

# Prisoners of War Game

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# Game Rules



- ❖ **Divided into 8 equal size groups.**
- ❖ **8 students are chosen to be the observers.**
- ❖ **All the other students are acting as prisoners captured in 8 different war camps.**
- ❖ **8 groups are separated.**
- ❖ **No communication between groups.**

# Game Rules

❖ **Today, these war camps receive a charity donation, so every one will be given a parcel.**

❖ **Inside each parcel, it has:**

❖ **Pens**

❖ **Packets of seaweed**

❖ **Bags**



❖ **Fill in Table 1 to record number of good at the end of each period.**

•There are 2 kinds of parcels, Pack A & B, both with 3 different kinds of coupons inside. Those coupons can be exchanged for real goods at the end of game. Please refer to the “Tool” session for suggestions of package content.

•Pack A should be distributed to those groups’ names with an “A”.

•Pack B should be distributed to those groups’ names with a “B”.

# Record of Goods Owned (Group As)

Period \ Goods	One	Two	Three	Four	Five
Packets of Seaweed	6				
Pens	3				
Bags	2				

- It has a table (please refer to Table 1) for you to record what you have at the end of each period.
- For the 1<sup>st</sup> period, you can see the number have been filled in for you.

# Record of Goods Owned (Group Bs)

Period \ Goods	One	Two	Three	Four	Five
Packets of Seaweed	3				
Pens	5				
Bags	1				

# Game Rules

- ❖ **Trade within the camp for 8 minutes.**
- ❖ **To facilitate trading, students will only see coupons in the parcel, but these coupons can be exchanged for real goods at the end of the experiments.**

# Time to start!

- ❖ **Every one will get a parcel now.**
- ❖ **Open the parcel and check the content inside.**



- Each group has to sit in a circle first, refer to Sitting Plan B in Figure 1.
- Distribute to each student a parcel.
- As students have different preferences in each item, they have the incentive to trade for their preferred items.

# In this game

<b>For Pack A</b>	<b>For Pack B</b>
<b>6 Packets of seaweed</b>	<b>3 Packets of seaweed</b>
<b>3 Pens</b>	<b>5 Pens</b>
<b>2 Bags</b>	<b>1 Bags</b>



# Start trading!



- Students can trade within the group for 8 minutes.

# Time's up!

- ❖ **Fill in the Table 1 in this round.**
- ❖ **Who is better off after trading?**
- ❖ **Who is worse off after trade?**
- ❖ **What did you get before and after the trade?**
- ❖ **Why did you have different relative prices on the same goods?**

• Invite 2 to 3 students and ask:

• Who is better off after trading? Please raise your hand and let our helpers count the number.

• Who is worse off after trade? Please raise up your hand and let our helpers count the number.

• Pick 2 to 3 students with same endowment to share what they have got before and after the trade. This is to illustrate difference in personal preference causes different relative prices resulted among students.

• Why did we have different relative prices on the same goods?

# Game Rules



- ❖ **Now, the charity has another donation!**
  - ❖ **All the “A” groups will be given 4 more packets of seaweed.**
  - ❖ **All the “B” groups will be given 3 more pens.**
- ❖ **Students can trade within the war camp for 8 minutes.**

# Start trading!



- Students have 8 minutes to trade within their war camp.

# Time's up!

❖ **Fill in Table 1 in this round.**

❖ **What and how many did students forgo for the good in both periods of trading?**

❖ **What happened to the relative prices?**

- Teacher discusses the following questions with students:
  - Ask students to put up their hands if they have traded for the same type of good in both trading periods. Then ask them the following questions:
    1. What and how many did you forgo for the good in both periods of trading?
    2. What happened to the relative prices?

# In this round...

- ❖ We came across the feature of money :
  - ❖ as a *medium of exchange*



- Explain the term “medium of exchange”.

# Game Rules

- ❖ **4 voluntary doctors are entering war camps to provide prisoners medical services and facilitate trading between the 2 camps they visit.**
- ❖ **Each doctor is allowed to go to 2 camps only.**
- ❖ **These doctors have no initial endowment.**
- ❖ **Doctors are supplied with a piece of blank paper to record down the different relative prices offer to them.**

•Now, there will be 4 voluntary doctors entering the camps to provide the medical services. Each doctor is allowed to go to two camps only.

•These doctors are those students who do not belong to any group and they have no initial endowment.

# Game Rules

❖ **Project sitting plan for doctors to facilitate trading:**

**Doctor 1 is assigned to Groups A1 & A2**

**Doctor 2 is assigned to Groups A3 & B1**

**Doctor 3 is assigned to Groups A4 & B2**

**Doctor 4 is assigned to Groups B3 & B4**

❖ **10 minutes trading with the other group, but only with the help of the doctor.**



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**Time to start!**



# Time's up!

❖ **Fill in the Table 1 in this round.**



# In this round

## For the 4 doctors:

- ❖ **Did doctors facilitate trade just now?**
- ❖ **How did doctors help?**
- ❖ **What did doctors serve as besides providing medical service?**
- ❖ **How can doctors gain something after the game?**
- ❖ **Why were the relative prices between group As and group Bs different?**

•Teacher can discuss & explain the following questions with students by asking the 4 doctors:

- Did you facilitate trade just now?
- How did you help? (Ask them what the trading prices received and offered by the buyers and sellers were.)
- (If any doctor has gained something after this round) What did the doctor serve as besides providing medical service? They did not have any initial endowment at the beginning. How can she/they gain something after the game?
- Why were the relative prices between group As and group Bs different? (Because these 2 group students' endowment and preference are not the same.)

# **Game Rules**



- ❖ **Introduce another 4 doctors in this round.**
- ❖ **Doctors are allowed to visit all the camps to facilitate trade freely.**
- ❖ **10 minutes for trading.**

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**Start trading!**



# Time's up!



- ❖ **Fill in Table 1 for this round.**
- ❖ **What does each one get after the trade?**
- ❖ **Can students observe any change in the doctors' behavior?**

• Invite 2 to 3 students to share what they have got after the trade & record the difference in relative prices amount students. Teacher discuss & explains:

- Can you observe any change in the doctors' behavior?
- Teacher concludes any of your observation during the experiment with students.
- Remind students to exchange their coupons for goods from Ms Lisa China.

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**The End!**

