ponent on the left-hand side is a link for easy access to a page or more with extended information for all simulation participants. Items (1) to (4) outline the core plan of your simulation, while items (5) to (9) present its operational aspects. Item (10) leaves room for your own additions to the website based on your preferences and experience.

(1) The simulation schedule and plan, which contains a detailed outline of the simulation time frame and describes the historical or fictional setting for the project. This information will give your students some idea of when and what they will encounter in the simulation. It serves as a starting point for all students to get acquainted with the topic they are going to role-play and the deadlines they have to meet. This page can also contain a link to a registration form that students are requested to fill, letting you know who they are, what they are interested in, and what they would like to do in the simulation. (2) The goals of the project, that is, an outline of what the simulation is geared to achieve. It explains how the simulation is integrated into the course and why it serves as a useful study tool. (3) The organizers specifies the staff behind the simulation, including your colleagues, graduate students, or teaching assistants who take part in the project with contact information so everybody can be reached when needed. (4) The teams and social network links detail the groups that will be represented in the simulation and their location on the social network for a cyber simulation. The links to the social network groups make it easy for all participants to find and join the teams they are assigned to, after filling a registration form.

(5) “Let’s get started” focuses on the short-term measures and immediate step-by-step activities your students are going to implement so as to get ready to role-play the simulation. These instructions are discussed in the last section of this chapter and summarized in table 4.4. The reason to have a table like this, adjusted to your specific plan and posted on the website, is that all participants can check its contents and know what they need to do as the simulation preparations proceed, during policy formation activities and world politics rounds. (6) Simulation rules are a set of instructions that all participants must follow, as discussed in chapter 5. The rules are posted to make sure that all participants know what is allowed and what is forbidden in the simulation. (7) “What next” refers to the longer time span and describes a more complete picture of the simulation sequence so your students know where the simulation exercise is heading and how it will unfold. Here a full list of assignments and deadlines is published along with detailed instruction sheets that contain explanations on the contents, form, and weight of each assignment in the final grade. This item also refers to the feedback and debriefing activities addressed in chapters 8 and 9. (8) FAQ looks at the simulation from the students’ perspective and addresses topics related to registration, schedule, time allocations for the simulation, team composition and roles, freedom of players to express creativity, and the need to strictly abide by simulation rules. FAQ is a component you can update as your students bring up matters that have remained unclear. This is a practical way to add guidelines, clarify assignments, address new