

Sample "O" Train Scenarios for Targets and Sources

Instructions for T-Ticket Holders

1. Everyone whose train ticket has a "T" should sit in a center seat.
2. Please read the role-play instructions below.
3. When the instructor calls out "all aboard," act out the scenario.

Imagine that you are taking the train home. It's late in the afternoon and the train is packed, so there aren't many seats left. Luckily, you have a seat—you're sitting in between two classmates. You know each of them fairly well, but you also know that they are close friends.

Actually, you are a little bit anxious about sitting with them. You know that they are probably angry that you didn't invite them to a party you gave last weekend. You wanted to invite them, but there just wasn't enough space for more guests. As the train pulls away from the platform, you start to talk to the classmates about your day...

This is the scenario you should role play, just as it's described above. When the instructor calls out "all aboard," begin the conversation. When a whistle is blown to signal the train's first stop, just ignore it.

Please remain in the train. You're on your own!

Instructions for S-Ticket Holders

1. Everyone whose train ticket has a "S" should sit in a side seat.
2. Please read the role-play instructions below.
3. When the instructor calls out "all aboard," act out the scenario.

Imagine that you are taking the train home. It's late in the afternoon and the train is packed, so there aren't many seats left. Luckily, you have a seat—you're sitting with a good friend, but between you both is a classmate (one with a "T" ticket) whom you both know fairly well, but you wouldn't describe yourselves as close friends. In fact, you are both angry at "T" because neither of you were invited to a party that T gave last weekend.

As the train pulls away from the platform, T starts to talk with you, but you and your friend change the topic and let T know how bad you felt about not being invited to the party. If T tries to explain or apologize, you refuse to accept what T says, and you continue arguing.

After the train pulls into the first station and the whistle blows, you and your friend begin to talk only to each other, discussing anything and everything (who so-and-so is going out with, new movies you have seen, your favorite music, etc.). Whenever T tries to join in, you pay no attention and just keep talking with each other. In other words, regardless of T says, you don't look at T, listen to T, or talk with T.

This is the scenario you should role play, just as it's described above. When the instructor calls out "all aboard," begin the conversation. Remember, when the whistle is blown to signal the train's first stop, start ignoring T. Please remain in the train at all times, and make your conversation lively!

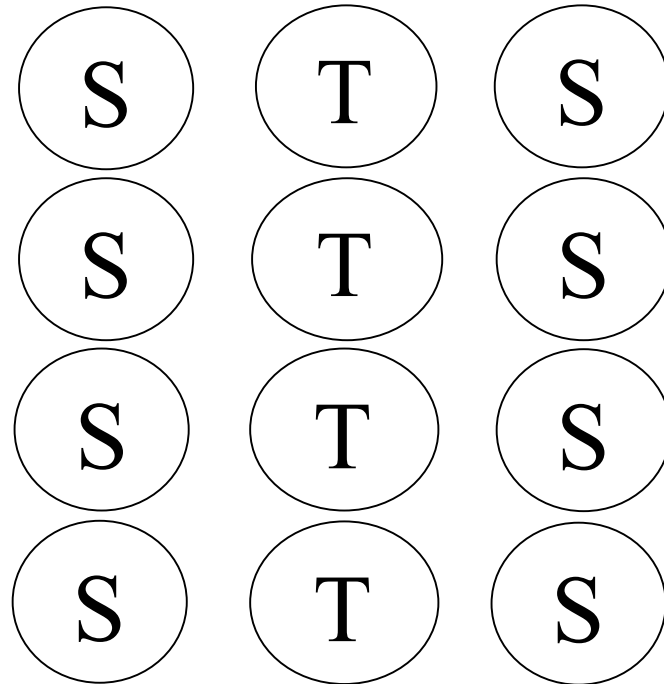
Example of an Optional Post-Demonstration Questionnaire

	<i>Not at all</i>				<i>Very much</i>
<i>Question: During the train ride...</i>					
I felt disconnected. (B-)	1	2	3	4	5
I felt rejected. (B-)	1	2	3	4	5
I felt like an outsider. (B-)	1	2	3	4	5
I felt good about myself. (SE)	1	2	3	4	5
My self-esteem was high. (SE)	1	2	3	4	5
I felt liked. (SE)	1	2	3	4	5
I felt invisible. (ME-)	1	2	3	4	5
I felt meaningless. (ME-)	1	2	3	4	5
I felt non-existent. (ME-)	1	2	3	4	5
I felt powerful. (C)	1	2	3	4	5
I felt I had control over the course of the interaction. (C)	1	2	3	4	5
I felt superior. (C)	1	2	3	4	5
<i>My mood was....</i>					
...good	1	2	3	4	5
...bad	1	2	3	4	5
...happy	1	2	3	4	5
...sad	1	2	3	4	5
...tense	1	2	3	4	5
...stressed	1	2	3	4	5
...aroused	1	2	3	4	5
...relaxed	1	2	3	4	5

This questionnaire examines the effect of the "O" train demonstration on four primary needs: belonging (B), self-esteem (SE), meaningful existence (ME), and control (C). Each need is measured with three items (a "-" sign denotes that an item that should be reverse scored), and the needs can be assessed separately (e.g., to compare the targets' and sources' level of belonging) or a total need score can be calculated. In addition, the questionnaire assesses mood and somatic symptoms such as stress and arousal.

"O" Train Seating Configuration

The diagram below shows the seating arrangement for a four-row version of the "O" train demonstration (T = target of ostracism, S = source of ostracism). Note that there are three seats per row, with the target seated in the center seat. The number of rows will depend upon the number of students in the class.



The photograph below illustrates what an "O" train simulation looks like



[Photo appears in Zadro, L., Williams, K. D., & Richardson, R. (2005). Riding the "O" train: Comparing the effects of ostracism and verbal dispute on targets and sources. *Group Processes and Interpersonal Relations*, 8, 125-143.]