



ACTIVITY

TOWERS

Towers is an activity that demonstrates the importance of both doing business profitably and doing it “the right way”. In the real world, customers generally can choose not to do business with your company for any reason. Regulators can restrict or shut down your business if you aren’t compliant with laws. Doing business “the right way”, in a Principled manner, matters. After completing Towers, students better understand the importance of conducting business in a Principled way, using the Foundational Principles as a decision-making framework to create long-term value in the (real-world) market.

PREPARATION

- Purchase or find all the materials needed for the activity. Be creative and use materials already in your class.
- Decide how you would like to divide the class into groups.

INTRODUCTION

- Distribute all materials and share all information needed to complete the task to the teams before the activity begins. Each team is given exclusive control over certain materials that the other teams do not have. You decide what materials to give each team. Example: Give one team all the paper and another team all the popsicle sticks, etc.
 - **Pro-tip:** Although this can seem like a competition, it's okay for there to not be a winner or a loser. The goal is that the teams will start sharing their resources and/or work together. Do not tell them they can share; hopefully, they figure it out themselves. Hopefully, your students notice the Win-Win Focus that can come from participating in the market.
- Before you begin, announce the goals:
 1. Build the tallest tower.
 2. Build the most beautiful tower.
 3. Do business in accordance with Foundational Principles.
 4. Maximize tower height for the whole city.

ACTIVITY STEPS

1. Place students into teams of 4-5.
2. Tell teams they have 20 minutes to build the tallest, most beautiful free-standing tower possible. The goals are to:
 - a. Build the tallest tower
 - b. Build the most beautiful tower
 - c. Do business in accordance with Foundational Principles
 - d. Maximize tower height for the whole city
3. Remind students, each team has exclusive control over the materials they will be given. Distribute materials. Give each group one or two types of materials but ideally do not give two groups the same thing.
 - a. **Pro-tip:** If you give them two types of materials, it is good to give them things that do not work well together. For example:
 - i. Group 1: foam board and paper clips
 - ii. Group 2: markers and tape
 - iii. Group 3: pipe cleaners and paper

ACTIVITY TIME	60 Minutes
FOUNDATIONAL PRINCIPLES	
Sound Judgment	Freedom
Integrity	Win-Win Focus
Knowledge	Opportunity
KEY CONCEPTS	
<ul style="list-style-type: none"> • Self-Interest • Trade-Offs • Property Rights • Voluntary Exchange • Scarcity • Self-Interest • Property Rights • Incentives • Subjective Value • Supply & Demand 	
MATERIALS NEEDED	
<ul style="list-style-type: none"> • Feel free to use any materials you have around your classroom. Check out this list below for ideas of supplies you could use: <ul style="list-style-type: none"> ○ Paper and/or newspaper ○ Scissors ○ Tape ○ Popsicle sticks ○ Paper clips ○ Wire or string ○ Foam board ○ Markers • Towers Rating Form • Empowered Currency - Printed or Virtual 	

iv. Group 4: popsicle sticks and newspaper

4. After the 20-minute building round, each team will quickly present their tower for measurement and can have time to explain their design.

ACTIVITY DEBRIEF

PRINCIPLES + MARKETS

- Was it difficult to build the tallest, most beautiful tower? What aspect made it the most difficult? Why?
- Is it possible to give equal focus to both height and beauty at the same time? What Foundational Principles could help us achieve this goal of accomplishing both?
- Have you heard the phrase “one man’s trash is another man’s treasure”? How might this phrase be true when you think about the tower your team built? (You can bring in term subjective value in this conversation)
- Would you say your team viewed this activity as a competition between teams. or as an Opportunity to for Win-Win Focus, creating value for yourself and others? Did Win-Win transactions result in our Towers market?
- In what way(s) did you see Integrity demonstrated while building your tower? While working with other teams?
- Did your team demonstrate Sound Judgment in making decisions during the activity? How so, or how not?
- What were some opportunities that existed in the market as your team worked to build your Tower that you either missed or recognized?
- Did you see any other Foundational Principles being demonstrated in the market? Did they create value for your team or the market as a whole?
- Where did you see scarcity in the market? Self-Interest? Sunk Costs?
- What is the difference between being selfish and self-interest? Can you think of a time in your life where you acted in self-interest, while not being selfish? What about during this activity?
- Were there any resources in high supply? low supply? high demand? low demand? What happened to those resources that were in low supply? What happened to those resources that were in high demand?
- Did your team trade resources with another team? Why or why not? Each team had property rights; therefore, they had ownership and could trade their resources if they chose. Why are property rights important for entrepreneurs and businesses? Do private property rights allow each of us to accumulate wealth and create value for ourselves and others? Explain.
- Describe how your team was able to reach your goal with limited supplies? What obstacles did your team overcome to reach the goal?

MINDSET

- We had “X” number of teams building Towers today. What incentives were in play for teams to successfully build the tallest and most beautiful tower for our community? Was the pool of incentives fixed? Would it benefit our community for all teams to be successful and build tall and beautiful towers? If all teams in this activity reached their goals, how might it benefit our community? How might it benefit all teams (businesses)? (Rejecting zero-sum or fixed mindset thinking!)
- Describe how your team was able to reach your goal with limited supplies. What obstacles did your team overcome to reach your goals? What characteristics did your team demonstrate in overcoming obstacles?
- What talents or abilities did you discover you had because of engaging in this activity?
- What talents or abilities did you apply to help your team reach its goal(s)?



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