

Title	Atomic Number
Goal	Problem Solving
Month	May
Time	1 activity period
Materials	Markers
Summary of Activity	<p>Summary of Activity for the Advisor:</p> <ol style="list-style-type: none"> 1. Arrange desks in a semi circle so that all students can see you (or student leader) 2. Inform students that you are going to arrange the magic markers on the floor, and that they will represent a specific number. It is their task to figure out what number the markers on the floor signify. 3. Set the markers on the floor in a random order. Try to appear as if there is a method to the arrangement. 4. Here's the secret: Inconspicuously, hang your hand so that your fingers show the number you want the markers to represent. 5. After a few minutes, gather the markers and place them in a different order, repeating the process until one or all of the students catch on.
Discussion Questions	<ul style="list-style-type: none"> ○ If no one gets it, choose a student and share the answer with him/her. Instruct him/her to give hints to the rest of the class. ○ Ask students to describe how they solved the problem, and how they felt while working on it. ○ What lessons can be learned from this activity?

Title	Paper Pipe Lines
Goal	Character Ed (working together)
Month	May
Time	1 Activity Period
Materials	8 ½ by 11 sheet of paper for each student Variety of small objects (marble, die, action figure, wad of paper, feather, etc.)
Summary of Activity	<ol style="list-style-type: none"> 6. Circle up groups of students and give them equipment. (paper and all objects) 7. Present the challenge: each group has to move all the objects around the circle. The object may only touch the paper, with the one exception that the first player may touch the object to place it in the paper. 8. If object is dropped or touched by a player, it is returned to the first player. When the object goes through all players' pieces of paper and drops into the bucket (or onto the desk, etc) the time stops. 9. Try giving the groups 20 minutes to log in their fastest time. This requires them to plan, implement and refine the process. (How will they use the paper? What will the order of students be? Will they have more than one object going at once?)
Discussion Questions	<ul style="list-style-type: none"> ○ “Which object was the hardest to move and why?” (assuming it’s the feather)...”What sort of feathers do you have in your life?” ○ Also, you may observe and comment on the teamwork skills used. What worked? What didn’t’?

Title	Left Right In Out
Goal	Communication
Month	May
Time	1 Activity Period
Materials	none
Summary of Activity	<ul style="list-style-type: none"> - Everyone must stand in a circle - The facilitator will call out a direction and group must call out the direction and hop in that direction. - Go through it several times until everyone is comfortable with it. - Now instruct the students to <i>say</i> what you say, but <i>do</i> the opposite (ex: you <i>say</i> right, the <i>say</i> right and <i>move</i> left) - Try letting a student lead it <p>Key Points: communication listening, following directions</p>
Discussion Questions	<p>What did you learn from this activity?</p> <p>How successful were you?</p> <ul style="list-style-type: none"> • What skills did it take to be successful? • What would an outside observer have seen as the strengths and weaknesses? <p>What lessons did the group learn from this exercise which could be applied to future situations?</p>

Title	Job Interview
Goal	Communication
Month	May
Time	1 Activity Period
Materials	none
Summary of Activity	<p>Ask one child to leave the room, and everyone else comes up with an imaginary job for that person to interview for.</p> <p>The child in the hall returns and the others take turns asking questions in an interview style, which the child uses to guess the job.</p> <p>EXAMPLE: The job is baker, so the questions could be “do you like rolling” or “do you like flour (flower)”. The child will probably guess different jobs.</p> <p>Continue to take turns being the one sent in the hall.</p>
Discussion Questions	<p>What made this difficult?</p> <p>What made it easier?</p> <p>Did you like asking the questions or answering them?</p> <p>What type of skills are needed to do well in an interview situation?</p>