

# PEER-LED TEAM LEARNING LEADER TRAINING

## Al-Mole-st Dead

Applicable to and renamed as: [Calc-u-lost, Cal-Clueless, math] [Dar-loss, Dar-lost-dead, biology] [MechElMag-lost, You-Newt! physics]

Cesar Ramirez

### Introduction, Preparations and Object of the Game

Al-mole-st Dead is, at its root, a hangman-inspired game requiring students to protect their “moles” from class-invented torture. It is best implemented as a third or fourth week game when a peer leader is familiar enough with students to be able to determine which ones are stronger in the material and which ones are a bit weaker.

- Peer leaders should have approximately 15 to 20 questions prepared prior to starting the game. Use of the game depends on the amount of time allotted per question or for the game. Questions should include current material as well as some material that has already been covered.
- The object of the game is for a team to retain its ‘mole’ for the longest period of time.
- Points are scored by a team when final death occurs to an opposing team’s ‘mole’; every other team earns a point. Double points are given to a team if two other teams lose the “mole.”

### How to Play the Game

1. Form several teams of about equal size.
2. Select one student from each team (ideally the student “strongest” in the material) to be the “mole.”
  - a. *Note: Isolating the “strong” student from the team causes the students in most need to rely on themselves.*
3. Teams decide the “torture” technique for the opposing teams’ “mole(s).”
  - a. *Ex. The easier to draw the better: hangman, firing squad, guillotine, acid dip, etc., with torture methods limited only by the imagination of the class and the ability of the peer leader to score consistently.*
4. Next, each “mole” is charged with the task of drawing the “torture scenario” for their respective team, while the peer leader judges that the scoring will be consistent for all teams.
  - a. *Ex. If a team decides that the “torture scenario” is hanging, then the “mole” must draw several portions of the body, one portion to be added or removed for each wrong answer, like hangman.*

- b. *If firing squad is chosen, then the “mole” may be drawn whole, with each wrong answer resulting in a section of the body being struck by a bullet, with the final bullet striking a vital area such as the head or heart.*
  - c. *Acid dip would be dissolving the “mole” more and more with each wrong answer until the “mole” is completely submerged.*
  - d. ***It is important to keep a consistent scoring protocol for all teams, i.e. the number of wrong answers should be the same to hang a “mole” as to shoot or submerge another, etc.***
5. While the peer leader administers the question, the isolated “moles” can also form answers, but keep them to themselves.
  - a. When a team delivers its answer, its “mole” is allowed to give some “last words” (i.e. a small hint) on how to solve the question, but a NOT A BLATANT ANSWER.
  - b. *Note: The “last words” can be given right before the final wrong answer that “kills” the “mole”. This is at the discretion of the leader.*
6. When a “mole” “dies” (at the discretion of the peer leader), the team along with its “mole” can be given a “resurrection” question to try to keep the “mole” from final death and loss of point(s).
  - a. *Note: “Resurrection” questions should be harder than normal questions (preferably from current or even upcoming material).*
7. If both the “mole” and its team answer the “resurrection” question correctly, no points are lost and the “mole” is returned to team membership and helps the peer leader choose a “sacrificial mole” to take its place.
8. If the “mole” answers incorrectly and the team answers correctly, a point is scored for opposing teams and the “mole” is “resurrected” to remain the “mole” for the team.
9. If the team answers incorrectly and the “mole” answers correctly, a point is scored for opposing teams and the “mole” becomes an active member of an **opposing** team.
  - a. In this case, the peer leader selects a “sacrificial mole” for the team which just lost the “mole.”
10. If neither the team nor the “mole” gives a correct answer to the “resurrection” question, the “mole” becomes the “mole” for an **opposing** team, in which case the peer leader will choose a “sacrificial mole” from that opposing team to join the team that just lost a “mole.”
  - a. *Note: The use of the “sacrificial mole” strategy can be used by the peer leader to keep the teams even.*
11. Continue playing in this fashion until the allotted time has passed or all students have been “moles.”
12. The team with the most points is declared the winner.

*Cesar Ramirez, Peer Leader, The University of Texas at El Paso*

**Cite This Article as:** Ramirez, C. (2012). Al-Mole-st Dead. Peer-Led Team Learning: Leader Training. Online at <http://www.pltlis.org>.  
Originally published in *Progressions: The Peer-Led Team Learning Project Newsletter*, Volume 9, Number 3, Spring 2008.

Peer-Led Team Learning – Leader Training: Al-Mole-st Dead. Cesar Ramirez – 2012, [www.pltlis.org](http://www.pltlis.org)