

# Part 1

# Games, Role Plays, and Exercises

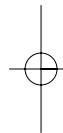
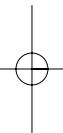
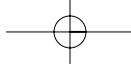
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Sometimes the best way to gain insight into your real-life situation is to step away from it. Do something new. Become someone new, if only for a brief while. Play a game, adopt a different persona, confront a strange challenge.

The activities in Part 1 are designed with that thought in mind. These are experiential exercises that use various devices—role plays, games, brain-teasers, problem-solving challenges—that push participants out of their actual jobs and relationships in order to open minds so that new insights can rush in.

The discussions that accompany and follow these unreal activities lead, of course, straight back to the real world. Questions to help the facilitator guide those discussions are included with each activity to help ensure that lasting learning takes place.

The activities in Part 1 cover a broad range of training needs and are organized under four topic headings: Orientation to Team Concepts, Communication and Group-Process Issues, Solving Problems and Making Decisions, and Stress and Conflict. Brief explanations of these headings precede each section.



## *Games, Role Plays, and Exercises*

# Orientation to Team Concepts

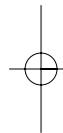
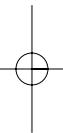
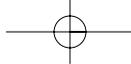
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The four activities in this short section actually are intended as pairs of alternatives for imparting experiential messages about each of two fundamental lessons that everyone on an effective work team must learn.

“Lost at Sea” and “Wilderness Survival” are both classics that use variations on the same formula to hammer home the same point: A group of people who pool their knowledge and think together generally will arrive at better decisions than a person thinking alone. Use either or both of these activities—but not with the same group.

“Prisoners’ Dilemma” is more famous than “Testing: Intergroup Competition,” and it certainly has a catchier title. But both are excellent devices for leading a group to a memorable realization that sometimes the way to compete is by collaborating. Take your pick.

- **Lost at Sea: A Consensus-Seeking Task**—Engaging, time-tested demonstration that several heads are (usually) better than one when it comes to making good decisions.
- **Wilderness Survival: A Consensus-Seeking Task**—Rather be lost in the woods than “Lost at Sea”? Same principle, same message, equally engaging decisions to make.
- **Prisoners’ Dilemma: An Intergroup Competition**—But it turns out that the way to win is to collaborate instead of compete, so that your opponent can win too.
- **Testing: Intergroup Competition**—“Prisoners’ Dilemma” meets “Jeopardy.” Leads to a similar “Aha!” about the need to play for win/win outcomes.



# 1

## Lost at Sea: A Consensus-Seeking Task

*Paul M. Nemiroff and William A. Pasmore*

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### Goals

- To teach the effectiveness of consensus-seeking behavior in task groups through comparative experiences with both individual decision making and group decision making.
  - To explore the concept of synergy in reference to the outcomes of group decision making.
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### **Group Size**

Five to twelve participants. Several subgroups may be directed simultaneously. (Synergistic outcomes are more likely to be achieved by smaller subgroups, e.g., five to seven participants.)

### **Time Required**

Approximately one hour.

### **Materials**

- Two copies of the Lost at Sea Individual Work Sheet for each participant.
- A copy of the Lost at Sea Group Work Sheet for each subgroup.

- A copy of the Lost at Sea Answer and Rationale Sheet for each participant.
- Pencils.
- Newsprint and felt-tipped markers.

### **Physical Setting**

Lapboards or desk chairs are best for privacy in individual work. Tables may be used, but the dynamics involved are likely to be different.

### **Process**

1. The facilitator distributes two copies of the Lost at Sea Individual Work Sheet to each participant and asks each person to complete the forms in duplicate. He or she explains that participants are to work independently during this phase. (Fifteen minutes.)
2. The facilitator collects one copy from each participant. The other copy is for the use of the subgroup.
3. The facilitator forms subgroups and directs them to particular work areas in the room. Each subgroup is given a copy of the Lost at Sea Group Work Sheet. The facilitator then reads the instructions to the subgroups, emphasizing that each member of a subgroup should partially agree with the subgroup choices to establish consensus, but that they are not to use such techniques as averaging, majority-rule voting, or trading. He or she stresses that it is desirable that effort be made to achieve success in this task.
4. While the subgroups are engaged in their task, the facilitator scores the individual ranking sheets. The score is the sum of the differences between the “correct” rank for each item and its rank on the Individual Work Sheet (all differences should be made positive and added). Higher scores have greater negative implications. The facilitator then totals all individual scores for each subgroup and divides by the number of members to obtain the average individual score for each subgroup. (Thirty-five minutes.)
5. The facilitator collects the Group Work Sheets and scores them as in step 4, while the participants debrief their consensus seeking. He or she then prepares a chart such as the one following, summarizing the statistics:

**Before Subgroup Discussion**

<b>Subgroup</b>	<b>Average Individual Score</b>	<b>Score of Most Accurate Individual</b>
Example	55	45
1		
2		
3		
Average for all subgroups		

**After Subgroup Discussion**

<b>Subgroup</b>	<b>Score for Subgroup Consensus</b>	<b>Gain/Loss Over Average Individual</b>	<b>Gain/Loss Over Most Accurate Individual</b>	<b>Synergy*</b>
Example	40	+15	+5	Yes
1				
2				
3				
Average for all Subgroups				

\*Synergy is defined as the consensus score lower than the lowest individual score in the subgroup.

6. The facilitator returns all Individual and Group Work Sheets and distributes a copy of the Lost at Sea Answer and Rationale Sheet to each participant. After allowing the subgroups a few minutes to discuss the answers and rationale, the facilitator analyzes the statistics and explains the synergy factor.
7. The facilitator leads a discussion of the comparative outcomes of individual rankings and subgroup consensus rankings. Discussion questions such as the following might be suggested by the facilitator:
  - What behaviors helped or hindered the consensus-seeking process?

- What patterns of decision making occurred?
- Who were the influential members and how were they influential?
- How did the group discover and use its information resources? Were these resources fully utilized?
- What are the implications of consensus seeking and synergistic outcomes for intact task groups such as committees and staffs of institutions?
- What consequences might such a process produce in the group's attitudes?

### ***Variations***

- Process observers can be used to give feedback about either subgroup or individual behavior.
- A lecturette on synergy and consensus seeking can immediately precede the group problem-solving phase to establish a mental set toward cooperation.
- Each participant can be given only one copy of the Lost at Sea Individual Work Sheet and instructed to score his or her own sheet.

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*Originally published in The 1975 Annual Handbook for Group Facilitators.*

## LOST AT SEA INDIVIDUAL WORK SHEET

Name \_\_\_\_\_

Subgroup \_\_\_\_\_

*Instructions:* You are adrift on a private yacht in the South Pacific. As a consequence of a fire of unknown origin, much of the yacht and its contents have been destroyed. The yacht is now slowly sinking. Your location is unclear because of the destruction of critical navigational equipment and because you and the crew were distracted trying to bring the fire under control. Your best estimate is that you are approximately one thousand miles south-southwest of the nearest land.

Following is a list of fifteen items that are intact and undamaged after the fire. In addition to these articles, you have a serviceable, rubber life raft with oars. The raft is large enough to carry yourself, the crew, and all the items in the following list. The total contents of all survivors' pockets are a package of cigarettes, several books of matches, and five one-dollar bills.

Your task is to rank the fifteen items that follow in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

- \_\_\_\_\_ Sextant
- \_\_\_\_\_ Shaving mirror
- \_\_\_\_\_ Five-gallon can of water
- \_\_\_\_\_ Mosquito netting
- \_\_\_\_\_ One case of U.S. Army C rations
- \_\_\_\_\_ Maps of the Pacific Ocean
- \_\_\_\_\_ Seat cushion (flotation device approved by the Coast Guard)
- \_\_\_\_\_ Two-gallon can of oil-gas mixture
- \_\_\_\_\_ Small transistor radio
- \_\_\_\_\_ Shark repellent
- \_\_\_\_\_ Twenty square feet of opaque plastic
- \_\_\_\_\_ One quart of 160-proof Puerto Rican rum
- \_\_\_\_\_ Fifteen feet of nylon rope
- \_\_\_\_\_ Two boxes of chocolate bars
- \_\_\_\_\_ Fishing kit

## LOST AT SEA GROUP WORK SHEET

Subgroup \_\_\_\_\_

*Instructions:* This is an exercise in group decision making. Your subgroup is to employ the group consensus method in reaching its decision. This means that the prediction for each of the fifteen survival items must be agreed on by each subgroup member before it becomes a part of the subgroup decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. As a subgroup, try to make each ranking one with which all members can at least partially agree. Here are some guides to use in reaching consensus.

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind if it is only to reach agreement and avoid conflict. Support only solutions with which you are able to agree at least somewhat.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging, or trading in reaching your decision.
4. View differences of opinion as a help rather than a hindrance in decision making.

- \_\_\_\_\_ Sextant
- \_\_\_\_\_ Shaving mirror
- \_\_\_\_\_ Five-gallon can of water
- \_\_\_\_\_ Mosquito netting
- \_\_\_\_\_ One case of U.S. Army C rations
- \_\_\_\_\_ Maps of the Pacific Ocean
- \_\_\_\_\_ Seat cushion (flotation device approved by the Coast Guard)
- \_\_\_\_\_ Two-gallon can of oil-gas mixture
- \_\_\_\_\_ Small transistor radio
- \_\_\_\_\_ Shark repellent
- \_\_\_\_\_ Twenty square feet of opaque plastic
- \_\_\_\_\_ One quart of 160-proof Puerto Rican rum
- \_\_\_\_\_ Fifteen feet of nylon rope
- \_\_\_\_\_ Two boxes of chocolate bars
- \_\_\_\_\_ Fishing kit

## LOST AT SEA ANSWER AND RATIONAL SHEET<sup>1</sup>

According to the “experts,” the basic supplies needed when a person is stranded in midocean are articles to attract attention and articles to aid survival *until rescuers arrive*. Articles for navigation are of little importance: Even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to subsist during that period of time. Therefore, of primary importance are the shaving mirror and the two-gallon can of oil-gas mixture. These items could be used for signaling air-sea rescue. Of secondary importance are items such as water and food, e.g., the case of Army C rations.

A brief rationale is provided for the ranking of each item. These brief explanations obviously do not represent all of the potential uses for the specified items but, rather, the primary importance of each.

### 1. Shaving mirror

Critical for signaling air-sea rescue.

### 2. Two-gallon can of oil-gas mixture

Critical for signaling—the oil-gas mixture will float on the water and could be ignited with a dollar bill and a match (obviously, outside the raft).

### 3. Five-gallon can of water

Necessary to replenish loss from perspiring, etc.

### 4. One case of U.S. Army C rations

Provides basic food intake.

### 5. Twenty square feet of opaque plastic

Utilized to collect rain water, provide shelter from the elements.

### 6. Two boxes of chocolate bars

A reserve food supply.

### 7. Fishing kit

Ranked lower than the candy bars because “one bird in the hand is worth two in the bush.” There is no assurance that you will catch any fish.

### 8. Fifteen feet of nylon rope

May be used to lash equipment together to prevent it from falling overboard.

**9. Floating seat cushion**

If someone fell overboard, it could function as a life preserver.

**10. Shark repellent**

Obvious.

**11. One quart of 160-proof Puerto Rican rum**

Contains 80 percent alcohol—enough to use as a potential antiseptic for any injuries incurred; of little value otherwise; will cause dehydration if ingested.

**12. Small transistor radio**

Of little value because there is no transmitter (unfortunately, you are out of range of your favorite radio stations).

**13. Maps of the Pacific Ocean**

Worthless without additional navigational equipment—it does not really matter where you are but where the rescuers are.

**14. Mosquito netting**

There are no mosquitoes in the mid-Pacific Ocean.

**15. Sextant**

Without tables and a chronometer, relatively useless.

The basic rationale for ranking signaling devices above life-sustaining items (food and water) is that without signaling devices there is almost no chance of being spotted and rescued. Furthermore, most rescues occur during the first thirty-six hours, and one can survive without food and water during this period.

# 2

## Wilderness Survival A Consensus-Seeking Task

*Donald T. Simpson*

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### Goals

- To teach effective consensus-seeking behaviors in task groups.
  - To explore the concept of synergy as it relates to outcomes of group decision making.
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### **Group Size**

Five to twelve participants. Several subgroups may be directed simultaneously in the same room. (Synergistic outcomes are more likely to be achieved by smaller subgroups, i.e., five to seven participants.)

### **Time Required**

Approximately one and one-half hours.

### **Materials**

- A copy of the Wilderness Survival Work Sheet for each participant.
- A copy of the Wilderness Survival Group Briefing Sheet for each participant.

- A copy of the Wilderness Survival Answer Sheet for each participant.
- A pencil for each participant.
- Newsprint and felt-tipped markers.

### **Physical Setting**

A room large enough for the entire group to meet and separate rooms or areas in which subgroups can work without distracting one another.

### **Process**

1. The facilitator briefly introduces the activity by explaining its purpose, outline, and origin.
2. The facilitator distributes copies of the Wilderness Survival Work Sheet. The participants complete the work sheet individually. (Approximately ten minutes.)
3. Subgroups are formed, and copies of the Wilderness Survival Group Briefing Sheet are distributed to all participants.
4. After participants have read the briefing sheet silently, the facilitator briefly discusses its contents.
5. Subgroups work separately on the consensus-seeking task. (Approximately thirty minutes.)
6. When all subgroups have completed the task, the entire group reassembles, with the members of each subgroup seated together.
7. The statistics for all subgroups are posted on a chart such as the following:

<b>Outcome</b>	<b>Subgroup 1</b>	<b>Subgroup 2</b>	<b>Subgroup 3</b>
Range of Individual Scores			
Average of Individual Scores			
Score for Group Consensus			

8. Subgroups discuss their consensus-seeking process and outcomes. The focus should be on behaviors that help or hinder productivity.
9. Each participant receives a copy of the Wilderness Survival Answer and Rationale Sheet. The facilitator announces (and posts) the “correct” an-

swers, and each participant scores his or her own work sheet. A volunteer in each subgroup scores the subgroup's solution and computes the average for the individual scores within the subgroup.

10. The facilitator leads a total-group discussion of the process and outcomes; he or she may include discussions of leadership, compromise, decision-making strategies, psychological climate, roles, and applications of the techniques learned.

### **Variations**

- Ranking forms can be developed readily both prior to the training session and during the event. For example, a list of top problems facing the organization can be written. This list can be rank-ordered by a random sample of members of the organization, and their responses can be tallied to develop an answer key. Also, within the training session a list of items can be developed by participants to generate the content of a ranking task. A survey of all participants can be conducted to develop a set of "right" answers.
- Subgroups can be encouraged to experiment with alternatives to formal voting procedures: seating themselves in the order of the way they ranked a given item as individuals, rating their agreement with each item, distributing points among alternatives, etc.
- The group-on-group design can be used to heighten participation for consensus seeking. Two rounds can be used, with two different ranking tasks.
- The facilitator can experiment with various subgroup sizes. Persons can be randomly assigned to subgroups and given a time limit for the consensus-seeking phase. They can be asked to rate their satisfaction with the outcomes before the scoring step is begun. Average satisfaction ratings can be compared across subgroups and can be discussed in relation to other statistical outcomes.
- As an intergroup task, the same ranking form can be filled out by two subgroups. Then each subgroup can be instructed to predict the ranking of the other subgroup. The two can be brought together to publish their actual rankings and sets of predictions. This activity gives each subgroup a "mirror image" of itself and can lead to more effective communication.
- Participants can be asked to rank-order one another (independently) in terms of the amount of influence each had on the consensus-seeking outcomes. Then each participant derives a score for himself or herself based on the differences between self-ranking of the items and the consensus

ranking. The average influence ranks and the deviation scores are then correlated.

- Sequential consensus exercises can be used, so that subgroups build on what was learned in the first phase. New subgroups can be formed for the second round. One task may have “right” answers, and the other may not. The subgroup may create its own instrument for the second phase.

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*Originally published in The 1976 Annual Handbook for Group Facilitators.*

## WILDERNESS SURVIVAL WORK SHEET

Here are twelve questions concerning personal survival in a wilderness situation. Your first task is individually to select the best of the three alternatives given under each item. Try to imagine yourself in the situation depicted. Assume that you are alone and have a minimum of equipment, except where specified. The season is fall. The days are warm and dry, but the nights are cold.

After you have completed this task individually, you will again consider each question as a member of a subgroup. Your subgroup will have the task of deciding, by consensus, the best alternative for each question. Do not change your individual answers, even if you change your mind in the subgroup discussion. Both the individual and subgroup solutions will later be compared with the “correct” answers provided by a group of naturalists who conduct classes in woodland survival.

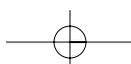
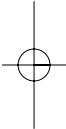
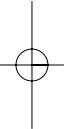
	<b>Your Answer</b>	<b>Your Subgroup’s Answer</b>
1. You have strayed from your party in trackless timber. You have no special signaling equipment. The best way to attempt to contact your friends is to:	_____	_____
a. call “help” loudly but in a low register.		
b. yell or scream as loud as you can.		
c. whistle loudly and shrilly.		
2. You are in “snake country.” Your best action to avoid snakes is to:	_____	_____
a. make a lot of noise with your feet.		
b. walk softly and quietly.		
c. travel at night.		
3. You are hungry and lost in wild country. The best rule for determining which plants are safe to eat (those you do not recognize) is to:	_____	_____
a. try anything you see the birds eat.		
b. eat anything except plants with bright red berries.		
c. put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little.		

	<b>Your Answer</b>	<b>Your Subgroup's Answer</b>
4. The day becomes dry and hot. You have a full canteen of water (about one liter) with you. You should:	_____	_____
a. ration it—about a cupful a day.		
b. not drink until you stop for the night, then drink what you think you need.		
c. drink as much as you think you need when you need it.		
5. Your water is gone; you become very thirsty. You finally come to a dried-up watercourse. Your best chance of finding water is to:	_____	_____
a. dig anywhere in the stream bed.		
b. dig up plant and tree roots near the bank.		
c. dig in the stream bed at the outside of a bend.		
6. You decide to walk out of the wild country by following a series of ravines where a water supply is available. Night is coming on. The best place to make camp is:	_____	_____
a. next to the water supply in the ravine.		
b. high on a ridge.		
c. midway up the slope.		
7. Your flashlight glows dimly as you are about to make your way back to your campsite after a brief foraging trip. Darkness comes quickly in the woods and the surroundings seem unfamiliar. You should:	_____	_____
a. head back at once, keeping the light on, hoping the light will glow enough for you to make out landmarks.		

	<b>Your Answer</b>	<b>Your Subgroup's Answer</b>
<p>b. put the batteries under your armpits to warm them, and then replace them in the flashlight.</p> <p>c. shine your light for a few seconds, try to get the scene in mind, move out in the darkness, and repeat the process.</p>		
<p>8. An early snow confines you to your small tent. You doze with your small stove going. There is danger if the flame is:</p> <p>a. yellow.</p> <p>b. blue.</p> <p>c. red.</p>	_____	_____
<p>9. You must ford a river that has a strong current, large rocks, and some white water. After carefully selecting your crossing spot, you should:</p> <p>a. leave your boots and pack on.</p> <p>b. take your boots and pack off.</p> <p>c. take off your pack, but leave your boots on.</p>	_____	_____
<p>10. In waist-deep water with a strong current, when crossing the stream, you should face:</p> <p>a. upstream.</p> <p>b. across the stream.</p> <p>c. downstream.</p>	_____	_____
<p>11. You find yourself rimrocked; your only route is up. The way is mossy, slippery rock. You should try it:</p> <p>a. barefoot.</p> <p>b. with boots on.</p> <p>c. in stocking feet.</p>	_____	_____



	<b>Your Answer</b>	<b>Your Subgroup's Answer</b>
12. Unarmed and unsuspecting, you surprise a large bear prowling around your campsite. As the bear rears up about ten meters from you, you should:	_____	_____
a. run.		
b. climb the nearest tree.		
c. freeze, but be ready to back away slowly.		



## WILDERNESS SURVIVAL WORK GROUP BRIEFING SHEET

Decision by consensus is a method of problem solving and decision making in groups in which all the parties involved actively discuss the issues surrounding the decision. The subgroup thus pools the knowledge and experience of all its members. Any final decision must be supported by each member of the subgroup. The ideas and feelings of all the members are integrated into a subgroup decision, thus allowing several people to work together on a common problem, rather than producing a “we-they” stand-off.

As you might imagine, decision by consensus is usually difficult to attain and will consume more time than other methods of deciding an issue. As the energies of the subgroup become focused on the problem at hand (rather than on defending individual points of view), the quality of the decision tends to be enhanced. Research indicates, in fact, that this approach to problem solving and decision making results in a significantly higher-quality decision than by implementing other methods such as the use of majority power (voting), minority power (persuasion), and compromise.

In the decision-by-consensus process, each subgroup member is asked to:

1. Prepare his or her own position as well as possible prior to meeting with the subgroup (but to realize that the task is incomplete and that the missing pieces are to be supplied by the other members of the subgroup).
2. Recognize an obligation to express his or her own opinion and explain it fully, so that the rest of the subgroup has the benefit of all members' thinking.
3. Recognize an obligation to listen to the opinions and feelings of all other subgroup members and to be ready to modify one's own position on the basis of logic and understanding.
4. Avoid conflict-reducing techniques such as voting, compromising, or giving in to keep the peace and to realize that differences of opinion are helpful; in exploring differences, the best course of action will make itself apparent.

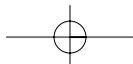
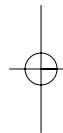
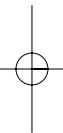
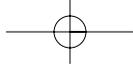
You have just completed an individual solution to Wilderness Survival: A Consensus-Seeking Task. Now your subgroup will decide on a subgroup solution to the same dilemmas. Remember, decision by consensus is difficult to attain, and not every decision may meet with everyone's unqualified approval. There should be, however, a general feeling of support from all members before a subgroup decision is made. Take the time you need to listen for understanding, consider all members' views, make your own view known, and be reasonable in arriving at a subgroup decision.

## WILDERNESS SURVIVAL ANSWER SHEET

Here are the recommended courses of action for each of the situations on the Wilderness Survival Work Sheet. These answers come from the comprehensive course on woodland survival taught by the Interpretive Service, Monroe County (New York) Parks Department. These responses are considered to be the best rules of thumb for most situations; specific situations, however, might require other courses of action.

- 1.(a) *Call "Help" loudly but in a low register.* Low tones carry farther, especially in dense woodland. There is a much better chance of being heard if you call loudly but in a low key. "Help" is a good word to use, because it alerts your companions to your plight. Yelling or screaming would not only be less effective, but might be passed off as a bird call by your friends far away.
- 2.(a) *Make a lot of noise with your feet.* Snakes do not like people and will usually do everything they can to get out of your way. Unless you surprise or corner a snake, there is a good chance that you will not even see one, let alone come into contact with it. Some snakes do feed at night, and walking softly may bring you right on top of a snake.
- 3.(c) *Put a bit of the plant on your lower lip for five minutes; if it seems all right, try a little.* The best approach, of course, is to eat only those plants that you recognize as safe. But when you are in doubt and very hungry, you may use the lip test. If the plant is poisonous, you will get a very unpleasant sensation on your lip. Red berries alone do not tell you much about the plant's edibility (unless, of course, you recognize the plant by the berries), and birds just do not have the same digestive systems we do.
- 4.(c) *Drink as much as you think you need when you need it.* The danger here is dehydration, and once the process starts, your liter of water will not do much to reverse it. Saving or rationing will not help, especially if you are lying unconscious somewhere from sunstroke or dehydration. So use the water as you need it, and be aware of your need to find a water source as soon as possible.
- 5.(c) *Dig in the stream bed at the outside of a bend.* This is the part of the river or stream that flows the fastest, is less silted, deepest, and the last part to go dry.

- 6.(c) *Midway up the slope.* A sudden rain storm might turn the ravine into a raging torrent. This has happened to many campers and hikers before they had a chance to escape. The ridge line, on the other hand, increases your exposure to rain, wind, and lightning, should a storm break. The best location is on the slope.
- 7.(b) *Put the batteries under your armpits to warm them, and then replace them in the flashlight.* Flashlight batteries lose much of their power, and weak batteries run down faster, in the cold. Warming the batteries, especially if they are already weak, will restore them for a while. You would normally avoid night travel, of course, unless you were in open country where you could use the stars for navigation. There are just too many obstacles (logs, branches, uneven ground, and so on) that might injure you—and a broken leg, injured eye, or twisted ankle would not help your plight right now. Once the sun sets, darkness falls quickly in wooded areas; it would usually be best to stay at your campsite.
- 8.(a) *Yellow.* A yellow flame indicates incomplete combustion and a strong possibility of carbon monoxide build-up. Each year many campers are killed by carbon monoxide poisoning as they sleep or doze in tents, cabins, or other enclosed spaces.
- 9.(a) *Leave your boots and pack on.* Errors in fording rivers are a major cause of fatal accidents. Sharp rocks or uneven footing demand that you keep your boots on. If your pack is fairly well balanced, wearing it will provide you the most stability in the swift current. A waterproof, zippered backpack will usually float, even when loaded with normal camping gear; if you step off into a hole or deep spot, the pack could become a lifesaver.
- 10.(b) *Across the stream.* Errors in facing the wrong way in fording a stream are the cause of many drownings. Facing upstream is the worst alternative; the current could push you back and your pack would provide the unbalance to pull you over. You have the best stability facing across the stream, keeping your eye on the exit point on the opposite bank.
- 11.(c) *In stocking feet.* Here you can pick your route to some degree, and you can feel where you are stepping. Normal hiking boots become slippery, and going barefooted offers your feet no protection at all.
- 12.(c) *Freeze, but be ready to back away slowly.* Sudden movement will probably startle the bear a lot more than your presence. If the bear is seeking some of your food, do not argue; let the bear forage and be gone. Otherwise, back very slowly toward some refuge (trees, rock outcrop, etc.).



# 3

## Prisoners' Dilemma: An Intergroup Competition

*Editors*

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### Goals

- To explore trust between group members and effects of betrayal of trust.
  - To demonstrate effects of interpersonal competition.
  - To dramatize the merit of a collaborative posture in intragroup and intergroup relations.
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### **Group Size**

Two teams of no more than eight members each.

### **Time Required**

Approximately one hour. (Smaller teams take less time.)

### **Materials**

- Copies of the Prisoners' Dilemma Tally Sheet for all participants.
- Pencils.

## **Physical Setting**

Enough space for the two teams to meet separately without overhearing or disrupting each other. For step 7, two chairs for team representatives should be placed facing each other in the center of the room.

## **Process**

1. The facilitator explains that the group is going to experience a “risk-taking” situation similar to that experienced by guilty prisoners being interrogated by the police. Before interrogating prisoners suspected of working together, the questioner separates them and tells each one that the other has confessed and that, if they both confess, they will get off easier. The prisoners’ dilemma or risk is that they may confess when they should not or they may fail to confess when they really should. (The facilitator carefully avoids discussing goals.)
2. Two teams are formed and named Red and Blue. The teams are seated apart from each other. They are instructed not to communicate with the other team in any way, verbally or nonverbally, except when told to do so by the facilitator.
3. Prisoners’ Dilemma Tally Sheets are distributed to all participants. They are given time to study the directions. The facilitator then asks if there are any questions concerning the scoring.
4. Round 1 is begun. The facilitator tells the teams that they will have three minutes to make a team decision. He or she instructs them not to write their decisions until signaled that time is up, so that they will not make hasty decisions.
5. The choices of the two teams are announced for round 1. The scoring for that round is agreed upon and is entered on the scorecards.
6. Rounds 2 and 3 are conducted in the same way as round 1.
7. Round 4 is announced as a special round, for which the payoff points are doubled. Each team is instructed to send one representative to the chairs in the center of the room. After representatives have conferred for three minutes, they return to their teams. Teams then have three minutes, as before, in which to make their decisions. When recording their scores, they should be reminded that points indicated by the payoff schedule are doubled for this round only.

8. Rounds 5 through 8 are conducted in the same manner as the first three rounds.
9. Round 9 is announced as a special round, in which the payoff points are “squared” (multiplied by themselves: e.g., a score of 4 would be  $4^2 = 16$ ). A minus sign should be retained: e.g.,  $(-3)^2 = -9$ . Team representatives meet for three minutes; then the teams meet for five minutes. At the facilitator’s signal, the teams write their choices; then the two choices are announced.
10. Round 10 is handled exactly as round 9 was. Payoff points are squared.
11. The entire group meets to process the experience. The point total for each team is announced, and the sum of the two team totals is calculated and compared to the maximum positive or negative outcomes (+126 or -126 points). The facilitator may wish to lead a discussion about win-lose situations, zero-sum games, the relative merits of collaboration and competition, and the effects of high and low trust on interpersonal relations.

### **Variations**

- The competition can be carried out using money instead of points.
- Process observers can be assigned to each team.
- Teams can be placed in separate rooms, to minimize rule-breaking.
- The number of persons in each team can be varied.
- In round 10, each team can be directed to predict the choice of the other. These predictions can be posted before announcing the actual choices, as in the following diagram. (Actual choices are recorded in the circles after the predictions are announced.)

Predicting Team	Predicted Choice	
	Red Team	Blue Team
Red	○	
Blue		○

*Originally published in A Handbook of Structured Experiences for Human Relations Training, Volume III (1971).*

## PRISONERS' DILEMMA TALLY SHEET

*Instructions:* For ten successive rounds, the Red team will choose either an A or a B and the Blue team will choose either an X or a Y. The score each team receives in a round is determined by the pattern made by the choices of both teams, according to the schedule below.

### Payoff Schedule

**AX**—Both teams win 3 points.  
**AY**—Red Team loses 6 points; Blue Team wins 6 points  
**BX**—Red Team wins 6 points; Blue Team loses 6 points  
**BY**—Both teams lose 3 points

### Scorecard

Round	Minutes	Choice		Cumulative Points	
		Red Team	Blue Team	Red Team	Blue Team
1	3				
2	3				
3	3				
4*	3 (reps.) 3 (teams)				
5	3				
6	3				
7	3				
8	3				
9**	3 (reps.) 3 (teams)				
10**	3 (reps.) 3 (teams)				

\* Payoff points are doubled for this round

\*\*Payoff points are squared for this round. (Retain the minus sign.)

# 4

## Testing: Intergroup Competition

*Peter R. Scholtes*

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### Goals

- To explore the impact of the lack of communication in competitive situations.
  - To demonstrate the need for collaboration and interdependence.
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### **Group Size**

An unlimited number of pairs of subgroups of three to seven members each. The subgroups should be as nearly equal in size as possible.

### **Time Required**

Approximately one and one-half hours.

### **Materials**

- A copy of the Testing Score Sheet for each subgroup.
- A set of precut Testing Question Blanks for each subgroup.
- A set of precut Testing Answer Blanks for each subgroup.
- A pencil for each subgroup.

## **Physical Setting**

A room large enough for the subgroups to meet without interfering with or being overheard by one another.

## **Process**

1. The facilitator divides the participants into an even number of nearly equal-sized subgroups and gives each subgroup a number designation. The subgroups are instructed to seat themselves apart from the other subgroups.
2. The facilitator explains that the activity will be a test of knowledge and strategy. The group is told that each subgroup will design ten one-item tests for one of the other subgroups. The tests, which will be in each of ten assigned categories, will be distributed one at a time. Points will be awarded for correct answers. *Subgroups must score at least one hundred points to be eligible to win.* (The subgroup with the highest score above one hundred wins.)
3. The facilitator pairs up subgroups that are physically separated from each other. They are told that these paired subgroups will construct the tests for each other, with each subgroup answering the questions submitted to it by the opposite group.
4. The facilitator distributes a copy of the Testing Score Sheet, a set of Testing Question Blanks, and a set of Testing Answer Blanks to each subgroup. The facilitator reads the ground rules aloud and answers procedural questions.
5. The facilitator announces that each subgroup is to discuss its strategy and formulate its first question. The group is also told that ten minutes will be allowed before the first question must be distributed, but for subsequent questions only two minutes each will be allowed. Three minutes will be allowed for each answer. After ten minutes, the facilitator announces that one person from each subgroup is to bring its question to a central location and be ready to exchange it silently for the question brought from its paired subgroup. When all the questions have been carried to the center, the facilitator gives the signal for the simultaneous exchange and announces the beginning of the three-minute period in which each subgroup will answer the question submitted to it.
6. After three minutes, the facilitator calls for the answers to be exchanged in the same manner as were the questions.

7. The facilitator announces that there will be two minutes to formulate the next question. Along with this question each subgroup is to indicate whether the previous question was answered correctly.
8. During each round of questions and answers, the facilitator reminds the subgroups of the category and point value of the question. After questions 3, 6, and 9, the subgroup representatives (if any were chosen by the paired subgroups) are allowed three minutes to confer with one another in a neutral place.
9. After round ten the facilitator directs each subgroup to discuss questions such as the following:
  - What happened? How did you feel?
  - What changes occurred in your mood?
  - Who was the adversary in this game? What did you need to win? What did it take to lose?
  - In what other situations do you see this happening?
  - What factors, conditions, or circumstances made it easy to compete and hard to collaborate? Do these factors, conditions, or circumstances exist in the other situations where you see this happening?
10. The facilitator elicits comments about the process from the separate subgroups. The facilitator discusses win-lose, lose-lose, and win-win strategies.
11. The facilitator calls for the final score for each subgroup and announces a winner, if there is one.

### ***Variations***

- The activity can be carried out using money instead of points.
- Process observers can be assigned to each subgroup.
- Paired subgroups can be placed in separate rooms, to minimize participants' breaking the rules.

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*Originally published in A Handbook of Structured Experiences for Human Relations Training, Volume V (1975).*

## TESTING SCORE SHEET

### **Ground Rules**

1. The Testing Question Blanks and Testing Answer Blanks are to be used to transmit one paired subgroup's question to the opposite subgroup and to return that subgroup's answer to the question.
2. After questions 3, 6, and 9 have been exchanged, the paired subgroups may select one representative each to meet together for three minutes. The representatives may discuss any topic they wish. Those subgroups who wish to select representatives must indicate so in the appropriate spaces on answer forms 3, 6, and 9.
3. No communication is permitted between the two subgroups other than the above exchange of forms and meetings through representatives
4. No communication is permitted at all with any other subgroups participating in the activity.

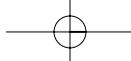
Round	Topic	Points	Our Score		Their Score	
			This Round	Cumulative	This Round	Cumulative
1	Sports	10				
2	National History	10				
3*	Science	15				
4	Politics	15				
5	Movies	15				
6*	World History	25				
7	Advertising	15				
8	Geography	15				
9*	Popular Music	30				
10	Wild Card (any topic)	50				

\*After rounds 3, 6, and 9, a representative from your subgroup may have a three-minute meeting with the representative of the other subgroup, during which they may discuss whatever they choose.

5. Question and answer forms are to be exchanged at the same time by all subgroups, when so directed by the facilitator.
6. Any dispute over the fairness of a question or the correctness of an answer is to be settled by the subgroup that formulated the question and there is no appeal to its decision. Subgroups are urged, however, to make their questions clear, specific, and unequivocal. Questions may have several parts with the assigned points distributed among the different parts at the discretion of the questioning subgroup.

## TESTING QUESTION BLANKS

1. From Group ____ To Group ____  You will be informed if your answer is correct when you receive question 2.	2. From Group ____ To Group ____  Your answer to question 1 was correct/incorrect.
3. From Group ____ To Group ____  Your answer to question 2 was correct/incorrect.	4. From Group ____ To Group ____  Your answer to question 3 was correct/incorrect.
5. From Group ____ To Group ____  Your answer to question 4 was correct/incorrect.	6. From Group ____ To Group ____  Your answer to question 5 was correct/incorrect.
7. From Group ____ To Group ____  Your answer to question 6 was correct/incorrect.	8. From Group ____ To Group ____  Your answer to question 7 was correct/incorrect.



9. From Group \_\_\_\_ To Group \_\_\_\_

Your answer to question 8 was  
correct/incorrect.

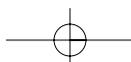
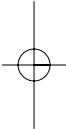
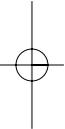
10. From Group \_\_\_\_ To Group \_\_\_\_

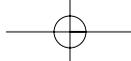
Your answer to question 9 was  
correct/incorrect.

11. From Group \_\_\_\_ To Group \_\_\_\_

(No question.)

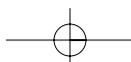
Your answer to question 10 was  
correct/incorrect.

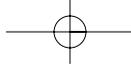




## TESTING ANSWER BLANKS

1. From Group ____ To Group ____	2. From Group ____ To Group ____
3. From Group ____ To Group ____	4. From Group ____ To Group ____
We do/do not want a meeting of representatives.	
5. From Group ____ To Group ____	6. From Group ____ To Group ____
	We do/do not want a meeting of representatives.
7. From Group ____ To Group ____	8. From Group ____ To Group ____





9. From Group \_\_\_\_ To Group \_\_\_\_

10. From Group \_\_\_\_ To Group \_\_\_\_

We do/do not want a meeting  
of representatives.

