

The Situation

It is 11:45 A.M., August 8. Your group, dressed in casual summer clothing, is standing together somewhere in the Sonoran Desert in the Southwest United States. You are looking at the charred airframe of the light twin-engine plane you were riding in 20 minutes ago. The wreck contains the bodies of the pilot and copilot. Although your group is shaken and in shock, no one is seriously hurt.

With the exception of the last half hour, it had been a beautiful day. Taking off from Acapulco at first light, you and your fellow passengers had witnessed a beautiful sunrise. Days ago your group decided not to return home to Prescott, Arizona, via the major airlines. This chartered flight was simply too appealing—a range of 1400 nautical miles at 185 knots, just the right amount of room for you, your friends, and the two-man crew. Best of all, it could land at the private airport very close to home.

Flying north, the plane had stopped at Hermosilo, Mexico, for refueling a little after 10 A.M., and you were back in the air by 10:30. At about 10:45 you all heard the pilot contact Tucson radio, via Nogales, requesting clearance through the Air Defense Information Zone (ADIZ, along the U.S./Mexican border). He reported a position of 20 minutes south of the ADIZ, at 6500 feet (1981 meters), expecting to arrive at Prescott shortly after noon, and that both alternators were discharging.

Soon after crossing the border at Nogales, the right engine began misfiring and was feathered. Within 15 minutes, the same trouble developed in the left engine, causing failure of the radios and electric instruments. As the plane began steadily losing



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The Challenge

Without discussing your answers, complete the sections marked *Major Problems to Overcome*, *Basic Strategy*, and *The Items* in the center of this worksheet. To get an idea of what is available to aid your survival, look over the survival items first. Enter your answers in the areas marked ❶ (Individual). You may assume:

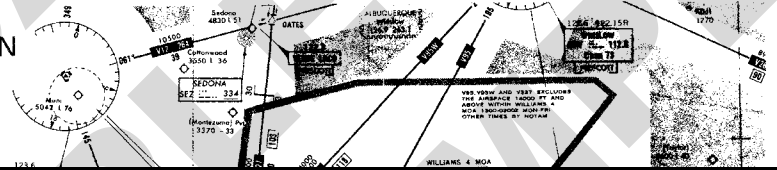
1. The number of survivors is the same as the number on your team.
2. You are the actual people in the situation.
3. All items are in good condition.

When all members of your team have finished, work all three sections together. Enter your team's answers in the areas marked ❷ (Team).

If you must change any of your answers, do not use an eraser. Instead, cross out the first answer and circle the new one. Since any marks you make will show on the answer sheet underneath, use a separate sheet of paper for any preliminary figuring. Do not separate the center page until you are told to do so.

Your team will have until _____ o'clock to finish.

UNITED STATES GOVERNMENT
FLIGHT INFORMATION PUBLICATION
ENROUTE LOW ALTITUDE - U.S.



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Sample Page 3

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The Items

By searching the ground near the wreckage, your group located 16 items which may aid your survival. These items are listed on the next page. Your task is to work through two steps.

Step 1 Divide the items on the next page into four groups of four each. Base your decision on how important each is to your survival. Circle the appropriate number in the box to the right of each item. Use the following priorities to group the items:

- Priority 1: Items critical to your survival.
- Priority 2: Items important to your survival.
- Priority 3: Items which may prolong survival time and make life more bearable, but are not necessary for survival.
- Priority 4: Items which are unnecessary, or possibly dangerous.

Step 2 Decide on the **one** best use for each item. Circle the appropriate letter in the box to the right of each item. Although you may think of other possible uses for some items, confine your selection to one of those listed.

Example

Book entitled "*Edible Animals of the Desert*"

- a. Read to reduce boredom
- b. Use for toilet paper
- c. Burn pages for signal fire
- d. Use to identify edible animals

I	1	2	③	4
	(a)	b	c	d
T	①	2	3	4
	a	b	c	(d)

You think the book is not necessary for survival but it might help keep your mind off the situation. You would mark it **3 a**.

The Team, however, decides that it would be critically important to keep people from eating anything poisonous. They mark it **1 d**.

1 white silk scarf per person

- a. Use for bandages
- b. Use to carry supplies
- c. Wrap head and face

I	1	2	3	4
	a	b	c	
T	1	2	3	4
	a	b	c	

Expert _____

**3 lbs. (1.5 kg) of cheese and
1 package of crackers**

- a. Divide and eat as soon as possible
- b. Ration over two days
- c. Eat small amount when hungry
- d. Discard

I	1	2	3	4
	a	b	c	d
T	1	2	3	4
	a	b	c	d

Expert _____

**1 quart (.9 liter) water per person
in plastic water bottles**

- a. Assign to leader
- b. Ration over two days
- c. Sip when absolutely necessary

I	1	2	3	4
	a	b	c	d
T	1	2	3	4

**2 qts. (1.9 liters) 50w aircraft
motor oil**

- a. Burn for signal fire
- b. Put on skin for protection
- c. Pour a little on ground
as you walk to mark trail
- d. Discard

I	1	2	3	4
	a	b	c	d
T	1	2	3	4
	a	b	c	d

Expert _____

Machete

- a. Assign to leader
- b. Assign to hunting party
- c. Use to cut cacti, help
erect shelter
- d. Dangerous weapon—
discard

I	1	2	3	4
	a	b	c	d
T	1	2	3	4
	a	b	c	d

Expert _____

Large beach umbrella

- a. Cover bodies of pilot and
copilot with cloth
- b. Use struts and cloth for
backpack

I	1	2	3	4
	a	b	c	d
T	1	2	3	4

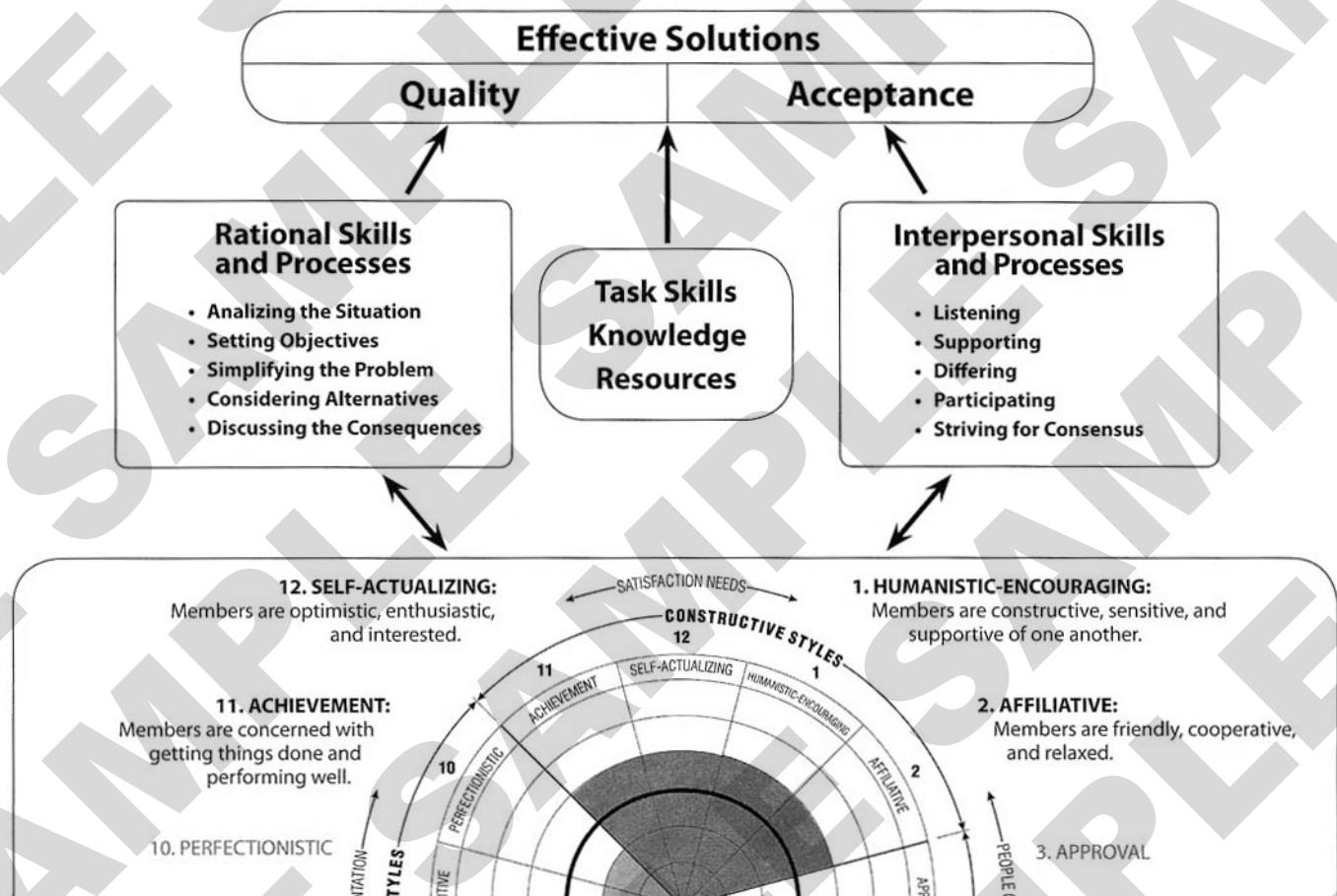


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Items Page Sample

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Synergistic Problem-Solving Model

Synergy occurs when the interactive efforts of two or more people have a greater impact than the sum of their independent efforts. Synergistic problem solving is achieved when groups maximize their use of available resources, knowledge, and task skills by exhibiting constructive (as opposed to defensive) interaction styles. It is further promoted when members approach problems in a rational, interpersonally supportive manner.* The outcome is an effective solution—one that is both accepted by members and of higher quality than their individual solutions.



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Problem-Solving Model Page Sample

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Scoring Page Sample

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Average Individual Score— Step 3

Add up the ❶ Individual Scores (Step 1) for each member of your team. Divide by the number of people on your team. This will give you the Average Individual Score (how team members did working alone).

$$\boxed{} \div \boxed{} = \boxed{}$$

Total of all ❶ Individual Scores on your team.
Number of Individuals on your team.
Average Individual Score (enter in Step 3 below).

Scoring Grid

Please complete the following steps and insert the scores under your team's number.

		Team Number					
		1	2	3	4	5	6
STEP 3	Average Individual Score — Add up all members' Individual Scores (Step 1) and divide by the number of people on the team.						
STEP 4	Team Score — Record the total from the bottom of the Step 2 column.						
STEP 5	Gain (Loss) Score — Subtract Team Score (Step 2) from the Average Individual Score (Step 3). If the Team Score is higher than the Average Individual Score, the negative number represents a loss.						
STEP 6	Percent Change — Divide the Gain or Loss Score (Step 5) by the Average Individual Score (Step 3) and multiply by "100" to get percentage.						
STEP 7	Best Individual Score — Record the lowest Individual Score on the team.						
STEP 8	Number of Members Better than Team — Record the number of Individual Scores lower than the Team Score.						