

Tips for the weekly schedule

- a. Pick a period with five weeks of classes that are continuous as much as possible.
- b. Schedule a block hour in each of those five weeks (a block hour is a period of two consecutive class hours) in a computer lab with projector and with whiteboard or flip chart. The room must have at least one computer per team plus one more for the teacher. Students can also use a laptop. The computers must have access to the Internet with a web browser.

It is not necessary that the same computer room be used in each week.

Complete the following diagram and project it in the classroom, along with the text below it, at Step 4 of the Roadmap under "Information for Teachers."

Breakdown by block hour:

Date	Time	Room	Content
			introduction 45 min. trial round 45 min.
			playing rounds 1&2
			playing rounds 3&4
			playing rounds 5&6
			playing rounds 7&8
14 days upon completion			submission final report

In a block hour, two playing rounds are played of 45 minutes each with a 10-minute break in between.

Grading per game round:

1. 20 minutes: consultation and introduction of policies.
2. 10 minutes: outline completion of the period sheet:
 - explanation of current economic situation in our goods market: how has it changed from the previous round?
 - what is our policy in this round?
 - expected effects of this policy using a product market graph.
 - expected effects of this policy on all components of "political support".

This period form will be further developed by the team later at home and will form part of the appendix to the final report.

3. Students turn off their monitors (not PCs).
4. 15 minutes classroom explanation of policies:¹
 - a. the teacher points to a student who comes forward and explains their country's economic situation, their policies, their expectations of those policies.
 - b. The teacher assigns a student from another team who asks the first student critical questions: what reasoning was incorrect; what effect was forgotten?
3. The teacher instructs the program to calculate the effects of policies.
4. Students turn their monitors back on and review the starting level for the next playing round.

¹ The usefulness of this section is mainly that students learn to articulate reasoning.