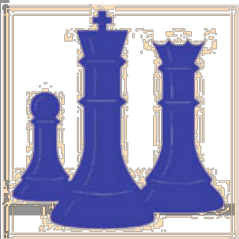


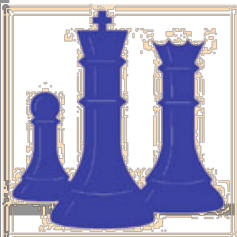
Designing Role Plays and Interpersonal Simulations

Bernie Dodge, PhD
San Diego State University
EDTEC 670



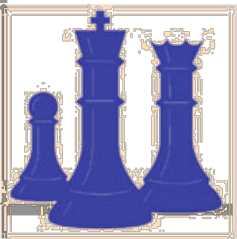
Overview

- Fun without technology
- Advantages of going unplugged
- Examples
- Exercise



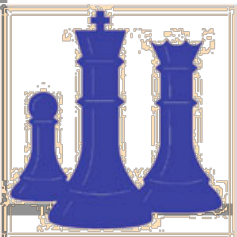
Fun **Without** Technology

- Malone & Lepper
 - Cooperation, Competition, Recognition
 - Fantasy
- Keller
 - Attention
- Csikszentmihalyi? - probably not
- Schell
 - Empathy (p.123)
 - Story (p. 261)
 - Other Players (p. 353)



A Distinction

- Big Roleplays / Simulation-Games
 - Big development costs
- Shoestring Quick & Dirty Activities
 - Things you can whip up in no time





learning through experience

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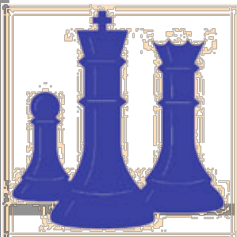
What makes BaFa'BaFa'® so powerful?

In BaFa'BaFa' participants come to understand the powerful effects that culture plays in every person's life. It may be used to help participants prepare for living and working in another culture or to learn how to work with people from other departments, disciplines, genders, races, and ages. Here are a few of the ways BaFa'BaFa' has been used in the hundreds of thousands of times it has been run around the world:

- Build awareness of how cultural differences can profoundly impact people in an organization.
- Motivate participants to rethink their behavior and attitude toward others.
- Allow participants to examine their own bias and focus on how they perceive differences.
- Examine how stereotypes are developed, barriers created, and misunderstandings magnified.
- Identify diversity issues within the organization that must be addressed.



BaFá BaFá

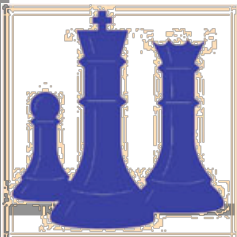


<http://www.stsintl.com/schools-charities/bafa.html>

FALLOUT SHELTER EXERCISE

On a weekend evening you have invited eight friends to your home to talk with a teacher whom you know personally. In the midst of your discussion you hear the air-raid siren. You turn on the TV and all stations are broadcasting an emergency news bulletin: an Islamic terrorist has detonated a “dirty” bomb in your area, releasing harmful biological agents into the atmosphere. Authorities have not identified the contaminants, but they are warning citizens that exposure to outside air and/or water systems can be fatal.

Fortunately, you have a well-equipped fallout shelter in your basement, a remnant from the Cold War era. You direct the teacher, your eight friends, and a mechanic who was fixing your air conditioning unit to go downstairs. You hear some static on a radio, then an announcement directing citizens to immediately proceed to fallout shelters, with a list of public facilities so equipped. It is likely that all those who suffered any significant exposure will die. All persons in shelters are warned that it would be fatal to leave before at least a month. Further bombing is anticipated. This may be the last broadcast you will hear for some time.



http://www.blueskybroadcast.com/Client/APICS/docs/bio-terrorism_exercise.pdf

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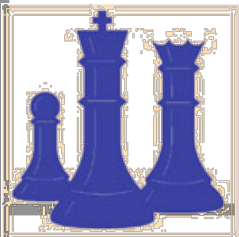
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1998: [Issue 1](#)

<http://nasaga.org/webx/resources/simages.wrp>

Sivasailam Thiagarajan





<http://www.thiagi.com/games.html>

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Training Games

This section contains more than 150 ready-to-use training games and activities. Most of them were published in the [Thiagi GameLetter](#).

If you like these games and activities, please visit [the endorsers' area](#) to leave your comments. Thiagi may use these comments as blurbs for his future publications.

Thanks!

-
1. [\\$20 GAME](#) (Jolt) (*Play for Performance*, February 2003)
 2. [2-MINUTE DRILL](#) (Textra Game) (*Play for Performance*, May 2003)
 3. [4Cs](#) by Matthew Richter (Structured Sharing) (*Play for Performance*, March 2004)
 4. [99 WORDS](#) (*Thiagi GameLetter*, May 2006)

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Textra Games Summaries of 30 Formats

1. ABSTRACTS

Basic idea. For three rounds, different teams read and analyze a research report and prepare an abstract. During the fourth round, each team comparatively evaluates three different abstracts of the same research report.

Reading materials. Research reports, experimental studies, or scholarly articles.

Sample reading assignment. *Individual differences in study processes and quality of learning outcomes* (and four other similar research reports).

Learning outcome. Critically read research reports, prepare abstracts, and evaluate different abstracts.

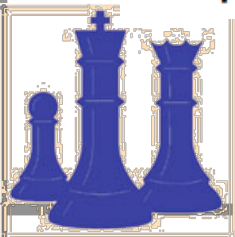
Flow. Assign different research reports for self-study by participants. Organize participants into teams and ask each team to prepare a 100-word abstract of one of the research reports by identifying key variables, results, and limitations of the study. Teams put their abstract inside an envelope, attach it to the research report, and give the report and the envelope to the next team. Each team now writes an abstract for a different report, places the abstract inside the envelope, and gives it to the next team. After repeating the procedure one more time, each team receives a new research report, opens the envelope, and comparatively evaluates the three abstracts.

2. BEST SUMMARY

Basic idea. Each participant prepares a summary of the main points from an article. Teams of participants evaluate summaries of another team and select the best summary.

Reading materials. Articles, new items, essays, research reports, or short chapters.

Sample reading assignment. *Four types of happiness.*



<http://www.thiagi.com/textra-games.html>

Six Phases of Debriefing

People don't learn from experience; they learn from *reflecting* on their experience.

I firmly believe this principle and keep preaching it to everyone. To me, all experiential learning activities (simulations games, roleplays, outdoor adventures, and other such things) merely provide an excuse for debriefing sessions.

You **must** conduct a debriefing discussion to help your participants reflect on their experiences, relate them to the real world, discover useful insights, and share them with each other. Debriefing also helps you to wind down the learning activity, reduce negative reactions among the participants, and increase insights.

A major dilemma in debriefing is maintaining a balance between structure and free flow. I suggest that you prepare several questions before the debriefing session. During actual debriefing, encourage and exploit spontaneous comments from the participants. If the conversation degenerates into a stream-of-consciousness meandering, fall back on your prepared list of questions.

I use a six-phase model to structure debriefing questions. Here are some guidelines for each phase of this model.

Phase 1: How Do You Feel?

This phase gives the participants an opportunity to get strong feelings and emotion off their chest. It makes it easier for them to be more objective during the later phases.

Begin this phase with a broad question that invites the participants to get in touch with their feelings about the activity and its outcomes. Encourage them to share these feelings, listening actively to one another in a nonjudgmental fashion.

Phase 2: What Happened?

one

Open Notebook zotero

<http://www.thiagi.com/pfp/IE4H/february2004.html#Debriefing>

Match and Mix

ACTION PLAN

This activity is an application of a framegame called MATCH AND MIX. It can be used for planning to achieve a common goal and also for exploring the needs and preferences of different groups.

Key Idea

During the first round, each team is assigned a specific type of stakeholder group and asked to come up with a plan for achieving a common goal. During the second round, participants are reorganized into mixed teams with each member representing a different stakeholder group and asked to synthesize their earlier ideas.

Purpose

To come up with an action plan that will appeal to different stakeholders.

Participants

Minimum: 9

Maximum: Any number

Best: 16 to 20

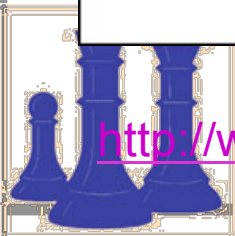
(Each participant is assigned to two different teams during the two rounds of this activity.)

Time

30 to 60 minutes.

Supplies

- *Team Allocation Cards*, one for each participant



<http://www.thiagi.com/pfp/IE4H/april2006.html#MatchandMix>