

# CRASH LANDING

## WHAT TO SAY

### Present the problem-solving sequence:

1. Identify and agree on the problem.
2. Generate potential solutions.
3. Assess the advantages and disadvantages of each potential solution (time it will take, resources required – is it feasible, likelihood of success, any negative impact on others).
4. How will you assess success?
5. Choose one and give it a try.
6. Evaluate its success – celebrate or try another solution.

▶ Tell pairs they have 5 minutes to create something to collect rainwater.

▶ Blindfold one youth (or have them close their eyes) and tie one youth's hands behind their back (or have them put their hands in their pockets). Provide each pair with aircraft "wreckage" (e.g., cardboard, paper, pipe cleaners, cotton balls, string/yarn, etc.). (ADD PHYSICAL ACTIVITY): Option #1: Require pairs to "earn" differently valued pieces of wreckage by completing fitness tasks borrowed from Amazing Race. Option #2: Play the game outdoors where "wreckage" can be spread far and wide as might have happened following a plane crash. Youth will have to run around looking for the pieces they need (this part best without blindfolds and ties) - can increase running by limiting their time (and then they can earn additional time by completing fitness tasks).

**Variations:** #1 Different story, Different item to build, Different supplies; #2 Groups instead of pairs; #3 More or less time before the rain comes.

Requires Resources? Yes  
Grade Level: 6-8; 9-12  
Indoor/Outdoor: Both  
Group Size: 6+

## WHAT TO DO

▶ Arrange youth into pairs, and read this script aloud: "You and your partner are crew for a test aircraft. The aircraft crashed on a tiny island in the ocean! The island has no clean water. You and your partner survived, but one of you lost your sight while the other lost use of your arms. All that is left from the aircraft is one radio transmitter, one weather machine, pieces of the aircraft (i.e., "wreckage") and some tape. The weather machine just indicated that it is going to rain in 4 minutes and you and your partner need to use the tape and aircraft pieces to create cups that can catch the rainwater. If you and your partner are not able to catch enough rain water, you may not survive until the rescue team arrives."

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## WHAT TO ASK

- ▶ How did you approach the problem at the beginning?
- ▶ Was your problem solving systematic and organized? Or did it feel more haphazard?
- ▶ What specific steps did you use to solve the problem along the way?
- ▶ Was there overall more agreement or disagreement about how to proceed?
- ▶ To what extent were your first solutions viable and successful? Who needed to try again?
- ▶ How much frustration did you experience? How much did you perceive your partner to become frustrated? How did you recognize frustration? To what extent did frustration interfere with communication or problem solving?
- ▶ What are some things you can do to reduce your frustration?
- ▶ To what extent do you apply systematic problem solving at home or school? What makes it easy or difficult to do so?