ABC Line Up

Line up in alphabetical order as a group

TIME	MATERIALS	TEAM STAGE
10-20 minutes	Note cards, marker	Forming, Storming, Norming, Performing

Learning & Development Outcomes

Participants will collaborate to put information in an order that makes sense. They will be asked to make judgments and decisions about how to organize and interpret data.

Outcomes are focused on developing *21st Century Skills* and the *National Association of Colleges and Employers (NACE) Career Competencies*, including, but not limited to:

• Assuming shared responsibility for collaborative work and valuing the individual contributions made by each team member.
• Synthesizing and making connections between information and arguments.
• Collaborating with others to achieve common goals.
• Making decisions and solving problems using sound, inclusive reasoning and judgment.

Preparation & Logistics

Set Up
• Create note cards with one single letter on each one. There should be a note card with a unique letter for each participant. If the group number is larger than 26, create two groups or you can double up on random letters.

Safety
• This activity will require participants that know the alphabet, in order. Recalling alphabetical order on the spot may be more challenging for some participants than others. Remind the group that this activity is not about testing how quickly any individual participant can put letters in alphabetical order but rather is about working together to accomplish the task.

Additional Considerations
• Set aside additional time for a debrief.

K-2   3-4   5-6   7-8   9-12   ASB

Instructions

Summary

Participants will work together to place note cards in alphabetical order.

> To adjust this activity for an older audience, have participants complete the activity in silence without showing each other their note cards. Challenge them even further by not allowing them to use their hands or any hand movements.

Step 1: Distribute note cards
- ➜ Shuffle the note cards.
- ➜ Randomly distribute one note card to each participant.

Step 2: Explain the task
- ➜ Tell the group that their task is to put themselves in alphabetical order.
- ➜ Participants may show each other their note cards, but they may not trade note cards with other participants.

How to end the activity
- ➜ The activity is over when the group is standing in a single-file line holding up their note-cards in what they believe to be the correct order.
- ➜ Read out the note cards to check the order. If the order is correct, congratulate the group. If it is incorrect, let them try again or simply move them into the correct order.

We're still learning the alphabet!

"No problem! If your group hasn't quite grasped the alphabet yet, you can use numbers instead of letters. OR! Utilize this activity to help them learn the order of the alphabet. Teach them the alphabet song and they only have to say their own letter when it comes up in the song."

For a different take on this activity, have each participant place their note card in order on the ground or taped to a wall rather than holding it and standing in order. This will allow them to more easily visualize all of the note cards at once.

K-2 3-4 5-6 7-8 9-12 ASB

Debrief Questions

What
- What did your group do well during this challenge?
- What ideas did you use to meet the goal?

So What
- Why is it important to be able to work together to complete a task like this?
- Why does every person need to participate in order to achieve a group goal?

Now What
- What are some other tasks that require you to work together with a group?
- How can you make sure everyone participates when you work together?

> These questions are a starting point to guide your debrief. Pick the ones that best match your group's experience and add or change questions as needed!

Adjustments for...

Large Group (25+)
- Duplicate some or all letters so that each participant has a note card. Either write one upper case and one lower case version of the duplicated letters, or ignore the case and just duplicate the note card. The upper case letter comes first, then the lower case. For example: *Aa, Bb, C, D, Ee...*

Medium Group (10-25)
- Skip letters as appropriate so that there is the correct number of note cards. Either start at A and keep going until you reach the correct amount, or skip random letters so that there are gaps in the order.

Small Group (1-9)
- Give participants multiple cards. Instead of having them stand in order, have them place the cards in order.

Risk Level
- For a more challenging option, write words on the note cards instead of letters. Have the group put the words in alphabetical order.

Group has prior experience
- Add the element of time to see how fast they can get in the correct order. Each round, collect the cards and redistribute so the group focuses on the alphabet, not memorizing their order.

Online
- On an online collaborative space, create a sticky note with each participant's name and a letter. Tell each participant that they can only move the sticky note with their name on it while working collaboratively to put the letters in order.

> Each adjustment is its own unique idea for how to facilitate this activity for different groups and situations! Choose any or all that work!

K-2   3-4   5-6   7-8   9-12   ASB