

Teacher Overview

Think Outside the Box is a great way to introduce and reinforce the Foundational Values. Students will be asked to complete a 100-piece puzzle, but there is a catch – they won't have all of the correct pieces for their puzzle, leading to trades with other groups. Students will have to use their Foundational Values to complete the challenge.

When to Use This Lesson

You can use this lesson at any point during your class, but may be most impactful toward the beginning.

Time



BEFORE CLASS PREPARATION

- > Purchase Six, 100-piece puzzles and Ziploc bags
- > Mix up the puzzle pieces - Evenly separate the puzzle pieces into six Ziploc bags (100 pieces/bag). Make sure at least one piece from each puzzle is mixed in with the other puzzles.
- > Place each mixed puzzle Ziploc bag into a puzzle box.

MATERIALS

- > Six, 100-piece puzzles with the puzzle box
 - The size of the puzzle is flexible - Be aware the time required for students to complete the activity may vary depending on your puzzle size.
- > Ziploc bags
- > Incentive (YE dollars, gift cards, etc.)
 - **Pro-Tip:** Have YE dollars on hand throughout the activity and award them for behaviors you see in alignment with the Foundational Values. If you choose to give out YE dollars as the prize, winning group could simply win a larger number.

FOUNDATIONAL VALUES

- > Knowledge
- > Sound Judgment
- > Responsibility
- > Win-Win Focus
- > Be Principled
- > Freedom
- > Passion
- > Opportunity

KEY TERMS

- > Comparative advantage

LEARNING OBJECTIVES

- > LO 2a, LO 2b, LO 2c, LO 2d

ACTIVITY INTRODUCTION

- > Announce to students that you are the owner of a puzzle factory and that you are looking for a team of expert puzzle builders who can assemble puzzles quickly and efficiently. Tell students that you have been in the puzzle business for a long time and what you have come to admire most is how expert puzzle builders are innovative and think outside the box. (Emphasis Think Outside the Box)

ACTIVITY DIRECTIONS

- > Provide students the opportunity to self-select groups. Give them 1 minute to select groups and sit together. Anyone without a group is placed into a group by the owner. (Pay attention to how students select groups. Sound judgment would lead them to seek out people who are good at building puzzles, not just their friends.)
- > Tell the group that you have six puzzles that you need assembled in the next 20 minutes.
 - Optional: Give each group three minutes to select a spokesperson and to prepare a pitch for the puzzle their group would like to put together. Each group will have 1 minute to pitch for their puzzle. (Winning pitches should focus on the ease of putting the puzzle together. You will hear many different reasons for puzzle selections during the pitches, but you are looking for the group who demonstrates the use of **Knowledge** and **Sound Judgment**. Heartfelt presentations, no matter how good they are, do not capture the goal of the activity. It is also a chance to have a nuanced conversation about Passion. Passion is good if rightly aligned with the goal.)
- > Allow groups to come and collect their puzzles. Tell students not to open their puzzles until directed. When all groups have selected their puzzles, let them know they have 20 minutes to complete their puzzles. Share with students that incentives are only provided for completed puzzles.
- > Allow students to begin working.
 - During the activity, students will quickly notice that their puzzle does not match their box and that they don't have all the correct pieces. (This is a great opportunity to highlight Responsibility. The box they were given is not what they worked for. They can complain about it, they can quit, or they can take Responsibility for what they have and work to solve the problem. This is a great teachable moment that connects with many students).
 - Students will begin asking how they are supposed to complete the puzzle if they do not have all of the correct pieces. Prompt them to be innovative – What would an entrepreneur do if they did not have all of the Knowledge or resources they needed? Did you say they couldn't trade with other groups? (This should lead them to realize that other groups may have pieces they need and that they will need to trade to accomplish their goal.)
- > Observe students throughout the activity and take notes. Use the [FV Behavior Model](#) as a tool to measure the behaviors you see.
- > Once the 20 minutes have passed, evaluate which groups were able to complete their puzzle and award them with the incentive you selected.
 - If students need more time, feel free to allow them additional time. You could also consider the students having to "negotiate" for this time, since you are the owner of the puzzle factory.

ACTIVITY DEBRIEF

- > How did you decide your group members? Do you wish you had chosen differently? (Sound Judgment)
- > What was your reaction when you discovered the puzzles were mixed up? How did your group address this challenge? Did you complain or work through it? (Responsibility, Knowledge)
- > How quickly did you recognize that you must work with others to get the pieces you needed? How did you decide which trades to make? (Win-Win Focus, Sound Judgment)
- > Did everyone participate? How did your group decide who would do which roles?

