

# PUZZLED

## Objective

To teach students to hold true to their commitments even when situations become frustrating

*Risk Level:* Beginner - Intermediate

*Cautions:* An awareness that this activity causes frustration among individuals who aren't able to solve the puzzle

*Description:* Students will attempt to put together a puzzle, without all the pieces and without being told they do not have all the pieces individually but do as a collective in order to test their motivation during a frustrating situation

*SCM:* Common Purpose, Collaboration, Consciousness of Self, Congruence, Commitment

*Time:* 20-30 Minutes

*Materials:* Puzzled Activity Sheet, a few puzzles (large quantity) split up into enough bags for each student participating

*Preparation:* Review of the activity and an understanding of the importance of the debrief facilitation

*Follow Up:* Facilitate the following questions:

Reflect on the concept of “burning out”— when was a time when you wanted to give up on putting the puzzle together. What were the things that caused them to persevere?  
How does this controlled activity apply to other areas of your lives as students, working towards social change, and being a member of an effective group?

## Instructions

1. The facilitator will pass out a bag of puzzle pieces to each student and then break the large group into smaller groups of 5
2. The facilitator will then inform the groups to put together their puzzle (the group does know that they do not have all of the pieces individually and in their group but do collectively as the group at-large in order to test their motivation when faced with a potentially frustrating situation) (students will also not be informed that there are potentially pieces from different puzzles in their bags as well)
3. If the facilitator is asked a question, you will respond with, “there is a complete puzzle here.” It is up to the students to figure out that they must work together to complete the puzzles. The struggle is a major part of the activity
4. After the groups have figured it out and completed the puzzle, or after enough time has passed and not much progress has been made, the facilitator will stop the activity
5. The facilitator will then lead the debrief with the attached activity sheet questions

*Notes:*

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## Assessment

*Questions:* How does this activity relate to the highlighted theme?

How does this relate to your life?

*Activity Specific:* How do you determine/reach common purpose when you do not have all of the “pieces?”

## Instructions

Lead students in a dialogue using the assessment questions provided. Track your feedback as an assessment tool for your work, the toolbox, and leadership initiatives within the division.

Please consider sharing some of the feedback with the Standing Committee for Student Leadership Development.

*Notes:*

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