

Don't Let Me Go "KA-BOOM!"

Overview

Students use team work and explore responsibility by participating in a fun game. Through discussion, students explore why responsibility is an important trait for every citizen to exhibit.

Grades

Any

Activity Type

Partner

Materials

Blindfolds (optional)

Duration

30 minutes

Procedure

1. Tell students that they are going to play a game called "KA-BOOM," and the purpose of the game is to practice responsibility, teamwork, and to have fun.
2. Break students up into partners and have them choose to be A or B. Instruct the A's to line up on one side of the room side by side. Tell them to turn their back to the center of the room and close their eyes (if you don't trust your participants not to peek, blindfold them). Assure them that since they are part of a safe, caring classroom community, no one will mess with them while their eyes are closed.
3. Next, have the B's place items on the floor that would block the path of the A's if they were to walk across the room (books, a pile of pencils, jackets, backpacks, etc.). The teacher should just make sure that none of the objects used could cause harm. Ensure the students spread the objects around the whole room, so that the floor is evenly covered.
4. Once all items are placed, tell the group that all of the items on the floor, which the B's can see and the A's cannot, represent landmines. If they are stepped on or moved in anyway, they will explode with a loud "KA-BOOM", obliterating the poor person who has hit it.
5. Explain that A's must navigate across the room without opening their eyes and without hitting a landmine. The way that they will get across the room safe without going "KA-BOOM" is with the assistance of their partner B walking beside them and giving vocal instructions to direct them. B's responsibility is to navigate their partner-in-need to safety, keeping them from stepping on a landmine or from running into other A's using only their voice. B's may not steer their partners physically in any way, and should also keep A's safe from bumping into other A's.

6. Once students understand the rules, allow them to begin. The teacher should pay close attention to the A's and if any run into any of the landmines, yell "KA-BOOM" and tap them so that they know they have been blown up. When students are "blown up," you can have them step to the side and wait for the activity to end (as students are blown up, they can help the teacher monitor the other students.) Another choice is to have students start over and try again if they do not make it to the other side, which can lead to a discussion about how even when we don't succeed, we must continue to try.
7. Also, if your students are more motivated by competition, you can offer a prize to the first pair of which A reaches safety.
8. Once all of the A's have either made it safely to their partners, or sadly been obliterated, ask students to discuss in their pairs:
 - What is responsibility? How did responsibility play a part in this exercise?
 - Why is it important to be responsible in real life?
9. After a few moments, have partners report their thoughts back to the whole group. Further discuss:
 - For those of you who survived, what did it take for you to make it safely across the room? (facilitate a discussion of teamwork, care/concern, responsibility, etc.)
 - Why is it important that we always encompass and exhibit these traits within our classroom and within our community at large?
10. Tell partners you are going to play the game again, this time with B's closing their eyes (or being blindfolded) and A's being the leader. Have B's take their places and close their eyes, and again have A's rearrange the landmines to block the path the B's will take. Once A's have taken their places facing their partners across the room, tell them that the game is going to change a bit this round. Instruct A's that while previously B's could use words and explanations to navigate partners to safety, this time A's can only use sounds while navigating B's to safety. A's may make any types of sounds they want, but they cannot use any word or semblance of a word in assisting their partners. You can again allow A's to move closer to their partners as they navigate them through the landmines, but they may not touch them. Allow students to ask questions, wish them luck, and let them begin. Once more, monitor the B's to ensure they do not hit a landmine, again yelling "KA-BOOM" if they do.
11. Once all partners have made it to safety or unfortunately been obliterated, debrief:
 - How did the role you played this time in your partnership differ from before? Is it easier to be the person in trouble or the person helping? Explain.
 - What was different about the rules this time? Do you think only being able to use sounds rather than words changed the level of difficulty? Explain.
 - In life, are situations that require us to be responsible sometimes varying in difficulty? Explain. (For example, being responsible to clean up your room compared to being responsible and refusing peer pressure.)

- What are various situations in which you as young people feel a sense of responsibility? What can be difficult about being responsible?
- Even though being responsible can be very hard, why is it important to still be as responsible as possible?
- How might this activity compare to situations in real life? As citizens of the same community, in what ways are we responsible for one another?
- What happens when just one citizen of a community is irresponsible? What examples can you think of that illustrate how the irresponsible actions of one citizen can be harmful to others? (consider examples such as crimes <drunk driving or speeding that results in another's injury>, littering/pollution, not voting, etc.)

Culminating Activities

- While this activity can stand alone as a fun game, you can also use this activity to focus students on a particular theme by asking, "What are the responsibilities of _____?" (i.e. What are the responsibilities of a citizen; What are the responsibilities of a community; What are our responsibilities to one another as members of this class; What are our responsibilities to people in our community who are less fortunate; etc.)