



GOLDEN RULE PROJECT

Grid-Walk



Line of Inquiry: When people make mistakes how do we treat them? How do we want to be treated when we make mistakes? How do people define failure? How do we navigate success? How does The Golden Rule help us turn perceived failure into success for everyone?

Age Range: 6th-12th grade (Middle School-Adult)

Group Size: 4-15

Activity Time: 20-45 minutes (with reflection time)

Set-Up Time: 5 minutes

Materials: 1 full roll yellow duct tape or masking tape (approximately 100 feet) (Chalk or cones can also be substituted in some instances). Clip board, a few sheets of blank paper, a clock/timer or watch.

Activity Objective: Your team must find the hidden route through The Grid and get all your team members to complete the task before time runs out.

Utah Core Standards: Social Studies: (Citizenship) Demonstrate positive relationships through play and friendship, demonstrate respect for each individual and appropriate social skills necessary for working in a group, modeling appropriate group behavior and expressing feelings in appropriate ways.

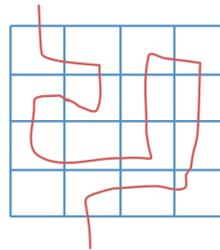
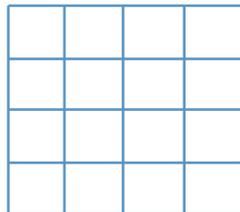
Skills Developed: Communication, Roles & Responsibilities, Problem Solving, Memory and Tracking.



Story Card: Bell, from the story card collection. Quote: “Great discoveries and improvements invariably involve the cooperation of many minds.” – Alexander Graham Bell The quote as well as the entire story card (pages 6-7) can be included during this lesson.

Directions for Set Up:

1. Create a grid of 16 boxes (4x4) on the ground using duct tape, chalk, or cones. Each box should be at least 1 foot x 1 foot and not larger than 2 x 2. Example:



2. Create a secret route (Map/Answer Key) for the facilitator to reference during the game. As the group members travel through the Grid, the facilitator will compare their movements to the map. The map can be drawn on a separate piece of paper and held on a clipboard so group members don't see it.

Deliver the Challenge:

1. Ask the group to stand on one side of the grid. Locate yourself (facilitator) on the opposite side. Keep your map/answer key secret and out of view from the group.
2. Read the Storyline: “The grid in front of you is a maze. I have drawn an invisible path through that your team must uncover. Your mission is to figure out the secret path and get all your team members out of the gridlock before time runs out. There is only one route through and I will compare your movements with my map. If you step on a correct square I will be silent, however if you step on an incorrect square, I will make a “BEEP” sound and you must step off the maze and let your next teammate try. You must remember The Golden Rule as you help your teammates navigate through the grid and you must follow all the guidelines.”

Present the Rules/Guidelines:

1. You must start and end the grid walk on the squares specified by the facilitator.
2. There is only one path through the grid. Your team must line up and keep the same order and sequence as you attempt to solve the challenge. After each person has had a turn, the sequence starts again.
3. Only one person can step on to the maze at a time.

4. You can take some planning time before you begin, but once a player has stepped onto the maze, no talking can occur. You cannot talk to a teammate in the maze or talk to other group members once the first player steps into the grid.
5. You can only keep mental records of the grid, no writing or drawing is allowed.
6. The Grid cannot be altered in anyway.
7. If a player makes a correct move, there will be silence. If a player makes an incorrect move, the facilitator will “BEEP” sound. When a player hears a “BEEP” he or she must step off the grid and wait for their turn in the rotation.
8. Any violation of the rules will result in a penalty. IE: The player in violation has to wear a blindfold or time is subtracted from the clock.
9. Your team has ____ minutes to solve the challenge (Small groups of less than 10 people might start with 15 minutes depending on their age and ability. Large groups over 10 might need 20-25 minutes). Set the timer and begin.

Safety: This activity does not have any safety warnings.

Notes:

1. Using the Map example provided in this lesson, a typical group of 15 students in 4th grade can usually solve this challenge in about 25 minutes.
2. It is sometimes helpful to have an assistant facilitator in this activity. One to watch the movements of the players while comparing to the Map/Key, and another to watch the group.
3. When a player makes it through the grid, they do not have to go through it again.

Reflection Topics:

1. How did we use The Golden Rule to work as a team in this mission?
2. Who solved the Grid Walk? How/why? This is an interesting question; some students might respond that the first person through the grid solved it, while others might say they all solved it together.
3. When did we succeed in this activity? Who made mistakes? Does that mean they failed? Why/why not? Are mistakes good or bad? (Everyone will make mistakes in this activity at some point, and everyone receives help from someone, this makes for interesting discussion on how we learn from each other’s mistakes and success). Are mistakes failures? What is failure? If we learn something, did we fail or succeed? Many people have different

rules about what it means to fail. Which rules about failure serve you best? (This can make an interesting journal reflection after the activity is over).

4. Have students respond to the following prompt (either in discussion or in a journal entry depending on age and ability):
 - a. As an inventor, Edison made 1,000 unsuccessful attempts at inventing the light bulb. When a reporter asked, "How did it feel to fail 1,000 times?" Edison replied, "I didn't fail 1,000 times. The light bulb was an invention with 1,000 steps."
 - b. The baseball player, Babe Ruth, famously known for record homeruns, also held a record for having the most strike outs in a season.

In your opinion, what made these people successful? What is your definition of failure? Do you think Babe Ruth would have a different definition of failure? What about Thomas Edison, what do you think his definition of failure would look like? Which definition serves you best? Why?

Adaptations:

1. To make the grip more difficult to solve try these adaptations:
 - a. Create a map that includes forward and backward movements as well as diagonals. A difficult maze will require a team to be very focused on working together in order to complete the task.
 - b. Tell the group they are not allowed to make non-verbal gestures while players are in the grid, or you might let them figure it out on their own.
 - c. Reduce their time to solve the challenge.
 - d. Divide the group in half and make them travel in opposite directions through the grid.
 - e. Penalize the group if they step on an incorrect square more than once, this will force them to slow down, pay closer attention, and work together.
2. For groups that are younger or struggling, try these variations to make this game easier:
 - a. Give the group a special meeting place to plan as a team before they begin to encourage sharing of ideas. Do not start the clock while they are in the planning area.
 - b. Allow players to make non-verbal gestures while a teammate is in the grid and tell them they are allowed to do this at the beginning or during the game if they seem to need help.

- c. Allow the team to talk and plan in the intervals between players. For example, once a player has stepped on the grid, no communication is allowed, but once a player has stepped off the grid, the team can talk as long as the next player in line has not yet stepped into the grid.
- d. Add more time to the clock.

Additional Reflections:

Here are some extended reflections that relate directly to the assembly “Attention, Magic, and The Golden Rule.” If your class has had the opportunity to view the performance, the following discussion will help students make deeper connections with their recent viewing experience.

1. In the assembly, “Attention, Magic and The Golden Rule,” Steffan asked for a student volunteer to try to escape being tied and wrapped in a jacket and tambourines. Ask students to recall what they remember about this part of the presentation. What lesson did it teach us? (Reminder Prompts: It is impossible to escape and two other students are pulling on the ropes from opposing sides. There is always a struggle we can find between Yes and No. The Golden Rule helps us see the struggle between Peer Pressure and Right Relationship. The student eventually escapes in an instant—the very instant that the three people work together.) In The Grid each individual had to make a choice about the direction they were about to take, with the pressure of their peers watching. At other times, peers might have been tempted to persuade you in a certain direction. How was the grid-walk like being tied up? When did each individual succeed in the grid? How did your peers work together to help each individual escape the grid?
2. In this Grid-Walk activity each person had to really focus their attention in order to succeed. What happened when someone’s attention was distracted? Who can think of an example from the performance where your attention as a group was important in order to help Steffan succeed in his magic show? (Reminder Prompts: Wood Block and Tissue Paper with Books. A wood block falls over when we focus our attention on it. A band of tissue paper breaks when three books are placed on it. Then the same paper supports 10 books when the audience pictures it as strong as leather. It breaks when the audience stops placing their attention on it!) See if you can guide students to recall and draw connections between the experiences in the Grid with what they viewed in the assembly. Keep the conversation going by using phrases like, “Who can build on what “Jonny” just said?” “What else did you notice about that part of the performance or the Grid-Walk.”

Acknowledgements: This lesson is inspired by a teambuilding game found in *Duct Tape Teambuilding Games*, by Tom Heck published in 2009.

For more activities and lessons utilizing the Golden Rule, see GoldenRuleProject.org.



“Great discoveries and improvements invariably
involve the cooperation of many minds.”

Alexander Graham Bell

Alexander Graham Bell (1847-1922) was a Scottish scientist, inventor, engineer and innovator. His mother and wife were deaf, inspiring his interest in sound and hearing devices. This eventually led to inventing the telephone—which he is most known for. Imagine if you could only talk to far away friends using letters and telegrams. That’s what life was like before Alexander Graham Bell changed the world with his invention. His interests were extremely varied including research into visual telecommunications, hydrofoils, aeronautic, and alternative fuels. Some of his inventions included the phonograph, aerial vehicles, and hydro-airplanes. Described as one of the most influential figures in history, he was also a founding member of the National Geographic Society.