

# Building Dynamic Groups



## Sherlock Exercise

### Instructions:

1. Distribute the following story. Have participants read the story three times and then turn the story face down.

#### Sherlock

A businessman had just turned off the lights in the store when a man appeared and demanded money. The owner opened the cash register. The contents of the cash register were scooped up, and the man sped away. A member of the police force was notified promptly.

2. Hand out the attached list of questions titled "Statements About The Story". Ask each person to respond to the questions individually.
3. After everyone is finished, gather participants into small groups of four to five people.
4. As a small group, read the story one more time and then turn it face down.
5. As a small group, participants must come to consensus on the answers to the questions. Remind them to mark their answers as a team in a way that will distinguish it from their individual answers.
6. After everyone is done, read the correct answers.
  - Unknown – It was a businessman; he may not be the owner.
  - Unknown – Someone demanded money; may not be robber.
  - False.
  - Unknown – It could have been a woman.
  - Unknown – Don't know who scooped up the money – it could have been owner or businessman.
  - True.
  - Unknown – Don't know that it was the same man.
  - Unknown – Cash register could have coupons, credit vouchers, etc.

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Unknown – Don't know that it was a robber and don't know if he demanded money of owner or businessman.

Unknown – Businessman could be owner.

Unknown – Don't know if man dashed out of store.

7. Ask participants to count the number of correct answers as an individual, then as a team. The attached group score sheet will assist in recording individual and team scores. Most of the time, the team score will be higher than individual scores.
8. Each group is then asked to record their group score and the highest individual score. See the Sherlock tally sheet. This will enable the total group to see how each small group scored.

Reference: Sustaining Action, 1993. Appendix N.