

## CTE Lesson Plan

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<b>Pathway:</b>  Health & Medicine	<b>Cluster:</b>  Health Science	<b>Course:</b>  Health Science	<b>Grade Level:</b> (type an X in the bracket for all that apply)  <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
<b>Project Name:</b> Who Shall Survive  <b>Primary Unit of Study (from Scope &amp; Sequence):</b> Leadership <b>Secondary Unit of Study (if applicable):</b> Teamwork and Consensus			
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• Do I have the skills to work effectively as a team member?</li><li>• When do people have to work as a team?</li><li>• What happens when people don't work as a team?</li><li>• Who suffers when people don't work as a team?</li></ul>			
<b>Objective:</b>  Upon completion of this lesson, the student will be able to investigate the aspects of consensus and try to utilize it as a decision making tool.			
<b>Materials Required:</b> Who Shall Survive Activity Sheet, pen/pencil, groups of 4-5 students			
<b>Prerequisite Skills:</b> verbal skills and teamwork			
<b>Time Required:</b> 30 minutes			
<b>Procedure:</b> <p>The people in your group are members of a department in Washington, D.C., that is in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping...nuclear and biological. Places all across the globe are being destroyed. People are heading for whatever fallout shelters are available. You receive a desperate call from one of your experimental stations, asking for help. It seems that there are 12 people, but there is only enough space, air, food, and water in their fallout shelter for 7 people for a period of 3 months, which is how long they estimate they can safely stay in the fallout shelter. They realize that if they have to decide among themselves which 7 should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.</p> <p>But each of you has to quickly get ready to head down to your own fallout shelter. So all you have time for is to get superficial descriptions of the 12 people. You have 15 minutes to make your decision. Then you will have to go to your own shelter.</p> <p>So, as a group you now have 15 minutes to decide which 5 of the 12 people will have to be ejected from the shelter.</p>			

Before you begin, I want to impress upon you two important considerations. It is entirely possible that the 7 people you choose to stay in the shelter might be the only 7 people left to start the human race over again. This choice is, therefore, very important. Prepare a group consensus for your group by crossing out the 5 that your group would eliminate. Make the best choices possible. If you do not make a choice in 15 minutes, then you are, in fact, choosing to let the 12 people fight it out among themselves, with the possibility that more than 5 might perish. You have exactly 15 minutes to decide. Here is all you know about the 12 people:

#### The People

1. A 16 year-old girl of questionable I.Q. (intelligence), a high school dropout, pregnant, unwed
2. A policeman with gun, thrown off the police force for brutality
3. A clergyman, 75 years old
4. A 36-year-old female physician, unable to have children
5. A 46-year-old male violinist, served seven years in jail for pushing narcotics, has been out of jail for six months
6. A 20-year-old Black militant, no special skills
7. A 39-year-old former prostitute, retired for 4 years
8. An architect, homosexual
9. A 26-year-old male law student
10. The law student's 25-year-old wife spent the last 9 months in a mental hospital, still heavily sedated. They refuse to be separated.
11. Famous historian-author, 42 years old
12. Hollywood starlet, singer-dancer, 24 years old, confirmed alcoholic

#### Closure:

Discuss who the groups chose and why they left some people behind or brought them to the shelter.

#### Evaluation:

Evaluate how group dynamics and how well they worked as a team.

#### Differentiation Strategies:

For reinforcement, the student will solve a given problem. (i.e., provide the student with a menu for a special celebration meal at the end of the year. Have them decide on the menu. Afterwards have them outline the process they used to reach the decisions and compare it with the process of consensus.)

For enrichment, the student will design an evaluation sheet for assessing the group process.  
Write a one-page synopsis of finding.

Additional Resources: [http://texashste.com/documents/curriculum/health\\_science/](http://texashste.com/documents/curriculum/health_science/)

#### Additional Files:

HSTE teamwork and consensus