

DRAFT

Classroom Country

An Educational Role-Playing Simulation
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Outline:

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Chapter 1: Introduction

Kids have a lot to say about their education, and not all of it is positive. Have you ever heard comments like these? "I won't need that when I grow up?" "Teacher, why do we need to know that math?" "This is so boring."

If you have been in teaching for any time longer than a month, I'm sure you have heard these or similar statements. This is nothing new. Veteran teachers don't take it personally for teachers have been struggling to make subject matter meaningful and to motivate students since the first teacher taught her/his first student. Others have also observed this problem.

On the other hand, if one considers the type of education common a few hundred years ago, subject matter relevancy was not such a problem. Children learned to read and to perform some math operations, but most of the time was spent learning skills that were necessary, and affected their economic well-being. For example, if a child was a Plains Indian prior to the arrival of "civilization," it was easy to see that the ability to throw a spear, shoot an arrow, or tan a hide directly affected his or her standing in the community, and, not only physical comfort, but survival. Similarly, a farmer's child knew that plowing was an essential task for a family's survival. With the arrival of a modern society, however, relevancy between what is being taught and its eventual use in modern society is not always as easy to see. Furthermore, children often experience little choice in how they learn material they do not immediately perceive as essential. Alfie Kohn says that students too can experience burnout, caused by a sense of powerlessness.¹

As part of our now current lack of focus on relevancy, our students often leave school without the skills necessary for survival in our modern age. Do not agree with this statement entirely. My take: For a variety of reasons, students in our schools today can leave without the skills needed for survival in the modern age. The classroom country is intended to address some of those issues, at the elementary and middle grades, by incorporating some real-world concepts and actions. It is not intended to be a substitution for high school or post-secondary education that addresses the acquisition of job-ready skills. In the K-8 curriculum, it isn't that we teach unnecessary skills and concepts. We don't, but our students can't see the relevancy and the result is a serious problem. One of the keys to true educational reform is the implementation of a curriculum that develops the skills that are necessary for productive survival in our world's 21st century. But, reform of curriculum is not what most of the educators who read this book want to talk about. Most educators want an idea they can implement in their classrooms tomorrow that will make a difference. They want a way to motivate students, and, at the same time, integrate math, social studies, writing, science, art and music in a meaningful way. They want a way to share meaningful learning experiences with other teachers and classes across the states and around the world. They are looking for ways to effectively use the Internet and capitalize on the students' interest in computers and computer technology. If you are one of these teachers and you have not yet had your class declare its independence, on paper, from your mother country and set up its own country, you may be missing a golden opportunity.

What would this country look like in an elementary school?

Picture the following. You are the teacher coming to class in the morning. On the outside of your room, a "STOP" sign is posted and a warning that declares you are officially leaving the United States and entering into the country of Wabrum. (Wabrum will be the name of our

fictitious country.) The national flag of Wabrum is posted over the door to your room. Once inside, you go to your desk and get out your materials for the day's lessons. Your normal preparation time passes in a flash and the bell rings. (Research shows that preparation time is one of the fastest periods of the day, only surpassed by lunch and break time.) The students are lined up at the door. Talking is evident and the kids are excited to begin another day of schooling in their country of Wabrum. The country's rulers, being shown the respect all national leaders receive, are the first to enter.

Your school opens each day with the Pledge of Allegiance to Walbrum. If your school also says the Pledge of Allegiance to the United States of America daily, I would **recomend** you do that first and then follow up with the secondary nation's pledge or simply the Promise of Support (upcoming). A student steps forward and begins the pledge as the rest of the class chimes in. When this is completed the students repeat the Promise of Support. The students begin, "I promise to support the country of Wabrum, its students, its search for knowledge, and its push for excellence." The wording of this Promise of Support has come from a students' committee and has been voted the class's "Promise of Support." They stress the need to support and further the goals of your classroom country. This promise is also a part of your classroom management plan to build morale and a spirit of community. In communicating to parents and students how and why the Pledge and Promise are part of the classroom country, it may be quite important, depending on where you are, to make it very clear that there is no intent to denigrate the United States; indeed, the purpose is to make the students more successful citizens later as a result of having grappled with issues of managing various problems and the inevitable conflict when different people have to **leave** in one locale.

The teacher turns the classroom over to the president who sits with the vice president in a place of honor in the front of the room. (The students have set this country up as a democratic republic patterned after our own country, but it could be set up using any system of government.) The president announces that he has just received a letter from U. S. Congressman Blankenship which echoes student concerns for pending legislation that would open offshore drilling in their state. He pledges his support for strong controls to assure the safety of the coastal areas, but he says that for economic reasons, he will support the bill allowing drilling. He says that the state's economy needs the revenue the drilling would bring into the state coffers. The President passes the letter to the Secretary of State to draft a reply. He also asks the Secretary of State to prepare a dispatch to the Electronic United Nations (E-UN) to inform the other E-UN delegates of the senator's reply. The President then turns the floor over to the Secretary of the Budget. The Secretary alerts students to the fact that all rents and utilities are due in by the close of the business/school day or late charges will be assessed. (The total time used was five minutes.)

Class control goes back to the teacher who begins the first lesson of the day. As the lesson progresses, this looks like any other classroom. Then you get a hint of something different. Some of the students' desks have title cards as well as regular name tags. Some say Congressman or Senator, one says Judge, one says Secretary of the Budget, one says accountant, one says newspaper editor. On the teacher's desk is a nicely decorated nameplate that proclaims him or her to be "General of the Army." About a third of the desks contain some job title listing.

The next thing an observer sees is the manner in which students move about the room. Services in this room are paid for. If a student needs to go to the bathroom, he first walks up to the accountant and pays one Wabrum dollar and walks out the door. A child who needs or who

wants a drink of water, or to sharpen his pencil, pays \$1.00 Wabrum and goes quietly about his business.

Your eyes catch two students passing a note in the back of the room. This is against the agreed upon country rules and so the teacher fines the students \$5.00 each. One child professes his innocence and is given the option of taking his concern before the judge during lunch time. The class flows smoothly on with few interruptions as all of these actions, such as paying for services, paying fines for infractions of the law, etc., have become just an accepted part of the classroom's routines.

What would this look like in a secondary school?

You prepare for **you** class the way you always do. In your room, the title cards are kept in a tray on the book case. As a government teacher, you are running three different countries within your classroom, one for each of your three government classes. Flags and symbols for each of the different countries are displayed in separate sections of the room. Your first country arrives during your second period class. Students get the title cards from the tray they are kept in as they enter the room. When the bell rings, you turn the class over to the president and ask him if he has anything to report. He says that he just received a survey over the Internet that asks affiliated E-UN countries to survey whether or not the U.S. and U.N. should get involved in the recent problems in Africa. He asks the class if it would like to study the problem and conduct the survey. The class agrees that it would like to consider the problem, and so the President turns the issue over to the Secretary of State and asks that he prepare a short report, 5 minutes or less, on the issues. The report will be given tomorrow. The class will also review the survey received from the E-UN and make a final decision as to possible participation in the call for humanitarian aid that has been going on in the real world.

The class is then turned over to the teacher who picks up where students left off from yesterday. The use of a monetary system to manage behavior of the students is evident when the teacher fines two students who do not have their assignments completed.

At the secondary level, the **classroom country** can be as involved as the teacher wants it to be. The only constraints are time and the curriculum.

Chapter 2: Curriculum Rationale for Establishing a Classroom Country

Is it Relevant?

In recent years, the public has been continually calling for educational reform. As an education professional, adding something such as a classroom country to your already bursting curriculum requires careful consideration and a review of the rationale for such inclusion. The following section will look at some leading curriculum spokespersons and provide a rationale for including a classroom country in your curriculum.

My version: Should s/he wish to do so, a teacher may use the classroom country as merely a shell within which to continue teaching the existing curriculum. From this viewpoint, there is no replacement of existing curriculum at all. If, however, it is desirable from the teacher's viewpoint, the classroom country can be integrated into all the major curricular areas: math, language arts, social studies, and to some degree science. To start with, most of the time a teacher creates a classroom country they will only be using it as a shell within which they will continue to teach their existing curriculum. This project does not replace your school's curriculum; it merely provides a means to reforming your style of presentation and your classroom management scheme. On the other hand, it can be classified as true educational reform in that it integrates many parts of the curriculum and gives students an opportunity to use their writing, math, speaking and social skills in something very close to real-life situations. It brings additional relevancy to our teaching.

We as educators must make (learning more relevant to students) our material more relevant to our learners. According to Orlosky and Smith in their book entitled *Curriculum Foundations, Principles, and Theory*, Wittrock and Ausubel distinguish between meaningful learning and rote learning. "They argue that, to the extent that instruction concerns simple rote learning and meaningless data, the curriculum is essentially irrelevant to the learner and little is learned."¹ Memorization of irrelevant facts is counter productive. "Most (students) cannot remember what they memorized for their last exams, much less what they memorized a year or more ago. More than 75 percent of various kinds of facts learned in a subject is forgotten over a twelve-month period of time."² For a single lecture, as contrasted with a whole course, retention over one hour is also unimpressive--as low as 60 percent.³ For content, what is perceived by the learner as trivial matter--useless, arbitrary or disconnected--affects the ability to recall data, with declines in retention occurring within minutes.⁴ Through developing a mini-country, I contend that the material becomes more meaningful and adds relevancy to our curriculum. If that is the case, then the data suggests that if teachers make the material more relevant they could expect increased retention of material. To show relevancy of the material associated with establishing a classroom country we will look at two separate areas: political, and economic. Later on, I will discuss social relevancy of the program in the section titled: Is it Motivational? Given the fact that our students are 21st century learners, we know that they can retrieve needed factual data as quickly as they enter a search on a smart phone or tablet.

As for political relevancy I would first like to pose a few questions. Do we believe in a representative democracy that says power flows from the people to our elected representatives? Do we believe that these representatives should act on our behalf and in our best interests? Many of our country's founding fathers, including Thomas Jefferson, felt strongly that the public

schools were the key to making the United States' democratic experiment work. One of our early educational theorists, John Dewey (1859-1952), strongly believed that education and democracy were linked, and that our democratic society would only flourish if school became an instrument of democracy.

If one were to look at the rampant apathy in our country one can quickly see that democracy is no longer flourishing. Elections' analysts continually state that the public is frustrated with politicians and often vote against the incumbent rather than for their opponents. Even worse are the huge numbers of people who have given up totally on participatory government and never bother to vote. They seemingly feel powerless to influence their destinies. Going as far back as 1960, we never have 50% participation at all, unless a presidential race is occurring. In 2014, only 36% of the electorate **voting** in the off-year elections. Even for presidential elections, a review of the data shows that the last time 60% of voters participated was in 1968. <http://www.infoplease.com/ipa/A0781453.html>

Our founding fathers, and many patriotic American since then, have fought and died for their belief in a democratic, representative form of government. If we still believe in these values, we need to teach them in our schools. We need to develop an educated, informed citizenry that exercises their rights to shape their nation's future.

But is the school the correct place to teach these values? B. Othanel Smith wrote, "The curriculum is always (or should be), in every society, a reflection of what the people think, believe, and do..."⁵ What do we think? What do we believe? We live in a democratic republic and we need to empower students with the knowledge of how to live in this republic. **Citizens are not powerless, but many act as if they are, because how to be involved is not easily perceived.** Adults in our society **feel** are, in general, powerless. Powerless because they do not know how to organize to get things done. As a partial result, you have certain pressure groups that learn the skills of organization and hold undue power which they use to push their personal agendas. This is the democratic way. What I see wrong in America is that so many people have not discovered this power. People need to become part of the process or they will forever be a pawn complaining about being pushed around by the system. This **later** group of people never internalized "Government 101." They view participatory government as a platitude rather than a reality. "Empowering people means that we educators have a responsibility to assure that individuals, our students, gain those competencies to act so that they indeed can take control of their lives. If this is to be the age of the empowered individual, then schools must furnish opportunities so that students can be fully unique and in control of themselves and their destinies."⁶

Developing your own classroom country does more than provide political relevancy, it provides economic/business relevancy. Schools have an obligation to nurture educated, productive citizens that are producers in the market places, not merely drains on our economy. We have a dollar-based economy and students need to practice fiscal responsibility someplace before they get real jobs and have real plastic credit cards. Properly implemented, a classroom country will show students the values inherent in a strong work ethic. They will learn to budget their income, balance their needs and wants, pay their bills, and, if interested, use their ideas to promote entrepreneurial activities. Further, with the inclusion of the Electronic - United Nations (E-UN), students will join a global economy, understand the need for a nation to pay for global commitments, learn how to use E-mail in a relevant manner and use the Internet for meaningful

research. (Note: The EUN is an on-line simulation supported at <http://www.simulations.com/>. It allows classroom countries to interact with other classrooms around the globe on meaningful issues.)

The rewards provided to students just from the productive use of computers and electronic networking cannot be overstated. Toffler in his book, *Power Shifts*, talks a great deal about the growth of electronic networks in the market place. He notes then that companies are becoming more dependent on them for billing, ordering, tracking data, trading, and communicating. By now, they are a given, ubiquitous, and fully integrated in people's work lives and social lives. We have an obligation to society to prepare our students meaningfully in regard to computer networking. Toffler goes on to say that we are not yet in the end-game concerning networking. He says we are currently into the "second stage" of networks and that researchers are working on "third stage" networks. These new networks will give even more intelligence to our information sphere. The networks will be given more and more artificial intelligence and we need to prepare our students for working and living in this new world. When talking about this impact on schools and curriculum, Ornstein and Hunkins say, "Learning styles should be influenced as networks interact with the students using them, as networks carry on conversations and act as critics of the information being sent. Such networks will have students of the future thinking more multidimensional and creatively utilizing visual, computer, and communication tools to enhance the way they process and utilize information."⁷ (These quotes are pretty old, I think. If something more up to date can be located with the same point, that would be preferable.)

Further, full integration of computers, computer networking, and information management will have a profound effect on our curriculums. As Daniel Barron and Timothy J. Bergen put it, presenting the computer to students will really give them power and control over the curriculum. If they control the machine, they can control the information; if they control the information, they may in effect gain increased influence in the classroom. This shift in classroom power from teacher to student, could be a real system break in how school is "played": Learning could come to dominate teaching.⁸ Allan C. Ornstein & Francis Hunkins added, "The computer is much more than a tool. Indeed, it can be a 'partner' the students can use not only for 'joint' inquiry but even for suggesting and creating new curricular areas into which they can delve. The computer has the potential of personalizing the curriculum of the future."⁹ Productive use of the E-UN will provide your students with these opportunities and more.

But some people are resistant to changing the curriculum. They want to see things stay exactly as they have been in the past. To begin true reform, our curriculums need to put our students into the race, into the driver's seat. We need to make our students thirsty for knowledge. To students, the curriculum cannot be a meaningless mass of material that experts say is important to know; the curriculum needs to be a dynamic living thing that students, being thrust into, find out that they need to absorb for their future success in our society. A leader in the Constructivist model of curriculum theory, Barbara Spector says, "Schools are society's vehicle to support and maintain productive change in today's world of constant Change... As decision makers, we must explore the impact of change on ourselves as professional educators and private citizens. Learning ways to work in changing organizations, to contribute to the changes, and to shape the direction in which the schools move empowers teachers to create a climate which allows maximum teaching effectiveness, growth, and satisfaction."¹⁰ Orlosky and Smith wrote, "if schools are to maintain their health and vitality, the curriculum cannot remain fixed in a world of change."¹¹ John Dewey would say that if a country's citizens have not internalized the need for

participation in a democratic society then schools need to help teach students these concepts. When speaking about school curriculum Dewey said, "The scheme of a curriculum must take into account...the intention of improving the life we live in common so that the future shall be better than the past."¹² If we believe there is still a place for representative democracy and a free market economy, then we need to teach students how to participate in it. We need to prepare students to take their place in a productive dynamic economy and social system. Ornstein and Hunkins said, "One thing is certain: 'Knowledge is power.' Those individuals who develop new thoughtways to create understanding will indeed have meaningful roles in the future."¹³ As educators, we have an obligation to provide our students with these opportunities.

Looking at the specifics of the classroom country, teachers can easily use its framework and structure to address many of the National Curriculum Standards for Social Studies. (<http://www.socialstudies.org/standards/strands>) Themes addressed include quite specifically Theme Five, Individuals, Groups, and Institutions, Theme Six, Power, Authority, and Governance, Theme Seven, Production, Distribution, and Consumption, and Theme Eight, Science, Technology, and Society.

Is it motivational?

We have talked a good deal about relevancy, but motivation is just as important. We can have the greatest curriculum in the world but that does not mean the students will learn. There has long been the old saying, "You can lead a horse to water, but you can not make him drink." A teacher when responding to this old cliché answered, "You may not be able to force it to drink, but if you put the horse in the race, the horse will get thirsty." The classroom country will help you as a teacher, put your students into the race. The race is life and whether anyone likes it or not, we are all in it until we die. We need to teach students how to make the most out of this life.

After reading these ideas, you might say, "But this imaginary country is just a game, the kids will soon get tired of it. They will see through the attempts at motivation and stop wanting to play-the-game." To this I ask you, "What is life?" It is getting paid for doing your job. It is spending your money on things and services that you feel will make your life just a little bit better. It is being in control of your environment. It is having prestige or power among your peers.

Do you get tired of collecting and spending money? Do you get tired of getting respect from peers and bosses? Do you get tired of people listening to your suggestions and changing their actions or modifying your environment based on these suggestions? Most likely not, as these are some of the more positive, enjoyable parts of our daily lives. They give us a sense of identity and provide us with a measure of self-worth.

Let's take the time to look at this issue in a bit more depth. It is easy to see how salaries and spending affect our lives. Many teachers throughout the years have used token-based monetary systems to increase motivation. Building a classroom country goes one big step further. Students who gain more direct control over their environment begin to increase their ability to handle issues of power and prestige. This simulation offers children a measure of control, success and empowerment. When one values these concepts, it is clear that everyone wants to have a measure of control and dignity within his/her individual world. As teachers, we are not into teaching for the big-bucks. We like the feelings we get from helping students, making a difference in people's lives, and being respected for our opinions. If you cannot immediately see

this, I ask you what a faculty thinks of a new principal that does not respect teachers' opinions, and does not treat the faculty as professionals. If you are in a school where administrators act this way, the administrator and school are going to be in for some tough times, for teachers will not buy into the system. They will do their job and collect their pay, but they will not give their all to a system like this. Likewise, kids work harder when they buy into their learning environment.

I have taught in five different countries during my years of teaching. One was the tiny island nation of Bahrain, in the Persian Gulf. One thing that I learned living in Bahrain is the size of your world is not as important as how you are viewed by others within that world. Put another way, if you are a fish, the size of the pond is not as important as is your size within that pond. While the governor of the state of California has a lot more power and prestige, when the mayor of a small town walks down the street and is greeted with waves and handshakes by everyone one s/he meets, his/her feelings of self-worth and being in control of the environment are just as rewarding, and because of having fewer headaches and possibly higher quality of life as a result, the environment may even be more rewarding.

A child's world is small. It is his home, his friends around his home, his school and his classmates. If they feel more in control within these areas, and feel more powerful or have more prestige within these areas, feelings of self-worth and the conscious decision to buy into the system soon becomes evident. While kids may never become president of a real country or CEO of a big business, being president in one's own small pond becomes very real as the classroom pond is a huge portion of a student's universe. While this may seem to be a lot of trouble to go to improve a child's self-concept, educational experts agree that power is an extremely important motivator. (Glasser)

Let's look at how a child interacts with his/her immediate universe. A child lives in a family. The family is a mini society. There is a form of rule, a judicial system, and an economic system; but rarely is the child ever in charge of that system. When the child is out on the streets, he is part of a larger system/society. It has rules that are enforced by policemen, and a means of reviewing the law through a legal system. It has a means for exchanging goods and services called a monetary system, or an economy. It requires you to pay for things you want and assures that you will get paid for things you sell. It rewards people in this system with increased status and money based on being a good singer, actor, teacher or doctor. If one goes to the international levels, one can see that there are all of these same factors, it is just that the rules become international law; the police become armies; and the monetary systems become international business, banking communities, trade agreements, and governmental structures.

Where does the child fit in all of this? When do they learn these lessons? How do they learn these lessons? Are they actually taught these lessons, or are they something we hope they get through living? Where do students learn the feeling of succeeding and being a success within this framework? Finally, when and how do children learn to handle leadership and power? I suggest that one way you can expose your students to all these elements is through developing your own mini-country. For now, let me begin by answering just a few very basic questions.

For over thirty years, I have taught upper elementary and middle school students as well as college level courses. (*Note: I have never used the Class Room Country with college students.*) Depending on the students and the subject matter, I have used many different teaching techniques

and styles in my classes. Time after time when students come back to talk to their "old" teacher, the one thing they remember out of all the "pearls of wisdom" put forth in my classroom is our classroom country. It is a strong motivational device and it teaches kids skills they will use their whole lives. It augments your subject matter making it more meaningful, and it sometimes sparks an interest in business, government or law that carries forward into their adult lives.

How much time does it take to run this country? The way I have done it, most administrative functions are performed by students working on their own before school, and during recess or lunch. Setting up the country itself is a learning process. After the program is up and running, it probably takes less than an hour out of an elementary school week and possibly no more than 20-30 minutes from a secondary school week for administrative details such as paying bills, or making announcements; furthermore, these activities are learning processes not merely administrative functions. In fact, the way the country is set up, administrative details are reduced into routines which are built into the class structure, and the routines cut down on interruptions and speed up normal class administration. Implemented well, the simulation could mean an actual decrease in lost instructional time.

Can unexpected problems crop up?

Yes, problems can crop up, but they are not as much problems as they are learning opportunities. Admittedly, some problems are not a lot of fun to deal with. For example, one problem in the real world that will enter into your mini-world is crime. Remember, you are creating a microcosm of the real world. Some students will attempt to take the easy way out and steal other people's money or possibly do some counterfeiting. While no one wants these negatives brought into the classroom, isn't it better that children learn lessons such as these within a small "play" environment rather than in the real world where people die and/or go to jail? In the classroom, problems are at a manageable level. As the teacher, you still have a lot more sophistication and maturity than do your students. If you, as a teacher, help kids learn how to handle these problems now, maybe we can reduce the need for the real police to handle them in the future. One thing I should probably point out is that I have attempted to make this country a positive experience for everyone. No one wants big brother always looking over his/her shoulder. For this reason, I have learned to do without a police force or an army made up of kids. I keep for myself these enforcer roles. Children are sometimes inclined to be too bossy, and I don't want to give them the opportunity to engage in approved tyranny. Also, as teacher, you are still responsible and must retain final authority. (And after all, I'm the teacher! That's why they pay me the big bucks!)

What about an Internet Support?

A home for the Classroom Country and eventually an Electronic United Nations has been set up on the Internet at <http://www.simulations.com/classroomcountry/>. At that site, teachers will find support and have the opportunity for their classroom countries to choose from a variety of topics that are socially or politically timely. It is planned that we will eventually offer the various classroom countries a chance to explore the idea and share their findings with the other countries from around the world. As time goes on a variety of options will be added. There will be areas where student ambassadors can chat with ambassadors from other classroom countries. There will be opportunities for video teleconferencing. It is also planned that there will be listserv or discussion areas set up specifically for teachers to talk with other teachers running classroom countries. Through this chat area you will be able to get help and share your experiences with others. We plan to provide you and your students access to information that we hope they will

find important and fun. As part of this issues forum, we plan to put out periodic surveys. You will have the option of putting out the survey at your school and then sharing the results with the rest of the E-UN. We plan to tabulate the results and, pass these results on to the real political leaders of the world. We plan to also take a more in-depth look at some of these issues, and your country will be able to vote to take action on these issues just like at the real UN.

Chapter 3: Setting up a Classroom Country

This chapter will provide you with a detailed plan for starting your Classroom Country. The process will outline a possible step-by-step plan for such an implementation, but what we describe is not the only possible plan for implementation. It is recommended that as an educational expert, which is what you are, you utilize these materials as a jumping off point in the process. You will modify your procedures as you go along. If you have any ideas for improving the project, please write me and share your findings and perceptions. My email address: brianmcgees@gmail.com. In subsequent editions of this project, I will make a concerted effort to make use of your suggestions.

Is it easy to setup?

Yes! With this book as a guide, along with some patience and flexibility on your part, your classroom country can soon be up and purring.

Start Slow

Take your time. This is not a fast process. You are breaking ties to your mother country (You are setting up a new classroom structure for both yourself and the students), not breaking track records. On top of that, (I would either delete this or stress that you are figuratively breaking ties. you are not just breaking ties with your mother country, you are building a new nation and doing it from scratch within your classroom. This is not done overnight; it is not done in a week. This is a process so you have to let it work.

If you are preparing for a new school year, I would recommend that you first get all your regular classroom management strategies in place before you start the "revolution." In essence, you need stability in place before you begin. On the other hand, you might consider using the early stages of the simulation (choosing a name, motto, flag, promise, etc.) as a means of unifying your class and building morale. Assure them that when the classroom has fully implemented the classroom routines, you will be ready to start building a country.

However you plan to start, one of the first steps is to talk to your students. Tell them what you have in mind. You are thinking of offering them a chance to start their own country. It would have its own legal system, its own legislative system, its own monetary base, and its own business. Explain that it is a process, not a simple study unit, but that if they are interested in working through the process they will learn a lot about the real world.

Put properly to the students, I have never seen a class that was not thrilled with the idea. The normal problem is holding them back because they want to do it all yesterday.

The next step is to discuss with the class the steps that need to be worked through. While the steps organized below are not the only way to do this, they are one way I have used in the past. They are logical and have worked well for me.

- Step 1: Declaration of Independence
- Step 2: Choosing a Governmental System.
- Step 3: Constitutional Convention
- Step 4: Ratification of Constitution

- Step 5: Choosing Governmental Leader
- Step 6: Institution of Legislative Body
- Step 7: Designing and Printing Money
- Step 8: Developing an Economy Based on Civil Service
- Step 9: Expansion of Economy into Private Enterprise
- Step 10: Development of an Active Legal System
- Step 11: Developing Relations with Foreign Nations
- Step 12: Electronic United Nations (Check on This)
- Step 13: Introduction/Management of Crisis Issues
 1. Inflation
 2. Taxes
 3. Poverty
 4. War
 5. Crime

I do not recommend that during your first meeting you give the class the whole list of things you plan to do. It may seem overwhelming, but these are all issues that you can address and many that will need to be addressed if you are to build a viable classroom country. Now that we have an outline of where we are going, let's get started on this process.

Step 1: Declaration of Independence

The first thing I do when starting a new classroom country is review or teach the American Declaration of Independence. A suggestion for setting the tone and mood for the new country, as well as showing the process you are going to be going through, is to view the movie "1776." "1776" is a 1972 musical that takes you through the struggles our founding fathers dealt with as they wrote America's declaration. [https://en.wikipedia.org/wiki/1776_\(film\)](https://en.wikipedia.org/wiki/1776_(film)) It is funny, but there are a few colorful jokes and some questionable language. It all fits together in a manner that portrays the writing as a long slow process requiring give and take, diplomacy and forcefulness. I have used this movie for a number of years with both 5th and 6th graders and would not start my country out without it, but watch it first. See if it is for you and appropriate for your students. Also, talk with your school's information specialist (media specialist) to determine if it is considered a Fair Use application.

Next, look at the U.S. Declaration of Independence. Break it down into its basic parts: introduction, reasons that justify a revolution, examples that show the King of England forced us to revolt.

Next, elect representatives to draft your own declaration. This is going to be a working group so keep it small. The members have to agree, and they cannot take all semester to do this. Give them a bit of help. I offer you the use of a reproducible master in the back of this book to use as a worksheet. You will find that I personally like keeping most of the declaration's introduction as the words are still stirring to the soul and help students remember their own nation's Declaration of Independence. If you come from a different country, I would recommend that you use the basic words found in documents relative to your country.

As the students prepare their document, they will need to have a bad guy to revolt against. Colonial America had their King of England, George III. France had its Louis XVI. Many Latin American countries had the King of Spain. I might recommend that you use yourself as the

hypothetical bad guy. Let them call you a dictator, a tyrant, etc. They get a feeling of power and yet you are setting the rules and so you haven't relinquished control. Keep the examples of your tyranny to a minimum, we do not want this document getting into the hands of subversives that might think you really are a terrible teacher! And one more caution. I do not recommend making your principal the tyrant. Some principals may not see the humor!

As in the original document, your final document might be hand written. This might be the opportunity for that one student we have in all our classes who has impeccable handwriting to shine. When the committee likes the document, it is then signed by all the members who drafted it. Typed copies or photocopies are given to the class for their review, but they do not get the opportunity to change or sign the Declaration of Independence. Remember, the entire nation did not write or have input into the drafting of the U.S. declaration. It was done by just a few representatives behind closed doors. (I wonder if the room was smoke-filled?)

Now it is WAR. You have declared your reasons for becoming an independent country. They are there in black and white. For the revolution to be successful, you need the support of the people or they will not fight and die for the cause. Don't worry, this is school. Our war for independence is very bloodless. For our wars, might-makes-right. We are fighting a war here! Some people may cringe a bit over a war in the classroom, but we are recreating a miniature world. In our real world the country with the biggest, most powerful army, often gets its way. To make this dramatic and to make the point sink in you can hold your war like this.

Revolutionary War

You represent the tyrannical past. You stand on one side of the classroom. The writers of the declaration stand on the other side of the room; they are the revolutionaries. The rest of the class is asked to rise. They stand between the two opposing forces. To add a little drama, you can make a last minute impassioned plea as to why the old ways and that lovable tyrant, you, should be kept. Give the revolutionaries the same option. (It helps them to crystallize in their minds why they are choosing to form their own country.) Students then "war" by walking either over to join the revolutionaries, or they come to stand by you. Don't feel bad, teacher, but you are going to lose.

The war is over, and the revolutionaries have won. You are a NEW NATION! (Note: Some people might feel better voting rather than going to war, as it reduces society's dependence on war to settle disputes, and shows a peaceful model for decision making. On the other hand, some people will say the symbolic act of war is just there to teach students how we have historically settled such problems. You decide how you want to handle this. (Also, you can have students "vote" by moving to the appropriate side of the classroom, rather than referring to it as a war. This keeps the movement in the activity, and such movement can be purposeful to the learning activity.)

Step 2: Choosing a Government

With the war over, now comes the hard part, nation building. The first step is to choose the type of government you want to participate in now that the old has been overthrown. The type of government you use might be dependent on your curriculum. If you have to teach a certain form

of government, that is what you have to do. On the other hand, if you want to let the kids experiment a bit, it can be very rewarding as you can actually switch from one form of government to another during the school year to let the kids get a better understanding of each form of government. (Be aware of the reality of your own environment. I used this approach during the four years I taught in the Middle East. The ruler was an Emir, and it was simply not possible for our class to be a democracy in this situation.)

Depending on the age of the students and your teaching objectives, this is a good place for kids to research the different forms of government. To make better use of time, some kids could have been doing this research while others were writing the Declaration of Independence. To get a smattering of the major forms, I would recommend they research a democratic republic, a monarchy, a dictatorship and a communistic form of government. (There is a possible worksheet to help students prepare this report in the back of this book.) The kids then give their reports to the class attempting to highlight the positive advantages of their specific governmental form. It is almost time for "War" again. (Remember, there is a democratic alternative to the "war" form of resolution.) Before final resolution, you need to point out the strengths and weaknesses of each form of government. One good way to do this is to make a concept web for each government as the students give their reports. Save these concept webs and hang them in opposite ends of the classroom on the day of the war. Then one at a time have students point out each system's strengths and weaknesses for the last time. If you have any great orators, now is the time for them to wax eloquent. If your orators miss a few points, you as the teacher may need to point them out so that children have a strong basis for making their choice of government. (Depending upon what you teach, this research might need to be truncated. However, most upper grades and middle school grades deal with concepts of governance somewhere in the curriculum, with grades five and eight typically focused on U.S. History.)

Now it is "War!" Students who wrote up the reports DO NOT stand by their project any more. They need a free vote in this, also. At your command, the whole class rises. They are told to quietly stand beside the sign that depicts the type of government they want to see rule their country. Might-makes-right again in our war. If no governmental type has 51% of the class, the government with the smallest votes is dropped out until you finally have a majority. You now have chosen a governmental type to rule your country. (Wouldn't it be nice if real wars were fought this way?) (I am not sure I personally like the "war concept" here. Perhaps, movements of students to the various areas of the room, a concept I like, could represent voting.)

Step 3: The Constitutional Convention

I find writing the Constitution the hardest part of setting up the government. (I am sure our forefathers found it even more difficult.) If the students have already learned about the constitution, your job may be a bit easier, but not by much. You need to come up with a working document that somewhat matches our constitution or, if you come from a different country, your own constitution. Even if you choose a dictatorship, I suggest you use some form of a constitution. It helps everyone understand what is going on a whole lot better.

As usual, there is a worksheet you could consider using for developing your constitution in the back of the book. It might be a good starting place for your students to research. Again, I have kept a great deal of the preamble, because I feel students should get a feel for what our constitution sounds like.

When having students write their constitution, you may find that it is one document that you might like to break down into parts and have students work on in cooperative groups. This document lends itself to this because of the various segments of the government: Executive, Legislative, and Judicial. It is also easy to make some subdivisions within those three main areas, or you may want to have two or three groups each working on each branch of the government. Then have all groups working on a specific branch of the government come together to compromise on a joint document setting up their branch. This can be a very interesting process as each group defends its own plan. They will also experience what the House and Senate have to do when they need to work out compromise bills.

When each major section is worked out, you need to bring the groups together and work out a final joint document that encompasses all the branches of the government. There are some areas that could be in conflict with each other. For example, the executive department group might put in their section that the judges are appointed by the president like our Supreme Court Judges, but the judicial group may have put down that they were going to have the judges elected by the people. Also, you may have the Legislature set one length of time for terms of office, and the Executive group may have set a different length for terms of office. One possible format for handling this process would be to have one or two representatives from each group sit at tables or desks in the front of the room. The committee members sitting in the front of the room outline the major points of their section to the class. The class gives input and tries to see if there are potential problem areas or areas that could be changed to allow the country and the class to run more smoothly and with less waste of time.

As food for thought, here are some guidelines I often encourage the kids to consider.

Item	Bits of Advice to Take or Leave
1.	Terms of office: You want to give a number of kids the chance to be president/king or whatever. Four weeks is plenty of time to be on top of the world.
2.	Police and an Army: I feel pretty strongly about this one area. I feel the teacher, and only the teacher, should be viewed as the policemen or military authority. As I have said earlier, the kids love to be policemen, but they get carried away. I can see why the Gestapo had no trouble getting recruits. (If the class gets out of hand, I always threaten I will use my military authority to overthrow their revolutionary government and reinstate the proper governmental control. In my case, that is the United States of America with me being the classroom potentate.)

The kids want a finished product and so they will work it out, and, if you continually refer the students back to the actual U.S. Constitution, they will get a good working knowledge of our actual constitution and will probably know it a whole lot better than many of their parents. By the way, don't forget to work in a means of amending the constitution. The U.S. Constitution may not have been amended very many times, but your country might find itself amending it quite frequently. Consider it more like a living, growing thing.

As an aside, while your students are working on these reports, constitutions, etc., there are a few additional research projects that could be given to early finishers. Your country might like to have its own equivalent to a state flower, bird, national anthem, national and presidential crests, flag, etc. Each of these topics could be researched and brought up for discussion and a vote. As

mentioned earlier, one other idea I would suggest you consider is the construction of a Class Promise. Nations build unity just like schools build school spirit. They use colors, songs, animals, etc. Have fun with it!

Step 4: Ratification of the Constitution

Now it is time for a ratification vote. This is not a war. The students are voting to ratify a constitution. All the amending and compromising has been completed. Set up a ballot box and hold a secret ballot. I am sure it will not surprise you, but, since the kids made the constitution, they love it and it will pass overwhelmingly. You will find that by now, even though the government is not yet installed, the kids have thought about it so much that you already have a separate country mentality.

Step 5: Installing the Government

The procedures surrounding the picking of heads of state and the installation of those people is dependent on the type of government to be installed. In this book, I will only be discussing four of the major types of governments: democratic republic, **monarchical, dictatorial, and communistic**. There are, of course, other forms of government, but you can use the ideas presented here to choose any government you might want to study and install.

Democratic Republic: It is now time to campaign. If you can work the first election out to coincide with an actual local or national election, so much the better. Kids will pattern their slogans and advertising gimmicks on the real ones the adult politicians use. If you want to allow them to set up political parties, that can be a great learning tool in itself.

Watch the use of paper. I am a conservationist at heart and the kids, if allowed free reign, will crank out a thousand campaign posters. One possibility is to limit each group to a set number of posters. You will end up with better posters that are more artistic and have a deeper meaning than just "Vote for ME."

After you have elected a new president and vice president, it is time to invest these new officers. In other words, time for the inauguration. Have the president prepare a short speech appropriate for the occasion. Then, on inaugural day, at 12:00, which is the time the American President is inaugurated, have the judge or chief justice swear in the new president and vice president. If you are from a different country, find out when and how your leaders are invested. If this is the first executive body for your new country and you do not have a judicial system functioning yet, as teacher, you have the power and authority to swear them in so go to it.

Regarding the official oath used in the swearing in ceremony, as a public school teacher, I am opposed to people officially swearing in school, and so I use a promise instead. I have the kids develop the promise, but I have included a draft document in the appendix if they want a bit of help getting one together. The actual oath is found in the U.S. Constitution. This is another one of those research projects you can give a group of students. I also do not use a Bible but it might be appropriate in your situation. Most of my time was spent teaching for the Department of Defense schools and we would take the promise by placing our right hand on our social studies text book.

With the inauguration, you have the official transfer of power. You now have a government that is up and running.

Item	Bits of Advice to Take or Leave
1.	Elections: Be sure to make the students write speeches if they want to run for office.
2.	Political parties: These might work out fine, but you may need to break up some possible cliques. Groups that exclude others based on sex or nationalities are a potential problem. You can preclude this from happening, by laying ground rules on the construction of the political parties, right from the start. One way to get around this is to say that in order to be a bona-fide party and put up candidates, the party must have at least two people of each sex, and two people of each represented ethnic background. If this is not a problem for your class, that is great. You might also not want to allow students to use “real” political parties. There might be too much built in controversy with strong parental support for one party or another.
3.	If you think the boy/girl thing could get to be a problem in your room, you might consider forcing students to have a mixed ticket. Remember, you are the teacher. They are constructing a mini country, but you are responsible that the class runs well without any cultural or ethnic problems.
4.	Believe it or not, kids will consider taking down or defacing each other's campaign literature. Set up guidelines on this right off the bat.
5.	Consider making the kids register to vote. It is an additional duty they will need to perform in real life.
6.	When you hold your elections, use a voting registration sheet to check off who voted.

Monarchical form of Government:

The kids really like this form of government for some reason. It might be the TV image of King Arthur, or maybe coverage of the British Royal Family, but, for whatever reason, kids like the idea of being a king or queen. Once, when I was teaching in Bahrain, an island in the Persian Gulf, my principal even instructed me to use a monarchical form of government to rule my country. Bahrain was an Arab state which has been ruled for over 100 years by the Al Khalifa family, and he did not feel the ruling family would appreciate the idea of bringing in democratic ideas and the vote into his country. Being a long way from home, and a guest in a foreign culture, I could see his point. I promptly declared a boy and a girl, both members of the ruling family, the king and queen. (Boy that was simple.)

This story actually brings me to an important point, that being how to select the king and queen. This is not a voting situation; there is a logical basis for selecting anyone as king or queen. It is an accident, and an accident of birth to be exact. My recommendation is to look at each of the children to see if you can find any logical way to declare anyone in particular king and queen. While I was teaching in Panama, the children chose to have a monarchy one year. I told the class that I was going to choose the boy and girl who had the longest continuous family history in our geographic area. This can be an interesting discovery all by itself. In the Panama case, the queen was a girl who was from a Panamanian Indian tribe and the boy was of mixed decent but his family had been in Panama for over a hundred years.

The kids do not actually like this method of choosing a king and queen, but I tell them that kings and queens are not voted on. It's like a lottery based on blood lines. Selecting your king and queen in this manner gives them a better sense of what a monarchy really is.

As you know, to invest a king or queen you crown them or hold a coronation. This is a very solemn occasion. You can get as elaborate or as simple as you want in these preparations, but realize that there is more pomp and splendor attached with monarchies than with other forms of government. You will need to have someone to crown the king or queen. This was often a representative of the church, but you can decide how you want to handle this. Once more, I recommend some sort of a speech as one crowns the monarch, and you should ask the new king and/or queen to prepare some words for the mass of people who want to share that special day with the royal family. You might also invite the king and queen's parents to join in the celebration.

Dictatorial form of Government:

Choosing of a dictator is a bit easier. Not many classes choose this form of government, as it gives them very little control. In fact, after having put together quite a few classroom countries, I have never had a group choose this form of government. If they did, I would choose one of the physically strongest males, as you know dictatorships fall back on the old Might- and Right-issue. The reason for the male image is that history has given us hundreds of male dictators and very few, if any, female dictators. Remind your class and the dictator that you are still in charge of the military and if you do not like the way the process is progressing, there might be a coup d'etat. (I am not sure I would actually go with this approach. I might negate this one in favor of a European style republic--Parliament, judges, and Prime Minister. Also, who gets to be dictator is very sexist, I realize it is reality, but this encourages undesirable behavior on the part of many, in my opinion.)

This might be a good place to warn you about something. Kids take role-playing very seriously. If a student is the ruler of this classroom country, he/she has power and status within the classroom. If you use the power vested in you as teacher to kick him/her out of power, by holding a coup d'etat, feelings can and will be hurt. I will give you a personal example. The class in Panama which chose to have a monarchy provided me with a real eye opener. I did not actually want to have the monarchy as I needed to teach the republic form of representational government, but I let the kids have their way saying that we would change the government sometime later in the year.

The king that year could not handle the power, and he abdicated the throne. There was a great deal of discussion about how to fill his seat, but while many boys wanted the job, I would not give it to anyone because we had a queen. If she was to choose a king, that would be one thing, but I was dealing with 5th graders and no one wanted to woo the queen. She chose not to have a king so she ruled alone. After quite a few weeks had passed, some kids felt the queen's power had gone to her head. Actually it hadn't, she was feeling a lot more confident and self-assured than she had been earlier in the year, and she wasn't really doing a bad job. Needing to change the government to a republic, I conspired with some of the malcontents to stage a coup. The poor child was devastated. Her whole world came crashing down around her, and I felt just awful. Even though I had been doing classroom governments for many years prior to this, I had never truly understood how completely kids buy into their roles in these mini-societies. My advice, be careful with the use of coup d'etat. If you do find it necessary, I would recommend

that you tell the student who must change roles before you do anything else and ask them to "play act" his/her situation. That way they will feel a lot more in control. (If it is also possible to do so, try to stress that your grade studies democracy, not monarchy, and the class needs to switch government types so you can do your job as a teacher. Also, if the student was doing well, consider a ceremony in which s/he is acknowledged as having done so prior to his/her abdication.)

As to the investing of a dictatorial government, dictators often get to power through force, and so there really is not a swearing in process. Normally after seizing power, the new dictator may go on TV and, declare in eloquent terms, how his illegal activity was necessary for the well being of the country. With words, they try to make illegal activities legal. You might want to follow this line of thought.

Keeping in mind what I said about coup d'etat, do not overlook the fact that no matter what happens, you are the head of the military. If the country is corrupt, dysfunctional, or getting out of hand, you can always take over and make yourself the dictator. This is, in reality, just taking back full control of your classroom and, in some instances, it is a justifiable action. If the government is not functioning well, you can minimize the negative impact of a coup by doing some "saber rattling" before actually using the coup. Warn them of the need to get their act together. Develop your own speech about how the government has been dysfunctional. If you want to play out the role, you can use terms such as, "in order to safeguard the learning process...it is your duty, your obligation, to take this illegal action to protect the rights of the people."

Communitistic form of Government:

I have never had students choose this form of government and, spending most of my time as an elementary teacher, I have never needed to teach this form of government in depth. I do not feel it would be an appropriate choice for most elementary rooms, and it could result in a backlash within your local community. I do believe that when students are researching the different forms of government, they should research this form as it is an important alternative used by a lot of countries in this day and age, but, beyond that, I cannot recommend that you set one up in the elementary classroom unless that is the form of government you live under. Choosing to set one up in a secondary classroom that needs to explore this form of government is, of course, a very different matter.

Stopped here on January 6

Step 6: Instituting the Legislative Body

Overall, students do not know what types of things they can make into laws. Also, by and large, they are not interested in making laws that limit their freedom, they want laws to expand their freedom. What you need to do is have in your mind some ideas of what you are willing to let them make laws about. I am going to write down a few things for you to consider as possible areas to let them explore. Keep in mind that you are not turning complete control over to them. You are still the teacher, and they understand that this is a game (I would use the word simulation here.). You have a job to do, and they expect you to remain the teacher and ultimate control in the classroom. Although you do not make a big deal of it, no law will be passed in your

classroom without your first seeing the law and approving of it. I would leave out the following statement. (Is this democracy or what?)

Area	Specific Considerations
Control of the Learning Environment	Noise levels, movement in the classroom, seating arrangements, going to the bathroom, sharpening pencils, jobs around the classroom, gum chewing
Control of Punishments/Fines	Not completing homework, not having materials, being late for class, breaking rules

Note: If you are comfortable with the idea, you might even allow students to get into the area of academics and work on things such as a homework policy or a grading scale. With today's emphasis upon standards, it would be reasonable to have students assist you in the development of rubrics by which they will be assessed. Students could also become classwork checkers, especially with the desire for formative versus summative assessment being quite prominent. Obviously, they can only check work with specific given answers, but there are quite often such assignments.

What I normally do is have Congress meet one day each week during lunch. The first time I meet with them. Beforehand, I will give them a list of the areas I think they can work on to develop laws. I will remind them that in order for the classroom to function efficiently I, as the teacher, need some authority. There also needs to be a means of disciplining people who break the laws. If I would like some control mechanisms, I will ask them to draw up legislation that would make such laws. Are you saying that you ask them to draft a bill to address problems that you see occur? If so, not clear to me. For example:

Movement Bill #001

Movement within the Classroom: All citizens of (name of country) have the right to a good education. In order to achieve this, the teacher must have the power to establish a positive learning atmosphere within our country. An important aspect of this learning atmosphere is the control of unwarranted movement around the classroom. For this reason, the president and the teacher must have the power to limit movement after class has started. Students may not move around the room without first getting permission from the teacher or the president. Fines for breaking this law will be set by (the teacher/president/judge/legislature - whoever you want to take care of this administrative procedure).

You will notice that our bill/law has five central parts.

1. title
2. rationale for the bill/law
3. the actual rule or law
4. who will enforce the law
5. the penalty for breaking the law or who will set the punishment

Okay, the House members write their first bill. They show it to you and you make suggestions or explain why certain things will just not work. (Remember, the principal and parents are not going to accept having a party the last hour of every day!) After you make your recommendations, the kids vote on it. This does not need to be a secret ballot. It must pass by 51% in order to be considered as passing the House. If passed, the kids send the bill to the Senate. If it passes the Senate, it goes to the President. If he signs it, it becomes law. What I do then is have the president, or someone he appoints, announce the new law the following morning when class begins. A copy of the law is then posted somewhere in the classroom on a permanent bulletin board display. Remember that the procedures I have outlined for making the law, may be quite different depending on how your constitution has set up the law making process.

One of the tricks in dealing with Congress is to give them something to do. If they do not know what to do during their lunch time congressional sessions, tell them you need a law to accomplish some function. They will soon get the hang of it.

Step 7: Designing and Printing Money

The students love this part. They all know what money is. They see their parents work day after day to get it to pay the bills, go on vacations, and buy things they want and need. Money and the resulting economy is an area that excites the students a great deal, and it is a great motivator and behavior modifier if used properly.

On the other hand, just as in the real world, money is a source of potential abuse and crime. Every year I have done a monetary-based economy there have been some of the negative parts of our real-world social system. There is the obvious theft of money from other students' desks, but that can normally be controlled by asking students to keep the money on their person just like you do in real life. I am sure you would not even consider leaving two or three hundred dollars in your desk, unattended. It is better that they learn these lessons with play money than to learn them with real money.

One illegal activity that comes up quite often, but is normally easy to deal with, is counterfeiting. The children typically use a photocopier. Most of the time they do not look on this crime as really hurting anyone. I believe they kind of see it as beating the system. They are just getting more money without stealing, etc., etc. As a teacher, you will quickly figure out who is doing the counterfeiting. In a small closed society like you will have, it becomes quickly evident when certain people all of a sudden have an unlimited supply of money. Also, they are still kids and this is a game. They cannot help telling at least a few friends. What fun is it to beat the system if you cannot tell someone that you beat it? What some of the students don't understand, and you now have the opportunity to discuss is that when someone steals from the government, they are stealing from all the people in the society because the people pool their money together to make the government work. There are some ways to stop this problem and, strangely enough, I look forward every year to dealing with this problem as it gives me an opportunity to deal with social problems in a context that is not **horribly bad for the students now, but could be later on, if their awareness of membership in a larger society is not understood.**

But let's start at the beginning. First, make a completely new set of bills using a new design each year. By the end of the year there is too much old money floating around out there and one does

not want brothers and sisters to receive a large inheritance from an older sibling. In your country, everyone should start the game in the same place.

As is the case with our government, the government controls the printing presses. You are the government and you decide how much money is to be printed. I have some money blanks in the appendix which will make it easy for you to set up the money. I would recommend that you hold an art contest to design the front of the money. After that is done, make a master plate for each of the major denominations. These masters then need to be kept under lock and key, just like the Federal Government keeps its plates stored safely away. You will notice that the money is set up in sheets that contain ten bills per sheet. When you run the money, keep track of how many sheets of each bill you reproduce. What I do is write this information on the back of each master sheet.

Next, the bills need to be marked to cut down on the possibility of counterfeiting. The best way I have found to mark the bills, is to use one of those teacher stamps you get in an educational catalogue along with multi-colored ink. I am not sure if you have seen them, but there are ink pads that have red, yellow and blue all on the same pad. After marking, any bill that does not have this colored ink imprint on the back of the bill, is considered a forgery. This technique has made it much harder for potential counterfeiters, although, given color copiers and the possibility that someone could order a stamp, it does not rule out forgeries.

Now comes the tedious job of cutting out the money. I have set the bills up so that you can use a paper cutter to cut the money. Use the lines to be the approximate edge of each bill and with a few swipes of the paper cutter, the money is all cut into neat stacks.

As stated, money is one area in which some of society's negative ills can creep into your country. Be open in discussing this with your students. Explain that if too many problems persist, you will just do away with the monetary system all together. That is an extreme threat as it will destroy half of the educational value of your independent country, but, as teachers, we must look at what is overall best for our students. In all my years of teaching, I only had to follow through with this threat once. I had a student that was stealing money from others, and I could not figure out who it was. The classroom atmosphere was degenerating as no one was trusting anyone else, and so I made a decision to stop the **simulation** game. This was a rare example. I write about it here to let you know about all the possible things that can go wrong, but do not let the fear of something possibly, maybe eventually, going wrong prevent you from risking the learning adventure associated with setting up your classroom country. I have found that the rewards for student learning far outweigh the negatives. Even when I was forced to quit the game because of one student whom I could not stop from stealing, the class learned a great deal over the months they played the simulation. One thing they learned was the effect selfish activity can have on the larger society, and how it affects innocent members even if they were not directly a victim of some criminal activity. In the real world, this would be similar to how shoplifting; or credit card, insurance and Medicare fraud cause the prices and taxes to go up. **Should stopping the simulation become necessary for such a reason, it would be well worth it to explicitly discuss the problems the adult society has that are similar.**

To conclude this section, let me reassure you that even though there may be a few problems inherent in using a monetary system, you as a professional educator can handle them. You will have more control over the entire classroom atmosphere. You will have at your disposal a

motivator that is almost universally accepted, money, and you will have control over the purse strings. (You always wondered how Congress could so easily spend billions of dollars. Believe me, you will soon understand it a lot better when you control the purse strings of your own country.)

Step 8: Developing an Economy Based on Civil Service

You have money; now you need to actually get your economy up and running. The first thing you need to do is figure out how much you will pay people, what they will get paid for, and, conversely, how much you will charge for services they receive as well as for fines if laws are broken.

The amounts of money do not need to be similar to what is paid in the real job market. You can do this if you want, but then you will need to print very large sums of money, and it really isn't necessary. So my first suggestion is keep the salaries relatively low. Later you will be able to raise salaries, and, through this, you will be able to show students how inflation affects overall prices in an economy.

If you think you might use the Internet as a vehicle to converse with other similar countries through the **Electronic United Nations (E-UN)** Do believe you need to be careful about the name, I ask that you START with the formula shown below. That way, there will be a basis for comparing relative inflation and deflation rates in various economies based on what you have done inside your country. But however you decide to set it up, one strong suggestion, I have is to keep salaries low and the pay scale simple. A student's job is school and school work, and so they need to be paid for attending school. You will also need to pay the elected members of the executive, legislative and judicial branches an additional salary to compensate them for the jobs they do within the government. There will also need to be people who will collect and keep track of fines and payments for rent and utilities, as well as doing miscellaneous jobs around the room. I will give you a possible salary schedule you could start off with, and, if you are doing the Electronic - United Nations part of the simulation, the one I will request your country begins with. I do not wish to stifle creativity, only introduce a factor that will allow for comparison.

Salaries	
1. Basic Student Salary	\$50 per week
2. Supplemental Income	
a. president	\$50
b. vice president	\$40
c. congressman	\$35
d. judge	\$40
e. cabinet member	\$40
f. civil servant	\$15 - \$20

With this set-up, you have students earning anywhere from a low of \$50 per week to a high of \$100 a week, or maybe slightly higher if some people are allowed to have more than one job. After setting up the basic salaries, you need to establish the basic expenses.

Expenses	
1. Desk Rental	\$30 per week
2. Electricity	\$ 4
3. Heat or AC	\$ 5
4. Water	\$ 1

You will notice that we have consumed 80% of the basic salary with just living. They will need to use the remaining 20% of their income on services and privileges they want to purchase. You will also notice that this gives a decided advantage to those students who have additional jobs. The money they make above their basic income goes into what could be called "discretionary income." This sets up the normal economic differences in our society and will cause those with just a basic student salary to want to go out and get a job, or, as you will soon see, create a service that he can get others to pay him for. This is the basis of the private enterprise system.

To start the project out, you first need to hire people to do some of the basic civil service jobs. You do not want to put everyone into a civil service job. (You know what that has done to the American economy. Again, not sure of this comment.) Be somewhat limited in the numbers of jobs you set up. The government already has a huge payroll just paying judges, congressman, etc. The following are some possible civil service jobs to consider.

Civil Service Jobs	
1. Accountant: He/she helps the Secretary of the Budget keep track of the money in the treasury, how much is in the Federal Reserve, how much is brought in, and how much is spent. The Secretary gets the money ready so that it can be easily paid out on payday. This is a very big job and will reinforce the importance of basic math skills.	
2. Rent/Utilities Collectors: These people keep track of the collection of money on such things as rents and utilities. Math is again stressed.	
3. Classroom Aides: They collect fees for use of government privileges like going to the bathroom, or sharpening pencils. Aides can also collect and keep track of fines.	

You have selected a few civil service jobs you want to offer, now you need to take job applications. There is a generic job application blank in the appendix, or you can quickly make up your own. Before the kids fill out the application, I would stress with them the sorts of things employers look for when analyzing applications: experience, honesty, and completeness in answering questions. Explain how employers look at neatness, spelling and grammatical use of the language as a means of deciding whether an applicant is a good candidate. This is a great time for you to stress the relevance of learning many of the skills the students are taught in school. (You might also be able to engage parents in the classroom by asking for a couple of parents to come in, conduct interviews, and assist you in the hiring process.)

Next come the job interviews. I like to give each person who applies for a job the chance to come in for an interview. I normally conduct these during lunch, but when you do it is dependent on your schedule. I normally have the president or one of his/her representatives sit in on the interviews. I handle the first couple so that the kids get an idea of how to do it and then you can

let them do the talking. After the interviews, I sit down with the person that helped interview the candidates, and we rank order the candidates based on their written application, job experience, and their reactions during the interview. The obvious next step is to offer the chosen individual/s the job/s.

As stated earlier, I normally pay salaries and collect rent and utilities once a week. If you take classroom time to do this, the first time it will take almost an hour to get everyone paid and to collect all monies due. As kids get better at it, the class time can be cut down to about 30 minutes a week. This can also be handled during the students' free time. The person in charge of setting up the payroll can have an envelope with each student's name and the amount of money to be paid written on the envelope. At home, they sit down and fill each envelope with the correct amount of money and then bring the payroll back to school the following day. The first thing in the morning, the students can collect their envelopes and initial a payroll sheet showing that they have collected their pay for the week.

The same can be done with the utilities. Children can have an envelope into which they place their payments for rent, electricity, water, AC and heat, etc. Then they turn the envelope over to the civil servant whose job it is to collect these funds. The civil servant has a sheet on which he records who paid what, and the balance of each child's account. There are a lot of great math skills that are put to use here. There is a sample generic form in the appendix. If an individual is behind in his payments, the state can try to get the judge to garnishee wages. This is normally not necessary. If you make sure everyone pays bills right away, they will not spend the money on other things and then not have enough to pay basic bills.

In elementary school, I think I would keep the acquisition of funds and payment of bills quite concrete, physical money, movement of funds from one person to another. In middle school, or high school, computers and spreadsheets could be utilized to manage some of the paperwork.

What to spend money on is a serious question. If you make money, you want to be able to spend it. There is the obvious use of money to buy privileges in the room. Given the salaries outlined above, these are some figures I have used for privileges in my room.

General Expenses	
1. Bathroom	\$1
2. Sharpen Pencil	\$1
3. Get a drink of water outside the classroom	\$1
4. Extra Computer time	\$5

There are also classroom fines that need to be discussed. The following are some fines that I would consider reasonable given their proposed salaries.

Corrective Actions	
1. Inappropriate talking	\$ 3
2. Not having homework	\$ 5
3. Cheating	\$50*

*Note: If this is serious, you might not want to handle this as part of the simulation.

What else do kids spend their money on? Kids sell each other things. Dollars are an agreed upon medium of exchange, and that is what your country's dollars have become. There is a finite number of them and everyone has agreed to accept them as the medium to exchange goods and services. (We are really getting into the nitty-gritty of economics here.) To facilitate this, I hold an auction once a week for about 15 minutes. Students bring items they want to sell. Typical items include pencils and pens, candy, and, at the elementary level, stickers and toys. With the use of an auction, kids see that money, when it has an agreed upon value, can be used to buy real-time things. Each child may only sell a set number of things per week. A child may put a minimum bid on an item, and there is no such thing as "I was only joking." If someone bid a certain amount and then fails to pay up and take possession, he is fined \$10, which is given to the seller, and the bidding is started over again. The government keeps at least \$1.00 per item sold for providing the auction services.

I recommend one other thing. That is that the state sell a controlled commodity each week and tracks its price. Something that is easy to produce and has instant appeal for most of the students is a homework pass. Hang up a chart in the classroom and record the price you get by selling one homework pass each week. Watch what happens to the price. In the beginning the price will be very low because salaries are low and the expendable incomes are also very low. As time passes and people save more money, the price of the homework pass will rise. We will later talk about inflation. If you build inflation into your country, you will see a dramatic rise in the price of the homework pass. Then later on, when your chart is looking pretty nice, introduce "supply and demand" by suddenly offering two or three passes for auction the same week. Then offer five passes the next week. Then go back to offering one pass a week. What happens to the price of our basic commodity? The things you can do with the auction are only limited by your and your students' imaginations.

For those of you who want to be sure your evening assignments are done so that students practice the skills you worked on in class, your homework passes could allow the students to skip the odd problems. That way the kids will still get some of the practice and your homework pass will have some value. Students won't like a 50% pass as well as a 100% pass because even good students forget an assignment every now and then. When they do, it is nice to be able to dip into their wallet and pull out a "No Homework Pass" to solve the problem.

One more point on salaries, if you want to eventually charge taxes, I would recommend you keep a record of salaries on a spread sheet. Then it will be easy to have the spreadsheet total up the income paid out so you can figure the taxes. Depending on the age of your students, this could be a great learning opportunity. Again, don't worry about trying to do all parts of this project. Pick and choose what you want. If you don't do taxes this year, maybe, in a year or two, you will decide to try taxing the population.

Step 9: Expansion of the Economy into Private Enterprise

Once you have your civil service economy up and running, students will want to go into business for themselves. What they can do is limited only by their imaginations and what their fellow students are willing to spend their money on. The following are some successful businesses students have started in my classroom.

Private Jobs

1. Bankers: People need a safe place to store money, and bankers come to the rescue. Some of my "banks" have even developed a check-writing program, that allows the individual to write checks against the funds they have in the bank. Other "banks" have created credit cards.

2. Store owners: These kids want to sell items. They can set up almost like a thrift store, in which people sell used items they don't want any more. People then bring items to be sold on a consignment basis.

3. Cleaning services: At the elementary level, the child who always has the messiest desk in the room is often willing to pay someone to keep his desk clean.

4. Insurance companies: Rather than insure people for health, death, etc., our insurance companies insure people against paying fines. For example, they determine how great a risk a child is, and offer him/her a basic insurance policy that covers part or all of the fines they rack up in a week. I would always recommend the insurance company sell deductible insurance, and let people know that their insurance premiums will go up if they get tons of fines. This is a great exercise in free enterprise and working out probabilities. The company can either make a ton of money or go bankrupt. (It is also about as close as we can get to gambling. By the way, no lotteries please! That is very regressive and a child that might win big in a small country of 25 people could become a Lottery Addict later in life.)

5. Attorneys: When we get into the judicial system, you will see that we have a need for attorneys. This job appeals to quite a few students.

6. Tutorial Services: This is NOT a homework service and if you think it might become one, don't even suggest it, but some kids may be willing to run a lunch time/after school study service.

The kids love to set up businesses, and this is a good chance for them to use their creativity and people skills. They also learn lessons concerning cooperation and the benefit of pooling money to reach some agreed upon goal. Does it sound like selling shares in a company? Well it is, and I would help any child or group of children that would like to sell shares in a business enterprise.

Step 10: Development of an Active Legal System

You have laws and you have human beings. You now need to get your judicial system in order and interpret those laws. You have already decided how to pick the judge. Most likely, he is either elected or else you let the president appoint him like the U.S. Supreme Court is set up. However you do it, you have a judge.

You have two major types of court cases. One type is going to be decided by the judge acting both as the judge and jury. This is going to be a lot like traffic court or the TV program "People's Court." The plaintiff states the problem and shows what evidence there is to the judge. The defendant then states his side of the case, and the judge makes up his mind and hands out the

punishment, if there is one. This is clean and simple. It is fast and, with the limited amount of time you have to spend on minor differences, this is the way to go. Since the students do not have a lot of legal knowledge other than what they have picked up on the TV, it is really just a matter of whom the judge believes. (This description is troubling to me; being fined should not be whether one kid is believed over another kid.)

In order to give a bit more gravity to the situation, you can add some pomp and ceremony. Maybe you would like to give the judge a black piece of cloth that he wears over his shoulders when sitting as judge. Maybe if someone can come up with a graduation robe, he could wear that. Your judge can't be seen doing all the mundane court room tasks, and so you should definitely have a bailiff who keeps order in your court room, and says things like "All rise, the first district court of the sovereign nation of _____, is now in session. Chief Justice _____ presiding." You also need to have someone swear people in, and your bailiff will be doing that. See the appendix for a prompt sheet to give the judge so he has some idea of what to say and do.

If you really want to get serious about this, you can try to get a real lawyer give you copies of outdated state statutes. The classroom could then adopt them as their classroom laws along with those that they make up on their own. Then the students can learn how to look up state statutes which, who knows, might be the thing that sparks some budding Supreme Court Judge into the practice of law.

We need to discuss one more area in this section, and that is trial by jury. I do not recommend that you have a trial by jury very often, but the kids love it, and since it is part of the real world they live in, I have at least one each year. I save it for the serious cases, such as counterfeiting, etc. You do have to be careful as the teacher not to humiliate any one. This must be done very carefully for we do not want any real-world law suits. (I am not sure this is a good idea either. First of all, as a parent, I would want to be sure that teacher has such proof and I think there are some serious confidentiality issues here.)

Another option, if you want to have a trial by jury, but do not want it to cover a real crime, is to stage a crime. (From many points of view, this might be the preferable approach.) If TV can fake a crime, a teacher can fake it. (We all know that to be a great teacher you must first be a master actor.) Work it out before hand with some child. Leave clues, develop some witnesses, etc. Then stage your trial.

There is also the possibility of using a real crime that has been in the newspapers and use the evidence, as it is presented in the newspapers, to argue the guilt or innocence of the accused. The trick is to have fun, learn something, teach about society, but don't harm kid's self-esteem in the process.

Step 11: Developing Relations with Foreign Nations

One of the first things I would do after setting up your country and putting the organization in place is write letters to the state governor and the president of the United States to let them know that you have officially broken ties with them. **You have revolted.** I would send them a signed copy of your Declaration of Independence and your constitution. Assure them that you would

like to work in peace with their governments. Of course, make sure it's clear to them that you have set up a simulated country.

Next, have your country's leader appoint ambassadors to handle issues pertaining to your relations with those foreign governments. Hopefully this individual can write reasonably well. (All these skills we learn in school are really important, aren't they?) In a letter, let the other world leaders know that your country will be taking a stand on issues of global and international importance. When there is something going on of importance in the world, encourage your leader to act like a national leader. Have them direct research into the issue and when they are ready to make an informed decision, fire off letters of protest or support just like a real country would. When you write these world leaders, be sure to assure them that they can count on your country's doing its share to support international humanitarian and peace keeping efforts.

Another thing that you can do to establish empowerment within your class is to send your Declaration of Independence and Constitution to your local newspaper. It makes a great human interest story. You can then have your students write regularly to the editors and try to get their views on issues of local or national importance printed up in the newspapers. If you really want to become part of the whole process, you can start running some school-wide surveys. You should do it in a scientific and unbiased manner. If your questions are done well and the sampling is accurate, the newspapers may even use your data as a sampling of public opinion on different issues. With outside recognition like that, your students' feelings of importance and self-worth will soar. Also, as a teacher, your personal feelings of self-worth will soar.

What about relations with other classroom governments. If you are a secondary teacher and have more than one class, or if you are an elementary teacher that has a school with more than one classroom set up as an independent country, I would recommend that you make overtures to the other countries to set up some form of relationship. Maybe you can work jointly on some surveys. Maybe you can work jointly on some letter writing campaign. Maybe you can work on a local environmental issue or even just share copies of your constitutions and laws. Maybe you can agree to research an issue of local or national importance and then meet to discuss or debate the best way of resolving the problem. At the secondary level, there are a lot of issues that could be debated. During the late 1980's and early 1990's there was the Gulf War, relations with Russia and Germany, Bosnia, Health Care Reform, Aids, and the Middle East peace process. There are always going to be issues that make good forums for research and discussion. (Now issues regarding Russia and the Middle East certainly remain as well as the Israeli/Palestinian quandary.)

Step 12: Electronic United Nations (E-UN)

One of my own personal goals is to link up classroom countries across the United States and around the world. Our site to support this project is at <http://www.simulations.com/classroomcountry/>. I can see these classrooms sharing with each other, copies of documents they write, or doing on-line discussions on important national and international issues. The logical extension of these discussions will be to share the student's perspectives with elected officials who can see for themselves the views of their informed, school-aged constituents. Students may not be able to vote now, but if they learn more about government and become empowered in its use, when they get to be adults, they will vote, and they will make their views known.

To give you a better feel for how we intend to set it up, I provide the following outline of my long range vision of the Electronic United Nations. To view where we are in this process, check out the website.

Electronic United Nations (E-UN) I would make it clear that this is not affiliated with the real United Nations.

Stopping Point January 9, 2017

Declaration:

The E-UN has been established for the purpose of teaching students of all ages and from many countries, how decisions are made in our complicated, global village. The E-UN will act as a forum for students to research, discuss and vote on issues of importance. The E-UN will act as the compiler of information, and will distribute such information in the manner agreed to by the members of the E-UN. The E-UN will act in a manner similar to the United Nations in New York, except that there will not be a Security Council, and all votes will be made on the basis of one vote per member country.

The E-UN will not act as a lobbying organization for any position or special interest group. It will report results of votes and surveys to its member nations and will send on to governmental agencies such information as it feels is important to assure to the student member nations that their opinions are heard.

Discussion Groups:

The E-UN will provide an area for on-going electronic discussions on a variety of topics. All individuals will be allowed to view the discussions, but only the heads of state of various countries will be allowed to post notices, ask questions or take positions. These inclusions will become the country's official statement/position on these issues. Countries may join and participate in as many of these discussions groups as it likes, although access to some discussion groups will be limited by age. The decision concerning the appropriateness for inclusion of students of different ages into specific discussion groups will be made by the administrative staff of the E-UN, and their decisions are final. Teachers may, of course, limit their class's participation into different discussion groups. Teachers will be given a code that will allow them access to all discussion and will grant them the ability to open or close discussion areas to their students.

Surveys:

In order for the students to have a forum for research, and discussion, the E-UN will, on a periodic basis, develop surveys. The administrative staff of the E-UN will be the sole body able to put a survey to the entire E-UN. Member countries will, from time to time be asked for their ideas on issues they would like to formally discuss. Countries who would like to survey an issue may submit an idea or draft survey to the administrative staff of the E-UN for its consideration. Every survey will need to be carefully researched, drafted, put out to the member nations, and finally collect the data, compiled the results and send the results to the appropriate authorities. For these reasons, the numbers of issues surveyed will need to be limited.

Participation in Actions of the E-UN:

Countries that participate in actions of the E-UN will need to commit funds to those actions. As an example let's build a situation that could come up in the E-UN. In the real world, newspapers begin reporting on a civil war being fought within country Abc-xyz. Thousands of innocent people are dying, famine seems to be imminent. The issue is brought to the E-UN and the students do research on the issue. Attempts are made to contact by e-mail and the Internet, sources of information within the country. Information found out is placed in the E-UN discussion group established for the issue. A survey is sent out to participating nations. After discussion and a vote by members of the E-UN it is decided to take action. In real life, action by the United Nations must be paid with real dollars, euros, yen, pounds, etc. In our world, actions also need to be paid for so nations that vote to support the action will pledge money to support their decision to take action. Each country that pledges to support the E-UN action will pledge a certain number of their dollar assets. The money will need to be collected from the citizens, or from the government coffers. Symbolically, the "play" money will be mailed to the offices of the E-UN who will report on the collection of these pledged monies. When the money arrives at the E-UN offices, a chart will be posted showing all the pledges various countries made and who have sent in their pledged money. In order to speed up the processing of these figures, these "play" monies will be sent in with a form that will make accounting simple, see the appendix. This form includes your country's name, the E-UN issue that the monies are pledged for, the dollar amount included, and the average value of your homework passes up to that time. (The average value of your homework passes, see the section describing the economy, establishes the foreign exchange rate.) This process, while symbolic, will show that commitments must be paid for, and taking action is more than just a vote or words. Sacrifices need to be made for every action that a country takes. Up to this point all the money is "play money" but it is possible that the member nations could ask E-UN to begin a real-world, real-money collection for a specific issue using websites that raise funds for humanitarian or social issues. This would be a direct result of student research and discussion but it would be totally voluntary.

Membership in the E-UN:

Only student nations that apply for and receive official acceptance as an E-UN member will be allowed to participate in the activities of the E-UN. To be a member nation, the student country must be set up using basic guidelines as provided in this book. If one will participate in economic discussions and surveys, it is necessary that a new economy be established every year so that the results of different activities (i.e. inflation, deflation, taxation, adoption of governmental positions, etc.), and their effect on relative prices in different countries can be compared.

Step 13: Introduction of Crisis Issues

Crisis 1: Inflation/Deflation

(author's note: According to Dr. Womack, economics' professor from the University of South Florida, there are serious factual errors in this section that need to be rectified before going to press. Unrestrained printing of money is only one aspect of inflation.) The fine points of this, however, might not be that important. It gets across that there are impacts to putting out too much money, and it is a great opportunity for lots of math standards to be addressed.

Inflation has been called the hidden tax. Some people blame it on unions pushing up wages, but the biggest single cause is the government printing money and spending it without collecting the money from the public in the form of taxes or fees. On December 15, 2015 the United States was 18.8 trillion in debt. When I first started writing this book in 1997, the USA was only 3 trillion in debt. If you wanted to pay off the debt in 2015, every man, woman and child in the United States would each have to give the government approximately \$58,000. No matter how you put it, that is a lot of money. You are going to be able to show kids how inflation works by slowly printing more money and putting it out into the economy. You will remember that I recommended that you auction off one homework pass each week. The cost of this commodity will be our benchmark for inflation. There are a known number of these passes being put into the market, one a week. If demand and the money supply stay pretty constant, the price at auction, should also stay constant. As stated earlier, I recommend that classes keep records to chart this figure.

As the class settles into the use of its economic system, people will begin to gain affluence through savings, selling goods or providing services. Prices of our homework pass should begin to rise in a rather gradual but consistent manner. Now, begin your inflation scheme. What you want to do is just get more money into the system. Let's say that you give cash awards for students who head their papers properly and write neatly. Set a certain amount that you plan to infuse into the economy in this manner each week. Note what you are doing on the homework pass commodity chart and watch what happens to the price of passes.

Another way to do this is to allow the president to play Santa Claus. Have him/her give across the board wage increases or reduce taxes or rent on their desk. Figure out the approximate increase in wages by comparing your old payroll to the new payroll. Now look at the price of your commodity and see what happens to its price. After a few weeks with increased wages, the treasury will begin to decline and so, you might need to raise rents or institute taxes to pay for all the increased costs of salaries. It will not take long for kids to see what happens when the government spends the money they borrow or print.

If your inflationary economy has gone along pretty well, and you think the kids are able to handle it, you might throw in deflation. The government printing presses stop. You cannot pay full salaries, so everyone's salary is cut in half. You are in deflation, and without some infusion of money it could lead to a depression where no one has money to buy things or hire anyone to do work. This becomes a very graphic simulation of the real world.

Crisis 2: Taxes

Kids have been making good money. All of the salaries have been paid from money that has been coming off the government printing presses and the money you collect from rent and

utilities. You tell the president that the Federal Reserve Bank is in a crisis. You are running out of dollars and suggest that he start an income tax structure. The kids don't like the idea but no one ever likes taxes. The President and Secretary of the Budget talk to Congress and ask them what they want to do. You are going broke. No one wants to say that terrible five letter word, but as the teacher you state that the presses will not roll anymore unless the government takes steps to bring in additional money, most likely through taxes, or else cut everyone's salary, which no one will want to do.

Eventually you work them around to the point that they decide they will raise an income tax. They can decide first if it is to be a flat rate tax in which everyone pays the same percentage or a graduated tax in which you pay either more or less based on your income. The U.S. has, of course, a graduated income tax in which the poor are supposed to pay fewer taxes and the rich pay more taxes. (In the real world the rich have tax loopholes which many times mean the poor and middle class pay a higher percentage than the rich, but let's not make our country too realistic.) I recommend that to make accounting easy, the government charge a set rate on the base wages, and then a higher rate when it climbs over a certain amount. For example:

Possible Tax Schedule		
Pay	Tax Rate	Dollar Amount
\$50	1/25 or 4%	\$2
\$75	1/10 or 10%	\$7 *
\$100 or more	2/10 or 20%	\$20

*Note: Always round down to whole dollar amounts.

You will need to hire a new government employee just to keep track of the tax money, but what the heck...this is a bureaucracy and we are getting bigger and bigger. (If you ever wondered how our Federal Government keeps on growing, setting up classroom governments will quickly help you understand this.)

If you want, you can even have the kids file income tax forms by the 15th of April. That should be interesting. You will find forms to help you do this in the appendix if you want to give it a try.

[Begin here on January 27...](#)

Crisis 3: Poverty

Play the game long enough, and someone is going to go broke. The first thing to do is to have them go to court and declare bankruptcy by filing a Chapter 11. See the Appendix for a form for this. There needs to be some consequence for filing bankruptcy and so I would recommend that if the person is an elected official they lose their job, or, if you don't want to do that, that the court take away a large enough portion of the salary so as to pay off their debts slowly for them. That will stop people from going into debt, declaring bankruptcy and then starting to build up debt all over again.

Besides over-spending and getting in debt, poverty can also come into play. This comes about when one is making a basic salary but expenses have risen to the point that ends can no longer meet. Let's say, you only have a basic job and your expenses are \$42 with the taxes. You need

to go to the bathroom and get a drink a couple of times a week and so every week you run out of money. Society will need to decide what it wants to do about that. If you set up a plan before someone runs out of money, it will be easier to handle the problem. Maybe you want the state to pay for the bathroom break, sort of like food stamps, or maybe you decide that people who only make a basic income do not need to pay for the bathroom or water. Whatever you decide, realize that it may come up and what will you do about it? There is also the possibility that people can apply for welfare, but I don't want to be seen as training people to live in a welfare state and so it would probably be better to just talk them into getting some additional job that pays a small income. Maybe they could clean the erasers or sharpen pencils.

If you see certain people falling into this category, the next time you have a change of government and new people get chosen for jobs, be sure that you work some of the people who only had a basic income last time into a higher income this time. We want to show everyone that they can reap the rewards of the free enterprise system if they are willing to work. **Or many read**



Crisis 4: Conflict

Do you want your country to take part in current affairs or global conflicts? Have the students watch TV, read a magazine or a newspaper. It might be good if they looked at sources of news that take different perspectives. On TV in 2017 that might mean watching and comparing Fox News, CNN and MSNBC. They can take issue with what is happening. There are always going to be global hot spots. If after reading about the issue, the class decides they want to participate in some manner, they will need to commit their country's resources to do that. How does your country do this? First, if you want to do this right, appoint a Secretary of State. This person's sole duty is to watch the newspapers and report to the country what is going on in the larger world.

If the Secretary of State wants to get involved in an issue or the president orders him to research a situation, the thing the Secretary of State needs to do is read the magazines, and newspapers to figure out the various sides to the issue. Next, all this material should be presented to the president. He can decide what action, if any, he wants to take. Some early actions might be to write the heads of other countries and express his views on the subject. He might encourage the U.S. Government to get involved or stay out of the issue.

Then as time passes and the various world governments ask for help from the United Nations, you can decide to side with, or go against joint action. Let's set up a simulation: Iraq is moving closer to Kuwait's northern border. The U.S. goes to the United Nations and asks for sanctions against what is viewed as a hostile act by Iraq. Does your country verbally support the U.N. resolution or do you vote against it? Now, the U.N. decides to send troops to Kuwait. What are you going to do? Do you send troops? Do you sit on the sidelines? Obviously no one in the class is going to actually go to the desert to fight, but if your government is committed to military action, it is going to have to be paid for. As the teacher, you will assess a certain amount the government will have to pay per week to support your military action. This will be paid by the class in some form of additional tax. Say a 1% increase in their tax structure for as long as you agree to support the military action. Should the military action result in an actual war (let's pray it doesn't), the tax rate might be raised to 2% or more depending on the situation.

If you are part of the E-UN, you will be given an opportunity to vote on the issue over the Internet and, through that, take some action. Your class's decision, along with all the other participating members of the E-UN, will be sent to real political heads of state.

You could also use this same format to take action on environmental or health issues. This use of the tax to pay for your support of global actions displays a large measure of the commitment each individual has to tighten up his/her belt when making a commitment. Further, not everyone is going to agree on supporting or not supporting various issues, and this will allow individuals to crystallize their feelings and force them to express these opinions or have the government act in opposition to what they would really like to see happen. All of these actions better prepare students to take their places in a democratic society. If we can help teach knowledgeable, pro-active students who understand the system, they will be knowledgeable, pro-active adults who are more willing and able to participate in our American system with its free enterprise economy and its representative form of government.

Conclusion:

If you have read this book straight through, you may become worried that you will be able to pull it all off. Relax! Setting up a classroom government is done slowly. It sort of evolves. Further, there is nothing that says you really must do any certain part of it. You can pick and choose only those things you want to do or those things that best fit your curriculum. If you only want to set up the government and not use the economy, do it! Maybe you like the idea of a classroom economy as an aid to motivation without the government, do it!! Pick and choose. Building your own country will be as rewarding to you as it is to your students.

Appendix A: Declaration of Independence Work Sheet

Introduction

"When in the course of human (student) events, it becomes necessary for one people (class) to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind (students) require that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men (women, students, children and teachers) are created equal, that they are endowed by their Creator (our teacher and/or our principal) with certain unalienable Rights, that among these are Life, Liberty, (a Good Education), and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men (women, students, children and teachers), deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People (Students) to alter or abolish it, and to institute new Government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their Safety, (Knowledge), and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shown, that mankind (and womankind) are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses ... (demand that students stand up and demand a better, more meaningful education)...it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security. Such has been the patient sufferance (suffering) of these ... (students); and such is now the necessity which constrains them to alter their former systems of Government. The history of the present (teacher) is a history of repeated injuries...all having in direct object the establishment of an absolute Tyranny over (this classroom). To prove this, let Facts be submitted to a candid world."

List of Offenses

Now list some reasons for overthrowing the present form of government. You might consider: lack of a voice by students, being ruled by laws not of their making, not being granted legal rights when accused of a classroom crime, the right to learn as much as possible and maybe a statement to the effect that students could learn more constructing their own country. I would stay away from comments about the teacher using cruel forms of corporal punishment or verbal abuse. Even though the kids would be, hopefully, joking, you can never tell who is going to read your document and misinterpret the joke.

Conclusion

"WE, THEREFORE, the Representatives of the (name of country), in General Congress, Assembled, appealing to the Supreme Judge of the world for the (validation) of our intentions, do, in the Name and by the authority of the good People of this (class) solemnly publish and declare That (this class is) and ought to be totally dissolved; and that as (a) FREE AND INDEPENDENT (CLASS); that (we) are Absolved from all Allegiance to the (name of school, state and country), and that all political connection (between us and them) is and ought to be totally dissolved; and that as (a) Free and Independent (Country, we) have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually (promise) our Lives, our (make-believe) Fortunes, and our sacred Honor."

Appendix B: Government Research Outline

Names of Students in this Group:

Type of government your group is researching:

Dictionary Definition of your type of government:

A more detailed description taken from a reputable source: (Please write this on the back of this paper.)

Strengths of this type of system:

Weaknesses of this type of system:

Countries of the world that presently use this form of government:

Bibliography:

Appendix C.1: Writing the Constitution

Note: As you work on this document, look at what the original U.S. Constitution says and then try to see how sections can be incorporated into your classroom country. Changes that I have made in the original text are placed in (parentheses). Pick out what you like and do not like. Change the document to fit your classroom situation. Also, if the children challenge the way some words are spelled, challenge them back to see if that was the way they were spelled in the original document.

Preamble

"We the People of (name of country), in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution of (name of country.)"

Article 1: Legislative Branch

Section 1: Legislative Powers

"The right to make laws, and other duties as granted by this constitution, shall be vested in a Congress of (name of country), which shall consist of a Senate and House of Representatives." (Note: If you have a small, class you may decide to only to have one of the two legislative bodies. Your country must have followers as well as leaders for it to work.)

Section 2: How the House of Representatives is organized.

- a. term of office
- b. minimum age of representatives
- c. nationality
- d. number of representatives
- e. impeachment

Section 3: How the Senate is organized.

- a. term of office
- b. minimum age of representatives
- c. nationality
- d. number of representatives
- e. impeachment

Section 4: Election of Senators and Representatives

- a. elections
- b. numbers and places of meetings

Appendix C.1a:

Section 5: Quorum, Journals, Meetings, Adjournments

Section 6: Compensation, Privileges, Disabilities

Section 7: Procedure to pass bills and resolutions.

- a. how bills start
- b. what it takes to pass a bill
- c. signature of the president on bills
- d. over-riding the presidential veto

Section 8: Powers of Congress

- a. levy taxes
- b. regulate commerce
- c. rules for naturalization (new students coming in to your class)
- d. declare war
- e. make laws (in the classroom the areas laws can be made on should be defined)

Section 9: Limits on the powers of Congress

Appendix C.2: Writing the Constitution

Article II: Executive Branch

Section 1: Power of the Executive Office

a. term of office

b. how executive offices of president and vice president are elected

c. nationality

d. salary of the office

e. Oath/Promise said by the president and vice president during their inauguration. "I do solemnly affirm that I will faithfully execute the Office of President of (name of nation), and will to the best of my Ability, preserve, protect and defend the Constitution of (name of country).

Section 2: Powers of the President

a. treaties

b. appoint cabinet, ambassadors, Supreme Court Judges,

Section 3: Powers and Duties of the President

Section 4: Impeachment

Appendix C.3: Writing the Constitution

Article III: Judicial Branch

Section 1: Judicial Power and Tenure

a. set up

b. pay

Section 2: Jurisdiction

Section 3: Treason against the Nation

Article IV

Relationship of the states. (Note: I have constructed countries that have states within them, but I do not do it often as it gets even more confusing for me. The kids did not seem to have a problem with it, it was just my perception of it. You might save this section for a time when you have had more experience with country building. It could also be used if you teach more than one class but decide to have one country.)

Article IV

Amendment of the Constitution (Note: You will definitely need this section. You could probably pretty much adopt this section directly as it is written in the constitution.)

Article VI

Miscellaneous

a. supreme law of the land

b. all officials may be required to take an oath (promise) of office

Article VII

The methods and procedures you wish to use for deciding how, and when the constitution is official ratified.

Bill of Rights

(Note: You may want to include your own Bill of Rights, so that you parallel the U.S. Constitution, or you may want to just include a section that points out the rights of citizens in your constitution.)

Appendix D: Ratification Ballot

Place an "X" in the appropriate box.	This is an official Ratification Ballot. To cast your vote, choose one of the two following choices.
	I am for ratification of our new constitution.
	I am opposed to ratification of the new constitution.

Place an "X" in the appropriate box.	This is an official Ratification Ballot. To cast your vote, choose one of the two following choices.
	I am for ratification of our new constitution.
	I am opposed to ratification of the new constitution.

Place an "X" in the appropriate box.	This is an official Ratification Ballot. To cast your vote, choose one of the two following choices.
	I am for ratification of our new constitution.
	I am opposed to ratification of the new constitution.

Place an "X" in the appropriate box.	This is an official Ratification Ballot. To cast your vote, choose one of the two following choices.
	I am for ratification of our new constitution.
	I am opposed to ratification of the new constitution.

Place an "X" in the appropriate box.	This is an official Ratification Ballot. To cast your vote, choose one of the two following choices.
	I am for ratification of our new constitution.
	I am opposed to ratification of the new constitution.

Place an "X" in the appropriate box.	This is an official Ratification Ballot. To cast your vote, choose one of the two following choices.
	I am for ratification of our new constitution.
	I am opposed to ratification of the new constitution.

Appendix E: Declaration of Intent to Run for Public Office (Note: I do not recommend you use real political parties as they are often too emotionally charged and parents could get involved in a way that might not be positive.)

A Sovereign, Independent Nation
Declaration of Intent to Run

I, (name) _____, do hereby intend to run for the public office of _____ . I affirm that I am a legal resident of this state/country, have not been convicted of a Federal Crime, and, if elected, will pledge to carry out my duties in a manner that enhances the good of our country and its people.

Check one of the following:

1. ___ I plan to run under the banner of the _____ party.
2. ___ I plan to run as an independent.

I realize that I will need to give a speech. Length: minimum ___ maximum ___ minutes.
Speeches will be given on the following date: _____

In order to be valid, this document must be submitted to the appropriate government officials by the close of business on the _____ day of the month of _____ in the year _____.

Signature of candidate: _____ Date: _____

Official receiving the document signs here: _____

A Sovereign, Independent Nation
Declaration of Intent to Run

I, (name) _____, do hereby intend to run for the public office of _____ . I affirm that I am a legal resident of this state, have not been convicted of a Federal Crime, and, if elected, will pledge to carry out my duties in a manner that enhances the good of our country and its people.

Check one of the following:

1. ___ I plan to run under the banner of the _____ party.
2. ___ I plan to run as an independent.

I realize that I will need to give a speech. Length: minimum ___ maximum ___ minutes.
Speeches will be given on the following date: _____

In order to be valid, this document must be submitted to the appropriate government officials by the close of business on the _____ day of the month of _____ in the year _____.

Signature of candidate: _____ Date: _____

Official receiving the document signs here: _____

Appendix F: Sample Ballot

I have included a sample ballot to give your elections chairperson an idea of how to develop a ballot. It is difficult to make a generic form that would fit all elections unless you just used a grid of boxes and hand wrote all the names in.

Walbrum's Official Ballot

President and Vice President: Chose one

	Mr. Iam Goodguy, presidential candidate, Green Party Ms. Doyou Thinkso, vice presidential candidate, Green Party
	Ms. Thisis Thegreatest, presidential candidate, Pink Party Mr. Weare Thebest, vice presidential candidate, Pink Party

Senators: Choose two

	Ms. Wouldyou Believeit, Green Party
	Mr. Iam Inthemiddle, Independent
	Ms. Iamto Theright, Green Party
	Mr. Noway Wouldi, Pink Party
	Write In:
	Write In:

Wabrum House of Representatives: Choose three

	Mr. Iwant Ajob, Purple Party
	Ms. Whata Sillyteacher, Independent
	Ms. Ilike Thehouse, Green Party
	Mr. Youwill Winit, Pink Party
	Write In:
	Write In:
	Write In:

Appendix G: Legislative Proposal

Report on Legislative Activity

Record of Action

Bill Number	Title of Bill	Short Summary of Bill

Full Text of the Bill:

Introduced by:

Date:

Action by the House:

Date:

Action by the Senate:

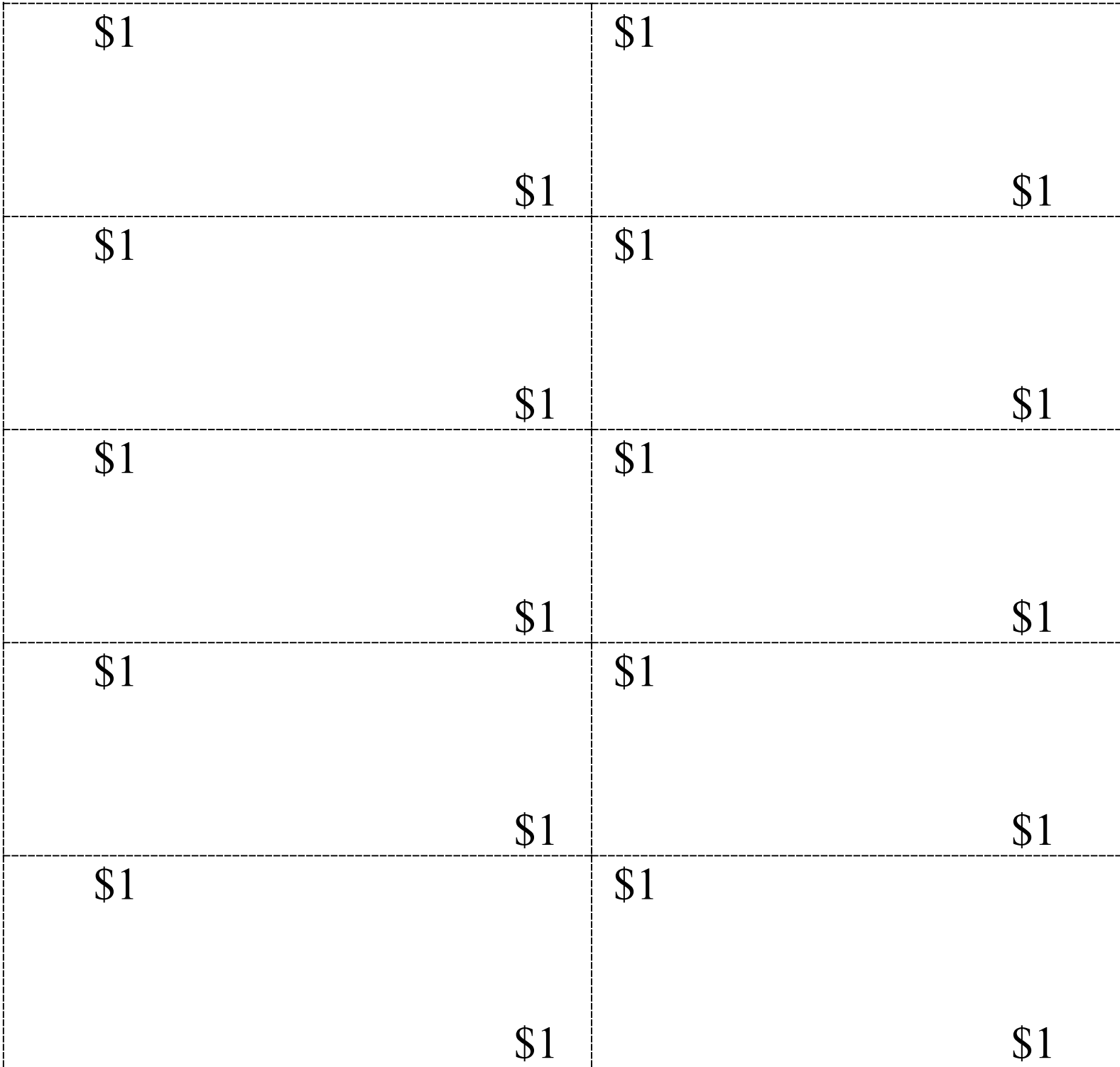
Date:

Action by the President:

Date:

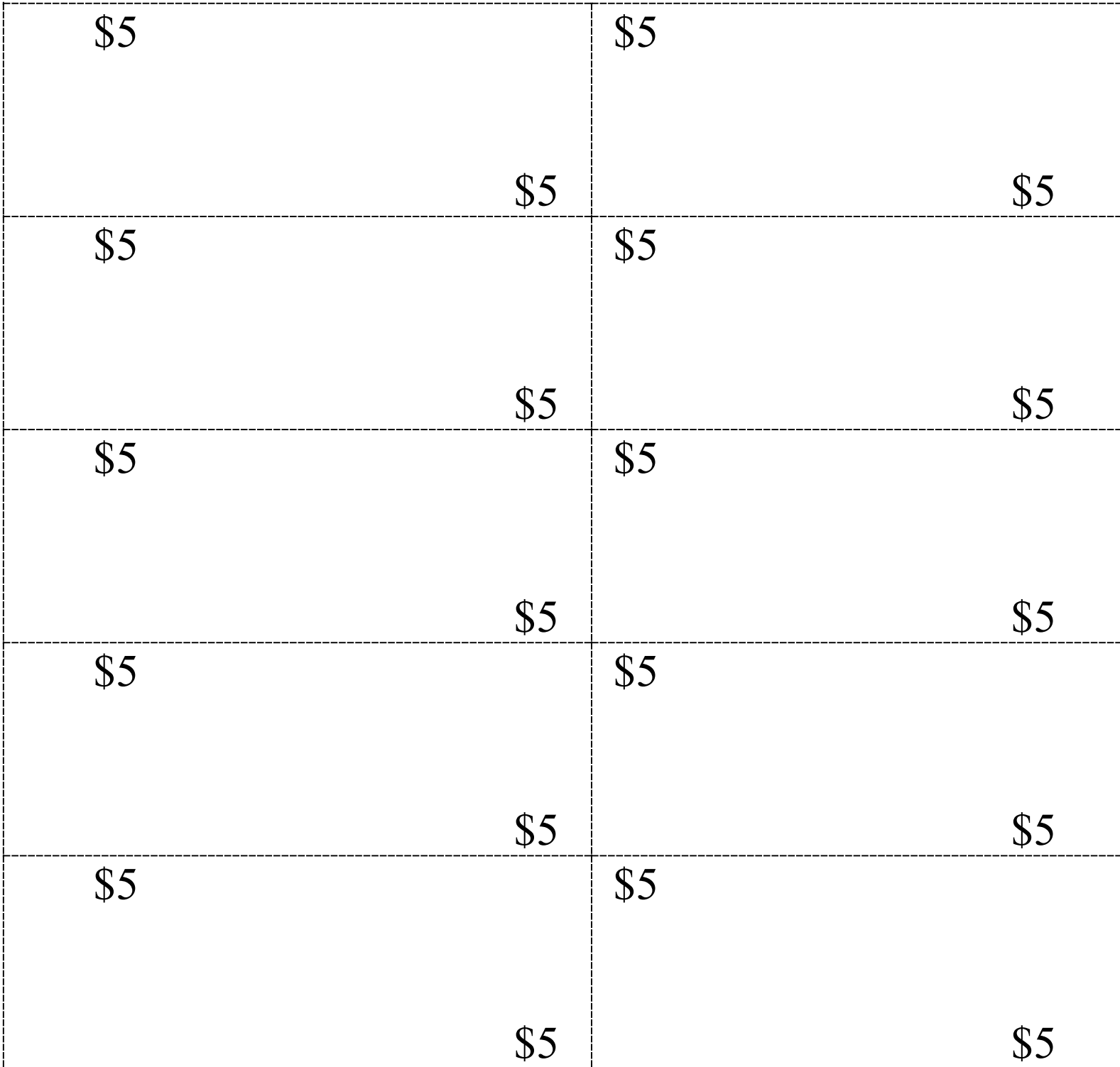
Appendix I: Money \$1.00

All bills should be decorated with the same internal designs like regular dollar bills. Then the money is cut out with a paper cutter. It takes six strokes to cut out the ten bills. Trimming is not necessary.



Appendix J: Money \$5.00

All bills should be decorated with the same internal designs like regular dollar bills. Then the money is cut out with a paper cutter. It takes six strokes to cut out the ten bills. Trimming is not necessary.



Appendix P: Accounts Receivables

Receivable Account Ledger

Two Week Ledger used for:

Name	balance from last sheet	date	amount owed	amount paid (Initial after amount)	balance	date	amount owed	amount paid (Initial after amount)	balance
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									
10.									
11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									
21.									
22.									
23.									
24.									
25.									
26.									
27.									
28.									
29.									
30.									
Subtotals									

Note: Please add up the columns. The subtotals at the bottom of the page should be equal to the amounts of money that you turn in at the end of each week.

Appendix R.1: Judicial Hearings

Duties and Definitions of Key Participants

Judge: When you are acting as the judge, you have been elevated to a highly respected position within your community. Decisions you make are made without regard to friendships, or your likes or dislikes. They should be based on facts, evidence and the law. One basic tenant or belief of our system is that a person is considered innocent until proven guilty. For this reason, the benefit of the doubt should normally go to the accused. You have a very important job, good luck.

Clerk: You are the right arm of the judge in court. You help keep order and will be swearing in witnesses or doing whatever else is necessary to assist the judge. Good luck on your new job.

Jury Trial versus Judicial Review: Jury trials take a long time and are normally not necessary for small issues. If a student feels a jury trial is needed, he/she should ask the teacher, and the teacher will see if there is sometime during the day in which there is enough time to be able to do this. If this is going to be a Judicial Review, then you only have the Judge, Clerk, the Plaintiff, the Defendant and witnesses, if needed. If you have all your data together, you should be able to handle a case in less than ten minutes. Remember, this is not a theater production you are putting on; you are merely trying to decide right from wrong.

Jury: If this is a Jury Trial, you will be deciding the guilt or innocence of the accused. Put aside your personal feelings about the individuals and listen carefully to the evidence. You must make your decision only on the evidence provided. If you find the Defendant guilty, you may recommend a sentence, but the judge is the one that actually decides the fine or punishment.

How to Do It!

Clerk: When the judge enters the courtroom say, "All rise." Then say, "First Federal Court of the sovereign nation of (your country's name) is now in session; the Honorable Chief Justice (judge's full name) presiding." When judge sits down you say, "Be seated."

Judge: "Clerk, what is the first case on the docket?"

Clerk: "The first case is (plaintiff's name - the person making the complaint) versus (defendants's name - the person being accused of something)."

Judge: "What does the plaintiff have to say?"

Appendix R.2:

Plaintiff or his attorney: You now state what the problem is.

Judge: "You have heard the charges against you, how do you plead, guilty or not guilty?"

Defendant or Attorney: You now state whether you plead guilty or not guilty.

Judge: If he says not guilty you say, "Plaintiff, call your first witness."

Clerk: You now need to swear in the witness. Use something like the a social studies textbook to take the place of the bible and say, "Raise your right hand and place your left hand on the social studies text book. Do you (promise) to tell the truth the whole truth and nothing but the truth? (I would not recommend having the students actually swear to tell the truth. That could lead to some problems.)"

Plaintiff or his attorney: Ask your questions in a manner that will attempt to prove your side of the issue. If you have any physical evidence, you enter it as "Exhibit 1," etc.

Defendant: Cross examine the witness and attempt to get put forth the defendant's side of the story. If you have any physical evidence, you enter it as "Exhibit 1," etc.

Plaintiff: You may again question the witness to highlight issues brought up by the defendant.

Defendant: You may again cross examine the witness.

Judge: When both parties are through with the witness, the judge tells the witness, "You may step down." You then tell the plaintiff to call his next witness. If he has no further witnesses, the Defendant gets to call his witnesses. When all parties are finished calling witnesses, then you ask the Plaintiff if he has any closing remarks.

Plaintiff: You now wrap up your case summarizing and stressing all the important points that prove your side of the case. If this is a jury trial, you speak convincingly to the jury; otherwise, you speak to the judge.

Defendant: You now wrap up your case pointing out why your side of the issue is the correct side. If this is a jury trial, you speak convincingly to the jury, otherwise you speak to the judge.

Judge: If this is a jury trial you dismiss the jury and ask them to discuss the case and try to arrive at a verdict.

Jury: Go to someplace quiet. Base your verdict on the evidence you have seen and heard, not on your likes and dislikes. If the Plaintiff has not proven beyond a reasonable doubt the charges, then you must find the Defendant not guilty.

Appendix R.3:

Judge: If this is not a jury trial, you now make the decision as to the guilt or innocence of the accused.

Defendant. You then pronounce the sentence. Check with your teacher as to what are reasonable sentences before you pronounce the sentence. You do not want to sentence someone with a punishment that they will not be able to do or that your teacher cannot support or enforce. If you are forced by the teacher in front of the class to change your sentence, you could lose "face" and people may lose respect for your office. Check things over with your teacher if you have any doubts. (Teacher: Since this is a learning situation, you may wish to establish a general operating procedure that includes a conference between the judge and the teacher prior to making final decisions. That way the judge can review all the facts he/she is using to make the decision.)

Judge: After the decision is made, ask the defendant to rise. Then pronounce him/her guilty or not guilty and announce the punishment or fine.

Judge: "Clerk, bring in the next case."

Clerk: When all the cases are completed inform the judge of that.

Judge: "This court is now adjourned." Rap your gavel on the desk and court is over.

Appendix S: Request for a Court Hearing

If two people have a disagreement, it can be taken to court. To do so, the person filing the charge should fill out a form something like the following. When the judge gets this paper, he will set a time for the trial. Both parties have an obligation to arrive with all their witnesses and evidence. There shouldn't be any delays to get materials unless the judge feels the reasons are truly justifiable or a witness is home sick. People should come prepared. If someone does not show up for the hearing, the judge can find in favor of the person who did show up.

Request for a Hearing

Name of Plaintiff:

Name of Defendant:

Date of Incident:

Date of Filing for the Hearing:

A general statement of the problem:

A statement as to what you would like as resolution to the problem:

Signature of Plaintiff:

Signature of Defendant:

(or, if the defendant does not want to sign it, it can be signed by the government official who gave the Defendant a copy of the document)

Date Defendant Received Copy of Document:

Date Set for the Hearing:

Appendix T.1: Judicial Terms

Glossary of Judicial Terms

ACTION - A lawsuit.

ADJOURN - To delay a hearing until a future time.

ADVERSE PARTY - Party on the other side of the lawsuit.

ANSWER - A statement by the defendant in response to the plaintiff's complaint.

APPEAL - A request that a higher court review and change the final decision in a case.

CALENDAR - A schedule of cases to be heard in court.

CAPTION - The heading of a court paper, showing the court and county, names of parties and case number.

CLERK - An administrative officer of the court.

COMPLAINT - The court paper that states why the plaintiff is suing and what plaintiff wants the court to order.

CONTRACT - An agreement.

COURT COMMISSIONER - An attorney authorized to conduct hearings and initial proceedings.

CREDITOR - A person who is owed money.

DAMAGES - The amount of money requested in a lawsuit to compensate the plaintiff for injuries to person or property or for the defendant's failure to perform a contract.

DEBTOR - A person who owes money.

DEFAULT - Failure to answer a complaint or appear for a hearing.

DEFENDANT - The person who is sued.

DEFENSE - A reason why a claim in a complaint is not valid.

DISMISSAL - A court order terminating a case because the plaintiff has failed to appear in court or state or prove a valid claim.

DOCKET - An official list of court judgments.

Appendix T.2:

EVICTION - An action by a landlord to remove a tenant from the landlord's property.

EXECUTION - A legal procedure in which the sheriff seizes a debtor's property to pay a judgment.

EXEMPTION - A law allowing a debtor to keep some property free from the claims of creditors.

EXHIBIT - A paper or thing shown to a court during a hearing and used as evidence.

FEE - A charge fixed by the law for the service of public officers.

GARNISHEE - In garnishments, the part who owes money to the debtor and is order to pay it to the creditor instead.

GARNISHMENT - A proceeding after judgment authorizing the creditor to be paid from the debtor's wages or bank accounts.

JUDGEMENT - Final decision by the court.

NOTARY PUBLIC - An attorney or other official authorized to certify the signing of sworn documents.

PARTY - The plaintiff or defendant. In garnishments, the creditor, the debtor or the garnishee.

PLAINTIFF - The party who begins the lawsuit.

PRETRIALCONFERENCE - A meeting between the parties and the judge or court commissioner to investigate settlement or narrow the disputed issues.

SERVICE - The delivery of the complaint, summons or other papers filed by one party to another party.

STIPULATED DISMISSAL - A court order dismissing the suit upon agreement of the parties. If the agreement is not kept, the dismissal may be vacated and a judgement entered.

SUBPOENA - A court order that a witness appear in court.

SUMMONS - A court order that the defendant answer the complaint or appear in court at a stated time.

TORT - A claim based on an injury caused by the defendant to the plaintiff or plaintiff's property.

VENUE - The county or counties in which a lawsuit may be filed and tried.

Appendix U: Fees

Table of Possible Fees	
Docketing Fee	\$2.00
Garnishee Fee	\$3.00
Jury Fees	\$10.00 plus \$2.00 per juror
Witness Fee	\$2.00
Suggested Attorney Fee	\$5.00?

Courts may wave the fees for persons unable to pay. Individual must send the court a letter stating that they are unable to afford to pay the fees and disclose their financial resources as proof.

Appendix V: Summons

Summons and Complaint

Plaintiff (Name and Address)

vs.

Defendant (Name and Address)

When to Appear:

Place to Appear:

SUMMONS	
To the Defendant: You are being sued as described. If you wish to dispute the issue:	
<ol style="list-style-type: none"> 1. You must appear at the time and place stated. (and/or) 2. You may file a written answer on or before the date stated. 	
(A duplicate copy must be provided to the plaintiff.)	
If you do not appear or answer, a judgment may be granted to the plaintiff.	
Clerk of Court's Signature:	Date Summons Issued:

COMPLAINT	
Plaintiff's Demand:	
The plaintiff states the following claim against the defendant:	
<ol style="list-style-type: none"> 1. Plaintiff demands judgment for: Money \$_____ Eviction_____ Return of property _____ 2. Plus interest, costs, attorney fees, if any, and such other relief as the court deems proper. 	
2. Brief statement of dates and facts:	
Check here if there is additional information attached on separate papers. _____	
Signature of Plaintiff/Attorney:	Date:
Verification: Under oath, I promise that the above complaint is true, except as those matters stated upon information and belief, and those matters, I believe them to be true. Signed by Plaintiff/Attorney:	

Appendix W: Garnishee of Wages

If classroom citizens have an outstanding judgement against an individual and the individual is refusing to pay his lawful bills, a person who is owed money can go to court and ask that an Earnings Garnishment Notice be filed against the Debtor. In this manner, the creditor can get a portion of a person pay check directly from the Employer before the individual gets his salary. The person listed as the "garnishee" is the employer who pays the employee a salary.

EARNINGS GARNISHMENT

Plaintiff/Creditor:

Defendant:

and

Garnishee:

Case Number:

To the Clerk of Court:

The creditor has commenced an earnings garnishment action against the debtor and the garnishee to collect the following unsatisfied civil judgement.

Name of Debtor(s)	Country of Original Judgement:
Original Case Number:	Amount of Original Judgement:
Date of Original Judgement:	Amount of Judgement Unpaid:

THE COUNTRY OF _____, to the garnishee:

The creditor has been awarded a court judgment that has not been paid. As a result, the creditor claims that the amount owed by the debtor is as follows:

Unpaid balance on judgment:	\$
Unpaid post-judgment interest:	\$
Estimated cost of this earnings garnishment:	\$
Total amount owed by the debtor:	\$

Signature of Creditor:

Signature of Judge:

Date:

Date:

Appendix X: E-UN Action Pledge

A Sovereign E-UN Member
Issues Pledge Sheet

Our nation has decided to support the following issue:

We have pledged the following amount:

Included with this letter is:

We still owe:

The average cost of a homework pass in our country has been:

Signed:

Title of Representative.

Appendix Y: TAX FORM

We recommend that you get a real tax form. If you are in the United States we would recommend that you have students file a 1040 easy form. They will get a feel for what sorts of information they need to actually fill out and it becomes more “real world.” If you have them file by April 15, this will also add some realism to the simulation. If you are living in a country other than the United States, I recommend that you file forms used in your country.

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