

Part II
ACADEMIC LISTINGS

DECISIONS

J. L. Easterly, Oakland University

Playing Data

Copyright: 1976

Age Level: junior high

Number of Players: 15-20 in groups of 5-6

Playing Time: 2 1-hour sessions

Packaging: professional game box

Description: The purpose of this game is to help students learn to make decisions consistent with their values and goals. Students begin by dividing into groups and selecting a banker who distributes eight different value cards and thirty-two bucks to each player. Each card is a different color, and lists a value such as having money, caring about people, having fun, and obeying parents. Students individually rank their eight values and assign them points in accordance with their own value system.

During the four rounds of the game, participants buy, sell, and trade value cards as they attempt to accumulate the number of cards equivalent to the points they assigned each value. After each round, they must each make four decisions on the basis of situations presented to them, such as whether to help a friend with homework or to make extra money working for a neighbor. Participants then receive extra bucks which correspond in color to the value card related to their decision. To buy the value cards they want, they need bucks of the same color. Thus, those who make decisions consistent with their values accumulate the cards they need, and those who make inconsistent decisions are continually frustrated in their attempts to obtain the proper cards. The winner is the first player to collect the correct kind and number of value cards, and to pay back the banker the original thirty-two bucks. At the end of the game, players score themselves and identify the values underlying the decisions they made. (TM)

Note: For more on this game, see the essay on self-development games by Harry Farra.

Cost: \$8.00

Producer: Innovative Education, Inc., 15020 Woodruff Rd., Wayzata, MN 55391

EXERCISES IN PERSONAL AND CAREER DEVELOPMENT

Barrie Hopson and Patricia Hough

Playing Data

Copyright: 1973

Age Level: high school

Number of Players: 20-40

Playing Time: 15-60 minutes

Packaging: 147-page soft cover book

Description: This book, according to the producer, "sets out to provide source material for teachers concerned with the personal development of their students. The exercises have been designed to help the student develop an awareness of himself, of other people and of the roles that he wants to adopt in life." There are twenty-six exercises in this collection. Eighteen are identified by the authors as exercises in personal development, while the remaining eight address career development.

The first and largest group consists of activities similar to those used in sensitivity and personal growth groups in the United States. In "Touch and Know," for instance, the players close their eyes and fondle everyday objects such as crumpled sheets of paper, sponges, or pieces of cloth to notice, as for the first time, tactile sensations they would normally ignore. In subsequent exercises players are helped to become aware of the somatic components of their psychological defenses (Hello), their shared feelings (Me Too), their anger (When I'm Angry), their feelings about themselves (Names), the way they solve problems (Brainstorming), their interests (Famous People), beliefs (I

Believe), and their strengths (My Strengths). There are also exercises to help students become cognizant of their activities and their attitudes and inclination toward group or solitary problem solving. The section concludes with an exercise (in which students must agree on a collection of objects they can use to survive on the moon) designed to give players practice at making consensus judgments.

The last series of exercises is designed to enhance vocational awareness. While the first group of exercises can readily be played out of the context of the entire collection, the second series is an integral part of a comprehensive teaching unit called SPEEDCOP. SPEEDCOP is designed to help students become aware of vocational opportunities, and realistically evaluate their ability to perform and enjoy performing these jobs. Consequently, students are asked to describe the jobs that they see performed around their school, to learn more about these jobs, to examine their own expectations about the job they want to have, to discuss what they perceive to be the difference, if any, between careers for men and for women, and finally to write their own obituary, to gain perspective on what they have accomplished and what they would like to accomplish with their lives. (DCD)

Cost: £5.40

Producer: Hobsons Press, Bateman Street, Cambridge, CB2 1BR, United Kingdom

EXPLORING CAREERS

Keith Ober, Vermont Department of Education; Kathryn Kearins, Abt Associates, Inc.

Playing Data

Copyright: 1973

Age Level: grades 7-12, vocational

Preparation Time: minimal

Packaging: 38-page teacher's manual and 52-page spirit master book of student instructions and worksheets

Description: *Exploring Careers* provides a series of sixteen exercises and role-playing simulations for occupational education designed to help students learn about career opportunities and how to approach them. Among the simulations or explorations are "Let's Build a House," which requires different people in the classroom to work in groups involved with different aspects of a house—the plumbing, insurance, electrical system, interior and exterior finishing, tax, mortgage, and so on. All groups finally put their observations together to design the house. In the course of their work, they do research in the community and in the library to learn what is needed. In "Brave New World," students research different occupational titles and then debate the reasons for being granted passage on the first boat, wagon, rocket, or whatever, to the site of a new society. "Costs of Living" steps students through the economic consequences of different clear goals they choose. (REH)

Cost: \$35.00

Producer: Games Central, Abt Publications, 55 Wheeler Street, Cambridge, MA 02138

FEMALE IMAGES: A LIFE SKILLS EXERCISE

Ronald G. Klietsch and Amy E. Zelmer

Playing Data

Copyright: 1971

Age Level: grade 8-adult

Prerequisite Skills: reading at 8th grade level

Number of Players: 4-8

Playing Time: 2-3 hours

Preparation Time: 1-1/2 hours

Description: *Female Images* uses a group of four to eight to jointly perform the life skills exercise, which consists of five basic steps. First,

the concept of identity is presented as a stimulus and is explored for meaning. Second, during the evocation step, participants relate the dimensions of identity to their own ideas and examine components of identities in graphic form. All information is retained by the participant and is not examined by the exercise leader or other persons. Third, a subjective and objective inquiry is made into criteria women use in selecting, maintaining, changing, or modifying an identity. The model of identity deals with female identities as managers, pace-setters, stylizers, and facilitators, plus many associated identity forms. Fourth, a problem-solving exercise examines options in identity presentation and problem alternatives. The exercise ends with an evaluation and appraisal activities. (AC)

Comment: The only element of simulation in this exercise is the final one which involves the person in role playing a chosen image in a short problem-solving or role-playing situation. The overall exercise is interesting in that it assumes that identities can be matters of choice rather than tradition. Although this may sound like a strong female liberation position, in actuality, most of the exercise material more or less favors traditional female images. (REH)

Cost: \$35.00 plus postage and handling

Producer: System's Factors, Inc., 1940 Woodland Ave., Duluth, MN 55803

HANG-UP

W. J. Gordon and T. Poze, Synectics Education Systems

Playing Data

Copyright: 1969

Age Level: grade 7-adult, management, community groups

Prerequisite Skills: reading, grade 9; math, grade 0

Playing Time: 1 hour or more

Preparation Time: none

Description: The players of this board game in turn enact charades of people with psychological hang-ups in stress situations and try to understand the predicaments the actors are trying to express. Some of the situations are ridiculous, some are authentic. The producer notes "The stress situations and hang-ups bring out ordinarily dormant racism, especially in those who still associate racism with others while refusing to see their own prejudices. However, much of the game's impact depends upon the verbal interaction among the players; the game provides the setting and (hopefully) is catalytic—but the game experience is not complete except through the players' unprogrammed discussion of the decisions and hang-ups. The game also helps players become aware of their real hang-ups, though this is not a stated purpose. Humorous situations are built in (allowing the tension-release of laughter), as are rules protecting those who are more inhibited about acting out their feelings." (AC)

User Report: The game is very simple to learn and easier to teach. Students quickly learn to enjoy the game but if the teacher is unfamiliar with the kind of commitment required by simulation games, that teacher is wise to explain the game to the students and let them play it by themselves.

In its original form the game is designed to bring out racial stereotyping. However, after the game has been played several times, a general discussion of hang-ups and stress situations often leads to valuable changes that bring out the hang-ups in parent-child, teacher-student, and teenager-child relations. The game is one of a few avenues open that encourage empathy, introspection, or analytical thinking actively and openly. It is an enjoyable, easy game. I recommend it. (Bruce Camber)

Note: For more on this game, see the essay on self-development games by Harry Farra.

Cost: \$18.75 each for 1-4 copies, \$14.75 each for 5 or more

Producer: Synectics Education Systems, 121 Brattle St., Cambridge, MA 02138

JOB EXPERIENCE KIT

Science Research Associates

Playing Data

Copyright: 1970

Age Level: junior and senior high school

Number of Players: 1 or more

Playing Time: 1/2-1 hour each

Packaging: individual packets

Description: Twenty booklets present simulated work experiences in a variety of occupations, such as lawyer, auto mechanic, truck driver, X-ray technician, librarian, and beautician. Their purpose is to stimulate students to explore career possibilities further. Each booklet includes introductory information about an occupation, a simple explanation of a representative problem, and one or more sample problems for the student to solve. For example, the Accountant Kit presents material related to using and processing checks and provides a record of checks and sample endorsed checks so the student can look for errors such as discrepancies in amounts or forged signatures. After solving the problem, the students score themselves and are free either to research the career further or to try another job experience kit. (TM)

Cost: \$265.34 list, \$199.00 school

Producer: Science Research Associates, Inc., 155 North Wacker Drive, Chicago, IL 60606

KATHAL: A GAME OF CREATIVE INTIMACY

Sivasailam Thiagarajan and Diane Dormant

Playing Data

Age Level: adult

Number of Players: 2-4

Playing Time: 20 minutes

Packaging: playing pads and rules for 15 variations.

Description: *Kathal* is a word game which simulates the joys and sorrows of two people engaged in a common task—couples worried about their children, collaborators writing a novel, a team searching for the biological base for cancer, or a pair of figure skaters. The game is played on a grid divided into individual and mutual territories. Players take turns placing letters on the cells of the grid to create words. The score depends on how many letters of any word are in the individual or mutual territories. (Authors)

Cost: \$6.95

Producer: Instructional Alternatives, 4423 East Trailridge Road, Bloomington, IN 47401

THE MARRIAGE GAME

Cathy Stein Greenblat, Rutgers University; Peter J. Stein, City University of New York; and Norman F. Washburne, Rutgers University

Playing Data

Copyright: 1974, 1977 (second edition)

Age Level: young adult

Number of Players: 10-100 in groups of 2

Playing Time: 8 or more 50-minute rounds

Preparation Time: 6 hours (est.)

Packaging: professionally produced, oversized paperback

Description: Although *The Marriage Game* may be played by any two or more people in a variety of settings its "major use," according to the authors, "is as a segment of courses or units on marriage and the family

Cost: \$5.00

Producer: The Center for Simulation Studies, 736 De Mun Avenue, Clayton, MO 63105

INHABS 3

Cedric W. B. Green

Playing Data

Copyright: 1971

Age Level: college

Number of Players: 20 or more

Playing Time: 2 days for *Sprawl*, 2 days for *Spiral*, 1 day for *Squat*

Special Equipment: users must make their own acetate playing surface

Packaging: professionally produced 28-page booklet

Description: *INHABS 3: Instructional Housing and Building Simulation*, "was designed to simulate that area of designing that most obviously draws its validity from its social context—housing." The simulation is comprised of three similar games—*Squat*, *Sprawl*, and *Spiral*—which use different building sites. *Sprawl* simulates suburban income levels, land costs, and planning practices (in the U.K.), *Spiral* reproduces conditions in central cities, and *Squat* represents a condition where unzoned land is occupied by low-income families. Land costs 100£ per plot in *Squat*, 1000£ per plot in *Sprawl*, and ten times that amount in *Spiral*.

At the beginning of any of the three games, the players are given personal record and construction costing sheets. Each participant represents a family of one to six persons, or a developer, contractor, planner, or banker. All of these parties try to develop their neighborhood for their mutual profit and well being. (Families, for example, must try to own at least one house that is adequate for their family size; the developers want to meet this need and earn a profit, and the planners must see that any proposed development of the neighborhood include plans for roads, footpaths, and open space.) A scoring mechanism is defined for each role. While the game is in play, the participants construct a model of the neighborhood using plastic models, and players may drop in and out of the game, playing a round at the beginning and one or more rounds later. Each round takes one to two hours to play and represents one year in the life of the neighborhood. (DCD)

Note: For more on this simulation, see the essay on urban gaming simulation by Mary Joyce Hasell.

Cost: 1£

Producer: Department of Architecture, University of Sheffield, The Arts Tower, Sheffield S10 2TN, United Kingdom

THE LIVING CITY/LA CITE VIVANTE

Amy Elliott Zelmer and A. C. Lynn Zelmer, International Communications Institute

Playing Data

Copyright: 1972

Age Level: college, community groups

Number of Players: 18 or more in teams of about 20

Playing Time: 8-10 hours in 2-hour periods

Preparation Time: about 8 hours for the first time

Special Equipment: video equipment, VTR playback for tape essential, access to cable system useful for large groups

Description: This game, which introduces players to some of the factors that need to be considered in community planning, is designed both to increase appreciation of the complexity of planning issues and to demonstrate that citizens should have a voice in community planning. Participants portray private citizens and members of special interest groups. They are responsible for zoning tracts of land, setting building

code standards, and planning transportation systems. Each issue is decided by vote. (AC)

Cost: unknown

Producer: Urban Gaming/Simulation '78, School of Education, University of Michigan, Ann Arbor, MI 48109

MINI-APEX

Theodore H. Rider

Playing Data

Copyright: 1974

Age Level: university, professionals, citizen groups

Number of Players: 20-50

Playing Time: 3 8-hour periods

Description: *Mini-Apex* is basically a simulation of *Metro-Apex*. Participants are engaged with numerous urban, social, and environmental issues in planning and political processes. (AC)

Comment: At press time, *Mini-Apex* is in the process of evolving further and is being redesigned as a minicomputer package. (AC)

Note: For more on this simulation, see the essay on urban gaming simulation by Mary Joyce Hasell.

Cost: kit for original version \$70.00; write for price of 1979 version

Producer: Theodore H. Rider, Director, NECEP, Boston College, Weston Observatory, Weston, MA 02193

METRO

Richard D. Duke, University of Michigan

Playing Data

Copyright: 1969

Age Level: college, graduate school, management

Number of Players: 10-40 in 3 teams

Playing Time: 3-9 hours in 4-hour periods

Preparation Time: 2 hours

Special Equipment: desk calculator, film projector, IBM 1130: FORTRAN

Description: This computer-based role-playing game evolved out of experience from the game of *Metropolis*. Like its predecessor, *METRO* is based upon the real data base for Lansing, Michigan. *METRO* was designed to be a training tool, a research tool, and, ultimately, a decision aid. In fact, *METRO* (Michigan Effectuation, Training, and Research Operation) was designed as an integral part of the overall regional planning program of the TriCounty Regional Planning Commission.

Players are assigned as members to two types of teams, a functional team (politician, planner, school board, or land developer) and a locational team (central city, suburbs, or urbanizing township). Therefore, each player has a role and a jurisdiction to represent. The computer is given the responsibility to simulate household, industrial, and commercial behavior, as well as the task of being the data bank and processing the inputs and generating outputs.

Locational decisions take place on a map of the Lansing metropolitan area comprised of 44 analysis areas. These areas are irregularly shaped combinations of census tracts that are identified by a number and not a pair of coordinate numbers.

The politicians remain in office only if reelected by the simulated population controlled by the computer. Other players affect the vote by their inputs to the elite opinion poll. The politician is in charge of the jurisdiction budget, some public land purchases, zoning, and carrying out specific capital improvement projects.

Land developers attempt to make successful land purchases and building decisions given the demand for growth that is generated each round by the simulated land users (industry, commerce, and households).