Count Your Fingers

Introduction:

This activity will help students see the level of control they have over the choices they make, and the consequences that follow when they make certain choices.

Details:

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: 1-12
Group Size: 2 or more
Time: 5 minutes

Activity Instructions:

Ask the members of the group to pair off. Tell the group that they will put their hands behind their back and, on the count of three, show their fingers to their partner. Each partner in the group will hold up from 0 to 10 fingers.

The first person that can count the total number of fingers on their partner's hands and their own hands is the winner.   Call up a partner to demonstrate, then begin. Tell the group that there will be three chances to determine the overall winner. Once everyone is ready, count to three and ask all partners to show their hands. Repeat this process two more times to determined the overall winners.

Processing the Experience:

Note: You can also go two rounds and ask if anyone won both rounds with their partner. For those who did win both rounds, you can start processing by asking the first processing question form the list: Did anyone go undefeated? Did you have a strategy? What was it? Now you can explain that if you decide how many fingers to show before you play you have a better chance at winning. Have them try that strategy for the third round.

• Did anyone go undefeated? What was your strategy?
• Tell the group, "A few of you counted your partner's fingers and then counted your

Processing the Experience (Continued):

own." Should you have known how many fingers you had behind your back?
- Who were the people that usually won the activity? (The ones that knew how many fingers they were going to show their partner)
- Why is it so important to make up your mind before you are faced with a choice that will get you into trouble?
- What are some situations where it would be helpful to make your decisions before-hand?