**Chapter 5: Cooperation and Competition**

**Class Activities**

**ACTIVITY 1: personality**

Objective: To further understand personality types and tendency toward competition.

Activity: Ask students to classify themselves as competitors, cooperators, or individualists based upon the explanations from the textbook. Divide the class into groups of three, with each student of each personality type. Engage each group in a discussion regarding their own tendencies toward competition.

Discussion: What are the main differences between each of the personality types? How does personality affect each person’s attitudes toward teamwork and how s/he tends to behave in groups?

**ACTIVITY 2: robbers cave experiment**

Objective: To gain further insight into Sherif’s class study

Activity: Prior to the in-class discuss, assign students the following reading from *Scientific American:* [*http://blogs.scientificamerican.com/literally-psyched/2012/09/05/revisiting-the-robbers-cave-the-easy-spontaneity-of-intergroup-conflict/*](http://blogs.scientificamerican.com/literally-psyched/2012/09/05/revisiting-the-robbers-cave-the-easy-spontaneity-of-intergroup-conflict/). The original text may be accessed at <http://psychcentral.com/classics/Sherif/>.

Discussion: In small groups or as a whole class, engage students in a discussion about Sherif’s study.

**ACTIVITY 3: Mixed-motive situation**

Objective: Help students further understand the mixed-motive situation through participation in the classic Prisoner’s Dilemma.

Activity: Full activity (instructions, materials) can be found at: http://www.asanet.org/introtosociology/Documents/TSHarrod1983.pdf

**ACTIVITY 4: Competitve versus cooperative rewards**

Objective: Help students further understand how they may respond to competitive versus cooperative rewards.

Activity: Have students perform in 3- or 4-person groupsa task for which performance is quantifiable (e.g., coming up with as many words as possible with “K” as the third letter). For half of the groups, provide a reward (e.g., candy) on an individual-basis, whereas for the other half of the groups, provide a team-based reward. Let students know the reward system beforehand. After the task, discuss how each type of reward affected their individual and team performance, as well as their feelings toward working in the group and on the task.