Who Gets the Second Crew

Edition 3 instructor packet

Students send a flood crew, interpret a survey and cast a deciding vote. Use this packet to run the game in a 50-minute class or on paper, then check what students can do with a new case several days later.

Set up the comparison

Start with four to six novice volunteers. Watch how they find the next decision, interpret the survey, recover work and submit it on the devices they use. For a class pilot, shuffle paper and game assignments within each section. In each group, give roughly half Form A first and half Form B first. Use participant codes to link the three responses and keep the group key from scorers.

Open For fun for the class pilot. That route ends after the hearing. Give both groups the same independent forms outside the game. For a take-home assignment, use For class, which saves an initial independent answer in the report. Use the new case on page 12 for a delayed check after a pilot or a Class run.

Minute	Class schedule
0–6	Collect the first response to Form A or B before revealing any case material.
6–28	Play through the hearing. Paper follows the same reveal order. Note when students finish or need help.
28–34	Use the alternate form. Collect first answers before feedback, group work or discussion.
34–46	Hold the debrief. Compare dispatch rules, interpretations of the survey and vote authority.
46–48	Ask which decisions students recall, what one decision changed, how interested they were and how hard they worked.
48–50	Collect responses and note any access or submission issues.

What to copy

Pages 3–6 start the common case. Choose the Comparative Politics ballot on page 7 or American Government on page 8. Fold the result below the ballot until the vote is filed, then give out the shared comparisons on page 9. Pages 10–11 are the immediate forms and page 12 has the delayed cases. Keep the rubrics on pages 13–14 with the instructor until first answers are collected.

Facilitation and submission

Match the two conditions

Use the same writing time, order of information and feedback in both formats. For paper, put each reveal face down or hand it out on request. Give both groups the same evidence aid at the same point in play. Record the time a student files the hearing, where readers stall and what assistance they use. Keep students in their assigned groups when comparing outcomes. Log the access route they used and any switch between formats.

Debrief the decisions

Dispatch. Ask what the lottery treats as equal and why a student's dispatch rule can differ from the same student's prediction about other taxpayers.

Evidence. Ask what the ledger records and what the survey measures. Have students name the respondent group, outcome and payer. Ask what other survey would test the shared fund and what competing motives could fit the same pattern.

Comparative Politics. Use the two receipts to trace how participation changes authority. Ask whether influence over a future budget, feeling heard or receiving useful services would lead people to keep paying. Wimmer links services and a political say to continued contributions and loyalty. A citizenship cue may activate legal obligation or perceived national membership.

American Government. Follow one written recommendation from local advice through a subcommittee's draft. Ask where an enacted priority would come from and who would apply it. Ask how public support can be relevant even when respondents lack formal authority over this decision.

Collect a Class report or accessible text

Download and open the standalone HTML in a browser. Start For class and choose the assigned route. Answer each labeled field, including the separate grant authority question in American Government. Brief answers are fine. Enter your name and course when filing. On the report screen, save a PDF or download the equivalent text report. Submit it in Canvas as your instructor directs, then open the submission to check it.

On shared machines, download the progress backup before leaving. Restore a saved file from the game's start screen and confirm the edition and latest decision before continuing. For a classroom pilot, collect the coded external forms and measure time on task separately from exporting the report.

Optional payer replay

After students file the original decision, change the payer to a single $18,000 Alder grant for the same two eligible towns. Ask which prediction would change and what comparison would test why. Keep the two budgets and claims distinct in the discussion.

Stage 1 Initial dispatch

Participant code _____

02:17. You work the dispatch desk. A flood has stopped two pumps. Crew 01 is already in use at Upper Intake. The joint flood fund has $18,000 left for one dispatch tonight. Both teams can leave at once.

Condition	Pump A	Pump B
Households relying on the pump	600	600
Need	Flooded and urgent	Flooded and urgent
Crew travel time	60 minutes	60 minutes
Dispatch cost	$18,000	$18,000
Annual contribution paid	$40,000	$40,000
Fund eligibility	Eligible	Eligible

File a provisional ticket

I choose Pump A / Pump B / a 50–50 lottery. Circle one.

What fact from the two calls supports your rule?

_____

_____

File the ticket with the clerk and wait for the registry.

Stage 2 Registry and forecast

Participant code _____

02:24. The registry identifies the two jurisdictions. Both towns paid equally into the shared fund and qualify for a crew tonight.

Pump	Town	Jurisdiction
A	Lowbridge	_____
B	Mill Reach	_____

Clerk uses a coin flip to assign Lowbridge to Alder on heads and to Venn on tails. The other country goes to Mill Reach. Duplicate the jurisdiction names on the receipt.

Release a crew

My final instruction is Pump A / Pump B / a 50–50 lottery. Circle one.

Why did you keep or change your rule after the registry came through?

_____

_____

Log the arrival

Clerk records the selected site. If the final instruction says lottery, flip a fresh coin once. Assign heads to Pump A and tails to Pump B.

03:24. Crew 02 arrived at _____ in _____.

_____ in _____ is still waiting.

File a forecast

If Alder taxpayers hear identical requests from the two towns, which would get more support for spending money from their joint fund? Circle one.

The Alder town / the Venn town / about equal / uncertain

What makes you expect that pattern?

_____

_____

File the forecast before opening the evidence exhibit.

Stage 3 Evidence exhibit

Participant code _____

08:10. At the research desk, the joint fund ledger records the two tickets and where the crew arrived. The published evidence below comes from U.S. survey experiments on flood aid.

Charnysh, Kalow, Lieberman and Walk studied 7,511 U.S. participants across two experiments. Random assignment gave people a family in the U.S. or Brazil in the first study and a family in the U.S. or South Africa in the second. Depicted race varied separately. The estimates below are the paper's adjusted estimates for White respondents shown a White family. The measure combines three questions about support for U.S. government aid.

Scenario comparison	Change in stated support	Approx. 95% interval
Brazil versus a U.S. location	−0.72 SD	−0.79 to −0.66 SD
South Africa versus a U.S. location	−0.76 SD	−0.86 to −0.66 SD

SD means standard deviation, a unit for how widely responses vary. The intervals are rounded readings from Figure 2. The authors express the effect as about $22 less on a hypothetical $0–$100 recommended aid question.

Charnysh and colleagues, PLOS One, 2026. Read the article · Open Figure 2 and its uncertainty intervals

Commit your first interpretation

Which cue did researchers vary, and whose responses appear in the table?

_____

What did the study measure, and in which direction did the result move?

_____

What does the finding leave open about the joint fund?

_____

_____

File these answers before opening the next page.

Stage 4 Feedback and revision

Participant code _____

Check the records

Which record tells you where Crew 02 arrived? Circle one.

Published survey experiment / Joint fund dispatch ledger / Wimmer's reading

Which finding goes in the board's briefing? Circle one.

A. U.S. taxpayers sent about $22 less overseas. Use that amount for this fund.
B. The experiment measured support for a shared fund. It can be applied here.
C. The location cue changed White respondents' stated U.S. aid support. Test the shared fund separately.

Save your first choices, then ask the clerk to read the feedback for both items.

Keep or update your forecast

Write a revised evidence claim. Keep or change your forecast and point to an observation or uncertainty that supports the decision.

_____

_____

_____

_____

_____

File the revised claim and forecast before opening the ballot.

Stage 5 Comparative Politics

Participant code _____

At the renewal meeting, you represent Marl District in Alder's domestic flood fund. Both charters charge a $40,000 levy, provide the same guaranteed pump deployment and hold an $8,000 reserve for a later project. The four board members split 2–2 between the projects. A tie defers the decision.

Optional reading. Wimmer argues that feeling part of a nation can create obligations toward strangers. Governments can also offer public services and a political say in exchange for taxes and loyalty.

Choose one project

Marl backs upstream water gauges / evacuation signs. Circle one.

What problem would the project solve?

_____

_____

Cast the same preference under both charters

Clerk reveals this section after the project choice is filed.

Charter	What happens	Receipt text
Marl advises	Marl speaks. Its preference enters the record. The board remains tied 2–2.	Deferred. The $8,000 reserve carries forward.
Marl votes	Marl's ballot makes the chosen project win 3–2.	Work order for _____. The $8,000 is committed.

File the hearing recommendation

Attach one receipt. Recommend a binding vote for future budgets or hold for more evidence. If you attach the deferral, explain who could break the tie. If you attach the work order, explain why this project advanced. Name something you would measure to see whether a vote changes willingness to keep paying.

_____

_____

_____

Complete the shared family comparisons before submitting the hearing record.

Stage 5 American Government

Participant code _____

You are the deciding member of a fictional House appropriations subcommittee. The $8 million draft funds a pilot for backup power at eligible clinics. The current draft gives priority to clinics serving the most households. A local coalition asks you to give priority to clinics with the longest average outage instead.

Eligible clinic	Households served	Average outage
Cedar	8,000	12 hours
Birch	6,000	24 hours

The other four members split 2–2 on the amendment. Vote yes to include it or no to keep the current text. Circle one.

My vote is yes / no. I used this fact or reason.

_____

_____

Record the recommendation

Clerk reveals this section after the vote is filed.

Your vote	Result	Text sent forward in the draft
Yes	3–2 for the amendment. Birch ranks first.	Give priority to eligible clinics with the longest average outage.
No	2–3 on the amendment. Cedar ranks first.	Give priority to eligible clinics serving the most households.

File the hearing recommendation

Attach either the local letter or the recorded subcommittee recommendation. Recommend a rule or hold for more evidence. Explain what the local coalition can do, how the proposal could become law, and who would apply the enacted rule.

_____

_____

_____

Complete the shared family comparisons before submitting the hearing record.

Stage 6 Shared family comparisons

Participant code _____

The committee wants to distinguish a duty to people who live in Alder from a duty to people seen as fellow nationals. Citizenship is legal membership. It can be a cue to felt membership. All four families have equal damage, eligibility and requests. The new survey would ask Alder taxpayers about spending from the Alder government.

Family location	Alder citizenship	Venn citizenship
Lives in Alder	File A	File B
Lives in Venn	File C	File D

To change citizenship while keeping residence fixed, use files _____ and _____.

To change residence while keeping citizenship fixed, use files _____ and _____.

Ask the clerk for feedback. If you change either pair, record it below.

_____

_____

File the hearing record

What is your measure? What finding would distinguish the two explanations? What could stay uncertain even with both comparisons?

_____

_____

_____

Independent Form A

Participant code _____

Two countries jointly fund one generator for clinics. Both clinics qualify, contributed equally, and have the same need. A separate survey randomly showed people in Tern a clinic described as in Tern or abroad. It asked how much their own national government should contribute. The Tern clinic received an average of $12 more in recommended support.

Give a rule and make a prediction

Give a dispatch rule and a separate prediction about public support for the joint fund. Give a reason for each.

_____

_____

_____

_____

Interpret the results

Say what the survey shows and what you would have to measure for the joint fund.

_____

_____

_____

_____

Design a comparison

Design two household profiles to study whether legal citizenship changes recommended aid. Give both profiles and the outcome you would measure.

_____

_____

_____

_____

Independent Form B

Participant code _____

Two countries jointly fund one mobile cooling clinic. Both neighborhoods qualify, contributed equally and face the same heat risk. A separate survey randomly showed people in Marin a family described as in Marin or abroad. It asked how much their own national government should spend. The Marin family received an average of $15 more in recommended support.

Give a rule and make a prediction

Give a dispatch rule and a separate prediction about public support for the joint fund. Give a reason for each.

_____

_____

_____

_____

Interpret the results

Say what the survey shows and what you would have to measure for the joint fund.

_____

_____

_____

_____

Design a comparison

Design two household profiles to study whether place of residence changes recommended aid. Give both profiles and the outcome you would measure.

_____

_____

_____

_____

Delayed independent cases

Participant code _____

Answer only the case your instructor assigns. Use a separate page or a plain text response. State who or what you would compare and what data you would collect.

Comparative Politics

Two states share a fund for cooling vans. All shelters qualify and face equal heat exposure. Some shelters paid into the fund and others received fee waivers. A poll in Eastbank finds more support for shelters inside Eastbank. One explanation is that taxpayers feel their government owes service to people inside the state. Another is that they want to help shelters that contributed.

Design two comparisons to distinguish the explanations. For each, identify what changes, what stays fixed and what each explanation predicts. Say who would answer your study and what you would measure. Name a result the two explanations could both fit.

American Government

A fictional federal grant funds cooling vans for shelters. The enacted rule ranks eligible shelters by exposure to dangerous heat. A county coalition proposes giving priority to local shelters that paid into a county reserve. A survey of county residents finds stronger support for shelters inside the county. One explanation is jurisdiction. Another is reciprocity for paying into the reserve.

Design two comparisons to distinguish the explanations. Identify what changes, what stays fixed and what each explanation predicts. Say who would answer your study and what you would measure. Name a result both explanations could fit.

The coalition's preferred shelter would rank second under the enacted rule and first under its proposed rule. Who could change the statutory rule, who applies the existing rule to applications, and how could the coalition try to influence the outcome?

Clerk keys and independent rubrics

When to give the feedback

Wait for the first evidence note and choices. The ledger records the dispatch and arrival. The study assigns a location and measures stated U.S. government aid support among the White respondents in this comparison. It leaves the joint-fund forecast and the underlying motive open. Ask the learner to save a revised claim and explain whether it changes their forecast. Count a documented, defensible decision to keep a forecast as a meaningful revision.

For the profile exercise, A+B and C+D hold residence fixed. A+C and B+D hold citizenship fixed. The diagonal B+C changes both cues. On a wrong pair, first tell the learner which two variables changed or failed to change, then let them correct the pair.

Immediate Forms A and B out of 8

Dimension	2 points	1 point
Rule and support	A defensible allocation rule and distinct, reasoned taxpayer prediction.	One sound answer or an unclear distinction.
Survey interpretation	Assigned location changed stated national-government support in the survey.	Gets the direction with the outcome or cue unclear.
Scope and measure	Different payer identified and a valid shared-fund measure proposed.	Names one of the two.
Matched case	Varies only the named cue and states a measurable aid outcome.	A usable match or valid measure.

Delayed case and locked Class answer out of 8

Dimension	2 points	1 point
Comparisons	Two sensible matches. Identifies what varies and what is held fixed.	One valid match or a missing important control.
Rival predictions	Maps distinct patterns to both explanations.	A defensible prediction for one explanation.
Actor and measure	Names respondents and a measurable funding recommendation or comparable outcome.	One of the two is underspecified.
Inference	Explains how a result could separate the stories and names a plausible ambiguity.	A sound claim or limit with an incomplete link to the evidence.

Award zero when the core element is missing or incorrect. For the delayed score, 6/8 counts as proficiency if both comparison and inference earn at least one point. Assess what the response actually proposes, even when it uses different terms.

Grading and calibration

Read the record before assigning points

Start with both dispatch tickets, forecast and evidence revisions, checked pairs, authority receipt and transfer status. Compare the prose with the recorded choices. Use the same criteria for PDF and text. Keep the independent transfer rating separate when comparing formats.

Class work	Points	What earns full credit
Dispatch decisions	15	Use the matched facts and explain the response to the border reveal.
Forecast and update	20	Name whose support is predicted and explain a change or a defensible decision to keep the forecast.
Use of evidence	25	Distinguish ledger from survey, bound the finding and name a suitable next measure.
Authority and hearing	20	Use the chosen receipt to explain what authority did and defend a recommendation.
Comparison design	20	Isolate both cues and connect rival predictions to a measurable outcome.

Short and sound. ‘White respondents reported lower support for U.S. government aid for the family abroad. This measures stated support. I would ask Alder taxpayers about identical requests from the two towns under the same shared-fund rules.’ Credit population, outcome, direction and practical next measure. Ask for the randomized cue if the assignment requires it explicitly.

Fluent spending fallacy. ‘Taxpayers paid $22 less to overseas families in both studies, proving citizens donate most to their own people.’ The claim mistakes a survey response for payment, treats support and donations as interchangeable and infers a single motive. Correct checked choices do not establish a correct interpretation.

Correct click, wrong comparison. A learner selects A+B and then writes that the families differ in residence. Credit the recorded repair if applicable and withhold credit for a written explanation that reverses the comparison.

For delayed scoring, two matched comparisons can vary location among equally contributing shelters and vary contribution among co-located shelters. A jurisdiction account predicts a location effect and a reciprocity account predicts a contribution effect. Two positive effects could mean both mechanisms matter. If cells are sparse or the answers measure only stated support, the inference has further limits.

American Government authority out of 3

Give one point each for identifying the legislative route to amend the statute, the grant agency's role in applying it and a plausible way the coalition could influence lawmakers or supply information to the agency under the enacted criteria. Record this separately from the 8-point design score.

Pilot results and adoption

What to record

Use the delayed score as the main outcome. Report counts, the pre/post scores, delayed score distributions, time, completion, assistance and access for each condition. Compare how often students revise a claim with evidence and recall a consequence. Ask separately for interest and effort on a 1–4 scale. Two faculty scorers can check agreement on 12 common de-identified answers and time their grading.

Measure	Game	Paper
Assigned and completed by minute 22	_____ of _____	_____ of _____
First source claim correctly bounded	_____ of _____	_____ of _____
Evidence supported update or defense	_____ of _____	_____ of _____
Two choices recalled and one consequence traced	_____ of _____	_____ of _____
Median baseline, immediate post and delayed scores	___ / ___ / ___	___ / ___ / ___
Proficient on delayed independent case	_____ of _____	_____ of _____
Median minutes to finish	_____	_____
Median interest and effort ratings	_____ / _____	_____ / _____

Decide whether to adopt the game

Target 80% core completion at 22 minutes, 80% accurate source bounds, 75% able to recall both choices and trace one consequence, and 75% delayed proficiency. Aim for two graders to agree on mastery for at least 10 of 12 common submissions, flag the planted misconceptions and take a median of three minutes or less.

The local decision rule is at least one point higher on the delayed 8-point median, or more warranted revisions with similar delayed learning, access and time. Prefer the simpler paper lesson when it produces comparable or stronger reasoning in clearly less time. Treat small pilot differences as provisional. The learning and adoption targets require classroom evidence.

Instructor sources. Wimmer on nationalism and political voice · CRS on authorizations and appropriations