

The Bomb Shelter

Collaborative Project

Project Objective: Discuss the impact of stereotyped thinking and prejudice on attitudes and behavior.

Project Instructions:

Week 11 - Must be completed by 11:59 pm Sunday in Week 11

This is a 2-week project. To complete this part of the project students should read the Bomb Shelter instructions (Page 4) and each student must post the following information by 11:59pm Friday:

1. Which of the 6 people do you want to allow into the shelter and why?
2. Which of the 4 people do you not want to allow into the shelter and why?

Your group then has until the end of the weekend (11:59pm Sunday) to come to consensus on the following:

1. Which of the 6 people have been allowed to enter the shelter and why?
2. Which of the 4 people will not be allowed to enter the shelter and why?

To facilitate this process, one student must volunteer to be the “Notetaker” who is responsible for tracking progress of the group. This person will compose new discussion threads throughout the week that clearly identify which persons are agreed to be left in (and kept out) and which ones are still in contention.

Another student must volunteer to be the “Timekeeper” to ensure that the group is progressing toward consensus. This person may have to email students who are absent from the discussion.

One student must volunteer to be the “Facilitator” who keeps the discussions moving forward. If the group has not come to consensus by Sunday it is the Facilitator’s responsibility to make any final decisions.

Strong Recommendation: *In order for this project to have its’ greatest impact, students should complete this week’s activities before reading the instructions for next week. If you have to read next week’s instructions, it may modify how you approach the activity so please try as best as you can to refrain. Thank you in advance!*

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Week 12 – Must be completed by 11:59pm Sunday in Week 12

Hopefully you feel good about your group's decision as to the fate of these 10 strangers. You may feel great about your decision, you may feel uncertain, or you may feel a little helpless. Obviously the good news is that this is just a simulation and nobody was harmed in this activity. Although these life and death decisions aren't typical, we make decisions everyday that impact the lives of others but have we ever stopped and asked ourselves if those decisions were the right ones? Were our decisions our own, or were they a product of our unconscious attitudes about others? Did I really see that person as they are, or did I see them as I see them?

This next part of the project will ask you to reflect back on the conscious and unconscious psychological processes that you experienced during last week's activity, but before you can effectively do that you must be sure to review the following resources:

- Textbook Chapter 12
- Stereotyping, Prejudice, and Discrimination Tutorial (posted in Weekly Schedule)
- Watch "[A Class Divided](#)" at PBS (posted in Weekly Schedule)

After reviewing these resources you are required to compose a message in your group discussion forum answering the following questions as they relate to the activity you completed last week:

1. Did stereotyped thinking play a role in your individual selections? In the group decision?
2. Which other concepts from Module D Lesson 3 did you see during the consensus building process?
3. What is the relationship between stereotyping, prejudice, and discrimination?
4. In general, do stereotypes or prejudice affect your attitudes or behaviors?
5. How will you take what you've learned from this lesson and apply it in your daily life?

As always these are not "yes and no" questions. You will be scored on your demonstrated ability to critically evaluate the Bomb Shelter activity hence each student should demonstrate his/her understanding of the concepts and theories from Module D Lesson 3. Each student must post their analysis of the activity no later than 11:59pm Friday this week and should discuss at least one other student's analysis by 11:59pm Sunday.

The Bomb Shelter Instructions

You are members of a department in Washington, DC, in charge of experimental stations in the far outposts of civilization. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for all available fallout shelters. You receive a desperate call from one of your experimental stations, asking for help.

It seems there are ten people but there is only enough space, air, food, and water in their shelter for six people for a period of three months—the amount of time they estimate they can safely stay down there. They realize that they have to decide which six should go into the shelter, but they are likely to become irrational and begin fighting. So they have decided to call your department and leave the decision to you. They will abide by your decision.

Each of you has yet to prepare to go your own fall-out shelter: you are running short on time. Because time is short, you only received superficial descriptions of the ten people. You have 30 minutes to make your decision. Then, you will have to go to your own shelter.

As a group, decide who will be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice is therefore, very important. Do not allow yourself to be swayed by pressure from the others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice, then you are choosing to let the ten people fight it out among themselves, likely resulting in the death of all ten individuals. The 10 individuals are:

A 26 year old male law student

Law student's 25 year old wife; spent the last 9 months in a mental hospital

A pregnant 16-year old girl of questionable IQ – high school dropout

Police officer with gun who was thrown off the force for police brutality

A clergyman; 75.years old

36-year old female physician, who is known to be a racist

A 46-year old male violinist; served seven years for pushing narcotics; has been out for six months

A 20-year old male, Latino militant; no special skills

A 32-year old former prostitute; retired for four years.

A homosexual architect