**Spectrum Activity**

Participants will have opportunities to:

1. Share their views
2. Listen to other people’s perspectives
3. Identify where decisions are made

Audience: Activity can be adapted for all ages or group sizes depending on space and question prompts. Below is just one example of how it could work. Adapt for what will work best for your group and in your voice!

**ICEBREAKER**

**“If you could create any law at your house, that all household members would have to follow, what would it be, who would benefit most, and who would be most affected?”** example: 1) *No baked beans for any meals would benefit me because I hate baked beans*. *My brother would hate it because he loves baked beans*. or 2) *Whoever cooks dinner shouldn’t have to do the dishes. It would benefit us all because it would be more fair.*

**INTRODUCTION**

When we think about rules and laws that we have at our program, at home, in the community or in the state, or in the country, they are developed for the good of the community. But not all situations have a clear answer to what is best, or what is best for who. Sometimes different people have different viewpoints on the same topic… and that is ok.

**GROUP NORM/CONTRACT**

Today’s activity, we are going to find out what types of things we think about different issues. Before we start, let’s come up with our own guide to how we will treat each other during this activity.

Brainstorm how people want to be heard and respected.

Or

Kid President video on How to Disagree with People (5 minutes or stop at 3:43) <https://youtu.be/ghk-nDJB3Tk>

“Kid President is going to suggest 5 steps (6 if you go the full video). Listen for those so we can remember them later” – have someone write them on a board, or they could write them along with the video, etc.

**ACTIVITY**

Choose a topic that has Pro and Con. Have participants line up with pro (agree) on one side of the room, and con (disagree) on the other end of the room. Participants that have no strong feelings one-way or the other would be in the middle, forming a Spectrum of opinions. Ask the participants on the pro side to explain their position, and the same for the con participants and the ambivalent participants. The idea is to have the students know that they need to understand pro and con opinions to try to convince others to go with their position.

For each prompt:

* Introduce the two ends of the “Spectrum”
* Identify middle area for “undecided” – ask them to listen to the arguments because you will ask them to pick a side that is most persuasive/convincing before the next prompt (at your discretion)
* Ask for 1-3 comments from each end of the “Spectrum” to see why they support that side.
* See if anyone from the middle is persuaded to take a stand at either end.
* Ask “who is responsible for making these decisions?” between each prompt to help identify and introduce different places decisions are made.

1. I think all middle school youth should be allowed to have a cell phone. Yes or No? (household)
2. I think that our school start times should change so that elementary start at 7:30am and high school start at 9:30. Yes or No? (School Board)   
   more info at <https://www.spps.org/starttimes>
3. I think that the City of St. Paul should invest $750,000 towards every police officer having a body camera, even if it means raising taxes or taking money from other departments. (City of St. Paul)  
   more info at <http://www.twincities.com/2017/08/19/st-paul-police-body-cameras-victoria-theater-tech-jobs-would-get-boost-from-mayors-budget/> and <http://www.twincities.com/2017/08/15/st-paul-mayor-coleman-2018-budget-address-live-property-taxes-levy/>
4. I think teens 14-15 should be able to stay out until 11:00 pm for curfew -currently 10:00pm (City of St. Paul) more info <https://www.stpaul.gov/departments/safety-inspections/city-information-complaints/resident-handbook/curfew-minors>
5. I think 15 year olds should be able to get their full driver’s license in the State of MN. (State)
6. I think 14 and 15 year olds should be able to work more than 3 hours on a school day if they have a job. (Federal law) <http://www.dli.mn.gov/ls/WorkHours.asp>