

BOMB SHELTER ACTIVITY

Goal: Provide students with opportunities to look at their values and beliefs and to discuss how values/ beliefs are developed.

Directions:

1. Tell a story as elaborate or simple about several nuclear bombs were accidentally set off(not a terrorist attack... the bombs are old and malfunctioned) and one is heading some where between Washington DC and here. We are not sure where. We need to take shelter immediately.
2. This class is instructed to go to a bomb shelter where it has the capacity to hold the whole class and 8 other people
3. 13 people come to the shelter to be let in. The list is below. You must choose only 8 people to enter the bomb shelter.
4. First individually choose the 8 people you want to stay.(take 3 minutes to do this)
5. The class is then divided into groups of 5-6 and they are asked to come to a consensus as to who gets to stay.(which means not just seeing who has the highest number of votes but to collectively agree on the person)
6. You only have 10-15 minutes to come to a consensus as to who stays.

Below are the following people:

1. 19 yo Mother and 8 month old baby (they count for one spot)	7. 57 yo Historian-expert on all history and languages
2. 20 yo Husband and father of the above Mother and child. Unemployed 7-11 worker	8. 39 yo 3 rd year medical student who flunked out of medical school
3. 16 yo movie star	9. 24 yo body builder who has won competitions
4. 44 yo Expert plumber, carpenter, mason, welder, mechanic who is disabled from an accident on the job	10. 67 yo. Retired officer now security guard (has a gun- can't separate gun from person)
5. 33 yo high school science teacher	11. 21 yo Va Tech cheerleader
6. 77 yo Unitarian minister	12. 48 yo nurse- been working on cancer unit for 20 years
	13. 31 yo parolee just got out of jail for growing marijuana

7. Put the people(number them to support facilitation) up on news print and either solicit people and put a check by the person they chose to take or have students get up with different colored markers and check the people they chose.

Process questions:

1. Which people were easy for you to select and please say what you valued about them.
2. Which people did your group have controversy over and why? How did the controversy resolve?
3. What is the gender of the tech cheerleader? Why?
4. What qualities decide that certain people had?
5. Where do we get our beliefs about these people?

Points to make.

- Our values, beliefs, experiences help determine what we think we know about people and things.
- Sometimes what we think is true or fact is just based in our limited experiences.
- Those beliefs, truths, truisms are what drives us - everyone has them it is normal
- When you understand yourself you can then determine more proactively what you want to do.
- Values change and get shaped when we discuss issues with each other.
- It can be difficult in groups when people have opposing values

Please circle your personal preferences

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Please record which people your group chose

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Questions-

How are the two list different?

Were there any people that you felt strongly about that didn't get on the list and how did that feel?

Where do our values come from?

How does understanding our own values help us with understanding how we want our life to be lived?

How does understanding others values impact relationships individually and in groups?

NAME OF ACTIVITY- Snowball fight

TYPE OF ACTIVITY- Icebreaker

GOAL OF ACTIVITY- To have students get to know each other well

TIME- 20 min

DIRECTIONS-

1. Ask students to think about their deepest darkest secret... something they have never told anyone... something that they would most likely take to their grave.... Ask students to take out a piece of paper and pencil or pen and on that paper please DO NOT WRITE their deepest darkest secret
2. Write what characteristics, skills, traits, a person would need to have to have you feel okay about sharing something pretty important...do not write your name.
3. Then they crumple the paper up into a 'snowball' and have a one-minute snowball fight.
4. At the end of the minute, everyone grabs the closest snowball read out the traits
5. Put the traits on the board.

PROCESS QUESTIONS-

- How are these traits related to solving real world problems?
- Which traits are necessary when you are working in a group?
- Which traits are the most difficult to find in a person?
- Which traits do you learn while attending college?
- Which traits should be taught at college?
- What traits do you have that you can offer a group as it forms?

POINTS YOU WANT TO MAKE

- These traits are necessary for any group to be successful
- Everyone is valuable in a group because everyone offers crucial skills, traits, dispositions
- The more you work on acquiring these traits as part of your tool kit the more you will be successful not only in the work arena but in working to make the world a better place.

MATERIALS- paper, pencil

NAME OF ACTIVITY- 4 WALLS

GOAL OF ACTIVITY- Helping students to begin to look at issues

TIME- 10 minutes-30 minutes

DIRECTIONS-

1. Create 4 categories relating to issues facing the world. Or other topics that might be of interest to help students think about issues that will help them with thinking about how they may face life issues. (look below for ideas)
2. Put each item on a sign and tape it in one of the corners in the room
3. Ask them to move to the corner that represents them and talk among themselves saying why they chose the answer?
4. Then ask different people in each category why students chose that category.
5. Repeat with a different category.

PROCESS QUESTIONS-

- What is something you learned about yourself or another person that you hadn't known?
- What this difficult for you? Why or why not?

POINTS YOU WANT TO MAKE IF ANY-

- One thing that motivates our choices about our behaviors is what we value
- The more you can identify what is important to you the better chance you have at choosing behaviors that are in line with what you value rather than just reacting to life
- Part of being a Scholar Citizen is to begin to look at what makes meaning in your life and how do you create a purposeful life that reflects what you deeply believe

MATERIALS

Signs of categories and tape

Suggested topics:

What cause could you see yourself championing- Environment, Health care, poverty, Animal rights

How could you see yourself taking action on an issue? Protesting, writing letters, volunteering, joining an organization

Where is reform most needed? Economic reform, education reform, drug laws reform, gun reform

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SCHOLAR-CITIZEN

CREATE-CONNECT-CONTRIBUTE

Please circle the appropriate category.

I am a: Freshman Sophomore Junior Senior Graduate Student Other

Class I am in _____

Please respond to the following questions and put yourself on the scale....

1. I believe there are problems in my society and world:

1 2 3 4 5 6 7 8 9 10

NO PROBLEMS
AT ALL

YES THERE ARE PROBLEMS

WE ARE IN
CRISIS

2. I believe I need to be a part of the solution to the problems:

1 2 3 4 5 6 7 8 9 10

NOT AT ALL

I ABSOLUTELY
HAVE TO HELP

3. What will you do about the problem(s)?:

1 2 3 4 5 6 7 8 9 10

I HAVEN'T A CLUE
HOW I WILL HELP

I HAVE IDEAS OF WHAT
I MIGHT DO

I KNOW EXACTLY
HOW I WILL HELP

4. How can Radford University assist you in your role as a Scholar-Citizen???

INTERESTED IN BECOMING A PART OF THE SCHOLAR-CITIZEN INITIATIVE?

NAME _____ EMAIL _____

