

Wickets & Woozles Exile Simulation

- I. **OVERVIEW:**
Students will understand the economic and emotional difficulties of individuals in exile through a group simulation/role play.
- II. **SUBJECT/GRADE:** 7th – 12th, Geography, Civics, World History
- III. **GOALS/STANDARDS**
Oregon State 8th Grade benchmarks:
 - Examine a controversial event, issue or problem from more than one perspective.
 - Examine the various characteristics, causes and effects of an event, issue or problem.
 - Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.
- IV. **OBJECTIVE**
After participating in a class simulation, students will share 2 observations regarding the experiences of individuals forced to relocate.
- V. **MATERIALS/EQUIPMENT/SUPPLIES**
Worksheets for each student
- VI. **PROCEDURE**
 1. Explain to students that today we will divide into 2 groups and experience what it is like to leave our comfortable homes and jobs, yet still have to earn a living. Since you are students, your job is to learn information, do your assignments and earn good grades, similar to adults who have to earn a living and support families.
 2. Set up ground rules for behavior:
 - we are only acting in roles, do not use or take personal insults
 - respect for individuals despite their role is important
 - remove any personal items to an out-of-bounds area
 3. Distribute worksheet to students. Give students 5 minutes to complete work using resources in their area.
 4. Separate the class into two groups: Wickets & Woozles based on where students are sitting in the room. Wickets move to a taped off segment of floor leaving all resources (except worksheet) at their former desks. Woozles can now use any resources in the room – including Wickets worksheets, texts, and pencils.
 5. Act as a resource and ensure that the Woozles have all the resources available to complete the worksheet, but do not assist the Wickets in any way other than verbal encouragement.
 6. After group activity, facilitate class discussion. What did it feel like to have to sit on the floor? How did you find the information you needed to complete the worksheet? Woozles, how did you feel knowing that you had all the resources needed, but could not share them with your Wicket friends?

7. How is this situation similar to those in history? What issues do you think exiles face? What solution could be made? Is there a compromise? Encourage discussion of all sides of the issue,
8. Encourage students to keep this experience in mind as we study the Chinese occupation of Tibet and to be thinking about possible solutions.

VII. ASSESSMENT

Have students share observations of experience orally or in writing. Do not “grade” the worksheet.

VIII. ADAPTATIONS

Ensure that all students are given the opportunity to participate in group activity.

Writing in reflective journals after the event would be beneficial to those who need more time to process or not as comfortable sharing orally.

IX. EXTENSIONS

Give students specific roles to play (i.e. student, farmer, teacher, religious leader, parent) Compare experience to other groups in history which have been forced to leave their homelands.

Have students write a story about someone living in exile, incorporating feelings, activities, hardships that they individuals may have experienced.

Directions for Wickets:

You can not use any books, resources, or people outside of your marked area.

You may not move from outside your area.

You may work as a team to complete the worksheet, but can only have 1 pencil.

Directions for Wozzles:

You can use any resource in the classroom to complete your worksheet, including the papers and resources of the Wickets.