

Teacher Overview

As we come together, we each have many talents, skills, and ideas which we can share with each other. This activity will give you a chance to share these talents with one another and to begin to work better together as a team.

In the Bridge Building Activity, students will be tasked with building a bridge as a team. The teams will not be allowed to talk to one another while building.

When to Use This Lesson

You can do this activity anytime throughout the course. Your students do not need any prior knowledge to be successful in this activity.

Time



MATERIALS

- > Newspapers
 - **Protip:** One Sunday paper per group is a good rule of thumb.
- > Masking tape - one roll of masking tape per group
- > Timer and music

LEARNING OBJECTIVES

- > Principled Entrepreneurship 2d, 2e, 3d, 3e
- > Innovation 2a, 2b, 2c

FOUNDATIONAL VALUES

- > Freedom
- > Knowledge
- > Be Principled

KEY TERMS

- > Innovation
- > Iteration
- > Comparative advantage

ACTIVITY DIRECTIONS

- > Say "As we come together, we each have many talents, skills, and ideas which we can share with each other. This activity will give you a chance to share these talents with one another and to begin to work better together as a team."
- > Tell your students that their job is to build a bridge out of the supplies you will be providing them.
 - The bridge must support _____ (something heavy like a textbook, you can add as you go if it is a competition) for 3 seconds (more if it is a competition) and this _____ (a large item or box) must be able to easily pass under the bridge.
 - The bridge must be free standing. That means it cannot be taped to the table or floor.
- > You will be given 3 minutes to plan ONLY. You can talk but you CANNOT do anything with the supplies during this time.

- > After the 3 minutes of planning, you will have 4 minutes to build. During the 4 minute building round, you CANNOT talk.
- > Give each group their supplies: one Sunday paper and one roll of masking tape
- > Ask for any questions. After answering questions, start the 3 minute planning round. Play music.
- > After the 3 minutes are up, tell them you will now start the 4 minute building round. Remind them they may not talk during these 4 minutes.
- > Start the timer and music. Circulate the room to make sure no one is talking!
- > After 4 minutes, stop them.
- > Give the groups 1 minute to talk and discuss again how to build their bridge. Again, they may not touch their supplies while they are planning. Let them know they will have a 6 minute round to finish their bridge.
- > Start the timer and music for the 6 minute building round. Again, remind them they may not talk.
- > After 6 minutes, stop all building.
- > Test each bridge design with the heavy object and the large object that must pass through.
- > Cheer those who were successful.

ACTIVITY DEBRIEF

- > How did you feel?
 - During the planning time?
 - Silent building time?
 - Additional 1 minute to plan?
 - Additional building time?
 - During the entire activity?
- > How did each of you function?
 - What roles did each person take? Why? Did it have to do with comparative advantage?
 - Who took leadership of the group?
 - How did that make you feel?
- > How does this activity relate to a real-world situation?
- > What did you learn from this activity?
- > Why would we do this in small groups instead of one large group?
- > How did the music affect you?
- > How did the time constraint affect you?
- > How did the lack of communication affect you?
- > Did your group pivot at any point during your building time? Why?
- > What Foundational Values were present or lacking during this activity?

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