

**THE LITTLE
BOOK OF**



**COGNITIVE
GAMES**



JEWEL GAME

Task:

Determine the number of each “gem” and recall without the aid of writing equipment.

Conditions:

Given a predetermined number of “gems” in a learning environment

Standard:

Students must analyze and recall the number of total “gems” and be able to accurately categorize characteristics within a specified time

SET-UP & TALKING POINTS

Separate the snipers into pairs

Have one member control the handout and ensure that it is face down the second will conduct the assessment

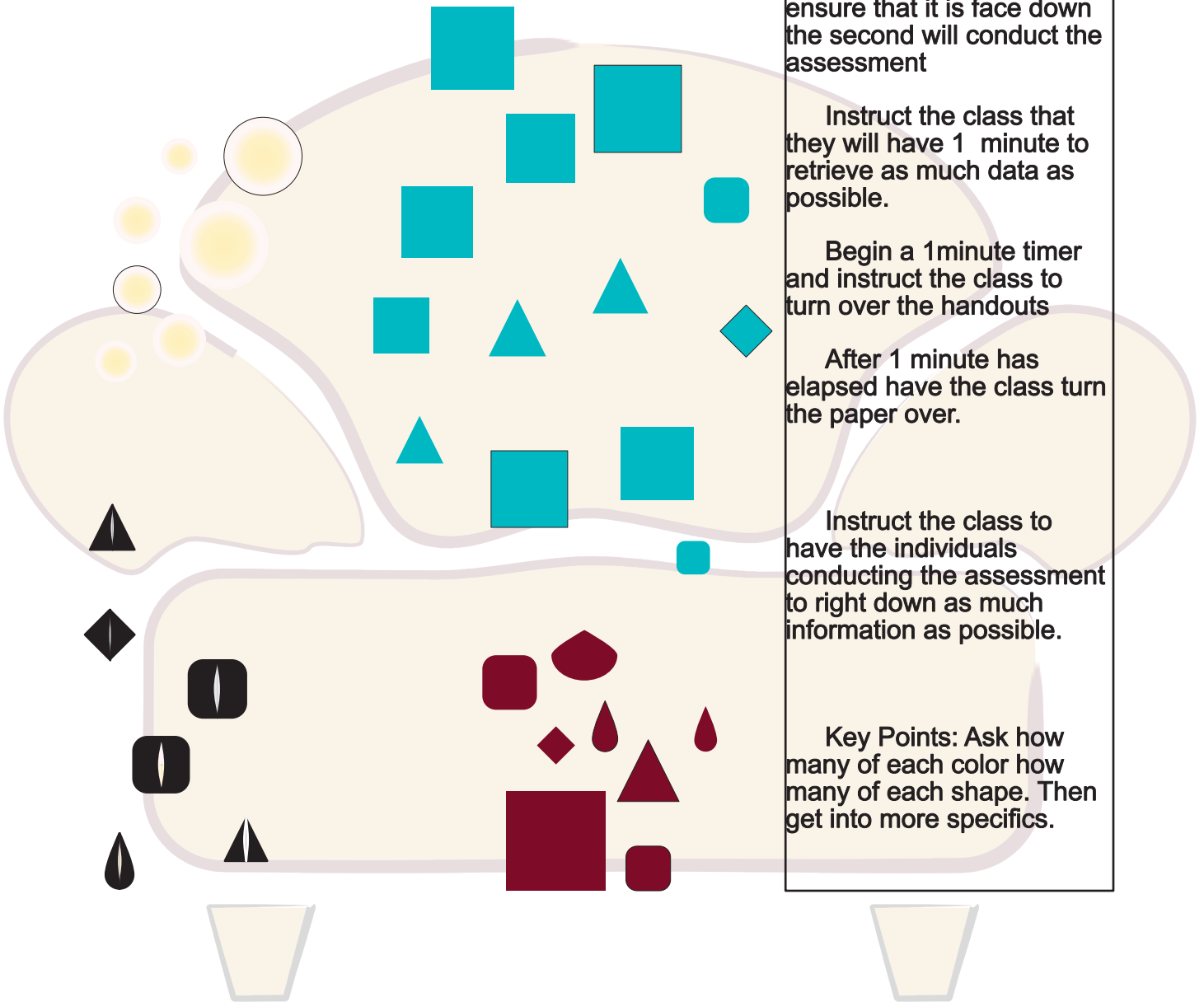
Instruct the class that they will have 1 minute to retrieve as much data as possible.

Begin a 1minute timer and instruct the class to turn over the handouts

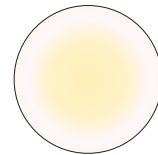
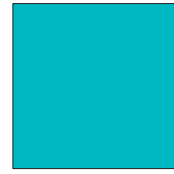
After 1 minute has elapsed have the class turn the paper over.

Instruct the class to have the individuals conducting the assessment to right down as much information as possible.

Key Points: Ask how many of each color how many of each shape. Then get into more specifics.



Name: _____



KIMS RUN

Task:

Recall military items after unknown distance run

Conditions:

Given 10 military items placed along a prescribed route that are visible during daylight hours

Standard:

Students must successfully recall and annotate the Size, Shape, Color, Condition and what the item appears to be on the Military KIMS grade sheet for 7 out of 10 items.

SET-UP & TALKING POINTS

1. Facilitators will select a run route between 1 and 4 miles.
2. Facilitators choose 10 military items
3. Facilitators place military items along the prescribed route

These items should be visible during operating hours for the event.

Assuming Daylight operating hours all items must be >50% exposed

Assuming hours of darkness all items must be > 75% exposed

Name: _____

Item	Size	Shape	Color	Condition	Appears to be
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

KIMS RUCK

Task:

Recall military items after unknown distance foot march

Conditions:

Given 10 military items placed along a prescribed route that are visible during daylight hours

Standard:

Students must successfully recall and annotate the Size, Shape, Color, Condition and what the item appears to be on the Military KIMS grade sheet for 7 out of 10 items.

SET-UP & TALKING POINTS

1. Facilitators will select a run route between 2 and 8 miles.
2. Facilitators choose 10 military items
3. Facilitators place military items along the prescribed route

These items should be visible during operating hours for the event.

Assuming Daylight operating hours all items must be >50% exposed

Assuming hours of darkness all items must be > 75% exposed

Name: _____

Item	Size	Shape	Color	Condition	Appears to be
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

CARD PLAY

Task:

Identify and recall information after a predetermined time frame

Conditions:

Given 10 playing cards placed in any operating environment

Standard:

Students must successfully recall and annotate the Value, Suit, other identifying information and possible poker hands for 7 out of 10 cards.

SET-UP & TALKING POINTS

1. Facilitator chooses 10 playing cards from a deck of cards. World Wide Equipment Identification cards are preferred.
2. Place all 10 cards 100% exposed. *(Cards may be placed together or separated)* Prior to any block of instruction. *(May be pupil or field)*
3. Conduct Program of Instruction.
4. Remove cards from locations retain cards so they may be referenced.
5. After any desired amount of time has passed ask pupils to recall the cards and write their answers on the provided answer sheet.

Name: _____

Item	Value	Suit	Extra Info	Condition	Possible Hand?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

KIMS GHILLE WASH

Task:

Recall military items after conducting ghillie weathering exercise

Conditions:

Given 10 military items placed along a prescribed route that are visible during daylight hours

Standard:

Students must successfully recall and annotate the Size, Shape, Color, Condition and what the item appears to be on the Military KIMS grade sheet for 7 out of 10 items.

SET-UP & TALKING POINTS

1. Facilitators will confirm the route for the ghillie weathering exercise.

2. Facilitators choose 10 military items

3. Facilitators place military items along the prescribed route

These items should be visible during operating hours for the event.

Assuming Daylight operating hours all items must be >50% exposed

Assuming hours of darkness all items must be > 75% exposed

Name: _____

Item	Size	Shape	Color	Condition	Appears to be
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					

NUMBERS GAME

Task:

Locate and encircle ascending numbers beginning with Number One and ending with number 40

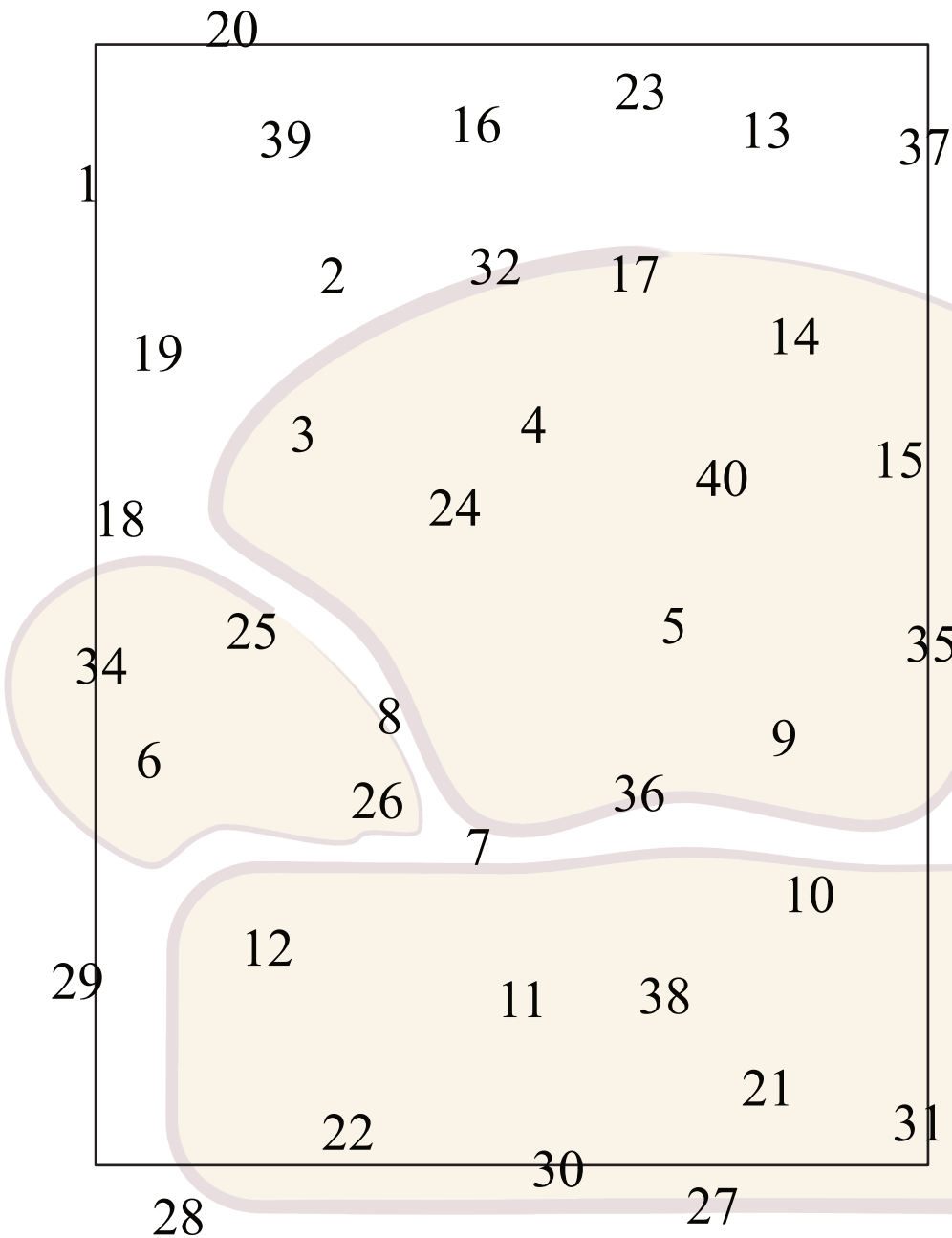
Conditions:

Given a predetermined amount of time

Standard:

Student is able to find and identify any amount of numbers in correct ascending order without skipping a number within the allotted time

SET-UP & TALKING POINTS



Key Points

Ask if they developed a plan on locating numbers during the course of the exercise.

Create a Discussion on how to avoid the thinking Leadertfalls of different sizes and fonts

Correlate having a plan of action prior to conducting an exercise to real life

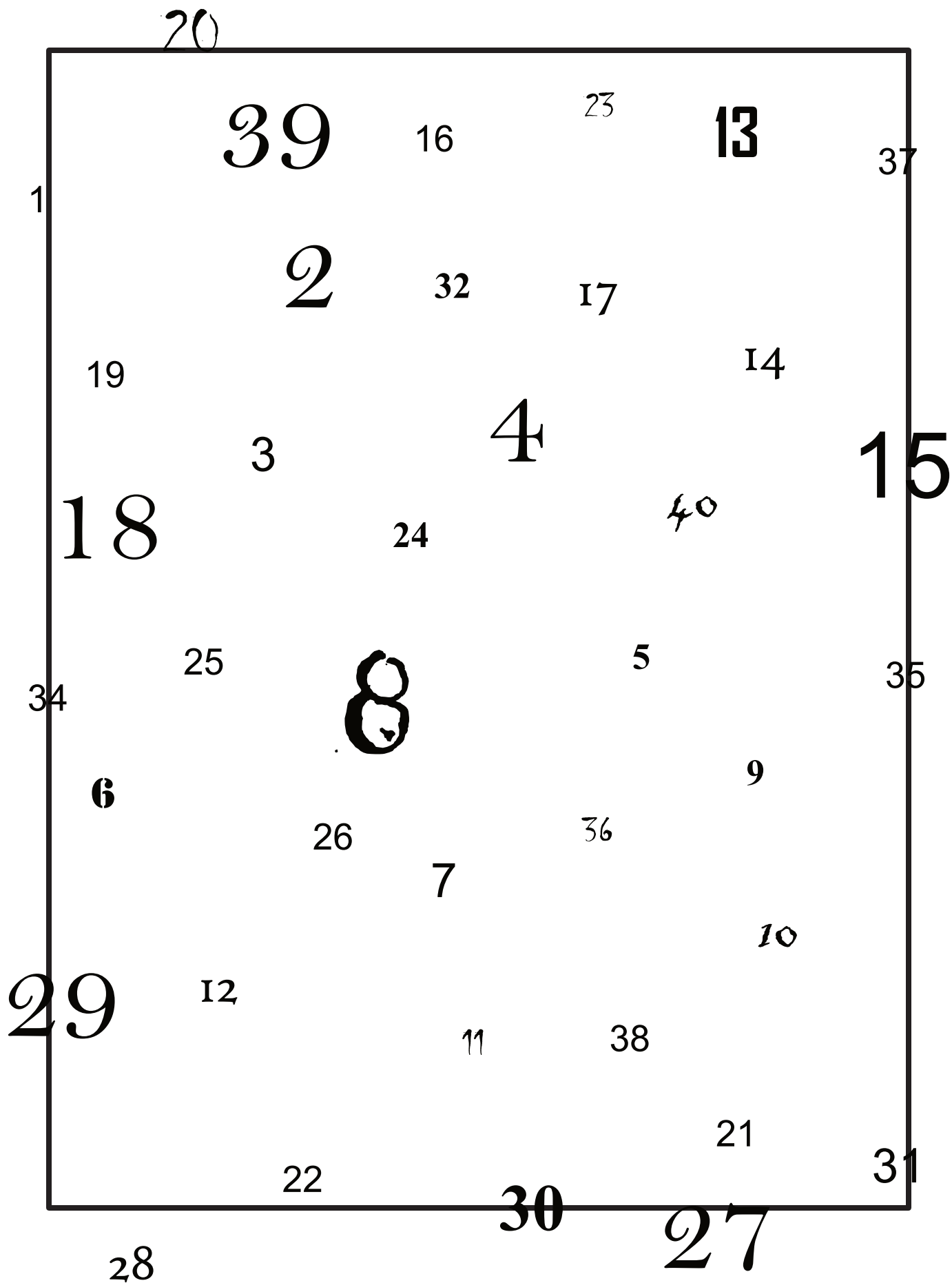
Correlate the importance of determining value not by what is initially shown but what can be used in the future.

The image to your right is an easier replication of pupil evaluation to allow for quicker acquisitions of key numbers

Name: _____

Instructions

1. On the command, flip over this paper
2. Locate the Number 1 and circle it
3. Locate and circle the remaining numbers in ascending order
4. Once completed return the paper to this orientation



3 X 3 SQUARE

Students must be able to recall information and placement
Task: of information or objects presented in a 3 x 3 square and be able to recall the information after a predetermined amount of time has passed

Conditions:

Given a 3 x 3 square and a predetermined amount of time in any working environment

Standard:

Students must be able to recall 70% of information presented, 1 Point is awarded for the object and 1 point is awarded for proper placement of the object within a 3 x 3 grid

SET-UP & TALKING POINTS

Leader will place 10 military or non-military items in 3 columns of 3. The layout should be similar to the box shown below. Students will be asked to recall all standard information required for a KIMS exercise plus the grid location the item was in.

A1	A2	A3
B1	B2	B3
C1	C2	C3

Leader Talking Points

- Could you categorize items to make memory easier?
- What techniques did you use to remember item location?
- When grouped together could you infer anything?

3 X 3
SQUARE
(ADVANCED)

Task:

Students must be able to recall information and be able to Recall the information after a predetermined amount of time has passed

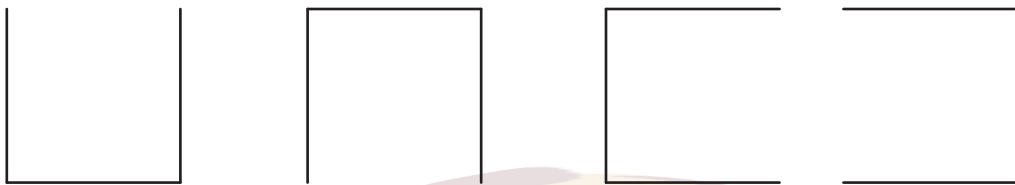
Conditions:

Given an array of information and a predetermined . Amount of time in any working environment

Standard:

Students must be able to recall 70% of information presented, 1 Point is awarded for the object and 1 point is awarded for proper symbol surrounding the object

SET-UP & TALKING POINTS



Draw each one of the above symbols on a whiteboard. Fill the white space within each symbol with a secondary symbol, (E.g. a letter or number)



Leader Talking Points

- What technique(s) did you use to remember the symbol?
- What technique(s) did you use to retain borders?
- Would remember be easier if I placed the information like this(rearrange all information to mimic Leadercture to the right using Leader symbols and borders)

Example

Z	B	A
T	X	C
S	R	Y



VEHICLE RECALL

Task:

Recall the information of specific vehicles within the area of operation

Conditions:

Given a registered vehicle with any identifying information
To include license plates from any area during hours of daylight or darkness

Standard:

Students will recall every alpha numeric digit located on the license plate or other identifying information on the vehicles without errors after a predetermined amount of time

SET-UP & TALKING POINTS

1. Leader will choose vehicles within the area of operations.
 2. Once chosen the facilitator will ask the pupils to take out pen and paper.
 3. Leader will begin asking questions pertaining to vehicle
 1. Vehicle Make
 2. Vehicle Model
 3. Vehicle Year
 4. Vehicle Color
 5. Vehicle License Plate Information
 6. Vehicle Driver
 7. Prompt pupils for any other valuable information regarding the vehicle
 4. Collect papers and create a dialog on prioritizing information on vehicles, creating patterns of life, driver information, and collection of vehicle information at distance.
- * The above questions are for inspiration only, Leader may alter the above questions to ensure each pupil is being challenged according to skill.

BOOBY TRAPPED ENTRIES

Task:

Determine a pupil's ability to assess potential hazards within their operational environment.

Conditions:

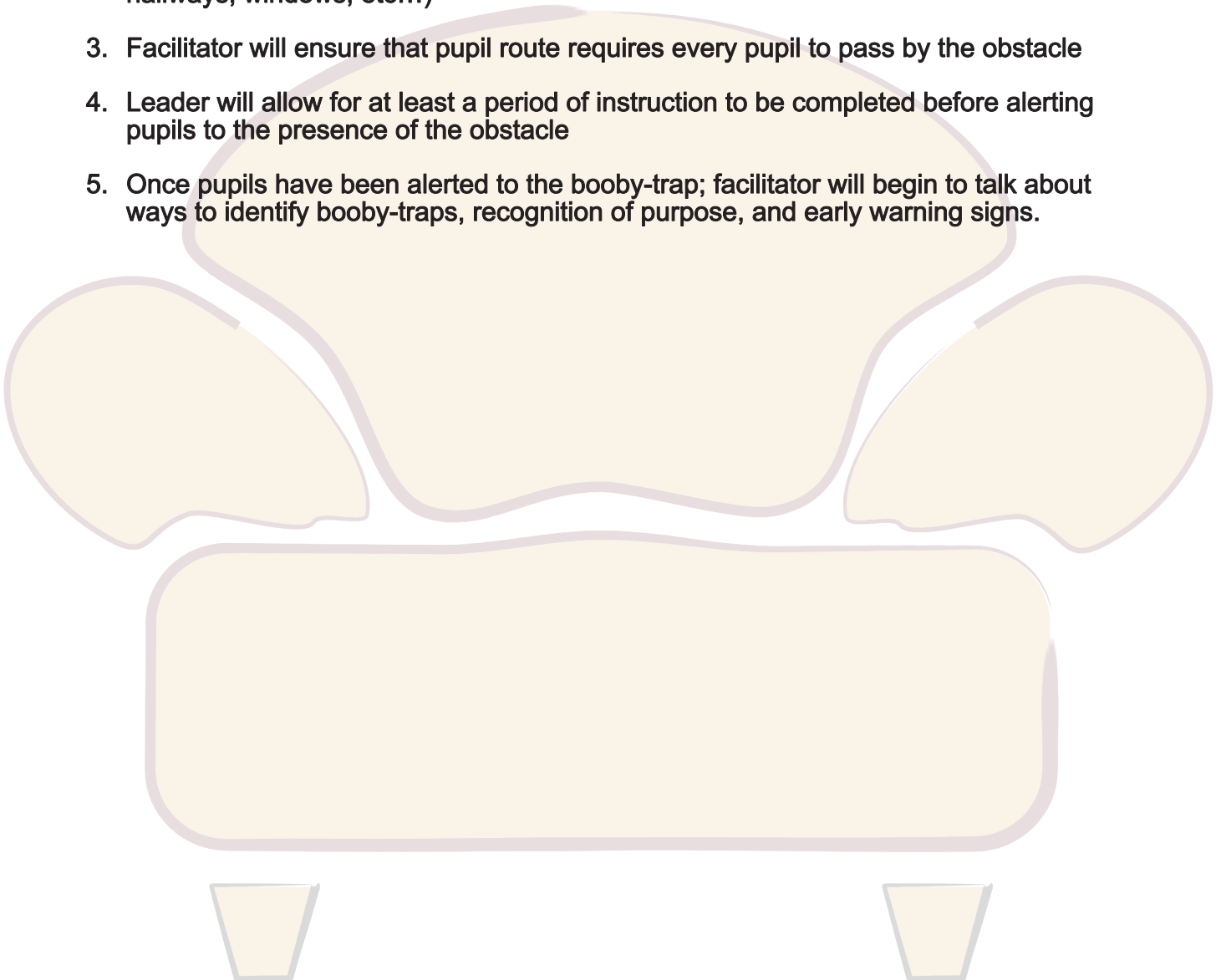
In any operational environment

Standard:

Pupil can accurately identify hazards that are encountered while attempting to enter or egress a structure from any entry point.

SET-UP & TALKING POINTS

1. Leader will chose style of booby trap to use (Early Warning, Destructive, Movement Impediment, ETC)
2. Leader will place potential hazards on or around canalizing terrain. (i.e. doorways, hallways, windows, etc...)
3. Facilitator will ensure that pupil route requires every pupil to pass by the obstacle
4. Leader will allow for at least a period of instruction to be completed before alerting pupils to the presence of the obstacle
5. Once pupils have been alerted to the booby-trap; facilitator will begin to talk about ways to identify booby-traps, recognition of purpose, and early warning signs.



PATTERN CONTINUATION

Task:

Recognize a pattern and accurately be able to predict future values for a given sequence

Conditions: Given a classroom environment 90 seconds per Patterned sequence and no less than 5 different sequences consisting of variables with a subtle or obvious solution

Standard:

Student must be able to accurately continue the pattern presented in 80% of the sequences presented given 90 seconds per sequence

Name: _____

1

A 3x3 grid puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

2

Ma tr ix

Ma tr ix

A 3x3 matrix puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

3

A 3x3 grid puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

4

A 3x3 grid puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

5

Ma tr ix

Ma tr ix

A 3x3 matrix puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

6

A 3x3 grid puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

7

A 3x3 grid puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

8

Ma tr ix

Ma tr ix

A 3x3 matrix puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

9

A 3x3 grid puzzle. The grid contains various shapes and colors. Below the grid are six options labeled A through F.

THIS SIDE FACE UP

SET-UP & TALKING POINTS

Understanding your surroundings is crucial to a sniper. True understanding is the recognition of patterns in day to day environments. Your ability to recognize a pattern and be able to predict a future outcome will greatly increase your lethality and decrease the overall risk inherent in your job.

Each pupil will be given a handout face down. On command from the Leader, Students will turn over the handout and be instructed to predict the next item for each pattern. Students will have 13.5 minutes to finish the exercise. After time has elapsed; pupils will be instructed to turn the handout over, to prevent continuing the exercise.

Key Discussion Points:

What information did you use to answer each question?

Which patterns were easy, which were more difficult?

After key points have been discussed, Leader will instruct pupils to turn over the paper and offer the correct answers. Then facilitate a discussion on why provided answers are correct.

SET-UP & TALKING POINTS

E

C

C

C

B

E

A

A

F



WALK ME ON

Task:

Use verbal communication to walk an individual on to
A pre-established target without any visual aids

Conditions:

Given a classroom environment, 8 minutes and the
“Walk Me On” handout.

Standard:

Teams will accurately detect 7 of 10 locations using
Only verbal communication within the 8 minute time
standard

SET-UP & TALKING POINTS

Students will be split into pairs. Each pair will be given 1 blank and one labeled handout face down. Upon Leader command, each pair will have 8 minutes to use the labeled handout to walk his/her partner onto each location in ascending order, Beginning with the number 1 and ending with the number 10. Students are not permitted to show each other the handout they were given. After 8 minutes has elapsed, pupils are permitted to show each other the handout.

Leader will regain control of any and begin facilitating a conversation on what worked and what did not work in regards to this exercise.

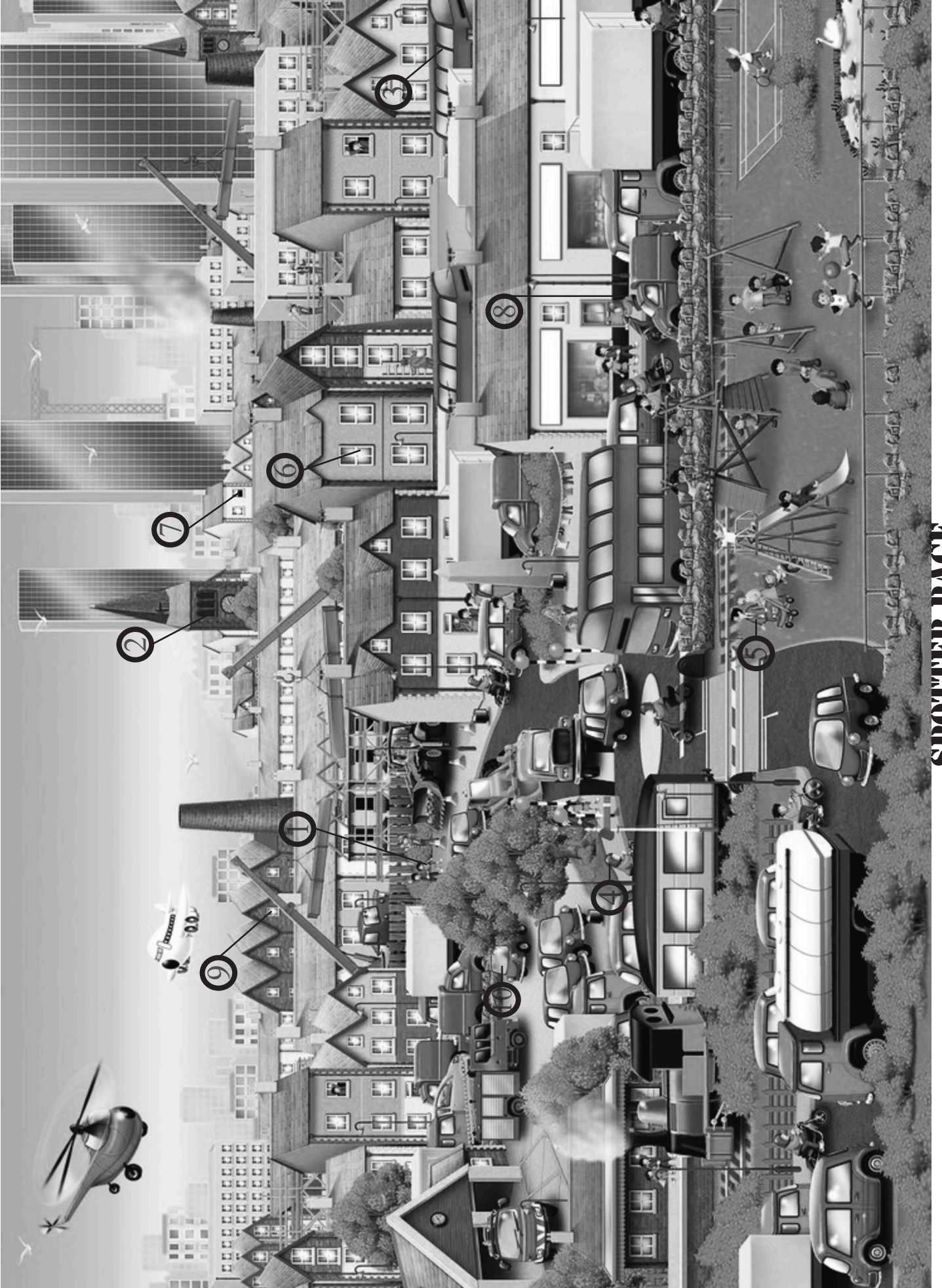
Talking Points:

Did you break the handout down like you would a range? Near, MID, Far; Left, Right, Center

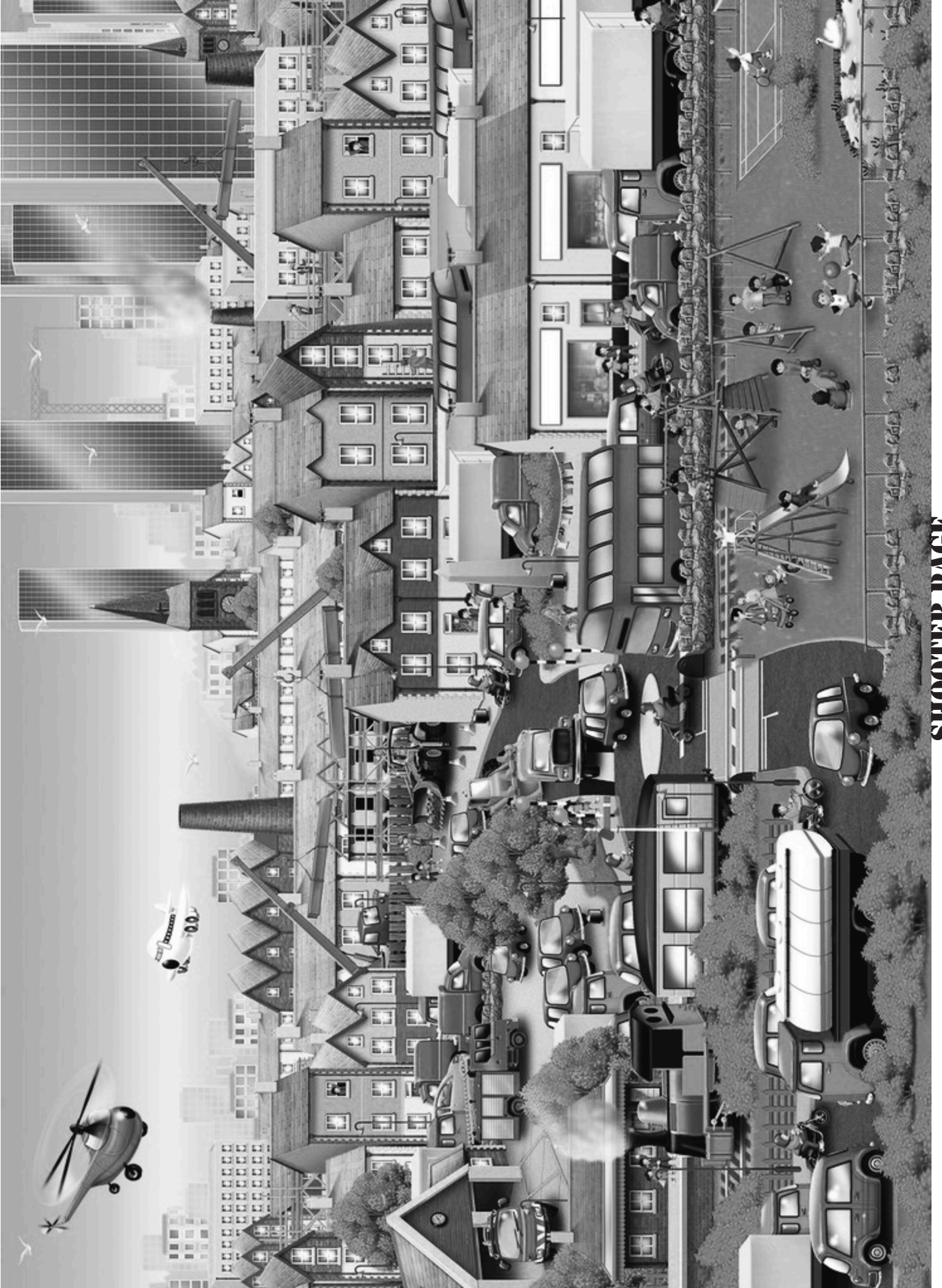
Did you use TRPs First or A different method?

Did you walk your partner on to buildings/ Windows differently than you did people?

Name: _____



Name: _____



SHOOTER PAGE

WHAT'S CHANGED?

Task:

Identify subtle and overt changes within your operational environment

Conditions:

Given any conditions

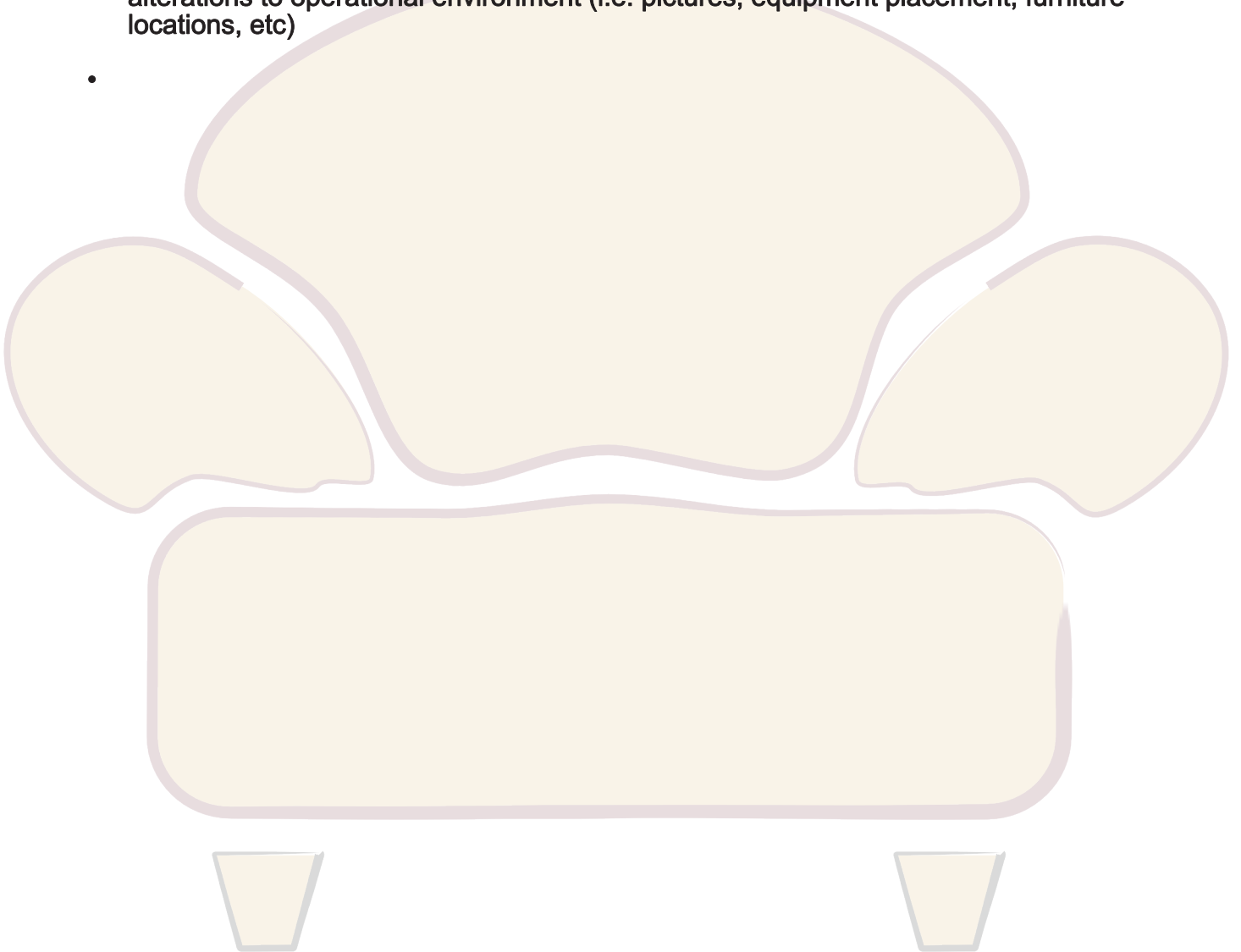
Standard:

Soldier is able to notice changes within their operating Environment and would fail this event if they fail to Recognize any change that may detract from overall Mission success.

SET-UP & TALKING POINTS

- Leader establishes a baseline within a classroom or field environment by making no alterations to operational environment (i.e. pictures, equipment placement, furniture locations, etc)

-



GUESS WHO

Task:

Use verbal communication to accurately identify structures within time limit

Conditions:

In a classroom environment

Standard:

Sniper partners are able to correctly identify as many structures as possible within designated Time limit.

SET-UP & TALKING POINTS

Leader will split pupils into pairs. Then distribute one of each style handout to the pair.

Leader will then instruct 1 pupil from each pair to choose a structure.

Leader will instruct pupil 2 to ask “Yes” or “No” questions designed to narrow down possible structures.

Student 2 only gets 1 guess. After Student 2 has guessed Student 1 will tell pupil 2 if they are correct. If pupil 2 is incorrect pupil 1 will begin describing the chosen structure until pupil 2 is able to correctly identify.

Once pupil 2 correctly identifies they will change roles and begin again.

Students will continue this until Leader calls “Time”

Key Discussion Points

- **What observations were the most useful in determining the correct house?**
- **What observations were not helpful at all?**
- **Did the different orientations hinder talking each other on?**

Name: _____



Name: _____



CAMPING CARTOON

Task:

Interpret information to answer questions

Conditions:

In a classroom or field environment. Given 10 minutes and the correlating handout.

Standard:

Students will answer 9 questions to the best of their ability within the 10 Minute time frame. Once 10 minutes has elapsed pupils will be prepared to talk about answers given

SET-UP & TALKING POINTS

1. There are four tourists staying in the camp. There are four sets of cutlery on the Leadercnic blanket and four names on the duty list, if you look carefully.
2. They arrived a couple of days ago. A sLeaderder was able to build its web between the tent and a tree in the due time.
3. They arrived by boat. There are oars set against the tree.
4. No, the closest village is not far. There is a chicken walking around, which means that a village must be quite close.
5. The wind is blowing from the south. A flag that shows the wind direction can be seen on top of the tent. How do we know which direction this is? Look at the trees: branches on the southern side are normally longer.
6. It's morning. Now that you know the answer to the previous question, you know which way is south and which is north. Now you can do the same with east and west and figure out the times based on the shadows.
7. Alex went to catch butterflies. You can see the scoop net behind the tent.
8. Colin was on duty. Colin is looking for something in his backpack (it's marked with a "C"). Alex is catching butterflies. James is taking Leaderctures (you can see a camera tripod sticking out his bag). That means that Peter is on duty today, and Colin was on duty yesterday.
9. According to the duty list on the tree, today is August 8th; because Peter is on duty and there is a watermelon on the ground (watermelons ripen in August).

Name: _____

- 1. How many tourists are staying in the camp?**
- 2. When did they arrive: today or a couple of days ago?**
- 3. How did they get here?**
- 4. How far away is the closest town?**
- 5. Where does the wind blow: from the north or from the south?**
- 6. What time of day is it?**
- 7. Where did Alex go?**
- 8. Who was on duty yesterday?**
- 9. What is the date today?**



EINSTEINS RIDDLE

Task:

Determine the correct location of all items within the allotted time.

Conditions:

In a classroom or field environment given a blank piece of paper, a pen, and access to the riddle.

Standard:

Pupils must correctly place all of the items within the prescribed time limit.

SET-UP & TALKING POINTS

1. There are five houses.
2. The Englishman lives in the red house.
3. The Spaniard owns the dog.
4. Coffee is drunk in the green house.
5. The Ukrainian drinks tea.
6. The green house is immediately to the right of the ivory house.
7. The Old Gold smoker owns snails.
8. Kools are smoked in the yellow house.
9. Milk is drunk in the middle house.
10. The Norwegian lives in the first house.
11. The man who smokes Chesterfields lives in the house next to the man with the fox.
12. Kools are smoked in the house next to the house where the horse is kept.
13. The Lucky Strike smoker drinks orange juice.
14. The Japanese smokes Parliaments.
15. The Norwegian lives next to the blue house.

Now, who drinks water? Who owns the zebra?

SOLUTION

House	1	2	3	4	5
Color	Yellow	Blue	Red	Ivory	Green
Nationality	Norwegian	Ukrainian	Englishman	Spaniard	Japanese
Drink	Water	Tea	Milk	Orange Juice	Coffee
Smoke	Kools	Chesterfield	Old Gold	Lucky Strike	Parliment
Pet	Fox	Horse	Snails	Dog	Zebra

:

House	5	4	3	2	1
Color	Ivory	Green	Red	Blue	Yellow
Nationality	Spaniard	Japanese	Englishman	Ukrainian	Norwegian
Drink	Orange Juice	Coffee	Milk	Tea	Water
Smoke	Lucky Strike	Parliment	Old Gold	Chesterfield	Kools
Pet	Dog	Zebra	Snails	Horse	Fox

VISUAL RIDDLES

Task:

Solve a series of visual riddles that challenge observation and problem-solving skills.

Conditions:

Given various visual clues, students must determine the intended message hidden within the pictures in a classroom or field environment within a specified time limit.

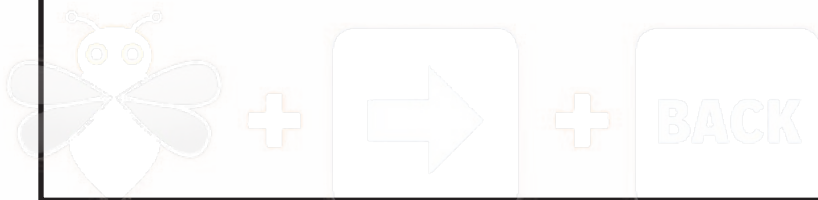
Standard:

Successfully interpret and provide correct answers to a majority of the visual riddles within the given time.

SET-UP & TALKING POINTS

1 Syrup	2 Scrambled eggs	3 Tennessee	4 Neverending Love	5 Split Level
6 Somewhere over the rainbow	7 Big fish in a little pond	8 Too bad	9 Parrallel Bars	10 Square meal
11 Silince of the lambs	12 Long Over-do	13 Man overboard	14 Wise Guys	15 Backseat driver
16 Math The	17 Once upon a time	18 Foreign Language	19 Go for it	20 You're under arrest
21 Easy on the eyes	22 3 Musketeers	23 Forgive and Forget	24 Side Burns	25 Eggs over easy
26 Once in a blue moon	27 Splitting Headache	28 Ring around the rosey	29 Be right back	30 Tripod
31 Crossroads	32 Smile	33 Good Afternoon	34 Downtown	35 Tennis Shoes
36 Square Dance	37 Waterfall	38 Stuck- UP	39 Sandbox	40 Tuna Fish

VISUAL RIDDLES



1 R Y S	2 GESG SEGG GEGS GGES	3 EEEEEEEEEEEC	4 LOV	5 LE VEL
6 SOMEWHERE 	7 POFISHND	8 BAD BAD	9 B B A A R R	10 ME AL
11 	12 LONG DO	13 MAN BOARD	14 Y Y GUY GUY	15 REVIRDTAES
16 MATH THE	17 ONCE 4:56pm	18 LANG4UAGE	19 GO IT IT IT IT	20 REST YOUR
21 EZ III	22 MUST GET HERE MUST GET HERE MUST GET HERE	23 GIVE GET GIVE GET GIVE GET GIVE GET	24 B B U U R R N N	25 EGG EGG EASY
26 	27 HEA DAC HE	28 R G ROSEY I N	29 	30 PODPODPOD
31 R O ROADS A D S	32 S - 5280 FT	33 NOON GOOD	34 T O W N	35 ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE ISSUE
36 DANCE A C N N C A ECNAD	37 W A T E R	38 K C U T S	39 SAND A N N A SAND	40 NAFISH NAFISH

60 SEC MATH

Task: Solve a series of mathematical problems within a 60-second time frame.

Conditions: Provided with various mathematical problems in a classroom or field environment. Participants are allowed 60 seconds per problem.

Standard: Successfully solve and provide correct answers to a majority of the math problems within the 60-second time limit for each.

SET-UP & TALKING POINTS

PLACE ONE PAPER IN FRONT OF EACH SNIPER IN THE FACE DOWN POSITION.

INSTRUCT EACH SNIPER NOT TO TURN OVER THE PAPER UNTIL TOLD TO DO SO.

ON YOUR COMMAND EACH SNIPER WILL HAVE SIXTY SECONDS TO ANSWER AS MANY OF THE FOLLOWING QUESTIONS AS POSSIBLE.

REMEMBER:

THIS IS NOT FOR CLOUT OR RIDICULE. THIS SERVES AS A TOOL TO INCREASE THE SNIPERS SPEED IN MATHEMATICAL THINKING. WHEN THIS BECOME EASY, BEGIN USING MULTIPLICATION OR INCORPORATE DECIMALS

Name: _____

$\begin{array}{r} 6 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ -1 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +6 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +9 \\ \hline \end{array}$
--------------------------------------------------	--------------------------------------------------	---------------------------------------------------	--------------------------------------------------	--------------------------------------------------	--------------------------------------------------

$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ -9 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +7 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ +2 \\ \hline \end{array}$
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$\begin{array}{r} 1 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 72 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 64 \\ +10 \\ \hline \end{array}$
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$\begin{array}{r} 60 \\ -4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +10 \\ \hline \end{array}$	$\begin{array}{r} 1 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +7 \\ \hline \end{array}$
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$\begin{array}{r} 35 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 75 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +15 \\ \hline \end{array}$
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$\begin{array}{r} 17 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 38 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 69 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +15 \\ \hline \end{array}$
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$\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ -8 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ -6 \\ \hline \end{array}$	$\begin{array}{r} 87 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 84 \\ +14 \\ \hline \end{array}$
--------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	----------------------------------------------------	----------------------------------------------------

$\begin{array}{r} 24 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 85 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ -2 \\ \hline \end{array}$
---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	---------------------------------------------------	----------------------------------------------------	---------------------------------------------------

$\begin{array}{r} 91 \\ -11 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ +1 \\ \hline \end{array}$	$\begin{array}{r} 41 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +3 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +1 \\ \hline \end{array}$
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$\begin{array}{r} 54 \\ +2 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ +9 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +8 \\ \hline \end{array}$
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FOLLOW THE DIRECTIONS

Task:

Carefully follow a series of written instructions within 3 minutes.

Conditions:

Provided with a list of instructions in a classroom or field environment, with a strict time limit for completion.

Standard:

Successfully complete all the instructions accurately within the given time frame.



SET-UP & TALKING POINTS

PLACE ONE PAPER IN FRONT OF EACH SNIPER IN THE FACE DOWN POSITION.

INSTRUCT EACH SNIPER NOT TO TURN OVER THE PAPER UNTIL TOLD TO DO SO.

ON YOUR COMMAND EACH SNIPER WILL HAVE THREE MINUTES TO COMPLETE THE INSTRUCTIONS ON THE DOWN TURNED PAGE.

THIS IS INTENDED TO ENSURE THAT SNIPERS WILL HAVE THE TACTICAL PATIENCE TO DO AS DIRECTED AS WELL AS SEE HOW THE SITUATION UNFOLDS.

Name: _____

This is a timed evaluation. You have three (3) minutes only

1. Read everything carefully before doing anything.
2. Print your name in the upper right hand corner.
3. Circle the word “name” in instruction two.
4. Draw five small squares in the upper left corner of this paper.
5. After the title write: YES YES YES.
6. Put an X in each square you have drawn on this paper
7. Completely encircle instruction seven.
8. Put an X in the lower right hand corner of this paper.
9. Draw a triangle around the X you have just marked.
10. On the back of this paper, multiply 703 by 66, and put your answer here _____
11. Draw a rectangle around the word “corner” in instruction four.
12. Loudly call out your middle name when you reach this point. (First name if you have no middle name).
13. If you feel that you have carried out the instructions carefully to this point call out: “Indeed I have”.
14. On the reverse side of this paper, add 8952 and 9805
15. Put a circle around your answer, and a square around the circle.
16. Punch three small holes in the top of this paper with your pen or pencil.
17. In your normal speaking voice count from ten to one(backward).
18. If you are the first person to reach this point, call out loudly: “I am the first person to reach this point, and I am the leader in following instructions”.
19. Underlie all the even numbers on the left side of this paper.
20. Loudly call out: “I am nearly finished. I have followed instructions”
21. Underline your name three times.
22. Now that you have finished reading everything carefully, commence the test: do only instructions one and two.

