Facilitator Guide: Airplane Game

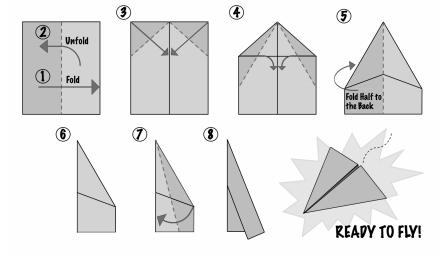| Process	Description	Your Plan
Transparency	The goal of this activity is to create a fun opportunity for everyone to learn each other's names and start learning more about each other. It is designed to help forge a community. And, students often report that being known by name to their professor is a key way that they begin to feel included in class! The research indicates that we are more likely to choose friends who are similar to us across a range of dimensions, and yet learning is enhanced when we collaborate across diversity. This activity will hopefully be the launchpad for continuing relationships with each other throughout the semester and the years to come.	
Connection	Here you can explain why knowing the names of each of your students, and having your students know the names of each other, is important to you. Why does this matter?	
Modeling	Prior to the class in which you will use this activity, fold a paper airplane (instructions below) and write your name and three questions that you will be willing to answer in front of the class. In class, you can show your airplane to the class, read your questions, and answer two of those three questions out loud. Alternatively, you could fly your airplane across the classroom and then ask a nearby student to pick it up and read	

	your questions aloud. You then pick two of the three questions and answer them in front of the class.	

Airplane Game Action Steps:

- Time required: 15-20 minutes. Materials required: 8.5" x 11" blank sheets of paper, one per student. You could print copies of the image below or project it on a slide as a guide for students.

- Instructions:
    - Write your name, pronouns if you choose, and three questions you would be willing to answer in front of your classmates.
    - Fold your airplane folding these steps:

Paper Airplane Instructional Diagram created by Breanna Richards, Amherst College, Class of 2021.

- Now it's time to fly! Set a timer for 2 minutes and encourage students to throw the planes as many times as possible. When a plane lands next to you, send it back up into the air.

- When the 2-minute timer goes off, each student picks up an airplane closest to them.

- Students then call out the name on the airplane they found to locate the original airplane folder, introduce themselves and answer two of the three questions written on the airplane. Through this process, each student meets both the folder of the airplane they found, and the finder of the airplane the folded. Because students are both seeking and being sought simultaneously, there is no right way or order by which to proceed –

everyone is figuring out together how all students can fulfill their charge of finding and meeting the folder of the airplane they are holding.

● Optional: Once all of the pairs have connected with each other, ask each student to introduce the finder of their airplane to the whole class, with their name, pronouns if relevant, and one thing they learned about that student.

References:

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Hong, L., & Page, S. E. (2004). Groups of diverse problem solvers can outperform groups of high-ability problem solvers. *Proceedings of the National Academy of Sciences of the United States of America*, *101*(46), 16385–16389. https://doi.org/10.1073/pnas.0403723101

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