



Add a Word

# of Participants:	Classroom	Prepared By:	Pam Vascocu	Chapter:	Castor High FCCLA	State:	LA
Overview & Purpose							
<p>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 experience 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.</p>							
Activity Goals & Objectives (Specify skills/information that will be learned.)		<p>Dynamic Leadership teambuilding activity Importance of Diversity and Working together</p>					
Materials Needed		<p>Paper Pencils Stop watch, or watch with second hand</p>					
Activity Timeframe		<p>15 -20 minutes</p>					
Activity (Describe the independent activity to reinforce this lesson)		<p>Divide the group into teams of four. Give each team a piece of paper and a pencil/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. <i>They may not talk at all during this part of the activity.</i> They will have 60 seconds to complete their sentence. Call out the time so they will know how long they still have to write.</p> <p>After you have called times, have each group count up the number of words 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:</p> <p>One dark night... A woman screamed... People who are... In my high school... If I could only... A loud crash... The next time...</p> <p>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, <i>but the group may talk among themselves to make suggestions on the next word.</i> Once again only give them 60 seconds to create their sentence. Call out elapsed time. When time has ended, have groups read their sentence aloud and tell how many words are used. Repeat this portion of the activity twice. You will notice an increase in the number of words they used in the sentences from when they were not allowed to talk.</p>					

<p>Activity Wrap-up (Discuss outcomes, give examples...)</p>	<p>Discussion Ideas:</p> <ol style="list-style-type: none"> 1. How well did your team do when you couldn't talk? 2. How easy was it to figure out which word to use next? 3. How much pressure did you feel when it was your turn? Explain. 4. How did the activity change for you when the group could talk? 5. Was your team able to create longer sentences when they could talk? Why or why not? 6. How much pressure did you feel when the group could make suggestions? Explain. 7. When you have a problem to solve, how much help is it to have someone else give you suggestions? 8. Will a greater number of people always make it easier to solve a problem? Why or why not? 9. How can people with different backgrounds than yours help you solve a problem? 10. Why would it be important for people of different backgrounds to work together on problem solving? 11. What could someone from a different culture provide that you couldn't? 12. How do different viewpoints help solve problems?
<p>Source</p>	<p><u>Activities That Teach</u> by Tom Jackson (www.active learning.org)</p>