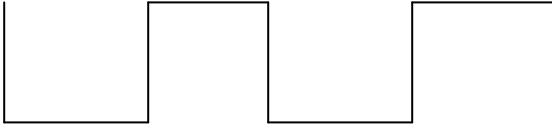


Task 15 – Boards

Description of task: Students will come into the room, with desks pushed aside. Boards are laid down on the floor.



Students are asked to stand on the boards. Once they have stood on them, the teacher explains that the floor is off-limits (nuclear, or lava, or something like that) and that the student need to make their way on the boards to arrange themselves in order of shortest to tallest. If, at any time, somebody steps on the floor, they all must return to their original positions and begin again. Once they have successfully completed this activity (with several failures) they will be asked to identify different roles that people played. They will come up quickly with some (leader for example) but will be asked to list more. This will take place as a class. After this, they will be asked to individually identify roles people typically play in groups as well as how these roles are necessary for the success of a group. They will write a journal response based on this prompt.

Standards addressed: #6

Criteria:

- Student should identify several roles people play in groups
- Student should explain what they are and provide their function within a group

Students' journal responses are graded according to the following rubric:

	3 points	10 points	20 points
Student identifies or lists	3 or fewer roles	4-6 roles	7 or more roles people play within a group
Student defines (x2)	3 or fewer roles	4-6 roles	7 or more roles people play within a group
Student explains the function and/or value of (x2)	3 or fewer roles	4-6 roles	7 or more roles people play within a group