

LLAB 6 Group Leadership Problems

Important Covid-19 Protocol & Notes

- Cadets may not touch at any time
- Cadets must always maintain proper spacing
- No equipment besides paper or pens/pencils is necessary
- Review each GLP to determine what materials are needed to bring to training (should only be paper, pens, or pencils)
- Do not have any equipment trading hands between cadets
- Disregard any physical exercises described in the GLPs below
- See *LLAB 6 GLP Eval References* PDF for GLP procedures and grading criteria
- No formal evaluations will be conducted at LLAB 6

Icebreaker (Team builder)

Group Size: 8 – 10 people

Time: 15 – 20 Minutes

Materials and Preparation: Paper and pen for instructor

Get each member of the group to go around and say one thing about themselves (e.g., hometown, university, major...).

Nobody will write anything down.

The first person says the thing about them; the second repeats it and adds the information about them. The third person repeats the knowledge from the other two and on until the group can successfully repeat what each person has said.

If someone messes it up, the group starts from scratch.

When they have completed one round, they will start with another fact.

Goal: Kill time and get them to know each other a little bit better.

Paper Tower Icebreaker

A quick table-top exercise for individuals or teams, and a quick version of the bigger newspaper tower activity.

Issue a single sheet of paper (A4 or international equivalent) to each group member (or one sheet per team if the exercise is to be played as a team game).

Instructions:

- Using the sheet of paper only - no other materials - construct the tallest free-standing structure - in 5 minutes.

Points to review:

- Planning and timing - who planned and who ran out of time?
- Pressure - what were the effects on people and performance from the pressure of time?
- Innovation - what innovative ideas were devised?
- Risk - what observations could be made about high-risk and low-risk methods/approaches?
- Learning - would each team/individual be able to improve their result at a second attempt? (Almost certainly.) Discuss how and why, and the value of experience.
- Best practice - if the whole group were to be given the task to build a single tower what ideas would be combined, and what does this tell us about the power of collective ideas?
- Skills - what skills were found to be crucial for best performance of the task, and could you have guessed what these vital skills would be before the exercise, or did they only become apparent after actually attempting the task? And what does this tell us about the identification of skills (to be developed/taught) for a given task?
- (If played as a team game) what were the opportunities and challenges in enabling the team to perform the task effectively? Consider and suggest a process which would enable an effective team approach to the task: What elements and principles from this are transferable to normal operations and team-working?
- Process improvement - what single tool or additional material (no larger than the width of the paper sheet) would achieve the greatest improvement to the result?

Incidentally the best technical approach to this task almost certainly requires the construction and use of connectable tubular rolled or triangular telescopic sections, made

from lengthways strips of the sheet. Using this technique it is possible to make a tower at least three times higher than the length of the sheet. If you know better and/or have pictorial evidence of a better solution please send it to share with others on this webpage.

The exercise can be adapted to suit your situation, for example giving group members 15 minutes for the task and issuing an extra practice sheet of paper will increase the depth and complexity of the task and the review.

Obstacle Course

Break up into groups of three. One person is blind folded. The object is to guide the blind folded person to an object and have them bring it back. Person #2 cannot see the object or the field but can talk. Person #3 can see the field of operation and the object, but cannot talk. Person #2 and person #3 must guide the blind folded person to object and return. You can add difficulty by adding obstacles. But it is difficult enough usually with 5 teams all trying to shout to their teammates at the same time.

Others:

any logic problem (plenty of magazines available) or sudoku can be modified into a GLP. Give each person a clue to the puzzle. They cannot show the clue to anyone. Only the leader can talk.

Any task (such as cleaning tents or loading luggage onto a bus) can be turned into a GLP by adding obstacles and restrictions. For example, last year everyone had to clean the tents prior to leaving Blue Thunder. Our squadron had to clean all three tents. They had to have everything (cots, duffel bags...) out of the tent to sweep a tent but they could not put anything outside. Only the leader could talk. We gave them a 15 minute planning session and 90 minutes to execute. Times can easily be changed. Other obstacles can be added.

Have a flight line up by birthdays (you can use anything here.....model year of first car) without talking.

Plane Crash Survival

Introduction

This exercise enables student groups to discover how they work together; their strengths and how they need to improve.

Evaluation

Students will be utilizing the problem solving process, group and team dynamics, followership and leadership. As an evaluator, you can chose to evaluate a team as a whole, or assign a leader of each group and evaluate them.

Explanation

You and your companions have just survived the crash of a small plane.

Both the pilot and co-pilot were killed in the crash.

It is mid-January, and you are in Northern Canada. T

The daily temperature is 25 below zero, and the night time temperature is 40 below zero.

There is snow on the ground, and the countryside is wooded with several creeks criss-crossing the area.

The nearest town is 20 miles away.

You are all dressed in city clothes appropriate for a business meeting.

Your group of survivors managed to salvage the following items:

1. A ball of steel wool
2. A small ax
3. A loaded .45-caliber pistol
4. Can of Crisco shortening
5. Newspapers (one per person)
6. Cigarette lighter (without fluid)
7. Extra shirt and pants for each survivor
8. 20 x 20 ft. piece of heavy-duty canvas
9. A sectional air map made of plastic
10. One quart of 100-proof whiskey
11. A compass
12. Family-size chocolate bars (one per person)

Individual selections (5 min)

Each individual will rank the 12 items from most important to least important and be able to explain the reason why they have ranked the items.

Team selections (15 min)

Once the individual selections are complete, divide the group into teams (5 to a team). The team will then rank the 12 items from most important to least important. The decision must be unanimous. Groups must discuss why they are choosing items, what their priorities are, and come to a unanimous decision.

Discussion (15 Min)

Evaluate each team. Take them through the 'expert' answers.

Further Explanation

Mid-January is the coldest time of year in Northern Canada. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The 20 miles to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signaling the group's whereabouts.

Priorities should be:

1. Warmth or Survival in general
2. Rescue by attracting attention via signaling

Ranking of Items

The ranking of the survivors items was made by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st Division of the U.S. Army.

Mr. Wanvig currently conducts wilderness survival training programs in the Minneapolis, Minnesota area.

1. Cigarette lighter (without fluid)

The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.

2. Ball of steel wool

To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

3. Extra shirt and pants for each survivor

Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.

4. Can of Crisco shortening

This has many uses. A mirror-like signaling device can be made from the lid. Use steel wool. Will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon.

If they had no other means of signaling than this, they would have a better than 80% chance of being rescued within the first day. There are other uses for this item. It can be rubbed on exposed skin for protection against the cold. When melted into an oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water.

5. 20 x 20 foot piece of canvas

The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

6. Small ax

Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

7. Family size chocolate bars (one per person)

Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

8. Newspapers (one per person)

These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

9. Loaded .45-caliber pistol

The pistol provides a **sound-signaling device**. (The international distress signal is 3 shots fired in rapid succession). The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.

10. Quart of 100 proof whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch).

The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees Fahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol will actually reduce your body heat.

11. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. It's only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

12. Sectional air map made of plastic

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. It's only useful feature is as a ground cover to keep someone dry.

Questions for discussion

Did you do better by yourself or as a group?

How did your group reach their decision?

What roles did group members adopt?

Did you listen to each other?

What have you learned about the functions of a group?

What would you do different next time?

Warrior Run

GLP

Escape the Compound

Instructor Note: This GLP is designed to be discussed during a Flight warrior run. It's not too difficult to figure out if everyone is static, but the fluid dynamics of a warrior run create an environment of fog and friction, which makes the task more challenging. Solution: Hanks, Buffett, Beam and Daniels go through the West Gate at 2000 hrs.

Student Scenario: Your unit has an eight person team operating within the walls of an enemy compound. You must choose which 4 members of the team will escape the compound, through which gate, to relay vital intelligence information to a nearby platoon of Marine Recon scouts. The window of opportunity to rally with the Marines and return undetected is short, so you must arrive at a specific time.

Cut out each clue and distribute one to each person in the flight.

You are Jones.

You are Smith.

You are Mathews.

You are Wilson

You are Hanks

You are Beam

You are Buffett.

You are Daniels.

If the time is 2000 hours, then the light is on.

If the light is on, the guards at the West gate are eating in the dining facility.

If a gate is unguarded, the team will proceed unnoticed through it.

If Jones goes, Smith goes.

If Smith goes, Wilson goes.

The time is 2000 hrs.

If the time is 2300 hrs, the light is off.

If Wilson goes, Beam does not go.

The guards at the East gate took a break last night at 2300 hrs.

If the light is off, Mathews goes.

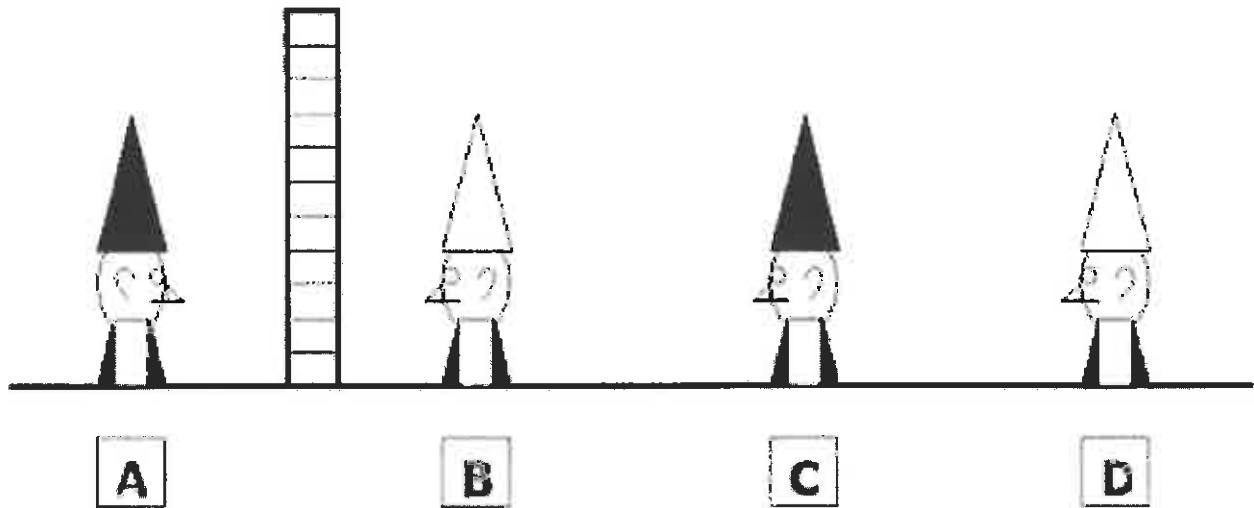
If Matthews goes, Jones goes.

If Beam goes, Daniels goes.

If Matthews does not go, Hanks goes.

If Hanks goes, Buffett goes.

Four Hats



Shown above are 4 men buried up to their necks in the ground.

They can't move, so can only look forward.

Between A and B is a brick wall which can not be seen through.

They know that between them are 4 hats, 2 x black and 2 x white, but they do not know which color they are wearing.

In order to avoid being shot one of them must call out to the executioner the color of their hat. If they get it wrong, everyone will be shot.

They are not allowed to talk to each other and have 10 minutes to fathom it out.

After 1 minute:

Q Which one of them calls out?

Q. Why is he 100% certain of the color of his hat?

This is not a trick question.

There are no outside influences nor other ways of communicating. They cannot move and are buried in a straight line. So A & B can only see their respective sides of the brick wall, C can see B and D can see B & C.

4 Hats - The Answer:

Consider what D can see, he can see 2 hats in front of him. He knows that there are 2 black hats and 2 white hats. If he could see 2 white hats he would know that his hat was black, similarly if he could see 2 black hats he would know his hat was white. Either way he would immediately announce the color of his hat thus saving his own life.

Consider C, if he were to think about the above for D. He would know that if both his hat and the hat in front of him were the same colour, D would call out. Since D, in this case remains silent, C would know from this that his own hat must be different to B's which they can both see. Therefore C would call out that his hat was indeed black.

Mine Field

Split the flight into two teams. Each team is responsible for navigating one or more blindfolded members through a series of tasks in a "mine field".

Each team consists of a "signaler" (this person may not talk) who receives the task from the CTA or FTO on an index card and must communicate it to the next set of cadets who are able to speak to the blindfolded team member(s) but must have their backs to them because they are not allowed to see them. This means they must rely on the cadet who can not speak, but can see the blindfolded team member(s), to direct them.

Random objects are layed through out the "mine field" area and the blindfolded cadets must complete the tasks (such as pick up the marker and place it in the right pocket), without stepping on "mines" (pieces of paper).

This is quite challenging and also allows FTOs and CTAs to evaluate multiple cadets. Please let us know if you have any questions.

Disabled Flight

Choose 3 cadets: assign each of these cadets either the ability of sight, speech, or movement; however they will be disabled in the other two abilities. Have them navigate the flight to a desired point of your choosing.

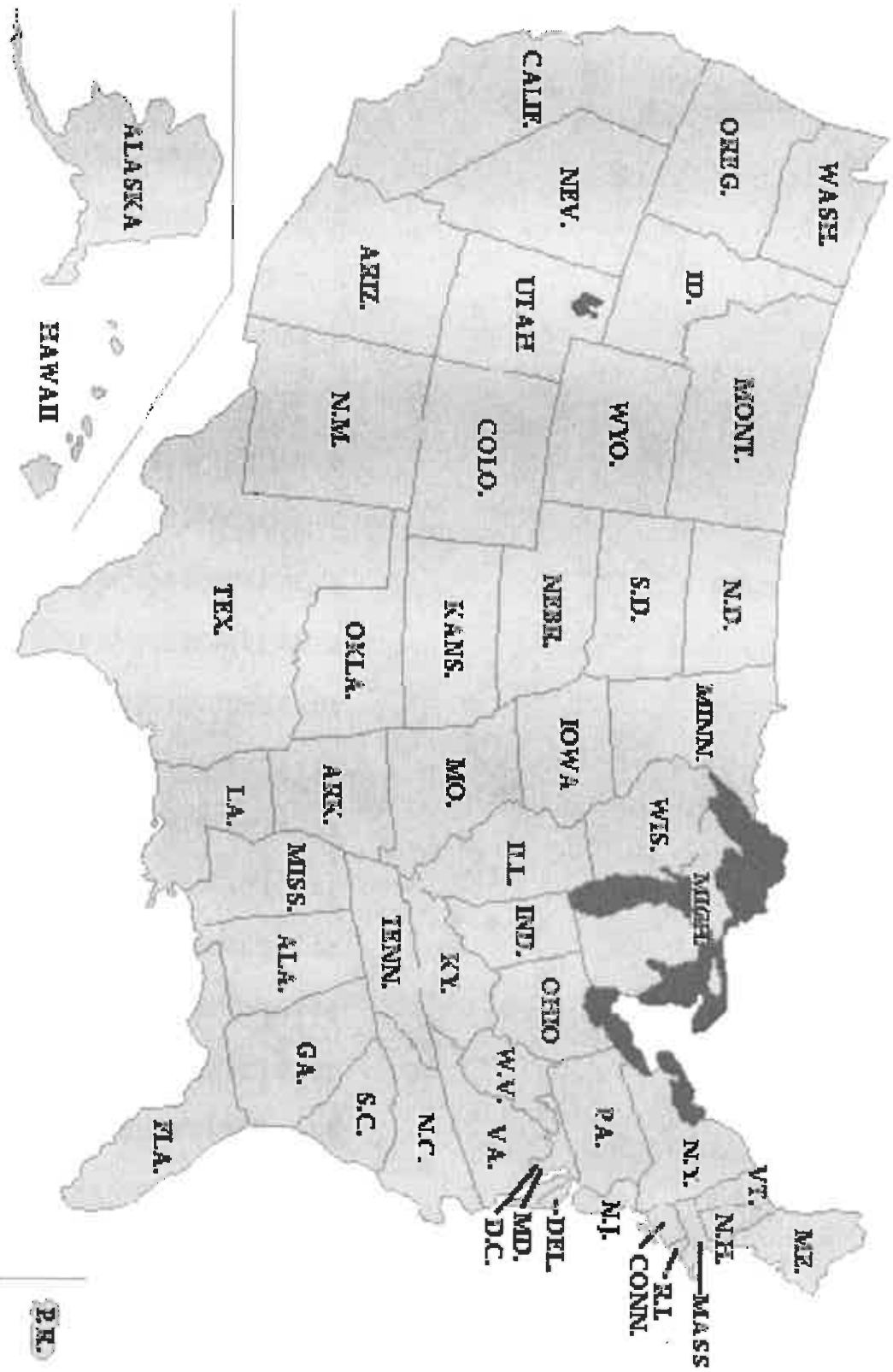
U.S. Air Force Base Locations and Coordinates Match Challenge

(In-Garrison)

Purpose: Test group's knowledge of U.S. Air Force base locations and abilities to analyze, interpret and assign map coordinates to specific bases. Team members must gather, communicate, consolidate, document and report information within time limitation.

Time Required: Maximum 30 minute time limit. 18 of 20 base names and location coordinates must be correct to pass this GLP. Finish time will be recorded for competition among other flights.

Brief Outline: Group is given a U.S. map (first page) with Maxwell AFB marked with a dot and name. Maxwell AFB location coordinates = **32°22'45"N 086°21'45"W**. The U.S. map also contains 20 other dots representing Air Force base locations. The group is given a second page with 20 Air Force base names, marked 1-20 and 20 locations' coordinates marked 1-20. The task is to match the base names with the correct coordinates and then label the 20 U.S. map dots with the correct base name number and coordinates number (example = 1,20).



U.S. Air Force Bases

1 – Dover AFB

2 – Travis AFB

3 – Minot AFB

4 – Barksdale AFB

5 – Tyndall AFB

6 – Eglin AFB

7 – Kirtland AFB

8 – Wright-Patterson AFB

9 – McChord AFB

10 – Andrews AFB

11 – Langley AFB

12 – Lackland AFB

13 – Robins AFB

14 – Nellis AFB

15 – Offutt AFB

16 – Scott AFB

17 – Whiteman AFB

18 – Mountain Home AFB

19 – Hill AFB

20 – Ellsworth AFB

Location Coordinates

1 - 30°29'00"N 086°31'31"W

2 - 35°02'25"N 106°36'33"W

3 - 41°06'49"N 095°55'42"W

4 - 48°24'57"N 101°21'29"W

5 - 30°4'43"N 85°34'35"W

6 - 29°23'23"N 98°36'45"W

7 - 38°48'39"N 076°52'01"W

8 - 36°14'10"N 115°02'03"W

9 - 38°15'46"N 121°55'39"W

10 - 32°30'07"N 093°39'46"W

11 - 47°08'15"N 122°28'35"W

12 - 38°43'49"N 093°32'53"W

13 - 39°07'42"N 075°27'53"W

14 - 39°47'55"N 84°05'02"W

15 - 41°07'26"N 111°58'22"W

16 - 37°04'58"N 076°21'38"W

17 - 44°08'42"N 103°06'13"W

18 - 32°38'24"N 083°35'30"W

19 - 38°32'43"N 089°50'07"W

20 - 43°02'37"N 115°52'21"W

ANSWER SHEET

U.S. Air Force Bases

Location Coordinates

1 – Dover AFB	→	1 - 30°29'00"N 086°31'31"W
2 – Travis AFB	→	2 - 35°02'25"N 106°36'33"W
3 – Minot AFB	→	3 - 41°06'49"N 095°55'42"W
4 – Barksdale AFB	→	4 - 48°24'57"N 101°21'29"W
5 – Tyndall AFB	→	5 - 30°4'43"N 85°34'35"W
6 – Eglin AFB	→	6 - 29°23'23"N 98°36'45"W
7 – Kirtland AFB	→	7 - 38°48'39"N 076°52'01"W
8 – Wright-Patterson AFB	→	8 - 36°14'10"N 115°02'03"W
9 – McChord AFB	→	9 - 38°15'46"N 121°55'39"W
10 – Andrews AFB	→	10 - 32°30'07"N 093°39'46"W
11 – Langley AFB	→	11 - 47°08'15"N 122°28'35"W
12 – Lackland AFB	→	12 - 38°43'49"N 093°32'53"W
13 – Robins AFB	→	13 - 39°07'42"N 075°27'53"W
14 – Nellis AFB	→	14 - 39°47'55"N 84°05'02"W
15 – Offutt AFB	→	15 - 41°07'26"N 111°58'22"W
16 – Scott AFB	→	16 - 37°04'58"N 076°21'38"W
17 – Whiteman AFB	→	17 - 44°08'42"N 103°06'13"W
18 – Mountain Home AFB	→	18 - 32°38'24"N 083°35'30"W
19 – Hill AFB	→	19 - 38°32'43"N 089°50'07"W
20 – Ellsworth AFB	→	20 - 43°02'37"N 115°52'21"W

Broken Bridge – Tromanhauser

You're traveling with your flight through the mountains of Afghanistan when you get a call that a group not far from you needs support. Looking at your map you see the shortest route is over an old bridge around the corner. The only other option is to go back and around which would take way too long and is not an option. You come across a broken bridge with only one side down and no one around on the other side. You are now next to a cliff edge with a lot of rocks on the mountain above; if more than one person talks all the rocks will crumble. This will not affect the people on the pillars. Luckily you see a button on the other side that just might put the rest of the bridge down. You find 2 ropes in your bag that already have a loop big enough to fit around the posts but not big enough to tie down the side you are holding. You realize that each person crossing can carry only 1 item from your inventory below. As you look closer you assume that the first pillar is only big enough to hold 9 people at once. This first part of the down half of the bridge can only hold 18 lbs. and someone must hold the rope bridge stable for everyone to cross and jump down to the ground which won't be a problem when the full bridge is down. The button will require exactly 15 lbs of weight to activate.

Summary:

- 5 stations (edge of cliff, platform, Start of broken bridge, end of broken bridge, Trigger)
- You can have as many people on the rope as are holding the rope (ex 2 cross, 2 must be holding)

Inventory:

Knife (1 lb) x 10
M16 (5 lb) x 10

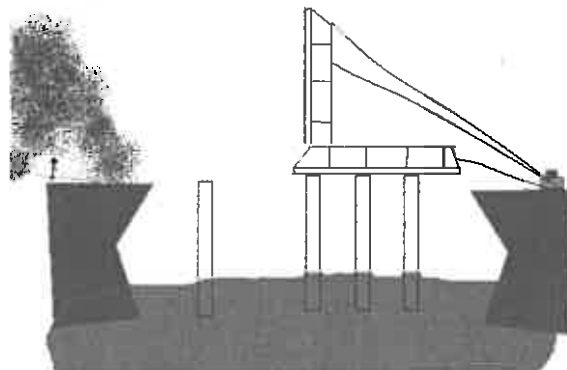
M9 (2 lb) x 5

MRE boxes (3 lb) x 25

M4 (4 lb) x 5

Solution:

Bring at least one of each item with them when crossing the span along with an extra person carrying 3 lbs or less.



Arrange yourselves by height

Determine where they will line up, tallest to shortest, then blindfold all flight members.

They must arrange themselves by height blindfolded and without talking.

Find out everyone's birthday

Pair up. Each pair will figure out each other's birthday without talking (no lip reading) or writing. When ready, each cadet will give their partner's birthday to the CTA. If not correct, they must do it again. A twist – if one person messes up, have every flight member speak again until all are correct. Harder: make them in chronological order, too.

Characteristics of Admired Leaders – Cryptic Cluster

A cryptic cluster puzzle is a list of items that belong to the same category. The items are enciphered with a substitution code in which every letter of the alphabet is consistently replaced by another letter.

Here's a list of 11 characteristics of admired leaders from *The Leadership Challenge* by James M. Kouzes & Barry Z. Posner (published by Jossey-Bass © 2003. ISBN 0787968331). Can you solve the puzzle and identify all the characteristics?

OWZHJS	DWBRFBQ-UWWYCZI	CZJXCBCZI
PWAXHSHZS	DFCB-ACZQHQ	JNXXWBSCMH
KBWFQ-ACZQHQ	CZSHUUCIHZS	JSBFCIOSDWBRFBQ
QHXHZQFKUH	PWNBFIHWNJ	

How to Solve Cryptic Clusters

- The most commonly used letters of the English language are *e, t, a, i, o, n, s, h, and r*. Find the most-frequently occurring letters in the cryptic cluster list and try substituting these letters.
- The letters that are most commonly found at the beginnings of words are *t, a, o, d, and w*.
- The letters that are most commonly found at the ends of words are *e, s, d, and t*.
- The most common word endings are *-ed, -ing, -ion, -ist, -ous, -ent, -able, -ment, -tion, -ight, and -ance*.
- The most frequent double-letter combinations are *ee, ll, ss, oo, tt, ff, rr, nn, pp, and cc*.
- The double letters that occur most commonly at the end of words are *ee, ll, ss, and ff*.
- Two letters that usually follow an apostrophe are *t* and *s*.
- The title of the cryptic cluster gives the most useful clue. Make a list of words or phrases associated with this title. Study the letter patterns among these words and try to match them with the patterns in the encrypted words. (For example, if the title of a cryptic cluster is "Birthday Party", *FGKKXXP* is probably an encryption of *BALLOON* because of the pattern of two doubled letters coming next to each other.)

Hints

The answer to the first word is "Honest." Inside the list is another answer, "Broad-minded."

Solution

HONEST

FORWARD-LOOKING

INSPIRING

COMPETENT

FAIR-MINDED

SUPPORTIVE

BROAD-MINDED

INTELLIGENT

STRAIGHTFORWARD

DEPENDABLE

COURAGEOUS

Battling Negativity

Author: Tom Siebold is a writer and consultant in Minneapolis. He is also co-owner of Collegegrazing.com--a site to help college bound teens to learn more about what they need and want in a college.

Objective (s): To identify strategies to deal with negative employees

How the author has used this exercise: One of the biggest problems of leaders is to deal with reports who are excessively negative. Negativity can corrupt the work climate.

Activity Description: Ask participants to give examples of the damaging effects of negativity in the workplace. As a group, discuss the dozen negative "types" listed below. Then have participants brainstorm ways leaders can handle each type. The goal is to end up with a list of helpful leadership strategies for dealing with negativity.

Negativity Types

1. The Resisters--They rail against anything different
2. The Wobbly —They are constantly shifting moods and expect others to adjust to them
3. The Gossipers--They spread rumors and tell inappropriate personal tidbits
4. The Blamers—They are constantly blaming others.
5. The Victims—They believe people are out to get them
6. The Adhesives--They can't let go, even things that happened years ago
7. The Pessimists--They always expect the worst case scenario
8. The Boilers—They will blow over the slightest provocation
9. The Complainers—They feel everything is wrong or will soon go wrong
10. The Choosers—They are constantly pitting one group against another
11. The Detached-- They feel most everything is dumb or beneath them
12. The Self-Absorbed--They are constantly grabbing credit or attention

Options: If you have the time, participants can develop their own list of negative types.

Added thoughts or considerations: Ask participants to give actual examples where they have used some of the strategies the group identifies. The conversation will probably move to the question, "What to do with the individual who doesn't respond to the strategies?"

Blind Leading the Blind

Time: 15-30 mins

Supplies: Blindfold, cones, and stopwatch

Objective: The objective is to keep their flight within the cones using specific and direct commands. Evaluate the cadet's ability to effectively assess the situation and develop a plan of action to achieve the goal.

Directions:

One cadet is designated as the Flight Commander and will be blindfolded. The Flt/CC will be given a scenario in which he/she will have to guide their flight to a designated location. They will be given 3 minutes to review their scenario card and brainstorm their plan of action. During the execution the flight members must remain silent. The Flt/CC will be given 10 minutes to maneuver the flight around the designated area.

Scenarios:

1. March the Flight
2. Obstacles (maneuver the Flt around an obstacle)

MOONBASE ALPHA

Goals/Purpose:

Team members must share information with each other. Members must gather and consolidate critical information and act on it, under limitations of time and communication. All members must know the plan and understand the group goals to succeed. Tests individual and group problem-solving and communication skills.

Group size:

11-30 members (must have at least 11 participants)

Time:

1 - 1.5 hours

Material:

Clue slips

Notepad

Participant handout

Markers to identify "bubble areas"

Stopwatch or watch to keep time with

Process:

Planning period -- approx. 45 minutes

Pass out the handouts (have enough copies so all can see)

Observe how the students make their plan for the execution phase. Note key players and key points of the proposed plan (s).

At the end of the allotted time (or when the students say they're finished) collect the handouts.

Execution phase -- approx. 15 - 35 minutes

Explain the layout to the participants. Point out where each numbered "bubble" area is.

Hand out the clues, one per cadet. There are eleven critical clues, each having a serial number ending in "II". All eleven of these clues must be given out to solve the exercise. Have the participants go to their appropriate "bubble". They may not show their clue to anyone since it represents "head" knowledge. Also explain that the time begins when you say "begin".

When the participants are in their "bubble" areas, give the start signal and start the timer.

Observe the cadets' execution of their plan. Wander the area and observe their activity.

Solution - Seven students should report to you and read the following numbers in any sequence. Make a checkmark after each number read. If the number isn't on the sheet, make a checkmark motion anyhow. After the last student has finished, if they don't have the correct answer, just tell them "The shuttle doesn't respond" and let them go back for another try. You might want to amble along with one of the incorrect cadets to see what's going on in that subgroup of cadets.

Sequence:

211 - 311 - 411 - 611 - 711 - 811 - 91 1. These represent the docking expert, microbiologist, pilot, nav, life support expert, science officer, and mission specialist.

When time is up, stop them (or let them continue until they come up with a solution), collect the clues and start the critique. Let the cadets carry it as much as possible.

**MOONBASE ALPHA
Scenario Layout**

Bubble 4: capacity 3

Bubble 3: capacity 3

Bubble 2: capacity 3

Bubble 1: capacity 5

Bubble 5: capacity 5

Bubble 6: capacity 3

Bubble 7: capacity 3

Bubble 8: capacity 5

MOONBASE ALPHA Cadet Handout

Purpose: This exercise requires you to determine and consolidate critical information and act on it, under limitations of time and communication. All participants must know the plan and understand the group goal if you are to succeed. This will be a test of your individual and group problem-solving and communicating skills.

Objective: You are the survivors of MOONBASE ALPHA who must get a critical bioprocessing unit delivered to L-5 colony Grissom Station. You must hurry because the part is necessary to prevent total collapse of the life support system, which was sabotaged. Sabotage also damaged your base and you are the only ones left. There is only one shuttle craft left operational in the hangar bay. You must decide on the crew, decipher the access code, and deliver that part. One of you knows the secret to the shuttle code. None of you know each other well; you worked in different parts of the base. The shuttle can only hold a maximum crew of seven. The bio unit needs special care. You all have different pieces of information. Your time is running out. The L-5 colonists are dying.

The Task: Cadet _____ will act as the shuttle. When you're ready to blast off, your shuttle crew should report to "the shuttle" and state the access code. After you've stated the entire code, "the shuttle" will indicate whether or not you are on your way. Don't waste time with guesses; there are millions of possible combinations and the colonists are dying.

The information slips you receive give your starting bubble location. Damage to the base has isolated you from each other and there is no surviving meeting area that can hold more than five at a time. Most areas can hold only three at a time.

You have bio-suits enough for unlimited trips between areas, but you must quickly enter each bubble to avoid the ambient radiation outside the shelters. You may not give or show your info slips to anyone else; the knowledge is supposedly in your heads and must therefore be passed by word of mouth. Talk low enough that you cannot be heard in adjacent areas; after all, there's a vacuum between you.

As you start, only one of you even knows the form the access code will take.

Each of you will have an info slip of the following type:

Example: You are Moreau
Serial number 875
You are the codes expert
You've given the pilot all the codes needed for approach clearance

Example: You are Falkenburg

Serial number 837

You are a plumber

Bubble 5 has a slow leak and will be out of air in 2 days.

Example: You are VanRijn

Serial number 419

You are a neurologist

The code specialist is needed for approach verification at Grissom.

MOONBASE ALPHA Info Slips

You are Solo Bubble 1

Serial number 1011

You are the cargo master

Docking with Grissom will require an expert at docking

You are VanRijn Bubble 2

Serial number 1111

You are the cryogenics expert

To stay healthy the bio unit will need constant care by the microbiologist

You are Scott Bubble 3

Serial number 511

You are the flight engineer

The pilot must be on the crew

You are Kinneson Bubble 4

Serial number 411

You are the pilot

The science officer will be needed to install the unit at Grissom Station

You are Dumarest Bubble 5

Serial number 611

You are the astronavigator

You have family at Grissom Station

You are Rogers Bubble 6

Serial number 211

You are the docking expert

The mission specialist must help you during the complex docking procedures at Grissom Station

You are Thoris Bubble 7

Serial number 311

You are the microbiologist

Grissom Station says they have to have another life support expert

You are Spock Bubble 8

Serial number 811

You are the science officer

You are also qualified as a copilot

You are McCoy
Serial number 236
You are the medical doctor
The science officer also has an M.D.

Bubble 1

You are Moreau
Serial number 875
You are the codes expert
You've given the pilot all the codes needed for approach clearance

Bubble 2

You are Falkenburg
Serial number 627
You are the plumber
MOONBASE ALPHA only has water for 2 weeks

Bubble 3

You are Cabot
Serial number 911
You are the mission specialist
You've done simulator training of just such a mission

Bubble 4

You are Kanobi
Serial number 111
You are the fuels specialist
The access code consists of the serial numbers of the crew -- in any sequence.

Bubble 5

You are Carter
Serial number 711
You are the life support expert
The crew must have a navigator for the in-flight corrections
The auto systems are on the fritz

Bubble 6

You are O'Leary
Serial number 999
You are the entertainer
The USO return ship will be here in one week

Bubble 7

You are Hollander
Serial number 36
You are the physical therapist
You also are a computer specialist

Bubble 8

You are Flandry
Serial number 435
You are the security guard
The saboteur was killed in the blast

Bubble 1

You are Talbot Serial number 23 You are the archaeologist There are no monoliths on the moon	Bubble 2
You are di Griz Serial number 123 You are the astrophysicist The next meteor shower will occur in 3 weeks	Bubble 3
You are Forbin Serial number 566 You are the computer specialist You already programmed the shuttle for the flight	Bubble 4
You are Atreides Serial number 47 You are the visiting VIP You do not want to stay behind on the moon	Bubble 5
You are Prescott Serial number 666 You are the chaplain You also have been trained in fuels and plumbing	Bubble 6
You are Cook Serial number 57 You are the cook There is nothing to cook, only high vitamin pastes remain	Bubble 7
You are Samms Serial number 678 You are the radiologist No refueling will be needed en route	Bubble 8
You are Xiang Serial number 900 You are the Chinese exchange officer You want to find the language expert to find out what is going on here	Bubble 1
You are Glenn Serial number 849 You are the psychologist The pilot was suffering from shock but appears to have recovered	Bubble 1

You are Carpenter
Serial number 573
You are the language expert
All **MOONBASE ALPHA** personnel understand English even though they come from eight different countries

Bubble 5

You are Gordon
Serial number 25
You are the dietitian
Bubble 5 has cracks and is slowly leaking

Bubble 8

You are Retief
Serial number 943
You are the intel officer
You believe the Iraqis are behind the bombing

Bubble 5

You are Piaget
Serial number 58
You are the education specialist
People learn 37 percent faster in lunar gravity

Bubble 8

CRITIQUE/OBSERVATION GUIDE

Planning:

Who was the first to ask the question "What's the task/problem here?"

Who did organizing functions in the group?

Who served as mediator in arguments?

Who sketched the problem out so all could see or who centrally posted the ideas?

Who pointed out some of the info is unneeded?

Who served as recorder for the group?

Who spoke first? Was what said pertinent?

Who started or joined subgroups on the side during planning? What effect did it have on group progress?

Who had the look of "I've got it" and either didn't say anything, wasn't listened to, or tried inappropriately to enter the conversation?

Who served as gate-keeper, getting other people listened to and involved?

Who kept the group on track?

Who was time conscious?

Who forced the group to make decisions and come up with a plan?

Who realized/proposed a travel plan for getting the information around to the different "bubbles?"

Who proposed they select the best brains to gather the data and meet at the larger "Bubble" to consolidate it?

Who proposed they have backup plans?

Execution:

Who served as field general, keeping the plan going?

Who did what during crises (such as needing a new plan on the spot)?

Who served as helper to explain to those who are not in the know?

Who blew up at self, group, you, or other individual?

Who served as primary problem solver(s) on the field?

Who goofed and how did others react?

After action Q & A:

Whose participation was most helpful?

What did they do that was helpful?

Who helped most in the planning phase?

Who helped most in the execution phase?

What actions by whom helped solve the problem?

Who helped you most to understand what was going on? How?

If you could do the task over:

What would you personally do differently?

What would you have others do differently?

Around the World (STAFF INFO SHEET)

Goals/Purpose:

- Navigation of all flight areas/no-fly zone (usually 4-6 hallways per building).
- Competition (both inter-flight and between flight teams).
- Test leaders ability to use the AF management functions.

Group Size:

- At least 7 cadets per team, no maximum limit. (Note: the more cadets per team the less effective it is as a GLP for all participating cadets recommended two or more teams per flight.)

Time:

1.0-1.5 hours (depending on size of building/number of teams/ and # of cadets)

Material:

- Around the World Instructor Information Sheet (one per team)
- Per team: 1 blindfold, 1 Around the World Instruction Sheet, Around the World, Objective Cards (1 for each SQ area), Around the World Warrior Knowledge Question Sheets
- Teams do NOT need their canteens.

Process:

- UOD: PTU's or BDU's.
- Provide each team leader with the instruction sheet and allow three minutes of planning time.
- Provide the team navigator the First Around the World Objective Card and start time.
 - They may only receive one card at a time, and they may earn another card only by completing an objective.
- Post GLP: Lead a leadership/followership based discussion using an LCE.

Penalties:

- Any team member losing contact with another while in transit (10 second penalty)
- Failing to drink from any water fountain (5 second penalty per cadet)
- Any part of any team member touches the no fly zone (10 second penalty)
- Answering a Warrior Knowledge question incorrectly (10 second penalty). ** Note: Do NOT tell teams when they have been penalized. Simply say "STOP", wait the specified amount of time, and then say "GO".
- Safety is paramount i.e. remove blindfold in stairwell.

Around the World Team Instruction Sheet (CADET COPY)

- All team members will leave their gear behind.
- The following positions must be assigned:
 - Speaker: The only team member that may speak.
 - Navigator: Will receive the Objective Cards, may not speak, and is the only member that may see the Objective Cards.
 - Blind Person: Must wear the blindfold, and must always be the 1st person in line when the team is transiting.
 - Guide: The only member who may physically contact the blind person.
- Only authorized personnel may speak during the GLP.
- Nonverbal communication limits are at the discretion of the GLP observer.
- Whenever transiting, the team will form a single file line and must have at least one hand on the shoulder of the team member in front of them.
- All team members must drink from every water fountain.
- Upon forming the team up, there is only ONE more chance to rearrange the order. Re-arrangement may be done after the completion of an objective.
- After completing each objective, teams must complete the exercise listed on the objective sheet. Exercises may not be done individually; they must be performed as a team (in the dayroom of that hallway's floor).

Around the World Objective Sheets

Cut these out. Instructors will hold on to them, and will give additional objective cards to team leaders only when they complete an objective. Below are 2 sets of examples. One set is easier to decipher and the other is harder. Feel free to edit or create new riddles puzzles for each flight designation. Make sure to mix the cards up so the order is not obvious.

Set #1 (Northern Dorm Building): (Easy)

1. O / P *20 pushups*
2. Q / R *20 flutter kicks*
3. S / T *20 lunges*
4. U / V *20 arm circles*
5. W / X *20 body builders*

Set 2 (Southern Dorm Building): (More difficult)

***Note: Stations 5 and 6 are Warrior Knowledge stations because there are no 'no-fly' zones on the first floor*

1. Where you stay on a long trip / Lowest score wins *20 pushups*
2. Daughter with a forbidden love embroiled in a family feud / A common location for U.S. outsourcing *20 flutter kicks*
3. Two perfect spheres will become the new standard for this U.S. measurement in 2008 / Yucky green legumes *20 lunges*
4. One of the names in this theater candy's title (they look like rod shaped bacteria) / Thanksgiving's primetime *20 arm circles*
5. Linen Exchange? Hallway. *20 body builders*
6. Hallway on SDO side of the building.... 1st floor. *20 bicycles*

Warrior Knowledge Station Questions

Objective #5

1. What is the only heading in the FTM index that does not actually exist in the manual? (Answer: Physical Discipline)
2. Name 15 prohibitions listed in Ch. 6: Rules and Regulations (Answer: On pg. 32-33)
3. What color may eyeglass straps be? (Answer: black or dark blue)
4. Name 5 symptoms of advanced heat stress. (Answer: pg. 26)
5. When a female wants to go into a male's room and says "Lady in the area", if the male is not ready, he says? (Answer: "Please Standby")
6. Recite the 4th Article of the Code of Conduct.

Feel free to add any others....

Objective #6

1. Where is AF Materiel Command Located? (Answer: Wright Pat AFB, Ohio)
2. Who is the AU/CC? (Answer: Lt. Gen. Stephen R. Lorenz)
3. Recite the full phonetic alphabet in 10 seconds.
4. What does the acronym **SDCS** stand for? (Answer: Commanders support staff)
5. What is the 5th line of the 3rd verse of the AF song?

Welded Ankle

Purpose: Emphasize the importance of teamwork, silent communication, leadership, and cooperation.

Time Required: 15 Min

Brief Outline: Mark off beginning and end lines for the space across which the group must travel (Suggest 50 ft). (I prefer brightly colored rope for this, but rocks or cans with a line drawn between them will do the trick as well.) Have the group assemble behind the start line and explain that the group must travel over the end line while maintaining continuous contact with their feet. If anyone in the group loses contact with his/her partner's foot, the entire group must start over. This is a silent exercise; no talking is permitted by participants. The whole group must start over if someone speaks.

VARIATIONS:

- Ask several individuals to be "coaches" who stand off from the group and provide verbal assistance. How do they go about providing their advice? How is it received?
- Ask several individuals to be "managers" who provide direction while the group is mute. Try again, where the group is able to speak and negotiate.
- Ask several individuals to be "senior management" who say nothing during the activity but who must assess when all is done whether the group was successful or not. From your viewpoint, do they accurately determine success?

Debrief: Emphasize the importance of communication, or lack of communication in the group. Explain that in some cases we will not be able to speak aloud so hand gestures must be effectively utilized.

While any configuration that satisfies the requirement is allowable, most groups find that they do best with a single line, shoulder-to-shoulder formation. If they want to try another set-up, encourage the group to be creative.

GLP – Weapons Serial Number Reporting (Deployed Ops)

Purpose: Test group's ability to report vital weapons serial number information to higher headquarters for logistics accountability/status reporting. Team must communicate, consolidate and report correct information within time limitation and accuracy.

Time Required: Maximum 45 minute time limit. 90 percent of personnel numbers and assigned weapon's serial numbers must match when reported to successfully pass this GLP. Finish time will be recorded for competition among other flights.

Brief Outline/Guidance: Group leader is given a list of personnel numbers and assigned weapons serial numbers. Two members of the group will represent a higher headquarters (HHQ) logistics readiness team and move out of sight/hearing range of the group. The group leader will assign each member a personnel number and corresponding weapons serial number from the list provided excluding the logistics team members. Two additional group members will be the runners who will communicate with the HHQ logistics readiness team at their secure location. No other members are allowed to communicate with the logistics team. All other group members will be provided one blank sheet of college ruled/lined notebook paper. The task is for the two runners to report all assigned personnel numbers and corresponding weapons numbers to the logistics team. The runners are only allowed to make two trips to the secure location to report information. The group members are not allowed to use pencils or pens to write on the blank paper provided.

POC – Capt Rob Folks

GLP – Weapons Serial Number Reporting (Deployed Ops)

Personnel Numbers

Assigned Weapons Serial Numbers

1	1442349
2	2314211
3	4321265
4	1239871
5	8432190
6	4328123
7	8432490
8	2131245
9	3457621
10	1458932
11	2319043
12	2310932
13	9876321
14	1243215
15	9421476
16	9632189
17	2316532
18	2544445
19	4449361
20	3481671

Warrior Run

GLP

Escape the Compound

Instructor Note: This GLP is designed to be discussed during a Flight warrior run. It's not too difficult to figure out if everyone is static, but the fluid dynamics of a warrior run create an environment of fog and friction, which makes the task more challenging.

Solution: Hanks, Buffett, Beam and Daniels go through the West Gate at 2000 hrs.

Student Scenario: Your unit has an eight person team operating within the walls of an enemy compound. You must choose which 4 members of the team will escape the compound, through which gate, to relay vital intelligence information to a nearby platoon of Marine Recon scouts. The window of opportunity to rally with the Marines and return undetected is short, so you must arrive at a specific time.

Cut out each clue and distribute one to each person in the flight.

You are Jones.

You are Smith.

You are Mathews.

You are Wilson

You are Hanks

You are Beam

You are Buffett.

You are Daniels.

If the time is 2000 hours, then the light is on.

If the light is on, the guards at the West gate are eating in the dining facility.

If a gate is unguarded, the team will proceed unnoticed through it.

If Jones goes, Smith goes.

If Smith goes, Wilson goes.

The time is 2000 hrs.

If the time is 2300 hrs, the light is off.

If Wilson goes, Beam does not go.

The guards at the East gate took a break last night at 2300 hrs.

If the light is off, Mathews goes.

If Mathews goes, Jones goes.

If Beam goes, Daniels goes.

If Mathews does not go, Hanks goes.

If Hanks goes, Buffett goes.

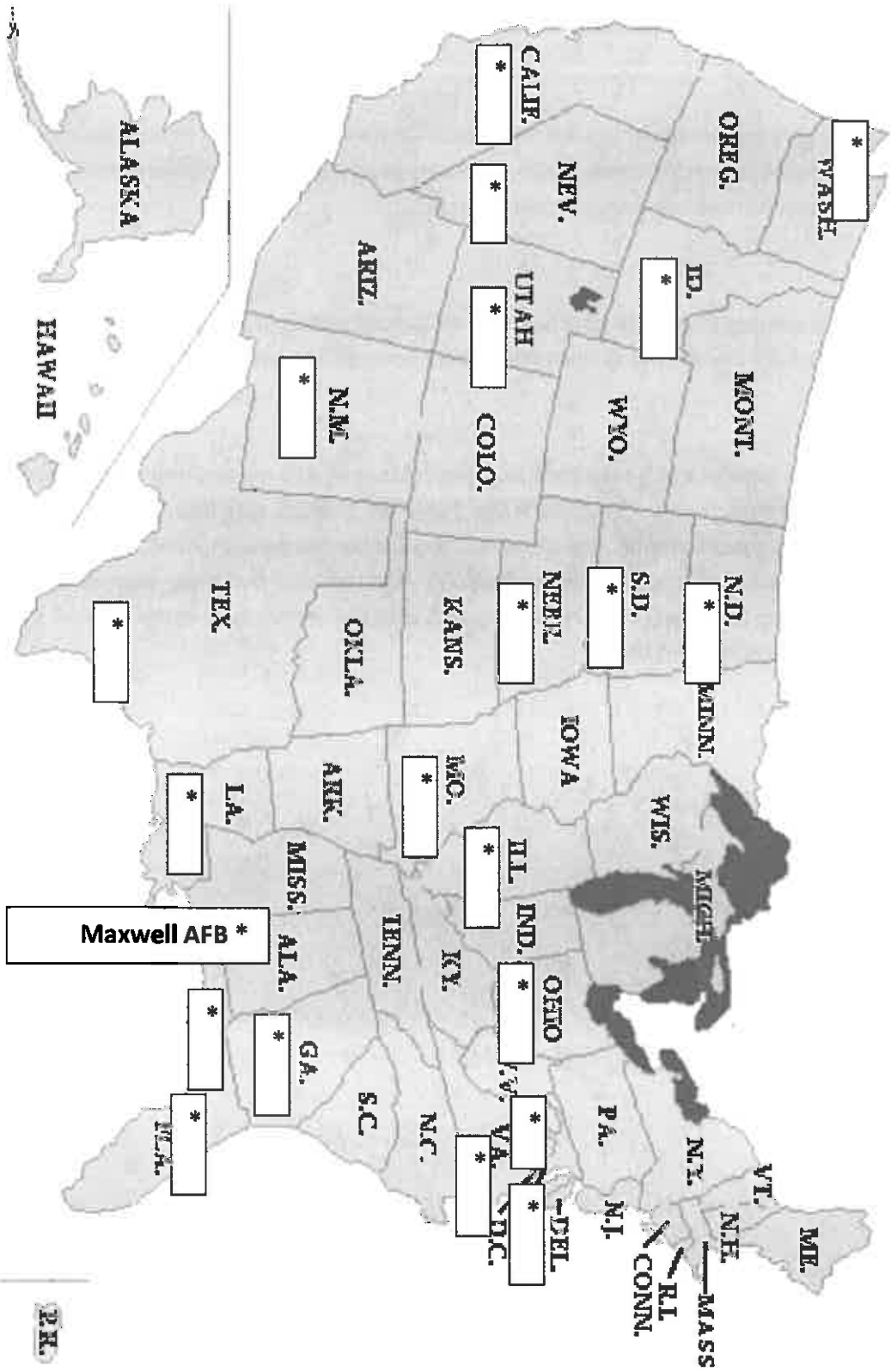
GLP – U.S. Air Force Base Locations and Coordinates Match Challenge (In-Garrison)

Purpose: Test group's knowledge of U.S. Air Force base locations and abilities to analyze, interpret and assign map coordinates to specific bases. Team members must gather, communicate, consolidate, document and report information within time limitation.

Time Required: Maximum 45 minute time limit. 18 of 20 base names and location coordinates must be correct to pass this GLP. Finish time will be recorded for competition among other flights.

Brief Outline: Group is given a U.S. map (first page) with Maxwell AFB marked with a dot and name. Maxwell AFB location coordinates = **32°22'45"N 086°21'45"W**. The U.S. map also contains 20 other dots representing Air Force base locations. The group is given a second page with 20 Air Force base names, marked 1-20 and 20 locations' coordinates marked 1-20. The task is to match the base names with the correct coordinates and then label the 20 U.S. map dots with the correct base name number and coordinates number (example = 1,20).

POC – Capt Rob Folks



U.S. Air Force Bases

1 – Dover AFB

2 – Travis AFB

3 – Minot AFB

4 – Barksdale AFB

5 – Tyndall AFB

6 – Eglin AFB

7 – Sheppard AFB

8 – Wright-Patterson AFB

9 – McChord AFB

10 – Andrews AFB

11 – Langley AFB

12 – Lackland AFB

13 – Robins AFB

14 – Nellis AFB

15 – Offutt AFB

16 – Scott AFB

17 – Whiteman AFB

18 – Mountain Home AFB

19 – Hill AFB

20 – Ellsworth AFB

Location Coordinates

1 - 30°29'00"N 086°31'31"W

2 - 33°53'49"N 98°30'54"W

3 - 41°06'49"N 095°55'42"W

4 - 48°24'57"N 101°21'29"W

5 - 30°4'43"N 85°34'35"W

6 - 29°23'23"N 98°36'45"W

7 - 38°48'39"N 076°52'01"W

8 - 36°14'10"N 115°02'03"W

9 - 38°15'46"N 121°55'39"W

10 - 32°30'07"N 093°39'46"W

11 - 47°08'15"N 122°28'35"W

12 - 38°43'49"N 093°32'53"W

13 - 39°07'42"N 075°27'53"W

14 - 39°47'55"N 84°05'02"W

15 - 41°07'26"N 111°58'22"W

16 - 37°04'58"N 076°21'38"W

17 - 44°08'42"N 103°06'13"W

18 - 32°38'24"N 083°35'30"W

19 - 38°32'43"N 089°50'07"W

20 - 43°02'37"N 115°52'21"W

Unscrambling the Secret Codes

Purpose: To enable the team members to experience team problem-solving processes. To give the team members an opportunity to observe and identify behaviors and methods that facilitate or hinder effective teamwork. To highlight the consequences of conflicts between individual objectives and team objectives. To provide a basis for exploring means to make teamwork more effective.

Time Required: 1 hour

Brief Outline: Below

Debrief: 15 minutes or more of a guided discussion discussing the successes/failures.

Unscrambling the Secret Codes

Goals:

1. To enable the team members to experience team problem-solving processes.
2. To give the team members an opportunity to observe and identify behaviors and methods that facilitate or hinder effective teamwork.
3. To highlight the consequences of conflicts between individual objectives and team objectives.
4. To provide a basis for exploring means to make teamwork more effective.

Group Size:

8 - 16 members per subgroup.

Time:

Approximately one hour.

Material:

1. A copy of the Unscrambling the Secret Codes Fact Sheet for each team.
2. A set of Unscrambling the Secret Codes Data Cards for each subgroup of the team.
3. Blank paper and a pencil for each team member.
4. A timing device.
5. A copy of the Unscrambling the Secret Codes Answer Sheet.

Process:

Divide the team into two subgroups of approximately equal size.

Each team member is given blank paper and a pencil.

Each subgroup is given a copy of the fact sheet and one set of the data cards; the cards are distributed as evenly as possible among the subgroup members. The subgroup members are told not to reveal the information on their cards to anyone else at this time.

The COC or cadet in charge instructs the teams to study the fact sheet and each member should study each of the cards assigned to them. (Five minutes)

The COC or cadet in charge explains that the subgroups will be timed as they unscramble the secret codes and match the munitions with the appropriate base, secret code. Field. and aircraft. The members of each subgroup are told that during the activity they may discuss the information on the cards that were assigned to them, but they may not pass the cards around for others to see. The COC or cadet in charge also explains the scoring system, tells the subgroup members that no more questions will be answered, and instructs the subgroup members to raise their hands when they arrive at a solution.

The COC or cadet in charge starts the timing device and tells the teams to begin. When a hand is raised, the COC or cadet in charge makes a note of the time and then checks the answer for accuracy.

If any part of the answer is wrong, the COC or cadet in charge merely tells the subgroup member or the subgroup to continue working on the problem because the answer is not correct. (Twenty-five minutes)

After both subgroups have found the correct solution, the COC or cadet in charge leads a discussion based on the following questions:

1. What individual behaviors and problem-solving methods facilitated your subgroup in solving the problem?
2. What individual behaviors and problem-solving methods hindered it?
3. At what points were you tempted to leave the subgroup and try to solve the problem on your own?
4. What choice did you make?
5. How do you account for your choice?
6. When an individual dropped out of your subgroup, how did you feel?
7. How did you feel when the individual rejoined your subgroup?
8. What did you learn about conflict between individual objectives and team objectives and its effect on teamwork?
9. In what ways could you make the teamwork more effective in this team?

By John E. Hebden. Adapted from The 1987 Annual: Developing Human Resources, edited by J.W. Pfeiffer, 1987, San Diego, CA: University Associates.

Scenario adapted by Major Dave Lauderback, HQ AFROTC/DOTC.

Submitted by the cadre and cadets of Det 390, University of Michigan.

Unscrambling the Secret Codes Fart Sheet

Five nuclear munitions:

blue bomb; green bomb; purple missile; red missile; yellow rocket

Five bases where one each of the nuclear munitions are located:

Alpha AFB; Bravo AFB; Charlie AFB; Delta AFB; Echo AFB

Five secret codes to use one each of the nuclear munitions:

727253; 1799351; 4219530; 10429538; 42911786

The yields of the five nuclear munitions (not in order):

10K; 15K; 20K; 25K; 30K

The aircraft that delivers one each of the five nuclear munitions (not in order):

B-99; FB-50; B-5; FB-12; A-25

Instructions

Your subgroup's task is to match each of the nuclear munitions with its base, secret code, yield, and the aircraft used to deliver it.

Scoring

If your subgroup has solved the problem correctly in every aspect the first time it submits an answer, it will receive a score of 100 minus the number of minutes it took to find the solution.

Each time a subgroup submits an answer that is not correct in every aspect, five points will be deducted from its score as it continues to try to solve the problem.

At any time, you--as an individual--may drop out of the subgroup effort and propose your individual solution. If the first individual answer that you submit is correct in every aspect, your score will be 100 minus half the number of minutes that were taken to solve

the problem. You may then share the correct answer with your subgroup, and your individual score will become your subgroup's score. If your solution is not correct in every aspect, you may rejoin the subgroup and deduct ten points from the subgroup's score (that is, 100 minus the number of minutes required to solve the problem minus an additional ten points). This will be your only opportunity to rejoin the subgroup. If you choose to continue to work on your own, deduct 15 points from your individual score. For each additional time that you submit an incorrect answer, deduct five points from your individual score.

Unscrambling the Secret Codes Data Cards

Prior to conducting the activity, the COC or cadet in charge must cut these statements into individual cards or strips. There must be one set per subgroup.

1. The yellow rocket's secret code and the green bomb's code contain the same number of digits.
2. The red missile is delivered by the A-25.
3. The green bomb is not delivered by the B-5.
4. The yield of the nuclear munitions that's delivered by the B-99 is 15K.
5. The secret code used at Charlie. AFB has six digits.
6. The yellow rocket is not located at Delta AFB.
7. The yield of the nuclear munitions located at Alpha AFB is 15K.
8. The blue bomb is not located at Delta AFB.
9. The nuclear munitions's secret code delivered by the B-99 is 42911786.
10. The yield of the nuclear munitions with the secret code 4219530 is 20K.
11. The yield of the nuclear munitions that's delivered by the B-5 is less than 15K.
12. The yellow rocket is delivered by the FB-12.
13. The yield of the nuclear munitions located at Charlie AFB is more than 1 OK.
14. The yield of the green bomb is 25K.
15. The FB-12 is in an underground hanger at Echo AFB.

16. The blue bomb's secret code is 10429538.

Unscrambling the Secret Codes Answer Sheet

<u>Nuclear Munitions</u>	<u>Aircraft</u>	<u>Base</u>	<u>Secret Codes</u>	<u>Yield</u>
Blue Bomb	B-5	Bravo AFB	10429538	10K
Green Bomb	FB-50	Delta AFB	1799351	25K
Purple Missile	B-99	Alpha AFB	42911786	15K
Red Missile	A-25	Charlie AFB	727253	30K
Yellow Rocket	FB-12	Echo AFB	4219530	20K

TRAFFIC JAM

Purpose: To emphasize the importance of teamwork, communication, informal leadership, and the stages of group growth (forming, storming, norming, and performing).

Time Required: 10-15 Minutes

Materials: 7 pieces of paper

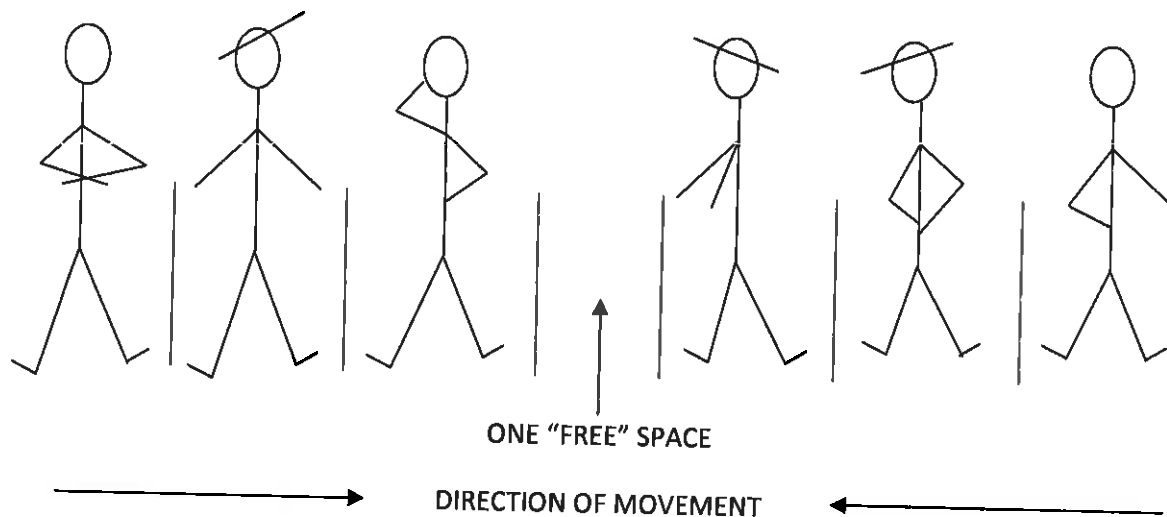
6 Students

Remaining students observe

Brief Outline:

This exercise can be set up basically anywhere. Place all seven pieces of paper in a line on the floor approximately one foot apart from each other. Have each student stand on a piece of paper leaving the one in the center empty. All students will face the center "free" space. The objective is for the teams to exchange places.

The rules are: Only one person can move at a time, you can move either directly into a "free" space or else by passing a member of the other team. A pass is simply going around the person and into the "free" space. You can only pass one person at a time. You may not, at any time, pass members of your own team. Team members can only go in one direction. In other words, once you have moved forward you can not move backwards at any time. If the attempt is unsuccessful all team members must return to their original place and start over.



To make it more difficult you can:

- Blindfold 1-2 members on each team
- Do not allow anyone to verbally communicate
- Allow one team to talk, but they can't verbally communicate to the other team
- Whatever else you can come up with to make it more difficult

Debrief: Discuss the role of an informal leader and if one emerged, the importance of clear communication to all team members, teamwork, and the different stages of group growth.

The Worst TV Show Ever (In-Garrison GLP)

Purpose:

This activity allows teams to use their creativity and problem-solving skills while working together to brainstorm ideas for a new TV show.

Time Required:

5 min intro/division of teams

40 min brainstorming

15 min debrief

1 hr total

Brief Outline:

1. Advise participants they're going to have a chance to creatively problem-solve. They'll be divided into teams and each team will have the same problem to solve. They'll have 40 minutes to come up with as complete a solution as possible.
2. Read GLP instructions to the flight and divide participants into teams and assign places to work.
3. Start timing. At 30 minutes, advise teams they have 10 more minutes. At 35 minutes, advise groups they only have 5 more minutes. Call time at 40 minutes.
4. Reassemble the teams in one location. Have each team choose a spokesperson to describe their "worst ever" TV show.
5. Ask the group to comment on the other team's ideas. Ask each group to describe the process (or lack of a process) they used to come up with solutions. Ask the participants whether

Debrief:

Brainstorming is not always the best way to come up with a creative solution. Some people may be shy. Politics may influence whose ideas are given more weight. Many people often believe structure cuts down on creativity. However, a structured problem-solving method such as that used by Team B can be successfully used to generate novel solutions. It also works in situations where members can't meet (use email to distribute ideas).

GLP Group Instructions

You work for a new, small television company that wants to break into the big time by having a hit. You realize that people expect the good shows to be on at 9:00 and 10:00 in the evening. But your company is so small that they've decided to go against what is considered common sense and have a midnight hit. It is your job to come up with the idea.

When watching the Rocky Horror Picture Show for the 20th time, you suddenly are hit with an idea. You look at your friends on the sofa with you and realize that many cult shows gain a loyal following. You decide then and there to create a show that will become a cult legend. You've seen how people love laughing at bad shows so you decide to create the worst show ever and bill it as such. You turn off the TV and look at your friends. "Come on," you say, "We're going to design the worst television show ever."

THE GAUNTLET

Purpose: To emphasize the importance of teamwork, communication, informal leadership, setting priorities, and the six-step problem solving process.

Time Required: 30-40 Minutes

Materials: 1 Flight or can be completed with the entire squadron
 2 print outs of the rules and exercises below
 2 pens/pencils

Brief Outline:

This exercise can be set up basically anywhere. When using a single flight, split the flight in half in order to have two separate teams (try to even out the number of females for each team). The Flt/CC may choose a team leader for each team if they desire.

The rules are: Your flight will have 30 minutes to complete all of these exercises. You will have 5 minutes of planning time to decide how your flight will successfully complete the entire exercise. During the planning phase you must also stretch. One member of the team must record/keep track of the team's results and present the final total to the Flt/CC at the end of the exercise.

Note: All cadets must participate, however; they do not have to complete every exercise. For example, if your flight chooses to complete 400 push ups, 4 cadets will be allowed to complete 100 push ups each. The repetitions do not have to be equally split between participants. For example, to complete 400 push ups, one cadet can do 110 push ups towards the total while another cadet could do 90. The cadets must also state the count of the exercise at all times. It is mandatory to hydrate between every exercise and cadets are allowed to hydrate at will. At least 4 cadets must be performing the exercise for the repetitions to be counted. Flights cannot be split into more than two groups. Example: 6 cadets are performing sit-ups and 4 cadets are performing push ups. There is no requirement for having one female within the group of 4.

Exercise	Repetition	Points
Push ups	400	20
Miles	12	30
Side straddle hop	800(4 count)	40
Sit ups	800 (4 count)	40
Flutter Kicks	800 (4 count)	40
Front Leaning Rest	120 minutes	40
Arm Circles	1800 (4 count)	40
Body Builders	320	50
6-inch hold	100 minutes	50
Diamond Push-ups	640	70
Ranger/Square Push-ups	40	75
Pull ups (palms away)	40	50
Chin ups (palms towards)	40	50

If the flight completes all the above exercises before time expires for the GLP the flight will earn an additional 100 points. You can continue to perform the following exercises for bonus points.

Exercise	Repetition	Points
Push ups	10	1
6-inch hold	2 consecutive minutes	10

Debrief: Discuss the role of an informal leader and if one emerged, the importance of clear communication to all team members, teamwork, the six-step problem solving process, and how the team set their priorities.

Square Pegs

Purpose: To establish a working relationship with the group, and to have them work together towards a common goal.

Time Required: From 5 minutes to 30 depending on the restrictions you put on the group (i.e. blindfolds, no talking, etc.)

Brief Outline: This requires four 2x4s or 4x4s or some other items of equal length (preferably about 6 to 10 feet) to balance on. Set them up in a square, and have your flight stand on the boards equally spaced. Give them a task like “arrange yourselves in alphabetical order by last name”, or “get everyone to the point which is exactly opposite of them right now (straight across is not 180 degrees away, so they will have to pass people and not just move together)”. The fewer times someone touches the ground, the better they do (someone needs to be counting the touches). There’s a million tasks you can give them, just be creative and watch how they work together.

Debrief: The debrief should focus on their interaction. Did they change their tactics when they were falling off the boards too much. Did they handle disagreement well when there was dissension?

This is more of a fun GLP and doesn’t have a lot to do with the military. However, it can be helpful in bringing a group together, and hopefully being more of a team. It will also reveal leadership traits in individuals.

Room Switch

Purpose: To foster planning, teamwork and communication within a limited time period.

Time Required: One hour

Brief Outline: This is a Squadron wide GLP. The cadets are told that they have one hour to switch their rooms to the other side of the hallway. However, they are not allowed to touch the floor of the hallway. They must then make sure that their rooms are in inspection order.

Debrief: The most logical solution is to physically stay in each room and pass items to the cadets across the hall so as not to touch the floor of the hallway. Ways of combining items together save time such as wrapping many items in sheets or putting things in the duffle bags. The cadets must then trust one another to get the other group's room in inspection order. Cadets must use teamwork in order to transfer items. No one group can switch rooms alone. They must also trust one another to get their rooms in inspection order. Prior planning is required because ways of transferring the items can either help or hinder in the process of getting the rooms in inspection order.

Need a quick activity with minimal directions that can also be picked up at a later time if necessary?

This is the perfect opportunity to give other underutilized flight positions the time to further contribute to the flight. For example have the flight academic officer give impromptu briefings on the Airman's Manual, have the flight drill and ceremonies officer teach proper drill movements, or have the Safety Officer give a safety briefing based on what common problems they've encountered in their flight (blisters, personal hygiene, etc.)

Quick Flight Commander Time Ideas/GLPs

1. Have your flight come up with meaningful call signs for each other.
2. Have your flight come up with three goals for their time at FT (stress the goals should be measurable.)
3. Break the flight into 4 groups and have them come up with a list of the ten most important leadership traits-with reasons. Have the entire flight come back together and choose the top five traits.
4. Have your flight break up into groups of 3 and have them learn more about each other (goals, aspirations in the Air Force, etc); later that night have a journal topic where they must write facts about the cadets they spoke with that day or challenge them and have them write facts about a cadet they did not speak with.
5. What is a great team? Is this flight currently a team?
6. What will be the biggest challenge for 2nd Lieutenants in upcoming years?
7. What are you most worried/excited about when you become a new POC?
8. PT Deck Workout: Have each cadet select a card from the deck and have the flight perform that many reps of a chosen exercise; to increase difficulty double the repetitions.
9.
 - a) Split the flight into two separate teams and have them write one interesting fact about themselves that no one would know.
 - b) Compile them on one sheet of paper and give it to the other team.
 - c) Give the flight a few minutes to work together in their teams to match the person from the other team to the interesting fact on the sheet.
 - d) Come together, go over the list and see what everyone put down. Provide feedback for them on the exercise.
10. Human Knot:
 - a) Have your flight stand in a circle.

b) Instruct them to hold the hand of another cadet who is not directly next to them or across from them.

c) Have them untangle themselves, however begin with only allowing one cadet to talk. As time elapses, allow different cadets to join in. For example, only allow female cadets to talk or cadets from a certain state to talk.

11. Sheet GLP: Have your flight or squadron stand on a sheet and flip it without anyone stepping off. For added difficulty only let certain cadets talk. Furthermore, add disabilities such as C/Jones can no longer use their right leg.

12. Mine Field GLP: Have a cadet navigate their flight through a mine field in the hallway. You can use paper plates or sheets of paper. Everyone except the navigator will have their eyes closed.

13. Welded Ankle GLP: Have your flight line up with the sides of their boots touching. Next, instruct them to walk 15 yards without having their boots break contact.

14. Tallest Structure GLP: Issue paper and tape and instruct the cadets to build the tallest structure they can.

15. LLAB GLP: Have your flight come up with a mock LLAB and a chain of command.

16. Choose 3 cadets: assign each of these cadets either the ability of sight, speech, or movement; however they will be disabled in the other two abilities. Have them navigate the flight to a desired point of your choosing.

17. Air Force GLP: Tell the flight to close their eyes and stand shoulder to shoulder in a circle. Have them count off and remember their numbers. Next, tell each cadet to shake the hand of the cadet to their left and state, "How are you doing?" the other cadet responds, "Outstanding!" Next, have the flight scramble around. Finally, have them realign in their sequential order with their eyes still closed, the only thing they can say is "How are you doing?" and "Outstanding!"

Puzzling GLP – Instructor Copy (note – Capt Baumgartner, Quebec Flight/CC has the puzzle)

Supplies Needed: puzzle, stopwatch

Scenario: Time begins when the scenario is handed to the team leader. You have 20 minutes to reach your rally point, and have come to an expected fork in the road. Choose the wrong direction and you'll miss your rendezvous with airlift. You have 24 pieces of intel (a puzzle) which will help you determine the correct route. You need at least 50 points to successfully complete the mission. To complete the mission, tell your Flight Commander which fork you will take: left or right.

Additional Information:

- Flight members may only touch the puzzle pieces issued to them
 - Touching a puzzle piece issued to another cadet is a 30-second penalty (no work, no discussion)
 - “30-second penalty – touching another flight member’s intel. Cease work, no discussion.”
- Only one flight member may speak at a time
 - Two or more flight members talking at the same time is a 15-second penalty (no work, no discussion)
 - “15-second penalty – more than one flight member speaking at the same time. Cease work, no discussion.”
- You begin with 100 points and lose 5 points for each minute spent working on the puzzle
- Complete the puzzle and earn an additional 25 points
- Time is stopped when the team leader reports in to the Flight Commander or CTA using this statement verbatim: “Sir (Ma’am) we will proceed to the rally point using the (left or right) fork in the road.

Possible solutions: The puzzle consists of 24 pieces and is a picture of “Diego” pointing to the left. Two of the puzzle pieces, if placed together will provide the correct direction (left). As long as this is accomplished and properly reported before 10 minutes passes, the flight will have the required 50 points.

Completing the entire puzzle is a second option, and if completed and properly reported within the first 15 minutes, the flight will have the required 50 points.

Some evaluation points: Look for the team leader to recognize the need to understand the penalties and establish ground rules to avoid them early in the exercise. Multiple cadets will likely start talking immediately – be prepared to penalize the flight as soon as you hand them the scenario. Team leader should establish a method to ensure only one cadet speaks at a time very early in the exercise.

Looking for: effective time management, ability to recognize and enforce ROEs, effective communication when commo is constrained, attention to detail.

Puzzling GLP – Student Copy

Scenario: Time begins when the scenario is handed to the team leader. You have 20 minutes to reach your rally point, and have come to an expected fork in the road. Choose the wrong direction and you'll miss your rendezvous with airlift. You have 24 pieces of intel (a puzzle) which will help you determine the correct route. You need at least 50 points to successfully complete the mission. To complete the mission, tell your Flight Commander which fork you will take: left or right.

Additional Information:

- Flight members may only touch the puzzle pieces issued to them
 - Touching a puzzle piece issued to another cadet is a 30-second penalty (no work, no discussion)
- Only one flight member may speak at a time
 - Two or more flight members talking at the same time is a 15-second penalty (no work, no discussion)
- You begin with 100 points and lose 5 points for each minute spent working on the puzzle
- Complete the puzzle and earn an additional 25 points
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Plane Crash Survival

Introduction

This exercise enables student groups to discover how they work together; their strengths and how they need to improve.

Evaluation

Students will be utilizing the problem solving process, group and team dynamics, followership and leadership. As an evaluator, you can chose to evaluate a team as a whole, or assign a leader of each group and evaluate them.

Explanation

You and your companions have just survived the crash of a small plane.

Both the pilot and co-pilot were killed in the crash.

It is mid-January, and you are in Northern Canada. T

The daily temperature is 25 below zero, and the night time temperature is 40 below zero.

There is snow on the ground, and the countryside is wooded with several creeks criss-crossing the area.

The nearest town is 20 miles away.

You are all dressed in city clothes appropriate for a business meeting.

Your group of survivors managed to salvage the following items:

1. A ball of steel wool
2. A small ax
3. A loaded .45-caliber pistol
4. Can of Crisco shortening
5. Newspapers (one per person)
6. Cigarette lighter (without fluid)
7. Extra shirt and pants for each survivor
8. 20 x 20 ft. piece of heavy-duty canvas
9. A sectional air map made of plastic
10. One quart of 100-proof whiskey
11. A compass
12. Family-size chocolate bars (one per person)

Individual selections (5 min)

Each individual will rank the 12 items from most important to least important and be able to explain the reason why they have ranked the items.

Team selections (15 min)

Once the individual selections are complete, divide the group into teams (5 to a team). The team will then rank the 12 items from most important to least important. The decision must be unanimous. Groups must discuss why they are choosing items, what their priorities are, and come to a unanimous decision.

Discussion (15 Min)

Evaluate each team. Take them through the 'expert' answers.

Further Explanation

Mid-January is the coldest time of year in Northern Canada. The first problem the survivors face is the preservation of body heat and the protection against its loss. This problem can be solved by building a fire, minimizing movement and exertion, using as much insulation as possible, and constructing a shelter.

The 20 miles to the nearest town is a long walk under even ideal conditions, particularly if one is not used to walking such distances. In this situation, the walk is even more difficult due to shock, snow, dress, and water barriers. It would mean almost certain death from freezing and exhaustion. At temperatures of minus 25 to minus 40, the loss of body heat through exertion is a very serious matter.

Once the survivors have found ways to keep warm, their next task is to attract the attention of search planes. Thus, all the items the group has salvaged must be assessed for their value in signaling the group's whereabouts.

Priorities should be:

1. Warmth or Survival in general
2. Rescue by attracting attention via signaling

Ranking of Items

The ranking of the survivors items was made by Mark Wanvig, a former instructor in survival training for the Reconnaissance School of the 101st Division of the U.S. Army.

Mr. Wanvig currently conducts wilderness survival training programs in the Minneapolis, Minnesota area.

1. Cigarette lighter (without fluid)

The gravest danger facing the group is exposure to cold. The greatest need is for a source of warmth and the second greatest need is for signaling devices. This makes building a fire the first order of business. Without matches, something is needed to produce sparks, and even without fluid, a cigarette lighter can do that.

2. Ball of steel wool

To make a fire, the survivors need a means of catching the sparks made by the cigarette lighter. This is the best substance for catching a spark and supporting a flame, even if the steel wool is a little wet.

3. Extra shirt and pants for each survivor

Besides adding warmth to the body, clothes can also be used for shelter, signaling, bedding, bandages, string (when unraveled), and fuel for the fire.

4. Can of Crisco shortening

This has many uses. A mirror-like signaling device can be made from the lid. Use steel wool. Will reflect sunlight and generate 5 to 7 million candlepower. This is bright enough to be seen beyond the horizon.

If they had no other means of signaling than this, they would have a better than 80% chance of being rescued within the first day. There are other uses for this item. It can be rubbed on exposed skin for protection against the cold. When melted into an oil, the shortening is helpful as fuel. When soaked into a piece of cloth, melted shortening will act like a candle. The empty can is useful in melting snow for drinking water.

5. 20 x 20 foot piece of canvas

The cold makes shelter necessary, and canvas would protect against wind and snow (canvas is used in making tents). Spread on a frame made of trees, it could be used as a tent or a wind screen. It might also be used as a ground cover to keep the survivors dry. Its shape, when contrasted with the surrounding terrain, makes it a signaling device.

6. Small ax

Survivors need a constant supply of wood in order to maintain the fire. The ax could be used for this as well as for clearing a sheltered campsite, cutting tree branches for ground insulation, and constructing a frame for the canvas tent.

7. Family size chocolate bars (one per person)

Chocolate will provide some food energy. Since it contains mostly carbohydrates, it supplies the energy without making digestive demands on the body.

8. Newspapers (one per person)

These are useful in starting a fire. They can also be used as insulation under clothing when rolled up and placed around a person's arms and legs. A newspaper can also be used as a verbal signaling device when rolled up in a megaphone-shape. It could also provide reading material for recreation.

9. Loaded .45-caliber pistol

The pistol provides a sound-signaling device. (The international distress signal is 3 shots fired in rapid succession). The butt of the pistol could be used as a hammer, and the powder from the shells will assist in fire building. By placing a small bit of cloth in a cartridge emptied of its bullet, one can start a fire by firing the gun at dry wood on the ground. The pistol also has some serious disadvantages. Anger, frustration, impatience, irritability, and lapses of rationality may increase as the group awaits rescue. The availability of a lethal weapon is a danger to the group under these conditions. Although a pistol could be used in hunting, it would take an expert marksman to kill an animal with it. Then the animal would have to be transported to the crash site, which could prove difficult to impossible depending on its size.

10. Quart of 100 proof whiskey

The only uses of whiskey are as an aid in fire building and as a fuel for a torch (made by soaking a piece of clothing in the whiskey and attaching it to a tree branch).

The empty bottle could be used for storing water. The danger of whiskey is that someone might drink it, thinking it would bring warmth. Alcohol takes on the temperature it is exposed to, and a drink of minus 30 degrees Fahrenheit whiskey would freeze a person's esophagus and stomach. Alcohol will actually reduce your body heat.

11. Compass

Because a compass might encourage someone to try to walk to the nearest town, it is a dangerous item. It's only redeeming feature is that it could be used as a reflector of sunlight (due to its glass top).

12. Sectional air map made of plastic

This is also among the least desirable of the items because it will encourage individuals to try to walk to the nearest town. It's only useful feature is as a ground cover to keep someone dry.

Questions for discussion

Did you do better by yourself or as a group?

How did your group reach their decision?

What roles did group members adopt?

Did you listen to each other?

What have you learned about the functions of a group?

What would you do different next time?

Paper Tower Icebreaker

A quick table-top exercise for individuals or teams, and a quick version of the bigger newspaper tower activity.

Issue a single sheet of paper (A4 or international equivalent) to each group member (or one sheet per team if the exercise is to be played as a team game).

Instructions:

- Using the sheet of paper only - no other materials - construct the tallest free-standing structure - in 5 minutes.

Points to review:

- Planning and timing - who planned and who ran out of time?
- Pressure - what were the effects on people and performance from the pressure of time?
- Innovation - what innovative ideas were devised?
- Risk - what observations could be made about high-risk and low-risk methods/approaches?
- Learning - would each team/individual be able to improve their result at a second attempt? (Almost certainly.) Discuss how and why, and the value of experience.
- Best practice - if the whole group were to be given the task to build a single tower what ideas would be combined, and what does this tell us about the power of collective ideas?
- Skills - what skills were found to be crucial for best performance of the task, and could you have guessed what these vital skills would be before the exercise, or did they only become apparent after actually attempting the task? And what does this tell us about the identification of skills (to be developed/taught) for a given task?
- (If played as a team game) what were the opportunities and challenges in enabling the team to perform the task effectively? Consider and suggest a process which would enable an effective team approach to the task: What elements and principles from this are transferable to normal operations and team-working?
- Process improvement - what single tool or additional material (no larger than the width of the paper sheet) would achieve the greatest improvement to the result?

Incidentally the best technical approach to this task almost certainly requires the construction and use of connectable tubular rolled or triangular telescopic sections, made from lengthways strips of the sheet. Using this technique it is possible to make a tower at least three times higher than the length of the sheet. If you know better and/or have pictorial evidence of a better solution please send it to share with others on this webpage.

The exercise can be adapted to suit your situation, for example giving group members 15 minutes for the task and issuing an extra practice sheet of paper will increase the depth and complexity of the task and the review.

Operation PUNCTUALITY

(recommend split into two teams, then compare notes & rationale)

- You are one of several flights that must march to a consistent itinerary of events on a similar, if not identical, timeline.
- Your team may choose to work on either of two situations during the allotted time;
 - o Getting from a usable IDE area to the dining facility in the best possible time.
 - o Getting multiple flights from quarters to reveille pad in under _____ minutes.

Constraints (not all, but some):

- May only walk on improve surfaces (i.e. not on grass)
 - o Limit time on roads to crossings only.
- Follow only approved, properly-executed drill instructions while in formation. Individuals must organize into a formation in proximity to the building they are exiting. (i.e. cannot forego marching...or push the limits of how far away from building)

Your team has 20 minutes to consider solutions and a considerable amount of time in the near future to test and/or implement proposed solutions.

Obstacle Course

Break up into groups of three. One person is blind folded. The object is to guide the blind folded person to an object and have them bring it back. Person #2 cannot see the object or the field but can talk. Person #3 can see the field of operation and the object, but cannot talk. Person #2 and person #3 must guide the blind folded person to object and return. You can add difficulty by adding obstacles. But it is difficult enough usually with 5 teams all trying to shout to their teammates at the same time.

Others:

any logic problem (plenty of magazines available) or sudoku can be modified into a GLP. Give each person a clue to the puzzle. They cannot show the clue to anyone. Only the leader can talk.

Any task (such as cleaning tents or loading luggage onto a bus) can be turned into a GLP by adding obstacles and restrictions. For example, last year everyone had to clean the tents prior to leaving Blue Thunder. Our squadron had to clean all three tents. They had to have everything (cots, duffel bags...) out of the tent to sweep a tent but they could not put anything outside. Only the leader could talk. We gave them a 15 minute planning session and 90 minutes to execute. Times can easily be changed. Other obstacles can be added.

Have a flight line up by birthdays (you can use anything here.....model year of first car) without talking.

Title: Number Sort

Purpose: Practice listening and communication skills under a time constraint with an achievable objective

Time Required: 10 min

Brief Outline: Cadets will be given a random number (1-99) by the Flt/CC. These numbers should not be in consecutive order (i.e. 1-20). Have the cadets line up in a line facing out (not one in front of the other and about 2-3 feet apart). Give the cadets 10 minutes to execute a sorting algorithm that results in all cadets lined up in sequential order. Cadets are only allowed to talk to the cadet on either side and all communication must be in a whisper. If the Flt/CC hears any noises that can be heard by cadets not on either side of the speaking cadet he/she will give the entire team a warning. Cadets can only move once to find their correct location. This movement can be to any other place in the line between, in front, or behind another cadet. They are not replacing anyone with this movement.

Directions to Cadets:

“For today’s group leadership problem each one of you has been given a number between 1-99. When I say go you will have 10 minutes to get in the correct sequential order with the smallest number on the left and the largest number on the right. You may only communicate to the cadets on either side of you and all communication must be done in a whisper so that your fellow teammates cannot hear if they are not on your immediate right or left. You may only move out of position to insert yourself into the line at your correct position one time. Once you have moved you are not allowed to move again. If I see any violations I will call a warning. You are allowed 2 warnings before the exercise is terminated and you are asked to stop. Are there any questions?”

Challenges: communication limited only to neighboring cadets, limited movement, remembering the information you heard and passing to another, not knowing what the smallest (or largest) number is in the sequence

Debrief questions:

- 1) What was the most difficult challenge you faced?
- 2) How did the communication barrier affect your ability to accomplish the mission?
- 3) Was the objective easily understood by all?
- 4) Ask different cadets whether they felt like they knew what was going on at different points during the exercise.
- 5) Was there a leader? How did you know?
- 6) Would this have been easier if I had given you 3 min to plan before execution? How would this have changed your approach?

MOONBASE ALPHA

Goals/Purpose:

Team members must share information with each other. Members must gather and consolidate critical information and act on it, under limitations of time and communication. All members must know the plan and understand the group goals to succeed. Tests individual and group problem-solving and communication skills.

Group size:

11-30 members (must have at least 11 participants)

Time:

1 - 1.5 hours

Material:

Clue ships

Notepad

Participant handout

Markers to identify "bubble areas"

Stopwatch or watch to keep time with

Process:

Planning period -- approx. 45 minutes

Pass out the handouts (have enough copies so all can see)

Observe how the students make their plan for the execution phase. Note key players and key points of the proposed plan (s).

At the end of the allotted time (or when the students say they're finished) collect the handouts.

Execution phase -- approx. 15 - 35 minutes

Explain the layout to the participants. Point out where each numbered 'bubble' area is.

Hand out the clues, one per cadet. There are eleven critical clues, each having a serial number ending in "11". All eleven of these clues must be given out to solve the exercise. Have the participants go to their appropriate "bubble". They may not show their clue to anyone since it represents "head" knowledge. Also explain that the time begins when you say "begin".

When the participants are in their "bubble" areas, give the start signal and start the timer.

Observe the cadets' execution of their plan. Wander the area and observe their activity.

Solution - Seven students should report to you and read the following numbers in any sequence. Make a checkmark after each number read. If the number isn't on the sheet, make a checkmark motion anyhow. After the last student has finished, if they don't have the correct answer, just tell them "The shuttle doesn't respond" and let them go back for another try. You might want to amble along with one of the incorrect cadets to see what's going on in that subgroup of cadets.

Sequence:

211 - 311 - 411 - 611 - 711 - 811 - 91 1. These represent the docking expert, microbiologist, pilot, nav, life support expert, science officer, and mission specialist.

When time is up, stop them (or let them continue until they come up with a solution), collect the clues and start the critique. Let the cadets carry it as much as possible.

**MOONBASE ALPHA
Scenario Layout**

Bubble 4: capacity 3

Bubble 3: capacity 3

Bubble 2: capacity 3

Bubble 1: capacity 5

Bubble 5: capacity 5

Bubble 6: capacity 3

Bubble 7: capacity 3

Bubble 8: capacity 5

MOONBASE ALPHA Cadet Handout

Purpose: This exercise requires you to determine and consolidate critical information and act on it, under limitations of time and communication. All participants must know the plan and understand the group goal if you are to succeed. This will be a test of your individual and group problem-solving and communicating skills.

Objective: You are the survivors of MOONBASE ALPHA who must get a critical bioprocessing unit delivered to L-5 colony Grissom Station. You must hurry because the part is necessary to prevent total collapse of the life support system, which was sabotaged. Sabotage also damaged your base and you are the only ones left. There is only one shuttle craft left operational in the hangar bay. You must decide on the crew, decipher the access code, and deliver that part. One of you knows the secret to the shuttle code. None of you know each other well; you worked in different parts of the base. The shuttle can only hold a maximum crew of seven. The bio unit needs special care. You all have different pieces of information. Your time is running out. The L-5 colonists are dying.

The Task: Cadet _____ will act as the shuttle. When you're ready to blast off, your shuttle crew should report to "the shuttle" and state the access code. After you've stated the entire code, "the shuttle" will indicate whether or not you are on your way. Don't waste time with guesses; there are millions of possible combinations and the colonists are dying.

The information slips you receive give your starting bubble location. Damage to the base has isolated you from each other and there is no surviving meeting area that can hold more than five at a time. Most areas can hold only three at a time.

You have bio-suits enough for unlimited trips between areas, but you must quickly enter each bubble to avoid the ambient radiation outside the shelters. You may not give or show your info slips to anyone else; the knowledge is supposedly in your heads and must therefore be passed by word of mouth. Talk low enough that you cannot be heard in adjacent areas; after all, there's a vacuum between you.

As you start, only one of you even knows the form the access code will take.

Each of you will have an info slip of the following type:

Example: You are Moreau
Serial number 875
You are the codes expert
You've given the pilot all the codes needed for approach clearance

Example: You are Falkenburg

Serial number 837

You are a plumber

Bubble 5 has a slow leak and will be out of air in 2 days.

Example: You are VanRijn

Serial number 419

You are a neurologist

The code specialist is needed for approach verification at Grissom.

MOONBASE ALPHA Info Slips

You are Solo Bubble 1
Serial number 1011
You are the cargo master
Docking with Grissom will require an expert at docking

You are VanRijn Bubble 2
Serial number 1111
You are the cryogenics expert
To stay healthy the bio unit will need constant care by the microbiologist

You are Scott Bubble 3
Serial number 511
You are the flight engineer
The pilot must be on the crew

You are Kinneson Bubble 4
Serial number 411
You are the pilot
The science officer will be needed to install the unit at Grissom Station

You are Dumarest Bubble 5
Serial number 611
You are the astronaut
You have family at Grissom Station

You are Rogers Bubble 6
Serial number 211
You are the docking expert
The mission specialist must help you during the complex docking procedures at Grissom Station

You are Thoris Bubble 7
Serial number 311
You are the microbiologist
Grissom Station says they have to have another life support expert

You are Spock Bubble 8
Serial number 811
You are the science officer
You are also qualified as a copilot

You are McCoy
Serial number 236
You are the medical doctor
The science officer also has an M.D. Bubble 1

You are Moreau
Serial number 875
You are the codes expert
You've given the pilot all the codes needed for approach clearance Bubble 2

You are Falkenburg
Serial number 627
You are the plumber
MOONBASE ALPHA only has water for 2 weeks Bubble 3

You are Cabot
Serial number 911
You are the mission specialist
You've done simulator training of just such a mission Bubble 4

You are Kanobi
Serial number 111
You are the fuels specialist
The access code consists of the serial numbers of the crew -- in any sequence. Bubble 5

You are Carter
Serial number 711
You are the life support expert
The crew must have a navigator for the in-flight corrections
The auto systems are on the fritz Bubble 6

You are O'Leary
Serial number 999
You are the entertainer
The USO return ship will be here in one week Bubble 7

You are Hollander
Serial number 36
You are the physical therapist
You also are a computer specialist Bubble 8

You are Flandry
Serial number 435
You are the security guard
The saboteur was killed in the blast Bubble 1

You are Talbot Serial number 23 You are the archaeologist There are no monoliths on the moon	Bubble 2
You are di Griz Serial number 123 You are the astrophysicist The next meteor shower will occur in 3 weeks	Bubble 3
You are Forbin Serial number 566 You are the computer specialist You already programmed the shuttle for the flight	Bubble 4
You are Atreides Serial number 47 You are the visiting VIP You do not want to stay behind on the moon	Bubble 5
You are Prescott Serial number 666 You are the chaplain You also have been trained in fuels and plumbing	Bubble 6
You are Cook Serial number 57 You are the cook There is nothing to cook, only high vitamin pastes remain	Bubble 7
You are Samms Serial number 678 You are the radiologist No refueling will be needed en route	Bubble 8
You are Xiang Serial number 900 You are the Chinese exchange officer You want to find the language expert to find out what is going on here	Bubble 1
You are Glenn Serial number 849 You are the psychologist The pilot was suffering from shock but appears to have recovered	Bubble 1

You are Carpenter
Serial number 573
You are the language expert
All **MOONBASE ALPHA** personnel understand English even though they come from eight different countries

Bubble 5

You are Gordon
Serial number 25
You are the dietitian
Bubble 5 has cracks and is slowly leaking

Bubble 8

You are Retief
Serial number 943
You are the intel officer
You believe the Iraqis are behind the bombing

Bubble 5

You are Piaget
Serial number 58
You are the education specialist
People learn 37 percent faster in lunar gravity

Bubble 8

CRITIQUE/OBSERVATION GUIDE

Planning:

Who was the first to ask the question "What's the task/problem here?"

Who did organizing functions in the group?

Who served as mediator in arguments?

Who sketched the problem out so all could see or who centrally posted the ideas?

Who pointed out some of the info is unneeded?

Who served as recorder for the group?

Who spoke first? Was what said pertinent?

Who started or joined subgroups on the side during planning? What effect did it have on group progress?

Who had the look of "I've got it" and either didn't say anything, wasn't listened to, or tried inappropriately to enter the conversation?

Who served as gate-keeper, getting other people listened to and involved?

Who kept the group on track?

Who was time conscious?

Who forced the group to make decisions and come up with a plan?

Who realized/proposed a travel plan for getting the information around to the different "bubbles?"

Who proposed they select the best brains to gather the data and meet at the larger "Bubble" to consolidate it?

Who proposed they have backup plans?

Execution:

Who served as field general, keeping the plan going?

Who did what during crises (such as needing a new plan on the spot)?

Who served as helper to explain to those who are not in the know?

Who blew up at self, group, you, or other individual?

Who served as primary problem solver(s) on the field?

Who goofed and how did others react?

After action Q & A:

Whose participation was most helpful?

What did they do that was helpful?

Who helped most in the planning phase?

Who helped most in the execution phase?

What actions by whom helped solve the problem?

Who helped you most to understand what was going on? How?

If you could do the task over:

What would you personally do differently?

What would you have others do differently?

Mine Field

Split the flight into two teams. Each team is responsible for navigating one or more blindfolded members through a series of tasks in a "mine field".

Each team consists of a "signaler" (this person may not talk) who receives the task from the CTA or FTO on an index card and must communicate it to the next set of cadets who are able to speak to the blindfolded team member(s) but must have their backs to them because they are not allowed to see them. This means they must rely on the cadet who can not speak, but can see the blindfolded team member(s), to direct them.

Random objects are layed through out the "mine field" area and the blindfolded cadets must complete the tasks (such as pick up the marker and place it in the right pocket) without stepping on "mines" (pieces of paper).

This is quite challenging and also allows FTOs and CTAs to evaluate multiple cadets. Please let us know if you have any questions.

Mine Field

Purpose:

Develop communication, trust and show the importance of teamwork.

Time Required:

5 min set up

5 min brief

20 min execution

5 min debrief

30 min total

Brief Outline:

1. Pick an area to represent the mine field. The larger the field, the more time required to complete. Throw objects (rocks, shoes, hats, etc) to represent mines. Taller items increase the complexity of the GLP.
2. Pair participants up. One person will give directions (talker) and one will walk (walker) through the mine field blindfolded or with their eyes closed.
3. Move the walkers to new positions around the mine field so they don't remember where mines are and have their talker stand directly across from them.
4. The talkers now guide the walkers through the mine field. Walkers are not allowed to talk. There is a 20 second penalty if a walker hits a mine or runs into another player.
5. The GLP is over when time runs out or all walkers make it through the mine field.
6. Give each team a couple of minutes to discuss what happened and devise a strategy for success on the next attempt.
7. Have team members trade places and start again.

Debrief:

1. What were some of the problems with trying to talk the walker across the mine field?
2. Why was the second attempt more successful? Why was it not more successful?
3. Was there teamwork within the whole group or just in pairs?
4. How could the entire team working together promote success?

Team Jeopardy

Purpose:

Show cadets that a team can outperform the individual.

Time Required:

25 minutes

Brief Outline:

A. Have each cadet take a pen and paper and write their answer to ten basic questions. Ten questions are listed below, but any can be used. Give about 10 seconds to answer each question.

1. What is the capital of Florida? Tallahassee
2. What is the second tallest mountain on earth? K2
3. Who was the first man to walk on the moon? Neil Armstrong
4. Who was the 2nd president of the United States? John Adams
5. How many justices are on the US Supreme Court? 9
6. Which is longer, a yard or a meter? Meter
7. Who won the World Series in 2008? Philadelphia Phillies
8. How long is a US senator's term? 6 years
9. Who (position) becomes President of the United States if the President and VP are killed? Speaker of the House
10. What were the names of the atomic bombs dropped on Japan during WW II? Fat Man and Little Boy

B. Now have the entire group take the same test as a group. Ensure you only give 10 seconds to answer each question.

C. Compare individual vs. team results.

Debrief:

1. How many individuals did as good or better than the team?
2. Why did the team do better?
3. Is it possible for an individual to do better than the team? How and why?
4. What does this GLP show about teamwork?

Instructions to GLP Leader:

It is your goal to formulate a plan which will allow your flight to score the most points (or at least more than your sister Flight), based on the rules and point system below.

Step 1: All cadets will take out a piece of paper and write down the following information in order:

- 1) First Name
- 2) State Born In (If outside US, list Country)
- 3) Favorite Movie
- 4) Youngest, Middle, Oldest or Only Child
- 5) Favorite Sport (to watch or play)
- 6) Favorite Holiday

Step 2: You will have 40 minutes to implement a plan which allows your flight to score the most points possible based on the scoring system.

Step 3: At the conclusion of the 40 minutes, the FTO/CTA will test the Flight on the knowledge they have retained and tabulate the Flights final score.

Scoring System: Each cadet will receive one point for every piece of information that they remember about a cadet. For every cadet that they remember all six pieces of information, they will receive a bonus of 19 points (total of 25 points)

For example: If Cadet Smith remembers 3 pieces of info about Cadet Jones, he scores 3 points. If he remembers all six pieces of information, he scores 25 points.

Note for FTO/CTA: When the 40 minutes has expired, record the score by having each Flight member take out a piece of paper and write down the last name of each member in the Flight on the left side.

Have them then make 6 columns at the top of the page, one for each category they were to memorize.

Have each cadet stand and all the other cadets write down all the information that they can remember about that cadet.

When going around the room to record what each flight member can remember about everyone else, do not go in the exact order that they are sitting.....mix it up.

Have one cadet stand and each person record everything they can remember about that cadet.....and on and on until they have recorded everything they can remember about each cadet.

Have them score their own sheets on the honor system, awarding themselves 1 point for each correct piece of information and a bonus of 19 (25 total) for each cadet that they recorded all six pieces of information correctly.

FINAL DISCUSSION: Talk to the flight about how they came up with their plan and do they now think it was the best way to go about scoring the most points.

Assuming you don't have a number of members in your flight who can memorize six things about each person very quickly (mind freaks), the easiest way to score the most points is probably to pick about 5 people and have everyone in the flight memorize everything about them.

If everyone in the flight (25) memorized all six pieces of information on 5 people and nothing on anyone else, each person would score 125, for a total of 3125. If your flight scores less than this, explain this rationale to them and ask if anyone thought of possible using this solution.

The lesson learned is that the best solution is not always obvious and not always found in "individual effort".

Little GLP Scenarios

Below find a few examples of little GLPs that can be used relatively early on in FTU to challenge cadets abilities to use the problem solving steps or determine if an informal leader rises early on. There are many options for these GLPs utilizing any resources you have available.

GLP Scenario #1:

Time to complete: 4 minutes

Scattered around the room are various items. Your team must gather all of the items and separate them by category. The categories are: movies, textbooks, cans, and water bottles. Each category will have its own corner in the room. The items must be placed from left to right in the following order:

Movies: running time

Textbooks: edition

Cans: weight

Water bottles: by color according to the color spectrum

GLP Scenario #2:

Time to complete: 5 minutes

Scattered around the room are various items. Your team must gather all of the items and separate them by category. The categories are: movies, textbooks, cans, and water bottles. Each category will have its own corner in the room. The items must be placed from right to left in the following order:

Movies: year of production

Textbooks: page numbers

Cans: sodium content

Water bottles: by color according to the color spectrum

Restrictions:

- 1.) Any item that is picked up must be accompanied by two people to the respective corner.
- 2.) Only the commander can speak.

Listening Exercises

Purpose: Illustrate the importance of attentive listening and attention to detail.

Time Required: 15 min

Brief Outline: Read the following paragraph and ask the following questions to see who was listening effectively.

Exercise #1

The first London Bridge was built by Romans sometime after AD43 and some of its wooden remains have been uncovered on the north side of the river. During its life, the wooden structure was renewed several times, and it was probably to this earliest bridge that the nursery rhyme 'London Bridge is falling down' refers. Indeed, at one time, one of these structures was washed away by a flood, and another was torn down by invading Vikings, led by Olaf the Norseman in 1014.

The wooden structure was eventually replaced with a stone bridge, which commenced building in 1176 and featured twenty arches and stone piers with a drawbridge. This took thirty years to complete and houses and shops were incorporated to help pay for the upkeep of the bridge. It would have been this bridge that was in place during Charles Dickens' youth and he remembered it in *Great Expectations*, when Pip crossed it in great despair, having recently learned that Estella was to be married to Drummle. It also featured in his book *David Copperfield*, who spoke fondly of sitting in one of the stone recesses of the bridge, watching the people go by, or looking at the sun shining in the water and lighting up the golden flame on top of the Monument. One of these stone recesses has been preserved in the grounds of Guy's Hospital.

Questions: What was the original structure of the bridge? (Wooden)
Who was Estelle going to marry? (Drummle)

Exercise #2

In 1825 a new bridge designed by John Rennie was opened, as the old one could no longer cope with the increasing traffic. This bridge was widened in 1902, and this bridge featured in Dickens' book *Oliver Twist*. In fact the steps that used to lead down to the river to the west of the bridge were known as Nancy's Steps. This was due to the fateful conversation overheard by Noah Claypole between Nancy and Mr Brownlow on a flight of steps on the Surrey bank, on the same side of the bridge as St Saviour's Church, which is now Southwark Cathedral. Dickens' knowledge of this bridge enabled him to explain that Noah Claypole could conceal himself, yet still hear what was being said.

Questions: Why was a new bridge opened in 1825? (The old one couldn't cope with increasing traffic)
What did Southwark Cathedral used to be called? (St Saviour's Church)

Exercise #3

The stairs that are part of the bridge consist of three flights. Just below the end of the second, going down, the stone wall on the left terminates in an ornamental pilaster facing towards the Thames. At this

point the lower steps widen so that a person turning the angle of the wall is necessarily unseen by any others on the stairs who chance to be above him, if only a step. It was in this way that Claypole was able to overhear the conversation which eventually lead to the death of Nancy at the hands of Bill Sykes. In 1970, this bridge was sold to Lake Havasu City, Arizona, because a larger bridge was needed, and the bridge that we see today was finally opened in 1973. It is sometimes suggested by mischievous folk that the Americans thought they were buying the far more dramatic Tower Bridge, but no proof of this notion has ever been found.

Questions: When was the bridge sold to Lake Havasu City? (1970)
Who overheard the conversation? (Claypole)

Debrief:

Title: MY LEADERSHIP QUALITIES

Purpose: To have the cadets self evaluate their Leadership Qualities

Time Required: 10 minutes

Brief Outline: Give the cadets the quiz in the beginning of FT so they can evaluate where they are. Towards the end of FT give it to them again.

Debrief: Have the cadets discuss if and how their qualities have changed and why.

Optional: Quiz could be given three times to include in the beginning, middle and end.

Title: MY LEADERSHIP QUALITIES

	I definitely have this quality	I'm pretty good at this	I need to work on this	I need help in how to do this
1. <u>Enthusiasm</u> : I have energy, a positive attitude, and am motivated.				
2. <u>Prepared</u> : I assess the situation, understand the audience, know how to prepare, how to report				
3. <u>Communicate well with others</u> : effective speaker, able to work with all kinds of people, tactful, good listener.				
4. <u>Caring</u> : I am sensitive to others, I accept others for who they are, compassionate, good sense of humor.				
5. <u>Creativity</u> : I can express ideas, can come up with helpful suggestions, I try to brainstorm for new ideas.				
6. <u>Problem-Solver</u> : I can tackle problems, am resourceful, I think through difficulties.				
7. <u>Character</u> : I act in an ethical manner, honest, not led astray by peer pressure.				
8. <u>Adaptability</u> : can cope with unexpected, can accept change.				
9. <u>Dependability</u> : I am reliable, others can trust me, I make good on my promises. Keep on task.				
10. <u>Cooperation</u> : work well with others (even those I may not like).				

Read excerpts from the Captain Lance Sijan's biography and have the flight relate it to the Code of Conduct.

'Sijan! My Name is Lance Peter Sijan!'

by Lt. Col. Fred A. Meurer (USAF, Ret.)

[Editor's note: This article--a favorite among our readers--is reprinted from the June 1977 issue of Airman. The articles of the Code of Conduct, which appear throughout the article, are those memorized by Capt. Lance P. Sijan as a cadet. They have since been modified to reflect the service of women in the armed forces.]

THE CODE OF CONDUCT

ARTICLE I

I am an American fighting man. I serve in the forces which guard my country and our way of life. I am prepared to give my life in their defense.

The colonel, recalling the tragic events of almost nine years earlier, had been talking for more than an hour about the heroic ordeal of Capt. Lance P. Sijan, his cellmate in North Vietnam. Reaching the point in his chronology when Sijan, calling out helplessly for his father, was taken away by his captors to die, Col. Bob Craner's voice broke ever so slightly and tears glistened in his eyes. He agreed to a recess in the interview.

THE CODE OF CONDUCT

ARTICLE II

I will never surrender of my own free will. If in command, I will never surrender my men while they still have the means to resist.

"Okay Mom, you can come back in now!"

The voice, coming from a tape recorder that day in early November 1967, gave immense pleasure to Mr. and Mrs. Sylvester Sijan (pronounced sigh-john), just as it had so many times for more than 25 years. It was especially meaningful now, coming from Da Nang AB, Vietnam. Their son had done his Christmas shopping early and, separated by half a world, was having some mischievous fun with his family.

Sitting in the living room of the comfortable two-story house in Milwaukee, Mrs. Jane Sijan tenderly related the tale of her son's tape. Across the street, snow was crusted on the park that gently slopes into Lake Michigan. Flames danced in the fireplace as Sylvester Sijan busily prepared to show movies of Lance's graduation from the Air Force Academy in 1965.

Everywhere was memorabilia of Lance and his brother, Marc, younger by five years, and his sister, Janine, 13 years Lance's junior. An oil painting bathed in soft neon light on one wall showed Lance in his academy uniform, smiling out into the room.

Along the staircase hung dozens of photos of the Sijans--their children, relatives and friends. Football pictures of Lance and Marc abounded, for football is a tradition with the Sijans. Lance's Bay View High School team won the city championship in 1959, the first time Bay View had turned the trick since 1936, when Lance's father played on the team.

Family heirlooms, souvenirs from faraway places, and trophies dominated mantels and shelves. The most significant showpiece, however, was enshrined in a glass case. Resplendent with its accompanying baby-blue ribbon dotted with tiny white stars was Capt. Lance Sijan's Medal of Honor.

It had been awarded posthumously.

Jane Sijan--attractive and dark-haired, her Irish heritage smiling through--continued her story of the tape from Vietnam:

"Lance made us individually leave the room as he described the Christmas presents he had gotten for us. He'd say, 'Mom, leave the room,' and then he'd tell everybody what he had for me. Then he'd yell for me to come back in, and he'd send someone else out."

Those Christmas presents were not opened that year, or for several years thereafter. On Nov. 9, 1967, Capt. Lance Sijan was shot down over North Vietnam. For years no one at home knew his fate. The box of Christmas presents was added to his personal effects, and not until his body was returned to Milwaukee some seven years later did his family sort through his belongings.

On March 4, 1976, President Gerald R. Ford awarded the Medal of Honor to Sijan for his "extraordinary heroism and intrepidity above and beyond the call of duty at the cost of his life. . . ."

THE CODE OF CONDUCT

ARTICLE III

If am I captured I will continue to resist by all means available. I will make every effort to escape and aid others to escape. I will accept neither parole nor special favors from the enemy.

R&R in Bangkok, Thailand, had been nostalgic for Lance Sijan. He told his family in a tape from the country once known as Siam that his drama teacher at Bay View High School--where Sijan had been president of the Student Government Association and received the Gold Medal Award for outstanding leadership, achievement, and service--would have been impressed.

As a sophomore, according to his mother, Lance had competed against seniors for the lead singing role in the school production of "The King and I," which was set in Siam. Competition raged for six weeks, consuming Lance's energy and concern.

"One day," said Jane, "he walked in and said, 'Well, I'd like to speak to the Queen Mother.' I knew he had the part."

There were 21 children in the cast, and Sijan needed one special little princess. He and Marc had always doted over their sister, Janine, even to the point of arguing who would feed her, as an infant, in the middle of the night. Lance asked Janine, then not quite 4 years old, to be his daughter in the play.

Occasionally, the family listens to a recording of the play, Lance's rich voice sing-talking the role of the Siamese king that Yul Brynner made famous.

Sijan flew his first post-R&R mission on Nov. 9, 1967, in the back seat of an F-4 piloted by Col. John W. Armstrong, commander of the 366th Tactical Fighter Squadron. On a bombing pass over North Vietnam near Laos, their aircraft was hit and exploded. Armstrong was never heard from again. Sijan, plummeting to the ground after a low-level bailout, suffered a skull fracture, a mangled right hand with three fingers bent backward to the wrist, and a compound fracture of his left leg, the bone protruding through the lacerated skin.

The ordeal of Lance Sijan--big, strong, tough, handsome, a football player at the Air Force Academy, remembered as a fierce competitor by those who knew him--had begun.

He would live in the North Vietnamese jungle with no food and little water for some 45 days. Virtually immobilized, he would propel himself backward on his elbows and buttocks toward what he hoped was freedom. He was alone. He would be joined later by two other Americans, and in short, fading, in-and-out periods of consciousness and lucidity, would tell them his story.

Now, however, there was hope for Lance Sijan. Aircraft circled and darted overhead, part of a gigantic search-and-rescue effort launched to recover him and Armstrong. Aerospace Rescue and Recovery Service histories state that 108 aircraft participated the first two days, and 14 more on the third when no additional contact was made with Sijan, known to those above as "AWOL 1."

Contact had been made earlier, and the answer to the authenticating question, "Who is the greatest football team in the world?" came easily for the Wisconsin native. "The Green Bay Packers," Sijan replied. In continuing voice contacts, "the survivor was talking louder and faster," the history notes. "AWOL did not know what happened to the frontseater."

The rescue force, meanwhile, was taking "ground fire from all directions" and was "worried about all the [friendly] fire hitting the survivor." Finally, Jolly Green 15, an HH-3E helicopter, picked up a transmission from the ground: "I see you, I see you. Stay where you are. I'm coming to you!"

For 33 minutes, Jolly Green 15 hovered over the jungle, eyes aboard searching the dense foliage below for movement. Bullets began piercing the fuselage, a few at first and then more and more. Getting no more voice contact from the ground and under a withering hail of fire, Jolly Green 15 finally left the area.

Rescue efforts the next day and electronic surveillance in the days that followed turned up no more contacts, and the search for "AWOL" was called off.

One A-1E aircraft was shot down in the effort--the pilot was rescued--and several helicopter crewmen were wounded.

"If AWOL," said the report, "only had some kind of signaling device-- mirror, flare, etc.-- pick-up would have been successful. The rescue of this survivor was not in the hands of man."

Much later, a battered Lance Sijan was to ask his American cellmates, "What did I do wrong? Why didn't I get picked up?" He told them he had lost his survival kit.

On that November day, except for enemy forces all around, Sijan was alone again. Although desperately in need of food, water and medical attention, he somehow evaded the enemy and capture as he painfully, day by day, dragged himself along the ground-- toward, he hoped, freedom.

But it was not to be.

Former Capt. Guy Gruters, who was to be one of Sijan's cellmates later, told *Airman*:

"He said he'd go for two or three days and nights--as long as he possibly could--and then he'd be exhausted and sleep. As soon as he'd wake up he'd start again, always traveling east. You're talking 45 days now without food, and it was a max effort!"

Col. Bob Craner, the older cellmate in Hanoi, picked up the story:

"When he couldn't drag himself anymore and said, 'This is the end,' he saw he was on a dirt road. He lay there for a day, maybe, until a truck came along and they picked him up."

Incredibly, after a month and a half of clawing, clutching, dragging and hurting, Sijan was found three miles from where he had initially parachuted into the jungle.

Horribly emaciated and with the flesh of his buttocks worn to his hipbones, Lance Sijan still had some fight left.

"He said they took him to a place where they laid him on a mat and gave him some food," Craner related. "He said he waited until he felt he was getting a little stronger. When

there was just one guard there, Captain Sijan beckoned him over. When the guy bent over to see what was the matter, Captain Sijan told me, 'I just let him have it--wham!' "

With the guard unconscious from a well-placed karate chop from a weakened left arm and hand, Sijan pulled himself back into the jungle. "He thought he was making it," Craner said, "but they found him after a couple of hours."

Once again Sijan had been robbed of precious freedom. Once again he was down, but--as other North Vietnamese were to learn--by no means out.

THE CODE OF CONDUCT

ARTICLE IV

If I become a prisoner of war, I will keep faith with my fellow prisoners. I will give no information or take part in any action which might be harmful to my comrades. If I am senior, I will take command. If not, I will obey the lawful orders of those appointed over me and will back them up in every way.

Sijan's obsession with freedom had manifested itself much earlier, and rather uniquely, at the Air Force Academy. His arts instructor, Col. Carlin J. Kielcheski, remembers him well.

"He had the crusty facade of a football player, yet he was very sensitive. I was particularly interested in those guys who broke the image of the typical artist."

Kielcheski still has the "Humanities 499" paper Sijan submitted with his two-foot wooden sculpture of a female dancer. Sijan wrote:

"I feel that the female figure is one of nature's purest forms. I want this statue to represent the quest for freedom by the lack of any restraining devices or objects. The theme of my sculpture is just that--a quest for freedom, an escape from the complexities of the world around us."

Kielcheski chuckled. "Here was this bruiser of a football player coming up with these delicate kinds of things. He was not content to do what the other cadets did. He was very persistent and not satisfied with doing just any kind of job. He wanted to do it right and showed real tenacity to stick to a problem."

Others remember different aspects of Sijan's character. His roommate for three years, Mike Smith of Denver, said he was "probably the toughest guy mentally I've ever met."

Sijan was a substitute end on the football team, Smith said. Football, he thought, hindered his academics, and his concern over grades conversely affected his performance and chances for stardom on the gridiron.

"He had a lot of things going and tried to keep them all going. He came in from football practice dead tired. He'd sleep for an hour or two after dinner and then study until 1 or 2

in the morning. He knew he had to give up a lot to play football, but he had the determination to do it."

Sijan did give up football his senior year. But one thing he did not sacrifice for studies was the company of young women.

"They found him very attractive, and he had no trouble getting dates," said Smith. "He was a big, handsome guy with a good sense of humor."

Maj. Joe Kolek, who roomed with Sijan one semester, agreed. In fact, he said, "It was pretty neat now and then to get Lance's cast-offs."

Smith recalls they talked sometimes about the Code of Conduct that was to test Sijan's character so severely fewer than three years later.

"We found nothing wrong with the Code. We accepted the responsibility of action honorable to our country. It was strictly an extension of Lance's personality. When he accepted something, he accepted it. He did nothing halfway.

"It seemed," Smith said, "that there was always a reservoir of strength he got from his family."

Sylvester Sijan, whose character and physique bear a striking resemblance to a middle-aged Jack Dempsey, owns the Barrel Head Grille in Milwaukee. Built into an inside wall is a mock 4-foot-around beer barrel top, a splendid woodwork fashioned by the elder Sijan from an oak table. A wooden shingle on the polished oak bears the engraved inscription, "Tradition."

Sylvester Sijan's forefathers immigrated from Serbia, a separate country prior to World War I that later became part of Yugoslavia.

"Serbians have been noted for their heroic actions in circumstances where they were outnumbered," the elder Sijan said. "They were vicious fighters on a one-to-one or a one-to-fifty basis, so they have a history of instinct and drive."

He thinks a mixture of that tradition, his son's love for his home and his competitive spirit spurred him through the painful odyssey in Vietnam.

"What made Lance do what he did? One thing, for sure. He always wanted to come home, no matter where he was. He was going to come home whether it was in pieces or as a hero.

"Lance's competitive nature kind of grew with him," said Sylvester Sijan. "A person never knows how competitive he really is until he comes up against the ultimate situation. He could have been less courageous; he could have retreated into the ranks of

the North Vietnamese and said, 'Here I am, take care of me.' But he chose to go the other way. He probably never doubted that somehow, somewhere he'd get out."

Lance Sijan had wondered about his ultimate fate even before leaving for Vietnam, according to Mike Smith. In the Air Force at the time and stationed at Wright-Patterson AFB, Ohio, Smith enjoyed a visit from Sijan, who was on leave prior to going overseas.

"I sensed a foreboding in him, and he and I dealt with the issue of not coming back," Smith said. "I remember it distinctly because I talked with my wife about our conversation. I felt he had a premonition that he might not return."

Jane Sijan, too, sensed something. In Milwaukee prior to leaving, Lance asked her to sew two extra pockets into his flight suit, and he took great pains coating matches with wax.

"One night he was sitting on his bed," she recalled. "He was sewing razor blades into his undershirts so he would have them if he was ever shot down."

THE CODE OF CONDUCT ARTICLE V

When questioned, should I become a prisoner of war, I am required to give name, rank, service number, and date of birth. I will evade answering further questions to the utmost of my ability. I will make no oral or written statements disloyal to my country and its allies or harmful to their cause.

Capt. Lance Sijan had been on the ground for 41 days when Col. Bob Craner and Capt. Guy Gruters took off from Phu Cat AB in their F-100 on Dec. 20, 1967.

Pinpointing targets in North Vietnam from the "Misty" forward air control jet fighter, they were hit by ground fire and ejected. Both were captured and brought to a holding point in Vinh, where they were thrust into bamboo cells and chained.

Reaching back into his memory, crowded with recollections of more than five years as a prisoner of war, Craner told the story:

"As best as I can recall, it was New Year's Day of 1968 when they brought this guy in at night. The Rodent [a prison guard] came into the guy's cell next to mine and began his interrogation. It was clearly audible.

"He was on this guy for military information, and the responses I heard indicated he was in very, very bad shape. His voice was very weak. It sounded to me as though he wasn't going to make it.

"The Rodent would say, 'Your arm, your arm, it is very bad. I am going to twist it unless you tell me.' The guy would say, 'I'm not going to tell you; it's against the Code.' Then he would start screaming. The Rodent was obviously twisting his mangled arm.

"The whole affair went on for an hour and a half, over and over again, and the guy just wouldn't give in. He'd say, 'Wait till I get better, you S.O.B., you're really going to get it.' He was giving the Rodent all kinds of lip, but no information.

"The Rodent kept laying into him. Finally I heard this guy rasp, 'Sijan! My name is Lance Peter Sijan!' That's all he told him."

Guy Gruters, also an Air Force Academy graduate, but a year senior to Sijan, was in a cell down the hall and did not know the identity of the third captive. He does recall that "the guy was apparently always trying to push his way out of the bamboo cell, and they'd beat him with a stick to get him back. We could hear the cracks."

After several days, when the North Vietnamese were ready to transport the Americans to Hanoi, Gruters and Craner were taken to Sijan's cell to help him to the truck.

"When I got a look at the poor devil, I retched," said Craner. "He was so thin and every bone in his body was visible. Maybe 20 percent of his body wasn't open sores or open flesh. Both hipbones were exposed where the flesh had been worn away."

Gruters recalled that he looked like a little guy. But then when we picked him up, I remember commenting to Bob, 'This is one big sonofagun.'"

While they were moving him, Craner related, "Sijan looked up and said, 'You're Guy Gruters, aren't you?'"

Gruters asked him how he knew, and Sijan replied, "We were at the academy together. Don't you know me? I'm Lance Sijan." Guy went into shock. He said, "My God, Lance, that's not you!"

"I have never had my heart broken like that," said Gruters, who remembered Sijan as a 220-pound football player at the academy. "He had no muscle left and looked so helpless."

Craner said Sijan never gave up on the idea of escape in all the days they were together. "In fact, that was one of the first things he mentioned when we first went into his cell at Vinh: 'How the hell are we going to get out of here? Have you guys figured out how we're going to take care of these people? Do you think we can steal one of their guns?'"

"He had to struggle to get each word out," Craner said. "It was very, very intense on his part that the only direction he was planning was escape. That's all that was on his mind. Even later, he kept dwelling on the fact that he'd made it once and he was going to make it again."

Craner remembers the Rodent coming up to them and, in a mocking voice, he paraphrased the Rodent's message:

"Sijan a very difficult man. He struck a guard and injured him. He ran away from us. You must not let him do that anymore."

"I never questioned the fact that Lance would make it," said Gruters. "Now that he had help, I thought he'd come back. He had passed his low."

The grueling truck ride to Hanoi took several days. Sijan--"in and out of consciousness, lucid for 15 seconds sometimes and sometimes an hour, but garbled and incoherent a lot," according to Craner--told the story of his 45-day ordeal in the jungle while the trio were kept under a canvas cover during the day.

The truck ride over rough roads at night, with the Americans constantly bouncing 18 inches up and down in the back, was torture itself. Craner and Gruters took turns struggling to keep an unsecured 55-gallon drum of gasoline from smashing them while the other cradled Sijan between his legs and cushioned his head against the stomach.

"I thought he had died at one point in the trip," said Craner. "I looked at Guy and said, 'He's dead.' Guy started massaging his face and neck trying to bring him around. Nothing. I sat there holding him for about two hours, and suddenly he just came around. I said, 'OK, buddy, my hat's off to you.'"

Finally reaching Hanoi, the three were put into a cell in "Little Vegas." Craner described the conditions: "It was dark, with open air, and there was a pool of water on the worn cement floor. It was the first time I suffered from the cold. I was chilled to the bone, always shivering and shaking. Guy and I started getting respiratory problems right away, and I couldn't imagine what it was doing to Lance. That, I think, accounts ultimately for the fact that he didn't make it."

"Lance was always as little of a hindrance to us as he could be," said Gruters. "He could have asked for help any one of a hundred thousand times, but he never asked for a damned thing! There was no way Bob and I could feel sorry for ourselves."

Craner said a Vietnamese medic gave Sijan shots of yellow fluid, which he thought were antibiotics. The medic did nothing for his open sores and wounds, and when he looked at Sijan's mangled hand, "he just shook his head."

The medic later inserted an intravenous tube into Sijan's arm, but Sijan, fascinated with it in his subconscious haze, pulled it out several times. Thus, Craner and Gruters took turns staying awake with him at night.

"One night," the colonel said, "a guard opened the little plate on the door and looked in, and there was Lance beckoning to the guard. It was the same motion he told me he had made to the guy in the jungle, and I could just see what was going through the back reaches of his mind: 'If I can just get that guy close enough. . . .'"

He remembers that Sijan once asked them to help him exercise so he could build up his strength for another escape attempt. "We got him propped up on his cot and waved his arms around a few times, and that satisfied him. Then he was exhausted."

At another point, Sijan became lucid enough to ask Craner, "How about going out and getting me a burger and french fries?"

But Sijan's injuries and now the respiratory problem sapped his strength. "First he could only whisper a word, and then it got down to blinking out letters with his eyes," said Gruters. "Finally he couldn't do that anymore, even a yes or no."

With tears glistening, Bob Craner remembered when it all came to an end. They had been in Hanoi about eight days.

"One night Lance started making strangling sounds, and we got him to sit up. Then, for the first time since we'd been together, his voice came through loud and clear. He said, 'Oh my God, it's over,' and then he started yelling for his father. He'd shout, 'Dad, Dad, where are you? Come here, I need you!'

"I knew he was sinking fast. I started beating on the walls, trying to call the guards, hoping they'd take him to a hospital. They came in and took him out. As best as I could figure it was January 21."

"He had never asked for his dad before," said Gruters, "and that was the first time he'd talked in four or five days. It was the first time I saw him display any emotion. It was absolutely his last strength.

"It was the last time we saw him."

A few days later, Craner met the camp commander in the courtyard while returning from a bathhouse and asked him where Sijan was.

"Sijan spend too long in the jungle," came the reply. "Sijan die."

Guy Gruters talked some more about Sijan:

"He was a tremendously strong, tough, physical human being. I never heard Lance complain. If you had an army of Sijans, you'd have an incredible fighting force."

Said Craner:

"Lance never talked about pain. He'd yell out in pain sometimes, but he'd never dwell on it like, 'Damn, that hurts.'"

"Lance was so full of drive whenever he was lucid. There was never any question of, 'I hurt so much that I'd rather be dead.' It was always positive for him, pointed mainly toward escape but always toward the future."

Craner recommended Sijan for the Medal of Honor. Why?

"He survived a terrible ordeal, and he survived with the intent, sometime in the future, of picking up the fight. Finally he just succumbed.

"There is no way you can instill that kind of performance in an individual. I don't know how many we're turning out like Lance Sijan, but I can't believe there are very many."

THE CODE OF CONDUCT ARTICLE VI

I will never forget that I am an American fighting man, responsible for my actions, and dedicated to the principles which made my country free. I will trust in my God and in the United States of America.

In Milwaukee, Sylvester Sijan started to bring up the point, and then he hesitated. He finally did, though, and then he talked about it unabashedly.

"I remember one day in January, about the same time that year, driving down the expressway; I was feeling despondent, and I began screaming as loud as I could, things like, 'Lance, where are you?' I may have murmured such things to myself before, but I never yelled as loud as I did that day."

He wonders if maybe--just maybe--it may have been at the same time Lance was calling for him in Hanoi.

"The realization that Lance's final thoughts were what they were makes me feel most humble, most penitent, and yet somehow profoundly honored," he said.

He still wears a POW bracelet with Lance's name on it. "I just can't take it off," he said, adding that "not too many people realize its significance anymore."

Though Lance was declared missing in action, and though one package they sent to him in Hanoi came back stamped "deceased"--"which jarred me terribly," Jane Sijan said--the family never gave up hope.

"I'm such an optimist," she said. "I even watched all the prisoners get off the planes on television [in 1973] hoping there had been some mistake."

Lance's body, along with the headstone used to mark his grave in North Vietnam, was returned to the United States in 1974 for interment in Milwaukee (23 other bodies were returned to the United States at the same time). At a memorial service in Bay View High School, the family announced the Captain Lance Peter Sijan Memorial Scholarship Fund.

"It is a \$500 scholarship presented yearly to a graduate male student best exemplifying Lance's example of the American boy," said Jane. "It will be a lifetime effort on our behalf and will be carried on by our children."

Lance Sijan, U.S. Air Force Academy Class of 1965, would be 54 years old now. He is the first academy graduate to be awarded the Medal of Honor. A dormitory at the academy was named Sijan Hall in his honor.

"The man represented something," Sylvester Sijan said of his son. "The old cliché that he was a hero and represented guts and determination is true. That's what he really represented. How much of that was really Lance? What he is, what he did, the facts are there.

"We'll never adjust to it," he said. "People say, 'It's been a long time ago and you should be OK now,' but it stays with you and well it should."

"Lance was always such a pleasure; he was an ideal son, but then all our children are a joy and blessing to us," said Jane Sijan. "It still hurts to talk about it, but I have certainly accepted it. I'm a very patient woman, and I wait for the day our family will all be together again, that's all."

On March 4, 1976, three other former prisoners of war, all living, also received Medals of Honor from President Ford. One of them was Air Force Col. George E. "Bud" Day ["All Day's Tomorrows," *Airman*, November 1976]. Col. Day later wrote to *Airman*:

"Lance was the epitome of dedication, right to death! When people ask about what kind of kids we should start with, the answer is: straight, honest kids like him. They will not all stay that way--but by God, that's the minimum to start with."

Team Jeopardy

Purpose:

Show cadets that a team can outperform the individual.

Time Required:

25 minutes

Brief Outline:

A. Have each cadet take a pen and paper and write their answer to ten basic questions. Ten questions are listed below, but any can be used. Give about 10 seconds to answer each question.

1. What is the capital of Florida? Tallahassee
2. What is the second tallest mountain on earth? K2
3. Who was the first man to walk on the moon? Neil Armstrong
4. Who was the 2nd president of the United States? John Adams
5. How many justices are on the US Supreme Court? 9
6. Which is longer, a yard or a meter? Meter
7. Who won the World Series in 2008? Philadelphia Phillies
8. How long is a US senator's term? 6 years
9. Who (position) becomes President of the United States if the President and VP are killed? Speaker of the House
10. What were the names of the atomic bombs dropped on Japan during WW II? Fat Man and Little Boy

B. Now have the entire group take the same test as a group. Ensure you only give 10 seconds to answer each question.

C. Compare individual vs. team results.

Debrief:

1. How many individuals did as good or better than the team?
2. Why did the team do better?
3. Is it possible for an individual to do better than the team? How and why?
4. What does this GLP show about teamwork?

Icebreaker (Team builder)

Group Size: 8 – 10 people

Time: 15 – 20 Minutes

Materials and Preparation: Paper and pen for instructor

Get each member of the group to go around and say one thing about themselves (e.g., hometown, university, major...).

Nobody will write anything down.

The first person says the thing about them; the second repeats it and adds the information about them. The third person repeats the knowledge from the other two and on until the group can successfully repeat what each person has said.

If someone messes it up, the group starts from scratch.

When they have completed one round, they will start with another fact.

Goal: Kill time and get them to know each other a little bit better.

Title: Human Knot

Purpose: Team building, problem solving skills, communication

Time Required: 15-30 minutes, depending on the size and speed of the group

Material Needed: None

Brief Outline: If the group is really big, split them up into smaller groups. Groups of 10-12 are ideal.

Arrange group members in a circle, standing shoulder to shoulder.

Tell everyone to put their right hand up in the air, and then grab the hand of someone across the circle from them.

Everyone then puts their left hand up in the air and grabs the hand of a different person.

Check to make sure that everyone is holding the hands of two different people and that they are not holding hands with someone directly next to them.

Tell group members to untangle themselves to make a circle without breaking the chain of hands.

If group members break the chain they need to start over.

Note:

You can give teams a time limit on this activity to make it more challenging.

You can also mute/ blindfold participants throughout the activity.

Debrief/ Discussion Questions:

1--How did it feel to be successful/ unsuccessful?

2--How did it feel to be mute? Blind?

3--What strategy did your team end up using to complete the task?

4--Who were the leaders in this activity?

5--Did the team reach consensus on a plan of action? What process did the team go through to reach consensus?

Title: Group Walk

Purpose: Building group trust, cooperation, problem solving skills

Time Required: 15 to 20 minutes

Material Needed: An entire group who is wearing shoes or boots with laces

Brief Outline: Ask group members to stand side by side and ask them to tie themselves together with their shoe or boot laces. (One person is tied at the ankle of his/her neighbor on the left and right, and so on down the line.)

Once the group is attached, ask them to work together to walk forward without anyone falling.

If this is difficult for the group to do, break them into pairs and ask them to try walking with just one other person. Once successful with this, add another pair, so that there are four people in a group and try again till successful. Keep adding people until the group can all walk together without falling.

Debrief/ Discussion Questions:

- 1--How did you feel about your teammates during this activity?
- 2--Did you help each other or hinder each other during this activity?
- 3--What did everyone have to do during this activity to help the team be successful?
- 4--What happened (or what would have happened) if one person did not cooperate?
- 5--When in your life are you on a team that is dependent on you for its success?

Group Crossing

Purpose: The entire flight must cross a "fast moving river", while maintaining contact with one another.

Time Required: 30-45 minutes

Brief Outline:

Mark a start and end line (using a Ft/CC and CTA as markers) about 50 feet from one another. Explain to flight that all members must cross with over the end line, but each person's feet must maintain continuous contact with the feet of the 1 or two people next to them. Depending on how the team has been functioning, you can choose to make this exercise harder by forbidding Cadets from talking (either before the start or once the exercise has started).

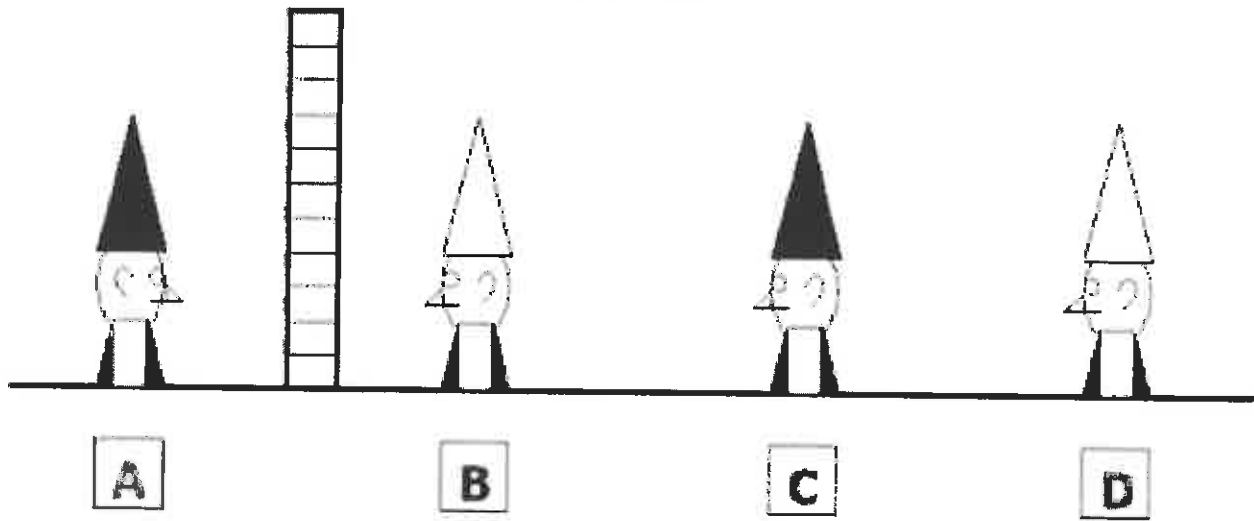
If any cadet's foot loses contact with their partner's foot at any time, the whole group must go back to the beginning.

Debrief:

Debrief as needed. Safety considerations are important, but this is a relatively low risk exercise.

Solution: Most groups find that they do best with a single line, shoulder-to-shoulder formation

Four Hats



Shown above are 4 men buried up to their necks in the ground.

They can't move, so can only look forward.

Between A and B is a brick wall which can not be seen through.

They know that between them are 4 hats, 2 x black and 2 x white, but they do not know which color they are wearing.

In order to avoid being shot one of them must call out to the executioner the color of their hat. If they get it wrong, everyone will be shot.

They are not allowed to talk to each other and have 10 minutes to fathom it out.

After 1 minute:

Q Which one of them calls out?

Q. Why is he 100% certain of the color of his hat?

This is not a trick question.

There are no outside influences nor other ways of communicating. They cannot move and are buried in a straight line. So A & B can only see their respective sides of the brick wall, C can see B and D can see B & C.

4 Hats - The Answer:

Consider what D can see, he can see 2 hats in front of him. He knows that there are 2 black hats and 2 white hats. If he could see 2 white hats he would know that his hat was black, similarly if he could see 2 black hats he would know his hat was white. Either way he would immediately announce the color of his hat thus saving his own life.

Consider C, if he were to think about the above for D. He would know that if both his hat and the hat in front of him were the same colour, D would call out. Since D, in this case remains silent, C would know from this that his own hat must be different to B's which they can both see. Therefore C would call out that his hat was indeed black.

Fallout Shelter

Purpose: Cadets must come to a group consensus on potentially controversial matters.

Time Required: 20-35 minutes

Brief Outline: Three days ago a nuclear war broke out. Twelve of you were lucky enough to find yourselves in a fallout shelter. As far as you know, you are the only survivors left. You must stay in the shelter for two weeks but find that you only have enough food, water and oxygen for 7 people to survive for two weeks. You must choose which of the 7 of you will be allowed to stay or you will all die. Below are the 12 people in the shelter:

Anne: 24 year med student, Latino, bright and in good health

Father Tom: 45 year old Catholic priest, African American

Mrs. Jones: 30 year old house wife, Caucasian, in good health

Mr. Jones: 40 year old mechanic, Caucasian is beginning to develop arthritis

Katie: 6 month old daughter of Mr. and Mrs. Jones, in good health

Tim: 9 year old boy, Asian, in good health

Dr. Don: 55 year old doctor with a concentration on neurosurgery, has a heart problem

John: 30 year old artist, African American, gay, in good health

Martha: 22 year old nun, Asian, in good health

Becky: 35 year old single mom, school teacher, Caucasian, in good health

Bobby: 11 year old son of Becky, has Down's Syndrome

Phyllis: 56 year old history professor, Asian, has painful arthritis

Debrief: Cadets will have very different ideas of what is important to save and who should be saved. They will have to overcome these differences in order to come to a consensus. A discussion can then follow about diversity in the Air Force and/or working with a variety of different kinds of people.

Characteristics of Admired Leaders – Cryptic Cluster

A cryptic cluster puzzle is a list of items that belong to the same category. The items are enciphered with a substitution code in which every letter of the alphabet is consistently replaced by another letter.

Here's a list of 11 characteristics of admired leaders from *The Leadership Challenge* by James M. Kouzes & Barry Z. Posner (published by Jossey-Bass © 2003. ISBN 0787968331). Can you solve the puzzle and identify all the characteristics?

OWZHJS	DWBRFBQ-UWWYCZI	CZJXCBCZI
PWAXHSHZS	DFCB-ACZQHQ	JNXXWBSCMH
KBWFQ-ACZQHQ	CZSHUUCIHZS	JSBFCIOSDWBRFBQ
QHXHZQFKUH	PWNBFIHWNJ	

How to Solve Cryptic Clusters

- The most commonly used letters of the English language are *e, t, a, i, o, n, s, h, and r*. Find the most-frequently occurring letters in the cryptic cluster list and try substituting these letters.
- The letters that are most commonly found at the beginnings of words are *t, a, o, d, and w*.
- The letters that are most commonly found at the ends of words are *e, s, d, and t*.
- The most common word endings are *-ed, -ing, -ion, -ist, -ous, -ent, -able, -ment, -tion, -ight, and -ance*.
- The most frequent double-letter combinations are *ee, ll, ss, oo, tt, ff, rr, nn, pp, and cc*.
- The double letters that occur most commonly at the end of words are *ee, ll, ss, and ff*.
- Two letters that usually follow an apostrophe are *t* and *s*.
- The title of the cryptic cluster gives the most useful clue. Make a list of words or phrases associated with this title. Study the letter patterns among these words and try to match them with the patterns in the encrypted words. (For example, if the title of a cryptic cluster is "Birthday Party", *FGKKXXP* is probably an encryption of *BALLOON* because of the pattern of two doubled letters coming next to each other.)

Hints

The answer to the first word is "Honest." Inside the list is another answer, "Broad-minded."

Solution

HONEST

FORWARD-LOOKING

INSPIRING

COMPETENT

FAIR-MINDED

SUPPORTIVE

BROAD-MINDED

INTELLIGENT

STRAIGHTFORWARD

DEPENDABLE

COURAGEOUS

Cross the Mine Field

Purpose: To get everyone across a “mine” field (size can vary), while requiring teamwork and problem solving to be properly employed due to rule constraints.

Time Required: 30 minutes

Brief Outline: Use a large, relatively flat area about 50 feet in length. This is the mine field. The purpose of this GLP is to get the whole flight across the mine field in the allotted time. Since you must cross a mine field, an “anti-mine device” will be provided that will ensure no “mines” explode while you cross. The anti mine device can be anything that the flight has with them— one specific BDU hat, FTU manual etc.

Rules:

1. In order to safely cross the mine field, you must be have the “anti-mine device” on you- (again, for this exercise, we can use anything to represent the device—a BDU hat, FT U manual, etc.)
2. No person can use the anti-mine device more than one time.
3. The anti-mine device cannot be thrown or tossed.

Debrief: Ensure the Flight knows and understands each of the 3 rules before beginning. Expect one or two “re-starts” as well as some confusion at the beginning. Keep a careful eye on cadets as they go through to ensure no injuries occur.

Solution:

Cadets will have to piggyback one another across the field, and the person doing the carrying must hold the anti-mine device. Flt/CC's and CTA's must monitor Cadets to ensure that no person carries the anti-mine device more than once!

This activity will be physically challenging—to successfully complete the exercise, there will be one time when 1 person must carry 2 people across the mine field simultaneously. Watch out to ensure no knee/back injuries occur.

Convoy Attack (Deployed GLP)

Purpose: Promote innovative problem-solving, communication, trust, and team-building

Time Required:

5 min set up

5 min intro

20 min execution

10 min debrief

40 min total

Brief Outline: Following an insurgent attack on their convoy, participating flight members are given a variety of handicaps to simulate injuries sustained during the attack. Possible 'injuries' to flight members include: inability to see (blindfold), inability to speak, inability to use an arm or leg.

The objective of the GLP is for all team members to navigate their way through roadside IEDs (represented by canteens, manuals, etc.) and make it to a friendly forward operating base within a twenty minute window before insurgents surround their position. Cadets must work together to navigate, guide, and support each other through the IEDs. Every time a flight member comes in contact with an IED, the flight must restart the exercise and the FTO will impose appropriate penalty (additional wounded or dead flight members). Due to the continuing threat of insurgent attack, cadets able to speak may only do so at a volume no louder than a whisper, so as to not give away the flight's position.

Once twenty minutes has elapsed, the exercise ends and debrief is conducted

Note: The larger the area chosen to simulate the area of IEDs, the more complex and time-consuming the exercise becomes.

Debrief:

- How far did the team get in reaching its objective?
- How could it have been more successful?
- What were some of the problems with trying to communicate and navigate through the IEDs?
- Did one individual emerge as a leader?
- How could the entire team working together promote success?

Chambers

Purpose: To emphasize the importance of leadership, problem-solving, teamwork, communication.

Time Required: 15-30 Minutes (see variations at bottom for increased difficulty & time)

Materials & Requirements: 3 objects to serve as "contaminants" (can, erasers, hat, dry erase marker; anything that doesn't lie flat on a surface will suffice)

This exercise can be set up almost anywhere. Some space is required for cadets to move; the flight room is acceptable.

Situation (FLT/CC Info):

The cadet leader is leading an emergency response unit. They are responding to an incident at a test laboratory in which 3 chambers in the lab have been contaminated. They are to neutralize each chamber by removing the contaminant from each chamber. Due to the contamination in each of the non-safe chambers, cadets are unable to speak to those (speaking in words) in the contaminated room. They can use "alternate" forms of communication to include, but not limited to, using sounds, foot stomping, coughing, whistling, "nonsense" words, etc. Also, the haze from the contamination nullifies all visibility; cadets in the non-safe chambers are unable to see while in the contaminated chambers. The cadets start by entering the lab in the "safe" chamber, where normal speaking communication is allowed, and all cadets can see. All contaminants must be passed from one chamber to the next, 2-3-4-1, in a clock-wise manner, toward the safe chamber, in order to be considered neutralized. This required staging one cadet in each chamber in order to pass the contaminants between them.

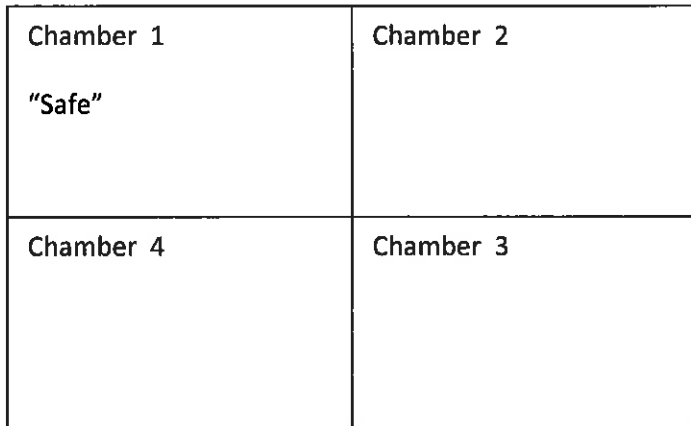
In order to accomplish the objective, the team must determine alternative methods of communications for each room to guide the "blind" team members in each of the 3 contaminated chambers to the contaminants to remove them.

The "Situation" (below) will only be read by the cadet leader, to be chosen by the FLT/CC. He/she will only be allowed 3 minutes to read the situation, though they can take notes on their own paper if they think to bring it. The cadet leader can request to reread the situation at any time during the GLP, but doing so will freeze all actions (communication and movement) of the rest of the team until the leader stops reading the situation.

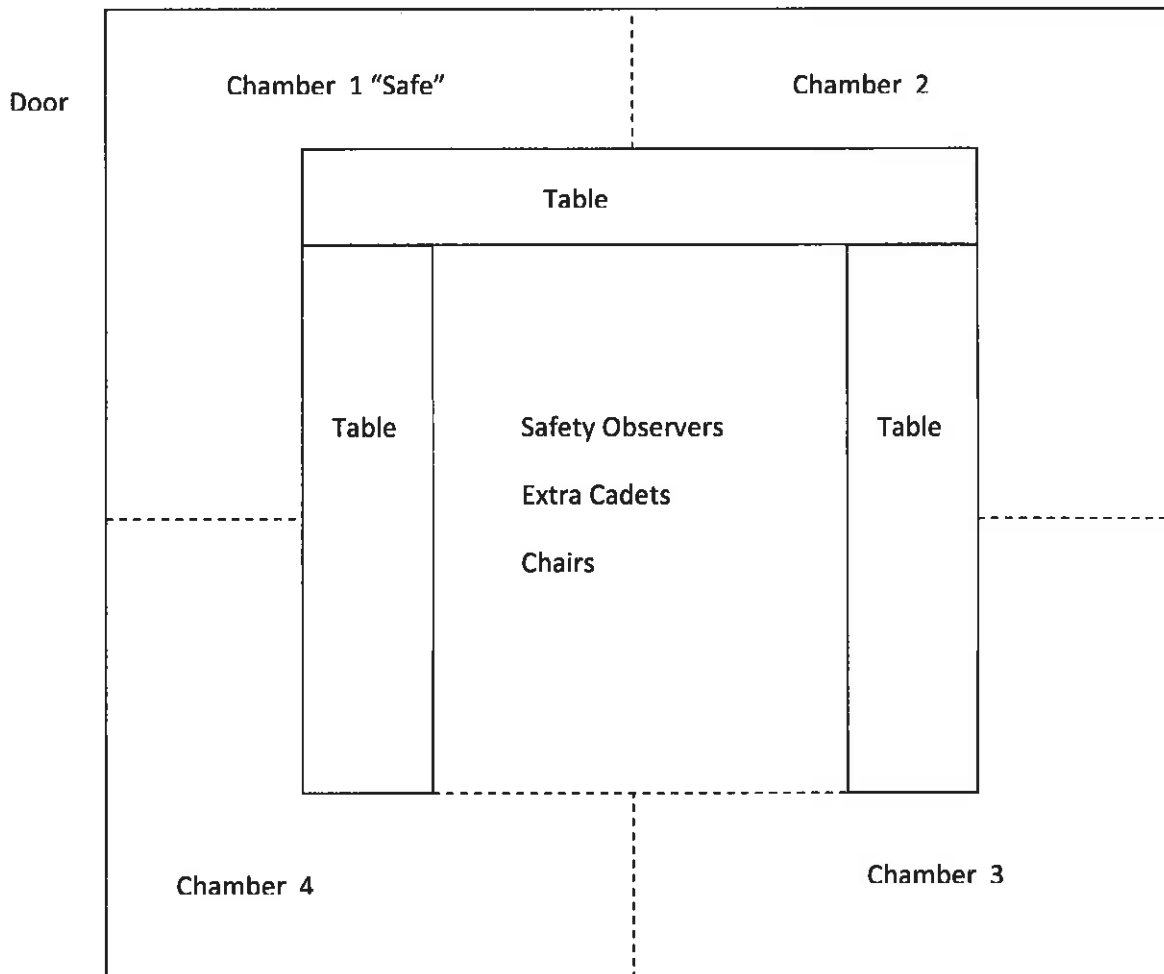
Set up:

- Pick 6 (or 7 if desired) cadets to form the team, including the cadet serving as the leader. Instruct these cadets to exit the room, or stand with their backs to the space to be used for the GLP.
- The remaining cadets assist in moving all chairs (if in flight room) into the center of the room
- Place one object to serve as a contaminant in each of the chambers 2-4. Chamber 1 is the safe chamber (see diagram below)
- assign 4 cadets to be the safety observer (SO), one for each chamber. SO's will also call out violations.
- assign one cadet to be the time hack
- The remaining cadets are to make observations on the performance of the team
- Give the "Situation (Cadet)" to the cadet leader only; allow 3 minutes to review the information and to make any notes. Allow the leader to see the appropriate diagram for the chambers. Retrieve the Situation sheet after 3 mins has elapsed, and tell the cadet that the time hack has started and they can return to their team to work the problem.

Debrief: Discuss the role of leadership, problem solving, followership, delegating, the importance of clear communication to all team members, teamwork.



Set up if outside space is used



Set up if flight room is used

Situation (To be read by the cadet leader only):

You are the leader of an environmental emergency response team. A laboratory has experienced an incident, contaminating 3 of 4 experimental test chambers with lethal agents. The only non-contaminated, "safe", chamber is the one that your team will first enter. Your objective is to decontaminate the lab by removing all contaminants from each of the other chambers; each chamber contains one contaminant. Contaminants are safely neutralized by removing them to chamber 1. Each member of your team has already donned protective gear allowing you to operate safely in each of the chambers, as well as handle the contaminants with their hands. However, due to the release of the contaminants filling chambers 2-4, visibility is not possible, and touching all other surfaces are lethal. Also, high levels of radiation in chambers 2-4 has affected the team's comm. equipment, resulting in dramatically reduced communication (speaking with any word (in an English dictionary) or spelling in letters is not possible). However, other forms of communication into chambers 2-4 are permissible, but a different form of communication must be used for each of the chambers 2-4. Communication out of chambers 2-4 to chamber 1 is also not permissible. Chambers 2-4 were only designed for one technician to operate in, therefore, only one member of your team can fit in each of the chambers 2-4. A small one-way door allows access from chamber 1 to 2, from chamber 2 to 3, 3 to 4, and 4 to 1. Opening the door to the next chamber requires 2 free hands, therefore all containments must first be passed to the next chamber (through the service window) before a team member can proceed into the next room. You have _____ minutes to complete this objective before the levels of contamination reach an unstable level and destroys the entire lab, including your team!

You will be penalized 10 seconds (no team member can work) for each of the following violations:

- team members in chamber 2-4 not closing their eyes
- team members touching any other obstacles in chambers 2-4 (desks, walls, chairs, etc)
- more than one members in any of the chambers 2-4
- team members entering another chamber from the wrong direction
- duplicating a form of communication for more than 1 chamber
- speaking with words to any chamber 2-4
- communication by any team member in chambers 2-4
- dropping the containment
- attempting to enter a new chamber without first passing the containment into the next chamber
- using the wrong type of communication in a chamber

WARNING! Three repeated violations by the same member "injuries" that player; they cannot operate or be communicated to for one full minute.

Variations:

Team Leader Swap (increased difficulty)

Coordinate this GLP with another flight. With both flights doing this GLP at the same time, after set up, tell the cadet leader from one flight that their team are the cadets from the other flight, and vice versa. The cadet team leader should enter the other flight room that does not have their original flight mates in it. With no warning, the team leader must complete the GLP leading an unfamiliar team, in an unfamiliar environment.

Reduced Chambers (easier)

Reduce the number of contaminated chambers to 2 if time is critical in completing the GLP. Team sizes can be reduced to 4-5, including the leader.

Competing Teams (hard)

With another flight, use 2 teams to compete in trying to try to complete the objective first. Place two contaminants in each chamber, one for each team.

Two-Way Doors (easier)

Allow all chambers to be accessible from both directions.

Restricted Communication (hard)

Chamber 1 can only communicate with chamber 2. Chamber 3 can only communicate with chamber 4. Chamber 3 has full visibility of the other 3 chambers.

Title: Challenging Intruders

Purpose: To test the Cadets knowledge on challenging intruders.

Time Required: 10 Minutes

Brief Outline: Brief the cadets on a deployed scenario with an intruder breaking into the base. Test them on their challenging intruder knowledge from the Airman Manual without using it.

Debrief: Discuss how it is everyone's responsibility to keep the base secure and the procedures for challenging an intruder. Once the debrief is complete have the cadets read over the challenging section of the Airman's Manual.

Challenging Intruders

You are currently deployed as a contracting officer Bagram Air Base in Afghanistan. While walking to the dining tent you noticed a local national crawling under the fence. You are armed because you just came back from a meeting with a local contractor downtown. You do not have a radio and no one else is in sight.

Question 1: What is your responsibility in this situation?

Question 2: What steps are you going to take?

Question 3: After a few minutes you see someone from the base walking near you, what are you going to do now?

CADET INFORMATION QUIZ

Option 1: After the first week or so of FTU give this quiz during FTOT with no preparation time prior to the quiz and then give the quiz a couple days later to determine if they used the information from the first quiz to learn a lesson.

Option 2: Early on at FTU, give the cadets approximately 10 minutes “to get to know each other” in the day room or hallway. Observe what the cadets do with the time – see if an unofficial leader rises or if they waste the time and then give this quiz after the time is up. Later give them the same time “to get to know each other” and give the cadets section two of this quiz.

Option 3: Use your own variation.

CADET INFORMATION QUIZ
(NAME/UNIVERSITY/MAJOR)

1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____
23.	_____	_____	_____
24.	_____	_____	_____
25.	_____	_____	_____

CADET INFORMATION QUIZ
(NAME/HOME TOWN/AGE)

1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____
11.	_____	_____	_____
12.	_____	_____	_____
13.	_____	_____	_____
14.	_____	_____	_____
15.	_____	_____	_____
16.	_____	_____	_____
17.	_____	_____	_____
18.	_____	_____	_____
19.	_____	_____	_____
20.	_____	_____	_____
21.	_____	_____	_____
22.	_____	_____	_____
23.	_____	_____	_____
24.	_____	_____	_____
25.	_____	_____	_____

Broken Bridge

You're traveling with your flight through the mountains of Afghanistan when you get a call that a group not far from you needs support. Looking at your map you see the shortest route is over an old bridge around the corner. The only other option is to go back and around which would take way to long and is not an option. You come across a broken bridge with only one side down and no one around on the other side. You are now next to a cliff edge with a lot of rocks on the mountain above; if more than one person talks all the rocks will crumble. This will not affect the people on the pillars. Luckily you see a button on the other side that just might put the rest of the bridge down. You find 2 ropes in your bag that already have a loop big enough to fit around the posts but not big enough to tie down the side you are holding. You realize that each person crossing can carry only 1 item from your inventory below. As you look closer you assume that the first pillar is only big enough to hold 9 people at once. This first part of the down half of the bridge can only hold 18 lbs. and someone must hold the rope bridge stable for everyone to cross and jump down to the ground which won't be a problem when the full bridge is down. The button will require exactly 15 lbs of weight to activate.

Summary:

- 5 stations (edge of cliff, platform, Start of broken bridge, end of broken bridge, Trigger)
- You can have as many people on the rope as are holding the rope (ex 2 cross, 2 must be holding)

Inventory:

Knife (1 lb) x 10
M16 (5 lb) x 10

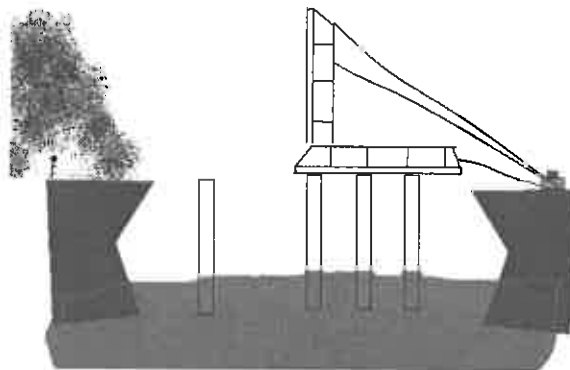
M9 (2 lb) x 5

MRE boxes (3 lb) x 25

M4 (4 lb) x 5

Solution:

Bring at least one of each item with them when crossing the span along with an extra person carrying 3 lbs or less.



Bombs on Target

Purpose: To demonstrate the importance of accurate communication, and the ability to communicate by other means besides talking.

Time Required: 5 – 15 minutes

Brief Outline: Establish one person (Air liaison officer - ALO) in the group who knows the "Target". The other people in the group are your pilots/bombers. The ALO tries to direct the bombers to the target by whatever method of communication you want to use. You can allow him/her to speak but only with directions and distances (i.e. 200 feet north by northwest). Or he could be silent and only able to use hand signals. Give them a 10-20 second limitation on communicating to the group where the target is (don't let them stand by the target). The bombers then take turns throwing an object (preferably a 15 – 20 pound rock) towards what they think is the target. The fewer throws the better.

Another option is to blind fold the bombers and have them listen to the ALO direct them to the target.

You could add a lot of things to make this more interesting. Binoculars to see the ALO 200 yards away and giving hand signals only. Water balloons to toss towards the target. Easy to get creative with this one.

Debrief: Point out the need for accurate communication, and the importance to communicate effectively when you have restrictions.

Title: Blind Man Assist

Purpose: Practice leadership and communication skills through successful planning

Time Required: 10 min

Brief Outline: Cadets will line up on one side of an "imaginary mine field" dictated by the Ft/CC (see diagram below). Make half of the cadets "blind" by telling them to close their eyes (or make half take off blouses/hats just to identify who is blind). If there are an odd number of cadets, have one cadet be the observer. The objective is to get all members of the team across the mine field safely. Safety regulations state that a blind member must always be escorted by two seeing members, one on each side. Additionally, no one may cross the mine field with less than two members and no more than four members. Lastly, no blind members may be left alone (without at least one seeing member) on any side of the mine field.

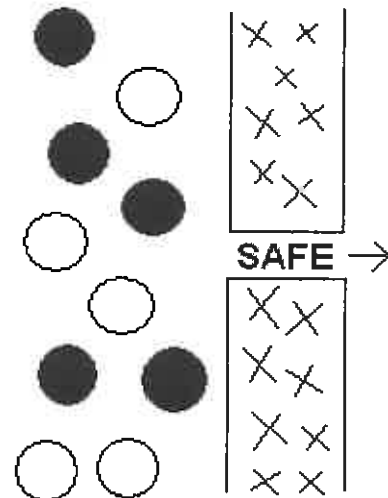
Directions to Cadets:

"For today's group leadership problem your objective is to get your entire team across an active mine field safely to the other side. Half of your team members are blind. There are rules for safety that must be obeyed at all times. First, a blind member must be escorted by two seeing members when crossing the mine field. Second, if there are any blind members on a side there must be at least one seeing member present (i.e. do not leave blind members alone). Any trip across the mine field must be by minimum of two and a maximum of three persons at one time. Only one group may traverse the mine field at a time (in either direction). You will have 10 min to complete this task. Are there any questions?"

Challenges: There are limited resources (seeing people) to make the trips in a logical manner (i.e. 2 seeing members + 1 blind member). Advanced planning will need to happen to ensure that no blind team members are left alone and there are enough seeing members to make the trips. This requires seeing members to travel back and forth in pairs to accomplish the mission.

Debrief questions:

- 1) What was the most difficult challenge you faced?
- 2) What were some obstacles (obvious and not obvious)?
- 3) Was the objective easily understood by all?
- 4) Ask different cadets whether they felt like they knew what was going on at different points during the exercise.
- 5) Was there a leader? How did you know?
- 6) Would this have been easier if I had given you 3 min to plan before execution? How would this have changed your approach?



Blind Leading the Blind

Time: 15-30 mins

Supplies: Blindfold, cones, and stopwatch

Objective: The objective is to keep their flight within the cones using specific and direct commands. Evaluate the cadet's ability to effectively assess the situation and develop a plan of action to achieve the goal.

Directions:

One cadet is designated as the Flight Commander and will be blindfolded. The Flt/CC will be given a scenario in which he/she will have to guide their flight to a designated location. They will be given 3 minutes to review their scenario card and brainstorm their plan of action. During the execution the flight members must remain silent. The Flt/CC will be given 10 minutes to maneuver the flight around the designated area.

Scenarios:

1. March the Flight
2. Obstacles (maneuver the Flt around an obstacle)

Battling Negativity

Author: Tom Siebold is a writer and consultant in Minneapolis. He is also co-owner of Collegegrazing.com--a site to help college bound teens to learn more about what they need and want in a college.

Objective (s): To identify strategies to deal with negative employees

How the author has used this exercise: One of the biggest problems of leaders is to deal with reports who are excessively negative. Negativity can corrupt the work climate.

Activity Description: Ask participants to give examples of the damaging effects of negativity in the workplace. As a group, discuss the dozen negative "types" listed below. Then have participants brainstorm ways leaders can handle each type. The goal is to end up with a list of helpful leadership strategies for dealing with negativity.

Negativity Types

1. The Resisters--They rail against anything different
2. The Wobbly —They are constantly shifting moods and expect others to adjust to them
3. The Gossipers--They spread rumors and tell inappropriate personal tidbits
4. The Blamers—They are constantly blaming others.
5. The Victims—They believe people are out to get them
6. The Adhesives--They can't let go, even things that happened years ago
7. The Pessimists--They always expect the worst case scenario
8. The Boilers—They will blow over the slightest provocation
9. The Complainers—They feel everything is wrong or will soon go wrong
10. The Choosers—They are constantly pitting one group against another
11. The Detached-- They feel most everything is dumb or beneath them
12. The Self-Absorbed--They are constantly grabbing credit or attention

Options: If you have the time, participants can develop their own list of negative types.

Added thoughts or considerations: Ask participants to give actual examples where they have used some of the strategies the group identifies. The conversation will probably move to the question, "What to do with the individual who doesn't respond to the strategies?"

Baseball Trivia Role-Description Sheet

Purpose: To enable the team members to experience team problem-solving processes. To give the team members an opportunity to observe and identify behaviors and methods that facilitate or hinder effective teamwork. To highlight the consequences of conflicts between individual objectives and team objectives. To provide a basis for exploring means to make teamwork more effective.

Time Required: 1 hour +

Brief Outline: Below

Debrief: 15 – 20 minutes of guided discussion to highlight the successes/failures. There is also some peer feedback at the end.

Baseball Trivia Role-Description Sheet

Umpire

A good umpire helps the team members to work and participate peacefully. He or she often serves as both a mediator and an expeditor. As a mediator the umpire conciliates differences in points of view and seeks compromise solutions. As an expeditor the umpire keeps communication channels open by facilitating the continents of the two opposing sides. If the umpire is a --designated leader he or she has the authority to administer all rules and to enforce penalties. Thus the umpire is cognizant of the procedures and rules by which the team functions.

Pitcher

The pitcher is the person who does the talking and often can determine the task outcome and direction of the team's movement. There are many different types of pitchers, and any member of the team can serve in this role. The pitcher's first job is to make sure that all other members are attentive and working on the task. The pitcher also serves as a diagnoser and information or opinion giver. As a diagnoser the pitcher determines the problem's source and both the supporting and resisting factors. In giving information or an opinion, the pitcher helps produce data that is pertinent to the team's problem-solving processes.

Catcher

The catcher listens to all members, elicits pertinent ideas, classifies the relationships between ideas and suggestions, and draws together the efforts of members or subgroups. In a task role the catcher is a coordinator-integrator. The catcher is in charge of maintenance and strategy. He or she also serves occasionally as an information or opinion

seeker by asking other members for additional facts. Thus the catcher calls forth ideas and keeps the rest of the team informed about the team's progress.

Fielder

This player fields the ideas made by other team members, helps cover their positions, and supports their ideas. The fielder quickly assesses situations, pulls together all ideas and suggestions, and restates and clarifies these for the team. From a task standpoint, the fielder is an energizer, known for prodding the team to a higher quality of participation. The fielder is alert and always ready to participate--sensitive to the atmosphere and climate of the team, to the direction of the flow of ideas.

Batter

A good batter observes the team in process, watching others and consciously determining how to influence the process in the most advantageous way. The best batters have a sense for the flow of discussion. They have a good mental attitude; accurate timing on the question-answer sequence; and confidence that their statements will be instructional, correct, and accepted.

Coach

The coach expedites the team process by performing needed routine tasks, such as distributing equipment and materials, arranging the physical environment (for example, tables and chairs), and keeping time. The coach serves as an advisor, not as an authority or disciplinarian. The coach offers positive feedback and praise; attempts to create a feeling of trust and respect; and efficiency. The coach's role in building and maintaining the team is to keep the team focused on evaluating alternatives and reaching final decisions.

Scorekeeper

The scorekeeper serves as recorder, taking minutes, writing down suggestions, and noting decisions.

Team Clown

The team clown serves a nonfunctional role. He or she is apt to joke, mimic, or engage in other disruptive acts at inopportune times. Some people resent the clown's display of non involvement in the team's processes.

Hothead

The hothead interferes with straight thinking and tends to throw fellow players off balance. He or she plays a nonfunctional role and becomes aggressive, criticizes or blames others, shows hostility against individuals or the team, is envious of the credit that other members receive, and often deflates the ego of other members.

Baseball Trivia Problem Sheet

Instructions: Nine members play the positions on the baseball team involved in this problem: Duncan, Winters, Perry, Banks, Dixon, Billings, Woods, Johnson, and Lynch. You and your fellow team members are to work together to determine from the following data the position played by each. Record your team answers at the bottom of the page.

1. The second baseman beat Johnson, Duncan, Billings, and the catcher at golf.
2. Lynch and Duncan each won \$50 playing cards with the pitcher.
3. Johnson has an apartment across the hall from the third baseman.
4. The outfielders bowl with Banks in their spare time.
5. Winters is taller than Billings; Woods is shorter than Billings. Each of them weighs more than the third baseman.
6. Duncan, Perry, and the shortstop lost \$300 each betting on the horses.
7. The catcher has three daughters; the third baseman has two sons; Dixon is being sued for divorce.
8. Perry dislikes the catcher and lives with his sister.
9. One of the outfield positions is played by either Perry or Woods.
10. The center fielder is taller than the right fielder.
11. The pitcher's wife is the third baseman's sister.
12. Dixon is taller than the infielders and the battery with the exception of Johnson, Lynch, and Perry.
13. Bank's sister is engaged to the second baseman.
14. The third baseman, the shortstop, and Billings made \$150 speculating on commodities.
15. Four members of the team are married. Winters, Banks, Duncan, the right fielder, and the center fielder are bachelors.

Catcher _____ Pitcher _____

First Baseman _____ Second Baseman _____

Third Baseman _____ Shortstop _____

Left Fielder _____ Center Fielder _____

Right Fielder _____

Baseball Trivia Answer Sheet

Catcher	Lynch
Pitcher	Johnson
First Baseman	Duncan
Second Baseman	Winters
Third Baseman	Perry
Shortstop	Banks
Left Fielder	Dixon
Center Fielder	Billings
Right Fielder	Woods

Baseball Trivia impression Sheet

Instructions: Write the names of the members of your team in the spaces that correspond to the roles you think they played in your team. Any team member may be listed in more than one position. You should also list yourself.

Umpire - _____

Pitcher - _____

Catcher - _____

Fielder - _____

Batter - _____

Coach - _____

Scorekeeper - _____

Team Clown - _____

Hothead - _____

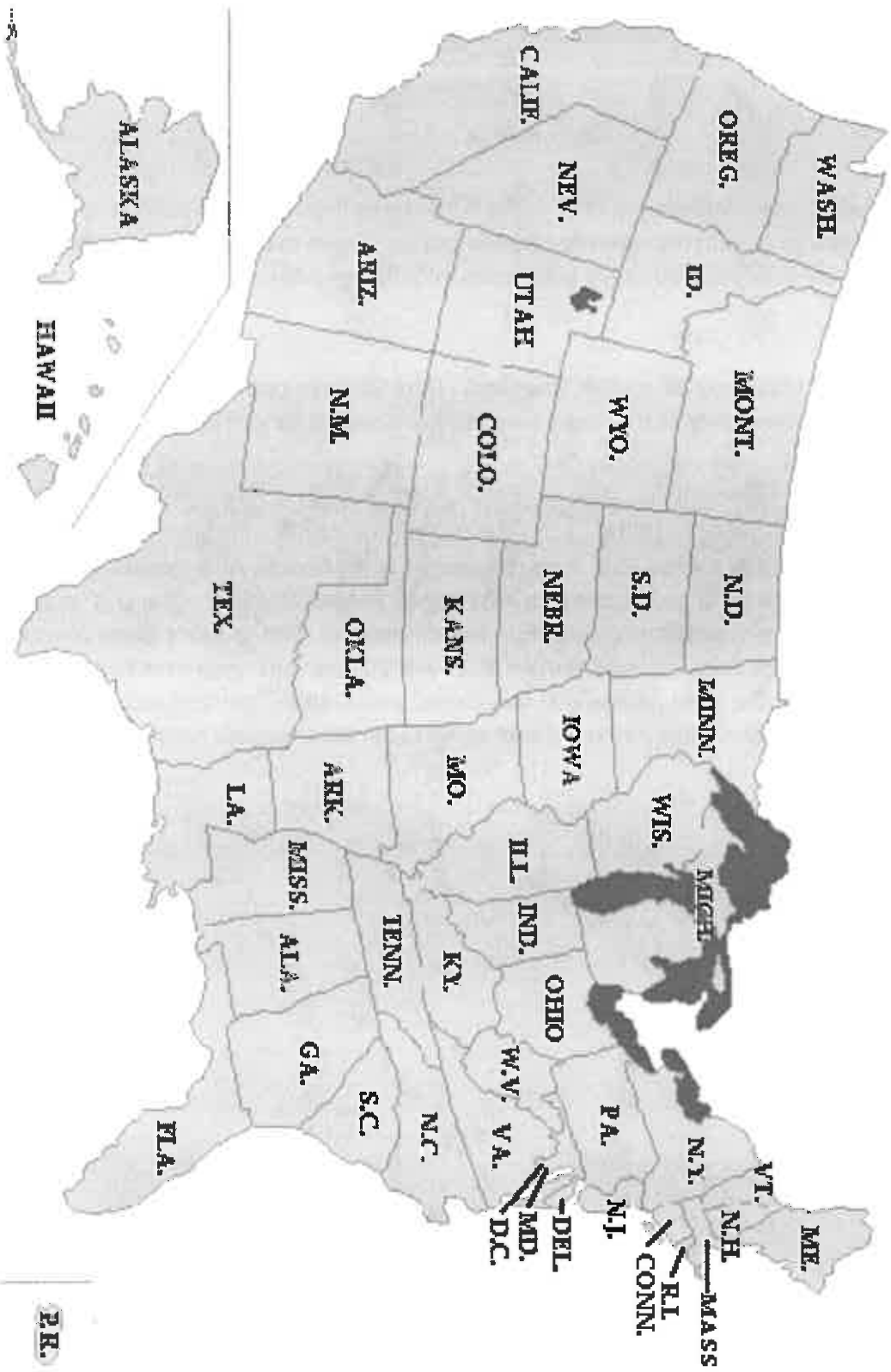
U.S. Air Force Base Locations and Coordinates Match Challenge

(In-Garrison)

Purpose: Test group's knowledge of U.S. Air Force base locations and abilities to analyze, interpret and assign map coordinates to specific bases. Team members must gather, communicate, consolidate, document and report information within time limitation.

Time Required: Maximum 30 minute time limit. 18 of 20 base names and location coordinates must be correct to pass this GLP. Finish time will be recorded for competition among other flights.

Brief Outline: Group is given a U.S. map (first page) with Maxwell AFB marked with a dot and name. Maxwell AFB location coordinates = **32°22'45"N 086°21'45"W**. The U.S. map also contains 20 other dots representing Air Force base locations. The group is given a second page with 20 Air Force base names, marked 1-20 and 20 locations' coordinates marked 1-20. The task is to match the base names with the correct coordinates and then label the 20 U.S. map dots with the correct base name number and coordinates number (example = 1,20).



U.S. Air Force Bases

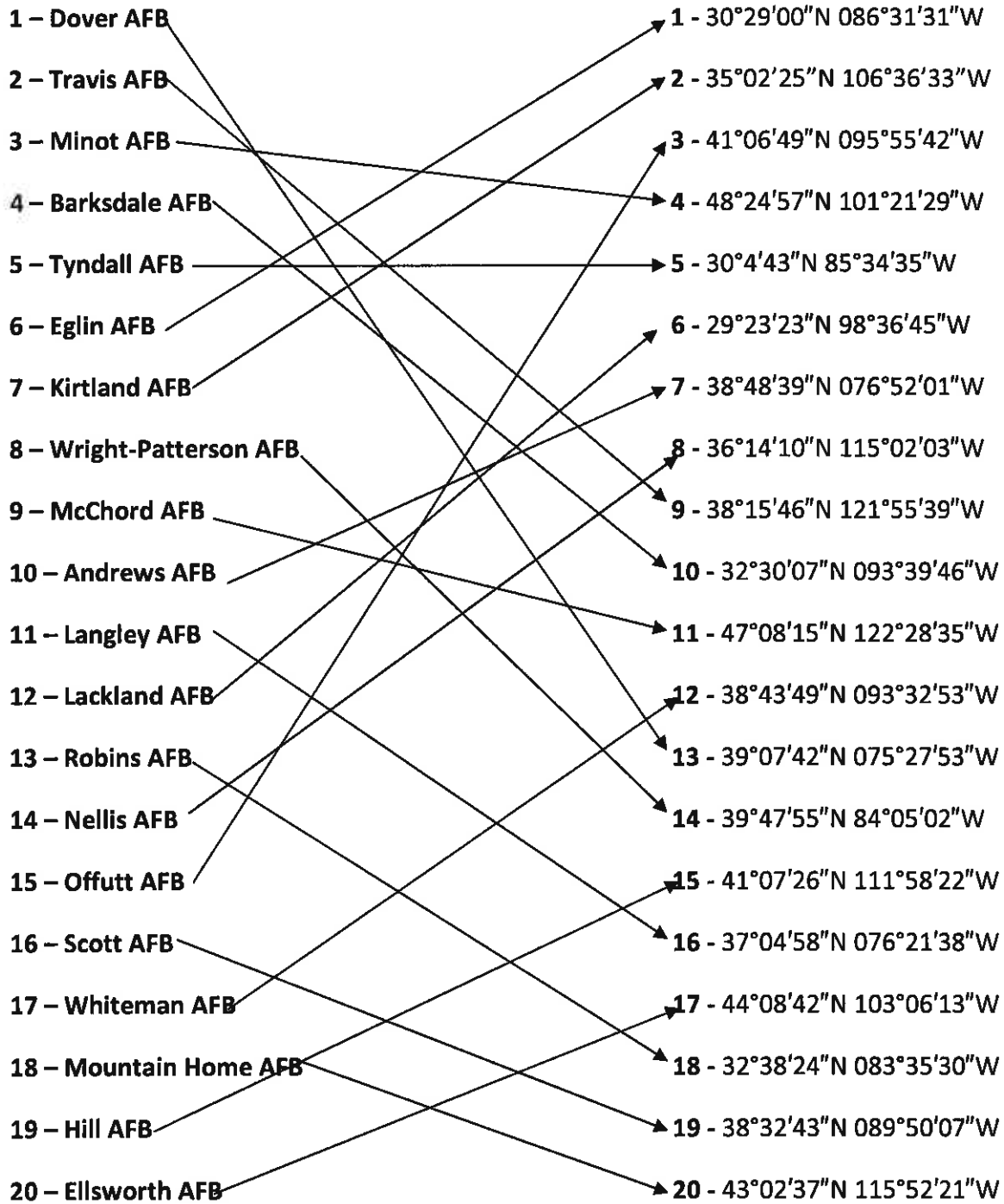
Location Coordinates

1 – Dover AFB	1 - 30°29'00"N 086°31'31"W
2 – Travis AFB	2 - 35°02'25"N 106°36'33"W
3 – Minot AFB	3 - 41°06'49"N 095°55'42"W
4 – Barksdale AFB	4 - 48°24'57"N 101°21'29"W
5 – Tyndall AFB	5 - 30°4'43"N 85°34'35"W
6 – Eglin AFB	6 - 29°23'23"N 98°36'45"W
7 – Kirtland AFB	7 - 38°48'39"N 076°52'01"W
8 – Wright-Patterson AFB	8 - 36°14'10"N 115°02'03"W
9 – McChord AFB	9 - 38°15'46"N 121°55'39"W
10 – Andrews AFB	10 - 32°30'07"N 093°39'46"W
11 – Langley AFB	11 - 47°08'15"N 122°28'35"W
12 – Lackland AFB	12 - 38°43'49"N 093°32'53"W
13 – Robins AFB	13 - 39°07'42"N 075°27'53"W
14 – Nellis AFB	14 - 39°47'55"N 84°05'02"W
15 – Offutt AFB	15 - 41°07'26"N 111°58'22"W
16 – Scott AFB	16 - 37°04'58"N 076°21'38"W
17 – Whiteman AFB	17 - 44°08'42"N 103°06'13"W
18 – Mountain Home AFB	18 - 32°38'24"N 083°35'30"W
19 – Hill AFB	19 - 38°32'43"N 089°50'07"W
20 – Ellsworth AFB	20 - 43°02'37"N 115°52'21"W

ANSWER SHEET

U.S. Air Force Bases

Location Coordinates



BANK OFFICE EXERCISE

With the information below, you **WILL** be able to solve the problem that faces your team.

- All of the information you need to solve this problem has been given to you in the six statements below.
- There are no tricks to this exercise. The people mentioned in this story are traditionally labeled, and conventional standards are applied. **EXAMPLE:**
 - **Miss** means not married, never been married, and has no children
 - **Bachelor** means not married, never been married and never had any children....etc
- Your working together is the only way that you will be able to solve this problem.
- As you solve this problem, please **NUMBER the order** in which you place people in the positions.
- This exercise is not over when it is solved! **It is only over when EVERYBODY in the group UNDERSTANDS how the answers were arrived at for the solutions.**

FILL IN THE BLANKS WITH STAFF NAMES USING THE FACTS PROVIDED:

General Manager: _____
Office Manager: _____
Stenographer: _____
Cashier: _____
Clerk: _____
Teller: _____

THE STAFF

Miss Alexander
Mrs. Brown
Mr. Fields
Mr. Stevens
Mr. Smith
Miss Anderson

FACTS OF THE STORY

1. The Office Manager is the General Manager's Grandson.
2. The Cashier is the Stenographer's Son-in-Law
3. Mr. Smith is a Bachelor
4. Miss Alexander is the Teller's stepsister
5. Mr. Fields is 21 years old
6. Mr. Stevens is a neighbor of the General Manager

ANSWER KEY BANK OFFICE EXERCISE

With the information below, you **WILL** be able to solve the problem that faces your team.

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FILL IN THE BLANKS WITH STAFF NAMES USING THE FACTS PROVIDED:

General Manager: Mrs. Brown
Office Manager: Mr. Smith
Stenographer: Mr. Stevens
Cashier: Mr. Fields
Clerk: Miss Alexander
Teller: Miss Anderson

THE STAFF

Miss Alexander
Mrs. Brown
Mr. Fields
Mr. Stevens
Mr. Smith
Miss Anderson

FACTS OF THE STORY

7. The Office Manager is the General Manager's Grandson.
8. The Cashier is the Stenographer's Son-in-Law
9. Mr. Smith is a Bachelor
10. Miss Alexander is the Teller's stepsister
11. Mr. Fields is 21 years old
12. Mr. Stevens is a neighbor of the General Manager

Attention to Detail Test

You will have 10 minutes to complete this test. Read each question carefully.
GOOD LUCK!

1. A man builds a house with four sides and it is rectangular. Each side has southern exposure. A bear wonders by. What color is the bear?

2. Why can't a man living in Winston-Salem, N.C. be buried in a spot west of the Mississippi River? _____

3. If you had only one match and entered a room in which there was a kerosene lamp, an oil heater, a candle, and a wood burning stove, which would you light first? _____

4. How far can a dog run into the woods? _____

5. A farmer has 17 sheep. All but nine died. How many did he have left?

6. Some months have 30 days, some have 31 days. How many months have 28 days? _____

7. Do they have a 4th of July in England? _____

8. How many times can you subtract 17 from a hundred? _____

9. How many animals of each species did Moses take aboard the ark? _____

10. A woman gives a beggar fifty cents. The woman is the beggar's sister, but the beggar is not the woman's brother. How come? _____

ANSWER KEY FOR Attention to Detail Test

You will have 10 minutes to complete this test. Read each question carefully.
GOOD LUCK!

1. A man builds a house with four sides and it is rectangular. Each side has southern exposure. A bear wonders by. What color is the bear?
_____ White (Polar Bear) _____
2. Why can't a man living in Winston-Salem, N.C. be buried in a spot west of the Mississippi River? _____ He's alive _____
3. If you had only one match and entered a room in which there was a kerosene lamp, an oil heater, a candle, and a wood burning stove, which would you light first? _____ the match _____
4. How far can a dog run into the woods? _____ half-way _____
5. A farmer has 17 sheep. All but nine died. How many did he have left?
_____ 9 _____
6. Some months have 30 days, some have 31 days. How many months have 28 days? _____ 12 _____
7. Do they have a 4th of July in England? _____ Yes _____
8. How many times can you subtract 17 from a hundred? _____ Once _____
9. How many animals of each species did Moses take aboard the ark?
_____ None, it was Noah that had the ark _____
10. A woman gives a beggar fifty cents. The woman is the beggar's sister, but the beggar is not the woman's brother. How come?
_____ The beggar is a woman _____

Arrange yourselves by height

Determine where they will line up, tallest to shortest, then blindfold all flight members.

They must arrange themselves by height blindfolded and without talking.

Find out everyone's birthday

Pair up. Each pair will figure out each other's birthday without talking (no lip reading) or writing. When ready, each cadet will give their partner's birthday to the CTA. If not correct, they must do it again. A twist – if one person messes up, have every flight member speak again until all are correct. Harder: make them in chronological order, too.

