

## Secondary School Activities - Tab 10

The activities in this section are those used in the Skagit-Whatcom Region local replication conference held at Western Washington University that do not appear in the original "Leaders in Service Replication Guide".

Please add them to your "guide" as activities appropriate for secondary school (middle and high school) students.

<b>Unit</b>	<b>Activity</b>	<b>Addendum Tab 10 page</b>	<b>Handouts</b>	<b>EALRS</b>
Developing Relationships	The New Game	2		Communication
Understanding Potential	Discussing Human Potential	3	Yes	Communication, Health & Fitness
Choices	What Do I Think About	11	Yes	Communication, Health & Fitness
Goal Setting	Who I Am = What I Value = My Goals	12	Yes	Communication, Health & Fitness
Problem Solving	Truth or Consequences	14	Yes	Communication, Civics
Action Planning	What Will Get Us There	16	Yes	Communication, Health & Fitness
Problem Solving	NASA	18	Yes	Communication
Futuring / Action Planning	Personal Commitment Action Plan	23	Yes	Communication

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**The New Game**

By: Texas Migrant Interstate Program

Time: 10-15 minutes

Objective: The student uses listening and observation skills to gain understanding. The student uses communication skills and strategies to work effectively with others.

Outcome: Students learn each other's names and establish a relaxed atmosphere and support within the group.

Materials: Koosh Ball

Handouts: None

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**Facilitator Directions:**

1. Have the students sit or stand in a circle. The facilitator explains the objective and the outcome of the activity. The facilitator tells the students that the facilitator will begin the activity by stating his/her name and tossing the ball to another person. The facilitator says, "I'm (name)." The person receiving the ball then says, "That's (name) and I'm (name)." The person then tosses the ball to another person who must say the names of the people who have received the ball before him/her and his/her name and so on. (for example: "I am Juan."; "That's Juan, I'm Albert." "That's Juan, that's Albert and I am Dick."; etc.)
  2. This process is continued until the last person has repeated everybody's name. If someone cannot remember, they can say, "help?" Only then can another member of the group help.
  3. The second time around each person must add something they are good at in addition to their name. For example:
  4. "I am singing Albert. I am basketball playing Juan and that's singing Albert."
  5. And so on around the circle.
  6. Another variation is to have each person add an adjective that describes, "How they are feeling" at the moment. For example: "I am happy Albert." "I am tired Juan and that's happy Albert."
  7. As students develop rapport, they may share goals, strengths, feedback, etc. using this method.
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**Reflection:**

1. What did you hear during this activity?
2. What were your thoughts when we were doing this activity?
3. What did you notice about peoples' behaviors during this activity?
4. Why do you think we did this activity?
5. When would you use an activity like this?
6. Why would you use it then?

**Discussing Human Potential**

By: G. Kenneth Fox, Ph.D.

Time: 30 minutes

Objective: Students listen and observe to gain information and tools that promote their understanding of and ability to communicate about human potential. Students read and perform a self-evaluation, graphically assessing their strengths and needs for improvement. Students analyze personal and cultural challenges and advantages that influence their achieving their potential. Students set goals and effectively communicate to give and receive peer support related to achieving their full potential.

Outcomes: Students understand a planning process by which they can take action for evaluating and improving their physical, emotional, spiritual, volitional, social and mental health.

Materials: Pencil

Handouts: "Personal Potential Wheel", "Rating My Potential", "What's Important to Me"

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**Background Information:**

Humans have been preoccupied with the definition of "life" as aspects of human potential from the beginning. Greeks defined aspects of life as Earth (physical), air (aesthetic), water (spirit), and fire (emotional). Later Christians created the grounds and vocabulary for discussion of the human and his/her "potential".

In recent years the concept of human potentials has been expanded to include social, the interaction of humans, and volitional, the ability to make choices. For purposes of this activity, we refer to volitional, emotional, social, physical, mental and spiritual potentials.

In any given real-life situation our feelings and behavior are the results of several, or even all six, of the potentials interacting in various proportions. Altogether, potentials offer their possessor a rich variety of possibilities for relating to self, other persons, the environment, and the universe.

The purpose of this activity is to expand consciousness of the range of potential that exists in each of us and provide a vocabulary (a vehicle) for discussion of the topic. Some groups will reject spiritual as too vague or controversial, so philosophy, as life/death, etc., can be substituted. Some groups may want to add other, more specific areas (e.g., economic influences). Accept these and move on to the main point of discussion, human potential. Through discussion, emphasis should be placed on the fact that experience plus education lead to increased numbers of choices.

**Discussing Human Potential (continued)****Facilitator Directions:**

1. Hand out "Personal Potential Wheel".
2. Invite students to appreciate that the wheel represents/symbolizes the individual. Share with students that each of us is made up of interacting parts. Eliciting examples from the students, define the potentials as:
  - a) **Spiritual**, or philosophical:  
What do I believe in terms of life, death, being?
  - b) **Mental**, or cognitive:  
Can I become aware of my own thought, my own mental process?
  - c) **Physical**:  
How do I describe the relationship I have with my body?
  - d) **Social** or interpersonal:  
In what ways might I improve my relationships with friends, family, and others?
  - e) **Emotional** or affective:  
How skilled am I with the management of my feelings, like happy, sad, angry, lonely?
  - f) **Volitional** or choice making:  
How able am I to make choices between alternative opportunities?
3. Still referring to the wheel, read, or have students read, information at the bottom of the page.
4. Hand out "Rating My Potential". Share with students that in this activity they are going to examine their potential in the six areas. Note that it is very rare that an individual reaches 100% of his or her potential in any area.
5. Allow the students 10 minutes to fill in their thermometers. Ask each student to "grade" his/herself for each of the potentials using the six thermometers.
6. Encourage the students to list the behaviors, the things they are doing, that are keeping them from living at their highest level of potential in each of the areas; and list the things that they will do (effectively and behaviorally) to elevate their performance in each area.
  - a) For example, on the vertical scale, or thermometer, marked "Physical", I might indicate a present level of 60, indicating that I believe I am at 60% of my full physical potential because I had too much homework to keep up my exercise schedule, etc. I will get up a half hour earlier in the morning and stretch and go running and I will practice less procrastination with my homework.
  - b) For example, on the vertical scale marked "Volitional", I might indicate a present level of 30 because I am confused about how much I should consider my parents' and my partner's opinions, in choosing what school I go to. I will list what I want out of the school I go to, select a few schools that meet the criteria and then talk to my parents and my partner and ask them for their opinions.

**Discussing Human Potential (continued)**

7. Reconvene the group and ask for volunteers to share their thermometers. Support the integrity of those who volunteer while asking questions like:
    - a) What do you do that tells you this is your rating?
    - b) What do others tell you about yourself that would influence this rating?
  8. Tell students to take their pencils/pens and to mark where their teachers would mark their "Mental". Ask students questions like:
    - a) Is there a difference between your perception and your teachers' perception?
    - b) How does this tool begin to become an instrument for self-improvement?
  9. Suggest to the students that symbols, instead of thermometers, are sometimes used to demonstrate where people are on their potentials, like the smiley face, straight mouthed face and frowning face symbols, and the person jumping in the air, the person standing still and the person flattened on a bench or bed symbols.
  10. Hand out "What's Important to Me". Suggest to students that getting a better idea of who they are helps to establish what one needs to do to optimize their rating on their thermometers. Allow students 10 minutes to complete this form.
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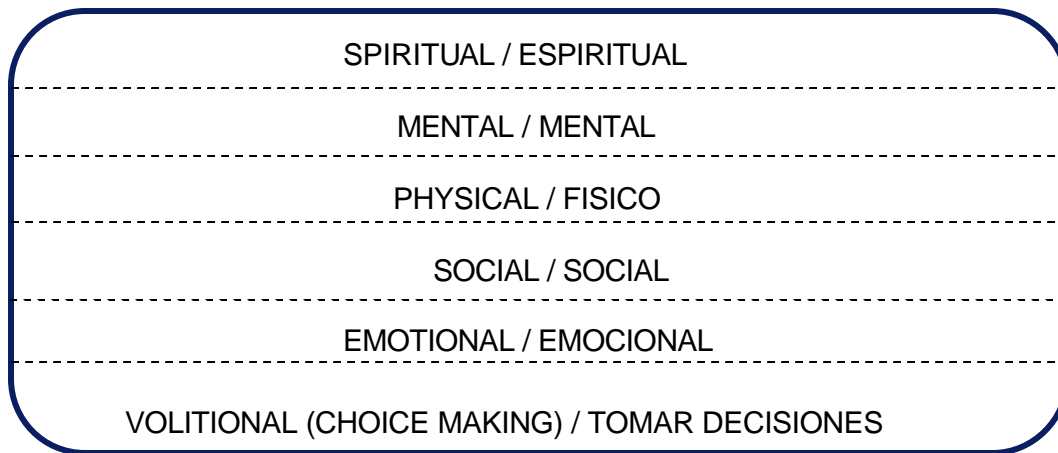
**Reflection:**

1. What words did you hear or body language did you notice as we went through this process?
2. What feelings did you have as you drew your thermometer, or your "tread on the wheel", in your "Rating My Potential" handout?
3. What did you learn about yourself as you did this "research"?
4. How can you use this knowledge of yourself?

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**Discussing Human Potential / Platicando Acerca de la Potencia Humana**  
**"Personal Potential Wheel" / "Rueda Personal de Potencia" Handout**

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"...altogether, they offer their possessor a rich variety of possibilities for relating to herself or himself, other persons, the environment, and the universe."

"... juntos ofrecen al poseedor, una rica variedad de posibilidades para relacionarse con si mismo, otras personas, el medio ambiente y el universo."

A balanced wheel supports a healthy lifestyle in all aspects. If you have a balanced life, your potential is maximized, just as the tread on a balanced wheel wears evenly, and the life of the tire is maximized.

Un circulo balanceado apoya un estilo sano de vida, en todos los aspectos. Si tienes una vida balanceada, tu potencia esta a lo máximo tal como la capa de rodadura en una llanta balanceada se gasta parejo, la vida de la llanta es alargada.

**Discussing Human Potential****“Rating My Potential - Thermometer” Handout**

On a scale of 0 to 100, how well do you feel you function in each of these areas? Color in the thermometer.

Excellent 100						
90						
80						
70						
60						
50						
40						
30						
20						
10						
0 Poor						
	MENTAL	PHYSICAL	EMOTIONAL	VOLITIONAL (CHOICE MAKING)	SOCIAL (MAKING FRIENDS)	SPIRITUAL

What's keeping you from functioning at 99%?

Mental: \_\_\_\_\_

Physical: \_\_\_\_\_

Emotional: \_\_\_\_\_

Volitional: \_\_\_\_\_

Social: \_\_\_\_\_

Spiritual: \_\_\_\_\_

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## Platicando Acerca de la Potencia

### “Categorizando Mi Potencia - Termómetro” Handout

En una escala de 0 al 100 ¿qué tan bien crees que funcionas en cada una de estas áreas?  
Pinta con color los termómetros.

Excelente						
100						
90						
80						
70						
60						
50						
40						
30						
20						
10						
0						
Muy Mal						
	MENTAL	FISICO	EMOCIONAL	TOMAR DECISION ES	SOCIAL (HACER AMIGOS)	ESPIRITUAL

¿Que te impide a funcionar al 99%?

Mental: \_\_\_\_\_

Fisico: \_\_\_\_\_

Emocional: \_\_\_\_\_

Tomar Decisiones: \_\_\_\_\_

Social: \_\_\_\_\_

Espiritual: \_\_\_\_\_

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**Discussing Human Potential**

**“What’s Important To Me? How Well Do I Know Myself?” Handout**

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1. BELONGINGS: \_\_\_\_\_ List the things in your life which you value the most:

\_\_\_\_\_

Why? \_\_\_\_\_

2. IDEAS: List the ideas in your life which you value the most:

\_\_\_\_\_

Why? \_\_\_\_\_

3. FAMILY: What do you value the most about your family?

\_\_\_\_\_

Why? \_\_\_\_\_

4. FRIENDS: List the qualities you must see in a person before that person can be a good friend: \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

5. EDUCATION: Which classes, activities or services are the most important to you?

\_\_\_\_\_

Why? \_\_\_\_\_

6. PARENTS: What do you value the most about your parent?

\_\_\_\_\_

Why? \_\_\_\_\_

7. MARRIAGE/SPOUSE: What qualities would you most want in someone you were to marry?

\_\_\_\_\_

Why? \_\_\_\_\_

**Platicando Acerca de la Potencia Humana**

**“¿Qué es Importante Para Mi? ¿Qué tan Bien te Conoces?” Handout**

1. PERTENENCIA: Haz una lista de las cosas que valorizas en la vida:

\_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

2. IDEAS: Haz una lista de ideas que valorizas en la vida: \_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

3. FAMILIA: ¿Que es lo que valorizas en de tu familia? \_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

4. AMIGOS: Haz una lista de las cualidades que tu buscas en una persona antes de que esa persona pueda ser un buen amigo/a: \_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

5. EDUCACION: ¿Cuales clases, actividades o servicios son mas importantes para ti?

\_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

6. PADRES: ¿Qué es lo que mas valorizas de tus padres? \_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

7. CASAMIENTO/CONYUGUE: ¿Cuales son las cualidades que buscan en alguien con quien te quisieras casar? \_\_\_\_\_

\_\_\_\_\_

¿Porque? \_\_\_\_\_

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## What Do I Think About?

By: Washington State Migrant Education

Time: 20 minutes

Objective: Students write and design symbols to represent things they think about, share those symbols with their peers and in peer discussion analyze the relationship of the symbols to their priorities and values.

Outcome: Students create symbolic representations of those things that are most important to them.

Materials: Paper and pencil for each student

Handouts: None

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### Facilitator Directions:

1. Acknowledge that it is common (normal) to think about or even worry about various things.
2. Ask the students to identify four or more topics that they think about, to list the topics on a piece of paper, and to draw a symbol on a piece of paper that represents that about what they think.
3. Ask students to compare lists and symbols and note similarities. Students of this age will often list money, boy or girlfriend, home, family, car, etc.
4. Ask students what choices they make that influence what they think about.
5. Observe that an interesting aspect of drawings is that often the largest or brightest symbol is the current preoccupation. Ask the students if that is true for them. Ask for students who are willing to share their drawings to step forward and do so. Be sure to keep this in good humor and without a put-down, this can be used in the discussion.
6. Ask students to share how the following statement relates to their words and symbols?
  - a. "My preoccupations are a reflection of my current values and therefore are a way to identify my goals."

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### Reflection:

1. What feelings did you experience as we did this activity? What words did you hear expressed? What body language did you notice?
2. What did you do in reaction to those actions, words, etc.?
3. Why do you think you did that?
4. What did you learn from this activity?
5. How will you use this learning?

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**Who I Am = What I Value = What I Think About Most = My Goals**

By: G. Kenneth Fox, Ph.D.

Time: 30 minutes

Objective: Students graphically define themselves. Students read and orally communicate. Students analyze and reflect on their perceptions of themselves.

Outcome: Students develop a personal concept map.

Materials: Easel, easel paper, markers, pencils

Handouts: "Self Identification"

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**Facilitator Directions:**

1. Write on easel paper:  
"Who I Am = What I Value = What I Think About Most = My Goals"
2. Ask students to share their definitions of the above formula.
3. Ask students to look at the "Self Identification" handout and clarify each category with an example of your own.

**For Example:**

Name: Monica Soliz

I Am: a woman with a strong character

I feel: optimistic

I like: sunshine

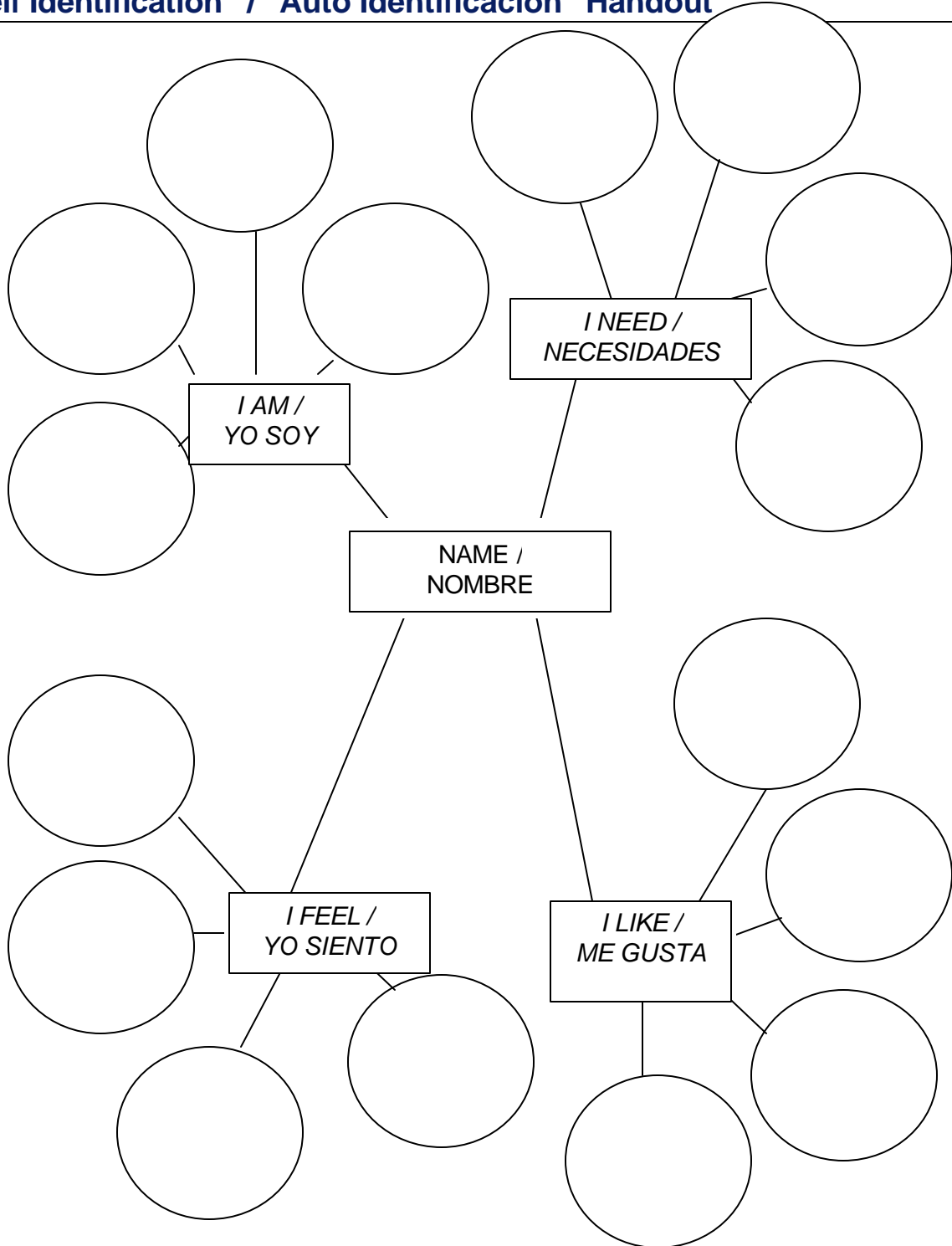
I Need: my family

4. Tell students they have 5 minutes to complete the handout.
  5. Call time and ask students to break into pairs.
  6. Ask students to switch handouts with their partners and read each other's handouts as if they were introducing each other.
- 

**Reflection:**

1. What words did you hear, body language did you see, smells did you smell as we did this activity?
2. What did you feel when your partner read your brief definition of yourself to you?
3. Why did you feel that way?
4. Why do you think we did this activity?
5. How will being clear about these things, about yourself, improve your decision making and goal setting?
6. How will you use what you learned in this activity?

**Who I Am = What I Value = What I Think About Most = My Goals /  
 Quién Soy = So Que Valoro = En lo Que Más Pienso = Mis Metas  
 "Self Identification" / "Auto Identificación" Handout**



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**Truth or Consequences**

By: Texas Migrant Interstate Program

Time: 10 minutes

Objective: Students communicate in peer discussion to analyze and evaluate a situation in writing, to present findings, and to draw conclusions. Students draw inferences, listen, and communicate orally to make connections between the activity and the group process. Students write to apply this problem solving technique.

Outcomes: Students complete a force field analysis of a challenge.

Materials: Easel paper, easel, markers, masking tape

Handouts: "Truth or Consequences" Chart

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**Facilitator Directions:**

1. Draw the chart from the Handout on easel paper and post.
  2. Divide the group in half and explain the diagram on the easel paper. Note that this technique has many different names, one of them being the "Force Field Analysis".
  3. Let each team know whether they will present the positive (pros) or negative (cons) ideas to any given problems.
  4. Present one of the sample problems to the entire group.
  5. The pros (+) will brainstorm and list all things they feel work to their advantage in selecting this solution on easel paper.
  6. The cons (-) will brainstorm and list all things they feel work to their disadvantage in selecting this solution on easel paper (allow a few minutes). Post the pros and cons on the wall.
  7. Ask students to look at pros and cons and to line up on opposite sides of the room, with one side being group members believing the pros outweigh the cons and that this is a good solution, and the other side being the group members who believe the cons outweigh the pros and that this is not the best solution. Group members can go to either side of the room based on the information on the chart.
  8. Ask for any comments, observations the students may want to make.
  9. Distribute "Truth or Consequences" chart.
  10. Have students individually work out a personal problem using the "Truth or Consequences" chart.
- 

**Reflection:**

1. What group dynamics did you notice or did your cause during this exercise?
2. What did you find out about your choices with this exercise?
3. Would there be a time when the negatives outweigh the positives, but you would choose to use the solution anyway?
4. Are the positives sometimes also negatives and vice versa?
5. When would you use this process? Example: when voting on an issue or for/against a person in an election.

**Truth or Consequences / Verdad o Consecuencias****“Truth or Consequences Chart” / “Verdad o Gráfica de Consecuencias” Handout**

PROBLEM STATEMENT / DECLARA EL PROBLEMA: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

<b>PROS (+)</b>	<b>CONS / CONTRAS (-)</b>
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

**SAMPLE PROBLEMS / SAMPLE PROBLEMAS:**

1. A family is moving to Ohio. They are faced with the decision of purchasing a new truck. Weighing the pros and cons of this situation, what decision should be made? / Una familia se esta mudando al Estado de Ohio. Se encuentran con la decisión de comprar una troca nueva. Evaluando los pros y los contras de esta situación, ¿qué decisión se debe hacer?
2. A family has been notified that they must start employment in Washington State by April 1<sup>st</sup>. They have a daughter who will graduate in May. She wants to stay and graduate with her class. Weighing the pros and cons of this situation, what decision should be made? / Se le ha notificado a una familia que deberá iniciar trabajo en el Estado de Washington para la fecha del lro de abril. Tienen una hija que se graduará en mayo. La hija se quiere quedar y graduarse con su clase. Evaluando los pros y los contras de esta situación, ¿qué decisión se debe hacer?

**What Will Get Us There?**

By: Texas Migrant Interstate Program

Time: 30 minutes

Objective: Students read, analyze, dialogue and come to a consensus solution to a problem. Students orally reflect on the lessons of the group process and orally share individual learning from the activity.

Outcome: Students solve a problem through teamwork.

Materials: Easel, easel paper, markers

Handouts: "What Will Get Us There?"

**Facilitator Directions:****OVERVIEW**

1. Divide into groups of 6-7 and select group leader (student).
2. The facilitator will explain the situation to groups.
3. Groups prioritize list.
4. Student group leaders compare lists.
5. If time, have the large group agree to a prioritized list.

**Situation**

"You are a member of a family that is migrating to Idaho early tomorrow morning. Plans have been made to take eighteen necessary items for the trip. An additional aunt and uncle will join you on the trip because of last minute automobile problems and financial situations. Now you must make the tough decision. Out of the eighteen items for the trip, you must leave nine items behind. Prioritize and list in order of importance the nine items you will take."

1. Potatoes / Beans	10. Spare Tire
2. Blankets	11. Food
3. Pillows	12. Ice Chest with Ice
4. \$50.00	13. Towels
5. Radio (automobile has none)	14. Soap
6. Heavy Clothing for Cold Weather	15. Kerosene Stove
7. Dressy Clothes	16. Flash Light
8. Automobile Tools	17. Books
9. Drinking Water	18. Automobile Oil

**What Will Get Us There? (continued)****Results Sharing:**

Have each group come forward to present their decision and rationale for taking what they selected.

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**Reflection:**

1. What did you hear while you were doing this activity? What body language did you notice? What odors did you smell? What textures did you feel?
2. How did you feel as you did the activity?
3. Did you allow yourself to be influenced by other group members?
4. Was it difficult to make your point heard in the group?
5. Were you able to convince the others of your priorities?
6. Was it easy for the group to come up with the final list? If yes, why? If no, why?
7. How did you arrive at the final decision?
8. What did you learn from this activity?
9. How can you use what you learned at school? At home?

STUDENT LEADERSHIP PROGRAM

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**NASA**

By: Unknown

Time: 30 minutes

Objective: Students read and analyze their individual values in preparation for group discourse. Students communicate to explore values, analyze those values, and come to a consensus agreement to balance individual priorities with the common good. Students communicate to analyze the relationship of rights and responsibility, the value of the individual in relationship with the value of that individual to the group, the dynamics of the group process, and the practice of leadership skills.

Materials: Easel, easel paper, markers, masking tape, pencil

Handouts: NASA "Individual Worksheet", "Group Worksheet"

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**Facilitator Directions:**

**Background:** The NASA Activity has two parts to it.

**In part one:** Students are individually ranking the importance of items left on a space ship after a crash landing 200 miles from the rendezvous point. The priority will determine which items the survivors will take with them.

**In part two:** The individual students bring their priorities "to the table" with other members of the group's priorities and come to a consensus decision on the rank order of the items that will be brought on the hike to the rendezvous point.

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**Activity:**

**Part One:** Distribute the NASA Handout "Individual Worksheet" and read the directions to the students. Allow 10 minutes for students to complete "Individual Worksheet".

Stop at ten minutes and have the group come together.

Share that the group needs to decide the rank order of the materials they will take with them.

**Part Two:** Tell the group that it will take all of them to carry the items the 200 miles to the rendezvous point (they may even have to drop some of the items on the way if the terrain proves too challenging, or if one of them is taken ill, injured, or worse...who knows what is out there).

Read the directions with the students, reviewing the "Group Worksheet" guides and answering any questions. Allow the group 10 minutes to rank the list of items. Do not answer questions or assist students in their process.

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**Reflection:**

1. What were your thoughts or feelings when you got together as a group and shared your personal priorities for the first time? What did you notice happening?
2. Did you feel there were any "winners" or "losers" in this process? Why? Why not?
3. What did you learn about group problem solving through this exercise?

**NASA****NASA “Individual Worksheet” Handout****Instructions:**

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During landing, much of the equipment aboard was damaged. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200-mile trip. Below are listed the 15 items available that were left intact and undamaged after landing. Your task is to rank them in order of their importance to your crew in allowing them to reach their rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, etc. through number 15 by the least important. You have ten (10) minutes to complete this exercise.

	Box of Matches		Stellar Map of Moon
	Food Concentrate		Life Raft
	50 feet of Nylon Rope		Magnetic Compass
	Silk Parachute		5 gallons of Water
	520.45 Caliber Pistol		Signal Flares
	1 Dehydrated Pet Milk		1 <sup>st</sup> Aid Kit containing injection needles
	(2) 100 pound Tanks of Oxygen		Solar Powered FM Receiver-Transmitter
	Portable Heating Unit		

**NASA****NASA “Asignación Individual” Handout****Instrucciones:**

Tu eres miembro de una tripulación espacial programada a una cita con la nave madre en la superficie alumbrada de la luna; Sin embargo, dada a dificultades mecánicas, tu nave es forzada a aterrizar en un lugar de algunas 200 millas del punto de la cita. Durante el aterrizaje mucho del equipo es dañado. Siendo que la sobre vivencia depende en el de alcanzar la nave madre, los artículos más cruciales disponibles deberán ser escogidos para la travesía de 200 millas. Aquí abajo hay 15 artículos que están disponibles los cuales quedaron intactos sin dañarse en el aterrizaje. Tu tarea es el de categorizarlos en el orden de término de importancia para permitirle a tu tripulación el llegar al lugar de encuentro. Pon el número 1 en el artículo más importante, número 2 al segundo más importante, etc., hasta el número 15 (el menos importante). Tendrás 10 minutos para completar esta fase del ejercicio.

	Caja de Fósforos		Mapa estelar de la luna
	Comida Concentrada		Balsa de Salvavidas
	50 pies de cuerda nylon		Compás Magnético
	Paracaídas de seda		5 gls de Agua
	520 Pistolas de calibre 45		Cohete de Señales
	1 caja de leche en polvo		Caja de primeros auxilios contiene jeringas con agujas
	(2) 100 lb tanques de oxígeno		Recibidor FM/Solar
	Unidad de calefacción portable		

**NASA****NASA “Group Worksheet” Handout****Instructions:**

This is an exercise in group decision-making. Your group is to make decisions by reaching a consensus. This means that the ranking for each of the 15 survival items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Ranking each item so all group members can at least partially agree may be helpful. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task based on logic.
2. Avoid changing you mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat (75% agreeable at least).
3. Avoid conflict-reducing techniques such as majority vote, averaging or trading, in reaching your decision.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

	Box of Matches		Stellar Map of Moon
	Food Concentrate		Life Raft
	50 feet of Nylon Rope		Magnetic Compass
	Silk Parachute		5 gallons of Water
	520.45 Caliber Pistol		Signal Flares
	1 Dehydrated Pet Milk		1 <sup>st</sup> Aid Kit containing injection needles
	(2) 100 pound Tanks of Oxygen		Solar Powered FM Receiver-Transmitter
	Portable Heating Unit		

**NASA****NASA “Asignación En Grupo” Handout****Instrucciones:**

Esta es una asignación de tomar decisión en grupo. Tu tarea es la de emplear el método de llegar a una conclusión de consentimiento de grupo para hacer su decisión. Esto quiere decir que el rango de cada uno de los 15 artículos deberá ser acordada por cada miembro del grupo antes de que sea parte de la decisión del grupo. El consentimiento es difícil de lograr.

Categorizando cada artículo para que al menos los miembros del grupo parcialmente estén de acuerdo puede serles útil. Aquí están unas guías para que se usen al llegar a un acuerdo de consentimiento.

1. Eviten el argumentar por su propio juicio individual. Dirigete a la tarea con una base lógica.
2. Evita el estar cambiando de decisión sólo para llegar a un acuerdo con el grupo. Apoya sólo soluciones con las cuales tu puedes estar de acuerdo (siquiera 75% de acuerdo).
3. Evita técnicas de "reducción de conflicto" tales como mayoría de voto, promedio o intercambios para el llegar a su decisión.
4. Ve las diferencias de opinión como algo que ayuda y no como algo que estorba en el hacer las decisiones.

	Caja de Fósforos		Mapa estelar de la luna
	Comida Concentrada		Balsa de Salvavidas
	50 pies de cuerda nylon		Compás Magnético
	Paracaídas de seda		5 gls de Agua
	520 Pistolas de calibre 45		Cohete de Señales
	1 caja de leche en polvo		Caja de primeros auxilios contiene jeringas con agujas
	(2) 100 lb tanques de oxígeno		Recibidor FM/Solar
	Unidad de calefacción portable		

## Personal Commitment

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By: Washington State Migrant Education  
Time: 20 minutes  
Objective: Students reflect on their potential, their choices, set goals, and develop a written plan for using the leadership knowledge skills and abilities that they have discovered during the conference.  
Materials: Pencil  
Handouts: "Personal Commitment"

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### Facilitator Directions:

#### Personal Commitment:

1. Distribute the handout "Personal Commitment" and ask students to complete this form.
2. Allow 15 minutes for completion of this form and let students know that this is theirs to take with them.

## “Personal Commitment”/“Compromiso Personal” Handout

*The SLP conference has been planned to show you how much strength and knowledge you really have. La conferencia SLP ha sido preparada para enseñarte la cantidad fuerza y conocimiento que verdaderamente tienes.*

*You have set goals, and made excellent personal growth. But what are you going to do when you get home? Be honest with yourself as you complete this paper. Has establecido metas y has hecho un crecimiento personal ¡excelente! Pero ¿Qué harás cuando regreses a casa? Se honesto con ti mismo cuando contestes este formulario.*

**Name/Nombre:** \_\_\_\_\_ **Date/Fecha:** \_\_\_\_\_

### PERSONAL COMMITMENT / COMPROMISO PERSONAL :

Motivation (Why)? / Motivación (¿Porqué?)

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My Personal Commitment Is / Mi Compromiso Personal es:

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### We know action follows commitment / Sabemos que a la acción le sigue el compromiso

#### WHAT IS THE FIRST ACTION YOU WILL TAKE? ¿CUAL ES LA PRIMERA ACCIÓN QUE VAS A TOMAR?

##### At Home / En Casa:

Who do I need to talk to? ¿Con quién necesito hablar?	_____	When? ¿Cuándo?	_____
What do I need to say? ¿Qué es lo que debo decir?	_____	When? ¿Cuándo?	_____

##### At School / En la Escuela:

Who do I need to talk to? ¿Con quién necesito hablar?	_____	When? ¿Cuándo?	_____
What do I need to say? ¿Qué es lo que debo decir?	_____	When? ¿Cuándo?	_____

##### With Friends / Con Amigos:

Who do I need to talk to? ¿Con quién necesito hablar?	_____	When? ¿Cuándo?	_____
What do I need to say? ¿Qué es lo que debo decir?	_____	When? ¿Cuándo?	_____

#### REMEMBER / RECUERDA:

“Don’t tell me what you value, let me follow you for a day and I will know.” / “No me digas cuales son tus valores, déjame seguirte por un día y lo sabré.”  
“Actions speak louder than words.” / “La Acción habla más fuerte que las palabras.”  
“Just do it!” / “¡Hazlo!”