



Name: _____

Class: _____ Date: _____

We Can Do It!

An activity of "The beautiful balance between courage and fear"

In "The beautiful balance between courage and fear" (page 16–17, *What's Up* August 2020), Cara tells us about her Grand Canyon adventure when her courage kept her going despite her disability. You may or may not have a disability yourself. Regardless, play this game in class so that the whole class may understand better what some of the challenges are.

Game items for each group: a deck of regular playing cards, a pair of earplugs, a blindfold

THE GAME

1. Get into groups of 4. For Round 1, each student in your group chooses to be A, B, C or D. Each person in the team has a different role.
 - A is the holder of the mystery card.
 - B and C are the questioners. You have to ask A questions about A's card.
 - D is the guesser. After the six questions and answers, D has to guess what A's card is.
2. Shuffle the cards. A, B, and C each take a card from the top of the deck. Do NOT show your card to the others. For B and C, the number of your card will tell you what your disability is for Round 1.
 - Cards with numbers 2 to 5: Put a finger to your lips — you cannot talk!
 - Cards with numbers 6 to 10: Wear a blindfold — you cannot see!
 - Card with letters J, Q, K, A: Wear earplugs — you cannot hear!
3. B and C ask A six yes-no questions about A's card. A yes-no question is a question which must be answerable with a "yes" or "no". B and C, when you are asking your six questions, remember how you are handicapped. Meanwhile, D listens to A, B and C, without helping.
4. Then, based on all D heard, D guesses what A's card is. If the answer is correct, your group gets a point.
5. For the next three rounds, take turns being A, B, C, and D. Repeat steps 2 to 7 for each round.
6. Reflect on the following questions. Share your thoughts with your group members and listen to what they have to say.

REFLECTION

- a) How did your group do? We scored _____ out of _____ attempts.
- b) When you were A, what did it feel like to have the answer and not share it immediately?
- c) When you were B or C and could not talk/see/hear, how did you feel while communicating?
- d) When you were D, what were your feelings about not being able to help B and C?
- e) What did you learn from the game?

To think about: *When we see a person with a disability, we may feel like immediately helping him. Instead of rushing to do things for him, it is more important to wait and see whether he wants your help. For example, if a classmate stutters, listen patiently rather than try to complete his sentences for him.*

Cards symbols

Hearts ♥ Clubs ♣

Spades ♠ Diamonds ♦