Date: Feb. 15, 2017 Grade Level: 12th	GHS Seminar
Recommended Sequence	**Seminar Meeting**
Objective(s) / Learning Target(s):	1. Students will understand the value that society places on individuals based on their intelligence, jobs or title, health, work experiences, etc.
Materials Needed:	✓ LCD Projector/Laptop ✓ "Post-Nuclear War Survival" (see below) ✓ "The Survivors" sheet (see below)
Suggested Process:	1. Ask your Seminar members to share any pieces of good news they have since the last time your group met (anything from school extracurricular activities, personal, etc.). You can even share any good news that you have! 2. Ask your group the following questions: • How do you think society judges the worth of the individual? • Do we base it on their occupation? • Is worth based on what kind of person they are (alter boy versus criminal?)? • Or is it based on how much money people have or the kind of house they live in or the kind of car they drive? • Does society view people of higher worth based on their age (older or younger people being more valuable than the other)? • Why do you think what you do? • What specific examples can you give to support your reasons? 3. Tell your group that they are going to play a game to figure out if the assumptions are correct: ACTIVITY: • On the board project the "Post-Nuclear War Survival" sheet (below) and take them through the details and the directions. • Then show them the list of "The Survivors" to help them make their decisions • Give them about 15 minutes to make their decisions and come up with their reasonings
OTHER CONSIDERATIONS:	Discussion Question (at the end): What did your results and choices tell you about your groups' value they place on people? Is this different from what you originally thought? Do the results surprise you? Why or why not?

Post-Nuclear War Survival

3 days ago, nuclear war broke out around the world with massive attacks in all heavily populated areas. For the first 24 hours, radio broadcasts reported damage and tremendous loss of life in all areas. For the past 48 hours, there have been no broadcasts. Fortunately, the people listed below were able to reach a fall-out shelter in time to take cover and survive the initial devastation. You must assume that those in the shelter are, as far as you know, the only survivors of the war.

Here's The Dilemma

There are 12 people in the fallout shelter, but there's not enough food, water, and other supplies to keep them all alive until the air is safe to breathe. To survive, the people must stay inside the fallout shelter for at least three months. The problem is that if all of them stay in the shelter, all of them will starve to death or dehydrate. There are supplies enough to allow 7 of the 12 people to survive.

Your task is to decide, based on the information given, which people will be allowed to remain (and live), and which people will be required to leave the shelter (and probably die). <u>We will assume that those who are selected to leave will do so peacefully</u>. At issue is the survival of the human race on Earth. The bottom line is that if human beings are to repopulate the Earth, such repopulation will begin with those survivors chosen by you.

Carefully evaluate all information about each of the 12 people. Consider their health, experiences, age, sex, and intelligence. Then decide which 7 will be allowed to stay in the shelter and which 5 must leave.

Part I:

List the 7 people you would have survive (and repopulate the Earth), quickly stating your reasons for keeping them. Then list the 5 you would have leave the shelter and state your rationale for not keeping these people.

Part II:

After you have made your decisions and formulated your reasons, you will be placed with a group (no more than 3-5 people). Each person in the group should present his or her decisions to the rest of the group. The task is to reach consensus among the group as to who should stay and who should go. Class discussion will follow so be ready to defend your group's choices!

The Survivors

James Stanley Age: 43 IQ: 112 Health: Good Education/Training: 2 Years College, 2 years Military Work Experience: Farming (15 years)	Gerald White Age: 35 IQ: 98 Health: Fair Education/Training: HS Diploma Work Experience: Army, General Construction Laborer
Janie Stanley Age: 13 IQ: 120 Health: Excellent Education: Middle School Student Work Experience: None	Martha Gray Age: 25 IQ: 142 Health: Good Education/Training: PhD. Music Theory Work Experience: College Level Teaching
Wanda Bryce Age: 50 IQ: 140 Health: Fair Education/Training: Master's Degree in Psychology Work Experience: Mental Health case worker, director of local mental health counseling services	William Gray Age: 8 IQ: 150 Health: Good Education/Trainings: Elementary School student Work Experience: None
Bill Water Age: 27 IQ: 104 Health: Excellent Education/Training: Tech School graduate Work Experience: Heavy construction and welding (10 years)	John Davis Age: 33 IQ: 125 Health: Fair Education/Training: College Degree (Chemistry) Work Experience: High School Chemistry Teacher (12 years)
Michelle Patterson Age: 19 IQ: 105 Health: Fair Education/Training: High School graduate Work Experience: Retail Sales (3 years)	Marjorie Blaylock Age: 39 IQ: 133 Health: Poor Education/Training: Medical School graduate Work Experience: General family medical practice
Ray Wilson Age: 60 IQ: 127 Health: Good Education/Training: 4 years college (business) Work Experience: Bank teller (10 years), Financial advisor (20 years)	Fred Frederick Age: 54 IQ: 132 Health: Excellent Education/Training: Highly trained in electronics Work Experience: US Navy electronics technician (25 years)