The Wall
12. Secret Code

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Group
Grades: 3-12
Group size: 2 or more
Time: 10 minutes

Introduction: Reaching a goal or solving a problem becomes easier when we have gathered as much information as possible. This simple activity is designed to help students see the value of gaining help and information when trying to climb the wall. Note: This activity also applies to "Get Plugged In."

Materials:
- 1 secret code sheet for each student
- Pen/pencil for each student

Activity:
Hand out a sheet of paper with the following code typed on it, or simply write the following code on the board:

$$\frac{BCD\ \ G}{A\quad EF}\ .$$

Have the students work individually and see if they can determine what the next figure would be in the coded sequence. If any student thinks he or she has the correct answer, have him or her show it to you. After working for a few minutes in-dividually, let students work for a few minutes in small groups. After the groups have worked together for a few minutes, give the class the following clue:

Letters - curved/straight

The answer is that the letters with all straight lines go below the line and the letters with curves go above the line in alphabetical order.

Processing the Experience:
- Was the code difficult to solve when you first tried by yourself? Was it easier when you had help from others?
- How did getting the clue help in solving the code?
- How did you feel when you were able to crack the code?
- How does getting clues and getting help from others relate to seeing over the wall?
- How does gaining more knowledge help you get a bigger picture and help you climb the steps to seeing over the wall?
- In what situations in life would it be important to get help from others? In what situations in life would it be important to get clues?