

Moving From Preaching To Teaching

Presented by Tom Jackson, M.Ed., Director of the Active Learning Foundation

3835 W. 800 N. Cedar City UT 84721 (435) 586-7058

Author of Activities That Teach, More Activities That Teach,
Activities That Teach Family Values, Still More Activities That Teach
and Conducting Group Discussions With Kids

Dr. Nancy Tobler

	Noninteractive	Interactive
Knowledge	16%	53%
Attitudes	6%	33%
Social Skills	8%	76%
Reducing Drug Use	8%	18%

Edgar Dale's Cone of Learning

5% - 15% Verbal or Written

10% - 20% Visual

40% - 50% Visual and Verbal

60% - 70% Discussion

90% of what you experience

For most people academic learning is too abstract. They need to see, touch and smell what they read and write about.
John I. Goodland

Left Brain Functions: Speech, Reason, Time Ordered, Logic, Ordering, Analytic, Isolating, Selectivity, Explanation.

Right Brain Functions: Song, Experience, Whole Picture, Time Independent, Facial Expression, Harmonizing, Holistic, Relating, Involvement, Inspiration

In times of change, learners inherit the earth while the learned find themselves beautifully equipped to deal with a world that no longer exists. Eric Hoffer, Educational Psychologist

Rule One: Use what works for you and change what doesn't

Rule Two: You and your students will get better the more times you use active learning

1. Say It and Do It!: Values - Have everyone stand up and follow your arm motions. Put your arms over heads.

They will do the same thing and have them say the direction you are pointing, which is up. Now put your arms down. Have them also do this and say "down". Now put your arms to your right, which is their left, they will do the same and say the directions "left". Repeat this to the right. Now go through some motions having them follow along and say the directions you and they are pointing. For the second round have everything the same except that they will say the opposite of where you are pointing, but point in the same direction. For the third round have everything the same except that they will say the same direction you are pointing, but they will point in the opposite direction. Here is a quote from Frank Outlaw that really puts this activity in perspective. "Watch your thoughts; they become words. Watch your words; they become actions. Watch your actions; they become habits. Watch your habits; they become character. Watch your character; it becomes your destiny.

2. Gorilla Game: Refusal Skills - Have everyone get a partner. Have them stand back-to-back. They can choose one of four hand motions. They can be a rabbit, moose, buffalo or gorilla. On the count of three have them turn and face their partner and do one of those four hand motions. If they match, they can sit down. Do three rounds. Use this to discuss that we all need to choose which refusal skill works best for us.

3. Decide Early: Peer Pressure - Have everyone get a partner. Have them stand facing each other with their hands behind their backs. On the count of three have them bring their hands out from behind their backs. They should be holding up any number of fingers on each hand. The object is to be the first one in the pair to correctly shout out to their partner the total number of fingers showing on all four hands. Their hands and their partners hands. Play this for a few rounds. You can have them switch partners. The discussion concept is that you need to count your fingers before you bring them around. This is pre-planning. You need to pre-plan what you will say when someone asks you to try a drug.

4. Back Art - Topic Area: Communication

Concept: Saying what you mean and hearing what is said are problems that we have in any communication between two people. You can imagine how these problems can escalate when you have more than two people involved. An example would be a comment or set of instructions that passes through a number of people and the interpretation that each person puts on the information. Rumors are certainly a good illustration of this problem; they seem to grow bigger and better with each telling.

Method: Classroom Activity

Time Frame: 15 to 20 minutes plus discussion time

Materials Needed: A pencil, magic marker or crayon for each group of five to six people
Five or six blank pieces of notebook sized paper for each group of five to six people

Activity: Divide your class up into groups of five to six people. Have each group sit in a single file line facing the front of the room. This can be done sitting on the floor (my favorite), sitting in chairs or even standing. The last person in line from each team, meets with the teacher and is shown a picture to draw. All the teams are shown the same picture, at the same time. After seeing the picture, they go back to their team and place themselves at the end of the line.

At the starting command, they use their finger to draw the picture that they saw on the back of the student in front of them. Once they are done drawing, the person in front of them tries to draw the same thing on the back of the person in front of him. This continues until it reaches the first person in line. He draws what he thinks was drawn on his back onto a piece of paper. When he finishes drawing, he raises his hand and puts down his pencil and turns his paper over so no one else can see his drawing. The teacher notes the order that the teams finished.

After all of the teams have finished, each picture should be held up for the team and class to see how well they did. The teacher should hold up the original so the drawings can be compared. The picture of the team that finished first should be checked by the teacher or judge to see how closely it resembles the original picture. If it is close enough in the eyes of the judge, then that team gets a point and the game goes to the next round. If the picture is not good enough, the next place team is judged. For the next round, each person moves up one chair towards the head of the line so everyone will get a chance to play all of the positions. Be sure to have enough pictures that everyone will have a chance to be in all of the positions.

The teams may not ask questions about what is being drawn on their backs. They should also be encouraged not to look at the other teams to see what they are drawing. The pictures you choose to have them draw should be fairly simple. Some suggestions would be a star, house, flower, tree, boat, letter of the alphabet, happy face, sun, light bulb, etc.

Discussion Ideas:

What did you see happening during this activity?

How did you feel when you were the person who started the drawing?

How did you feel when you were in the middle of the line?

How did you feel when you were the person drawing on the paper?

What made this activity hard to accomplish?

Why did the picture look different at the end than it did at the beginning?

What would have made this activity easier to accomplish?

What can this activity tell us about communication?

What are some of the ways that the facts of a story get changed?

What are some of the consequences of information being changed?

Does it make any difference in the end whether the information was changed on purpose or by mistake?

What steps can we take to be sure that information is not heard or told incorrectly?

Whose job is it to be sure that information gets passed along correctly? The person doing the talking or the person doing the listening? Why?

5. Slowed Reactions: Drugs - Have your group get into pairs. Have one person cross their hands and fold them up under their chin. Have the other person point to fingers and ask them to move it. Do not touch the finger that you want moved. Reverse roles. Now have them do it again, but let them touch the finger they want moved. You can use this activity to talk about how drugs slows your reactions because they confuse the brain.

6. Alphabet Soup: Alcohol, Drugs - Get together with a partner. I will call out a letter of the alphabet. The object is to be the first person in your pair to correctly identify the next letter of the alphabet. For example, if I say "F" then the

correct response would be the letter “G”. Do this for a few rounds. Keep score of who wins the most rounds. Then change the rules slightly. Instead of responding with the letter following the one that I say, you are trying to be the first person in your pair to respond with the letter preceding the letter that I have called out. For example, if I call out the letter “F” then the correct response would be the letter “E”. Continue this for a few rounds. Process this activity around the area of alcohol and drug impairment. Some people have developed a tolerance to certain substances. Or the substance has not effected their body to such a degree that impairment is evident. This is only true in situations that are familiar to them. Driving a car is a good example. If nothing out of the ordinary happens as they are driving, then they might reach home safely. But have an emergency arise and their response will not be quick enough.

7. How Bad Can You Be?: Communication, Respect - Have everyone get a partner. Have one partner tell about a trip that they have taken. While they are telling their story, have the other partner use “poor listening skills.” After a couple of minutes, switch roles and repeat. Discuss how hard it is to talk to someone when they are being rude or disinterested.

This is a good example of an oppositional teaching strategy.

8. Storyteller: Compromise, Creativity and Conflict Resolution - Divide your group into teams of four or five. Give each person two small pieces of paper. Have them write one noun on each piece of paper. A noun can be a person, place or thing. They are to write a different word on each paper. Now put them face down into the middle of the group where everyone can reach them. One person draws out a piece of paper and begins to tell a story. They must talk for 15 seconds. Sometime during their 15 seconds they must use the word that was one the paper. At the end of their time they return the paper to the table face up, so everyone can be sure that they indeed used the correct word. When their time is up, the next person continues the story with a new word drawn from the pile.

Activities That Teach Life Skills

Presented by Tom Jackson, M.Ed., Director of the Active Learning Foundation

3835 W. 800 N. Cedar City UT 84720 (435) 586-7058

Author of Activities That Teach, More Activities That Teach,
Activities That Teach Family Values, Still More Activities That Teach
and Conducting Group Discussions With Kids

1. Inquiring Minds: Communication, Self-esteem - Have each person write one open-ended question on a piece of paper. Have participants find a partner and have them ask each other the question on their piece of paper. The person answering must talk for at least 15 seconds. After both people have asked and answered each others question, exchange papers. Each person will now have the other person's question in their hand. Have them find new partners and repeat the process. They continue to find new people to ask questions of until time is called.

2. Group Treasure Hunt: Self Esteem & Diversity - Have the kids answer different questions. Add the points up for each round. The points have to do with the totals for the entire team. This can be processed for self-esteem. Use the uniqueness angle. Discuss what would happen if we were all the same. How do our differences make for a better society.

3. Crystal Ball: Power of Knowledge, Decision Making - Set up five cards with the following numbers written in vertical or horizontal rows.

Card "A": 1,3,5,7,9,11,13,15,17,19,21,23,25,27,29,31.

Card "B": 2,3,6,7,10,11,14,15,18,19,22,23,26,27,30,31.

Card "C": 4,5,6,7,12,13,14,15,20,21,22,23,28,29,30,31.

Page "D": 8,9,10,11,12,13,14,15,24,25,26,27,28,29,30,31.

Page "E": 16,17,18,19,20,21,22,23,24,25,26,27,28,29,30,31.

Start the demonstration by asking someone their birthdate. Do not have them give the answer outloud. Now show them each card and ask if their birthdate is on the card. If the answer is "no" then go on, if the answer is "yes" then remember the first number on the page. For each page that they answer "yes" to, add the first number on the page. When you have gone through all five pages, you will have a total. This total is their birthdate. Talk about how knowledge is power. The more you know, the better decisions you can make. In the area of drugs, this is especially true.

4. Frogman: Addiction - Have everyone stand up. When you count to three have them take a deep breath and hold it for as long as they can. When they need to take a second breath, have them sit down. Everyone will sit down at different times. This can illustrate that not everyone becomes addicted at the same time. Discuss the reasons why this is true.

5. First Time: Comfort Zone, Goal Setting - Sometimes we have a hard time trying new things. This stops us from trying out for sports, drill team or the band. It makes us stand on the sidelines during a dance or a game during recess. We are stopped from reaching our full potential simply because we think we can't do something. Have each person get a pencil or pen and a piece of paper. Tell them that you are going to give them fifteen seconds to write their first and last name in cursive or printing (it doesn't matter) as many times as they can. The name must be legible. After the fifteen seconds check, out how many times each person was able to write their name. After acknowledging how well they did, try round two to see if they get better. Ask to see if anyone improved. Now for round three tell them that there is one change in the rules. They must write with their opposite hand. Time them again. Ask for the results. Process their thinking when you said they must switch hands. Talk about how hard they tried. Ask if they could get better with practice. Relate this to things they may want to try in their life but aren't very good at.

"Behold the turtle; it makes progress only when it sticks its neck out." James Bryant Conant

"Don't let life discourage you; everyone who got where he/she is had to begin where he/she was." Richard Evans

"Unless you try to do something beyond what you have already mastered, you will never grow." Ronald E. Osborn

"All things are difficult before they are easy." John Norley

"The greatest calamity is not to have failed, but to have failed to try." Anonymous

"Progress always involves risk; you can't steal second base and keep your foot on first." Frederick Wilcox

"If you never reach, you're never going to grab what you're after." Anonymous

"If you think you can, or if you think you can't...you're right!" Henry Ford

6. Who's Fault Is It?: Personal Responsibility and Peer Pressure - Divide your group into teams of four or five. Have them read the story out loud in each individual group. Then have each group rank the characters in the story from least responsible for Maria smoking the joint to the person most responsible for her smoking the joint. Everyone in the group must agree upon the ranking. Each group should be ready to verbally defend their ranking. After the groups are

done with the assignment, have each group read out their ranked list and give their reasoning for the first two listings and the last listing. If you have the time, it is beneficial to have each group write their rankings on the blackboard or large tablet paper so that the different groups can visually compare the lists.

It's Party Time

Mark is sitting at his bedroom desk rolling marijuana joints. He plans on selling them tonight at a big party he is having. His Mom is going out of town for the weekend and since his parents are divorced, he will have the house to himself. Ever since the divorce, money has been tight and Mark has found that selling pot is an easy way to make the money he needs for college. He is a senior and wants to attend the local university in the fall.

Unfortunately, Mark's bedroom door is slightly open and when his mom sticks her head in to say good-bye she spots the marijuana in front of him. She tells him to get rid of that stuff immediately. She doesn't want it in the house and tells him that it is dangerous and will fry his brain like an egg. Mark assures her that he will get rid of it and tells her not to worry because he never uses the stuff.

That night Maria came to the party with Hector and a couple of her girl friends, Shelly and Nicole. After they have been there about an hour, someone shouts "The keg's here!" and there is a mad rush for the kitchen. Maria doesn't drink. She thinks it tastes awful. As a matter of fact, she didn't even know that there was going to be booze at the party. Besides, her parents have said they would kill her if they ever catch her drinking or using drugs. However, Shelly and Nicole like to get a buzz so they keep after Maria to have at least one beer. Maria would like to go home, but Hector is so drunk he can't drive and she doesn't dare call her parents for fear they will find out she was at a beer bust.

Around midnight, Mark brings out the marijuana joints and offers them for sale around the room. Maria's friends pressure her to join them. To pressure her they ask, "What's the matter, are you too good for us?", "Come on, you wouldn't drink with us so the least you could do is join us in a smoke!", and "A real friend would give it a try!". Finally Maria gives in and goes with them out to the back porch where it is quieter. Just as Maria takes the joint and inhales, a spot light shines on the porch and they hear "Stand right where you are. This is the police and you are under arrest!".

Please rank the individuals in this story from the person most responsible for Maria having smoked the joint, to the person least responsible. Be ready to give reasons for your ranking.

Mark
Mark's mom

Maria
Maria's parents

Shelly and Nicole
Hector

7. Don't Judge a Book by Its Cover: Judging others - This is a demonstration. Before the demonstration, get three different boxes of candy. Carefully open up two of the boxes and empty out the candy. Replace the candy in one box with rocks or unpopped popcorn and the other box with a different kind of candy then carefully seal them back up. Remember what is in each box. Now you are ready. Call three people up to the front of the group. Have them each select a box. Now ask each of them why they chose that box. After they have all given their reason, have each one open their respective boxes. Ask them how they felt when they opened their box. Discuss with the group why we shouldn't just look at the outside of a person to see if we would like them as a friend. We need to get to know people!

8. RISK: Decision making, Risk-taking behavior Have each participant draw four columns on their paper. At the top of each column have them put one letter until they spell the word "risk". Here is the challenge. Have all of the students stand up. You are going to flip two quarters, one at a time. The students are going to try and guess whether the results will be both coins ending up heads, both coins ending up tails or one coin being heads and one coin being tails. They will indicate their choices in the following manner. If they think both coins will come up heads, then they are to place both hands on their head. If they think both coins will come up tails, then they are to place both hands on their hips. If they think that one coin will be heads and one coin will be tails, then they are to place one hand on their head and one hand on their hip. Flip the coins. If they got it right, then they are awarded one hundred points. They will write those points down under the first column which has the letter "R" of the word "risk". If they got it wrong, then they must sit down. Those left standing have a choice to make, they can either stop with the points that they have or they may stay standing and go again. If they are right on the second round, they get two hundred points but if they are wrong they lose all of their points. Do all four letters with three rounds under each letter. You will add one hundred points for each round. So round three will be worth three hundred points. But once again, if they are wrong, they lose all the points they have accumulated under that letter.

Discussion Format:

1. **What?** Asking questions related to the activity itself.
2. **So What?** Asking questions about what the activity had to do with real life in the context of your lesson plan.
3. **Now What?** Asking questions that will lead to behavior or attitude changes that they can use in their lives.
4. **Summarize**

Discussion Ideas: Group Treasure Hunt**“What” Questions**

Which question did your team score the highest on?

How did your team score in relation to the other team?

Was everyone able to add to the score for each question?

Did anyone on your team have the lowest points for all of the questions? The highest points?

Did your group score higher and lower on certain questions?

If we asked these same questions a year from now, would your answers be the same? Why or why not?

“So What” Questions

List ways in which people are the same. Are different.

Can all differences between people be seen when you look at them? Why not?

Are some differences more noticeable than others? Why?

What would happen if everyone was the same?

How can people be similar but not the same?

List ways in which you can get to know someone better.

What characteristics among people in our society do we perceive as more desirable than others?

If we asked these same questions a year from now would your groups answer's be the same?

“Now What” Questions

Why is it important to have people with different characteristics making up a community?

How do society norms impact what we think about various individual differences or characteristics?

What should we do when we first meet someone who looks or acts differently than we do?

Discussion Ideas: RISK**“What” Questions**

What was your score?

How did your score compare to the rest of the class?

How did you decide which guesses to make?

How did you determine when to stop and when to try it again?

“So What” Questions

Did you have any control over whether the coins would be heads or tails?

How much control did you have over whether you stopped or continued?

Is life just luck?

How much control do we have over exactly what happens in our lives?

What areas in our lives do we control by the decisions we make?

How are our actions affected by the decisions we make?

How can our decisions get us into trouble?

How can our decisions keep us out of trouble?

“Now What” Questions

How can we keep from becoming involved in risky behavior?

How do our actions reflect the decisions we make?