



Think Differently

Language Arts

Goal: Students complete a simple activity to encourage them to think about creative ways to take personal actions to reduce GHG emissions.

Objectives: Students will ...

- Think differently to solve a problem
- Create a personal action plan to reduce GHG emissions
- Evaluate their plan using a decision grid

Materials (per lab group of 3 students):

- 3 sharpened pencils
- 3 – 50cm pieces of 16 gauge wire
- 12 – ¼ in nuts
- 12 small washers

Time Required: 45-60 minutes

Standards Met: C5, S7, M1, M3, M4, M7

Procedure:

- Explain to students that they will have the chance to ‘think differently’ in this activity. It is important to “think outside the box” when they are trying to find the solution to complex problems.
- As they do this activity, ask students to think about ways that they, as individuals, can take personal actions to reduce GHG emissions. They might need to ‘think differently’ to find ideas.
- Pass out one pencil, 4 nuts, 4 washers and a piece of wire to each student.
- Tell the students that their task is to balance the pencil so only the tip is touching the table. The pencil must stand independently with nothing supporting or holding it. No other piece of equipment may touch the table.
- Give students time to figure out the puzzle. See the diagram at the end of the lesson plan for the solution.
- Discuss the outcome with students. What worked? Where did they begin in solving the problem? How did they think outside the box?
- Explain to students that many solutions to the world’s most challenging problems came out of someone thinking differently.

Assessment:

- Participation in activity



Think Differently – Solution

