Want some C.R.E.A.M!!! Cash Rules Everything Around Me.

Materials Needed:
Chips (regular and bonus)
Trading Posters
Circles, Squares, and Triangle labels

Chip Count: Configurations are based on 33 people per group. Chips can be modified to match group size. Place all chips in an envelope/box/sack so that participants cannot see which chips they are selecting.

Purple Chips worth	70 points	Number of chips-	14 chips
Orange Chips worth	60 points		22 chips
Yellow Chips worth	50 points		34 chips
Green Chips worth	40 points		60 chips
Red Chips worth	30 points		70 chips
White Chips worth	20 points		100 chips
Blue Chips worth	10 points		100 chips___
			400 total chips

Number of People in Each Class after trading rounds:

	33 People in Game	30 People in Game	25 People in Game
Circle	7	6	5
Triangle	15	15	12
Square	11	9	8

Object of the exercise: To trade chips and try to obtain the most amount of points throughout the game.

How to PLAY:
1. <u>Participants choose 7 chips without looking from the sack.</u> (Instruct participants NOT to Trade or show anyone his or her chips.)
2. Remind participants that the object of the game is to achieve a higher score by counting the value of the chips they possess. A higher score can be achieved by trading with others according to the "Trading Rules" posted throughout the playing area.
3. Explain the "Trading Rules."

TRADING RULES:
1. Players must clasp hands to make a trade.
2. Only the best five chips count.
3. Chips of unequal value must be traded once hands are clasped.
   (For example, once you shake hands with another participant and your hands are clasped, you can't exchange a blue for a blue and move on in the trading round. Unequal valued chips MUST be traded. If two participants can't agree on a trade, both need to remain engaged in a trade until the trading round is complete.
4. No trading or talking unless hands are clasped.
5. If arms are folded, you do not have to trade.
6. All chips are to be hidden at all times.

4. There are five rounds of trading. Each round of trading will last about 5-7 minutes.
   ### Round 1:
   - Players use the trading rules provided.

- Compute scores with names by them
- Move on to the next round of trading

Round 2:
- Players use the trading rules provided.
- Compute scores and post on construction paper with their names by them
- After round two, place participants into trading groups based on their scores.
- Say, "WE WILL HAVE TO REARRANGE YOUR SEATING SO THAT YOU ARE SITTING IN GROUPS ACCORDING TO THE SCORES THAT YOU HAVE ACHIEVED."
- Pass out label of Circle, Triangle, Squares
- Give each person 3 more chips
- <u>Circles</u>—highest scores-should have the smallest amount of people (Upper class), <u>Triangles</u>—middle scores-should have the MOST amount of people (Middle class) <u>Squares</u>—Lowest scores-should have more than that circles, but not as much as the Triangles.
- Although you will not share this with the group, each round hereafter calls for the facilitators to create very subtle power imbalances.

Round 3:
- Players are asked to sit in their groups. (This way, players now are keenly aware of their status in the game)
- Begin Play. (Make observations as to how "marking" individuals affected their trading choices.)
- Have them sit back in their groups.
- Compute scores and establish a new ranking.
- Have people label themselves again as Circle, Square, Triangle
- Give the Circle 4 chips each, Triangles 3 chips each, Squares 2 chips each
- Begin to reward folks when they move up a class. Congratulate them and inspire them to keep going. Conversely, denigrate someone for slipping down a class.
- Pay close attention to the fact that some folks may not be honest with their scoring, as the game gets more competitive and circles are treated better. Someone may try to "pass" with someone in the power group. This can be used when debriefing as sometimes-disenfranchised members of a group may try to pass in order to gain benefits from an oppressive society.

ADMINISTER BONUS POINTS:
- Give the power group one chance to gain another chip (for doing so well…you can even let them LOOK into the chip bag to select their chips)
- Give the middle class members a chance to tell you why they should earn a bonus chip from you. If it's a good answer, then they earn a chip, if not, they don't. Make them work for it. Then congratulate them for a job well done and for thinking of such a great answer. Tell them perhaps you were wrong about them.
- Ask the lower group for the sneakiest way they can think of to earn a chip. Reward the person who comes up with the sneakiest way, then when they reach a different level, chastise them for taking the opportunity to move ahead.

Round 4:
- Have them sit back in their groups.
- Compute scores and establish a new ranking.
- Have people label themselves again as Circle, Square, Triangle
- Give the Circle 5 chips for the group to split the way they want, give the Triangle 3 chips to split whatever way they want, and give the squares 2 chips to split whatever way they want.
- Compute scores and establish a new ranking. Begin to reward /chastise folks more aggressively. Give some power to the folks when they move up a class. Congratulate them and inspire them to keep going. Conversely, denigrate someone for slipping down a class.
- Play round and compute scores at the end. Have players sit in their new groups if members have moved forward/backward.

Round 5:
- During the <u>FINAL</u> round the facilitator exercises their power over the group and favors the Circles.
- In this round, players with the highest scores (the Circles) will hold the majority of the power and will be able to make their own rules. They can discuss a strategy amongst themselves then share it with the group. …Anything goes that reinforces the power dynamic.
- ANNOUNCE: "It appears that the circles have done so well that they deserve special consideration in deciding how the game will continue to be played. For this reason, I'm now going to give the circles the power to change any of the game rules as they see fit. At the end of that time, I will either announce the rule changes, if there are any, or keep them a secret depending upon the wishes of the circles. Circles you have five minutes to decide."

Ways to help to create a subtle power imbalance.

Circles: Help them to achieve, give them some inside tips, slip them chips, when replacing the students into groups according to their scores...reward those who move ahead, Don't chastise the top group even if they have a poor round of trading. Say things like, "oh, you must have had a bad round, better luck next time."

Triangles: "Well, there is still a slim chance for you to make something of yourself if you hustle a little." Triangles are almost invisible like our invisible majorities. They have strength in numbers, but often do not bond together. You can reinforce respect and hope for this group, but don't be overtly oppressive to them.

Squares: "I knew you wouldn't be able to get ahead, but you could just give up and sit out of the game if you can't hack it." Remember to reinforce that "Squares" do not follow rules, are unruly and just never will get ahead. You can say things like, "You know, I don't even know why you are here, you really aren't RA material." Or "Why should I have expected you to get this exercise, you've always been slow to comprehend this type of exercise" Or "You surely can't be an RA/SM, RHA member, NSA, OL, etc…I'm embarrassed you all are doing so poorly, etc."

Game outcome:

What is most likely is that the circles have made very tough rules to protect their power. The squares

and triangles will give up, become hostile, or commit some act of frustration or defiance. Stop the game when it is apparent hat the circles have made rules so unfair that the other two groups can't, won't continue or use your best judgment. Generally, this means stopping the game when the point has been made… that the circles have abused their power and the squares and triangles resent it. This may mean that the third round will open, but in most cases the point for stopping will be reach before the round ends. If it does not, simply continue with the game or stop and process.

Debriefing/Processing the game:

- Do not remain physically in the circle, square and triangle groups, but do have them keep their tags on so that when processing you know who was in what group and how it impacted their experience during the simulation.

- Ask a <u>triangle</u>: How did you feel about playing the game?

- Ask the same thing of a <u>square</u>.

- How many enjoyed the game?

- Ask group <u>observers</u> to <u>describe</u> behavior of their <u>groups</u>?

- <u>Who</u> did the <u>rules</u> of the game <u>serve</u>?

- What are the <u>parallels</u> between the game and real life?

Summary of points to be made:

1. A low mobility three-tiered society
   a. Close to an estate system.
   b. Wealth and power based on ascription
2. The mobile began to act in their own interests
3. Each class evidenced different behaviors
   a. Degrees of motivation
   b. Degrees of satisfaction
   c. Perception of stratification
   d. Methods of dividing points
4. Basically two theories of power
   a. Elitist Theory
      ✓ The theoretical view held by many social scientists which holds that American politics is best understood through the generalization that nearly all political power is held by a relatively small and wealthy group of people sharing similar values and interests and mostly coming from relatively similar privileged backgrounds. Most of the top leaders in all or nearly all key sectors of society are seen as recruited from this same social group, and elite theorists emphasize the degree to which interlocking corporate and foundation directorates, old school ties and frequent social interaction tend to link together and facilitate coordination between the top leaders in business, government, civic organizations, educational and cultural establishments and the mass media. This "power elite" can effectively dictate the main goals (if not always the practical means and details) for all really important government policy making (as well as dominate the activities of the major

mass media and educational/cultural organizations in society) by virtue of their control over the economic resources of the major business and financial organizations in the country. Their power is seen as based most fundamentally on their personal economic resources and especially on their positions within the top management of the big corporations, and does not really depend upon their ability to garner mass support through efforts to "represent" the interests of broader social groups. Elitist theoreticians differ somewhat among themselves on such questions as how open the power elite is to "new blood," the exact degree of agreement or disagreement that usually prevails within its ranks, and the degree of genuine concern (or lack thereof) for the broader public welfare that enters into their choices of public policy goals, but all such theorists broadly share the notion that it is these few thousand "movers and shakers" who really run the country and determine the basic directions of public policy, certainly not the manipulated and powerless masses of ordinary voters choosing among candidates at election time.

b. Pluralistic Theory

✓ The theoretical point of view held by many social scientists which holds that American politics is best understood through the generalization that power is relatively broadly (though unequally) distributed among many more or less organized interest groups in society that compete with one another to control public policy, with some groups tending to dominate in one or two issue areas or arenas of struggle while other groups and interests tend to dominate in other issue areas or arenas of struggle. There tends to be little overlap between those leaders who participate most influentially in one policy area and those who are influential in other policy areas, and what linkage there is tends to come from popularly elected political officials (especially political executives and party leaders) who, by the nature of their jobs, must exercise leadership (or act as brokers) in a number of different policy areas. There is no single, unified "power elite", but rather there are many competing power elites with differing backgrounds, values and bases of support in the broader society. Government tends to be depicted as a mechanism for mediating and compromising a constantly shifting balance between group interests rather than as an active innovator or imposer of policies upon society.

This program is adopted from the program called Star Power (An exercise in Privilege and Power).