

# Jumping Your Hurdles

## 10. Number Review

**Spatial Requirements:** Classroom with moderate space

**Activity Type:** Movement/group

**Grades:** 1-12

**Group Size:** 10 or more

**Time:** 20 minutes

**Introduction:** When trying to jump a hurdle, it is important to identify the problem, set appropriate goals, and effectively communicate those goals to others. This activity shows students the importance of creating a workable plan, and communicating that plan to others in order to achieve goals and jump hurdles.

**Materials:**

- Timer
- 1 chair per student

**Activity:**

Divide the class into groups of 10-15 and have each group sit on chairs in a circle. Explain to your class that the challenge is for them to count to the number 20 as a team. Each person will stand up and call out a number. The numbers must be called out in consecutive order. The group may not pre-arrange who is going to say which numbers. There is no talking other than the calling out of numbers. The choice of who is going to call out the next number must be completely random. If you see anyone pointing or talking, then call them on it and have the group start again. Tell them that they are not allowed to simply go around the circle in order. Each time any two people begin to stand at the same time or say a number at the same time, the entire group must begin all over again. They can't repeat the same order of people when starting over again. Every person in the group must say at least one number.

You will be the judge, and if you have two or more groups, you will need to have the groups take turns or assign other students to be the judges. Be very strict about the rules. They will probably have to start over several times before they accomplish the objective.

After about ten tries, give them "one last chance." Time them as they try to complete the task, and then let them discuss strategies before trying again. They still aren't allowed to go around the circle in order. Give them about 90 seconds to discuss strategy. After they have decided upon a strategy, time how long it takes to complete the challenge.

Finally, let them try once more. This time, tell them they may use the simplest strategy. They can go around the circle and have each person count off. They still must rise slightly from their chair when they say their number. Time them and see if they are faster than previous attempts.

**Processing the Experience:**

- How many tries did it take to get it right in the first round?
- How did it feel when you had to start over?
- What made round 1 so difficult? What made round 2 easier? Why was round 3 the easiest?
- What can this activity teach us about the importance of having a plan?
- How important is it for us to share our goals and plans with others?
- How does working together help when trying to solve a problem?