind the starting point, explain that a terrible computer virus has infected the main computers at the Ministry of Education and that this group of computer experts has been hired to disinfect the system.
- In order to disinfect the system, the team must enter the "restricted area" (anywhere beyond the starting cone, press the keys (spots) on the keyboard (anywhere within the rope boundary) in sequential order from one to 30, and get out of the "restricted area" in less than 30 seconds, with the following stipulations:
  1. There may only be one person actually contacting the keyboard (i.e., the spots and/or the spaces between the spots, anywhere within the rope boundary) at any one time. Should two or more individuals be contacting the keyboard at one time, the board is "fried" and the group must begin again at number one. Time, of course, continues.
  2. Keys must be touched in order. If any keys are touched out of order, the board is "fried" and the group must begin again at number one. Time, of course, continues.
- The group has a total of four attempts to disinfect the computer, time for each attempt beginning when the first person in the group moves past the starting cone on their way to the keypad and ending when the last person arrives back at the cone.
- At the end of 45 minutes, the computers will crash irrevocably with the terrible consequence that all of the money from everyone's paycheck will automatically be withdrawn.
- The group has a 45-minute time limit.

#### **Process and Reflection:**

- What was the initial reaction of the group?
- How well did the group cope with this challenge?
- What skills did it take to be successful as a group?
- What creative solutions were suggested and how were they received?
- Did everyone listen to each other's ideas?
- What would an outside observer have seen as the strengths and weaknesses of the group?
- What roles did people play?
- What did each group member learn about him/her self as an individual?
- What key factor led to an improvement in time?
- How motivated were participants to continually improve?

#### **#47 Incorporations**

**Learning Objective:** Learn how to form and re-form groups.

##### **Instructions:**

The teacher calls out a description of a kind of group and the students must respond by forming groups to match the teacher's descriptions. Once the teacher stops the action, a character question is given for the group to quickly discuss. Then, another group is called out.

Here are group configurations to consider:

- Groups of three
- Groups of three plus one
- Groups of five in which each person in the group must have one item of clothing which is the same color as that of someone else in the group.
- Groups in which all members share the last digit of a phone number
- Groups of eight in which members have to arrange themselves so as to form the letter H with their bodies.
- Groups in which everyone shares a birth month.

#### **#48 Silent Birthdays**

**Learning Objective:** Share communicating in a different way – without words.

##### **Instructions:**

The group's task is to have everyone circle up in birthday order (date only, not year born). The goal is to end up with a circle starting with January and going month by month, ending with December with all students in the correct order. The hitch is that this must all be done silently: without words. This means that writing is not permitted either – not on paper, not on the ground, not in the air. People may communicate using only fingers and a nod or shake of the head.

##### **Process and Reflection:**

###### **So What?**

- What did we have to do?
- What made this a challenge for the group?

###### **Now What?**

- What was it like to communicate without words?
- How do you get people to work together?
- How is this activity comparable to the difficulties that arise when people do not understand each other?
- What can you do to be an effective communicator?

## **#49 Bully Busting**

### **Learning Objective:**

To have students reflect on the issue of respect in journal-writing exercises and discussions.

### **Materials:**

- One small notebook for each student
- One pen or pencil for each student

### **Instructions:**

Either as a take-home or in-class assignment, have the students write short entries in a "respect journal."

First, discuss what it means to be respectful. Write-down the following points on the board and tell them to list these on the first page of their journals as a reminder of what respect means: upholding the Golden Rule (treating others as you would like to be treated), resolving conflicts nonviolently, showing courtesy and consideration to everyone.

This activity should be done with regularity (every day, every other day, or once a week) and followed by a discussion about what they've written. Have them make journal entries about respect beginning with the following sentence stems:

- When talking with other people, I show respect by . . .
- I can be a better listener by . . .
- When people make fun of me, I feel . . .
- People show their respect for me when . . .
- Insulting others is . . .
- My parents know I respect them when . . .
- My parents respect me by . . .

## **#50 Affinity Diagrams**

Have students or adults work in small groups. The topic can be:

- Ethical dilemmas
- Strategies to teach students about how to make ethical decisions
- Integration of character education into subject matter curriculum:
  1. Books
  2. Stories
  3. Media
- Immersion of character education in school:
  1. Rituals, traditions and celebrations
  2. Classroom Rules
  3. Codes and Pledges
  4. Recognition
  5. Announcements

### **Instructions:**

- On "post-it" notes, have participants write down a single thought or idea as a word or phrase that responds to the topic.
- Have the participants sort the responses into categories and provide a heading for each category.
- Have them re-sort the responses into different categories.

### **Process and Reflection:**

This activity allows for staff and students to reflect upon the opportunities to consciously, deliberately and consistently build character education into all aspects of a classroom and school.

### **#51 Student Voice Carousel**

**Learning objectives:** Participants will be able to identify and agree upon Pillar-based rules; giving student voice to creating a safe learning climate.

### **Materials needed:**

6 large sheets of paper, each should have 1 of the 6 questions (see below) written at the top;  
6 markers, each one a different, easy to read color

### **Questions**

1. What makes a class/school safe?
2. What makes for good learning?
3. What makes a good teacher/coach?
4. What makes a good Principal/leader?
5. What should children learn to equip themselves for life in the 21st century?
6. What would you like to see in your school/community?

### **Overview**

- Divide the class into 6 groups and give each group a different color of pen.
- Spread the question sheets out on tables around the room or on the walls and place 1 group at each sheet.
- Ask each group to nominate a writer/recorder to write ideas down. Explain that they can change recorder at each station to ensure everyone that wants a turn can have one.
- Explain how a Carousel works:
  1. Each group has a different color of pen that stays with them throughout the activity.
  2. They will have 2-3 minutes (you decide what's best) at each station to read the question, any ideas that are already there and then add their own answers to the sheet.
  3. They are trying to come up with as many ideas as they can; no criticism of their own or others ideas; ideas belong to the group and HAVE FUN!
  4. Once they have visited all 6 stations explain that they are going to do a second Carousel to decide what the most important ideas on each sheet are. You will probably want to give them a shorter time on this round but it will depend on the amount written on the sheets and reading ability.
- Ask them to consider all the responses on the sheet and check the 2 that they think are the most important answers to the question at the top.
- Once they have checked all 6 sheets and are back at their starting point ask them to identify which 2 responses have the most ticks. If there is a 'draw' between 2 or more ideas ask them to make a decision that they consider to be in the best interests of the class. If they struggle to do this they can ask the class to help them.
- Ask groups to report back to the class on the outcome from their group and record as appropriate.
- The reason for the double Carousel is so that the class can make decisions based on all the ideas rather than just check as they go round the first time. Please adapt/change as appropriate for the learners you are working with.

## **#52 Making Fair Decisions**

**Learning objectives:** Participants will evaluate a scenario in which they must apply the five substantive theories of fairness.

**Materials:** Handout of scenario

### **Overview:**

Say, "Pretend you are a classroom teacher with one candy to give to a group of students. Who is the student who fairly deserves the candy?" Distribute the handout and read through the descriptions of each student together. Participants are likely to ask you to provide more background info. Instruct them to make their decisions based on the information available.

### **Scenario**

**Juan** is the smallest, but he is the one who works the hardest and does the best work in class. **Kishara** is older than Juan, and is competent. She has very few friends and is the one who needs the most praise to help with her poor self esteem.

**Benny** is the oldest and is graduating this year.

**Keara** is a natural leader and has a the best attitude. She is always willing to help

**Ricky** is a good student and the principal's son.

### **Process and Reflection:**

- Was your decision easy or difficult?
- Did everyone in your group agree from the start?
- Did you find yourself defending certain students? Why do you think you did that?
- How was your group able to finally arrive at a consensus? Which theory of substantive fairness did your group follow?

## **#53 Strengths and Talents**

**Learning Objective:** Talents are like ingredients for baking a cake. The cake itself is a strength and the ingredients are talents.

**Concept:** If you walked into a room full of all of the ingredients necessary to make a cake and randomly picked ingredients, chances are your cake is not going to be very good. Maybe a 1 in 1000 chance that you will hit a near perfect cake your first time. Your talents are the ingredients in your pantry. Look at your ingredients (talents) and do what you can from there to make the best cake (strengths) you can make.

### **Instructions:**

- Begin by asking participants to write their strengths . Give 1 minute to do this.
- After they have completed writing their 5 strengths in the left hand column, ask them to use their opposite hand to write the same strengths on each line in the right hand column.
- Give them 1 minute again to do this quickly.

### **Process and Reflection:**

- How many of you finished the first list?
- How many of you finished the second list?
- Is one column easier to read than the other?
- What is the point of this exercise? Why did we do this?
- Make the point here that writing is a talent that we have practiced for years and using one hand. We are better at writing with the dominant hand because of practice.
- Science says that we will never be as good at writing with our non-dominant hand. We can attempt to make this weakness a strength, but the best it would ever be was



mediocre.

#### **#54 Miss — Understanding**

**Learning Objective:** Making assumptions is something all of us do every day. Most of time, it is efficient to make such assumptions based on our prior experiences. However, sometimes these assumptions produce undesirable consequences. This activity demonstrates what we might miss when we jump to conclusions.

#### **Materials:**

Handout (one for each participant)

Pen or pencil

PowerPoint slide that highlights each time the letter “e” appears in the text

#### **Introduction**

- Participants are given a handout and asked to circle each time the letter “e” appears in the text. Most people will circle the letter “e” when it appears at the beginning of a word, and miss the letter “e” when it appears at the end of the word, or in a familiar word like “the”.
- Distribute the handout. Ask each participant to independently read through the handout and circle each time the letter “e” appears in the text.
- Stop the activity. Call time after 1 minute. Ask the participants to count the number of times they found the letter “e”.
- Display the answer. Show the PowerPoint slide to reveal that the letter “e” appeared in for a total of 58 times. Ask if anyone found all 58 appearances. Congratulate the participants who found the most occurrences of the letter “e”.
- Review the handout. Ask the participants to check their handout and count the number of times they circled the letter “e” when it appeared at the beginning of a word. Ask them to count each time they missed finding the letter “e” when it appeared at the end of the word. Also ask them to count the number of times they missed the “e” in a familiar word like “the”. (Most participants would have missed the letter “e” more often when it appeared towards the end of the word or in familiar words like “the”.)

#### **Process and Reflection:**

- Explain to the participants that the more familiar we are with a word, the less likely we are to read it letter by letter. Instead, we tend to pay attention to the first few letters, consider the context, scan and look for patterns, and then make assumptions about how the word ends.
- What are other areas of our lives where our attention is not always equally distributed?
- How often do our assumptions cause conflicts?
- How often do we make decisions based on assumptions? What happens when we make such assumptions?
- What can we do to reduce our natural tendency to jump to conclusions?

#### **Handout**

As educators we often rely on text-based resources, and this often requires the need for a professional proofreader. Proofreaders are sometimes called typesetters or copywriters, but whatever you call them you will quickly come to realize that these people are professionals who take pride in their work. Your trusted proofreader will do their level best to catch every spelling or grammar mistake and make sure your work is error free.

#### **PowerPoint Slide**

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professional proofreader. Proofreaders are sometimes called typesetters or copywriters, but whatever you call them you will quickly come to realize that these people are professionals who take pride in their work. Your trusted proofreader will do their level best to catch every spelling or grammar mistake and make sure your work is error free.

### **#55 Gotcha**

**Learning Outcomes:** Ice breaker, fun, get to know each other

**Equipment:** Open space

Form two circles – one inner, one outer of approximately the same size

#### **Instructions:**

- Participants stand in a circle, arms out to the side. Left hand palm up, right index finger pointing down and touching on neighbor's outstretched palm.
- I am going to say a number of words "When I say the word "CHARACTER" do two things.... grab the finger in your left hand, and prevent your right finger from being grabbed... Let's practice I'll count 1 – 2 – 3 and then I will say the CHARACTER. Okay, let's practice.
- 1- 2- Th.... (make it sound like you are saying three) then say "Think about this." Three! -- CHARACTER (how many moved on three?) The trick is dramatizing the "Go" word to build up of suspense, and most will jump the gun, adding to the fun.
- "Okay this time I won't count to three, instead I will say different words but you have to listen – don't go until I say CHARACTER. Okay, ready? -- CHARACTER!"
- Let's do it again: Ready? Ethics Honesty Respect CHARACTER!"
- "Okay you have to listen carefully. Ready? Responsibility Citizenship Respect Caring CHARACTER!"
- "One last time but this time wait until you hear the word Kindness. Ready: Honesty Fairness Caring Character Kindness".

#### **Process and Reflection:**

- Have students discuss how the activity was fun and what they thought was important about the activity.
- Safety: There are minimal safety concerns with this activity. One would be not to try and "rip" the other person's finger off and just to be careful as always.
- Tips and comments: For this activity there are some different variations that can be done to enhance the level of the activity and change it up a bit. One would be to have the students switch between which hands they grab with and which hands they pull with. The other would be to have them do it palms up with the finger pointing down on top of the palm. Each of these adds a little bit of a new element to the activity.

### **#56 Link Up**

**Learning Objective:** To gain a better understanding of students that generates a connection to the class or school.

#### **Instructions:**

- One person stands and talks about himself/herself.
- When someone in the group has something in common with something they've said, they get up and link arms with the person speaking person. Only one person at a time.
- They declare the thing that they had in common and then begin talking about themselves until someone else comes up with something in common with them.
- The activity continues until all group members are "Linked Up."

**Process and Reflection:**

- What did you learn about your fellow students?
- What does this activity have to say about respect?
- Who should we respect in our class?
- Why don't we at times value each other even though we have the same worth?

**#57 Pipe Cleaner Partner**

**Learning Objective:** Providing students with an opportunity to express which character trait best describes them.

**Instructions:**

- Students pair up to introduce themselves to each other. Tell students, they need to include in the introduction the pillar of character that best describes him/her.
- Each student forms a pipe cleaner into a shape that represents what the other person has told them about the pillar. Each student introduces partner and pipe cleaner to the class.

**EXTENSION:**

Each member of the group gets one pipe cleaner. They form a shape that represents a pillar that they use to describe themselves. The shape can be literal or abstract. As they introduce themselves to the group, they share their symbol.

**Process and Reflection:**

- What were the pillars that best describes the students in our class?
- Why did you think the pillar best describes you?
- In what way do you put that pillar into action?
- What choices do you face as a student?
- How do students live the pillar in our school?
- What would our school be like if no one lived by the pillar?
- What would our school be like if everyone tried hard to live by the pillar?
- What makes it difficult to always uphold a pillar of character?

**#58 What's On Your Plate?**

**Learning Objective:** Expressing the responsibilities of students

**Materials:** Paper plate and markers

**Instructions:**

- Start the class by giving everyone a plate and some permanent markers.
- Have them write on their plate in pictures, words, or phrases the things and responsibilities in their lives that fill up their time as a student. Math-type students can even make it into a pie graph.
- Students then pair up with another class mates and tell what's on their plate.
- **ALTERNATIVE SHARING:** If the group is too big for everyone to explain their plate individually, you can have them raise their plates to various categories. Like "Who has the pillar of responsibility on their plate?", "Who has \_\_\_\_\_", etc. .

**Process and Reflection:**

- Which pillars are represented in how a student fills his/her day?
- What do choices one makes have to do with the pillars of character?
- How did you decide what goes on your plate?