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THE CIVIC MIRROR ~ CANADA



Student Manual
DRAFT EDITION
By: Regan Ross



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PART 1

INTRODUCING *THE CIVIC MIRROR*



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What is *The Civic Mirror*?

The Civic Mirror is an educational simulation that turns classrooms into countries and students into citizens. Players do 3 things:

1. Interact in an economy to provide for their own fictitious families,
2. Implement a civic system in order to save their country from chaos and corruption, and
3. Work towards fulfilling political and ideological Hidden Agendas.

The 36 hex-map shown in Figure 1.1 is the simulated country. The hexes with green backgrounds represent the country's natural environment. The hexes with purple backgrounds represent residential areas citizens can own or rent for their families. The other hexes represent the country's economy; each of these hexes produce different units that satisfy the citizens' different needs and wants.

Every hex has an owner and any hex can be developed into something else. Countries must build strong economies by developing hexes, but they must also worry about sustaining their natural environment. Both present unique costs and benefits.

As in the real world, there is not enough 'stuff' to satisfy every player's needs. Scarcities are common. When demand is greater than supply, people fight and argue over who gets what. To manage this conflict, players must implement a set of rules and a system of government.

Because *The Civic Mirror* attempts to simulate the Canadian civic system, players use a shortened version of Canada's Constitutional Acts (mainly *The Charter of Rights & Freedoms*) to institute law and order. So, in a sense, players become citizens of a miniature Canada.

The Civic Mirror is played in two settings: online and in-class. The simulated *scenario* described above is managed *online* and it sets up *civic events* which take place in the *classroom*. These in-class events include:

1. a *House of Commons event* for executive actions and legislation,

Figure 1.1



2. an *Economic event* for buying, trading, and selling,
3. a *Town Hall event* where all players voice concerns, and frustrations, and
4. a *Judicial event* for prosecuting one another's illegal actions, and

To add focus, at the start of the game every player is given a Hidden Agenda. These agendas are economic, political, or ideological in nature. They motivate players to participate in the civic events and add flavor and diversity to their civic discourse.

The Civic Mirror has many benefits. Every simulated country 'mirrors' its classroom culture because the students in every class are different. As students learn about civic processes, they also learn about themselves, making experience and reflection the most powerful components in the learning process. As it is in the world, teachers become mentors and books become resources. Through first-hand experience, students learn that nations can only be as good as the sum of their parts. Without active citizenship, everyone fails!

Game Overview

The Civic Mirror will turn your classroom into a nation, and you and your classmates into citizens. Your country will have a live economy where goods and services will be bought and sold. These goods and services – like food, shelter, health care, and education – will be very important because every player in *The Civic Mirror* will have to provide for a fictitious family of seven persons. Not only will these people simulate your family and/or those closest to you, but they will be depending on you for everything. If, for example, you don't obtain food for your family in a year, one of them will DIE. You *must* 'bring home the bread'.

In order for bring these fictitious persons to come to life, you will create an identity for each of your seven family members before the game begins. You will need to provide them with life's necessities, which are food and shelter (don't worry about clothes). You will also have to get them healthcare and education, which are human services we take for granted. And you will work to provide them with as many luxury items as you possibly can, getting them things like a big house in a nice neighborhood, vacations, and so on. *The Civic Mirror* will award you points for how well you provide for your family.

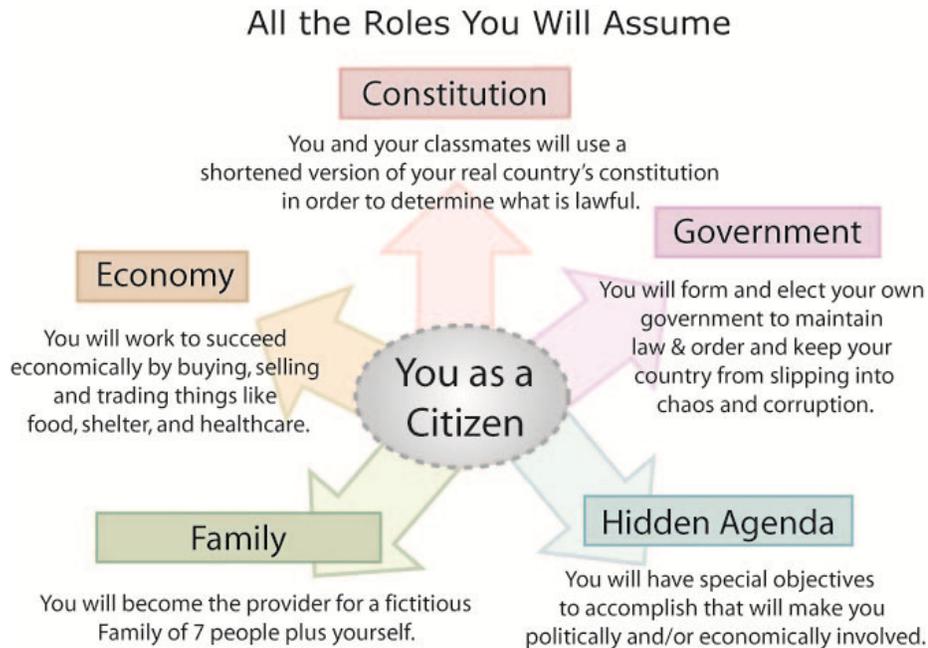
As you can imagine, the competition will get intense and in order to keep families alive, participants have been known to pull off ingenious, immoral, and deceitful plans and strategies. The point is this: Without a system of law and order, it would be easy for any country to fall into a corrupt and chaotic mess.



To prevent this from happening in your country, you will be given an abbreviated version of Canada's Constitution Acts that will outline the foundation of your political system, making clear what activities are legal and illegal. You will have your own government, you will elect your own Prime Minister to lead the nation, and your own House of Commons to make and change laws. You will have your own Town Hall where anyone can voice their civic concerns and your own National Court where anyone can prosecute anyone for breaking a national law.

On top of all this, everyone will be given a Hidden Agenda which must be kept top secret! These Hidden Agendas will force you to become politically, economically, and/or ideologically active. They will create an arena full of political and economic debate, strife, and challenge.

Figure 1.2



The Civic Mirror will demand that you co-operate with your fellow citizens, while simultaneously competing against them. Like in reality, to make your nation successful, a healthy balance between individuality and co-operation must be struck. How you and your classmates deal with the many tasks and challenges – from earning a living, putting food on the table, lobbying the government, to passing laws to strengthen the nation – will dictate your national *and* personal fate. Your country will only be as good as the sum of its parts.

The Civic Mirror will help you understand how the real world works. You will learn what it takes to be an informed, active citizen working to make a living. You will learn through your own explorative experience about many of life's unforgiving lessons. By experiencing the ups and downs of citizenship and involving yourself in your own government and economy, it is expected that you will gain insights into what many do not learn until they finish their schooling.



THE CIVIC MIRROR EXECUTIVE SUMMARY (Canadian Module)

Pre-Game, Nation Building Events



Introduction: You and your classmates will learn how *The Civic Mirror* works by touring through the online program and reading the game rules in the Student Manual.



Practice Run: You will get a chance to play *The Civic Mirror* program in a Practice Run, trying to earn the most “Well-Being Points” (WB Pts) by buying, selling, and trading with your classmates.



Create National Identity: You and your classmates will then create an identity for your simulated nation, giving it a name and agreeing on other fictitious identity information that will be broadcasted to the *Civic Mirror Community*.



Citizen Profiles: Your instructor will assign each of you a Citizen Profile. This will include your game-start money, a Hidden Agenda, two human services you’ll need to obtain for your family, and a culture. Work hard if you want a good Citizen!



National Constitution: You and your classmates will work together to study and learn your simulated nation’s book of law. This will be a modified version of the Canadian Constitution Acts and Charters.



Elections: Keeping your Hidden Agendas in mind, you and your classmates will form political parties, campaign to win votes, and elect seven of Members of Parliament [MPs], with the leader of the party with the most seats becoming the Prime Minister.



Auction: In the last nation-building event, you, your fellow citizens, and your Government will use your game-start money to win hexes in a property auction, hoping to own and control the hexes you want.

Game Events

At this point, your simulated nation will be ready for action. Each of you will have a Citizen Profile, your nation will have its own Government, and different pieces of property will be owned by each of you. The



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game will begin and you will repeat the following four events as many times as you can. Each event is called a 'season,' and together they make up a simulated 'year.'



Winter: Government Event: Your Prime Minister will address the nation, propose a budget and tax rates, and nominate a National Judge. All MPs will then work with and/or against one another to pass legislation, policies and approve/reject the Prime Minister's proposals and nominations.



Spring: Open Market: The market will open and everyone will log into *civimirror.com* to start buying, selling, and trading with one another in hopes of providing well for your families. Everyone will have to consider the Government's new laws and policies, and check to see if there are 'law breakers.'



Summer: Town Hall: You and your classmates will run your own round-table meeting. Everyone will have an opportunity to voice their concerns, air their grievances, advance their Hidden Agendas, and discuss how to make your nation better. At the end, law suits and accusations will be announced.



Fall: National Court: You and your classmates will have the opportunity to prosecute one another for illegal activity in a series of fast-paced court cases. Verdicts will be determined by a 3-person jury and the National Judge will determine consequences. Once done, your instructor will announce when the simulated year will end.



End-of-Year: When your instructor ends the year, the following will occur:

- Each of you will be given good or bad Wild Cards and Die Rolls that will determine your chance events for that year. Family *deaths* will also be determined.
- Hexes will be developed if orders were submitted to do so and the program will collect taxes for your Government.
- The *five* students with the highest Well-Being Pts will earn 10 Status Points (SPs) – the points you need to win the game.
- Everyone will submit Hidden Agenda Applications to your instructor in hopes of earning SPs.
- You will look back on the simulated year and evaluate your performance, with your instructor will cross-evaluating it before inputting the marks.



The Civic Mirror might end at this point, or your instructor may let you play another simulated year!



Letter From a *Civic Mirror* Participant

Dear Future Citizens of *The Civic Mirror*;

My name is Alex Makasoff. I am senior high student, and I was once like you: curious, unsure, and excited about starting the simulation. When my class and I started our country, I was completely blown away by *The Civic Mirror* and all the complications that came with it. This letter is intended to help future citizens avoid some mistakes and make the most of opportunities in the game.

First let's talk strategy. The strategy you use for this game will entirely depend upon your hidden agenda. My first piece of advice is to never reveal your strategy to anyone – not even your best friend. Also, try not to give away your agenda through your actions in class. At times you might want to act against your agenda to avoid suspicion from your classmates. You must accept that while playing *The Civic Mirror*, you can only trust yourself. When my class and I were playing the simulation there was so much backstabbing and scheming taking place in and out of class that even friends turned on friends to advance their own hidden agenda.

Your government is the backbone of your country. In our simulated nation, we had four elections in three years. I was lucky to win one of them, but as soon as the class refused to allow the government to get anything done, the entire country fell apart. My advice is to allow the government to govern, but also be an active citizen and speak out against them when you disagree with what they're doing or saying. Don't cast them out in their first year, instead make them aware of something that needs to be done. From my experience, a democracy that doesn't have enough support from its citizens is useless.

Finally, it takes courage, discipline, and drive to be successful in this game. Only the people who try to change the country, who voice their opinions and become active citizens, will take the simulation to a whole new level. Go above and beyond the average citizen: create a corporation, start a lottery, even build and sell real-estate. Do not settle for other people controlling your country. The whole point of *The Civic Mirror* is to change us into active citizens so that, in time, we will be able to change the outcomes in our real countries. Stand up and take what is yours; there is no limit to what you can do when you become involved.

Don't let the complexity of *The Civic Mirror* intimidate you. It is an exciting game and by the end you will understand how everything in our society fits together. There's nothing you can't do. Take my advice and you can make anything happen.

With sincerity and hope for the future,

Alex Makasoff. Gr. 11 student at Earl Marriott Secondary, White Rock, B.C.



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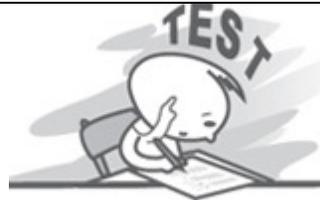
Learning ... the Action-Ed Way

Learning with an Action-Ed program will be totally different than what you're probably used to. Whereas most courses out there attempt to teach you *about* the real world, this program attempts to give you a taste of certain aspects of the real world by replicating them in your classroom. It is our sincere hope that you will learn as much about yourself as you learn about the course material. If you have a good attitude and an open mind, there's no limit to what you might get out of this experience. Good luck and have fun!

The process of "Learning the Action-Ed Way" is described below.

Study

Before you jump knee-deep into anything, it's good to know what you're jumping into. So before you start this program, and in order to get the most out of it, you will study the course content like you would in any other course: reading texts, listening to your instructor, and working on tasks. These are important and necessary things in life, but the cool thing is that, with this program, you'll actually get to use what you learn. The harder you work and study, the better game-play advantage you will have in the simulation. More on that later.



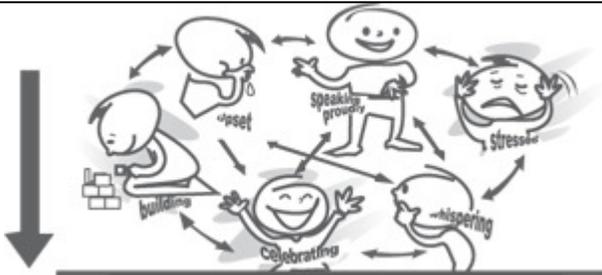
Assessment of Study

Assess understanding using traditional methods.

Traditional Education Stops Here. We Are Going Waaaaay Further!

Experience

Instead taking a test and moving on to the next unit of study, with this program you will co-operate and compete with your classmates in a scenario that reflects the real world. By actively experiencing course material in this simulation, not only will you have fun, but you will understand the importance of what you studied at a much deeper level. You will 'get it', and you will be able to answer the often-asked question, "When am I ever going to use this stuff?"



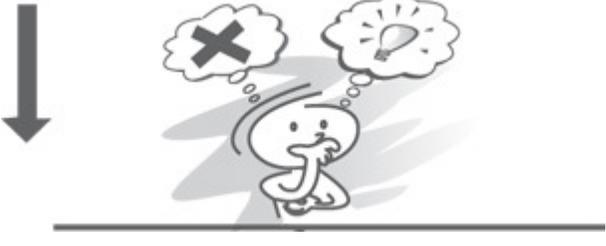
Assessment of Experience

Assess understanding by evaluating performance in simulation.



Reflection & Connection

This is the most important step in the learning process because we often never realize how much we've learned from our experiences until we stop to reflect and connect them to our lives. Throughout the simulation your instructor will challenge you to stop and reflect on your experiences, and then connect your 'lessons learned' to the course material and the world around you. If you're like most people, you will find that the mistakes and successes you experience in the simulation will be gold-mines of insight and understanding. Take risks and step outside of your comfort zone. You won't regret it.

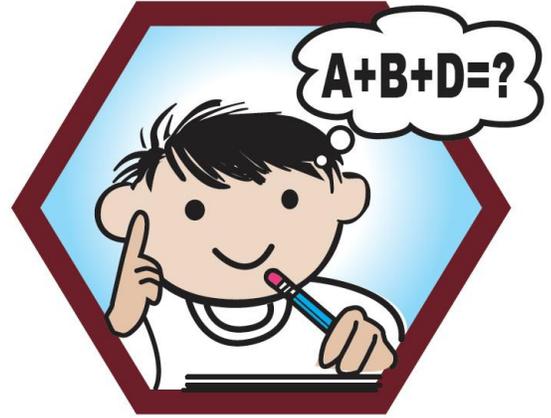
	 <p>Reflection & Connection Assessment</p> <p>Assess ability to draw valuable lessons and insights from experience.</p>
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Evaluating Your *Civic Mirror* Performance

When *The Civic Mirror* officially begins, you will be evaluated at the end of every simulated year. The evaluation system attempts to also reflect the real world by evaluating your performance, not your ability to remember facts and information. It was also designed to be incredibly fair in a few key ways:

- You evaluate yourself first, communicating to your instructor why you gave yourself the grade you did.
- Your instructor will review your self-evaluation rubric and, if he/she finds that you've graded yourself honestly and accurately, will give you the grade you gave yourself. If you attempt to bump yourself up a few marks higher or grade yourself too low, your instructor will correct this before entering the marks.
- You can still earn a very respectable grade even if you don't gain Status Points in a given year, the points you need to win the game.



Your performance in *The Civic Mirror* will be evaluated in four areas which we describe in detail below. If you want to see the full evaluation rubric, see Appendix D near the end of this manual.

1. Success in the Simulation (Status Pts)

The Civic Mirror's game objective is to earn Status Points, points that measure your political, economic, and out-of-class success. If these were not included in the evaluation, then no one would worry about gaining or losing them. Work hard to keep your family alive, acquire as many 'extras' and 'luxuries' as possible, fulfill your Hidden Agenda objectives, and do well on the tasks your instructor links to the game.

At the end of every simulated year, you will be evaluated on the level of 'success' you had in *The Civic Mirror*, as determined by the amount of Status Points you won or lost. You will score the highest marks for earning Status Points and losing none.

2. Involvement & Attitude

The whole point of using simulations like *The Civic Mirror* is to bring course content to life and make it more meaningful. To make a long story short, if you don't involve yourself in the simulation by approaching it with an attitude that *invites* growth and learning, then you won't get much out of it. But the great thing is this: If you *do* work to make the most out of this experience with your classmates, not only will your mark reflect it, but you will also learn some lessons that could change the way you view the world.

At the end of every *Civic Mirror* year, you will be evaluated on your involvement in the simulation and your attitude towards it. You will score the highest marks if you are highly involved and approach the experience as an opportunity to learn.

3. Initiative

Like any nation, yours will only be as good as the ideas and initiatives of its citizens. Involvement and initiative are different. To make this very clear, understand the following:



- *Involvement* is doing things and assuming roles that the game provides. If you run for government, or own a farm and sell food units, that's involvement because *The Civic Mirror* provides this.
- *Initiatives* are doing things beyond what the game provides; thinking up neat ideas (ideally from what you're learning in your course) and implementing them in your country. Some successful examples from years past include financial advising companies, online newspapers, lotteries, and law firms that help citizens with contracts and/or prosecute and defend in court.

Every year you will be evaluated on your ability to implement initiatives of your own. You will score the highest marks if your initiatives are a success and if they utilize what was learned in your course studies.

4. Learning (i.e. Incorporating Course Material Into the Game)

Lastly, you will be evaluated on your ability to incorporate what you've learned in your course into *The Civic Mirror*. At the simplest level, by just using the course terminology in the simulation (either in the face-to-face events, or the online community, or both), you are demonstrating your learning. It will become obvious who has been studying course material and who hasn't by the language everyone will (or will not) be using. At a higher level, if you start an initiative that utilizes something studied in your course, then that is an obvious demonstration of your learning. The more you do this, the more you will be rewarded with grades as well as new, more sophisticated perspectives.

At the end of every *Civic Mirror* year, you will be evaluated on your ability to incorporate what you've learned into your experiences in the simulation. You will score the highest marks if you do this *and* share what you've learned with others in a useful manner.



Reflection & Connection

Throughout the course, your instructor will 'pause' *The Civic Mirror* so that you can reflect and connect your experiences to your life and the world around you. As mentioned earlier, this is the most important and powerful component of the learning process. You might reflect and connect only once, or you might reflect and connect on a weekly basis. And, depending on your course content and your instructor, the reflection and connection activities will vary greatly. For example, some of you studying economics might be testing the elasticity of certain goods and services in your *Civic Mirror* economy, while some of you studying morality might be asked to create a list of guiding principles to live by.



Reflection & Connection

Despite these differences, we offer the following tips to help you get the most out of the simulation and the reflection and connection breaks, making them more meaningful:

Welcome Mistakes as Learning Opportunities ~ Think about toddlers for a second. Can you picture a little baby learning how to walk? Think of all the mistakes they make – all their trips and falls and bumps and bruises. Did you learn how to walk without taking a tumble? Of course not. Unfortunately, somewhere along the line most of us stopped viewing mistakes as necessary parts of learning and started viewing them as 'bad' things; things to avoid. Ironically, this one of the biggest mistakes of all! View mistakes as opportunities to learn about yourself, your classmates, the world around you, and your studies. The more you experience, the wiser you will become. Step outside of your comfort zone and...

Take Risks ~ *The Civic Mirror* will provide you with endless opportunities to take risks in order to develop real-life skills. For example, let's say in the game you are getting pressured into signing a contract that you think will be troublesome down the road, and because the person pressuring you has an explosive temper you are not resisting like you know you should. It's a tricky situation. You can play it "safe" and avoid making a scene by agreeing to the contract (gaining little quality experience), or you can view this situation as an opportunity to practice standing up for yourself and negotiating with someone difficult. Take risks! Put yourself out there! Learn to co-operate and compromise in a variety of ways. Try to manage - instead of avoid - intense situations. Follow through and stick with plans and strategies that you believe in, even if they will upset other people. Try on new hats! View the simulation as an opportunity for personal growth and skill development.

Reflect ~ Experience is useless without reflection. Reflection helps us grow and it makes us wiser. Socrates even proclaimed that "the unexamined life is not worth living." Reflection equals growth.



Growth is good. If, for example, things are not going well for you, ask yourself this powerful question: "What is it about myself that might be causing the problem in the first place?" Then think about how you would want things to go differently.

In *The Civic Mirror* as well as in life, many people will blame problems on others and/or uncontrollable circumstances. Before you start doing that too, remember this important fact: *The only thing you can totally control in life is yourself!* The most successful people in the world understand this fact and develop the habit of accepting responsibility for things that happen to them before blaming others. An easy way to do this is by asking yourself *The Civic Mirror's* Magic Question.

The Civic Mirror's Magic Question ~ *The Civic Mirror* was given its name because it provides us with a 'mirror' by which we can evaluate ourselves, others, and our world by experiencing a variety of situations that we would normally not encounter. How we respond in these situations will give us hints as to the type of citizens we might one day become. So, if you are ever frustrated or upset with the way things are going during the simulation, ask yourself this magic question: "*If this were my real life or if this were my real country, what would I need to change about myself in order to make it better?*"

You will be surprised at the answers you will generate by asking yourself this question over and over, answers that might be able to help you become a more successful and effective citizen in real life. The biggest and most exciting challenge, however, will be putting your answers into action.

Apply What You Learn ~ Another great thing about *The Civic Mirror* is that it will provide you with countless opportunities to apply what you've learned in a safe setting. So do it! Put what you've learned into action.

This is the "connection" part of *Reflecting & Connecting*. View the textbook and your instructor's lectures as a toolbox and *not* as the end-all, be-all. Put what you've learned about yourself into action, in the game and in your real life. View *The Civic Mirror* as a launching pad to test your new ideas and theories about yourself, human nature, government, economics, and ... well ... anything! Apply! Apply! Apply!



PART 2

PRE-GAME EVENTS BUILDING YOUR NATION



Pre-Game Events: Building Your Nation

Table 2.1 outlines how you and your classmates will build your simulated nation. There may not be time to cover all of these events in your course, and other events might be added. Nevertheless, it is hoped that through the process of building your simulated nation, you will learn a lot about the Canadian system of government, law, and economics.

Table 2.1

Pre-Game Event	Description
1. Unit/Course Intro	Instructor introduces the unit/course that <i>The Civic Mirror</i> will be run with, sharing its themes, big questions, and learning objectives.
2. Explanation of <i>The Civic Mirror</i>	Instructor gives students an overview of the game, its objectives, and the civictimirror.com program. Students read game rules.
3. Practice-Run of Online Program	Instructor walks students through a trial run of <i>The Civic Mirror's</i> interactive functionalities with a mock trading session.
4. Create National Identity #1	Students give their country a name and create an identity for it, including the names of the rich and poor cultures.
* Instructor Sets-Up Country, Assigns Citizen Profiles	Instructor creates <i>Civic Mirror</i> country scenario by assigning students with their citizen profiles and inputting national identity info into civictimirror.com
5. Create National Identity #2	Students can vote on more national identity items (e.g. flag, national slogan, etc.). All students are given their citizen profiles and hidden agendas.
6. National Constitution #1	In groups, students study their National Constitution, which is a modified version of the Canadian Constitution Acts.
7. National Constitution #2	If instructor assigned a constitution extension/review assignment, this class is used to peer evaluate and/or discuss it.
8. Election Prep/Campaigns	With their simulated identities known, students form their own political parties and campaign for office.
9. Elections	Students make final speeches and/or have final debates. Everyone casts ballots for their candidates of choice, and winners are announced.
10. Hex Auction	With the money students are given to start the game, they bid to own and control the property in their country. Government bids too.

* Not an in-class event, but a preparatory event for the instructor



Pre-Game Event #1 ~ Introduction

There are many reasons why we are using *The Civic Mirror*, and one of them is to help you become a more informed and better equipped citizen. Right now, you are going to think about some questions that will guide your learning throughout this experience. You will have until the end of the course or unit to develop your best possible answers to each one.



Introduction

1. What are my political, economic, and social philosophies?

This question is asking you to state and summarize what you believe in. Jot down your initial thoughts, taking your first step to developing your own philosophy.

Political ~

- How should the leaders of this nation and your community be determined? What skills and characteristics do you think they should *have to* possess?
- When these leaders make laws, enforce rules, implement policies, and judge guilt and innocence, what should their number one priority always be?
- More than anything else, what is the most important thing a nation, community, or society needs to possess in order to be "great"?

Economic ~

- What is the best way to determine who gets the 'stuff' in a society (like money, goods, and services)? Should there be limits to the amount of stuff someone is able to get? Should the government be able to intervene to make sure everyone gets certain stuff?
- If you had to pick one over the other, would you rather live in a country that valued equality, or would you rather live in a country that valued freedom? Why?

Social ~

- If you had to pick one over the other, would you say humans are naturally good or bad? Trustworthy or deceitful? Hard-working or lazy? Selfish or selfless? Be prepared to explain your answers.
- Based on your answers above and what they suggest about humanity, what would a good government focus its energies on? What rules would be most important?

2. Given who I am and what I believe in... What should I do to make my country, my community, or this society a better place to live?

In other words, imagine you had to devote your life to a certain cause. What would this cause be?



3. If my goal in life was to become a truly successful and model citizen, what is the biggest thing I would need to change about myself? Why?

First think about what a 'truly successful' and 'model' citizen is. Then think about the beneficial qualities you already possess, and, lastly, the qualities you would need to work on the most. Jot down your initial thoughts and feelings.

4. Can a country be great *without* a significant number of "model citizens" who set examples and inspire everyone else? Explain.

5. So how does Canada work anyway?

Draw a diagram that shows how the Canadian political, legal, and economic systems fit together. You can organize/illustrate this in any way you want, but be sure to include all of the following words. There's no right way to do this, so have fun with it.

Voters
Prime Minister & Cabinet
Judicial System
House of Commons

Military
The Charter
Police
The Law

Economy
Public Sector
Private Sector
Taxes



Pre-Game Event #2 ~ Explanation of *The Civic Mirror*

Status Points (SPs) ~ The Game Objective

The objective for every citizen in *The Civic Mirror* is to earn the most *Status Points (SPs)*. SPs measure a citizen's level of success in his/her country. A citizen whose children starved to death because he/she was not able to get them food would likely *not* be revered by his/her fellow citizens. However, if that same citizen ran for government, became prime minister, and passed sweeping laws that eliminated starvation for everyone in his/her country, the citizen's status would almost definitely rise. This is precisely what Status Points attempt to reflect: status and influence.



Understand that throughout the game your performance will be evaluated by your instructor, and how many SPs you earn (or don't earn) will affect your evaluation. They are very important yardsticks.

There are three ways citizens can earn or lose SPs: Well-Being Points, meeting Hidden Agenda objectives and Status Point Steals. See Figure 2.1 for an illustrated summary.



Figure 2.1



1. Well-Being Points (WB Pts)

In reality, everyone wishes to be happy and content. It's in our nature to avoid pain and seek pleasure. To measure each citizen's degree of 'well-being' in *The Civic Mirror*, we use what are called *Well-Being Points (WB Pts)*. WB Pts are *The Civic Mirror's* indicators of economic success, measuring every citizen's standard of living.

Earn as many as you can! After every simulated year (or round) of play, the five citizens with the most WB Pts earn 10 Status Points each – the points you need to win the game.

Citizens gain (or lose) WB Pts by:

- Meeting basic survival needs (i.e., food and shelter)
- Acquiring services that provide different things (e.g., healthcare, education, police protection)
- Obtaining and keeping certain luxuries (e.g. living in a mansion instead of an apartment, obtaining technological goods that decrease workload, etc.)
- Living in a desirable neighborhood and in a nation with a healthy environment
- Random wild cards that represent real-life scenarios which may increase or decrease total WB Pts.

We know that it's impossible to accurately simulate 'well-being' in a game like this. Experiences that improve or hinder one's level of happiness - such as *intimacy, friendship, abuse, and/or divorce* - are intangible. Games need tangibles and structure. We can only suspend our disbelief as we track and measure our simulated well-being in the form of points.

B. Hidden-Agendas

Each student in the classroom will be given one Hidden Agenda (HA) that they will have for the entire *Civic Mirror* experience. Each HA will contain a list of specific objectives that need to be accomplished in order to earn SPs. Hidden Agendas are *The Civic Mirror's* indicator of political success; they measure how influential each citizen was in a given year.

Some objectives are more difficult than others and, if accomplished, will be worth more SPs. You cannot request HAs. The assigning of these will be left up to your instructor who has the difficult challenge of utilizing everyone's strengths *and* keeping your country's culture well balanced.

All of the objectives in your HA can be accomplished each and every simulated year. In other words, every objective *can* be achieved in one-year's time.



At the end of each simulated year, you will complete a *Hidden Agenda Application Sheet* explaining and proving whether or not you met its objectives. Once done, you will submit this sheet to your instructor who will evaluate whether or not you did or didn't. Be sure to explain yourself thoroughly so as to convince your instructor. If you successfully prove your case, your instructor will award you the corresponding SPs.

Do not share your Hidden Agenda with anyone. In years past, many students have done this with much regret. As soon as someone knows your HA, they will forever have the ability to mess up all of your political and economic efforts by revealing it to other people. There have been many upset and angry students who find out that their friends who were supposed to keep their HA secret passed it on to others. People have even agreed to blackmail in order to keep it from spreading. If you share your HA with someone else, your experience in *The Civic Mirror* could wind up being a frustrating one.

Although there are many different kinds of HAs, there will likely *not* be as many different kinds as there are students in your class. This means some students will have the same HA, presenting both pros and cons. One advantage of having the same HA as someone else is – if you find out who your 'double' is – you can work with or against him/her. One advantage of not having a 'double' is being able to operate independently and not competing with someone for SPs.

C. Status Points Steals (Optional)

During an in-class interval, your instructor may announce a *Status Points Steal*. Top-performing students in a certain area decided by your instructor will get to steal SPs from anyone who has them. Your instructor will let you know what portions of the course will count towards the game. Although optional, Status Points Steals are *The Civic Mirror's* reward for classroom success.

For example, your instructor might count participation grades, homework totals, a major assignment, or an exam mark towards the upcoming SP Steal. Your instructor will let you know when the 'point cut-off' date will be. This is the date when the interval ends and the students with the best marks in the specified areas are determined. Then, you and everyone will work hard to earn one of the top three spots.

Top students are allowed to steal SPs from anyone in the country. These students will have an incredible game-play advantage because they gain points, can select who will lose points, and are immune from having points taken away from them.

Table 1xxxxxxx Table 2.2

Major Steals	
1 st Place	Steals 10 SPs
2 nd Place	Steals 8 SPs
3 rd Place	Steals 6 SPs
Minor Steals	
1 st Place	Steals 6 SPs
2 nd Place	Steals 4 SPs
3 rd Place	Steals 2 SPs



There are two different scorings for Status Points Steals that will be determined by your instructor:

- Major Steals, for larger amounts of course work, and
- Minor Scorings, for lesser amounts of work.

The SP earnings for each type of scoring are shown in Table 2.2.

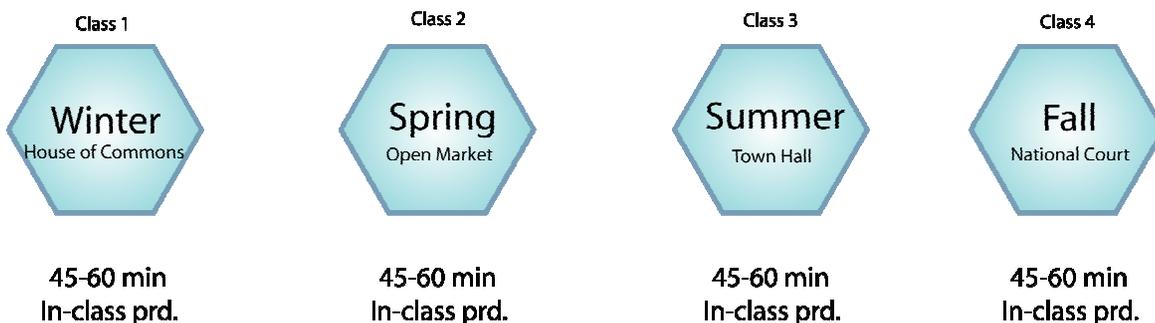
How the Game is Played

A significant amount of time will be spent 'building' your simulated nation before game-play officially begins. You and your classmates will need to create an identity for your nation, study your constitution, form political parties, elect your first government, and then bid-to-own your nation's assets in a hex auction. This process is really important because, as you build your own nation, you will also be studying the political, legal, and economic aspects of the United States. This will make everything about your studies more meaningful.

Once you complete the pre-game steps, *The Civic Mirror* will officially begin. The simulation is played in rounds called *Years* and each simulated year has four *Seasons*: *Winter*, *Spring*, *Summer*, and *Fall*. In each season, a certain political and/or economic event occurs *in class*. When you and your classmates complete the four in-class events (seasons), the year is considered over.

Please take a moment to view Figure 2.2 which illustrates the progression of every a simulated year.

Table 2xxxxxxx Figure 2.2



Although these events take place in class, you and your classmates will be able to discuss, debate, strategize, and trade outside of class with the online program. What ends up happening is that much of the action occurs online and away from class, setting the stage for exciting in-class events.

In *The Civic Mirror*, the first year is always referred to as the year 2000, followed by 2001, 2002, etc. Your instructor will decide how many years will be played and will try to inform you on when each year will be played and when the simulation will end.



Earning Status Points

You have from Winter to Fall to acquire goods and services for your family. If you're having trouble obtaining certain things, voice your concerns in one of the in-class events or in the online community. For example, let's say you don't own a residence hex and none of the landlords will rent you a place. This means that someone in your family is going to DIE unless you obtain some type of residence. You could keep quiet and do nothing about it, exercise your rights as a citizen and plead your case in the Town Hall, or sue one of the landlords in the National Court. And, before the in-class event takes place, you could inform your government and fellow citizens of the problem in your online discussion boards.

You also have from Winter to Fall to achieve the objectives outlined in your Hidden Agenda. For example, your first simulated year might last 12 real days. You would then have four in-class events and 12 real days of participation in the online discussion boards to work your magic. Don't be shy about it either: The less active you are in pursuing your objectives, the easier you will make it for others to pursue theirs.

Points are awarded at the end of every simulated year. Remember that WB Pts are calculated to determine your standard of living for the year past, and the five citizens who earned the most receive 10 SPs each. At this time, players will also submit their Hidden Agenda Applications to their instructor. The instructor reviews them and awards SPs to those students who achieved their HA objectives. Once done, you're ready to start a new simulated year.

Tip ~ *Playing Priorities*

Each and every year, your first priority *should* be keeping your Family alive by providing them with Food and Shelter. As will be discussed shortly, you will lose 10 SPs for every Family member that DIES. If you do not obtain food or shelter, one member DIES.

In order for you to understand how to go about providing for your family, we must turn our attention to the most exciting feature of *The Civic Mirror*: its live economy. This is an economy where you can own land and develop real estate, own and operate businesses, buy and sell and trade, set all the prices, and even where you and your government can collect taxes.

After we understand how the economy works, we will explain how to play *The Civic Mirror* by describing its main events. Let's do this now.



The 36 Hex-Map



Every country’s hex map will look the when *The Civic Mirror* starts (see Figure 2.3). As the years pass, however, hexes will change and be redeveloped by their owners for political, economic, and/or environmental reasons. In a short period of time your nation’s hex map will mirror you and your classmates’ unique society. You may be proud of your country, angry with it, or even ashamed. This is another reason why the program was named *The Civic Mirror*: Your nation’s hex-map will literally reflect all of your attitudes, beliefs, morals, and behaviors.

Figure 2.3

3 Types of Hex Categories

Hexes fall into three different categories: Wilderness, Residential, and Business hexes. You will be able to tell which type of category a hex belongs to by the color of its background. Pay close attention to this section as it will outline the economic rules for your country. Like in life, those who understand the rules of the game have huge advantages over those who do not.

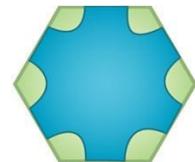
1. Wilderness Hexes

Wilderness hexes consist of *Green hexes* and *Green River hexes*. These hexes do not produce anything, but represent your nation’s natural environment and provide certain benefits. Wilderness hexes always have a green-colored background.

Green Hex



Green River Hex



2. Residential Hexes

These are the hexes you and your fellow citizens will live in. Residential hexes consist of mansions, houses, and apartment complexes.

Mansions and Houses can only accommodate one Family per year, while Apartment Complexes can accommodate many Families depending on your class size. You can distinguish residence hexes by their purple background.

Mansion



House



Apartment Complex



3. Business Hexes

Business hexes produce different kinds of *units* that their owners can sell, trade, or give away to interested buyers/takers. Units are useful in that they serve specific functions in the year they are purchased.

A unit is only good for the year that it was produced and cannot be kept for use in future years.

It's important to note that the number of units a business hex produces in a year will depend on your class size. Specifically, the number of units a business hex produces equals half the number of citizens in a country, rounding up. For example, in a class of 19, a business hex would produce 10 units. So, the more players in a country, the more units each business hex produces. There are exceptions to this rule for certain hexes and we'll discuss those shortly.

E/I
(Energy/Industry)



Security



City Center



Farm



Health Care



Education



Insurance



Technology



A&E
(Arts & Entertainment)



Business hexes are classified into three different types:

- industrial (brown)
- human services (yellow), and



- commercial (pink)

These different classifications have different effects on neighborhood quality, but we will discuss that later too. For now, just remember that the three categories of business hexes.

Hex Ownership

Any hexes on the map can be owned by *only one* citizen or the government. The City Center is an exception to the one-owner rule because it has three businesses inside of it (more later). Hex owners retain all that hex's development rights, rental rights, and unit-selling/trading rights. Only the owner of a hex can power it and operate it. This means the owner of a hex is always the first renter or seller/trader of its units.

For example, if you owned an Education hex, you would be given its units first. But if you sold your units to others, they could re-sell them to other citizens who might be willing to pay you more than what you bought them for. Similarly, a rental tenant could sublet (rent out his rented apartment).



Important Game Rule ~ Hexes Have One Owner (except City Center)

Every hex on the map can have only one owner; either a citizen owns a hex or the government owns a hex. The City Center is the only exception to this rule because it has three businesses within it.

Sometimes the issue of who owns a hex may be in dispute. This can sometimes occur when a government nationalizes a hex (buys/seizes it from the owner, making it state-owned), or when a new law declares a change in ownership. If the ownership is unclear – that is, the two sides cannot agree who owns it – neither party receives any of its ownership rights listed above and it will be considered 'In Dispute'. The conflict will be considered resolved when either:

1. The parties involved come to some type of agreement, or
2. The issue gets resolved using your country's accepted political systems. These include legislative committees, executive orders, and judicial hearings. We will discuss these in more depth in the political section later on.

Hexes That Produce/Provide Essential Units or Services

The following three hexes are considered essential hexes: Energy/Industry (E/I), Residence hexes, and Farms. Every citizen needs what these hexes offer in order to keep their family members alive. This is largely true in reality too. Could you survive without food, shelter, and the power sources needed to make them function? We will now discuss these three hexes at length.



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Energy/Industry Hex

The Energy/Industry (E/I) hex is a business hex and it produces E/I units. Every country in *The Civic Mirror* starts with one E/I hex. The *E/I units* it produces simulate the life-blood of an industrialized economy: energy, infrastructure, and labor. It's important to note that this is a game and, in reality, these three things are incredibly complex – it's not like one person owns all them. Considering that this is a citizenship simulation and not a macroeconomics simulation, we ask that you once again suspend your disbelief.

E/I Hex



In order to *power* a residence or business hex, its owner must purchase an E/I unit and then *consume* it for that specific purpose. This makes sense if you think about it: energy, infrastructure, and labor are required for the operation and/or maintenance of all kinds of buildings and businesses. Therefore, we repeat this important rule: Residential and business hexes do not serve their purpose (function) in a year when the owner does not 'power' it with an E/I-unit. Figure 2.4 illustrates this in a few cases.



Important Game Rule ~ Powering Hexes with E/I Units

All residential and business hexes must be 'powered' before they can serve their purpose for that year (that is, provide shelter or produce units). Every business or residential hex must consume one E/I unit to be powered. Wilderness hexes cannot be powered.

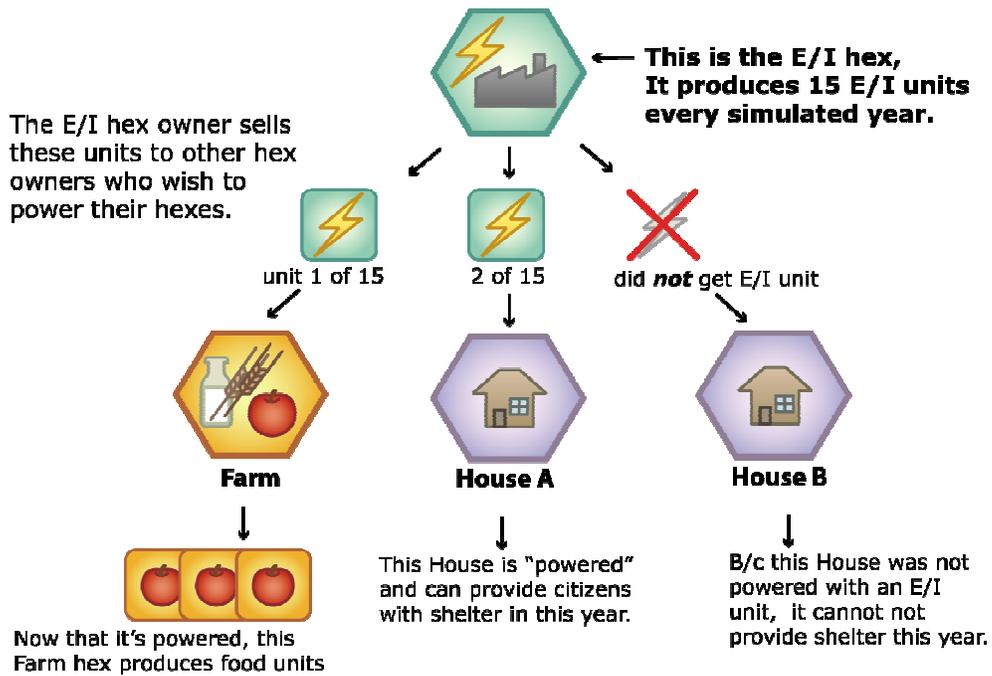
Powering Hexes with E/I Units

In this example, illustrated in Figure 2.4, let's say the owners of the Farm and House A receive E/I units from the E/I owner in exchange for cash. Once these owners 'consume' their E/I units for the purpose of 'powering' their hexes, then the Farm and House A will be functional – the Farm will produce food units and the house will provide shelter.

Let's say you are the owner of House B. Unfortunately, you did not obtain an E/I unit from its owner because you did not have enough to offer. Although you own this house, it does not provide you with shelter because it is not powered. You are considered "homeless" and will not score any WB Pts if you don't find shelter somewhere. In fact, like we explained earlier, if you do not find shelter someone in your family will DIE and you will also lose 10 SPs.



Table 3xxxxxx Figure 2.4



Producing E/I Units

Whereas all business and residence hexes need an E/I unit to be powered, E/I hexes are automatically powered at the start of a simulated year. This, and the fact that all other hex owners need E/I units to power their own hexes, are major advantages of owning an E/I hex.

It's also important to know that E/I hexes always produce 15 units when *The Civic Mirror* begins, regardless of the class size. This makes the E/I hex different in a second way because the number of units of all other business hexes (and apartment hexes) depends on the number of citizens living in a country.

Much political and economic debate will revolve around the E/I hexes. Citizens and governments argue over questions like, "If everyone needs E/I units, who should rightfully own them?" "Once produced, who gets them?" "At what price should they be sold?" Pay close attention to this hex and its owner.

E/I Hexes Are Non-Renewable

An E/I hex produces 15 units in its first three years of life. This number, however, decreases from the year 2003 onwards. This simulates the finite amounts of non-renewable energy resources in the world. Here are the unit production quantities for an E/I hex:

Year 2000 = 15

Year 2003 = 12



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Year 2001 = 15

Year 2004 = 10

Year 2002 = 15

Year 2005 = 8

Note: You cannot tear down an E/I hex, build a new one on the same hex, and get 15 units again for three more years. This is because the land's fuel reserves are considered to be exhausted.

Hex Development

One exciting feature of *The Civic Mirror* is that any hex can be cleared and re-built into any other business or residential hex (except for the City Center which can be cleared, just not re-produced). This introduces many exciting elements to the game: urban design, zoning laws, and environmental protection issues to name a few.

Wilderness hexes cannot be developed in the usual way. Once cleared, they are gone for a long, long time – but not for good. This simulates reality well in that wilderness destruction cannot be undone immediately. Sometimes it takes centuries to restore natural habitats. You will learn more about how you can restore your wilderness hexes in the "Environment Restoration" section later on.

As well, only the owner of a hex can develop it. If someone wants to develop your hex into something else, they will either have to persuade you, or use your country's political-legal system to force you to. Of course, in both of these scenarios, you would need the E/I units required to develop the hex in the first place.

In order to develop a hex into something else, the owner of the hex must acquire and 'consume' four E/I units for the specific purpose of developing it. Once the fourth and final unit is consumed for development purposes, the hex will be ready to turn into whatever the owner sets it to become.

The hex development process is this:

1. Before you invest any E/I units, you must 'set' what you want the hex to become.
2. The first E/I unit you invest clears the existing hex, getting it ready it for development.
3. The next three E/I units build the hex into the business or residential hex your want (except City Centre).
4. The new hex will be constructed and ready at the start of the next year (Wilderness hexes take an extra two years to finish 'growing').



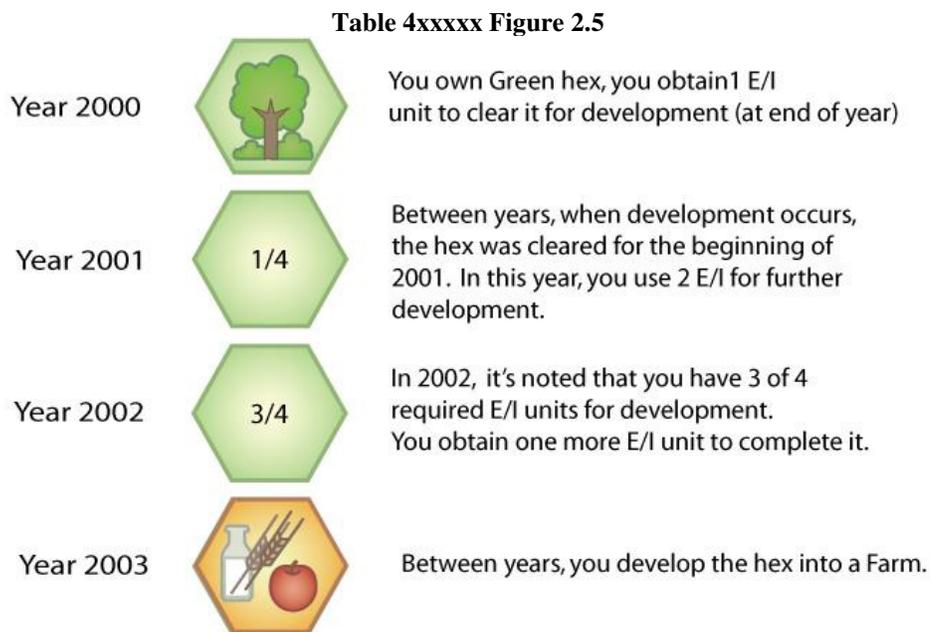
Important Game Rule ~ Hex Development

It takes four E/I units to develop any hex into anything else (except another City Centre), and the development will be ready at the start of the next year (Wilderness hexes take 2 extra year).



All hex development occurs between years. This is a very important rule. In the year 2000 you might consume, for example, four E/I units to develop your Green hex into a Health hex. It will not become a Health hex until the start of 2001. Note: later on we will explain at length why this “ready at the start of the next year” rule does not apply to the restoration of wilderness hexes.

E/I units do not need to be acquired and consumed for development in the same year; it may take a number of years to accomplish hex development. Like in life, sometimes construction progresses quickly while other times it progresses slowly. Figure 2.5 illustrates an example of gradual hex development.



Making an E/I Hex “Renewable”

An E/I-hex can be made ‘renewable’ so that it will forever produce 15 E/I units. This is a large amount so long-term planning is very important. A nation can avert the E/I shortage by investing money towards the research and development of renewable energy resources.

To upgrade an E/I-hex into a *Renewable E/I hex* requires eight Technology and seven Education units. Within the E/I hexes profile, there will be a space titled “Renewable Energy Development.” This space will keep track of how many Education and Technology units your nation devotes to the research and development of its renewable energy program for each E/I hex.



Like hex development, these units do not have to be used in the same year. With good planning, a reasonable number of units can be used towards renewable E/I development each year and well before a shortage occurs.

Tips ~ Managing E/I Units

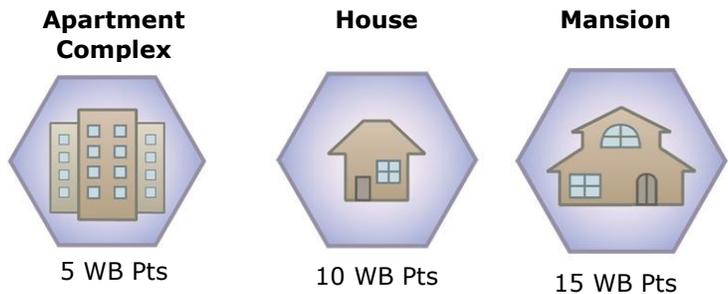
1. In your nation's first year, its economy will only possess 15 E/I units, yet there will be 17 residential and business hexes needing powering. There will also be people wanting to reserve and consume E/I units for immediate development. Make the planning of this a *top* priority.
2. Convince your government to anticipate the non-renewable energy shortage. If ill-prepared, it could potentially devastate your nation's economy and political well-being.

Residence Hexes

Every year, a citizen must find a place to live or else one of their family members DIES and they lose 10 SPs. Shelter is a necessity.

A citizen can only live in one hex per

year. There are Mansions, Houses, or Apartment Complexes. The larger the place, the more WB Pts the citizen will earn for living there in that year.



When *The Civic Mirror* starts, there are only two mansions, six houses, and three apartment-complexes. Mansions provide 15 WB Pts per year, Houses provide 10 WB Pts per year, and an Apartment unit provides five WB Pts per year.



Important Game Rule ~ No Shelter Equals DEATH

If you do not obtain a *powered* residence hex to live in, one family member will DIE and you will lose 10 Status Points.

Who Lives Where

Only one family can live in a house or mansion in a given Year, but multiple families can live in apartment complexes. The specific amount depends on your class size outlined below:

0 to 11 students = 1 family

21 to 23 students = 5 families



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12 to 14 students = 2 families

15 to 17 students = 3 families

18 to 20 students = 4 families

24 to 26 students = 6 families

27 to 29 students = 7 families

30 to 32 students = 8 families

In large classes, therefore, the three apartment complexes will be crowded in the early years because many families will need to live in them. The adjustable number of units for apartment complexes ensures that each citizen can – conceivably – obtain a residence in the first year. But there are no guarantees. Human greed and motivation tend to make this a difficult accomplishment. You will soon find out.

Citizens *can* buy numerous residence hexes and rent them to other citizens, but they can only live in one of them per year. In other words, you cannot score extra WB Pts because you own multiple residence hexes. For example, a citizen could buy a mansion and two apartment complexes, then decide to live in the mansion and rent out all of his/her the apartment units to other citizens for cash.

Tips ~ Landlords & Tenants

1. Landlords should pay close attention to the rentals market; there are opportunities for great profits, but also opportunities to go broke if you cannot fill vacancies.
2. Citizens who become tenants (persons who rent residences from landlords) must ensure that their rented hex gets powered by the owner. If they don't and the year ends, they will be considered 'homeless' and a family member will DIE (losing 10 SPs). Remember that apartment complexes only need one E/I unit; landlords and tenants should negotiate powering details into their rental agreements.

Farm Hexes

The hexes that produce *Food units* are called *Farms*, and there are always two farms at the beginning of *The Civic Mirror*. When combined, these two farms will produce the same number of food units as there are citizens in the nation (i.e. students in the class), each providing for half the population. If there are an odd number of citizens, the food units are rounded up to the whole number. For example, if there were 19 students, each Farm would produce 10 units (9.5 rounded up). What's important to understand here is that there will be *just* enough food to feed every family in your *Civic Mirror* country at the start of the game. Pay attention to this economic detail.

Farm hex



5 WB Pts per Food unit





Important Game Rule ~ Number of Units a Business Hex Produces

If powered, all of the business hexes (except for E/I hexes) produce half the number of units as there are students in the class, rounding up. For example, in a class of 23 students, businesses would produce 12 units each ($23 \div 2 = 11.5$, rounding up to 12). Farms are an exception to this rule when River hexes get developed (see below).

Each year, every citizen must obtain at least one food unit for their family in order to keep them alive. The more food units you obtain, the more WB Pts you will score. Each consumed Food unit provides five WB Pts, to a maximum of three per year (max. 15 WB Pts per year). If you do not obtain any food units in a year, one member in your family will DIE.



Important Game Rule ~ No Food Equals DEATH

If you do not obtain a Food unit, one Family member will DIE and you will lose 10 Status Points.

At the beginning of the game, food shortages are very common. Remember, one of the challenges *The Civic Mirror* presents you with is developing your economy in order to satisfy everyone's needs. Distributing Food units is not easy and will likely become an early political and economic issue. If you suspect that acquiring a food unit will be difficult, appeal to your government and your fellow citizens for assistance. A family death is the only other option

Water Supply

When a Green River hex gets developed, every Farm in the country produces one less food unit. So, using the example above where each Farm began by producing 10 food units, if two Green River hexes were developed in the year previous, each Farm would only produce eight. This simulates the importance of a clean and healthy water supply for national agriculture. Farmers should always pay attention to the status of the five River hexes.



Human Services

Your family will require two human service units. In *The Civic Mirror*, the only two human services are Education and Healthcare. Before game play begins, you will learn which two you will need. For example, you might need two Health units, two Education units, or one of each.

You do not earn WB Pts for obtaining your two human services, but you *lose* five WB Pts for each one you do not obtain.

Note: Regardless of family deaths, you will always require two education and/or health units.

Two Kinds of Human Services

Human Services



You will need to obtain TWO Human Service units for your Family each and every year, either 2 Ed units, 2 Health units, or 1 of each. You will lose 5 WB Pts for each one you do not obtain.

Protection from Life’s Uncertainties

Life is full of uncertainties ... some of them good, some of them bad. For example, none of us know – with absolute certainty – if this year is going to be a great year, an average year, or an awful year. If we were smart, we would hope for the great year and protect ourselves from the potential consequences of the bad year. To do this, we might obtain house insurance, upgrade our healthcare coverage, and purchase anti-theft devices.

Figure 2.6

The Civic Mirror attempts to simulate these uncertainties. At the end of every year the program will randomly distribute chance happenings to every citizen; you and your fellow citizens will have to consider these as you work to provide for and protect your families. Figure 2.6 highlights the two kinds of uncertainties that could potentially affect you in a simulated Year.

Medical Emergencies

In *The Civic Mirror*, as in reality, the health of loved ones is not guaranteed. At the end of every simulated year, each and every citizen will “roll the die” to determine if all the members in their family were healthy, or if one of them had a *Medical Emergency*.

Two Kinds of Uncertainties

1. Medical Emergencies



2 = Serious Medical Emergency [Costs 15 WB Pts.]
12 = Life-Threatening Emergency [Costs 1 DEATH, Loss 10 SP's]

2. Wild Cards

Good = 30% odds	Bad = 70% odds
Gained WB Pts	Lost SP's
Gained \$\$	Lost WB Pts
	Lost \$



If the program rolls you a two, then someone in your family experiences a *Serious Health Emergency* and 15 WB Pts will be deducted from your year's total. If the program rolls you a 12, then someone in your family experiences a *Fatal Health Emergency* which will result in a family member DEATH and a loss of 10 SPs. Like with real dice, the odds of rolling a two or 12 are much less than rolling a six or seven.

There's good news: both kinds of Medical Emergencies are preventable with Health units. If you obtain a Health unit and consume it for the purpose of protecting your family against Medical Emergencies, then it doesn't matter what you roll – you're safe! If an emergency does occur (i.e., you roll a two or 12), we assume that your Healthcare provider was able to save/heal the family member whose health was in jeopardy.

Wild Cards

At the end of a simulated year, you and every citizen will randomly be given one of 40 *Wild Cards*. Of these, 12 are *Good Wild Cards* that give you positive rewards like added WB Pts or money. The other 28 are *Bad Wild Cards* that result in something bad happening (loss of WB Pts, money, or even a DEATH). Although the odds might not be totally accurate (30% good vs. 70% bad), these cards attempt to represent the chance events in life because there's no way of controlling which card the program draws for you.

The good news is that you can protect yourself from every one of the 28 Bad Wild Cards. Insurance units protect you from 14 Bad Wild Cards, Safety units protect you from 10, and Health units (consumed for this specific purpose) protect you from four.

Now that we've discussed human services and the two types of uncertainties, we turn our attention to the hexes that serve these purposes.

Hexes Whose Units Provide Human Services & Protections

Education Hex

At the start of the game, there is always one *Education hex* that produces *Education units*. These units represent the scholastic institutions in your country and the brilliant minds who work in them.

As mentioned in the *Human Services* section, you might be required to obtain one or two education units for a family member each and every year. Failure to obtain the education units you need results in a loss of five WB Pt loss for each one that was not acquired.

Education hex



Well over half of the citizens in your country will need at least one education unit for their families, and many will need two. These units will be desired by many, and their ownership tends to be debated often.

Ed units and Renewable Energy Development

Just a reminder: If the owner of an E/I hex wants to make it “renewable” (meaning it will always produce 15 units), he/she must reserve and consume seven education units for that purpose.

Healthcare Hex

At the start of the game, there is one *Healthcare hex*. These hexes represent the medical and pharmaceutical institutions, companies, and professionals in your country. When you use a *Health unit* to protect your family from a health risk, the health unit automatically “remedies” it.

Health hex



Health units can serve three purposes, but one unit can only serve one function per year. You must carefully decide how you want to use each of the health units you obtain.

The 3 purposes are as follows:

1. Human Services - Like Education, a citizen may be required to obtain one or two health units per year for their families. Five WB Pts will be lost for every required health unit that was not obtained.
2. Medical Emergencies - Every citizen rolls two, six-sided dice to determine whether or not a medical emergency occurred. Health units will protect you from a roll of '2' (a Serious Health Emergency equaling a loss of 15 WB Pts) and a roll of '12' (a Fatal Health Emergency equaling a family DEATH plus a loss of 10 SPs). If you consume a health unit to protect your family from Medical Emergencies, you will not lose anything!
3. Wild Cards - Finally, four of the 40 Wild Cards are bad ones that can be prevented with a health unit. A health unit nullifies the negative consequences of these Bad Wild Cards.

In sum, the demand for health units will be greater than the demand for education units because of their various uses.



Tip ~ Ownership of Healthcare

Because Health units reflect a nation's healthcare system, there is usually a strong debate on whether the government should own the Healthcare hex (so that everyone has equal access), or whether they it should be owned and operated privately.

The City Center

Remember that every *Civic Mirror* country starts the game with one City Center hex that contains the following three businesses: Insurance, Art & Entertainment, and Technology. It is the only hex that can have multiple owners (one for each business). Like any hex, it is powered with 1 E/I unit. We want to remind you of this now, before we introduce the first of its three businesses.

City Center hex



Insurance Hex

As explained, one Insurance business is located in the City Center hex at the start of *The Civic Mirror*. This business represents the many types of insurance programs and policies that exist in the real world to protect people from life's tragedies, thefts, and other unwanted situations.

Insurance hex



In *The Civic Mirror*, these unwanted events are simulated with Insurance-related Bad Wild Cards, and a citizen can protect his/her family by obtaining and consuming an *Insurance unit*. Although insurance systems in reality are far more complex than this, this feature replicates the real-world fact that there are some undesirable things in life that you just cannot anticipate yet still need to prepare for.

Each Insurance unit is the same in that they all provide "blanket coverage", or protection from all the Insurance-related Bad Wild Cards. And, like all other units, Insurance units are only valid for one year. So, to protect yourself, what you want to do is obtain and then "consume" an Insurance unit. If you do this and the program gives you an Insurance-related Bad Wild Card, you're safe from whatever bad things would otherwise happen to you! Recall that there are 40 cards in the Wild Card deck and, of these, 14 are insurance-related.

Let's use an example to fully explain how this works. Say a student named Jordan draws a Wild Card that says "Someone in your Family hits a pedestrian while driving their car, and a) you lose five WB Pts as a result of high stress levels, and b) have to pay \$500 to the injured person." If Jordan consumed an



Insurance unit that year, he'd be safe! If he didn't, those two bad things would happen to him. In this way Insurance units protect you from unwanted events.

Note: Just because the Insurance business is located within the City Center at the start of the game does not mean citizens cannot develop another one. But remember, no one can develop a second City Center.

Security Hex

At the start of the game, there is one *Security hex*. The Security hex produces *Safety units* that protect their owners from 10 of the Bad Wild Cards. We have to differentiate between the *Security hex* and *Safety units* because when International Play is introduced into *The Civic Mirror*, safety units will be able to be turned into *Military units*. When this happens, Security hexes will be responsible for both neighborhood safety *and* international defense. For now, however, the Security hex *can only* produce Safety units.

Security hex



Safety Units

Safety units represent things in society like security guards and police forces able to fight and prevent crime, neighborhood watch programs, social justice programs, and so on. In *The Civic Mirror*, safety units protect their consumers from 10 of the Bad Wild Cards. These bad events are things like accidents, thefts, and other things that might happen in an unsafe neighborhood. Like Insurance units, when someone consumes a safety unit they gain immunity from all the safety-related Bad Wild Cards.

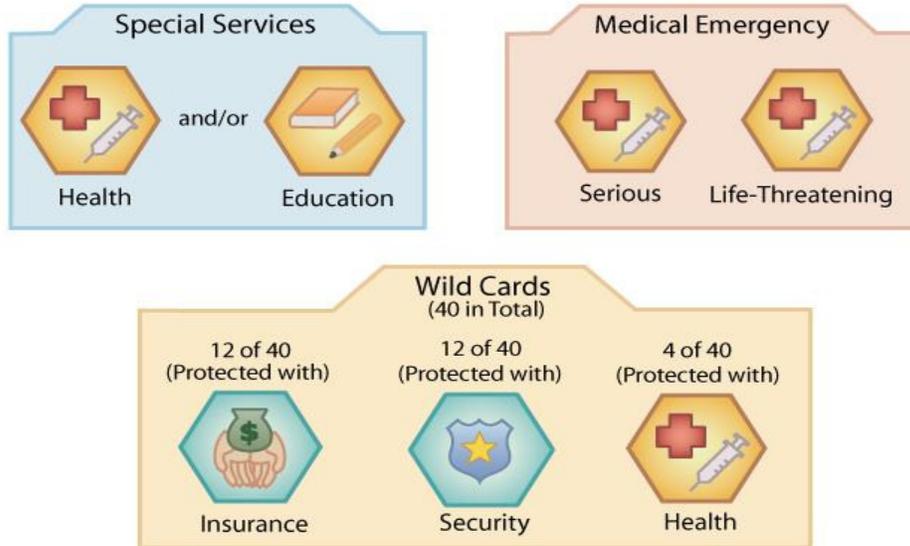
Safety unit



In a simulated sense, the quality of your neighborhood depends greatly on whether or not you obtain and consume safety units. If you do, imagine that your neighborhood is well-policed and protected from the thugs and thievery listed in the Bad Wild Cards. If you don't, then the thugs and thieves have free reign ... you are exposed to their bad deeds through the Wild Cards. You could potentially lose WB Pts, money, or even the life of a Family member.

Figure 2.7 - Summary of Threats and Available Protections





Tip ~ Bad Wild Card Odds

Insurance, Security, and Health units provide people with protection from Bad Wild Cards. Consider their odds before you buy these hexes *and* before you buy units from their owners. The odds of drawing a Wild Card that require protection from each of these businesses is as follows:

Insurance = 35% Security = 25% Health = 10%

Hexes Producing Luxury Units

Technology and Arts & Entertainment

At the beginning of the game, the Arts & Entertainment and Technology businesses are located within the City Center hex (along with the Insurance-business). *Tech units* represent those technological items that help make our lives easier - from washer/dryers, to microwaves, to TV's and computers, to small things like water purifiers and cell phones. *A&E units* represent things in a society like theatres, music productions and concerts, museums, restaurants, getaway resorts, and so on.

Technology



A & E



Citizens do not need these units for any purpose other than added WB Pts. They are, therefore, referred to as "luxury units" as they are easy ways to increase your WB Pts total in a given year. Specifically, each A&E unit or Tech unit that is consumed will provide a citizen with three WB Pts.



A citizen can consume up to three of each unit in a given year for a total of nine WB Pts. For example, in a given year you consumed the maximum of three A&E units and were also able to consume one Tech unit; you would earn 12 WB Pts.

Tech units and Renewable Energy Development

Remember, if the owner of an E/I hex wants to make it renewable (meaning it will always produce 15 units), then he/she must reserve and consume eight tech units for that purpose.

Tip ~ Luxury units

As the game gets underway and people are fiercely competing for WB Pts, a couple of A&E and Tech units might help to propel you into the top five WB Pts earners, earning you 10 SPs.

Wilderness Hexes

Remember that there are two kinds of Wilderness hexes in your *Civic Mirror* country: *Green hexes* and *Green River hexes*. The hexes with trees are Green hexes and the five hexes with blue water are Green River hexes (notice the green land beside the water.) Combined, these hexes represent your nation's untouched environment.

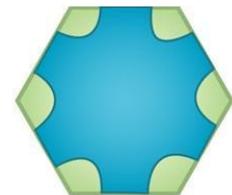
Green hex



Like in reality, there are positive and negative consequences in developing wilderness. Economically speaking, development is needed for growth and prosperity. On the other hand, there are costs (or negative externalities) in destroying too much wilderness for development. One of these negative externalities is a decreased quality of health and living. To put this in perspective, if you were a doctor and had to advise someone with a respiratory problem to relocate to a different part of the world, would you recommend Beijing or Hawaii?

Following this logic, then, the citizens of a nation earn more WB Pts when they have many Wilderness hexes, and they earn less and less WB Pts as more and more of them get torn down for development.

Green River hex



Also, to simulate what happens when people live in unhealthy or even toxic environments, family members of players will randomly DIE at the end of a given year as more and more Wilderness hexes are developed. If citizen DEATHS occur due to poor environmental quality, the family member who DIES is determined by randomly. Nothing can save this fictitious family member from this death.



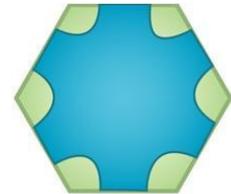
The following shows how the number of remaining Wilderness hexes affect the all citizens living in that environment:

- 15 + Green Hexes = 5 WB Pts
- 10-14 Green Hexes = 3 WB Pts plus 1 random Death
- 5 - 9 Green Hexes = 1 WB Pt plus 2 random Deaths
- 3 - 4 Green Hexes = 0 WB Pts plus 3 random Deaths
- 1 - 2 Green Hexes = 0 WB Pts plus 4 random Deaths
- 0 Green Hexes = 0 WB Pts plus 5 random Deaths

River Hexes

Your country has one river that is made up of five hexes, and at the start of the game they are Green River hexes. So long as they remain *Green* River hexes and not *Developed* River hexes, they count towards your country's Wilderness. Note: Most people just call a Green River hex a *River hex*. This is because it loses all of the "river hex benefits" once it's developed.

Green River hex



River hexes represent your nation's water supply. If they are not developed, food production (on the Farm hexes) remains the same. However, one Food unit is subtracted from the total amount produced by every Farm hex for every Green River hex that gets developed.

What's worse, once 3 or more Green River hexes are developed, more random citizen Deaths begin to occur due to the toxicity of your nation's water supply.

Here is the Green River hex breakdown:

- For every River hex that gets developed, each Farm produces 1 less Food-unit
- 1-2 Green River Hexes left = 1 random Death
- All River Hexes Developed = 2 random Deaths

Tip ~ River Hexes

Because everyone needs Food units to live, and the development of Green River hexes results in reduced Food production, these are very important hexes that *should not* be treated lightly. Consider this when bidding for hexes in the Auction.



If a Green River hex gets developed, the river becomes a murky color and the land around the river changes from green to brown. Once something is developed on the river hex, you will still be able to see the river behind the new development's icon.

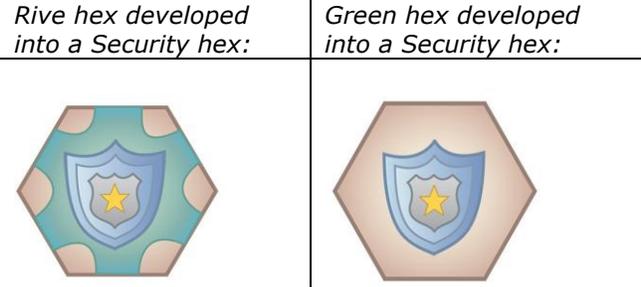


Figure 2.8

Note: When you want to know "How many Wilderness hexes are left in my country?" you *count Green hexes and Green River hexes.*

Environmental Restoration

The good news is that any hex can be restored to a Wilderness hex; it just takes a lot more time. Like developing any other hex, it takes four E/I units to develop a Wilderness hex. However, whereas any other developed hex is ready for the start of the next year, it takes two *extra* years for the Wilderness hex to be ready once all the E/I has been invested for its development.

For example, let's say in the year 2001 Sally develops a hex into an Apartment complex and Ernesto develops his mansion into a Green hex. At the start of 2002 Sally's Apartment hex would be ready, but Ernesto would have to wait two more years for his Green hex to be fully restored (2004). This added time represents the patience and foresight needed to successfully implement environmental restoration projects.

In reality, environmental restoration projects can range between 20 and 10,000 years to complete, depending on what's being restored. If *The Civic Mirror* followed these time-lines, restoration would never become a debated issue in the simulation. And, in the spirit of trying to connect your simulated experience to the issues of the day, it is important that this issue enters the political arena. In *The Civic Mirror*, two years is a long, long time.

Important Game Rule ~ Environmental Restoration

Any hex can be developed into a Wilderness hex, but it takes *two extra years* for the development to occur once the fourth and final E/I unit has been invested. A torn-down land hex can become a Green hex and a Developed River hex can become a *Green River* hex.



Neighborhood Quality & WB Pts

Every year you will gain and lose WB Pts based on the kinds of hexes that surround the one you lived in for that year. If your residence hex is surrounded by beautiful wilderness, its neighborhood quality will be considered “nicer” than a hex surrounded by industrial businesses. This simulates how neighborhoods are desirable and undesirable depending on what surrounds them. This also adds an element of property value (or real estate value) to the hexes, making some worth much more than others.

The following is a summary illustrating the WB Pts earned and lost for living beside the different types of hexes:

- Living next to a Wilderness hex = +3 each (max 9 pts)
- Living next to a Mansion = +2 each (max 6 pts)
- Living next to a House = +1 each
- Living next to an Apartment Complex = -1 each
- Living next to a Farm or a Human Services Business (Education, Healthcare) = +1 each
- Living next to an Industrial Business = -3 each (E/I, Security, Transportation)
- Living next to a Commercial Business = -2, -3, -4, etc. (City Center, Insurance, Tech, A&E)

Tip ~ Neighborhood Development

If someone in your country is planning to develop one of the hexes that you live beside, be very aware of how the development will affect your WB Pts earnings. If you dislike the development, lobby your government or use the courts to protest it.



Well-Being Pts Summary

Housing and WB Points

Type of Hex	WB Points
Mansion	15
House	10
Apartment	5

- Residence hex must be “powered” to be of any worth
- Failure to live in a “powered” residence hex results in a Family Death!

Miscellaneous WB Pts

Food unit (max 3/yr)	5 (max 15 WB points/yr)
A&E units (max 3/yr)	3 (max 9 WB points/yr)
Technology units (max 3/yr)	3 (max 9 WB points/yr)

- Failure to obtain a Food Unit will result in a Family Death!

Neighborhood and WB Points

Living next to Wilderness Hex	3 (max 9 WB points/yr)
Living next to Mansion	+2 (max 6 per year)
Living next to House	+1 each
Living next to Apt	-1 each
Living next to Farm, Education, or Health	+1 each
Living next to E/I, Security, City Center	-3 each

Wilderness Hexes at end of the year and WB Points

15 + Wilderness Hexes	Everybody gets 5 WB Points
10-14 Wilderness Hexes	Everybody gets 3 WB Points plus 1 random Death
5 - 9 Wilderness Hexes	Everybody gets 1 WB Point plus 2 random Deaths
3 - 4 Wilderness Hexes	0 WB Pts plus 3 random Deaths
1 - 2 Wilderness Hexes	0 WB Pts plus 4 random Deaths
0 Wilderness Hexes	0 WB Pts plus 5 random Deaths



Ways to Lose WB Points

Failure to get an Ed unit for Human Services	- 5 WB Points (for each one you need)
Failure to get a Health unit for Human Services	- 5 WB Points (for each one you need)

Medical Emergencies & Wild Cards

Die Roll of 2 = Serious Medical Emergencies. (protected by having a Health unit)	- 15 WB points
Die Roll of 12 = Life-Threatening Medical Emergencies (protected by having a Health unit)	1 DEATH and loss of 10 Status Points
Good Wild Card	+ WB points and \$\$
Bad Wild Card (protected by having an Insurance, Safety, or Health unit depending on the bad wild card)	Loss of WB points, \$\$\$, and/or DEATH (which results in lost Status points)



Pre-Game Event #3 ~ Practice-Run of Online Program

Overview

In this event, you and your classmates will head down to the computer lab to test *The Civic Mirror's* online program. The whole point of this activity is to learn how the game works by experimenting, making mistakes, and interacting with your classmates. You will learn how trades work, how to check your status, how to find information about your country and others in it, and how to communicate with one another in the online community.



Note: This scenario is only a practice-run and it will have NO

bearing on the real game (your simulated country). For example, if you own a farm in this practice-run scenario, it does not mean you will own a farm in your simulated nation. We repeat: this is only a practice run.

Practice Run

What-To-Do

1. **Log-In Information.** The first thing you will need is your log-in information for the online program. Although the name of your country may change, your username will not, and your password will change only if you change it.
2. **Change Password.** Next, change your password by clicking "Settings" on the top-right part of the screen. It is important that you input your email address here because the program will need to mail a new password to you if you forget what it is.
3. **Create Your Family.** To do this, find and click the "Family" link at the top of the page. Here you will see seven fields that represent the seven people in your imaginary family. Give each a name and indicate what their relation to you is (e.g. wife, son, friend's daughter, etc). Remember, everything in this practice scenario will be erased, including these family names. So don't spend too much time on this. You will input the real ones later on.
4. **Check What You Own.** Find and click the "Home" link at the top of the page and check to see what hexes you own (if any). Also check to see how much money you have. You can see what other citizens have too.



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5. **Update Your Asking Prices.** When you click on the hexes you own you will see that there is a feature which allows you to update your asking prices. In other words:

- a. How much would you sell the hex for? and
- b. How much would you sell one of its units for, or rent it for?

This is important because it sends market information to all the buyers and sellers in your mini-economy.

6. **Trade.** Now you need to provide for your family. Everyone needs food and shelter to keep their family alive, and everyone who has a business or residential hex needs an E/I unit to power it. Determine what you need, find out who has it, and then offer them a trade by doing the following:

- a. Click "Trade"
- b. Select who you want to trade with from the drop-down menu
- c. Select what you want to "receive" from that person
- d. Select what you're willing to "offer" in exchange for what you want
- e. Review the trade and be sure to write that person a note/contract
- f. Submit the trade, and hope that the person accepts

Do this over and over and with as many people until you are happy with your standard of living (WB Pts).

7. **Check Your Status.** At any time you can click the "My Status" page to get a snapshot of what you have and what you need. This page shows you how you are doing at a glance, and will give you a running sub-total of your WB Pts at the bottom-right of the page.

8. **Consume Units.** Once you've obtained any units you need to "consume" them, otherwise they will remain in "stock" and unused. To consume units, go to the "My Status" page and click on the "consume unit" button. For example, if you traded for a food unit, a "consume food unit" box will appear once you get it. By clicking it, you are telling the program that you are using that unit for your family.

9. **Navigating your Country.** There are three ways you can do this. First, the "Units" page summarizes all of the units that are "in stock" and "consumed" in your country and by whom. Second, the "National Info" page highlights all the "in stock" units in your country and who has them. Finally, by clicking on the hex itself, you can find out about its unit information.

10. **Check Out the Online Community.** There will be a number of links to *The Civic Mirror's* "Online Community", and be sure to check it out. Your country will have its own, interactive set of wiki pages, and so will you. It's like MySpace meets *The Civic Mirror*. Your country will also



have its own discussion forums, online chat log, and interactive emailing system. You and the citizens of other countries will be able to interact with one another. It's full of great ideas for game play, and there are exciting opportunities to share what you've learned with other participants, learning from them too.

Be sure you have fun with this; ask lots of questions and experiment, experiment, experiment! The more you learn in this practice-run, the more likely you will experience success in your simulated nation.



Pre-Game Event #4 ~ Create National Identity #1

A Quick Re-Cap

Now that we know how the game works a bit better, let's return to the process of *creating your country!* But before we do, let's quickly review a couple of key points about *The Civic Mirror*:

- The objective of the game is to earn Status Points (SPs)
- SPs can be earned in three ways: Top-5 WB Pts, Hidden Agendas, and "SP Steals"
- Your country is a 36-hex map and it includes a natural environment and an economy
- Everyone must provide their families with goods and services from this economy
- Due to scarcities, there will be lots of conflict over who gets what stuff
- To manage this conflict, your country uses a constitution that outlines what is allowed
- Your country also has an elected government to make, enforce, and judge laws
- The game is played in rounds called years, each comprised of four in-class events called seasons
- Players work to get things done in years, and points are calculated between years



Create National Identity

To say the least, there will be a lot of activity going. To put it more realistically, it will be wild! Citizens will be buying, selling and trading; some will get richer and others poorer; citizens will be debating over proposed laws; hex development will make some neighborhoods better and others worse; your nation's environment and economy will change; certain citizens will be outraged by what others do; and the list goes on.

The Civic Mirror was designed to replicate the seeming chaos of the real world, which is exactly why some type of government is needed. Even better, it will be up to you and your fellow citizens to run this government. *No instructor will be there to bail you out of a tough spot.* That would be simulating God. So, before *The Civic Mirror* officially begins, you and your classmates will progress through some activities to build your country and government. Let's start right now.

Creating Your Nation's Identity: A Student-Led Activity.

In this lesson you will work as a class to agree on the details of your soon-to-be nation.



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IMPORTANT! This is a *student-run lesson!* In a few moments, your instructor will step aside and allow you to work through the following steps as a class. But first, he/she will help you select student leaders to assume the following roles.

Roles

Step 1 – Select a meeting moderator.

This person will i) lead everyone through the following activities, ii) allow people to speak (by raising hands), iii) tell others to wait their turn, and iv) ask for clarification if he/she feels the group needs it.

Step 2 – Select two white-board operators.

These persons will work together to i) record the brainstorming ideas on the white board, and ii) manage the process of accepting and rejecting ideas on the board.

Step 3 – Select a time keeper.

This person must help the moderator keep track of time by making loud announcements like “two minutes!” and “TIME!”

Once done, the student moderator will take over and guide everyone through the tasks listed below.

National Identity Tasks Script

The stories and ideas we create as a class will help us develop a sense of national identity. Also, we must understand that the details will not make our nation stronger or weaker. For example, saying we have excellent farmers might say something about our culture, but it will not give our country more food units. The point of this exercise is to help us begin to feel like a member of our soon-to-be country.

1. Creating Your Nation’s Geography (5-10 minutes)

The stories and ideas we create as a class will help us develop a sense of national identity. Also, we must understand that the details will not make our nation stronger or weaker. For example, saying we have excellent farmers might say something about our culture, but it will not give our country more food units. The point of this exercise is to help us begin to feel like a member of our soon-to-be country.

2. Creating Your Nation’s Geography (5-10 minutes)

Culture is related to geography in almost every way. Before we can create a national identity (i.e. historic tales and cultural descriptions), we must agree on some geographic basics. We will use this information to create a related country name. Let’s take 5-10 minutes to discuss and agree upon some basic geographic features.

What country are we a part of anyway?

Is it big or small?



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What's the climate like? Warm or cold?
 What's the terrain like? Hilly or flat?
 Are there any unique or notable geographic features within our country?
 What type of food is traditionally grown?

3. Creating Your Country Name (5-10 minutes)

Now we need to agree on a name for our country. The name must reflect what was just agreed on above, plus our collective beliefs, backgrounds, and ambitions. Let's think about our values, the principles outlined in our real country's constitution (Canada), and our newly agreed-upon geography.

Step 1: In groups of two to four, take a few minutes to brainstorm and generate as many names as you can; names that "mirror" what was just listed above. Do not do this in large groups – more ideas come from small ones.

Step 2: One person from each of the small groups reports their best name ideas, explaining what they mean and how they relate to our collective values, beliefs, and geography.

Step 3: Secret ballot vote: heads down, thumbs up.

4. National Cultures (10-15 minutes)

Our national identity must also include the presence of two cultural groups that have co-existed through the centuries of our nation's history. One cultural group will be a majority and the other will be a minority; one cultural group will be wealthy and the other poor. Deciding whether we want a wealthy majority or a wealthy minority will be left to us. When *The Civic Mirror begins*, each of us will belong to one of these cultures. There is also the possibility that our instructor will ask that members of the minority culture wear an arm band or some other visual marker indicating to everyone who the cultural minorities are.

Tip ~ Voting On Which Culture is Wealthy

With respect to the odds, it is likely that you will be part of the cultural majority. Consider this when voting on whether or not to have a wealthy majority or a wealthy minority.

Also consider that the individuals in a wealthy minority would be much richer than the individuals in a wealthy majority – there are less people that need to "share the wealth".

Hold an open vote to determine which combination you want for your nation:

Option A: rich majority, poor minority

Option B: poor majority, rich minority

4. National Identity Homework Tasks (rest of class)



We will choose one the following tasks for homework marks. Next class we will vote on the ones we like best for our country and the winning submissions will be uploaded onto our country's wiki in *The Civic Mirror Online Community*. When people visit our country's space online, they will see all of our country's symbols and information.

Our "whiteboard operator" will write the following task titles on the board. Sign your name underneath the one you want to do. You can work in partners and our instructor will let us know what kind of marks will be attached to this activity, if any. Choose one of the following, being sure that the first three have at least one person/pairing working on it:

- *National Flag*: with an explanation of its national symbolism
- *National Slogan*: with an explanation why this saying has inspired the people of your nation through the ages (remember, both cultures)
- *Names & Histories of the Two Cultures*: a two paragraph explanation of these things in light of what was agreed upon in class today. Have fun with it.
- *Select & Draw the National Flower, Animal, or Some Other Symbol*: with an explanation of its national relevance

The winning selections will be uploaded to our country's wiki homepage for all other *Civic Mirror* participants to view. Not only that, but they will become our national symbols – symbols that we might take pride in. The Romans had their eagle, the French have their fleur-de-lis, the Japanese have always had their rising sun ... What is our country going to have?



Pre-Game Event #5 ~ Create National Identity #2 and Citizen Profiles

This lesson has two main parts. First, you and your classmates will vote on your national identity items, paying special attention to how well you work as a large group, and how you can improve it. Then, once the votes are done, your instructor will give you your Citizen Profiles.

Votes on National Identity Items: A Student-Led Activity

Last class, you were asked to work through a series of tasks without an instructor. For some of you, this might be nothing new; however, for most of you, it might have been one of the first times you were given that much control and responsibility. Regardless, there were probably some things you did well at as a group and some things that you could have been improved. Whether you were aware of it or not, you and your classmates were “self-governing,” something you’ll be very familiar with by the end of *The Civic Mirror*.



Create National Identity

Some of you assumed leadership positions, some of you followed, some of you tried to enforce order, and some of you contributed to disorder. Think about these things for a moment. And, if you’re reading this as a class, take a few minutes to talk about what worked, what didn’t, and what could be done to improve how you work as a large group in the future.

IMPORTANT! Once again, this is a student-run lesson. Like the previous activity, your instructor will let you conduct the voting of national identity submissions on your own, as a class. Before you begin, quickly select people for the following roles:

Roles

Step 1 – Select a meeting moderator.

Step 2 – Select 2 white-board operators who will help the moderator count and record votes for each national identity item.



Step 3 – Select a time keeper. This person *must* help the moderator budget and keep track of time by making loud announcements like “two minutes!” and “TIME!”

Before you begin, be sure you know how much time your instructor has given you for all the voting and budget this time accordingly. Once ready, hold votes on each of the National Identity Item categories. If there are many submissions for one category, have a preliminary vote to see which two or three are the most popular, and then a secondary vote between the finalists. Remember, the categories are as follows:

National Flag	National Slogan	Names & Histories of the Two Cultures
National Flower	National Animal	Others.

REMEMBER to upload the winning selections to your country’s wiki homepage in the online program. This will not only make your simulated country more “real”, but it will allow others to learn about it too.

Learning Your Citizen Profiles

Now that your simulated nation has an identity, it’s time to learn what roles you are going to have to play in *The Civic Mirror*. Who you are going to be? The information you are about to receive is referred to as your *Citizen Profile*, and we will discuss this now.



Your Family

A huge component of *The Civic Mirror* is learning how to be a citizen who can provide for others. Remember that every year you must care for seven fictitious family members plus yourself. Either today or very soon, you will be asked to create the story for each one of these imaginary people, being sure to include their names, ages, genders, and relationships to you. The intent of doing this is to personalize these seven family members, making them more life-like. For example, you might not care if person no. 3 dies, but if your imaginary daughter Anna dies, we hope (and think) that will care a little more ... especially if your sweet, innocent, and helpless daughter died a preventable death.

Citizen Profiles

Using the online program you will create and post the identity descriptions of your family members so others can read about who they are. At the appropriate time, your instructor will show you how to do this. When you do, it’s expected that you will do your best to make it believable. Although a bit of humor is OK, do not treat this as a joke-like fantasy. In other words, you do not have seven wives, nor is your husband someone famous like Kanye West or Brad Pitt.



Note: Just because these people are called your 'Family' does not mean they *have* to be husbands, wives, spouses, children, grandparents, etc. They must, however, be human persons. No dogs. No cats.

Culture

Remember that your country is inhabited by two distinctly different cultures: a majority and a minority. You and your classmates should have already decided which one is wealthy and which one is not. Now you will find out which culture you belong to. Ask your instructor whether the people assigned to the minority culture will be wearing arm-bands or something else to signal their minority status. This is, however, an optional feature of the game that will only be used if everyone is okay with it and willing to approach it as a learning opportunity.

Human Services

Remember that every citizen must provide their family with two human service units each and every simulated year. You will need to obtain either two Education units, two Healthcare units, or one of each. Be aware of which two you will need as you plan for the Hex Auction.

Hidden Agendas

Little can be said about the Hidden Agendas in this manual as they are top secret. Each one clearly states how objectives must be achieved in order to earn Status Points. Remember, every Hidden Agenda can conceivably be achieved each and every year. If you don't score SP's the first year, you can always score SP's with it the next year, or the year after. It is worth noting, however, that achieving these will likely require more in-class effort than you're accustomed to. And finally, *do not* share your Hidden Agenda with anyone ... but feel free to try to learn those of others.

Money

Players should not expect to start the game with equal amounts of money because this would not accurately simulate reality. When your instructor introduced *The Civic Mirror* to you, he/she should have explained how the different starting amounts of money would be decided. If not, be sure to ask. Nonetheless, sometime before the Hex Auction occurs you will be informed how much money you will start the game with. It may not be today, but when you get it, PLAN WELL!



Pre-Game Event #6 ~ National Constitution #1

Now that you know how the hex map works and how to provide for your family, we turn our focus to the political side of the game. Remember that there will be a lot of economic activity going on in every simulated year. You and your fellow citizens will be doing the following:

- buying, selling and trading,
- getting richer and poorer,
- developing hexes which will
- make some neighborhoods better and other ones worse, which will
- destroy your nation's wilderness, but develop its economy.



National Constitution

And these are just to name a few! So, the question must be asked: When we are doing all these things, what is legal and what is illegal? And who says so? This is where you will need a government. As a group – no, as a nation - you will have to make these difficult decisions and then enforce them.

Seeing as this is a Canadian studies course, your country's book of fundamental rules will be a modified version of the Canadian Constitution Acts. Your constitution will serve as the supreme law of the land: Every government policy and initiative, every new law that is made, every business deal, and every court decision must abide by the rules laid out in your constitution. Like in the Canada, it will be the foundation of law, order, and good government for your country that everything else will sit upon. And if it is adequately implemented and enforced (which is a big 'if'), it will direct the political and economic activity of your nation.

Introducing Your Constitution

Most people have a good idea of what is right and what is wrong. If your beliefs are strong enough, they could be called principles. Someone who is 'principled' makes a massive effort to live according to their beliefs about right and wrong. Principles can help a person make life-altering decisions, and they can also help you take action in emergency situations. When faced with a difficult decision, a principled person will often ask, "What's the right thing to do?"

Constitutions are like principles, except they apply to countries and not persons. They outline the fundamental rules, laws, and beliefs that the people in a country must abide by. A country's constitution



is like its skeleton of right and wrong. Constitutions outline to their citizens how they will govern themselves.

Your simulated nation will start the game with a written Constitution outlining how your government will work and your nation's principles. Remember, because you are studying Canadian civics, your constitution will be an abbreviated version of the Canadian Constitution Acts. Some clauses are worded identically, others are modified, and others deleted entirely if they do not apply to *The Civic Mirror*.

Your nation's constitution (and every good constitution for that matter) must address a number of key questions (see below). Take a few minutes to discuss with the people near you what the ideal answers to these questions are.

1. *Legislation* – How are laws made and/or amended? Who makes them? What are the limits to these lawmakers' powers?
2. *Execution* – Who is in charge of the country and responsible for enforcing the law? How do these persons gain/lose power? What are the limits to their power?
3. *Judgment* - When it is unclear whether actions are lawful or not, who determines innocence? How? What powers and limitations are these persons given to pass judgment and administer consequences?
4. *Economic Production* - Who is allowed to produce goods and services? Who decides what to produce? Are there ever exceptions? What role does the government have in this matter?
5. *Economic Distribution* - Who gets the produced goods and services? In what quantities? If there is not enough for everyone, who or what will determine who gets them?

Important Game Rule ~ National Constitution

Your National Constitution will be a modified version of Canada's various Constitution Acts. It will serve as the supreme law of the land and, if adequately implemented and enforced, it will direct the political and economic activity in your nation.

Activity: Paraphrasing Your National Constitution

Today you will be broken into six groups. Your group will be assigned to study and paraphrase a portion of your constitution into language that *everyone in the class will be able to understand*. You are



expected to organize your translation into a one-page document so that it can be photocopied at the start of next class.

The portions of your Constitution that each group will paraphrase are listed below:

Group 1 – Constitution Act of 1867; clauses 17 through 53 (p.1)

Group 2 – Constitution Act of 1982; clauses 1 through 6 (p. 2)

Group 3 – Constitution Act of 1982; clauses 7 through 14 (p. 2-3)

Group 4 – Constitution Act of 1982; clauses 15 through 22 (p. 3)

Group 5 – Constitution Act of 1982; clauses 23 through 35 (p. 3-4)

Group 6 – Constitution Act of 1982; clauses 38 through 52 (p. 4)

Format

You are only expected to write down the clause number and your reworded version of it. Focus on this and not on fancy design or artwork. When paraphrasing difficult sentences into everyday language, keep it as simple as possible. For example:

Clause 18 of the 1867 Act reads:

“The privileges, immunities, and powers to be held, enjoyed, and exercised by the House of Commons, and by the Members thereof, shall be limited to this Act.”

Paraphrased to:

The members of the House of Commons are only allowed to do and/or get those things that this constitution says they can.

Evaluation of Paraphrased Sections of Your Constitution

For this exercise, your classmates – not your instructor – will evaluate the quality of your work. This means that you will also evaluate the quality of your classmates’ work. All groups will be evaluating one another’s paraphrased sections of the constitution. You will be given an evaluation sheet that will have six grading tables like the one below (six because there are six groups paraphrasing). Please take a moment to review Table 2.3 and ensure you and those beside you understand it.

Table 5xxxxxxx Table 2.3

Criterion	Circle one	Justify your evaluation here.
Accuracy – Evaluate how well the group demonstrated their understanding of the clauses they were assigned to paraphrase.	1 2 3 4 x2 = /8	



Understandability – Evaluate how well the group reworded the clauses so that everyone could easily understand them.	1 2 3 4 x2 = /8	
Effort & Organization - Evaluate how much effort the group put into making the document professional and easy-to-read.	1 2 3 4 /4	
TOTAL	/20	

As you can see, for each of the three areas, you will give your classmates a mark out of four. Take a moment to review the 4-point scale you will be using to evaluate your classmates' work, shown in Table 2.4. This is a good exercise because, by going over it, you will also be learning what you need to do to get the good mark you want.

Table 6xxxxxxx Table 2.4

4 = Excellent.	3 = Good.	2 = Acceptable.	1 = Very poor.
The work <i>exceeds</i> expectations; truly impressive.	The work meets all expectations, but not at a level of excellence.	The work meets expectations <i>minimally</i> ; some aspects lacking.	The work was completely lacking and/or way off target.

Now for the really interesting test: *Your instructor will be evaluating the quality of your group's evaluations!* This is really important to understand: Not only will your group's work be evaluated by your classmates, but your instructor is going to evaluate you on the quality of your evaluations. This will ensure two things:

- i. All groups took the evaluation process seriously
- ii. All groups made an effort to demonstrate their understanding of their Constitution by writing high-quality evaluations.

For you visual learners, Figure 2.9 illustrates how the process will work.

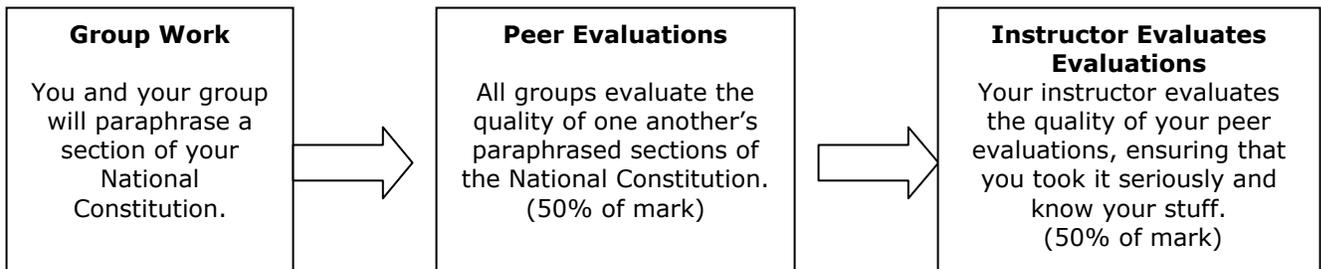


Figure 2.9





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Pre-Game Event #7 ~ National Constitution #2

Learning Benefits

Believe it or not, by the time you finish this activity, you will be more familiar with Canada's Constitution Acts than most adults; especially with *The Canadian Charter of Rights and Freedoms*. This isn't a joke. You would be amazed at how many adults know next-to-nothing about these important legal documents. Another great benefit of this activity is that it will give you a game-play advantage because you will know what is allowed and what is not allowed when *The Civic Mirror* officially begins. By understanding the rules of the game, you will be able to craft better strategies. To quote Albert Einstein: "You have to learn the rules of the game. And then you have to play better than anyone else." This is not only true for *The Civic Mirror*, but for the real world as well.



National Constitution

With this in mind, let's point out the two main objectives of this exercise:

1. To become familiar with your simulated nation's constitution by paraphrasing a section of it and evaluating the quality of all other groups' paraphrased sections, and
2. To become more familiar with the Canada's Constitution Acts – namely *The Charter of Rights & Freedoms*- allowing you to become a more well-informed and equipped citizen in the real world.

Activity: Evaluating Your Classmates' Work

In a few moments, you will be evaluating the other groups on the quality of their work in these three categories: i) accuracy, ii) understandability, and iii) effort and organization. Your instructor will give you the *Peer Evaluations* sheet which will have six copies of the rubric – one for each group. You will use this sheet to evaluate the other groups. You will not evaluate your own work unless your instructor says otherwise.

When done, hand in your evaluations to your instructor. He/she will grade them using the criteria outlined in Table 2.5 to ensure that your group did two things:

1. All groups took the evaluation process seriously.
2. All groups made an effort to demonstrate how well they understand their national Constitution by writing high-quality evaluations.



Take a moment to look over Table 2.5 as a group, making sure you know what to do in order to get the mark you desire. Good luck and use your time wisely.

Table 2.5 Instructor's Evaluation Rubric for *Your Peer Evaluations*

Category	Excellent	Good	Adequate	Very Poor
<i>Quality of Evaluations</i>	Evaluations were fair, accurate, and well explained.	Evaluations were fair and accurate, but explanations were minimal.	Reasons for marks given were simplistic at best, non-existent in other cases.	Evaluations were either all over the place, incomplete, or not done at all.
<i>Quality of Feedback.</i>	Examples were given to support marks given, providing group with helpful feedback.	Although some reasons for marks were present, more detail was needed for feedback purposes.	Reasons for marks given were simplistic at best, non-existent in other cases.	No reasons for marks given.
<i>Level of Understanding</i>	Evaluations demonstrated a thorough understanding of the Constitution.	Evaluations demonstrated a competent understanding of the Constitution.	Evaluations demonstrated a minimal understanding of the Constitution.	Evaluations did not demonstrate an understanding of the Constitution.



Pre-Game Event #8 ~ Election Prep/Campaigns

Overview of Your Electoral System

Very soon you will be participating in your own democratic elections. This is an important 'next step' in building your simulated nation because your government needs to bid for hexes in the hex auction. Although your nation's electoral system will differ from Canada's for obvious reasons (yours is a classroom-nation, while Canada is a nation of 33 million people, 10 provinces, and three territories), this process will still give you a taste of the excitement that surrounds democratic elections.



Election Campaign

The biggest difference between your *Civic Mirror* political system and Canada's is the absence of a federal system, which is a union made up of a number of self-governing provinces united by a central government. The central government is the federal government which, in Canada's case, is Ottawa. Your nation does not have smaller provinces within a larger state. There are no British Columbias and Ontarios and Nova Scotias electing their own political representatives. To use the proper term, your government is *unitary* because there is only one district, whereas Canada's government is *federal* because there are 10 provinces and 3 territories, each with their own unique system of government, yet all united by the federal government in Ottawa.

Understand that *The Civic Mirror* does not simulate the federal process: You and your classmates will not belong to different provinces, each with different populations and voting powers. For example, your *Civic Mirror* country will not have *constituencies* like Canada does. These are regional groupings of citizens who vote for one candidate to represent them and their interests in the House of Commons. Presently, Canada is divided into 308 constituencies, which means that there are 308 politicians in the House of Commons. The population of each constituency is roughly 100,000. Doing some quick math, that means that there is roughly one Member of Parliament (MP) for every 100,000 people. In a Canadian federal election, every eligible citizen is allowed to vote for one of the candidates in their constituency. Each candidate belongs to a political party, and the party to win the most seats in the House of Commons becomes the government of Canada.

In *The Civic Mirror*, there are seven seats in the House of Commons and there is only one constituency. So, because there is only one constituency and MP's are not being elected from a variety of geographic ridings, every citizen is allowed to vote for up to four candidates, and the seven candidates with the most *voting points* become MP's. You will vote for a first, second, third, and fourth choice, with your first



choice earning four voting points and your fourth choice earning one voting point. Voting points are unique to *The Civic Mirror* and do not exist in Canada. In Canada, you live in one constituency, so you can only vote for one candidate, and all votes count as one point.



Important Game Rule ~ House of Commons

There are seven seats in your House of Commons. The party to win the most seats becomes government and its leader becomes the Prime Minister. Political terms last two years.

Election Dates and Political Terms

How long a government is allowed to stay in power is called a term. In Canada, political terms last for as long as 5 years, although the length may be extended by the Queen of Canada on the advice of the Prime Minister. In *The Civic Mirror*, political terms last two years, and you do not have a Governor General. This means that there will be elections before the years 2000, 2002, 2004, and so on. However, if your government is 'dissolved' by a vote of non-confidence in the House, *or* if your government passes legislation that decreases or increases the length of the political term, then this would obviously change.

You may or may not have time to do all of the following steps. Your instructor will let you know which ones you will be doing, how much time will be given for each one, and on what days they will be held.

Step 1: Forming Political Parties

The whole point of political parties is to join people together who share similar ideas on how their country should be run. In the Canada, there have been two major parties that have taken turns governing the country: the Liberals and the Conservatives. Also, there have been a number of other political parties who have had representation in Canada's House of Commons, but none of them ever won enough seats to become the Government of Canada (e.g. the NDP and the Bloc Quebecois). You and your fellow citizens *will not* be asked to copy these parties, but it will be interesting to see how similar your political parties will be to Canada's.

In order to create your political parties, you will be given time to mingle with your classmates, discussing national issues that you are concerned about. At the end of the mingling time, at least two parties should have emerged, if not more.



Remember to consider the objectives in your Hidden Agenda! As you learn about the political and economic interests of your fellow citizens, gravitate towards those who are like-minded. You want to become a member of a political party that will help you achieve Status Points. Do not join a party if it will not benefit you somehow!

Note: You do not have to join a political party. If you would prefer to stay out of the political arena and would rather focus your energies on other things, then that is your choice and it is okay. There are many other ways you can participate in your nation's civic systems.

Selecting Party Leaders

Once you have a clear idea of who is in your political party you must decide on a leader. If your party wins the election, your leader will become the Prime Minister of your country. If your party wins the second-most seats, this person will become the leader of the Official Opposition. Choose your leader wisely. Choose someone who you think will win you the most votes.

Tip ~ Political Power Plays

Remember that in order to for a party to become your country's government they must win the most seats in the House of Commons. Considering that there are seven seats, your party should have at least four members running for office if you hope to win a majority government. In the case that there are three or more parties, ensure that you have at least three candidates to win a minority government.

Step 2: Selection of Chief Elections Officer (CEO)

Those of you who are not members of a political party might be interested in this position. The Chief Elections Officer simulates the role of Elections Canada, the publicly-funded, neutral institution that ensures elections are conducted fairly and honestly. Like in reality, this person cannot have any known connections to the political parties. In your simulated nation, this person will be responsible for the following activities today:

- enumeration,
- moderating the elections debate, and
- overseeing the casting of ballots and their tabulation.

Your instructor will ask interested students to raise their hands and select an individual who no one in the class objects to (i.e. no one thinks he/she has party connections).



Step 3: Enumeration

In reality, enumeration refers to the process of collecting information about the number and type of voters in a state or territory. In your nation, given the small number of voters, the procedure is simple. First, the CEO will conduct a roll call of all eligible voters (using a class roster provided by the instructor). Second, he/she will record the names of those citizens who will be absent on elections day, or those who *do not* want to vote. This data will be used to ensure accurate voting on elections day.

Step 4: Campaign Debates

Your instructor will give somewhere between 15-20 minutes for party leaders to debate in front of the class. Everyone who is not in the debate should prepare at least one question to ask the candidates. Questions can be written to make a candidate look good *or* bad. The Chief Elections Officer will seat him/herself at the front of the class and beside the party leaders in order to moderate the debate.

Follow the format below:

1. *Opening Statements:* The leaders of each party are given 30 seconds to explain what they plan on doing in government and why their party should be elected.
2. *Open Debate:* Members of the audience and leaders are now encouraged to answer questions. The CEO will take hands for questions and give no longer than 30 seconds for answering questions. Your instructor will let you know how long this may go on for.
3. *Closing Statements:* The leaders of each party are given 30 seconds to re-state why their party should be elected.

Tip ~ Government and The Hex Auction

Remember, elections must occur before the Hex Auction so that your government can bid for control of certain hexes. The stakes are high! Whoever makes up the first government will greatly influence the direction of your nation.

Tip ~ Participation and Active Citizenship

Also remember that your participation and involvement in the simulation is being evaluated for grades. So get in the ring and have some fun! Running for political office is a great way to be an active citizen, but there are other ways you can involve yourself too.



Pre-Game Event #9 ~ Elections

This is it, the moment many of you have been waiting for. *The Civic Mirror* is about to kick it up a few notches because, at the end of this activity, you will have elected your own government – with its own platform and agenda. Some of you will be looking from the outside in, while others of you will be in a very desirable position of political influence.



Step 1: Ballot Casting

The campaigning and debating is over, all citizens must be seated, and the CEO and your instructor will seat themselves at the front of the class with a ballot box (hat, empty purse, etc.) and enough ballots for everyone. *The room must be silent and no campaigning may occur at this time! Failure to abide by this rule will result in the termination of one's ballot.* This rule is followed very strictly in Canada; little, if any, talking is permitted at polling stations.

Elections

Figure 2.9

When you get your ballot, write down the names of the four candidates you want in government and then place it in the box. Everyone except the CEO votes. This includes candidates because they are citizens too. The CEO does not vote because he/she must remain politically neutral in order to keep that position. Remember, you can vote for four candidates and you must write their names in priority order (first choice, second choice, etc.). As you can see in Figure 2.9, the ballot makes this clear. Understand that ranking *does not* exist in Canadian elections; each citizen gets one vote for each position.

The Civic Mirror
Election Ballot

Name: _____

Simulated Year: 20 __ __

Write the names of the candidates you wish to vote for and in priority order.

1st _____

2nd _____

3rd _____

4th _____

Step 2: Tabulation and Announcement

Once everyone has voted, your instructor will write the names of all the political parties on the board with the names of their candidates underneath (putting a star by each leader's name). The CEO will pull each vote out of the box and read the names of the candidates and their rank. Scoring is as follows:

Rank 1 = 4 pts

Rank 3 = 2 pts

Rank 2 = 3 pts

Rank 4 = 1 pts

Once each ballot has been counted, the following can be determined:



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1. The 7 candidates with the most voting points win seats in the House of Commons, becoming MP's
2. The party with the most seats *BECOMES* the Government
3. The leader of the party with the most seats becomes the Prime Minister
4. The party with the second-most seats becomes the Official Opposition

Note: If there is a tie for seats between two parties, your instructor and CEO will quickly hold a side election between the leaders of the parties in question. The leader with the most votes becomes the Prime Minister and his/her party the Government. There are no side-votes for "Official Opposition" ties.



Important Game Rule ~ Government in the Hex Auction

The Prime Minister will bid on behalf of the government in the hex auction, but he/she should be very aware of public opinion. It would not be politically savvy to spend government money in a way that outrages the public majority.



Pre-Game Event #10 ~ The Hex Auction

The Hex Auction is arguably the most exciting event in *The Civic Mirror*. In this event you will be making split second decisions that could make or break you financially as well as politically. The hex auction is the last of *The Civic Mirror* pre-game events. It is the event where the ownership of your nation's environment and economy is at stake. Who will own what hexes in your country? Who will be left cash broke at the end of the auction? Who will come out on top? These are exciting questions that you and your classmates will have answers to once the auction is over.



Auction

If there was any advice we could offer you, it's this: Plan, plan, plan! The ones who traditionally do the best in the hex auction are the ones who know the game rules intimately and are the ones who have a Plan A, a Plan B, and a Plan C.

Important Information To Know for the Hex Auction

Use the following information to help with your Hex Auction planning and strategizing.

Money in the Economy

There exists \$100,000 in your country's economy and this will be *unequally* divided amongst all the citizens and your government. Who gets how much will likely be determined by your instructor; ask him/her questions about the game-starting money if you have any.

Government's Money

Your government *should* have more money going into the auction than any other citizen. This tends to range from \$5,000 in a very large country (30+ students in the class) to \$15,000 in a small country (less than 15 students in the class).

Cash vs. Hex Ownership Strategy

If you wish to have lots of cash at the beginning of the game, do not spend all your money in the hex auction. One question you may have asked already is: "Where does all the money that gets spent in the Hex Auction go?"

In a nutshell, it disappears, and then comes back. Every *Civic Mirror* country begins with \$100,000 cash in its economy. The online program calculates the total amount of cash spent in the Hex Auction to learn how much is left over. Then, in order to get the total cash amount back up to \$100,000 for the start of



the game, it figures out what number it would need to multiply everyone's bank account by (including the government's) to do that.

Example. So, let's say everyone in a country – combined – spent \$50,000 in the Hex Auction. The program would then need to multiply everyone's bank account by two to get it back up to \$100,000, because that's how much money a *Civic Mirror* economy always starts with. Here's how three people's accounts would be affected in this scenario.

1. Johnny spent all his money on the E/I hex and has \$0 left in his bank account. Because $\$0 \times 2 = \0 , Johnny will start the game with \$0. He better hope to make some money in the Open Market if he wishes to keep his family alive.
2. Latoya spent half of her \$3,000 to buy a House and a Green hex. She has \$1,500 left. So $\$1,500 \times 2 = \$3,000$. Latoya will start the game with \$3,000, which isn't lots, but enough to get her family the necessities.
3. Alfonso doesn't spend a penny in the hex auction. He bid on four hexes, but was outbid each time. He is upset until he realizes that the \$3,500 he still has will be multiplied by two, giving him more cash than he started with ($\$3,500 \times 2 = \$7,000$). When the game starts, Alfonso will have more cash than everyone in his country except for one other person and the government. Although he doesn't own anything, he's got a good cash buffer to help him get things for his Family.

After the Hex Auction cash formula (for the mathematically inclined):

$$\begin{array}{c}
 [\$100,000 - \text{total } \$\$ \text{ spent in auction}] \\
 \times \\
 \text{whatever number gets total } \$\$ \text{ amount up to } \$100,00 \\
 = \\
 \$100,000 \text{ at start of } \textit{Civic Mirror} \text{ Game}
 \end{array}$$



Important Game Rule ~ Hex Ownership and Development

Hexes can only have one owner, except for the City Center. Three different citizens can own each of the three businesses within the City Center. Also, citizens must own a hex if they want to develop it – only owners have development privileges.

Business Hexes

If the hex you purchase has a business on it, you own the business as well as the hex's property rights. Only one person can own a hex except for the City Center. It contains three businesses: Insurance, Entertainment, and Technology.



Residence Hexes

Residence hexes consist of mansions, houses, and apartment complexes. The winning bidder of these hexes has the option to live in them or rent them out and live in another residence hex. Even though many families can live in one apartment complex, they can only have one owner.

Wilderness Hexes ~

For some, protecting these hexes will be very important, but others will want to develop them. There are good and bad consequences either way. Consider this when deciding whether or not to bid on them.

For more information to help you plan for the hex auction, we recommend that you read the subsection called *Ways to Make Money* subsection from Open Market section (Part 3 of this manual).

Hex Auction Procedure

Your instructor will be the auctioneer for your Hex Auction. The hexes will be auctioned off one at a time, and your instructor will decide the order that they will be auctioned in.

When you bid for a hex, do so by raising your hand and shouting out your bid. All bids will start at \$20, and the increments (or the minimum amount of money a following bid must be) will increase as follows:

- \$20 increments until the \$100 mark is reached (\$20, \$40, \$60, etc.)
- \$100 increments until the \$2,000 mark is reached (\$100, \$200, \$300, etc.)
- \$200 increments thereafter (\$2,000, \$2,200, \$2,400, etc.)

Your bid will be irreversible. When you say a dollar amount aloud, you will be stuck with your bid no matter what. So be very, very careful. As well, your instructor will use the classic auction phrase, "Going once; going twice; going three times," ... *pause* ... "SOLD!" after each bid, giving others a chance to increase the current bid. Get ready to think quickly!

Co-Bidding and Combining Cash

If your instructor has arranged that everyone has computers for your Hex Auction, be aware that the online program will allow you to trade cash during the Hex Auction. That said, if your internet connection is quite slow, your instructor may choose to run the auction without computers. This will limit how much money trading can take place. And your instructor reserves the right to prohibit trading between players before and during the auction too if it will be too much work and cause too many headaches.

If your instructor does allow money trading during the Hex Auction, you and other citizens will be able to "co-purchase" important hexes. But, *because every hex can only have one owner, a property ownership and profit-sharing agreement should be created and signed by all parties involved in the co-*



purchase. Do this at your own risk. In the past, many, many well-intentioned agreements have turned sour, and the parties involved end up in court fighting over ownership and money.



PART 3
THE GAME BEGINS ~
PLAYING THE CIVIC MIRROR



The Game Begins ~ Playing *The Civic Mirror*

At this point, you and your classmates are ready to become citizens living in a country, each with your own fictitious Family. Your country now has a name and identity, a constitution, a House of Commons, a Prime Minister, a National Court, an economy, and a natural environment. Get ready, it's going to be a lot of fun!

Part Three of the manual will explain how *The Civic Mirror* is played. In other words, it will explain what happens in the four seasons that make up each and every simulated year, as well as how points are calculated at the end of every year.



Review of Key Rules

Remember, the objective of *The Civic Mirror* is to earn Status Points each and every year. You can earn SPs politically (by fulfilling your Hidden Agenda objectives) or economically (by being one of the five citizens with the most WB Pts). Your instructor might also announce Status Points Steals in some or all of your simulated years to make your in-class work count towards the game.

Also remember that years are made-up of four in-class events called *seasons*. Every year the seasons repeat themselves with a variety of steps taking place in between years. We have summarized the activities of the 4 Seasons as well as the year-end activities in Table 3.1.

Table 3.1

Event	Description
Winter: House of Commons	PM gives national address; presents national plan to the House; tax rates set, MP's work to pass legislation; etc.
Spring: Open Market	Instructor "opens market" and students work to provide for their families by buying, trading, and selling in their simulated economy on civicsmirror.com
Summer: Town Hall	In a round-table discussion, students air their grievances about personal problems, their government, the economy, the environment ... working to resolve issues.
Fall: National Court	In mock trial format, unresolved issues are taken to court where a student judge and jury hear the civil suits and/or criminal accusations.



End of Year Calculations + Performance Assessment	Instructor “ends year” and game points, chance events and taxes are automatically calculated. Students then apply for Hidden Agenda SPs and evaluate their own performance. Instructor verifies student claims.
Reflection & Connection	Between years your instructor will challenge you and your classmates to reflect on certain aspects of the simulated experience and connect them to your lives, the course content, and the real world.

Also, remember the following key rules:

- *Status Points.* SPs last through years. If you lose 10 SPs in the year 2000, you start the year 2001 with -10 SPs.
- *Well-Being Pts.* WB Pts get erased every year. WB Pts measure your economic standard of living in a year, not through the years. If you have a really bad year 2000, you start fresh in 2001.
- *Hidden Agendas.* Although your Hidden Agenda stays the same throughout the game, you can score points for it each and every year. Some agendas score points really easily in the early stages of the game, others score points better in the later stages of the game.
- *Re-Powering and Unused Units.* Economies start all over every year, which means that all unused units disappear and everything needs to be repowered the following year. So don't horde units thinking, "I'll use these next year," because they'll be gone.
- *Hex Development.* This occurs in between years. Don't invest four E/I units into a hex thinking you will get it right away, because you won't get it until the start of the next year.
- *Elections.* Remember, political terms last two years. You may have to hold elections for the House of Commons in between simulated years.

Note To Learners

Seeing as you are using Canada's constitutional laws, your nation's political system will simulate Canada's as well. In reality, Canada has many, many government bodies: the House of Commons, the Senate, the different courts, provincial legislatures, and thousands of city halls. The large number of political and legal institutions is necessary because there are millions of people living across a massive country that spans a continent, and all these people have different needs and interests. Also, don't forget that Canada is a very democratic nation and its citizens have political representatives at the municipal (town/city), provincial, and federal levels. As a result, Canadian government is large and complex.

In *The Civic Mirror*, however, your simulated nation is a super-simplification of the real process. It only has three political/legal events and institutions, compared to the daily events and many institutions in Canada:



- i) The House of Commons
- ii) A Town Hall, and
- iii) The National Court.



CAUTION: One of the major objectives of *The Civic Mirror* is for you to understand how the big components of our government and economy fit and work together, and what their major roles are. This simulation will give you a taste of how they work in the real world, but it will not replace what you can learn by studying them in greater depth.

Don't think that because you know how your *Civic Mirror* Courtroom works, you know everything about the Canadian Supreme Court. You won't. We do, however, hope that this experience will get you excited about government, economics, law, and – most importantly - active citizenship ... increasing your desire to learn about things you were probably never interested in before.

The following will explain in more detail what you will be doing in each of the four seasons, and what you will need to do to become a successful citizen in your simulated nation.



WINTER ~ HOUSE OF COMMONS

Overview and Background

Literally speaking, the House of Commons is the political place where 'common people' – who have been elected by other common people – meet to discuss matters that affect everyone. The word 'common' is important. In most nations throughout history, ordinary people were not allowed to participate in the ruling of their state or country. Rulers often considered themselves above the ordinary people that they ruled. In democracies, however, it's 'the people' who elect the leaders. And, if the elected leaders are not doing a good job in the eyes of the people, the people reserve the right to vote them out.



Winter

Like in Canada, your House of Commons will be your main government institution, the place where issues affecting everyone in the country will be discussed and debated. In fact, hundreds of years ago people realized that the discussion and debate in a democracy were so important that they also referred to this place as *Parliament*, coming from the French word "parler", meaning "to talk." So, through discussion and debate, your elected Members of Parliament (or MP's) will attempt to direct your nation in the ways they think best by trying to pass bills into laws. It won't be easy; passing a bill requires a majority of the MPs to vote in favor of it. But when bills do become laws, every citizen in your nation must abide by them – violators will run the risk of being sued or prosecuted in your National Court.

To make this clear, your Prime Minister (and any MPs he/she appoints to the Cabinet) will be your *executive arm* of government. They will be responsible for carrying out the law and will have to implement plans and policies to do so. All of the MP's in your House of Commons will be your *legislative arm* of government because they are responsible for making laws. Citizens and organizations caught or suspected of violating the law will be taken to your National Court, which is your *judicial arm* of government. Here your National Judge or a jury of peers will be given the power to determine guilt and innocence, and the power to inflict punishments on those found guilty of breaking the law.

The three arms of government check and balance one another. *Checks* are powers that one government arm has over another. They evolved to limit the powers of each arm so that it would not get carried away and abuse its powers. Picture a tree with many branches. If you wanted it to grow in a well-*balanced* way, you would need to clip and prune the branches evenly. The same is true with your country's political system, except that the branches (or arms) prune each other, not an overruling gardener.



It's also important to understand that democracy – and its checks and balances – has not been that common throughout human history. Most states were undemocratic, governed by all-powerful monarchs, dictators, or oligarchs who ran the country (executive arm), made its laws (legislative arm), and judged the people's guilt and innocence (judicial arm). It's important to understand that most of the states through history did not have checks and balances; the people were at the mercy of the ruler who – if he wanted to – could take things as far as he or she wanted to.

What's exciting about *The Civic Mirror* is that it allows you to experience – first-hand – the Canadian democratic system. Your House of Commons has seven seats, meaning seven citizens can be elected into it. At this stage of the game you will have created political parties, each with their own leader. The objective of each party is to get the most candidates elected into Parliament. The party that wins the most seats becomes your government and its leading MP becomes your Prime Minister (PM). The political party with the second-most seats becomes the Official Opposition.

Once in power, the PM will nominate someone (usually from his/her own party) to be the "Speaker of the House", needing approval by a majority of MPs in your House of Commons. The Speaker's job is it is to maintain order and interpret the parliamentary rules while MPs discuss and debate the issues at hand. The tradition of "the speaker" dates back to the 1300s. Like in all parliamentary systems of government, all MPs in your House of Commons must speak to and through the Speaker. Finally, the Speaker only votes on bills in tie-breaking situation (for example, in a 2/2 or 3/3 tie, the Speaker would vote).

Another important power your PM has is the privilege of nominating a citizen to become your National Judge. The nomination must be approved by the House of Commons, which means that at least three other MPs approve it. Once decided, your National Judge will remain in that position until he/she either resigns, or is forced to leave by your country's government.

Be Active, Not Passive.

The House of Commons event is an opportune time to wield influence in your pursuit of Status Points. Work to pass laws and policies that will help you gain WB Pts or fulfill Hidden Agenda objectives. You can do this – even if you're not an MP – by persuading and/or lobbying the government. Never give up and don't fall in the trap of thinking there is nothing you can do. For example, you may want to:

- Pass a bill that protects the ownership rights to your property.
- Pass a law that demands that E/I-owners sell their units below a certain price because you can't afford them.
- Lead a movement that seeks to add or delete a constitutional rule
- Create, eliminate, increase or decrease taxes
- Use the government's power to break-up a monopoly.



Tip ~ Democratic Participation

Your country will likely be steered by a vocal minority who attempt to lead it down a certain path. Be a part of that vocal minority whenever you can. By doing so you will gain experience debating, asserting yourself, defending your opinions and rights, and learn other life lessons.

How It Works (*order of events*)

The following should occur leading up to and during every one of your House of Commons events:

1. Your Prime Minister will begin by addressing the state of the nation and what his/her party plans to do in the upcoming year. In the Year 2000, he/she will nominate citizens to the National Judge position, until someone accepts.
2. Opposition MPs will discuss and debate national issues with the ruling party during what's called a "Question Period."
3. Then, in light of what was discussed and debated, MPs will propose new laws and national policies that are called *bills*.
4. MPs will come to some type of agreement as to the wording of these bills.
5. MPs will vote to pass or reject these bills; the ones that pass become approved *legislation*, or new laws for your country that everyone must abide by.

Clearly, there is a lot to be done in a short amount of time. Preparation is essential! To help make things run smoothly, be sure you and your fellow citizens discuss the upcoming bills in the online community before the House of Commons. If you do not prepare, little will be accomplished and your government will not be able to manage the problems and issues your nation will face.

Roles & Responsibilities**Prime Minister**

- Responsible for nominating a National Judge and gaining three other MPs to approve the nomination.
- Responsible for *preparing an agenda* for each Parliamentary session and making enough copies for everyone in the class. This agenda must budget time for the following events:
 - ▶ 15 minutes for the Opening Statements,
 - ▶ A short recess for MPs to discuss issues and legislation with citizens,
 - ▶ The discussion of the *exact wording* of every proposed bill,
 - ▶ At least 10 minutes for each proposed bill (PM determines the order in which they will be discussed), and



- ▶ A two minute recess between the end and beginning of each new bill.
- Responsible for updating the national legislation page when bills are passed and the national constitution page when legislative amendments are made. Both can be found in the online community.

The Speaker of the House

- Represents the order and fairness of government and must, therefore, be respected.
- Governs and moderates the debate in the House of Commons; reserves the power to remove any citizen (student must leave the classroom and work in the hallway).
- An MP may speak only after raising their hand and receiving permission from the Speaker.
- Must ensure that all MPs stand and address the Speaker – not other MP's – when talking.

MPs

- Must submit new bills to the PM at least one day before session so that he/she may include them in the agenda.
- Must make efforts to be informed and involved members of government.

Time Keeper and Whiteboard Operator

- A volunteer citizen keeps track of time for the Speaker and announces when time expires.
- Writes bills up on the whiteboard for all to see during the legislative process

All Other Citizens

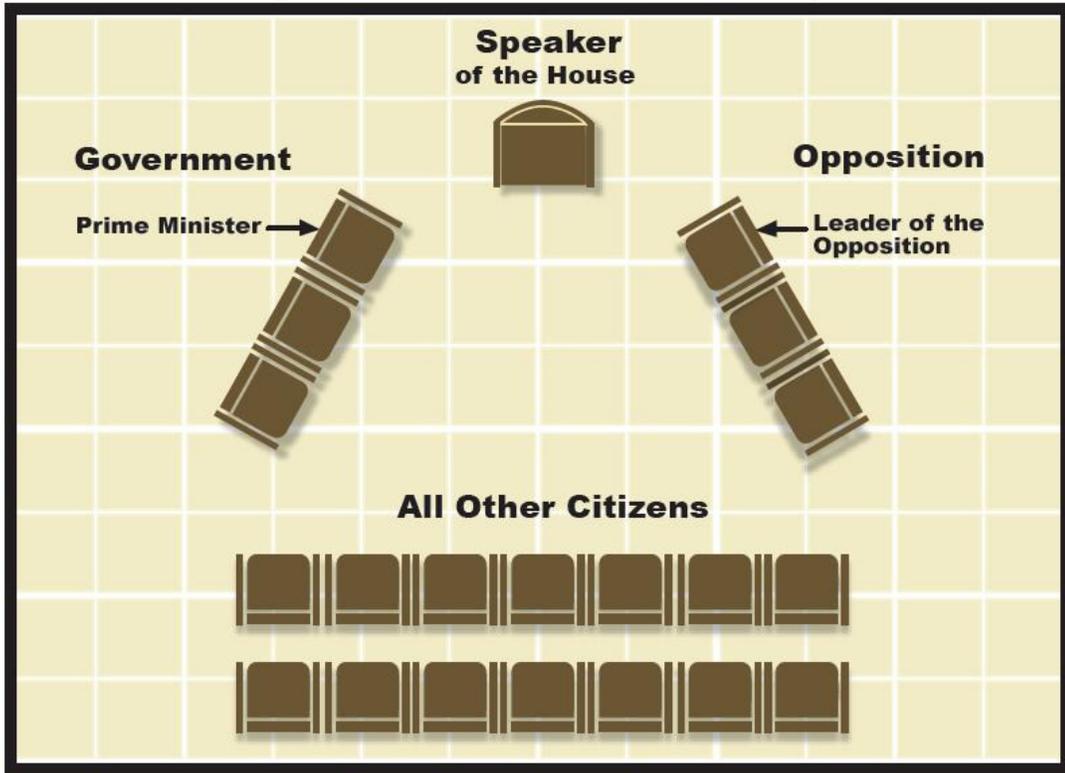
- Must be respectful and cannot interrupt another person when speaking.
- Should submit complaints or concerns *in advance* to the Prime Minister or other MP if they want it fit into the agenda.

Set-up

Arrange the desks in your room to reflect the diagram in Figure 3.1. The PM and government (party in power) must always sit to the right of the Speaker while as many Opposition MPs as possible sit to his/her left.



Figure 3.1 – House of Commons Classroom Set-Up



The remaining students situate themselves in the periphery (shaded areas), but close enough so that they can hear the political debate. During certain times throughout the House of Commons they will be able to participate, but it is important that they are seated separately from the elected politicians. Note that Figure 3.1 assumes that the PM's party won four of seven seats (the Speaker plus the three seats on his/her right).

The remainder of the citizens will sit in one of the audience seats. During certain times throughout the House of Commons they will be able to participate, but it is important that they are seated separately from the elected politicians.



HOUSE of COMMONS SCRIPT

It is **VERY IMPORTANT** that **ALL POLITICIANS PREPARE** for this event as outlined.

A. Opening Statements

Speaker: *Gains the attention of everyone, and then announces:* “_____ (name of your country) Parliamentary session of the year 20 may now proceed.”



Important Game Rule ~ Addressing the Speaker ONLY

REMEMBER, you must talk through your speaker, and not directly to the person you are addressing. For example, if you have a question for your classmate Shannon Smith, you would say, “Mr./Ms. Speaker, I would like to ask Ms. Smith whether she is aware of the long-term implications of such a bill. I would like that she explain herself some more.”

Speaker: (Only in the year 2000). “I now ask that the Prime Minister nominate a citizen to the position of National Judge. The nomination will become an official appointment *if* the nominee accepts and *if* a majority of the MPs in this House approves the nomination.”

Speaker: “I now grant the government of this nation five minutes for an opening address.”

TIP ~ Attention All Politicians

Use the time at the beginning of the House of Commons to make your ideas, your plans, and yourself look good! Always remember that in a democracy the people hold the power; therefore, use any and all opportunities during this event to impress and persuade “the people”.

PM and Government: *Governing party is given five minutes to:*

1. Address what it thinks are the major issues facing the nation (economic, social, etc).
2. Read aloud any citizen statements that were given to them before the meeting.
3. Share a brief summary of what the government’s plans are for this upcoming year.



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4. Announce bills they intend to introduce in light of what was said above.

Speaker: "I now grant the Official Opposition three minutes for an opening address."

Official Opposition: *The MPs of this party are given three minutes to:*

1. Critique what the current government has done while in power.
2. Critique what they have just said and ask them questions.
3. Read aloud any citizen statements that were given to them before the meeting.
4. Announce bills they would like to pass despite their minority position in the House.

Speaker: "I now grant the Government one minute to respond to this."

PM and government: *Given one minute to respond.*

Speaker: "I now grant any other MPs one minute to address the members of this House."

Remaining MPs: *Given one minute each. The government does not respond until all statements have been made.*

Speaker: "I now grant the Government one minute to respond to these statements."

PM and Government: *Given one minute to respond to all of the statements made by the MPs.*

B. FIVE Minute Recess

Speaker: "I now ask that we take a short recess so that the citizens of this nation may speak amongst themselves and/or their political representatives." *Speaker determines length.*

C. Legislative Process (passing bills into laws)

This procedure repeats itself for each bill and was designed to take 10 minutes per bill so that many could be introduced. If the Speaker wishes to deviate slightly from this procedure to allow more time for discussion and debate, he/she may do so.

Note: Whiteboard Operator must write the bill on the white board or poster paper for all to see.



1. First Reading

Speaker: *Gains the attention of everyone, and then announces: "Would the government please read aloud its proposed bill."*

PM and Government: *The bill is read aloud word-for-word and the white board so that all can see and hear. The whiteboard operator should do this in advance using the PM's agenda.*

TIP ~ Saving Time By Announcing Positions

In the legislative process, nothing is more frustrating than spending large amounts of time on the wording of a bill only to discover that it doesn't pass. To avoid this, politicians should communicate what they will or will not support as they go.

For example, let's say your government is working on the wording of a welfare bill, and you are an MP who will not vote "yes" to any program that gives out "free money." To save time, stand up and let everyone know this by saying, "Mr. Speaker, I just want to make it known that I believe in helping out those in need, but I will not vote yes to any bill that gives out free money." Everyone knows where you stand, and if the government needs your vote, they will work with you to word the bill in such a way that you will vote yes to.

2. Second Reading, Committee Work, and Floor Debate

Speaker: "Thank you. I grant the MP who proposed this bill 1 minute to explain it in further detail."

Appropriate MP: *Has one minute to share the reasons for the bill and its benefits.*

Speaker: "Thank you. I will now permit an MP from the largest opposing party 1 minute to share their thoughts and opinions on this proposed bill."

Opposing MP: *Has one minute to critique/question the bill, or offer suggestions on how the bill can be improved.*

Speaker: "I now grant any MP not belonging to either of the preceding parties 20 seconds to make statements regarding the content of this bill."

Remaining MP's: *Given twenty seconds each to comment on the proposed bill.*



Speaker: "Thank you. The government now has thirty seconds to make any final comments."

PM and Government: *Thirty seconds for responses and final comments.*

Committee Work

Speaker: "I now grant approximately 10 minutes for the citizens gathered here today to discuss and improve the wording of the bill that is written on the white board. Everyone must follow the House rules and I, the Speaker, reserve the right to eject anyone from this House for violating them."

Everyone: *Following the House rules and talking through the Speaker, everyone works on the wording of this bill. DO NOT let this turn into a Town Hall event where big issues are discussed – stay focused on the wording of the bill. If it appears unlikely that a bill will be passed early on, abandon it and move on to save time.*

3. Third Reading and Vote

Speaker: "Thank you everyone for your co-operation and contributions. Could the Member of Parliament who proposed this bill please rise and read aloud the updated version."

Appropriate MP: *Stands up and reads the bill loud enough for everyone to hear.*

Speaker: "Thank you. Members of Parliament, we must now vote on passing this bill into National Law. A MAJORITY vote makes it a law. I will vote in tie-breaking situations. All in favor? All against? This bill has been passed (or) rejected."

If Bill is Passed ...

Speaker: "Mr./Ms. Prime Minister, I ask that you add this law to the _____'s (country name) Legislation Page by tomorrow morning." *(Either online, in the classroom, or both).*

D. TWO Minute Recess Between Bills

Speaker: "I now ask that we take a two minute recess before the next bill."



**Repeat of the Legislative Procedure**

Repeat as needed and for as long as time permits. Remember, it is the Prime Minister, through the Speaker of the House, who decides the order of bill readings. But, assuming time permits, they cannot prevent a bill from being heard.

**Important Game Rule ~ If Bills Are Passed**

The Prime Minister is responsible for going online and making any changes to your National Legislation page if a law was passed. Constitutional amendments go in the Constitution page.



Spring ~ Open Market

Overview

As you know, your market opens in this season. Spring is when you begin buying, trading, and selling goods and services in your quest to provide your family with a “good life.” And remember, we use WB Pts to measure success in this manner. No hex and no amount of money will score you WB Pts, but they sure might help in your quest. The five citizens with the most WB Pts each earn 10 SPs.

To refresh your memory on how the Open Market works, you might want to re-read the “What-To-Do” heading in the “Practice Run” section in Part 2 of this manual. You don’t want to be the one who doesn’t know what to do while everyone else is trading for more and more stuff, earning more and more WB Pts.

Your Economy

It is said that “economics” is the study of people’s decisions regarding things they need and want. When a person studies the decision-making patterns of hundreds of thousands of people at a time, we refer to this study as “macroeconomics” (‘macro’ meaning big). These people would study *big* things like a nation’s GDP (Gross Domestic Product, or how much stuff it makes), the ups and downs of stock markets, or inflation and unemployment rates. When a person studies the decision-making patterns of a company or small group of people, we refer to this study as “microeconomics” (‘micro’ meaning small). This person would study *small* things like the sales of a business, or the supply and demand of one good or service, or the decision-making patterns of a family.

We share this with you so that you understand that your nation has an economy too! And – if you really wanted to – you could study the macro and micro economic trends of your own nation’s economy. Think about it – you and everyone in your country will be making lots and lots of rapid decisions about what to buy, what to sell, and for what or how much. All these decisions will create patterns and trends in your economy, and those patterns and trends will in turn affect everyone’s next decision. For example, if you submit a trade of \$400 to the only farmer in your nation who has only one food unit left, and then you find out that the person sitting next to you just offered \$900, his decision to offer more money is going to affect what you think of your first decision. If you really need that food unit, you might re-submit the trade and offer \$1,000 in the hopes you win the food unit. This, ladies and gentlemen, is economics at its best. Everyone’s decisions affect everyone’s next decision. Whoever knows the rules best and whoever has access to the best and most up-to-date information *should* be the ones making the best economic decisions. *Should* is the key word here because humans are hardly predictable. Neither are governments.



Your Government and the Economy

So this is where it gets interesting. If this were just an economics simulation, then we would only concern ourselves with the Open Market. But this is a simulation of real life, and we have rules in real life, and those rules are made by our governments. You see, governments and economies are not two totally separate things. They intersect and crisscross in many, many ways. And those many ways depend on what laws and rules are made, and those laws and rules affect what happens in the economy (i.e., people's decisions), then what happens in the economy affects the new laws and rules of the government, and so on and so on. Governments and economies are hardly separate from one another.

Let's put this in perspective. Just so you know, your market was closed during the Winter to give your government the chance to make laws and plans for your nation. It's likely that many of these laws and plans dealt with your nation's economy and, now that your market is open, you and every citizen in your country will be affected by them. For example, let's say it's the year 2001 and a group of citizens convinced your government to put a price ceiling of \$400 on food units; meaning that no one can sell a food unit for more than \$400. Let's think back to the earlier example where there was only one food unit left. How would the price ceiling affect the farmer's selling decisions? A lot! How would the new law affect what you and the person sitting next to you offer the farmer? A lot! Would he still offer \$900? Well now that's illegal. If he has the money and he's willing to pay that much for the food unit, should he be allowed to, or not? Is the farmer being denied his profits by the government's new rule? Is that fair? What about the citizen in your country who only has \$320 in his bank account? Is it fair that he cannot afford the \$400 food unit?

What's really exciting is that – now – you and every citizen must *decide* whether or not you will abide by your government's laws and rules. Are they fair? Are they just? Will they benefit the nation at large? There's a lot to think about. What will you do?

There are many nations around the world where almost all of the citizens abide by the government's laws and rules. There are also many nations where laws are not only ignored, but they simply do not exist. What will your nation be like? How will your government and economy interact? Will your fellow citizens decide to be corrupt and lawless in their efforts to get what they want? Or will your fellow citizens respect the law, even if it means unpleasant personal sacrifice. The interplays between governments and economies are as fascinating as they are complex. Your country will be no different.

Real Value vs. Market Value

One the most commonly asked questions by *Civic Mirror* participants is, "How much should this I pay for this?" It might seem like a really simple question. The answer, however, is incredibly complex. In fact, it's one of the classic questions in economics.



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Think about the “How much should this I pay for this?” question in the following real-world scenarios:

- A happily retired couple is selling their house in a super-hot market because they want to downsize and travel more.
- A young couple is selling a similar house in an ice-cold market (no one is buying) because the husband lost his job and they want to avoid bankruptcy.

Although the homes are close to identical, the needs and wants of the owners and the external circumstances are entirely different. It’s obvious who is going to get the better price: the retired couple. They are in no rush to sell like the younger couple is, and can afford to wait for a good sale price. They are selling in a *seller’s market* (a market with many buyers and few sellers, giving sellers lots of power) and will likely get what they ask for. The young couple is not only desperate for cash, but they are trying to sell in a *buyer’s market* (a market with many sellers and few buyers, giving buyers lots of power), so they will likely take whatever they can get for it. But if the house is the same, why should the price change?

This example attempts to illustrate the difference between *real value* and *market value*. Everyone might agree that the real value of each house is \$100,000; but given the circumstances, the market values – or price – of the two homes would differ enormously!

Be sure that you are always thinking about this as you buy, trade, and sell in your *Civic Mirror* economy. The correct answer to the earlier question of “How much should I pay for this?” is simple: “Whatever the buyer and seller agree on.”

Tip ~ How to Study Real Value vs. Market Value

To learn more about the “real value” of things, *study the game rules*. Those who know the rules know the worth of things. For example, if you know the game rules inside out, you know that there are some Wilderness hexes that are more valuable than others. Same hexes, different values.

To learn more about the “market value” of things, *pay close attention to prices and price fluctuations*. Prices are set and go up and down for reasons! And those reasons have to do with information people receive in the market which changes their asking/buying prices.



Financial Planning & Money Management

In post-game reflections, one *Civic Mirror* participant reflected, “Now I finally understand what my parents go through.” He was, of course, referring to the sometimes stressful task of financial planning and money management. *The Civic Mirror* will give you lots of practice.

Like in life, financial planning and money management are hugely important in *The Civic Mirror*. If you are not prepared, you might lose control over your ability to anticipate and respond to opportunities and difficulties that arise. Although we could talk for a long, long time on this topic, we offer you some quick financial advice to help you in the simulation (and this advice can help you in real life too):

Set Goals & Plan

Ask yourself where you want to be financially in three or four *Civic Mirror* years and then start planning how you will get there. There’s a saying that goes something like, “A goal without a plan is just a wish.” For example, let’s say you start the game with \$2,000 and a Green hex, and you want to have \$5,000 in three years. How will you get there? Will you develop the Green hex into a business, or sell it for a few thousand dollars? How will you survive until that happens? The more you set financial goals and devise plans to reach them, the more financially successful you will be.

Budget

Do not underestimate how much it will cost you to keep your family alive and healthy in *The Civic Mirror*. You will need to provide them with a variety of things, and all of those things will require money (or a money equivalent). Sit down at the start of the year and budget how much money you think you will need, and control your spending according to the budget. For example, if you’re down to \$1,000 at the end of your first year with no concrete source of income, should you really spend the \$300 for the Arts & Entertainment unit and its three WB Pts? If you’re following a safe and strict budget, the answer is no.

Watch and Plan Your Cash Flow

Although cash flow relates to budgeting, always think of ways to increase the amount of cash flowing into your account, and ways to decrease cash flowing out of your account. This is the art of wealth accumulation. To compare it to sports, work on developing good “offence” (getting cash to flow in), but don’t forget about having good “defense” (keeping as much of the cash you made in your account). The next section should help to give you lots of ideas on how to increase your cash inflow.



Tip ~ Laws of Supply & Demand

Smart business people understand the laws of supply and demand and you should too. Get a feel for how much demand there is for certain things and its availability before you make big decisions. For example, things in low supply and high demand are profitable for sellers but expensive for buyers.

Ways to Make Money

What follows is a summary of the most common ways players have made money in *The Civic Mirror*.

Selling Units & Renting Residence Hexes

Selling units and renting residences are the most straight-forward ways of making money in *The Civic Mirror*. There are no set prices because buyers and sellers determine prices in the Open Market (that is unless your government has not regulated prices).

Property Sales

If you own a hex, you may sell it to someone who wants to buy it. In order to make money, sell your hex (or property) for more than you paid for it. For example, a Green-River hex might be purchased for \$500 and then sold five years later for \$2000 if it's in high demand. There are no guarantees, however, that you'll make profits. In a different scenario, a government zoning law might decrease that same hex's demand five years later, decreasing its market value to \$200.

Tip ~ Re-selling Wilderness Hexes

Determine whether it is more profitable to re-sell Wilderness hexes or develop them into money-making hexes. Knowing the price your country's E/I units are being sold for will help with these calculations.

Providing Services

One of the most common complaints from people playing *The Civic Mirror* is this: "I don't own a hex and I can't make money because there are no jobs!" This is wrong ... very wrong. The world does not provide us with jobs; jobs are created by people who need help with their workload. These people might be in charge of running a government, a large corporation, or a small business. If you want a job, start asking yourself this question: "What service could I provide to others that they would be willing to pay for?"



Always try to think of the simulation as the real world. What would you do if there were no jobs, you didn't own anything, and you had a family to feed? It's a tough question and one that many people never have to ask themselves. You could imagine how desperate you'd become. Many brilliant business ideas and many government-funded social programs were developed because people were in desperate situations. We encourage you to creatively think yourself out of difficult situations like these.

So think of services you could provide for others that they might be willing to pay for and then advertise your services in the online community. This is *enterprising*. In fact, our world economy is based in this very principle – hence the term “Free Enterprise.” Some of the most respected professionals in our society perform services for a living, like lawyers, accountants, and financial advisors.

Depending on the demand for your service, you could potentially make some big bucks. For example, citizens may need financial assistance, the government may need to hire an auditor. Or, you might endeavor to create something new, like a spy-ring, or a lottery, or a delivery service that offers classmates hot chocolate in class. Understand that price can be attached to anything. Keep asking yourself this question: “What service could I provide to others that they would be willing to pay for?”

Tip ~ Money Transfers

People can slide money into your account if you've done something for them. Advertise in the online community that you will perform a service in exchange for a certain amount of money.

Online Pay-Per-View Topics

One of the great features of *The Civic Mirror's* online community is that you can charge citizens money to view a discussion topic you create. Every time you create a topic, you will have the option of making it pay-per-view or free, and if you choose pay-per-view you can set the price. Basically, viewers pay a one-time fee to subscribe to view whatever it is you've written about or uploaded. You might want to create a gossip-forum; a newspaper, blog, or essay forum; a fun puzzle and riddle forum; or anything else that you can think of. If you can make the title and description intriguing enough and you can communicate its value to those in your country, who knows how much money you can make. Civicmirror.com is always improving, so keep a close eye on new features that can help you in this department.

Tip ~ Money Making Tips

Search the online community for ideas about how to make money by selling services or information. There have been some brilliant ideas in the past and some crazy ones too.



Protect Yourself Legally

Business Contracts

You might find yourself trying to come to an agreement with someone who you can't entirely trust. Or maybe you do trust the person, but you just want to be extra safe. It's recommended that in cases like these, you and the other person create a legally binding contract. Although this is not necessary, it is considered smart business practice.

There should always be two copies of contracts and they should include the following:

- A title, party names, and hex address
- Terms of agreement (what you're agreeing to)
- Length of contract (for how many years or seasons)
- Breach of contract (what happens if someone breaks the contract)
- Names, signatures, and dates (date using the year and season)

For safety purposes you may want to upload your contract somewhere in the online community for a permanent record.

Residency Contracts

If you are entering into a rental agreement with someone else, be sure you create and sign a Landlord-Tenancy Agreement. You might not think this is a big deal, but some of the nastiest *Civic Mirror* lawsuits have involved landlords and tenants. For example, what would happen if you are a tenant, you've given your landlord \$500 to rent his mansion, he forgets to power it with an E/I unit, the year ends and someone in your family DIES because you had nowhere to stay, and then your landlord says he won't give you the \$500 back? If you had a signed contract that clearly stated it was his responsibility to power the mansion, then you could take him to National Court with a good chance of winning your money back. If, on the other hand, you didn't have a signed contract, you would be in a difficult situation indeed.



Summer ~ Town Hall

Overview

It could be argued that a citizen forum – or a *Town Hall* – is the most important institution in a democracy because their primary purpose is to provide “the people” with opportunities to voice their concerns to those in power. Town halls allow people from all walks of life to come together and work out what is best for their state, town, or community.



Town halls are unique to democracies. You would likely not find town halls in dictatorships: Why would dictators permit their subjects to openly discuss issues that might threaten their power and control? And even if there were town halls in anti-democratic nations, the participants would not have the freedom to speak freely because they – the people – are not the ones in power. In Ancient Greek, democracy meant “rule by the people,” or “people power.” That’s what town halls do: they give people power. Town Halls allow all of us to be heard by those in charge.

Your Town Hall takes place in the Summer, shortly after the Spring’s Open Market event. These are very loose meetings that allow citizens to voice their frustrations and concerns to all members of society. By the time your summer rolls around, there will be lots to talk about. For one, after the market is open for a while, some citizens will find themselves doing very well and others not-so-well. Remember that in *The Civic Mirror* we use WB Pts to measure our economic success. Rarely will everyone have the same number of WB Pts. There will likely exist a massive gap between the “haves” and “have-nots” in your country (this is also very true of the real world). Everyone has families to provide for, and everyone has Hidden Agenda objectives they need to accomplish. Unfortunately, because it is extremely difficult for everyone to succeed in doing this, many citizens will prosper while others will suffer.

As a result of these imbalances, there will likely be a number of unhappy citizens in your country who don’t like the way things are going and where things are headed. It’s very possible, that you will be one of these unhappy citizens. There will be many different opinions on how your nation should be governed, and what laws and policies should be passed to deal with national problems and issues. *This is what your Town Hall is for: It’s the event where everyone can make their voices heard and influence the citizens in charge.*



Many of the most emotionally charged moments of *The Civic Mirror* occur during the Town Hall. It's where citizens can look each other in the eyes and demand things for their family, demand things from their government, or demand things of one another. It's the event where everyone can be challenged by one another to "do the right thing." It's also the event where citizens can debate what "the right thing" is.

You and your fellow citizens will only get out of your Town Hall what you put into it. Great nations become great by the quality of the conversations they are willing to have. How great will your nation be? What will you and your fellow citizens be brave enough to talk about?

Roles & Responsibilities

The Moderator

Town Hall meetings are chaired by persons called *moderators*. Moderating means to 'guide a discussion' and it can produce strong leadership skills. These persons do not have to be government officials and, ideally, they will be different persons from meeting to meeting. A good moderator sets a tone and then, if possible, fades in importance. Only when a citizen is being highly irrelevant or unfair would a moderator bring the discussion back to its purpose.

General Assistant

A good (and loud) general assistant will be needed. This person will sit beside the moderator, assist him/her as needed, and keep track of time.

Set-Up

Arrange the desks in your room into a large circle (or square) to reflect Figure 3.2. Be sure the moderator is seated in a position where he/she can be seen by everyone, and be sure the general assistant is seated close by to cue the moderator.

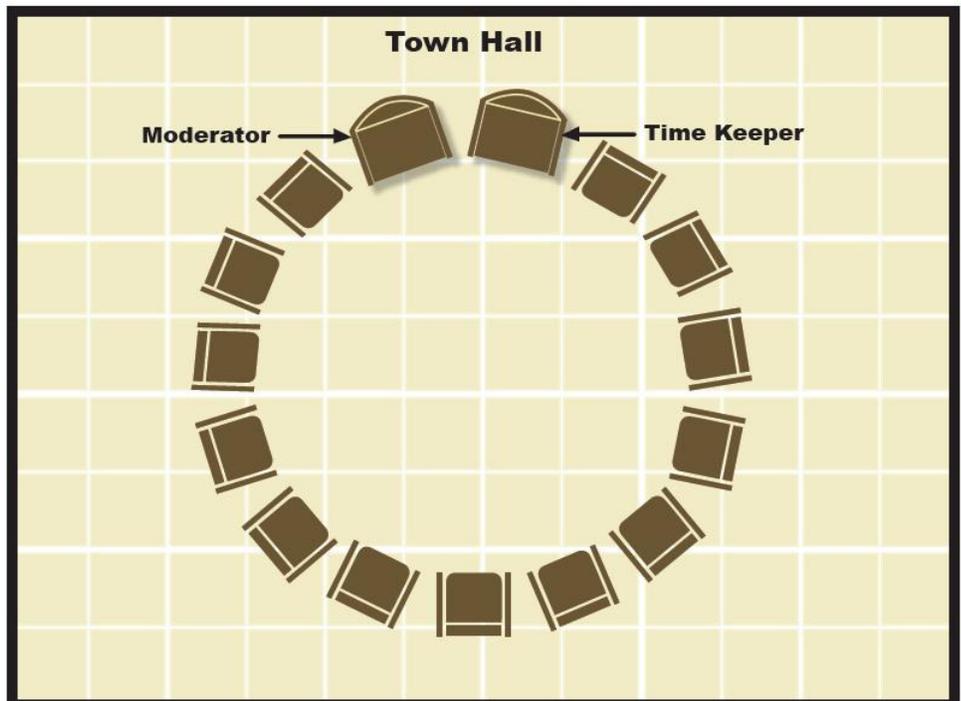


Figure 3.2



TOWN HALL SCRIPT

The Town Hall repeats the same two-step procedure until there is 10 minutes left or until no one has anything left to say. When this is over, the National Judge will record any and all lawsuits and criminal accusations citizens make in preparation for the National Court in the Fall.



Warning!

Criticizing the words and actions of others is permitted and encouraged, but you must abide by the regular rules of respect and fairness. The clashing of ideas and influences is a sign of a healthy democracy. *Criticizing the person, however, is strictly forbidden!* Remember this phrase: "Attack the idea, not the person." Complementing others is always encouraged. This shows your humanity, appreciation and/or your intention to initiate something constructive.

Step 1 ~ A Citizen Voices Concern

The moderator will write down the names of citizens who wish to speak and will keep track of the order in a 'first-come, first-served' manner. Each citizen has up to 90 seconds to voice a concern. A citizen may be permitted to present more than once, but only after all other citizens have had an opportunity to speak once as well. These mini-presentations may address:

- concerns with current state of finances, WB Pts (i.e., standard of living), etc.
- direct concerns/questions about certain citizens, businesses, or the government
- interests/concerns in what the future years will bring
- questions/concerns about some aspect of their society

No one can interrupt a speaking citizen except the moderator, refocusing the discussion when necessary.

Step 2 ~ Moderator Allows Others to Comment

After each citizen's 90 second mini-presentation, the moderator will allow others to respond to what was said by a show of hands. Each respondent is allowed approximately 30 seconds, and then the moderator



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will simply say, "Time," or "Next." Be respectful and listen to the moderator – he/she can make you leave the room for noncompliance.

Repeat Steps 1 & 2

When the moderator thinks that enough time has been spent on an issue or that it is time to move on to the next issue, he/she will call an end to the commentary and ask the next citizen to voice their mini-presentation. Repeat until 10 minutes remain in class or until no one has anything more to say.

Tip ~ Resolve an Issue/Dispute in Court

If certain issues have been left unresolved in this Town Hall and a one-on-one settlement seems unlikely, a visit to the National Court might be the best way to solve the problem.

Step 3 ~ National Judge Calls for Lawsuits and Criminal Accusations

The general assistant will call "time" when only 10 minutes remain. At this point, your National Judge will step in and do the following:

- Will give everyone five minutes to prepare their civil suit or criminal accusation "announcements".
- When the five minutes expire, will ask if anyone wishes to sue/accuse any person or organization for illegal activity in next season's National Court.

After this event ends, the National Judge *must* post the lawsuit/accusation announcements on the online community for everyone to view leading up to the court date.



Fall ~ National Court

Overview and Background

In the Fall of every simulated year, your National Court will interpret and uphold the law. It will proclaim to all citizens what is acceptable and what is not. Some nations in *The Civic Mirror* – and in reality – suffer from corrupt judiciaries, while others suffer from a government and citizenry that do not prosecute those who engage in illegal behavior. Both send messages to the citizens that it's okay to break the law and it need not be taken seriously. You and your classmates' collective behavior will determine whether it is acceptable to break the law or not. Much of your nation's fate will depend upon this, and hopefully your National Court will see that justice gets done.



Fall

Criminal vs. Civil Law

Any citizen may accuse any other citizen or organization (including their government) of breaking the law in your National Court. The illegal activity might be anything really: a landlord-tenant dispute, a constitutional violation, immoral or harmful behavior, a breached contract, or blatant theft. These examples fall under two basic kinds of law: criminal and civil law. *When someone does something bad enough for it to be considered a crime against society, it falls under Criminal law.* For example, if Johnny, a politician in your country, bribed other politicians to pass his laws, this would be considered criminal because political bribery undermines the democratic process. If politicians are not representing who they should be representing (the people that put them in power), they are committing a crime against society and the agreed-upon-rules of that society. Because political bribery affects everyone in the country, it is considered a crime against society and it falls under the criminal law category.

If, on the other hand, Johnny failed to honor a contract with Samantha, then the dispute is between two citizens only: Johnny and Samantha. *Disputes between citizens that do not concern society at large fall under Civil Law.* There are many kinds of civil disputes (e.g. marital, employment, property, contract, etc.) and when one party takes another to court, we call them lawsuits or civil suits. Criminal cases are called accusations.

How It Works (order of events)

Judge Selection Process



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Your Prime Minister will nominate a judge to the National Court in your first House of Commons session (year 2000). In reality, the process of appointing Supreme Court Justices in Canada is more complex than this, but the Prime Minister does have a lot influence in the decision. To approximate the complex procedure, two steps must be completed before your Prime Minister's nomination is approved:

1. The nomination must first be accepted by the nominee, and
2. The nomination must be approved by a majority of MPs in the House of Commons.

This will likely take a lot of negotiating between parties and MP's beforehand.

Three-Person Jury

Once appointed, your National Judge will preside over court trials. For each trial, a jury of three will be randomly selected and will, after listening to the prosecution and defense, determine innocence and guilt. If jurors are thought to be biased in any way, either party in the case can appeal to the judge, asking that they be removed and someone else selected in their place. If both sides agree – and for civil suits only – the National Court Script can be adapted so that the judge replaces the jury.

Punishment

If the accused is found guilty, the judge will determine the punishment. The most common kinds of punishments in *The Civic Mirror* have been fines, property seizures, and transfers in title of ownership between two people. Some simulated nations, in an attempt to simulate jail, have started a *Civic Mirror* tradition of sentencing people to the hallway (jail) for a certain amount of seasons or years. Note: these were only when the accused was found guilty of a crime against society (e.g., treason, trying to hack into the program, etc.).

Case Summaries & Case Law

Your judge will be responsible for summarizing and posting the trial judgments in the *Case Law* section of your national laws. These judicial decisions will send strong messages, or *legal precedents*, to the citizens of your country about what is acceptable and what is not. In fact, legal precedents are so powerful that they are considered to be laws unto themselves. We call these laws *Case Laws*. As more and more trials occur in your nation, you will develop your own book of Case Law that will communicate to everyone what will happen if you behave illegally. The National Judge must post his/her Case Summaries and Opinions to the Court Rulings page in the online community.

Pace and the Court's Docket

Your court *should* be able to hear at least three trials a year. If more accusations are made than are able to be heard, the extras will be 'bumped' to the next year. The waiting list is called the court's "docket." *Unless otherwise specified by your constitution, accusations will be treated on a first come, first serve basis.* Although this ensures all cases will be considered equally, it does not allow for judiciary discretion. For example, the Government's accusation of a corporate tax evasion could be bumped to



the next year because Amanda is suing Billy for not paying her back her \$50. You can see why, in reality, we have small claims courts and supreme courts and many other kinds of courts.

Roles & Responsibilities

National Judge

- Maintains order in the court; has the right to eject people from the courtroom.
- May ask the prosecuting and defending teams questions about their arguments.
- Announces jury’s verdict. If the accused is found guilty, determines fine or penalty.
- Summarizes the arguments presented in each case and explains the rationale and legal ramifications of each judgment in the “Court Rulings” page in the online community.

The Crown (criminal trials) or Plaintiff (civil suits)

The citizens (and their lawyers) who are suing or accusing.

The Defense

The citizens (and their lawyers) who are defending themselves.

Jury

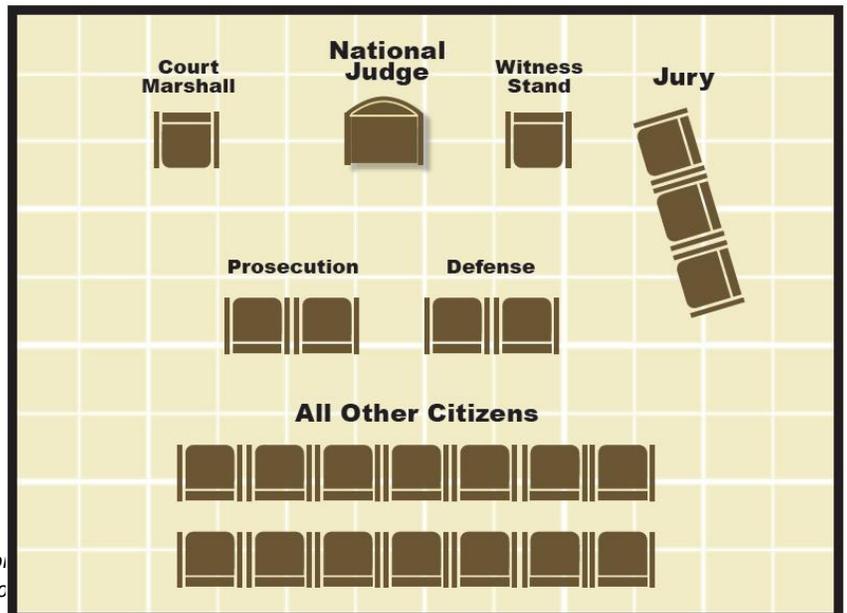
Three randomly selected and impartial citizens who listen to the hearing and determine the defendant’s guilt or innocence. Any citizen who does not have a *direct stake* in the outcome of the case is eligible for jury duty.

Court Marshall

Keeps track of time and announces when it is up. If the judge ejects people from the courtroom, the Court Marshall escorts them out and into the hallway.

Set-up

Arrange the desks in your room to reflect the Figure 3.3. Be sure that your National Judge has a gavel (or something to use to call for “order”), and that the Court Marshall is able to keep track of the time. Also, have ready a list of names that can be thrown into a hat to randomly select your three-person juries.



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NATIONAL COURT SCRIPT

*** It is VERY IMPORTANT that ALL PARTIES PREPARE for this event as OUTLINED**

Due to time restrictions, trials must follow the time specifications given below so that at least three trials can be completed in 45 minutes. This is the Judge's and the Court Marshall's responsibility. Keep time well, even if it means cutting people off!

Jury Selection

The Judge should have a system ready to randomly select students' names out of a hat, box, purse, etc. This is done before each trial. When names are picked, the defense and prosecution can appeal the selection *if* the person has "known" affiliations with the other part (i.e., juror is friends with the accused), within reason of course. When the jury is ready to listen to the case, the National Court script begins.



A. The Charge and the Plea

Court Marshall: (loudly) "All rise for Justice _____."

Judge: *Judge enters room, asks everyone to be seated, and calls for order in the court.*

Judge: *Addresses jury members each by name, reminds them to take notes throughout the trial, and stresses the significance of the trial and their judgment.*

Judge: "I now ask the prosecuting team to state what they are accusing the defendant(s) of, or suing him/her for?"

Prosecution: *Reads aloud their one-to-two sentence statement that summarizes the criminal accusation or civil suit and what they are seeking (e.g., "Your honor, we are accusing Isabella of*



embezzlement, and wish to recoup the \$14,000 she stole from us, and are seek \$10,000 for the psychological distress it caused.”)

Judge: “I now ask the defendant whether he/she pleads guilty or innocent.”

Defense: *Answers with “Your honor, the defendant wishes to plead guilty (or) innocent.” In a civil suit, if the defense has informed the other party that it is counter-suing, it must be officially stated now.*

B. Case Presentations

Both teams have three minutes to present their cases. Due to the time restrictions, teams are encouraged to be as creative as possible in convincing the jury of their arguments. Moreover, the “Q & A” process between lawyer and witness does not have to be used. A team may call upon any player in the game to be a witness, answer questions or prepare a statement. Time is a major obstacle! Preparation and organization will be essential for courtroom success.

Judge: “I now grant the prosecuting team three minutes for their case presentation.”

Prosecution: *Has three minutes to present their case, remember to include what they are seeking (financial reimbursement, property seizure, some type of jail, etc.).*

Judge: “I now grant the defense team three minutes for their case presentation.”

Defense: *Has three minutes to present their case.*

C. Rebuttals & Closing Statements

Each team will be given 45 seconds to:

1. *Rebut anything that the other team said, claimed, or brought forth in testimony or as evidence,*
2. *Give a concluding statement to the jury summarizing key points.*

Prosecution: *Has 45 seconds for rebuttals and closing statement.*

Defense: *Has 45 seconds for rebuttals and closing statement.*

D. Jury Determines Verdict



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In reality, the jury leaves the courtroom and deliberates until they unanimously agree upon a verdict. Our time restrictions do not permit this. The jury decision will be a majority opinion (two out of three).

Judge: "Jurors, you now have one minute to write down on a piece of paper whether you believe the defendant is guilty or innocent. If you so desire, you may leave the room to do this, but you must return in one minute."

Jurors: *Have one minute to write down their decision on a piece of paper, folding it once done.*

Court Marshall: *Collects decisions and gives them to judge.*

Judge: *Opens and reads the juror decisions aloud and one-by-one. The majority decision becomes the verdict. If, in an unusual circumstance, there is a tie, the judge will make the tiebreaking decision.*

E. Judge Delivers Sentence if Defendant is Guilty

The judge should take notes throughout the trial so that he /she can make a quick and fair decision in the event of a guilty verdict. Some commonly used punishments are: a) financial penalties, b) seizure of property, c) services owed to the plaintiff or country, and d) jail time served by sitting in the hallway during one or more simulated events.

Judge: *Leaves room for up to 2 minutes to think about and determine the sentence. Your instructor may help the judge out, listening to his/her thoughts and providing feedback if necessary.*

Judge: *Returns to room. Reads aloud the punishment and explains the rationale.*

Judge: *Adjourns court, or asks for a five-minute recess if another trial is to take place.*

F. Drafting & Posting of Case Law

Step 1: Writing the Court Ruling

Before your next class the National Judge is responsible for drafting a Case Law document that includes the following for each case:

1. Title: Last name of prosecutions vs. Last name of defendant (e.g. Marples vs. Dixon).
2. Accusation: Identifies the constitutional, criminal, or legal violation.
3. Trial: Summarizes the arguments made by the prosecution and defense during the trial.



4. Ruling: A concise summary of the court’s ruling, the rationale for interpreting the law in the way that they did.
5. Precedent: A quick statement on how this ruling will affect the nation, either warning citizens of what will happen if they do something similar, or explaining how the law should be interpreted in the future.

Step 2: Posting the Court Ruling

The National Judge must then post this Court Ruling to the “Court Rulings” page in the online community for all citizens to see. This sends a message – or legal precedent – about how the law should now be interpreted and what will happen if a similar situation occurs.



Revolutions and “The Crisis Vote”

What if a Political Situation Cannot Be Resolved?

The Civic Mirror demands that you work through conflict diplomatically; however, in reality, diplomacy does not always win the day. Violent episodes fill the pages of human history and you only need to read today’s news to see that people continue to solve problems with violence instead of compromise and negotiation.

This is obviously *not* something we want to encourage in *The Civic Mirror*, but we can’t guarantee that your nation will be free from intense problems that seem unresolvable with words. Whenever conflicts arise, you and your classmates should work to use your existing political system to resolve them, even if that means punishing certain citizens.



Crisis Vote

There’s always the chance, though, that this won’t work. Disputes might erupt into larger conflicts about who has authority and why. There may be times when a group of citizens refuse to use the existing political system to resolve a conflict because they believe it is flawed. Or a group of citizens might be so upset with those in power that they want, above all, a whole new political system. Or there may be a problem where two or more parties think that they’re both right, and because no one is sure which side has the authority to resolve the issue, one party might propose a whole new political system to resolve it. In all these examples, a case could be made that those who propose a new political system are ‘traitors,’ or ‘revolutionaries.’ And, in essence, that’s just what they are. When situations like these have occurred throughout human history, they have often resulted in violent battles of strength. The more powerful side wins; not necessarily the side that is morally or ethically correct.

In *The Civic Mirror*, we have devised a way to quickly identify these events and reach resolutions quickly and effectively, allowing us to keep the focus on the political process:

Revolutions

If a conflict escalates to the point where it becomes an emotionally sensitive battle over what political system should be used, or it is unclear which of two sides has the authority to act as the government, or if things have reached the point where things have halted and nothing is getting done, we consider it a *revolution*.



Crisis Votes

In *The Civic Mirror*, revolutions are resolved with *Crisis Votes* that are facilitated by your instructor. Crisis Votes simulate violent revolutions and, like in reality, they come with human and material costs (discussed at the end of this section). Crisis Votes are always initiated and conducted by your instructor *only* – he/she will be gauging the activity and will ultimately determine whether or not the Crisis Vote criteria has been met.

Remember that your instructor is not a citizen in your country. His/her responsibility is to facilitate and advise you only. That said, your instructor can announce that your nation is in crisis, and he/she will tell you to take the following steps so that you and your fellow citizens can resolve it on your own. If your nation needs to use the Crisis Vote – which is the simulated equivalent of a violent revolution – it is a poor reflection of the state of things in your nation.

Steps before a Crisis Vote

Step 1: Use the Current Political System

Attempt to solve the problem using the current political procedures of your nation (i.e., those outlined by your constitution). The obvious process would be your nation's court, although there may be opportunities for the legislative or executive branches of your government to assist in resolving the crisis. Remember, even government officials can be prosecuted in the courts of some nations.

Step 2: Attempt to Resolve the Problem without the Political System

Sometimes governments cannot resolve problems, but different kinds of bargaining and negotiating can do the trick. Try using a third-party (someone not involved in the crisis) to help solve the problem. Consider offering or accepting different kinds of payments or compensations (i.e. cash, property, power, etc). Try anything and everything before giving up on the negotiation process.

Step 3: Meeting the Criteria for a Crisis Vote

Crisis Votes will only be used when you and your fellow citizens cannot agree on whether or not the powers of your government are *legitimate*. This means that there are a lot of citizens in your country who *refuse to recognize* the authority of your government. If government legitimacy is not an issue, try resolving the problem as outlined above. A Crisis Vote reminds us that a government cannot – just because it's the government – force its will upon the overwhelming majority of citizens and get away with it. A political system must be *accepted by the people*.

The criteria for a Crisis Vote is as follows:



Requirement #1: A Different Political System has been Prepared.

A Crisis Vote can only be held if a citizen (or group of citizens) has adequately prepared a different political system that they believe would be accepted by the majority of the citizens. The different political system must contain a new and/or modified constitution as well as new scripts for at least the House of Commons (and hopefully the other events). These may be self-created, or taken from the online community. If most of this criteria is met, your instructor might hold a Crisis Vote.

Requirement #2: Nation is Experience a Crisis-like Situation.

One or more of the following situations is occurring in your simulated nation:

- i) A conflict escalates to the point where it becomes an emotionally sensitive battle over what political system should be used,
- ii) It is unclear which side has the authority to act as the government, and/or
- iii) Things have reached the point where nothing is getting done.

**Important Game Rule ~ New Political System Needed for a Crisis Vote**

A Crisis Vote simulates a revolution, not an impeachment. It simulates what would happen if a massive, nation-wide conflict over who has the authority govern a country spilled onto the streets. *Due to the revolutionary nature of a Crisis Vote, a different political system must be drafted before your instructor holds one.* Your instructor will request to see this in advance.

Crisis Vote Script

If your instructor feels that the Crisis Vote criteria have been met, then he/she will lead you through the following steps:

- All citizens seat themselves and do not talk.
- On a piece of paper, all citizens write their names and the simulated year at the top.
- Instructor explains one last time that this vote is occurring because your nation has reached an unfortunate point: the citizens have collectively chosen revolution to resolve this crisis.
- The instructor asks whether everyone has heard and understands the two political systems that are being voted on (the current one and the proposed one). If some citizens do not, then the champions of the two systems will be asked to briefly explain them.
- Every citizen gets one vote, and citizens owning "powered" Security hexes get one extra vote (these citizens cast one extra votes for each powered Security hex that they own – if it's not powered at the time of the ballot casting, no extra vote).
- Citizens cast their ballots; instructor posts results (on board).
- The political system that wins the Crisis Vote becomes the accepted political system, and its government resolves the crisis using its political procedures.



The new political system *is* legitimate, regardless of protest! *Another Crisis Vote cannot occur for at least one year.* For example, if a Crisis Vote was held in Spring 2000, another Crisis Vote could not be held until Spring 2001.



Important Game Rule ~ After The Crisis Vote

The Crisis Vote simulated a revolution where the ideas and procedures of one political system defeated a competing one. Support of enough people allowed the old system to prevail, or the new system to conquer. Therefore, *another Crisis Vote cannot occur for at least one year.*

Human and Material Costs of Crisis Votes

As we all know, violence comes with certain costs, and *The Civic Mirror* attempts to simulate these costs after a Crisis Vote is held. At the end of a simulated year where a Crisis Vote occurred, the following losses occur:

1. **Random Deaths.** *1 out of 50 fictitious family members will be randomly killed* to simulate the loss of innocent life in violent revolutions. For example, if there were 20 participants in your simulated nation, each with seven fictitious family members, your nation would have 140 fictitious family members. If a Crisis Vote was held, two would be randomly killed.
2. **Hex Destruction.** *1 business or residential hex will be randomly destroyed* to simulate the destruction of property in violent revolutions. The City Center will not be destroyed, nor will an E/I hex if there is only one in the country.
3. **Money Loss.** *Money will be randomly deducted from three citizens' accounts* to simulate the tragic costs and thefts in violent revolutions. The exact amount will vary from country to country, but those who do lose money will be notified at the end of a simulated year like they would for wild cards and die rolls.



Inter-Year Action

A detailed summary of the three inter-year steps are outlined in this section.

Step 1: Year-End Calculations

Your instructor will determine when your simulated years will end. When they do, they will click a button and the online program will calculate everything listed below. All of this information will be summarized in a document titled "Year-End Summary, 200?" in the online program.



Year-End-Calculations

Wild Cards

You will be randomly assigned a Wild Card, simulating life's chance events. There are 40 Wild Cards (12 good, 28 bad). Bad Wild Cards are preventable with either insurance, health care, or safety units.



Wild Cards

Die Rolls

You will be randomly assigned a Die Roll, simulating unexpected health emergencies and the importance of having quality healthcare. The program odds are the same as a two dice roll, where

- i) A roll of two resulting in a *Serious Emergency* and a loss of 15 WB Pts.
- ii) A roll of 12 resulting in a *Life-Threatening Emergency* where a family member DIES, resulting in a loss of 10 Status Points.



Die Rolls

Both of these are protectable if a health unit is consumed for this purpose.

Random DEATHS Due to Bad Environment Quality and/or Revolutions

If your country's environment was depleted to a certain point, the program will randomly assign DEATHS to citizens' family members, simulating the health hazards that come with living in a polluted and toxic environment. Also, if there was a revolution in your country – simulated through a Crisis Vote – the random deaths and losses of money and hexes will occur now too.

Important Game Rule ~ Family DEATH Equals Zero WB Pts

Remember, no matter how many WB Pts you earned leading up to the year-end calculations, you will lose ALL of your WB Pts if a Family member DIES.



Taxes

The program will calculate the amount of taxes you owe to the government, and will transfer it out of your account to the government's. At the time of this writing, the only automatic tax calculations *The Civic Mirror* does are:

- i) Income Tax – the amount of money you ended the year with compared to what you had at the start, multiplied by the tax rate
- ii) Property Tax – a set dollar amount multiplied by the number of hexes you own

Calculating WB Pts

Once the above are determined, the program first checks to see if anyone in your family DIED, specifically:

- If you did not get a Food-unit, a Family member DIES and you lose 10 SPs
- If you did not live in powered residential hex, a Family member DIES and you lose 10 SPs
- If you drew a Bad Wild Card that resulted in a DEATH
- If you had a Life-Threatening Medical Emergency that resulted in a DEATH
- If you a family member DIED due to environmental toxicity

Remember, if you incurred a family DEATH, you lose all of your WB Pts. If you managed to keep everyone alive, the program makes awards you WB Pts in the following categories:

- The WB Pts you scored for the type of residence hex you lived in.
- The WB Pts you scored for the different goods and services you consumed.
- The WB Pts you earned/lost for the quality of neighborhood you lived in.
- The WB Pts you earned/lost for the quality of your country's environment (determined by the number of Wilderness hexes left).
- The WB Pts you kept or lost for the two human service units you needed (health or education).
- Any WB Pts you earned from receiving a Good Wild Card.

Status Points Awarded for Top-5 Well-Being Points

Finally, based on all the information above, the program will award the five citizens who earned the most WB Pts with 10 SPs, adding them to their account automatically.

Hex (Land) Developments

Remember, it takes 4 E/I units to clear and develop a hex into something else (except a second City Center). Hex owners who were able to invest the fourth and final 1 E/I unit for this purpose will have their hexes developed now. The program will turn it into the new hex type, and it will be ready for the next simulated year. Remember that it takes two extra years for Environmental Restoration Projects (i.e., developing Wilderness hexes).



Step 2: Hidden Agenda Applications

By this point, you will have all the information you need to determine whether or not you have achieved the objectives in your Hidden Agenda, and you will submit a *Hidden Agenda Application Sheet* to your instructor in hopes of getting Status Points.



Your instructor will provide you with your own *Hidden Agenda Application Sheet*, which are checklists specifically tailored to your Hidden Agenda. Time will be given for you and your

Hidden Agenda Applications

classmates to complete this sheet and submit it to your instructor. Within a day or two, your instructor will review all applications, determine which citizens met their Hidden Agenda objectives, and then award Status Points to those who earned them, inputting them into the online program.

Once this procedure is done, your instructor will announce whether or not you will be playing another year and, if so, when it will begin.

Tip ~ Hidden Agenda Application Sheets

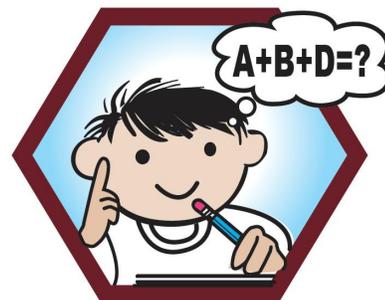
Take great care in completing these sheets accurately and completely. You are trying to prove to your instructor that you met your objectives.

Note that many Hidden Agendas oppose one another. In other words, it is likely that another citizen is trying to accomplish the opposite of what you are trying to do.

Step 3: Year-End Performance Evaluations

As discussed earlier in this manual, you and your instructor will evaluate your performance in the simulated year in following four areas:

- i) Success in the Simulation (i.e. Status Points) = 25%,
- ii) Involvement and Attitude = 25%,
- iii) Initiative = 25%, and
- iv) Learning (incorporating course material into the game) = 25%



Take a moment to look at Figure 3.4 to quickly review the year-end evaluation process,.



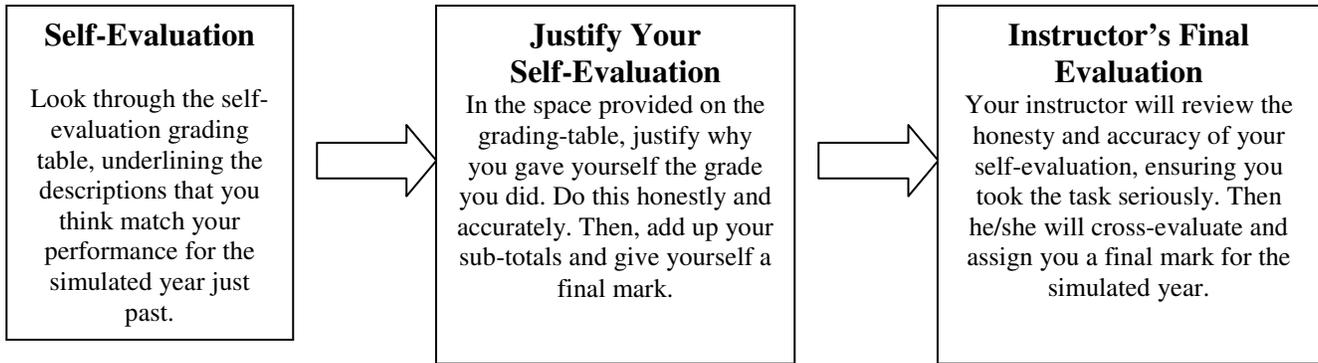


Figure 3.4 – The Civic Mirror Performance Evaluation Process

Step 4: Do You Need to Have Elections?

Remember that elections occur every two simulated years, and in-between years. For example, between the years 2001 and 2002 (assuming parliament was not dissolved) you would hold elections for your nation's second political term. If a political term was interrupted for some reason, then you would start the two-year term over, from the time of the last election.



Elections



PART 4

APPENDICES



Appendix A: Summary of Game Rules

General Rules

- Game Objective is to earn the most Status Points (SPs).
 - SPs last through years; if you lose 10 SPs in the year 2000, you start the year 2001 with -10 SPs.
 - Ways to earn SPs:
 1. Hidden Agenda objectives: Although your Hidden Agenda stays the same throughout the game, you can score points for it each and every year.
 2. Top-5 Well-Being Pts (WB Pts): WB Pts get erased every year, keeping you competitive every year.
 3. Status Points Steals.
 - *Civic Mirror* played in rounds called *years*, with each year having 4 in-class events called *seasons*.
 1. Winter: House of Commons
 2. Spring: Open Market
 3. Summer: Town Hall
 4. Fall: National Court
-

Summary of Government

- You will use a modified version of the Canadian Constitution Acts as your own (esp. *The Charter*)
 - You will form political parties and have elections before *The Civic Mirror* begins
 - You will have a seven-seat House of Commons
 - The party that wins the most seats becomes the government; the party leader will become Prime Minister.
 - The party with the second-most seats becomes the Official Opposition
 - The leader elects one President, three Senators and five House Reps.
 - Prime Minister nominates a National Judge; must be approved by majority in parliament.
 - Crisis Votes may be called if there is a dispute over government authority and legitimacy
-

Summary of Hex-Map Economy

General Rules

- Every country begins with \$100,000 cash in its economy.
- There are 3 hex categories: residential, business, and wilderness hexes.
- Hexes can be owned by only one citizen or the government,
- Except the City Centre which can have 3 different owners for the three businesses inside of it.
- Residential and business hexes must be 'powered' in order to serve their purpose (function).
- Hex owners power their hexes by consuming one E/I unit for that purpose
- E/I hexes are automatically powered at the start of every simulated year
- E/I hexes always produce 15 units
- The economy starts over every year; all unused units disappear and everything needs to be repowered.

Residence Hexes

- Each family can live in only 1 residence hex per year.
- No shelter for a year results in one DEATH (loss of 10 SPs).
- Citizens can own many residence hexes, live in one, and rent the others.
- Residence hexes do not provide shelter if they are not powered with an E/I unit



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Mansions

- Give 15 WB Pts.
- Can house 1 family per year,

Houses

- Give 10 WB Pts.
- Can house 1 family per year,

Apartment Complexes

- Give 5 WB Pts
- Can house multiple families per year (see below):

1 family when class size = 0-11	4 families when class size = 18-20
2 families when class size = 12-14	5 families when class size = 21-23
3 families when class size = 15-17	etc.

Business Hexes

- Business hexes produce different kinds of "units."
- Units can only be consumed for one purpose.
- The number of units a business hex produces equals half the class size, rounding up. For example, $23 \text{ students} \div 2 = 11.5$, rounding up to 12 units per business hex.
- E/I hexes are exceptions to the above rule; they automatically produce 15 units at first.
- A unit is only good for the year that it was produced and cannot be kept for use in future years.

E/I hex

- E/I hexes automatically produce 15 units in their first three years (yrs. 2000–02)
- Then unit production is as follows:
 - 2003: 12
 - 2004: 10
 - 2005: 8
 - Etc., decreasing by 2.
- E/I hexes can be made 'renewable' by consuming 7 Education and 8 Technology units into *one* E/I hex *for that purpose*.

Farm hex

- No food in a year results in one DEATH (loss of 10 SPs).
- Each consumed food unit gives 5 WB Pts (max. 15).
- See *Wilderness Hexes and the Environment* for more important rules.

Healthcare hex

- Three purposes of Health units:
 - i) Provides families with needed human services units (5 WB Pts saved),
 - ii) Protection against Medical Emergencies (die rolls of 2 or 12),
 - iii) Protection against 4 Bad Wild Cards.

Education hex

- Provides families with needed human service units (5 WB Pts saved).
- Units can contribute to renewable E/I development.

Security hex

- produces *Safety units*.
- Safety units protect against 10 Bad Wild Cards.

Insurance hex

- Insurance units protect against 14 Bad Wild Cards.

Arts & Entertainment and Technology hex

- Produce 'luxury' units.



- Each consumed unit gives 3 WB Pts (max. 9).
- Tech units can contribute to renewable E/I development.

City Center

- Contains an Insurance, Arts & Entertainment, and Technology business inside of it.
- Can have three different owners for each business.
- Requires 1 E/I units to power it.

Wilderness Hexes and the Environment

- All citizens earn WB Pts depending on how many Wilderness hexes in their country.
- As Wilderness hexes are developed, citizens earn less and less as WB Pts and family members will randomly DIE at end-of-year calculations. The breakdown is as follows:
 - 15 + Wilderness Hexes = 5 WB Pts
 - 10-14 Wilderness Hexes = 3 WB Pts, 1 random Death
 - 5 - 9 Wilderness Hexes = 1 WB Pts, 2 random Deaths
 - 3 - 4 Wilderness Hexes = 0 WB Pts, 3 random Deaths
 - 1 - 2 Wilderness Hexes = 0 WB Pts, 4 random Deaths
 - 0 Wilderness Hexes = 0 WB Pts, 5 random Deaths.

Food Production and Green River hexes

- For every Green River hex that is developed, every Farm in the country produces 1 less Food unit.
- Once 3 (or more) River-hexes are developed, even more random citizen Deaths occur as follows:
 - 1-2 Green River Hexes left = 1 random Death
 - all Green River Hexes Developed = 2 random Deaths.

Environmental Restoration

- It takes 2 extra years of "growing" to develop a hex into a Wilderness hex once the 4 E/I units have been invested.

Hex Development

- Hexes can be redeveloped if 4 E/I units are consumed for that purpose.
- Hexes can only be developed by their owners.
- Hex development occurs in between years.
- Residential and business development is ready 1 year after the investment was made.
- Wilderness hex development is ready 3 years after the investment was made.
- E/I units do not need to be consumed in the same year for development.

WB Pts for Neighbourhood Quality

- Every year you will gain and lose WB Pts based on the kinds of hexes that surround the one you lived in for that year as follows:
 - next to a Wilderness hex = +3 each (max 9 pts)
 - next to a Mansion = +2 each (max 6 pts)
 - next to a House = +1 each
 - next to an Apartment Complex = -1 each
 - next to a Farm or a Human Services Business (Education, Healthcare) = +1 each
 - next to an Industrial Business = -3 each (E/I, Security, Transportation)
 - next to a Commercial Business = -2, -3, -4, etc. (City Center, Insurance, Tech, A&E).

Wild Cards

- Every citizen randomly given 1 of 40 Wild Cards at end of year.
- There are 12 Good Wild Cards that give positive rewards.
- There are 28 Bad Wild Cards (14 Insurance-related, 10 Safety-related, 4 Health-related).



Die Rolls and Medical Emergencies

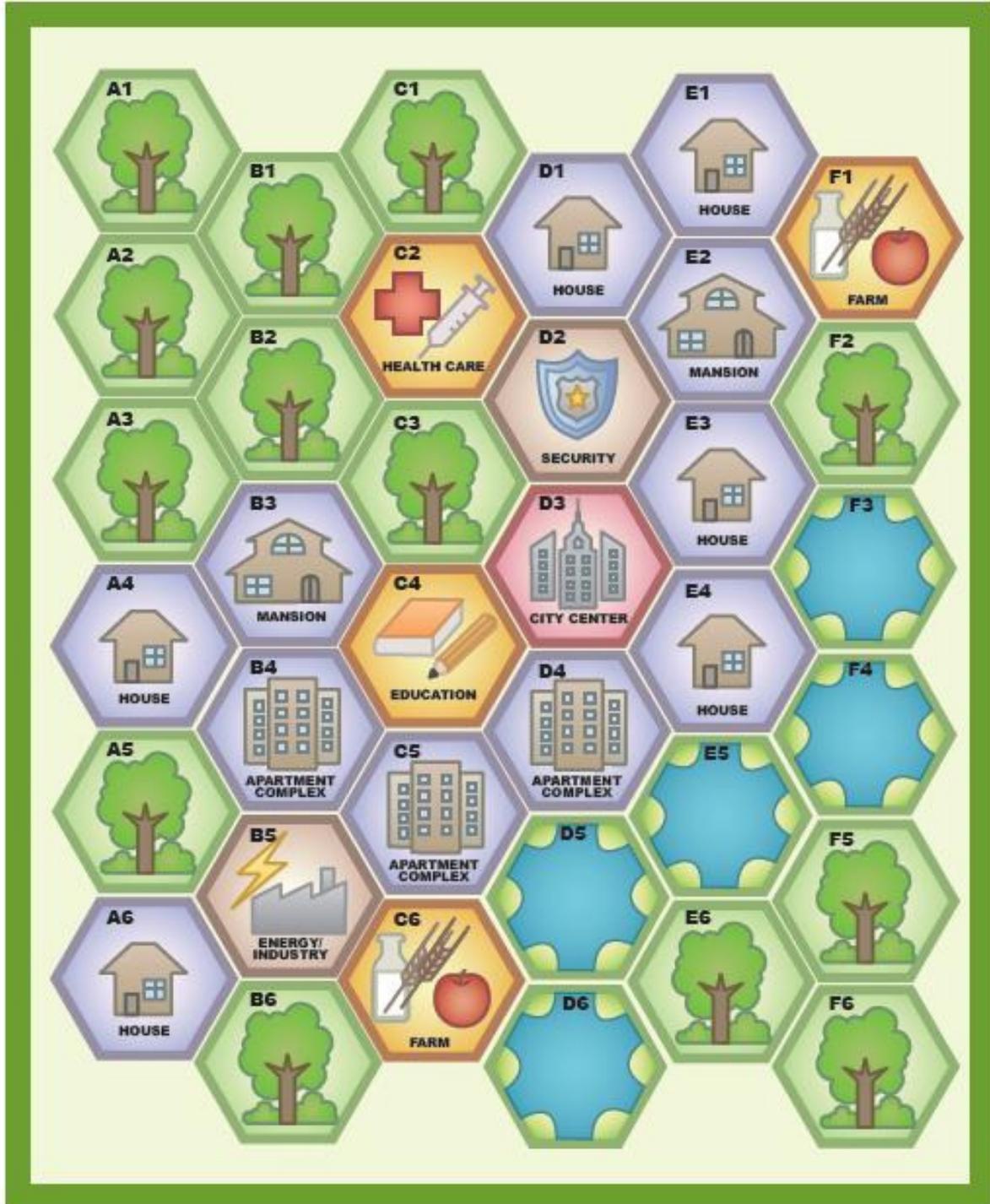
- At the end of every simulated year, the program rolls you a 2 dice roll.
- A roll of 2 means a family member had a *Serious Health Emergency*: 15 WB Pts deduction.
- A roll of 12 means a family member had a *Fatal Health Emergency*: DEATH and loss of 10 SPs.
- Both kinds of emergencies are protectable with health units (consumed for this purpose).

You might also want to view the "Well-Being Points Summary" section at the end of Part 2 of this manual.



Appendix B – Sketch of Map at Game Start

The Civic Mirror always begins with this hex map scenario:



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Appendix C - Wild Cards

Notes: When the year ends, citizens are randomly given one Wild Card. There are 12 good ones, 28 bad ones. You can prevent yourself from Bad Wild Cards by consuming the unit needed for protection. Good luck!



Wild Cards

Wild Cards – Description	Gains / Losses	Preventable With
1. The apartment, house, or mansion that you lived in for this year burns to the ground. In order to rebuild it, you must pay \$1,000 to repair damages.	<ul style="list-style-type: none"> ▪ Lose 5 Status Pts ▪ Lose 20 WB Pts ▪ Lose \$1,000 	Insurance
2. A natural disaster results in damage to your place of residence.	<ul style="list-style-type: none"> ▪ Lose \$1,000 	Insurance
3. Someone in your <i>extended</i> family dies and leaves their \$500 debt in your name.	<ul style="list-style-type: none"> ▪ Lose \$500 	Insurance
4. A fire in your place of residence destroys all of your precious valuables.	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts ▪ Lose \$500 	Insurance
5. Your place of residence floods and destroys many of your valuables.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts ▪ Lose \$100 	Insurance
6. Someone in your family hits a pedestrian while driving their car; your insurance plan will ensure quick recovery – no insurance results in life-long injury.	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts 	Insurance
7. You have a guest over for dinner and you serve her food she's deathly allergic to. She becomes violently ill and her family sues you.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts ▪ Lose \$500 	Insurance
8. Someone steals your bicycle.	<ul style="list-style-type: none"> ▪ Lose \$100 	Insurance
9. Someone steals your identity and charges \$100 worth of merchandise to your credit card.	<ul style="list-style-type: none"> ▪ Lose \$100 	Insurance
10. A Family member injures him/herself at work so badly that they cannot perform the required daily tasks. Without worker's insurance, he/she earns zero money and feels useless.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts ▪ Lose \$300 	Insurance
11. You are driving on a highway and experience car troubles. To get the necessary 150km tow, you need auto insurance.	<ul style="list-style-type: none"> ▪ Lose \$100 	Insurance
12. You recently bought a new car that unfortunately requires major repairs. This is covered with warranty insurance.	<ul style="list-style-type: none"> ▪ Lose \$100 	Insurance
13. Your place of residence requires \$500 in repairs.	<ul style="list-style-type: none"> ▪ Lose \$500 	Insurance
14. You and your family are set to leave on a very expensive and long-deserved vacation when serious complications require that you cancel your reservations, reimbursable with "travelers insurance."	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts ▪ Lose \$400 	Insurance
15. A drunk driver kills someone in your family.	<ul style="list-style-type: none"> ▪ DEATH ▪ Lose 10 Status Pts ▪ Lose 20 WB Pts 	Safety
16. Someone in your Family is badly beaten up by strangers.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts 	Safety
17. While walking through a park one night, a neighbor	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts 	Safety



sexually assaults someone in your family.		
18. Your house is broken into; the fear of another break-in is unbearable.	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts ▪ Lose \$500 	Safety
19. Someone in your family is being sexually harassed.	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts 	Safety
20. An organization forces a bribe onto you that you begrudgingly accept. Threats that the bribers "own you!" worry you endlessly.	<ul style="list-style-type: none"> ▪ Receive \$200 ▪ Lose 10 WB Pts 	Safety
21. A precious heirloom that has been handed down through your family for generations is stolen.	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts 	Safety
22. A thug corners you in broad daylight, threatens to kill you, and robs you of \$500.	<ul style="list-style-type: none"> ▪ Lose \$500 ▪ Lose 5WB Pts 	Safety
23. Someone in your family is being bullied by strangers in the neighborhood.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts 	Safety
24. The youngest individual in your family is being exploited in a psychologically damaging way.	<ul style="list-style-type: none"> ▪ Lose 20 WB Pts 	Safety
25. Someone in your family contracts an STD.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts 	Healthcare
26. Someone in your family has an "at-work" accident that demands hospitalization.	<ul style="list-style-type: none"> ▪ Lose 5 WB Pts 	Healthcare
27. A close friend (not someone in your family) contracts a life-threatening illness and will die without access to your health care.	<ul style="list-style-type: none"> ▪ Lose 10 WB Pts 	Healthcare
28. Someone in your family contracts a life threatening illness; hospitalization needed or death will result!	<ul style="list-style-type: none"> ▪ DEATH ▪ Lose 10 Status Pts ▪ Lose 20 WB Pts 	Healthcare
29. You are the winner of a community raffle.	<ul style="list-style-type: none"> ▪ Receive \$200 	N/A
30. A romantic relationship you're involved in provides you with incredible satisfaction and happiness.	<ul style="list-style-type: none"> ▪ Gain 10 WB Pts 	N/A
31. You and your family support each other in getting into incredible physical shape ... once you do, you all feel terrific!	<ul style="list-style-type: none"> ▪ Gain 5 WB Pts 	N/A
32. A distant friend thanks you dearly for the help and support you gave him/her in the past and attaches a token of thanks.	<ul style="list-style-type: none"> ▪ Gain 5 WB Pts 	N/A
33. You win the grand prize for a community contest in a hobby that you enjoy doing in your leisure time.	<ul style="list-style-type: none"> ▪ Gain 10 WB Pts ▪ Receive \$200 	N/A
34. You enjoy a long overdue family reunion and "catch-up" with many relatives from your childhood.	<ul style="list-style-type: none"> ▪ Gain 10 WB Pts 	N/A
35. Despite your financial situation, you get away for much-needed vacation.	<ul style="list-style-type: none"> ▪ Gain 10 WB Pts 	N/A
36. You are given a gift from an organization where you have volunteered your time at.	<ul style="list-style-type: none"> ▪ Gain 5 WB Pts ▪ Receive \$100 	N/A
37. A distant relative dies and leaves you with an unexpected amount of money in her will.	<ul style="list-style-type: none"> ▪ Receive \$500 	N/A
38. You and one of your best friends from the past reconcile differences that prevented you from talking to one another for many years.	<ul style="list-style-type: none"> ▪ Gain 10 WB Pts 	N/A
39. Despite your material concerns of the past year, you discover incredible inner peace in your spiritual endeavors.	<ul style="list-style-type: none"> ▪ Gain 20 WB Pts 	N/A
40. You save a child from certain death and become the national hero of the year.	<ul style="list-style-type: none"> ▪ Gain 5 Status Pts ▪ Gain 20 WB Pts 	N/A



APPENDIX D ~ PERFORMANCE EVALUATION RUBRIC



1. SUCCESS IN THE GAME

At the end of every simulated year, you will be evaluated on the level of "success" you had in *The Civic Mirror*, as determined by the amount of Status Points you won or lost. You will score the highest marks for earning Status Points and losing none.

Excellent	Good	Satisfactory	Needs Improvement
5	4	3	0 - 2
<p>Earned Status Points through either:</p> <ul style="list-style-type: none"> i) obtaining Hidden Agenda objectives, ii) earning top-5 Well-Being Pts, iii) a Status Points Steal, <p>And you did not lose any.</p>	<p>No Status Points earned, but <i>significant</i> progress was made, increasing the likelihood of earning SPs in the coming year. <i>You must explain the progress to earn a mark of 4.</i></p> <p style="text-align: center;">OR</p> <p>More SPs gained than lost.</p>	<p>No Status Points earned <i>and</i> little progress was made to increase your likelihood of earning SPs in the coming year.</p> <p style="text-align: center;">OR</p> <p>More SPs lost than gained.</p>	<p>No Status Points were earned <i>and</i> SPs lost in game-play, likely due to a death.</p> <p>Score from of 0-2 depending on how many SPs were lost.</p>

2. INVOLVEMENT & ATTITUDE

At the end of every *Civic Mirror* year, you will be evaluated on your involvement in the simulation and your attitude towards it. You will score the highest marks if you are highly involved and approach the experience as an opportunity to learn.

Excellent	Good	Satisfactory	Needs Improvement
5	4	3	0 - 2
<p><i>Always</i> prepared, organized and enthusiastic about assuming the various simulated roles of a "citizen living in a nation".</p> <p><i>Very Involved</i> in the game procedures and made <i>extra</i> efforts to ensure others were <i>respecting</i> the game's procedures.</p> <p>Assumed <i>roles & responsibilities</i> that</p> <ul style="list-style-type: none"> i) Required <i>much</i> time & effort, ii) Contributed to the betterment of your simulated nation, <i>or</i> iii) Were absolutely vital to the functioning of a national procedure (e.g. court, town halls) 	<p><i>Usually</i> prepared and organized; assumed the various roles of a "citizen living in a nation" with <i>some</i> sincerity and enthusiasm</p> <p><i>Involved in and respectful</i> of game procedures.</p> <p>Assumed <i>roles & responsibilities</i> that</p> <ul style="list-style-type: none"> i) Required <i>some</i> time & effort ii) <i>Were important but not vital</i> to the functioning of a national procedure. 	<p>Preparation <i>inconsistent</i>; demonstrated <i>minimal interest</i> in assuming the various roles of a "citizen living in a nation".</p> <p>Involvement in game procedures <i>limited to keeping family alive</i> (e.g. buying food units).</p> <p>Did not assume any roles & responsibilities.</p>	<p><i>Rarely</i> prepared; demonstrated <i>little interest</i> in assuming the various roles of a "citizen living in a nation".</p> <p><i>Others needed to encourage/remind</i> you to respect and/or follow the game procedures.</p> <p>You may have negatively affected the 'willingness' of others to participate in national procedures.</p>



3. INITIATIVE

Every year you will be evaluated on your ability to implement initiatives of your own. You will score the highest marks if your initiatives are a success and if they utilize what was learned in your course studies.

Excellent	Good	Satisfactory	Needs Improvement
5	4	3	0 - 2
<p>Started a well-received initiative that that enriched your simulation nation.</p> <p>DEFINITION: Initiatives are endeavors beyond involvement in events the simulation provides, often service-related. Examples: financial advising services, online newspapers, legal services, banks, lotteries, etc.).</p>	<p>Started an initiative; its success was debatable.</p> <p>In other words, although you initiated something, it is questionable whether or not it enriched your simulated nation.</p>	<p><i>Supported</i> someone else's initiative, getting involved somewhat.</p> <p>Your contributions may have helped the initiative succeed but they <i>were not</i> necessary for its existence.</p>	<p>Used/purchased the initiatives of others (2).</p> <p>Consistently did not participate in the initiatives of others (1).</p> <p>Negativity may affected the willingness of others to start initiatives (0).</p>

4. LEARNING (i.e. Incorporating Course Material Into the Game)

At the end of every *Civic Mirror Year*, you will be evaluated on your ability to incorporate what you've learned into your experiences in the simulation. You will score the highest marks if you do this *and* share what you've learned with others in a useful manner.

Excellent	Good	Satisfactory	Needs Improvement
5	4	3	0 - 2
<p>Displayed an <i>eagerness</i> to learn from your experiences in the simulation <i>and</i> consistently used and shared ideas with others.</p> <p>In-class/online comments and reflections showed <i>deep</i> understanding of important course concepts.</p> <p>Student's completion of this rubric has demonstrated <i>thorough</i> and thoughtful reflection on his/her learning.</p>	<p><i>Clearly learned</i> from your experiences, but you did not use and share ideas with others on a consistent basis.</p> <p>In-class/online comments and reflections showed a <i>solid</i> knowledge & understanding of important course concepts.</p> <p>Student's completion of this rubric has demonstrated <i>some</i> accurate and reflective thought on his/her learning.</p>	<p><i>Minimally</i> demonstrated & shared learning from your simulated experiences.</p> <p>In-class/online comments and reflections showed a <i>minimal</i> understanding of course concepts.</p> <p>Student's completion of this rubric has shown <i>minimal</i> reflection and thought about his/her learning.</p>	<p>You demonstrated a <i>resistance to learning</i> from the simulation.</p> <p>In-class and online comments and reflections were <i>lacking or irrelevant</i> to course concepts.</p> <p>Student has not completed this rubric, or little or no thought about his/her learning is evident.</p>



APPENDIX E ~ YOUR NATIONAL CONSTITUTION

Modified for the Civic Mirror's Canadian Civics Module

* Modifications to the actual Canadian Constitution Acts of 1867 and 1982 are highlighted in **BOLD FONT**. These were made to simplify rules for game-play and/or provide course-related focus.

** Although this document roughly summarizes the Canadian Constitution Acts, mentions of "CANADA" have been omitted because this is your nation's document



National Constitution

CONSTITUTION ACT OF 1867

III. EXECUTIVE POWER

9. ~~The Executive Government and Authority of and over Canada is hereby declared to continue and be vested in the Queen~~ (Deleted b/c the Civic Mirror focuses on the Parliamentary process in the House of Commons. **Assume**, then, that the Executive Powers are granted to the leader of the largest political party represented in the House of Commons.)

IV. LEGISLATIVE POWER

17. There shall be One Parliament, consisting of ~~the Queen, an Upper House styled the Senate, and the House of Commons.~~

18. The privileges, immunities, and powers to be held, enjoyed, and exercised by the House of Commons, and by the Members thereof, shall be **limited to this Act**

37. The House of Commons shall... consist of **SEVEN elected** members

38. The **House of Commons will meet in the Winter of each and every year and reserves the right to meet in the Fall of each and every year**

44. The House of Commons on its first assembling after a General Election shall proceed with all practicable Speed to select One of its Members to be Speaker.

45. In case of a Vacancy happening in the Office of Speaker by Death, Resignation, or otherwise, the House of Commons shall with all practicable Speed proceed to elect another of its Members to be Speaker.

46. The Speaker shall preside at all Meetings of the House of Commons.

47. **In the instance when The Speaker is absent, the Members of the House of Commons shall elect a temporary Speaker.**

48. The Presence of at least **THREE** Members of the House of Commons shall be necessary to constitute a Meeting of the House for the Exercise of its Powers, and for that Purpose the Speaker shall be reckoned as a Member.

49. Questions arising in the House of Commons shall be decided by a Majority of Voices (**votes**) other than that of the Speaker, and when the Voices (**votes**) are equal, but not otherwise, the Speaker shall have a Vote.

52. The Number of Members of the House of Commons may be from Time to Time increased by the Parliament, provided the proportionate Representation of the Provinces prescribed by this Act is not thereby disturbed.

53. Bills for appropriating any Part of the Public Revenue, or for imposing any Tax or Impost, shall originate in the House of Commons.



CONSTITUTION ACT OF 1982

PART I: CHARTER OF RIGHTS AND FREEDOMS

Whereas this nation is founded upon principles that recognize the supremacy of God and the rule of law:

Guarantee of Rights and Freedoms

1. The *Charter of Rights and Freedoms* guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.

Fundamental Freedoms

2. Everyone has the following fundamental freedoms:

- (a) freedom of conscience and religion;
- (b) freedom of thought, belief, opinion and expression, including freedom of the press and other media of communication;
- (c) freedom of peaceful assembly; and freedom of association.

Democratic Rights

3. Every citizen has the right to vote in an election of members of the House of Commons or of a legislative assembly and to be qualified for membership therein.

4. (1) No House of Commons and no legislative assembly shall continue for longer than **two** years from the date fixed for the return of the writs of a general election of its members.

(2) In time of real or apprehended war, invasion or insurrection, a House of Commons may be continued by Parliament and a legislative assembly may be continued by the legislature beyond **two** years if such continuation is not opposed by the votes of more than one-third of the members of the House of Commons or the legislative assembly, as the case may be.

5. There shall be a sitting of Parliament and of each legislature at least once every year.

Mobility Rights

6. (1) Every citizen has the right to enter, remain in and leave **the country, if there is another simulated nation willing and able to accept immigrants; otherwise, this is not possible.**

(2) Every citizen and every person who has the status of a permanent resident has the right

- (a) to move to and take up residence in any **hex**; and
- (b) to pursue the gaining of a livelihood in any **hex**.

(3) The rights specified in subsection (2) are subject to

- (c) any laws providing for reasonable residency requirements as a qualification for the receipt of publicly provided social services.

Legal Rights

7. Everyone has the right to life, liberty and security of the person and the right not to be deprived thereof except in accordance with the principles of fundamental justice.

8. Everyone has the right to be secure against unreasonable search or seizure.

9. Everyone has the right not to be arbitrarily detained or imprisoned.

10. Everyone has the right on arrest or detention

- (a) to be informed promptly of the reasons thereof;
- (b) to retain and instruct counsel without delay and to be informed of that right; and
- (c) to have the validity of the detention determined by way of *habeas corpus* and to be released if the detention is not lawful.

11. Any person charged with an offence has the right

- (a) to be informed without unreasonable delay of the specific offence;
- (b) to be tried within a reasonable time;



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- (c) not to be compelled to be a witness in proceedings against that person in respect of the offence;
- (d) to be presumed innocent until proven guilty according to law in a fair and public hearing by an independent and impartial tribunal **if possible; however, given the small size of our nation, a best effort to achieve this will suffice.**
- (e) **DELETED as bail will not apply**
- (f) **to the benefit of trial by jury where the punishment for the offence is severe;**
- (g) not to be found guilty on account of any act or omission
- (h) if finally acquitted of the offence, not to be tried for it again and, if finally found guilty and punished for the offence, not to be tried or punished for it again; and
- (i) if found guilty of the offence and if the punishment for the offence has been varied between the time of commission and the time of sentencing, to the benefit of the lesser punishment

12. Everyone has the right not to be subjected to any cruel and unusual treatment or punishment.

13. A witness who testifies in any proceedings has the right not to have any incriminating evidence so given used to incriminate that witness in any other proceedings, except in a prosecution for perjury or for the giving of contradictory evidence.

14. A party or witness in any proceedings who does not understand or speak the language in which the proceedings are conducted or who is deaf has the right to the assistance of an interpreter.

Equality Rights

15. (1) Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

(2) Subsection (1) does not preclude any law, program or activity that has as its object the amelioration of conditions of disadvantaged individuals or groups including those that are disadvantaged because of race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.

16. (1) English and French are the official languages and have equality of status and equal rights and privileges as to their use in all institutions of the Parliament and government.

(3) Nothing in this Charter limits the authority of Parliament or a legislature to advance the equality of status or use of English and French.

17. (1) Everyone has the right to use English or French in any debates and other proceedings of Parliament.

18. (1) The statutes, records and journals of Parliament **should** be printed and published in English and French and both language versions are equally authoritative; **however, this is not mandatory.**

19. (1) Either English or French may be used by any person in, or in any pleading in or process issuing from, any court established by Parliament.

20. (1) Any member of the public has the right to communicate with, and to receive available services from, any head or central office of an institution of the Parliament or government in English or French, **(remainder DELETED)**

21. Nothing in sections 16 to 20 abrogates or derogates from any right, privilege or obligation with respect to the English and French languages, or either of them, that exists or is continued by virtue of any other provision of the Constitution

22. Nothing in sections 16 to 20 abrogates or derogates from any legal or customary right or privilege acquired or enjoyed either before or after the coming into force of this Charter with respect to any language that is not English or French.

Enforcement

24. (1) Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to **the nation's court** to obtain such remedy as the court considers appropriate and just in the circumstances.

(2) Where, in proceedings under subsection (1), a court concludes that evidence was obtained in a manner that infringed or denied any rights or freedoms guaranteed by this Charter, the evidence shall be excluded if it is



established that, having regard to all the circumstances, the admission of it in the proceedings would bring the administration of justice into disrepute.

General

26. The guarantee in this Charter of certain rights and freedoms shall not be construed as denying the existence of any other rights or freedoms that exist in this country.

27. This Charter shall be interpreted in a manner consistent with the preservation and enhancement of the multicultural heritage of citizens.

28. Notwithstanding anything in this Charter, the rights and freedoms referred to in it are guaranteed equally to male and female persons.

31. Nothing in this Charter extends the legislative powers of any body or authority.

Application of Charter

APPLICATION of the CHARTER

32. (1) This Charter applies to the Parliament and government in respect of all matters within the authority of Parliament;

EXCEPTION WHERE EXPRESS DECLARATION

33. (1) Parliament may expressly declare in an Act of Parliament that the Act or a provision thereof shall operate notwithstanding a provision included in section 2 or sections 7 to 15 of this Charter

(2) An Act or a provision of an Act in respect of which a declaration made under this section is in effect shall have such operation as it would have but for the provision of this Charter referred to in the declaration.

PART II: RIGHTS OF THE ABORIGINAL PEOPLES OF CANADA

35. (1) The existing aboriginal and treaty rights of the aboriginal peoples are hereby recognized and affirmed.

(2) In this Act, "aboriginal peoples" includes the Indian, Inuit and Métis peoples.

(3) For greater certainty, in subsection (1) "treaty rights" includes rights that now exist by way of land claims agreements or may be so acquired.

(4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

PART III: EQUALIZATION AND REGIONAL DISPARITIES

36. (1) ... the government is committed to

(a) promoting equal opportunities for the well-being of citizens;

(b) furthering economic development to reduce disparity in opportunities; and

(c) providing essential public services of reasonable quality to all citizens.

PART V: PROCEDURE FOR AMENDING CONSTITUTION

38. (1) An amendment to the Constitution may be made by proclamation ~~issued by the Governor General under the Great Seal of Canada~~ where so authorized by:

(a) resolutions of the ~~Senate and~~ House of Commons; and

39. (1) A proclamation shall not be issued under subsection 38(1) before the expiration of one year from the adoption of the resolution initiating the amendment procedure thereunder ...

(2) A proclamation shall not be issued under subsection 38(1) after the expiration of three years from the adoption of the resolution initiating the amendment procedure thereunder.

42. (1) An amendment to the Constitution in relation to the following matters may be made only in accordance with subsection 38(1):

(a) the principle of proportionate representation of the provinces in the House of Commons prescribed by the Constitution;



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- (b) the powers of the Senate and the method of selecting Senators;
- (c) the number of members by which a province is entitled to be represented in the Senate and the residence qualifications of Senators;
- (d) subject to paragraph 41(d), the Supreme Court;

PART VII: GENERAL

52. (1) The Constitution is the supreme law of **this country**, and any law that is inconsistent with the provisions of the Constitution is, to the extent of the inconsistency, of no force or effect.

(3) Amendments to the Constitution shall be made only in accordance with the authority contained in the Constitution.

