

# Two for the Price of One Teacher's Notes

## Mondays can Be Great

1. Ask the students what their favourite and least favourite days of the week are and why. Hopefully at least one student will say that their least favourite is Monday.
2. Put students in groups of three and tell them to come up with five reasons why Monday can be great. As soon as they have their five, they should bang the desk and shout *Stop*.
3. Ask the first group to finish to explain their reasons and then ask other groups if there are any similarities or differences on their lists.
4. Tell students that they are going to watch an advert for Starbucks. Click [here](#) or look for *Mondays Can Be Great* on YouTube. Students watch without taking notes.
5. After watching, they work in groups to recall the reasons why Mondays can be great according to the advert.
6. Play the advert again, and then give students a couple of minutes to make their definitive list before comparing with the answers below.

- We first walked on the moon on a Monday.
- The first comic book superhero appeared on a Monday.
- Big Ben started bonging on a Monday.
- The first public life arrived on a Monday.
- The UK saw its first cinema, weekly weather forecast, performance of Shakespeare's *Macbeth* and *Space Invaders* game all on a Monday.
- Around half a million babies are born each Monday
- Every Monday at Starbucks until February 18th tall Lattes are just £1.50.

7. Ask students if their feelings about Mondays have changed.

# The Marshmallow challenge

1. Ask students whether they know what a marshmallow is. Get suggestions / answers and then show them one!
2. Display or dictate the following and ask students to guess what the marshmallow challenge is:

The marshmallow challenge consists of the following:

- 20 sticks of spaghetti
- 1 metre or yard of tape
- 1 metre or yard of string
- 1 marshmallow
- a team of four
- 18 minutes

3. Play the video until 00:41 for students to get the answer. Click [here](#) or look for *Tom Wujec: Build a Tower, Build a Team* on ted.com
4. Now ask students to predict the answers to these questions before they listen to the rest.

- Among the best performers are recent graduates from what type of institution?
- What's the wrong way to do it?
- What's a good strategy?
- What's the average height achieved?
- Which group of people do the best of all?
- The addition of what kind of person improves the performance of top executives?
- Does offering a valuable prize improve the performance?

5. Let your students watch the rest of the video to check their predictions. They may need to see it twice.

6. Now that they have learnt a little bit about the challenge itself, what it involves and how to approach it, tell them that they are going to do it.

All the instructions and tips are on the blog mentioned by Wujec:

<http://marshmallowchallenge.com/Welcome.html>

### **Suggested procedure**

- Divide your class into groups of four as far as possible.
- Have all the materials on your desk.
- Give one group the spaghetti and ask them to count out 20 sticks for each group.
- Give another the tape and ask them to cut three 30cm strips for each group and stick them to the side of each group's respective table so that they hang down and don't get tangled.
- A third group has to cut 1m of string for each group.
- A fourth group gives out the scissors.
- When everyone has their string, spaghetti, tape and a pair of scissors, give each group a marshmallow and start the time.
- Give periodic information about how much time is left - especially near the end.
- On exactly 18m, everyone has to put their hands in the air and stand back from the table.

It's up to you whether you give a prize to the winners (if there are any successful structures!) but you could definitely have a marshmallow for everyone in the class to eat at the end!