

Best Practices for Facilitating Shipwrecked!

- If possible, assemble groups and send profiles ahead of time via email. In a classroom situation, it's important to stress to students that this class period involves a lot of preparation, and students need to notify the facilitator/instructor if they cannot attend so that s/he can make group adjustments.
- This activity can be used for groups that are already pre-formed, as in groups that have been assigned for a class project, for example. If there are not pre-formed groups, it is important to make sure that the groups are diverse.
- Esk (the diary-keeper) should be played by the most attentive students in the class.
- International students should not be relegated to one or two groups by themselves.
- If there are concerns about reading comprehension, definitely make sure students have the profiles and rules at least 24 hours ahead of time.
- The profiles have been adjusted to enable a group to have as few as three people and as many as five people. From previous experience, groups of five tend to function best.¹
- For undergraduate students, instituting a 10 minute discussion time before they are able to ask for map pieces can greatly improve the longevity of the simulation and their chances for survival. Because this simulation requires communication and full disclosure of information for any chance of success, a 10 minute discussion time can encourage good behavior.
- One of the objectives of the simulation is for students to experience tolerating and navigating ambiguity. Between the directions and profiles, students have most, but not all, information they need to be successful. Students may ask clarifying questions, but the facilitator should not offer too much information unless a particular group seems to be very stuck. Do not be afraid to tell students that they need to talk to each other more before they will receive an answer.
- Because it can get quite hectic during the simulation itself, assign each group a "runner" to request map pieces, equipment, and to ask questions. The facilitator should set up all map pieces at the front of the room and give the out as requested.
- For groups who die before the simulation time is over, you can allow them to restart with all their map pieces but with a new journal. Groups will get competitive over who can win without dying, and it is fine to encourage this competition if it meets the goals and objectives of the activity.
- Time should be saved at the end for a debrief of about 10 minutes. Using the Thiagi debrief method works well for this activity, but the facilitator should be flexible in their questions to accommodate the learning objectives of the group.

¹ Group of 5: Esk (+ diary), Blyth, Don, Clyde, and Avon.

Group of 4: Esk (+diary), Blyth (+ Avon*), Don, and Clyde.

Group of 3: Esk (+ diary), Blyth (+ Avon + Clyde*), and Don.

* In Groups of 4 and 3 members, Avon and/or Clyde's profiles are collapsed into Blyth's profile. The profile states that Avon and/or Clyde have died and told Blyth what they knew before they perished.