**Teacher Directions**

Hippie and Hobbes

1. **Play Movie 1**
2. Provide each student with a Student Recording Sheet and a No Government payoff form.
3. Inform the students that they will be playing a several iterations of a game similar to Rock, Paper, and Scissors.
4. Have the class count off ‘by twos’. Inform the ‘ones’ that they will remain seated during the game and be Player Blue. Inform the ‘twos’ that they will be standing during the game and be Player Red.
5. Form a large circle with a number of desks equivalent to the number of students who counted off as a ‘one’.
6. The ‘ones’ will take a seat at these desks facing the inside of the circle. Instruct the ‘twos’ to form a standing circle within the seated circle. The ‘twos’ should pair up and face one of the seated students.

1a

2a

2f 2b

2e 2c

2d

1b

1f

1e

1c

1d

1. Each initial pair will play one round of the game. Each student can either play the pacifist strategy by showing a peace sign (scissors) or the aggressor strategy by showing a fist (rock). The play is simultaneous.
2. Lead the round by saying “Ready. Hobbes, hippie, shoot!” similar to the game Rock, Paper, and Scissors.
3. Upon completion of the initial round, each student should record his/her strategy, his/her pair’s strategy, and his/her payoff on his/her Student Recording Sheet.

For example, if the student chose to be an aggressor, they should place the letter ‘A’ under the My Choice column for Round 1. If his/her initial pair also chose to be an aggressor, the student should also put the letter ‘A’ under the Other Player’s Choice column. The student should then write down their personal payoff from Round 1, as determined by the No Government payoff form, which in this instance would be $50.

|  |  |  |  |
| --- | --- | --- | --- |
| Round | My Choice | Other Player’s Choice | My Payoff |
| 1 | A | A | 50 |

1. When all students have recorded the strategies and payoff for Round 1, Round 2 can begin. All the standing students should move one desk to their right.

Using the seating chart above as a reference, Student 2a would now be standing in front of Student 1b. Likewise, Student 2f would be standing in front of Student 1a.

1. Once again, begin by saying, “Ready. Hobbes, hippie, shoot!” The students should record their results for Round Two. For example:

|  |  |  |  |
| --- | --- | --- | --- |
| Round | My Choice | Other Player’s Choice | My Payoff |
| 1 | A | A | 50 |
| 2 | P | A | 0 |

1. The students will continue playing new rounds until they return to the person who was their original partner. At this point, all students can return to their seats and tabulate their total payoff.
2. Determine who has the highest payoff and ask the winning student(s) to explain his/her strategy.

It will likely be revealed that a majority of students determined that an aggressive strategy is always the best strategy, regardless of the strategy that his/her pair selects.

1. **Play Movie 2**
2. Ask students, “How could the presence of government reduce the level of aggression?”
3. Students may claim that government could encourage citizens to play a pacifist strategy by creating and enforcing laws that punish aggression, for example, by fining all who chose the ‘A’ strategy.
4. **Play Movie 3**
5. Hand out the ‘Government’ payoff structure.
6. You can repeat the entire game under the new payoff structure or simply lead a class discussion.

Students will quickly realize that under the ‘Government’ payoff structure pacifism is always the best strategy, regardless of the strategy that a pair selects.

1. **Play Movie 4**
2. Lead a brief discussion on how the presence of government, through the creation and enforcement of laws against aggression, reduces levels of violence.
3. Move on to Step 2 and play Movie 5
4. Move to Step 3, distribute the editorial assignment, and explore the enrichment opportunities provided.