Get Plugged In:

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Get Plugged In
1. Blind Leading the Blind

Spatial Requirements: Gym/outdoor space required
Activity Type: Movement/group
Grades: 3-12
Group Size: 8 or more
Time: 10-15 minutes

Introduction: Plugging in requires that we know how to effectively cooperate and communicate with others. It also requires that we know when to listen, when to follow, and when to make a plan and give directions. The object of this activity is to illustrate the importance of these valuable skills.

Materials:
• Enough blindfolds for at least half the class (You may use cheap cotton cloth cut into strips, preferably a black material)

Activity:
Divide the class into two teams. If you have enough blindfolds for everyone, have everyone put on their blindfolds. If there are only enough for half the class, take turns doing this activity. Once everyone is blindfolded, each team must try to organize into a line from shortest to tallest. You can make this a competition to see who finishes first, or give a time limit and see which team has come closest to the goal when the time is up. Note: if there are students who are uncomfortable being blindfolded, they may act as timekeepers or referees.

This activity can be repeated with variations to the criteria, such as organizing from oldest to youngest, alphabetically by first or last name, etc.

Processing the Experience:
• What strategies did you use to organize your team?
• Was it more or less difficult than you thought? What was most difficult?
• Who were good listeners/followers?
• Who was good at making a plan and giving directions?
• How important was communication and cooperation in this activity?
• How important are these skills for plugging in?
• How could plugging in help you win this game?
• In life, when might you need to be a good listener/follower?
• When would it be important to be a leader?
Get Plugged In

2. Community 411

Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Grades: 3-12
Group size: 2 or more
Time: 15-20 minutes

Introduction: An important part of plugging in is understanding what resources are available and knowing how to find them within your community. This informative activity introduces students to the variety of community organizations they can turn to for help, information, or new and positive activities.

Materials:
• Timer
• Several phone books, local newspapers, pamphlets, flyers of events from your local chamber of commerce, or any other schedules, books, magazines, calendars, or handouts with information about places or things in your community
• 411 list (one per team or student) (These can be found at www.whytry.org/activities.)
• Pens/pencils

Activity:
Arrange all the community resource materials on a table in a central location. You can have students work in teams or individually. Give each student/team a list of items they are to hunt down information about. You may use the 411 List provided online, or create one that is more relevant and specific to your community. Explain that the more places they can gather information about, the more points they will be given. You may want to briefly explain how to use the materials on the table with the whole class before beginning. Give them a time limit and let them begin. In case of a tie, award more points for more information. For example, if one team only has the phone number and the other has the phone number and the address or hours, they would receive additional points.

Variation: If you have access to search engines in your school’s computer lab, this activity may be completed online.

Processing the Experience:
• How many items were you able to locate? Were there any items that you were not able to get information about?
• Did you feel it was difficult to find information about the items? Why or why not? What items were the hardest to locate information about?
• How would being able to locate information about resources in your community help you to plug in?
• How do you usually find information about activities you are interested in?
• Did you find any information about activities that you might like to do in your daily life?
• What are some ways you can find information about activities you might be interested in?
• How will participating in these activities help you to build your support systems?
Get Plugged In

3. Connections Quiz*

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Group
Grades: 5-12
Group size: 2 or more
Time: 15 minutes

Introduction: This activity will show students that celebrities and other famous figures are forgettable: they will come and go from the spotlight. The people who have the greatest impact in our lives are those who stick by us, care about us, and help us believe in ourselves.

Materials:
• 1 piece of paper per student
• 1 pen/pencil per student

Activity:
Tell the students you are going to give them a quiz, and ask them to number their papers from one to six. Ask them the following questions:

1. Name the three wealthiest people in the world.
2. Name the last three Heisman trophy winners.
3. Name the last three winners of the Miss America contest.
4. Name three people who have won the Nobel or Pulitzer Prize.
5. Name the last three Academy Award winners for best actor and actress.
6. Name the last five World Series winners.

Ask the participants how they did on the quiz. Ask them to number their papers from one to six again. Now ask them the following questions:

1. List three teachers, counselors, or school officials who have helped you in school.
2. Name three true friends who you can count on.
3. Name three people who have taught you something worthwhile.
4. Name three people who have made you feel appreciated and special.
5. Who are three people you enjoy spending time with?

You will notice that the people in the first set of questions have fame and fortune and are generally well-known, yet they eventually fade from the limelight. The people we remember are those from the second set of questions. These people have a lasting impact on our lives.

Processing the Experience:
• Was it easier to answer the first set of questions or the last set of questions? Why?
• Who has a more lasting impact on our lives: the people who would be in the first set of questions or the last set of questions? Why?
• Which of the people from the second set of questions has had the biggest impact on your life? Why?
• How can we find more people like those in the last three questions to help us in life?
• How can we be this type of person for others?
• How can plugging in help us achieve our goals?

*Taken from “People Who Make A Difference,” by Charles Schultz, the creator of the Peanuts comic strip.
Get Plugged In

4. Connections Web

Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Grades: 1-12
Group size: 10 or more
Time: 15 minutes

Introduction: Through this activity, students will understand the importance of a positive supportive network in their lives. They will learn that the more connections and support one has, the better prepared they will be to face life's challenges.

Materials:
- 1 ball of yarn or cotton twine
- 1 lightweight ball, such as a blow-up beach ball or a foam ball

Activity:
Have your group form a rectangle. Select one person to be the leader. The leader must throw the yarn to someone in the circle. That person then throws the ball of yarn to someone else. The only rule is that you cannot throw it to someone right next to you. As you throw, you must keep hold of the end of the yarn as you toss it to another member of the group. Everyone must catch the yarn and throw it to another student who has not yet had the yarn thrown to them. The group is creating a web. To make the web bigger and tighter, you may want to have another round of each person catching and throwing the yarn. The goal is to be able to bounce or roll the ball lengthwise across the rectangular web without it touching the ground.

Processing the Experience:
- How are we connected to one another in this activity?
- How are we connected to one another in life?
- Did having more connections help keep the ball from hitting the ground?
- How does having connections and support make a difference in your life?
Get Plugged In
5. Family Fun

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: 3-12
Group size: 2 or more
Time: 25 minutes

Introduction: Students can become even more plugged in with their families when they recognize the fun ways families can spend time together. This activity will help students recognize the role they can play in improving the amount of quality time they spend with their families.

Materials:
• 1 piece of paper per student
• 1 pen or pencil per student

Activity:
Ask each student to identify the people in their life that make up their family. Not all families are alike, and it is important for students to recognize the variety of people in their lives that make up their family. After sharing for a few minutes about families, give each student a piece of paper and a pencil and ask them to make a list of ten things they enjoy doing together with their family. Then ask them to put the following symbols next to the activities that apply:

$ – If the activity costs more than $10
m – If you must travel more than 100 miles to do the activity
:) – If the activity brings your family closer together
3 – If your family has done this activity in the last three months.

Next to each item, they should also write the number of times in the last year they have done that activity with their family. Then have them circle their three favorite activities, and write what they think these activities say about their family and their lifestyle.

You may want to give students a challenge to share their ideas with their parents. Encourage them to plan a family activity that costs less than $10 and is less than 100 miles, and see if they can carry it out during the next week.

Processing the Experience:
• Do most of the activities you listed require money? Traveling far?
• How often do you do activities with your family?
• Which activities do you feel bring your family closer together? How do they bring you closer?
• What activities do you wish you did with your family that you don't already do? Why does your family not do those activities? Would it be possible for your family to do these activities?
• How can fun family activities help you to get plugged in to your family?
• What can you do to increase fun family time?
6. Leaning Tower of Pasta

Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Grades: 3-12
Group Size: 4 or more
Time: 20-30 minutes

Introduction: This activity emphasizes the importance of plugging in to utilize the positive support systems around us.

Materials:
- 1 foot of tape (any kind) per team of 4
- 20 full pieces of spaghetti per team of 4
- 1 1-inch cube of clay per team of 4
- 1 8x11 sheet of cardstock per team of 4
- Several pennies for each team of 4
- 1 yardstick or tape measure to measure the structure
- 1 table or desk for each team of 4 (to work with their materials)

Activity:
Divide the group into teams of four and distribute the materials. Instruct the teams that the goal of this activity is to use the materials provided to build the tallest structure able to support the most pennies. The cardstock paper will be used as a platform for holding the pennies. They will receive a point for each inch of height and a point per penny. Give the team a time limit (we recommend 10 to 15 minutes), then measure the heights and have the teams stack the pennies. The team with the most total points wins.

Processing the Experience:
- Why did the winning structure win?
- What did your team focus on while you were building?
- How was the support structure important in the game?
- Why are positive support systems important in life?
- Who are your positive support systems?
- How can you tell if your friends are a positive support?
- What can you do to be a more positive support to the people around you?
Get Plugged In

7. Local Library Scavenger Hunt

Spatial Requirements: School or public library
Activity Type: Movement/group
Grades: 3-12 (May be done with younger students if done as a home/family project)
Group Size: 2 or more
Time: 45-60 minutes

Introduction: Information is power, especially when plugging in. That is why the library is such a valuable power source. This activity is designed to familiarize students with the resources available at their local library. It will also demonstrate the importance of proactive research and finding out what assistance is available to them.

Materials:
• Copy of Library Scavenger Hunt for each student or group (These can be found at www.whytry.org/activities.)
• 1 pen or pencil per student

Activity:
While this activity may be done in a school library, a local public library would likely include more information and resources. If getting to the library as a class is not possible, you may want to assign this as a family project or homework. To prepare for this activity, go to your library and make a list of several unique and interesting things one can find there. You may want to enlist the help of your librarian. The list online contains a number of suggestions. Give each student a copy of the scavenger hunt list and a pen or pencil. Ask them to find the answers and write them on the sheet. You may want to allow them to work in small groups or pairs.

Processing the Experience:
• How often do you visit the library? Why?
• Did you find anything in the library that you didn’t know they had? If so, what?
• Did you ever ask for help to find something? If so, from whom?
• What are the benefits of searching for information in a library instead of on the Internet? (i.e. getting help from a real person)
• What did you feel was hard to find? What was easy?
• How can you use the library to help you fill your free time with good activities?
• In what other ways can the library help you gain more opportunity, freedom, and self-respect?
Get Plugged In

8. Mad Gab

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: 7-12
Group Size: 4 or more
Time: 10-15 minutes, with possible out-of-class homework time

Introduction: When we are faced with challenges in life, we are more likely to be successful when we are plugged in to a wide support network. This activity encourages students to utilize their own network to solve problems and overcome challenges.

Materials:
• Mad Gab Worksheet (The answer sheet is attached; the student sheet may be found at www.whytry.org/activities.)
• 1 pen or pencil per student

Activity:
Print enough worksheets for each person and distribute them. The object of the game is to have each group figure out the solution to as many of the commonly used phrases from the worksheet as they can. You may want to do some sample phrases together before beginning.

Divide the class into groups of four or five. Give the groups 10 to 15 minutes to work on their sheets, motivating them with possible incentives (food, late passes, free assignments, extra points, etc.). Give an increased incentive for the team that brings the most solutions to the next class period. Encourage them to utilize as many people to help them with the worksheet as possible – parents, friends, coaches, school personnel, etc. Share the answers during the following class period.

Processing the Experience:
• What did you enjoy about this game?
• How much more were you able to complete with the help of others?
• What outside resources did you use?
• Are these people you go to when you are faced with challenges in life?
• Why does getting plugged in help us accomplish more in life than we would be able to on our own?
<table>
<thead>
<tr>
<th>Original Song Title</th>
<th>Parody Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dick’s Each Hicks</td>
<td>Dixie Chicks</td>
</tr>
<tr>
<td>Mere Eye Can Eye Dull</td>
<td>American Idol</td>
</tr>
<tr>
<td>Seek You’re It Heap Lank Kit</td>
<td>Security Blanket</td>
</tr>
<tr>
<td>Ace Cam Mar Test</td>
<td>A Scam Artist</td>
</tr>
<tr>
<td>Lore Ants Offer Abe Year</td>
<td>Lawrence Of Arabia</td>
</tr>
<tr>
<td>You Knee Verse Sails Duty Owes</td>
<td>Universal Studios</td>
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<tr>
<td>Shy Niece Sheik Anne’s Hal Ad</td>
<td>Chinese Chicken Salad</td>
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<tr>
<td>Aid Us Tier Owed</td>
<td>A Dusty Road</td>
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<tr>
<td>Pen jitters</td>
<td>Pinch Hitters</td>
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<tr>
<td>Hive cot whom hop thief lower</td>
<td>I’ve got to mop the floor</td>
</tr>
<tr>
<td>Hit snowed ice</td>
<td>It’s no dice</td>
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<tr>
<td>Use Header Moth Fuel</td>
<td>You Said A Mouthful</td>
</tr>
<tr>
<td>Mash Who Sun Tide</td>
<td>My Shoe’s Untied</td>
</tr>
<tr>
<td>Chain Jeff Pays</td>
<td>Change Of Pace</td>
</tr>
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<td>Toe Run Lope Luge Hays</td>
<td>Toronto Blue Jays</td>
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<td>Tour Tea Etch Hips</td>
<td>Tortilla Chips</td>
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<td>Thud Era Belt Ooze</td>
<td>The Terrible Twos</td>
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<td>Fooled Forth Halt</td>
<td>Food For Thought</td>
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<td>Tote Ali Calypso Thee Art</td>
<td>Total Eclipse Of The Heart</td>
</tr>
<tr>
<td>Tack Seed Rye Fur</td>
<td>Taxi Driver</td>
</tr>
<tr>
<td>Tube Row Tacked Ant Surf</td>
<td>To Protect And Serve</td>
</tr>
<tr>
<td>Sit Chores Height Sigh</td>
<td>Set Your Sights High</td>
</tr>
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<td>Date Roy Pea Stuns</td>
<td>Detroit Pistons</td>
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<td>Hemp Yule Lance High Wren</td>
<td>Ambulance Siren</td>
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<tr>
<td>Dream Mennen Eight Hub</td>
<td>Three Men In A Tub</td>
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<tr>
<td>She Can Catch A Tory</td>
<td>Chicken Cacciatore</td>
</tr>
<tr>
<td>Why Tell Infants Ale</td>
<td>White Elephant Sale</td>
</tr>
<tr>
<td>Soon Knees Hide Hup</td>
<td>Sunny Side Up</td>
</tr>
<tr>
<td>Rye Sorrow Knee</td>
<td>Rice-A-Roni</td>
</tr>
<tr>
<td>Nay Jerk Halls</td>
<td>Nature Calls</td>
</tr>
<tr>
<td>Amos Ooze</td>
<td>A Masseuse</td>
</tr>
<tr>
<td>Gay Gummy Width Ace Boon</td>
<td>Gag Me With A Spoon</td>
</tr>
<tr>
<td>Plea Sleeve Amass Itch</td>
<td>Please Leave A Message</td>
</tr>
<tr>
<td>Jaw Jan Law Rob Whoosh</td>
<td>George And Laura Bush</td>
</tr>
<tr>
<td>Ache Hunt Trim Aisle</td>
<td>A Country Mile</td>
</tr>
<tr>
<td>Chest Hey Kitty See</td>
<td>Just Take It Easy</td>
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<tr>
<td>Hocks Verdict Shun Airy</td>
<td>Oxford Dictionary</td>
</tr>
<tr>
<td>Ma’am Fizz Tenor Sea</td>
<td>Memphis, Tennessee</td>
</tr>
<tr>
<td>Egg Aim Much Egg Curse</td>
<td>A Game Of Checkers</td>
</tr>
<tr>
<td>May Lord Herb Ride</td>
<td>Mail-Order Bride</td>
</tr>
<tr>
<td>Why Pup Dispelled Chews</td>
<td>Wipe Up The Spilled Juice</td>
</tr>
<tr>
<td>We Knit Train Sip Oars</td>
<td>When It Rains, It Pours</td>
</tr>
</tbody>
</table>
Get Plugged In

9. Older but Wiser

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: 3-12
Group Size: 4 or more
Time: Out-of-class homework plus 20 minutes in class

Introduction: Plugging in with someone older and wiser can have a long-lasting positive impact in a young person's life. This activity is a great way for students to understand the importance of seeking advice and wisdom from someone who has had more life experience. It also gives them an opportunity to build social skills as they engage in conversation with an adult. Note: This activity is similar to many of the “Plugging In” activities you will find in the student journals.

Materials:
- 1 pen or pencil per student
- 1 list of questions per student, for the interviewee (These can be found online at www.whytry.org/activities.)

Activity:
In this activity, students become newspaper reporters. Their assignment is to interview someone at least twenty years older than they are, using the list of questions you’ll provide them. They will write down their answers and share them with others in class the next day.

When students return the following day, divide them into groups of four or five and have them share their answers with each other. After all the answers have been shared, have each group share the most interesting answer from their group to the entire class. Feel free to share more if time permits.

Processing the Experience:
- Who did you pick to interview?
- How did you make that decision?
- How did your interviewee respond when you asked if you could interview him/her?
- What did you enjoy about talking to him/her?
- What do you think they enjoyed most about the interview?
- What important life lessons did you learn from your interviewee?
- What did this activity teach you about the value of “getting plugged in” with someone older and wiser?
- How will plugging in with someone who has more experience benefit you in life?
Get Plugged In
10. Rabbit, Moose, Walrus

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: K-12
Group size: 4 or more
Time: 5-10 minutes

Introduction: This activity shows that the more positive support an individual has, the easier it becomes for that individual to overcome challenges in life.

Materials:
• None

Activity:
Ask the group to stand up and find a partner. Demonstrate the three symbols. The first is a rabbit. Place both hands above your head with your two index fingers on each hand pointing up like rabbit ears. The next is a moose. This is made by taking both hands, with the palm facing the front, and placing a thumb in each ear like antlers. The last is a walrus. This is done by putting your index fingers next to your mouth, pointing down like tusks.

Tell the pairs that their goal is to guess what symbol their partner is making and to match it. There is no talking allowed. Ask the pairs to stand back to back and make the symbol that they think their partner is making. On the count of three, have them turn around and show their partner. (You may want to demonstrate this with a partner first.) If they match their partner’s symbol, they can sit down. If not, have them remain standing. Repeat the activity and have the pairs keep trying until all the pairs match.

Processing the Experience:
• How many of you matched the first time?
• How many of you took several tries to match?
• Why is it important to connect with people in our own lives?
• How can these connections help us solve our own problems?
Get Plugged In

11. Shark Island

Spatial Requirements: Classroom with moderate space required
Activity Type: Movement/group
Grades: 1-12
Group size: 10 or more
Time: 10-15 minutes

Introduction: In order to be successful in life, we need to make positive connections with others. To be successful in this activity, the entire group must be interconnected and work as a team.

Materials:
• Timer
• 30-foot rope or string or masking tape

Activity:
To prepare, place the rope/masking tape in a small enough circle that participants will be tightly packed inside.

Tell the participants that their group has shipwrecked and they have been floating for days in a disintegrating raft in shark-infested waters. They are desperately trying to make it to a small island (the tape/rope area) before the raft sinks. The passengers have grown very close and don’t want to sacrifice anyone as shark bait.

Participants need to get on the island with all feet and hands inside the rope/tape for 30 seconds. If a foot or hand touches the floor outside the island, the group must start over.

Give the group a few minutes to plan, but don’t allow them to start the activity until you tell them to begin.

Give the group three minutes to implement the plan and get on the island before the tide comes in. Check the island for stray fingers and toes outside the tape/rope before beginning the 30-second countdown.

After a successful attempt, tell them, “The tide has come in and the island is a little bit smaller.” Adjust the tape/rope so that the island will be more challenging but not impossible. Repeat the same process one more time.

Processing the Experience:
• What were some of the roles that people played on the island?
• What was your role?
• What sacrifices were you willing to make for the people on the island?
• What sacrifices did they make for you?
• What people make sacrifices for you in real life?
• What are the sacrifices that people make for you?
• What kind of connections do you have with people that really care about you?
• What other connections could you make to help you be more successful?
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12. Two Heads are Better than One

Spatial Requirements: Regular classroom setup: little or no space required

Activity Type: Movement/group

Grades: 2-12

Group size: 8 or more

Time: 10 minutes

Introduction: Getting plugged in can be as simple as working together and combining our efforts to accomplish more than we could individually. The phrase, “Two heads are better than one” is especially true when brainstorming for solutions to problems. This activity will help students see that much more can be accomplished when we combine brain-power.

Materials:

• Timer
• 1 piece of paper per student
• 1 pen or pencil per student
• Lists of words (These can be found at www.whytry.org/activities.)

Activity:

Print the three lists of words ahead of time, or prepare your own to match the age group of your students. The first list should have fifteen words, the next list twenty words, and the last list should have thirty words on it. Make sure the lists are on separate sheets of paper to display on an Elmo. You might also copy them onto large pieces of chart paper.

Give students a piece of paper and explain that they will have thirty seconds to study a list of words. They are not allowed to write during that time. After the time is up, the list will be taken away, and they are to write as many of the words as they can remember. After giving students time to write, put the list back up and have them count how many words they remembered.

For the second list, have each person find a partner. Each partnership will have one piece of paper and one writing utensil, but both team members will give input.

For the third list, repeat the process but have them work in groups of four. They will still only use one piece of paper with one person doing the writing, but everyone will contribute.

Processing the Experience:

• What techniques did you use to remember when you worked alone? With a partner? With a group?
• In which setting were you most successful?
• How does this activity show that working together helps increase our abilities?
• How does working together improve our results?
• What can we do if we want to complete a job faster or better?
Get Plugged In

13. What Am I Building?

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Movement/group
Grades: 4-12
Group size: 5 or more
Time: 20-30 minutes

Introduction: Through this activity, youth will understand the importance of making positive connections with people in their lives. The objective of the activity is to create a three-dimensional soccer ball out of the shapes provided.

Materials:
- Pen or pencil
- 4 rolls of tape
- 12 five-sided pentagons (sample provided at www.whytry.org/activities)
- 20 six-sided hexagons (sample provided at www.whytry.org/activities)
- Picture of a soccer ball (sample provided at www.whytry.org/activities)
- 7 sheets of cardstock

Activity:
To set up, make copies of the pentagon on heavy cardstock so that you have a total of 12. Make copies of the hexagon on heavy cardstock so that you have a total of 20. (Use the templates provided at www.whytry.org/activities.) Cut out the shapes. Place the other materials between the pentagon pile and the hexagon pile on a table. Divide the class into four equal groups.

Give each group three pentagons. On the pentagon template provided, note that the following words are written on each side:
- Parent
- Positive friend
- Teacher/counselor
- Mentor
- Inspires or motivates

Give five hexagons to each group. Have them write a response to each of the following questions on the hexagons:

1. Who are your parents?
2. Who are your positive friends?
3. What teachers or counselors have helped or inspired you?
4. Who is a positive mentor in your life?
5. What inspires or motivates you to do good? (This may include your passion, purpose, or interest, music, quotes, values, higher power, religious convictions or beliefs, books, sayings, etc. and write it on the hexagon.)

When finished, there should be four answers for each of the five questions.
Now ask the group to tape the five hexagons to the corresponding pentagon. Repeat this for all the pentagons.
The 2 shapes will look like this:

Before continuing, ask the students what the object will look like when all of the pieces are put together? (Let them respond to see if they can figure it out.)

Show them a picture of a soccer ball and give them ten minutes to complete the soccer ball.

**Processing the Experience:**

- Why is it important to tie into as many support systems as we can?
- What is your most important support system?
- Do we need support systems in life? Why?
- What does the soccer ball represent in your life?
- How important have your support systems been when you have had challenges in your life? Why?
- Is it OK to get help from others? Why?
- What is the advantage to having many support systems in life?
Get Plugged In
14. Who Do You Call?

Spatial Requirements: Regular classroom setup: little or no space required
Activity Type: Group
Grades: 3-12 (can be adapted for younger students)
Group size: 2 or more
Time: 15 minutes

Introduction: When plugging in, it is important to find good friends you can call on. But it also means being a good friend and being there for others when they need you. This activity will help students think not only about the people they rely on but also the people who rely on them.

Materials:
• 1 copy of “Who do you call?” questions for each student to read and respond to (These can be found at www.whytry.org/activities.) or 1 blank piece of paper for each student
• 1 pen or pencil per student

Activity:
Have the students answer the following questions. You may want to have the worksheet with the questions on it for each student, or give each student a blank piece of paper and a pencil and have them answer the questions as you read them. To adapt for younger students, you can do this activity as a whole group with the teacher writing student responses on a whiteboard, overhead or chart paper.

Processing the Experience:
• How many people are on your sheet? What are the different ages of people on your sheet?
• How many relatives are on your sheet? Does it include your parents? If so, how often?
• How do you feel about the people who you call? The people who call you? Are your feelings about them different? Why or why not?
• When you call on someone, are you “plugging in”? When someone calls on you, are you “plugging in”? If so, how?