

Lesson Six

War Game

Teachers' Materials

The Red Telephone Lesson Plan
Further Information

Lesson Materials

Communication Words and Symbols
Country Cards
Action Cards

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Lesson Six: War Game

AIM

To consider the nature of deterrence theory and mutually assured destruction and the inherent risks in that strategy that arise from miscommunication, misinterpretation, internal pressures and rapidly developing events.

LESSON OUTCOMES

By the end of the lesson:
All students will be able to explain the theory of MAD.

Some students will be able to explain methods of good/bad communication.

A few students will be able to synthesis communication skills and the use of MAD to the wider global community in relation to conflict.

CONCEPTS TO EXAMINE

Conflict, Mutually Assured Destruction (MAD), Peace, Reconciliation, Communication.

OVERVIEW

This lesson enables students to critically consider the policy of Mutually Assured Destruction. Students take part in two main activities that demonstrate how easily simple information can be miscommunicated and the consequences of poor communication skills.

EQUIPMENT NEEDED

- List of communication words
- Symbols for back to back communication
- Country card sets for USA, UK, Soviet Union and Cuba
- Action Cards
- *War Game* PowerPoint (online)
- Paper
- Pens

SUGGESTED TIME

This is a one hour lesson, but can be differentiated to cover a series of lessons to perform the activities over more than one lesson. The main activity will need some teacher preparation time.

ROOM LAYOUT

Split the class in half, with the tables and chairs of each group facing each other.

SKILLS

- Planning
- Deciphering
- Puzzle skills
- Logic
- Team skills
- Communication
- Speaking and listening

INSTRUCTIONS

Starter: The Broken Telephone

In a circle play The Broken Telephone. Teacher to whisper to the students different words relating to communication skills. Last student to write on the board the word. At the end examine the words – and discuss what they all relate to... or should relate to.

Skills of communication: Discuss with students – why are these skills of communication important when considering the Cuban missile crisis?

Main activities

The Red Telephone

Divide the class into two groups. Line them up back to back.

One row gets an image. One row gets a piece of paper. Using the communication skills that they have just discussed. The students are to explain what the image shows to the person drawing the image without turning around in their chairs. The person drawing the image has to do their best to draw exactly the same image. The students are not allowed to say what the image represents.

At the end of the allocated time – 5 minutes, students to compare the image they have drawn with the image that they were given instructions to draw.

Class to feedback on the difficulty of this exercise and to discuss the problems that may occur from poor or difficult communication skills. How do they think this would change over great distances, and different languages?

The Cuban Missile Crisis Decisions Game

Students in groups take on the roles of different actors during the CMC. Each group takes on the role of a country (USA, Soviet Union, UK, Cuba) card outlining their defence strategy, their allies and their enemies. Their job is to protect the interests of their country and win the game. The aim of the game is to win. Either everyone wins, or everyone loses. No one group can win or lose. Do not make this point clear to students until the end of the game.

Teacher (using the slideshow) announces a historical development (taken from timeline activity) i.e. Bay of Pigs invasion unsuccessful. Students then are given action cards that prompt them to have 3 courses of action to take. One is escalatory but framed as defensive (i.e. station missiles in x country to counter the threat). One is no action. One is to seek disarmament or remove missiles from deployment and the final is to fire. They have 3 minutes (the time is limited in order to put pressure on their decision) to discuss in their group what they will do, and then announce it when asked by the World (the teacher) what they will do. During this time the other countries need to make a decision on what they will do depending on each country's decision.

Through this students see how defensive positioning of missiles was interpreted as offensive and countered through more weapons being positioned against their enemies. If students chose to remove from deployment they would see how this de-escalates. There is a danger that de-escalation may bring the game to a close so include 'historical developments/internal pressure' to push nations to appear 'strong' and deploy weapons e.g. the hypothetical threat of a coup in the Soviet Union.

Each country takes it in turn to 'make a move' and other groups try to predict and plan their next move.

Game ends if one chooses to fire or all choose to remove weapons from deployment and seek UN negotiations on disarmament.

Example

Round 1: Action Card representing the failed Bay of Pigs invasion is given to the Soviet Union with 4 options.

1) Position missiles on x to defend yourself from invasion, 2) Take no action, 3) Disarm.

Groups get 3 minutes for USSR to decide what to do, and what they would do if USSR chooses 1, 2 or 3. Their counter choices include: 1) Deploy weapons to country x, 2) Take no action, 3) Disarm, or 4) Fire weapons.

If any group ever chooses option 4 – the game is over and everyone loses. If this occurs, the game can be started

again. Even if students become aware of this option and do not use it in another round – the game can still be successfully played – if the students never choose to disarm and keep stockpiling the game ends at a stalemate.

After 3 minutes Soviet Union makes a decision. The other groups then must state their counter decision. Ask students for one representative to make their announcement. On the board display a map of the world (included in PowerPoint) draw on this or use the smart board to indicate the decision that each team has made.

Round 2: Action card given to Cuba saying USA has deployed weapons in Turkey – they have 5 options. 1) weapons on x to counter this threat to Cuba, 2) take no action, 3) Disarm, 4) Fire all weapons.

Groups get 3 minutes allowing Soviet Union to choose action and others to plan for all 3 scenarios and what they would do. After 3 minutes they reveal their choices.

Round 3 : Action card given to USA – Soviet missiles on Cuba. 1) weapons on x to counter this threat to China, 2) take no action, 3) Disarm, 4) Fire all weapons. The groups have 3 minutes to decide and then they reveal their answer. The rounds continue until a) One person fires. b) All groups disarm. c) The end of the session time, or there are no more action cards. This results in a stalemate. Even if a group has totally disarmed, until all the other groups disarm – that group still needs to make a decision about the next action card.

As the game develops prompts from the teacher add 'internal pressure' to the groups decisions e.g. for the USA: An opinion poll has revealed that 90% want strong action to block missiles from entering Cuba. Or for the Soviet Union: Your army is losing faith in your ability to defend the nation and threatening a coup. This ensures that the usual route is escalation and more instability, always interpreting 'defensive moves' from opponents as offensive.

Three quarters of the way into the game, a false intelligence action card is handed to the USA saying the Soviet Union is about to launch a missile. This is done covertly when the other groups are considering another action card. The USA responds to this at the end of that round.

PLENARY

Individually students reflect on the game and consider their own method of communication throughout the lesson. What do they think would work better? How could they improve their instructions or listening techniques in future? Ask students to consider how they think countries around the world could better communicate, especially in the context of nuclear weapons and MAD. Are there any solutions?

DIFFERENTIATION

- For the starter activity explain to students that you will be giving them words to do with communication skills, before beginning the activity.
- In the Red Telephone activity and plenary activities have more than one person drawing/giving the instructions. Or provide part of the image to begin with and students have to complete the image.
- For the Cuban missile crisis activity provide more time for decisions. Do not run the game more than once. Or if one group disarms the game is over and that group wins.

EXTENSION

- Consider current global affairs and how different countries are communicating about nuclear weapons. Ask the students: Are countries communicating correctly? What could they improve upon?
- Students can develop new methods of explaining the images/symbols to each other.
- Devise a method of communicating to people from different backgrounds, speakers of other languages, disabled people, or people with learning difficulties.

ENRICHMENT

- Watch the film *Dr Strangelove* or *How I learned to Stop Worrying and Love the Bomb* and discuss the way Mutually Assured Destruction is depicted. How did this affect the concept of security?
- Use the back to back communication activity to enable others to learn how to communicate better as part of an active citizenship project exploring communication.

Further information: The 'Red Telephone'

The Real Telephone

The 'red telephone' is a diplomatic communication system between the USA and the Soviet Union. It is actually called the Moscow-Washington hotline. After the 1962 Cuban Missile Crisis, both sides realised that it took too long to communicate with each other in emergency situations. The hotline was agreed upon in a 'Memorandum of Understanding' in June 1963. It was the first bilateral arms control agreement. Thomas Schelling, a Harvard professor who worked on nuclear war policy and Jess Gorkin, editor of Parade magazine, both pressured the US to introduce a more efficient way to communicate with the Soviet Union. Four American made teletype machines were used by the Soviet Union and four East German made teletype machines were used by the USA. Messages were sent via a 10,000 mile cable between the two countries. Communication was sent by written word rather than video or voice, as this provided the greatest clarity for both sides. The text was then translated at the other end. In the 1970s the hotline was upgraded to a satellite system to allow for a quicker response.

Uses

The hotline was used to reduce the threat of starting a nuclear war accidentally or from miscommunication. The hotline had success during the Six-Day War in 1967 in preventing a misunderstanding between the two sides about the movement of the US Navy in the Mediterranean Sea. The hotline was used in 1971 during increasing tensions between India and Pakistan, and during the 1973 6-day Israeli-Arab War to stop a possible nuclear attack between the two superpowers.

The Truth about the Mystique

The mystique of the 'red telephone' came about as it was propagated in popular culture. The 1964 films *Dr. Strangelove* or *How I Learned to Stop Worrying and Love the Bomb* and *Fail-Safe* presented scenes where the President of the USA talks to the Moscow via an actual telephone. Both films have adapted the idea of the red telephone in part from the 1958 Cold War novel *Red Alert*. The telephone is also depicted in a number of computer games. Some of the confusion stems from the non-dial red telephone in the 'Jimmy Carter Library and Museum' which inaccurately represents the teletype machines. The concept of a red telephone was used in Walter Mondale's 1984 presidential campaign. An advert stated, "The most awesome, powerful responsibility in the world lies in the hand that picks up this phone." The idea was used again for Hilary Clinton's 2008 presidential campaign. The Moscow-Washington hotline is not the only one of its kind, there is also the Seoul-Pyongyang hotline and the Islamabad-New Delhi hotline.

How is it used to this day?

The hotline is still used to this day, as an emergency communication line between Washington and Moscow. In 2007 the hotline changed to email, and it is tested every hour by both sides. The former CIA director, Robert Gates, stated the hotline should remain in use "as long as these two sides have submarines roaming the oceans and missiles pointed at each other."

The Broken Telephone

The origin of this game is related to two games. The first is called 'Rumours' whereby participants on hearing the word change the meaning deliberately. There is always speculation between groups that those who pass the message may have their own agenda in subverting its meaning, and so the message needs to be secure. The second game is often called 'Telephone' in the United States of America or 'Whispers'. Some have related different nationalities to the game – and this can cause offence as it suggests that those nationalities cannot be understood. The main purpose of the game is to show how communication must be clear to be properly received.

The Broken Telephone also plays on the idea that as the 'Red Telephone' did not actually exist until the Moscow-Washington Hotline was created, there was some misunderstanding with messages that were received through intelligence gathering purposes. These messages could be misinterpreted with potential dire consequences for the world.

Communication words and symbols

Patience

Instructions

Explanation

Body language

Expression

Sign

Email

Hearing

Speaking

Listening

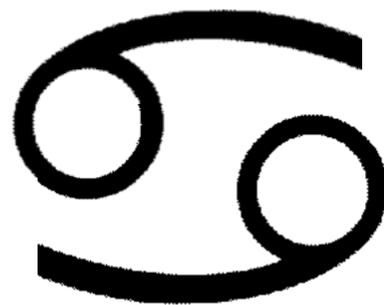
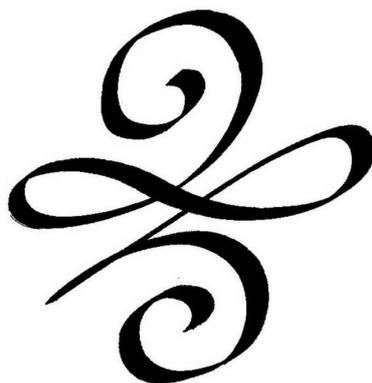
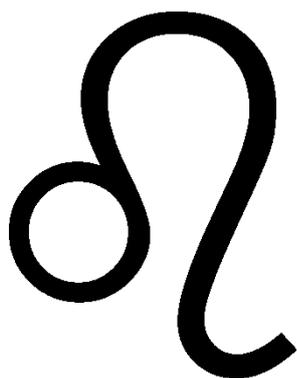
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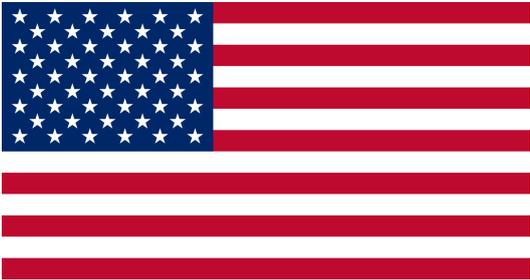
Message

Telephone

Facebook

Twitter





USA

Defence: Defend democracy and freedom.
Enemies: Soviet Union, Cuba and their allies
Allies: Countries opposed to communism .

Choices:

- 1) Do nothing
- 2) Surrender arms
- 3) Station missiles in a country of your choosing
- 4) Fire missiles

It is imperative for the USA to protect its citizens at all cost.



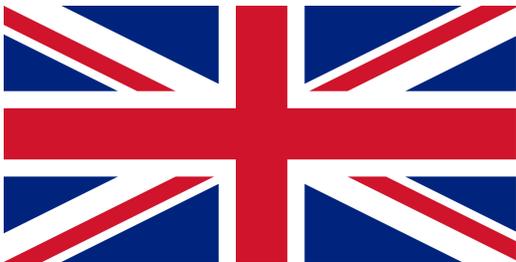
Soviet Union

Defence: Defend and fight imperialism.
Enemies: USA, UK and their allies
Allies: China, Cuba, Vietnam.

Choices:

- 1) Do nothing
- 2) Surrender arms
- 3) Station missiles in a country of your choosing
- 4) Fire missiles

It is imperative for the Soviet Union to protect its citizens at all cost.



UK

Defence: Defend democratic values in Europe.
Enemies: Soviet Union
Allies: USA

Choices:

- 1) Do nothing
- 2) Surrender arms
- 3) Station missiles in a country of your choosing
- 4) Fire missiles

It is imperative for the UK to protect its citizens at all cost.



CUBA

Defence: The people of Cuba and their national sovereignty
Enemies: USA
Allies: Soviet Union and allies

Choices:

- 1) Do nothing
- 2) Surrender arms
- 3) Station missiles in a country of your choosing
- 4) Fire missiles

It is the imperative for Cuba to protect its citizens at all cost.

The Cuban missile crisis decision game prompt cards

USA	Cuba	Soviet Union	UK
Cuba officially aligns itself with Soviet Union	USA withdraws diplomatic relations with Cuba	USA withdraws diplomatic relations with Cuba	Cuba officially aligns itself with Soviet Union
President Castro announces that any attack on Cuba is a declaration of war – World War Three	Soviet medium range missiles are deployed on Cuba	Soviet medium range missiles are deployed on Cuba.	President Castro announces that any attack on Cuba is a declaration of war – World War Three
Soviet Union announces that an attack on Cuba is an attack on Soviet Union and would start a war	The USA obtains photographic evidence of nuclear missiles stations in western Cuba	The US obtains photographic evidence of nuclear missiles stations in western Cuba	Soviet Union announces that an attack on Cuba is an attack on Soviet Union and would start a war
The US obtains photographic evidence of nuclear missiles stations in western Cuba	President Kennedy meets with his advisors to discuss the threat of nuclear missiles in Cuba	President Kennedy meets with his advisors to discuss the threat of nuclear missiles in Cuba.	The US obtains photographic evidence of nuclear missiles stations in western Cuba
Foreign Minister Gromyko meets with President Kennedy and assures him that Soviet weapons were given to Cuba only for the defence of Cuba.	Foreign Minister Gromyko meets with President Kennedy and assures him that Soviet weapons were given to Cuba only for the defence of Cuba.	Foreign Minister Gromyko meets with President Kennedy and assures him that Soviet weapons were given to Cuba only for the defence of Cuba	Foreign Minister Gromyko meets with President Kennedy and assures him that Soviet weapons were given to Cuba only for the defence of Cuba.
President Kennedy announces in a televised address to the nation the presence of offensive missile sites in Cuba.	President Kennedy announces in a televised address to the nation the presence of offensive missile sites in Cuba.	President Kennedy announces in a televised address to the nation the presence of offensive missile sites in Cuba.	President Kennedy announces in a televised address to the nation the presence of offensive missile sites in Cuba.

The Cuban missile crisis decision game prompt cards

USA	Cuba	Soviet Union	UK
The USA begins discussions about invading Cuba.	The USA begins discussions about invading Cuba.	The USA begins discussions about invading Cuba.	The USA begins discussions about invading Cuba.
President Khrushchev refuses to remove missiles saying that the world will not be intimidated by the US, and puts the blame for the crisis on President Kennedy	President Kennedy orders US ships to take up position 800 miles from Cuba and form a 'quarantine line'.	President Kennedy orders US ships to take up position 800 miles from Cuba and form a 'quarantine line'.	President Khrushchev refuses to remove missiles saying that the world will not be intimidated by the USA, and puts the blame for the crisis on Kennedy.
Soviet ships en route to Cuba either slow down or reverse course – except for one.	Soviet ships en route to Cuba either slow down or reverse course – except for one.	Soviet ships en route to Cuba either slow down or reverse course – except for one.	Soviet ships en route to Cuba either slow down or reverse course – except for one.
President Kennedy sends a letter to President Khrushchev laying the responsibility for the crisis on the Soviet Union.	President Kennedy sends a letter to President Khrushchev laying the responsibility for the crisis on the Soviet Union.	President Kennedy sends a letter to President Khrushchev laying the responsibility for the crisis on the Soviet Union.	President Kennedy sends a letter to President Khrushchev laying the responsibility for the crisis on the Soviet Union.
President Khrushchev sends a letter to Kennedy proposing to remove his missiles on the condition that President Kennedy would never invade Cuba, and remove missiles threatening the Soviet Union from Turkey.	A US spy plane enters Soviet air space.	A US spy plane enters Soviet air space.	President Khrushchev sends a letter to Kennedy proposing to remove his missiles on the condition that President Kennedy would never invade Cuba, and remove missiles threatening the Soviet Union from Turkey.
President Kennedy agrees to President Khrushchev's proposal and the secret condition that the United States would remove missiles stationed in Turkey.	President Khrushchev announces on Radio Moscow that he has agreed to remove the missiles from Cuba.	President Khrushchev announces on Radio Moscow that he has agreed to remove the missiles from Cuba.	President Kennedy agrees to President Khrushchev's proposal and the secret condition that the United States would remove missiles stationed in Turkey.

False intelligence briefing action card

Soviet Union is preparing to launch a nuclear missile