

Connections Activity

Title/Skill:	Turnstile/ Problem solving, teamwork
Connection Goal:	Personalization
Grade Level:	9-12
Month:	January
Time Needed:	50 minutes (2 Connections periods)

Handouts/Materials Provided:

One large rope (approximately 10 feet long)

Summary of Activity for the Advisor: *note: The object of this activity is for students to solve the riddle of 1,2,3...12. You and another advisor (or student volunteer) will turn the rope (like you are playing jump rope) slowly. The rope will only turn as long as students are making progress towards solving the riddle. The rope stops turning as soon as the group gets on the wrong track (think of "you're getting warmer/colder, etc").*

Successful completion of the riddle will require students to run under the rope as it turns in accordance to the following sequence: 1 student alone goes under, then 2 students go under together, and then three students go under together. This same sequence must be completed 12 times in a row. Hence, the sequence of 1,2,3...12!

1. Day 1: Present students with rules and riddle. You and one other person will each spin one end of rope (as if someone were to run through it). This rope (turnstile) will continue to spin as long as the group is successfully completing the riddle. The riddle is 1,2,3...12. Word this appropriately. For example, "A new requirement for graduation is 1,2,3...12. This is all the information your principal has given you. Figure it out and you'll graduate."
2. Allow students time to work together and brainstorm possible solutions to the riddle.
3. Day 2: Place all students on one side of rope. Review rules and riddle. Begin spinning turnstile when they begin performing a task. Stop spinning turnstile when students are doing something wrong or being inactive. Keep students updated on their progress verbally. For example, "You have completed 1,2,3...4 so far." (meaning proper sequence was completed but only four times in a row)
4. Activity is completed when all students are on opposite side of turnstile according to the proper sequence.

Read/Review/Discuss/Do with students:

- Review what worked and what didn't.
- Ask students how the riddle was solved and how proper sequence was determined.
- Discuss emotions throughout the process and after completion. Did they feel their ideas were heard by the other group members?