

THE OTHER SIDE THE OTHER

A Geopolitical Simulation:

Solving the World's Number One Problem

Grades 5-12

**Tom Snyder
Productions®**

THE OTHER SIDE OF THE THE OTHER TEACHER'S GUIDE



**Tom Snyder
Productions**

Note from the Author

*We are living in times when it is tempting to ask why the leaders of the world do not move quickly toward peace, especially when the alternative appears so disastrous. Everyone in the world wants peace. Successful conflict resolution, however, is almost never the result of wishes and good intentions alone. In a world as complicated as ours, or even as simplified as *The Other Side*, conflicts are resolved through attention to detail, empathy, strategy, and clear-headedness. The challenge of peace is intimidating when you see it up close. The goal of *The Other Side* is to demonstrate the extent of this challenge that faces us. The game does **not** make peace seem easy to attain. That would be an irresponsible game.*

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Welcome

Welcome to the *The Other Side*, a computer simulation game about global conflict resolution. *The Other Side* simulates relations between two countries in a complex world of limited resources like our own. Players get a hands-on experience of running a country and must confront many of the issues facing our world leaders today.

The Other Side is a valuable tool for teachers of social studies, language arts, and science (in grade 5 and up). It is an excellent springboard for discussions of historical and contemporary topics such as World War II, U.S.-Soviet relations, the Federal Budget, and nuclear war. Language arts teachers can use the simulation to teach communication skills, and science teachers can use it to bring to life the effects of having limited natural resources. *The Other Side* also builds critical-thinking skills which are useful throughout the curriculum. It encourages

group decision-making, conflict resolution, and organization and planning.

Played either as a one or two computer simulation, *The Other Side* demonstrates the difficulties of dealing with another person, group or nation whose motives are never entirely clear. While the stakes in the simulation could never be as high as they are in the real world, participation in its environment will provide a basis for considering the issue of global conflict resolution. We have high hopes that *The Other Side* will bring players a step closer toward appreciating and dealing effectively with our complicated world.

This manual provides suggestions for using the simulation in your classroom. It also includes technical instructions and reproducible student worksheets. We suggest that you read through the manual and play the simulation before introducing it to your students.

Learning Objectives

The Other Side provides teachers with valuable opportunities for enhancing the traditional curriculum. It is a flexible teaching tool which can be integrated into a variety of subject areas, such as American History, World History, Current Events, Economics, Language Arts, Science, and Psychology. It generates excitement in the classroom by actively involving students in the learning process.

***The Other Side's* learning objectives are to help students**

- gain an appreciation of the challenges faced by nations and world leaders;
- develop an awareness of the role of natural resources in international relations;
- acquire a fuller understanding of the prerequisites for peace and peace-building;
- develop conflict-resolution skills;
- improve critical-thinking skills;
- identify cause and effect relationships;
- weigh alternatives;
- organize and evaluate information;
- assume responsibility for the consequences of decisions;
- extract and interpret information from maps and tables;
- manage a budget;
- improve oral and written communication skills;
- work collaboratively;
- improve group decision-making skills;
- understand multiple perspectives;
- recognize their biases;
- make inferences, hypotheses, and predictions;

Overview of the Simulation

In *The Other Side*, two teams of players assume leadership of two countries in a tense and risky world like our own. The two countries are identified as "the left side" and "the right side," and are separated by a strait of water. The goal of the game is to build a bridge of peace connecting the countries while each country maintains its own economy.

In order to raise money to build the bridge, each team must find, drill for, and mix together three types of fuel: blue, orange, and green. Similarly to the real world, resources are limited and are distributed unequally. Although blue fuel is abundant, green fuel is found only on the right side and orange fuel is found only on the left side. Therefore, both sides must work together, competitively or collaboratively, to share the world's limited resources.

The challenge of working together is increased by the fact that each side must maintain a healthy economy and keep its nation secure. In order to ensure that a team cannot build the bridge at the expense of its country's welfare, each side has a C.A.D., a Computer Assisted Defense system. C.A.D. will take over if the

economy is faltering or if it feels the country is being threatened by the other side. Since C.A.D. is not concerned with building a bridge, C.A.D.'s actions may interfere with players' efforts to establish a collaborative relationship with the other side.

In this simulation, each turn represents the passing of one year. During each year, players have the opportunity to look for fuel, place drillers, mix fuel, build the bridge, and/or attack the other side. Team members must work together to carry out these tasks and to devise strategies for completing the bridge. The two sides can communicate with each other only by sending short messages over the computer Hotline.

Misunderstandings often occur when one side misinterprets the other's messages and actions. In order to complete the bridge, players must resolve the conflicts that arise. Unresolved conflicts can escalate into war which can bring about the end of the game if the level of contamination becomes too high. Skillful communication and decision-making are required to protect each side and the world.

Preparing Yourself

The Other Side is much easier to play and understand than it may seem at first glance. Before you introduce it to your students, we encourage you to read carefully through this Resource Guide and to play the simulation yourself. The Resource Guide contains technical directions and suggestions for using *The Other Side* in your classroom. If possible, skim through the Players' Guide; it provides students with introductory materials, step-by-step directions, and a glossary.

One way to become comfortable with the game is to take a "Test Drive." The Test Drive option enables you to try out the various features of the simulation. It can be played alone or with other players and will take about fifteen minutes. Read the directions for using the Test Drive in the Technical Directions section on pages 2-33.

Playing The Other Side with Friends or Colleagues

The best way to acquaint yourself with *The Other Side* is to play an actual game. You will need one to two hours, one computer, all the game materials, and at least one other player. You may want to start out by experimenting with the Test Drive. When you're ready to start playing, we recommend that you begin with a collaborative game at the Beginning Diplomat level. (See the loading and playing directions on pp. 30-37.)

Suggestions for Playing the First Game with Your Class

We suggest that your class begin by playing the one-computer version. The pace is slower, giving students more time to plan and carry out their moves. You can stand near the computer to help both groups rather than having to run back and forth between two computers. In addition, we recommend that you select the collaborative version as it is easier to learn how to play, and the chances of successfully completing the bridge are greater. You can play the competitive version later to see how the nature of the game and the strategies required differ. No two games of *The Other Side* will be exactly alike because the computer generates different amounts of resources in different locations for each game.

Possible Outcomes

In the first game, students often act competitively despite their original intention of collaborating with the other side. Generally, students have more experience playing competitive games and find collaborating to be more challenging than they expected. Teams tend to focus on acquiring fuel and often overlook the importance of communicating with the other side. Misunderstandings quickly arise and the game can take on a highly competitive flavor. Don't worry. Although

it may seem as if students are failing to achieve the game's goal, they are actually learning a valuable lesson: the complexities and difficulties involved in cooperating with another nation. We encourage you to have a post-game discussion about why it was difficult to collaborate. Ask students to suggest ways to improve relations between the two sides in the next game.

How Much Time Will It Take?

Usually, a first game lasts between one and two hours, not including time spent on introductory and post-game discussions. *The Other Side* automatically saves the game in progress enabling you to play over several class periods.

We strongly suggest playing two consecutive games of *The Other Side*. The first game helps students become comfortable with the rules and keyboard commands. Playing a second game provides students with an opportunity to focus more on devising and carrying out strategies.

Many teachers have recommended playing two games over a two to three week period. Teams play several simulated years each class period. The remaining class time is spent discussing conflict-resolution strategies and making connections between the simulation and the curriculum.

Preparing Your Class

Pre-game Activities

Before playing *The Other Side*, you may want to spend a few class periods discussing concepts related to the simulation. The following are some suggestions for pre-game discussions and activities:

- **Conflict Resolution:** you can begin by discussing how conflicts arise between two people and how to resolve them. Students can complete and discuss the *Resolving Personal Conflicts* worksheet which presents a variety of unresolved conflicts. Ask students to compare conflicts between two people with conflicts between two countries. The class can make a list of sources of conflict on a national or international level; then discuss the ways countries try to resolve or avoid conflicts.
- **Conflicts in Current Events:** have students collect articles, political cartoons, and photographs related to the issues of war, peace, and conflict resolution. Display these items on a bulletin board where you keep other information relevant to *The Other Side*. Ask students to research a current international "hot spot." They can prepare a summary of the conflict to share with the class. Suggested topics are U.S.-Soviet relations, the Middle East, South Africa, and Northern Ireland.
- **National Identity:** have each team create a name, a flag, and national characteristics for its country.

Introducing the Simulation

The Players' Guide includes several background materials to introduce students to the world of *The Other Side*. We suggest that you have your students read the *Introduction*, *Somewhere, not too far away*, and *Overview -- The World of The Other Side* (pp. 4-9 in the Player's Guide). You can make copies of some or all of these materials for your students. Alternatively you can read one aloud to your class. Discuss these materials with your students to make sure that they are clear about the goals of the game.

The ideal way to introduce your students to playing the game is to use the Test Drive with one computer set up so the whole class can see the screen. You can take as much time as you need to explain the actions because the Test Drive does not have time limits. Begin by explaining that each turn equals one year in the world of *The Other Side* and consists of the following four steps:

Step 1: Planning your moves.

Discuss with your teammates what you would like to do in the upcoming year. You have a lot of decisions to make: how to spend your money; where to look for fuel; when to work on the bridge. When your team has decided, type in the planning codes for the actions.

Step 2: Communicating via the Hotline. Type in a short message to the other side. This is your opportunity to develop a relationship with the other side. You can set up trade agreements and clear up misunderstandings.

Step 3: Executing your moves. Carry out the actions you had planned for this year.

Step 4: Reading the Year End Report. Read and record important domestic and international information which you can use to plan your next moves.

You can demonstrate each of the four steps by going through the Guided Test Drive with your class. The Guided Test Drive (pp. 32-33) provides step-by-step directions for leading your class through three turns of the game. You may want to create overhead projections of the Reference Card and Players' Tools to aid you in explaining the game. In addition, you can distribute copies of the Players' Tools to your class. This gives students an opportunity to practice recording information on the different worksheets.

In *The Other Side*, players must use a special planning code to tell the computer which actions they would like to take. Your students can practice using this code by completing the *Planning Code* worksheet on page 47. In addition, you can hand out copies of the Guided Test Drive for students to follow at the computer.

After your demonstration of *The Other Side*, you will need to complete the following steps to prepare for playing an actual game:

- 1) set up the classroom or computer lab;
- 2) assign teams;
- 3) copy and hand out playing materials.

Setting Up the Classroom or Computer Lab

- **One-Computer Version Set-up**

Designate two areas in the classroom or computer lab to be stations. One is the computer station and the other is the planning station. These two stations should be far enough apart so that each team cannot hear the other team planning and executing its moves. Position the computer so that the screen cannot be seen from the planning station.

- **Two-Computer Version Set-up --** In the two-computer version, each team is assigned to a computer. Each computer screen should not be visible to the other side, and the teams should be far enough apart not to hear each other playing. The two computers can be connected either directly with a cable or by modems. See the section, *Making the Two-Computer Connection* for directions. (An order form for the two computer cable is included in this package.)

Assigning Teams

Assign two teams of two to six students each (three to four players per team works best). If you wish to involve more students in the game, see the suggestions on page 18. The simulation's fast pacing and variety of tasks provide every player with an active role. We recommend assigning specific tasks to each team member. This greatly reduces the confusion of playing the first game. In subsequent games, you may want teams to divide up the responsibilities themselves or to rotate through the tasks.

The following list describes the different tasks:

- 1) **Keyboard Operator:** types in the game commands and Hotline messages.
- 2) **Map Manager:** keeps track of the location of fuel, patrols, drillers, and bombs on the map/gameboard.
- 3) **Resource Manager:** records information on the amount of fuel in the tanks, condition of the tanks, level of contamination, and amount of cash in budget for each year. Uses the Resource Manager sheet to organize the information.
- 4) **Yearly Planner:** records Hotline messages and planning codes for each year's moves on the Yearly Planner sheet.

Distributing Playing Materials

Each team needs a copy of the following materials:

- 1) Map/gameboard (p. 60)
- 2) Two Yearly Planner sheets (pp. 57-58)
- 3) Resource Manager sheet (p. 59)
- 4) Reference Card (p. 62)
- 5) Summary of Possible Moves sheet (p.61)
- 6) Players' Guide (optional)

Playing with Your Class

Once each team has all the playing materials, you can send the "left side" to the computer and the "right side" to its planning station. (In the two-computer version, both teams should go to their computer stations.) Now you're ready to start playing. In the one-computer version, the computer will pace the game by calling for teams to change places at the keyboard. We suggest that you stand near the computer to help students through the first few rounds. You can always refer to the Players' Guide and The Summary of Possible Moves sheet. Good Luck!

Suggestions for Discussions During the Game

It is important to engage your students in thinking about the issues of conflict resolution in their off-computer time during the days or weeks that they are playing *The Other Side*.

Here are some questions you might pose:

- 4) Do you think that the other side trusts you? Why or why not? What do you think you can do to increase trust?
 - 5) Describe your communication with the other side. What are your Hotline messages like? How could you improve your communication?
 - 6) What are some strategies for getting some of the other side's rare fuel? In each case what is the risk/cost?
 - 7) How often does C.A.D. take over? Why does C.A.D. interfere? What can you do to stop C.A.D. ?
- 1) What is it like for you to make decisions under pressure?
 - 2) How does your group make decisions? What do you do when there is a disagreement?
 - 3) Do you trust the other side? What is the basis for your trust or distrust?

Post-game Discussion Suggestions

The "debriefing" of players after a game is one of the most important learning activities associated with *The Other Side*. A good way to start the discussion is to go over the Hotline History (reload the program and select Hotline History from the game selection menu). The Hotline History displays all the messages which were sent between the sides during the game. Ask each side to explain its intentions in writing different messages and its interpretations of messages from the other side.

Another option is to ask each player to write his/her own version of the events of the game instead of reviewing the Hotline History in class. Compare these

descriptions with each other, the accounts of the newspaper reporters, and the hotline history to see how participants can have different memories of the same events. In addition, this manual contains a variety of reproducible materials which you can use for post-game activities or discussions. (See pages 44-45 for a description of these worksheets.)

We encourage you to have your class discuss how they would like to improve things for the next game. Ask students to identify the problems they had in the first game and to come up with a list of possible solutions. Robert Vlahakis' eighth-grade class wrote the following list during their post-game discussion of why they were unsuccessful at building a bridge:

Problems

Too much distrust on each other's part.

Messages were too long.

CAD took over and did things neither team wanted.

Budgets -- must set up better budgets.

Solutions

Have a summit meeting. Make a written contract signed by each team.

Eliminate unnecessary words. Get to the point.

Keep enough money to break the code. Always try to break the code.

Spend the first three years building up only fuel reserves.


Additional Topics for Discussion

Discuss cooperation among and between the teams.

- 1) How did you feel operating under time pressure? Were you able to make clear decisions?
- 2) How did your group make decisions? Did you make decisions which represented a consensus opinion of your teammates or your own point of view?
- 3) What did you do when there was disagreement?
- 4) How well did people listen to each other? How does stress affect communication?
- 5) How important was it to keep track of all the information?
- 6) At any point, did you lose hope or feel like things were getting out of your control? How did you react?
- 7) Did you trust the other side? Why or why not?
- 8) Did your feelings about the other side change during the course of the game? How did they change? Why?
- 9) What was your strategy for building the bridge?
- 10) How often did C.A.D. try to take over? Were you able to stop C.A.D.?
- 11) How did C.A.D. affect your relationship with the other side?
- 12) When both the competitive and collaborative versions have been played, compare the two experiences. How did the nature of the game and the behavior of the players differ in each version?
- 13) Describe an effective strategy for playing collaboratively.
- 14) Describe an effective strategy for playing competitively.


Discuss war and peace.

- 1) What is peace? What is necessary to bring about peace?
- 2) If the steps to peace are sequential, what might that sequence be?
- 3) What economic factors are involved in bringing about and maintaining peace?
- 4) What is war and what are its causes?
- 5) How can nations avoid war?
- 6) Are there circumstances when it is in a nation's best interest to pursue a policy of war? What would those circumstances be? Are there both short-term and long-term benefits?
- 7) Discuss the role of the following in causing conflicts and wars. Use examples from your current area of study.
 - **territory**
 - **natural resources**
 - **differences in political beliefs**
 - **differences in religious beliefs**
 - **economic pressures**
- 8) Discuss the glorification of conflict, war, and violence. Think of examples of the ways in which our society portrays war and aggression positively. Ask students to think of concrete examples such as books, movies, and organizations.
- 9) What are feelings and images associated with peace? How does our society promote peace? Encourage students to think of concrete examples such as books, movies, and organizations.

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- 10) Discuss the images that we have of our enemies and how these images can make conflict resolution difficult. Do we dehumanize the enemy, and if so, why and with what effect?
 - 11) Have your students identify people whom they consider to be peacemakers. What common characteristics or skills do these people possess? How are they different?

Relate the simulation to the real world.

- 1) What could each of the following objects from the game represent in the real world:



fuel	neutral zones
mixer	covert patrols
bridge	patrols
C.A.D.	contamination
Hotline	bomb attacks
underground bomb explosions	

- 5) What role do natural resources play in the United States' relationships with other countries?
 - 6) In the simulation, setting off an underground bomb to release fuel is a metaphor for nuclear power. Discuss the similarities and differences between the two.
 - 7) What are the pros and cons of using nuclear power?
 - 8) Describe some alternative sources of energy? What are the pros and cons of using these sources?
 - 9) Discuss current events which illustrate the successful and unsuccessful resolution of conflicts.
- 2) How does the world of *The Other Side* differ from the real world? How would you change the simulation's model of the world to make it more realistic?
 - 3) How does the President make crucial decisions? What type of assistance does he get from his advisors? How do you think pressure affects the decisions that get made?
 - 4) What resources does the United States get from other countries? How does it acquire these resources?

Different Ways to Play

There are several ways to play *The Other Side*: you can use one or two computers, play collaboratively or competitively, and set three levels of difficulty. These three sets of alternatives can be combined in many ways.

Number of Computers

- **One-computer version:** both teams alternate taking turns at the computer. When one team is at the computer, the other team is planning its moves in another area of the room or in another room.
- **Two-computer version:** each team has its own computer. The computers can be connected by cable or by modem. The two-computer version can be played between two classrooms in the same school, across town, across the country or anywhere in the world. During the 1985 Arms Talks, students in Boston, Massachusetts played *The Other Side* with students in Geneva, Switzerland.

Goal of the Game

- **Collaborative:** the goal of the game is for both sides to complete the bridge jointly in as few years as possible.
- **Competitive:** the goal is to be the first side to complete the bridge. The side that adds the last brick wins.

Levels of Play

- **Beginning Diplomat:** we recommend playing at this level for the first few games. It will help you become comfortable with the game and build your proficiency.
- **Experienced Diplomat:** at this level, you will need to manage your economy with great skill. Building the bridge will require both economic stability and military responsibility.
- **Expert Diplomat:** this level provides new challenges for players who have built the bridge at the Experienced Diplomat level in under 12 years. This world is extremely difficult to manage, even apart from the challenge of building a bridge.

These levels differ in a variety of ways, including the amount of time players have to execute their moves, the cost of possessions, the amount that can be earned from mixing fuels, and the level of acceptable contamination in the world. For example, at the Beginning Diplomat level, players must complete each year's moves in 120 seconds, whereas the Expert Diplomat level allows only 80 seconds.

A Comparison of the One-Computer and Two-Computer Versions

In the one-computer version teams alternate turns at the computer. When each team is away from the computer, the players have time to plan their moves. We strongly suggest starting out with the one-computer version because it allows more time for teams to plan and work together.

The two-computer version offers new challenges to experienced one-computer players. In this version, both teams are stationed at a computer. The pace of the game is faster because planning must be done at the computer during the other team's turn. This adds another level of

strategy--one team may choose to make short moves to decrease the amount of time the other side has for planning. Alternatively, a team could allow the timer to run out to give the other team more planning time.

In the one-computer version, the teams decide together whether to play collaboratively or competitively, whereas the teams in the two-computer version make this decision independently. Therefore, in the two-computer version, one team may choose to play collaboratively while the other side is playing competitively. The fact that each side does not know how the other is playing increases the challenge of completing the bridge.

Who's the Winner?

Both sides collaborative:

Both teams win if the bridge is completed.

Both sides competitive:

The side that places the last brick wins.

One side competitive and one side collaborative:

If the collaborative side finishes the bridge then the collaborative side wins and the competitive side loses. If the competitive side finishes the bridge then both teams win.

How many years will it take to build the bridge?

In general, it takes about 12-16 years to complete a bridge. Currently, the world record is six years.

Even More Ways to Play

Suggestions for involving your whole class

One game of *The Other Side* can normally accommodate up to ten students. The following suggestions describe ways to involve a larger number of students:

- If you have access to two computers, you can use play two simultaneous games by using both the game disk and the back-up disk. Set up stations for each of the four teams to meet and plan their moves.
- You can increase the number of players on each team by assigning students the following roles:
 - 1) **Reporter:** observes and takes notes on the actions of one team. Each reporter writes an article on the game. Comparing the accounts of the reporters on both teams can lead to a discussion about the differences in the way the two teams played and how perspective affects news.
 - 2) **Historian:** observes and takes notes during the game. Each historian writes up an historical account of the game.
 - 3) **Diplomat:** represents the team in "summit meetings" with the other side.
 - 4) **Secret Agent:** before the beginning of a competitive game, secretly assign one student to each team to be an agent for the other side. Their job is to help the other team without giving themselves away. If they are discovered, they are sent over to the other side.
- You can give groups of students non-computer tasks such as producing a news show, magazine or newspaper that features the events of the game. They can interview the "world leaders" and present current events stories on relevant topics. If you have access to video equipment, students can video the game or create a news program.
- Alternatively, you can divide your class into groups to work on a set of rotating projects related to the curriculum. One of these projects can center on *The Other Side*. The disk can store up to three games at a time enabling six teams of students to play over several weeks. Set up a schedule of turns for playing the simulation. Other projects could involve playing other games that deal with conflict and war, such as the board games, Risk® and Stratego®. These games provide a means of contrasting the way *The Other Side* presents war and peace. How do the goals of the games differ? How do their models of the world, war, and peace differ?

Experimenting with Parameters

You can change the nature of the game by altering the parameters, i.e., the cost of a driller, the cost of a fuel gift, the amount of starting cash. You can experiment to see how changing the cost of different possessions affects building the bridge. In addition, you can change the amount of seconds in each turn to better suit the needs of your students. After you load the program, you will be asked whether or not you want to change the parameters. Type **Y** and you will see the "parameter window." Instructions for scrolling through and changing the parameters are provided on the screen. Press **Return** after you have finished, to continue playing the game.

Note: We suggest that you do not change the parameters the first few times you play.

Scoring Twist

Establish a scoring system to keep track of the teams' scores. For example, assign a value of 100 points for the completion of the bridge. If the bridge is completed in the collaborative game, each team is awarded 50 points. In a competitive game, the winning side receives all 100 points. Neither side is awarded any points unless the bridge is completed. These scores can also be divided by the number of years it took to complete the bridge. Make a chart to display the teams' scores.

Establishing a Foreign Policy

Each team selects a foreign policy, such as isolationism, and attempts to carry it out throughout the simulation. (See the *Making Connections* worksheets, pages 52-53, for a description of different real-world foreign policies.) The post-game discussion can include the following questions. How effective was your policy for building the bridge? How did your policy affect your relationship with the other side? Were you able to stick to your policy throughout the game? What made it easy or difficult to do so? If not, why did you decide to change your policy?

Another option is to assign teams actual countries to role play. Ask them to research the political, military, religious, and economic history of these countries, and then play the game as they think that country would.

Time Out for "Summit Meetings"

Before starting a game, have the teams establish a code word which either side can send via the Hotline to request a meeting with the other side in a neutral area. Such negotiations provide an opportunity to deal with situations which might be impossible to resolve otherwise. Establish a time limit for these talks before the game begins. Another option is to have each team select one or two team members to act as their diplomats. The diplomats' role is to represent their team's wishes at the summit meeting. They must negotiate and compromise to reach an agreement with the other side.

Treaties

The teams can meet to devise a treaty that spells out how they will interact with each other. For example, they could designate a neutral zone or come up with a policy for exchanging fuel and money. An excellent time to write a treaty is between two games. The teams can discuss how the first game went, and how they would like to improve things for the next game.

Ask them to write a treaty which outlines the changes they would like to make. After the second game, the class can discuss how well both teams abided by the treaty.

Robert Vlahakis' class drafted the following treaty to improve relations between the two sides, which they called Lingeria and Sabatini:

The Constitution of Peace Between Lingeria and Sabatini

We the people of the Left and Right sides hereby declare these laws to be obeyed by all who live within our two nations:

- 1) We will not penetrate the other side's boundary in order to get fuel.*
- 2) We must always have mutual trust between our nations.*
- 3) Needed fuel must be given upon request. This gift must be at least 40% of the total type of fuel. Furthermore, no contaminated fuel may be given.*
- 4) No attacks allowed by either side.*
- 5) No bombing by either side.*
- 6) Each side must have at least \$100 left after each turn, for everyone's protection from CAD.*
- 7) If at all possible, never let CAD take over.*
- 8) Try to slowly develop your country's construction of patrols, drillers, etc.*
- 9) Always watch your country's economic situation, and avoid a deficit.*
- 10) Keep Hotline messages brief, but informative.*
- 11) Build bricks on the bridge only when you can afford it. (When you have \$200 or more.)*

For Teachers Only: An Inside Look at the Simulation

This section will give you an inside look at the world of *The Other Side*. A large part of the value of the simulation lies in your students having the opportunity to discover its underlying concepts themselves, so be careful not to give too much away.

Fuel Amounts

There are usually 2-5 areas with rare fuel on each side of the world. Rare fuel is never found in the strip of water between the two countries: areas 6, 17, 28, 39, and 50. The quantity of rare fuel varies with each game. Occasionally you may be placed in a very rich or a very poor world, making some games easier and some more challenging. More often, one side may be rich and the other side poor. These games can evoke some of the behaviors and attitudes in relationships between developed and developing nations.

Spy Reports

At the end of the Year End Report, players receive messages from their spies. Information about the location of fuel on the other side is always true. However, information about invading patrols and bombs can be false. Messages about the other side's cash are almost always false, e.g., *the other side's cash is much higher*.

These false messages were included to simulate the fact that real-world spies sometimes lie and can be double agents. At the Expert Diplomat Level, players will not receive spy reports.

C.A.D.

At all levels, C.A.D. gets upset when your cash drops below \$150. When the other side places patrols in your territory, C.A.D. will be upset only the first year after their deployment. However, C.A.D. will be upset every year if the other side has over **five** patrols in your territory, if too many bombs have been placed by either side or if your cash is below \$150.

Building the Bridge

You will be able to place the last brick even if it uses up all your cash at the Beginning Diplomat level. However, at the Experienced Diplomat level, you cannot add the last brick if your side will be left with less than \$150. C.A.D. will prevent you from completing the bridge until you can do so without depleting your economy. At the Expert Diplomat level, the bridge cannot be completed unless **both** sides have \$150 after the last brick is placed. C.A.D. will step in to ensure that building the bridge does not exhaust the world's economy.

Bombs and Contamination

The computer monitors the number of bombs and will end the game to prevent players from over-contaminating their world. At the Beginning Diplomat level, the

game will end when a team is about to set off the 4th bomb. At the Experienced Diplomat level, the game will end right before the 5th bomb is released, and at the Expert Diplomat level, the game will end to prevent the 6th bomb from being released.

The Three Levels

The following table lists the parameters for the three levels of difficulty:

	Beginning Diplomat	Experienced Diplomat	Expert Diplomat
Cost to fix leak	20	30	40
Cost to activate diplomat/spy	30	30	40
Cost of a bulletin	40	50	60
Cost of a neutral area	30	40	25
Cost multiple of bridge bricks	10	10	10
Cost to transfer gifts	30	50	30
Single fuel mix value	1	1	1
Double fuel mix value	10	10	5
Triple fuel mix value	30	25	30
Cost of a prospecting patrol	5	10	10
Cost of a bomb	30	50	50
Cost of a driller	50	50	75
Cost of a covert patrol	30	50	30
Amount of starting cash	600	600	600
Unacceptable contamination	4	5	6
Seconds in each turn	120	100	80

Suggested Strategies

Ideally, your students will discover strategies for playing *The Other Side* themselves. The simulation is designed to encourage students to experiment and learn from their mistakes. However, they may need your help along the way. This section provides a variety of suggested strategies to use as you see fit.

Suggestions for Playing Collaboratively

- Communicate with the other side. Good communication can stop misunderstandings from becoming wars. Write the other side a message every turn. If your C.A.D. attacks the other side, make sure you explain that it was C.A.D., and not you, who perpetrated the action. If you find out the other side installed a bomb on your territory, ask them why they did it. You may find out that it was C.A.D.'s decision. Many misunderstandings can arise because of unexplained actions.
- Set up a trade agreement to exchange fuel and money. This is generally the most peaceful way for both countries to get enough resources to build the bridge.
- Send out a diplomat/spy and inform the other side of the location of their rare fuel.
- Whenever possible pay the code breaker for C.A.D.'s code. The more you spend, the more likely you are to get all three letters of the code. But be careful not to spend more than you can afford. Keep in mind that when your C.A.D. attacks the other side, the other side's C.A.D. is likely to retaliate. Once the two C.A.D.s get going it can be difficult for you to regain control.
- Maintain a strong economy. Don't spend too much money during the first few years. Save building bricks for later in the game. Try to keep your balance above \$150. This will keep C.A.D. from worrying about your economy. In addition, you'll have enough money to pay to break C.A.D.'s code.
- Respect the other side's borders. If you march into the other side and set up drillers, you are likely to upset their C.A.D. Their C.A.D. will take actions against your side, which could set off a chain reaction of attacks. Ask students to imagine the United States' response to the Soviets marching into Texas to drill for oil without permission.
- Set up neutral zones to allow each side to drill on the other's territory. Declaring a neutral zone can be used as a diplomatic act, conveying your benevolence to the other side.

Suggestions for Maintaining a Strong Economy

- Patrols are an inexpensive means of looking for fuel. Use them a lot at the beginning of the game and continue to use them until all of your territory is known to you.
- Send a diplomat/spy to look for the other side's rare fuel during the first few years. Tell the other side the location of their fuel. The sooner they know, the quicker they can send you some fuel.
- Always run the mixer when you have fuel. Leaks in your tanks can waste precious fuel.
- Fuel and money gifts are usually the most inexpensive and safest way to help the other side build half the bridge. It is important to let the other side know that you are sending a gift. If you are prevented from sending the gift by C.A.D. or a national strike, be sure to quickly explain this over the hotline -- and hope that the other side believes you.
- Bulletins provide information on your drillers. They should be used only late in the game because they are expensive and have little use early on.
- Selling back possessions is a good way to make money. Also, you can improve your relations with the other side by selling back possessions that your C.A.D. places in their territory.

- You don't have to worry about your tanks leaking during the first few years. After that, keep a careful watch and repair your tanks. Leaks can occur every 2-4 years when fuel contamination is high.

Suggestions for Playing Competitively

- It's expensive to build the whole bridge yourself. Encourage the other side to build most of the bridge, and then step in to finish it yourself.
- Build up your resources. Pretend that you're broke and ask the other side for money and fuel.
- Try to find the other side's fuel before they find it themselves.
- Trick the other side by telling them the wrong location for finding fuel.
- Although you're competing with the other side, it's not in your best interests for them to get too poor. If their economy is bad then their C.A.D. will take over which has consequences for your side. Give them money to control their C.A.D.

Some Questions and Answers

Why was *The Other Side* created?

We have combined our skills for creating classroom simulations with our concern about conflict in the world. *The Other Side* is based on the assumption that each of us can have an effect on the resolution of conflicts -- even global conflict. If, in a risk-free game environment, we can learn skills and strategies of peace, we may be able to positively affect our world.

Why is a game an appropriate way to approach such a serious issue?

Many people think of games as recreational rather than educational activities. However, games affect us by shaping our values, attitudes and beliefs. In addition, games provide the opportunity to experiment with strategies and develop skills without the fear of real-world consequences. The results of a global conflict in a nuclear age would be so devastating that a simulation is the only way in which to experiment with ways to resolve such a conflict.

Why does *The Other Side* present a generic world rather than a real one?

Introducing real names, geographical locations, and political situations would distract players from the ultimate goal of *The Other Side* -- to teach the skills of

conflict resolution. In addition, real world data quickly becomes outdated, limiting the simulation's value. *The Other Side's* generic world increases its flexibility as a teaching tool. It can be used as a springboard for introducing and discussing a variety of topics. In addition, the generic nature of the world encourages players to discuss conflict resolution on a personal as well as a global level.

How is *The Other Side* different from other global-conflict games?

The main goal of *The Other Side* involves cooperation and communication between two nations. One side cannot win by attacking and defeating the other side. Learning the strategies of peace, not war, is the active and challenging process of *The Other Side*. The game graphics are designed to reinforce this message; the graphic rewards are associated with building the bridge and not with aggressive moves. In many other computer games when a player drops an electronic "bomb," he or she gets the satisfaction of the explosion's vivid fireworks. In *The Other Side* dropping a bomb merely causes objects to vanish from the screen. If players excessively contaminate the world by such explosions, the computer automatically terminates the game without fanfare. Warfare and destruction are not rewarded in *The Other Side*.

Why is there a competitive mode of playing?

We included the competitive mode to provide a means of contrast. We suggest playing both competitively and collaboratively, and discussing the differences between the two games. In addition, the two modes of play add another level of strategy to the two-computer game. The teams select their mode of play independently. Therefore, each team does not know if the other has chosen to play competitively or collaboratively. This mystery enables teams to use sophisticated strategies. For instance, a team that has chosen to play competitively may pretend to be playing collaboratively in order to convince the other side to send them fuel.

Which specific features of *The Other Side* promote cooperation?

The Other Side was carefully designed to foster cooperation among team members and between the two teams. The number of tasks that each team must carry out in a short amount of time necessitates that the team members work together. We have made it impossible for one player to do everything. For example, information on the three fuels is presented simultaneously in the Year End Report. This makes it necessary for the team members to divide up the task of acquiring information. Unless each team member carries out his or her task, the team will have difficulty completing the bridge.

Cooperation between the two teams is also required to build the bridge. To finance this construction, each side depends on its natural resource: fuel. Neither has sufficient fuel supplies and each must obtain the type of rare fuel it lacks from the other side. Therefore, the two sides must develop and maintain a working relationship.

Which features create conflict in the world of *The Other Side*?

Communications between nations are always subject to the problems which arise from misunderstandings, ambiguities, and mistrust. These difficulties are created in *The Other Side* by the necessary brevity of the messages sent on the Hotline. Therefore, although the purpose of the Hotline is to facilitate communication, it can easily create tension and suspicion between the two sides. The other potential source of conflict is each nation's C.A.D., Computer Aided Defense system. If C.A.D. perceives an internal or external threat to its nation, it intervenes by taking control of the government. Since C.A.D. is not at all concerned with building a bridge, its actions can create conflicts between the two sides.

Everything You've Ever Wanted to Know About C.A.D.

You and your students are likely to have some questions about C.A.D., the all-powerful yet seemingly sinister computer that watches like a hawk over each side's affairs. In this section, we want to share with you the considerations that went into C.A.D.'s design. This may help you to better understand the educational impact of the game, and it may give your students a deeper appreciation of the complex process of international relations.

What is C.A.D. and what happens when C.A.D. takes over?

C.A.D., the Computer Aided Defense System is a metaphor for all the checks and balances that ensure domestic welfare. C.A.D. will do whatever it feels is necessary to protect its nation. CAD takes a variety of actions, such as attacking the other side, installing bombs, and setting up drillers to get the other side's fuel. C.A.D.'s actions cost money, the same amount that they cost players.

Why C.A.D.?

C.A.D. is essential to the workings of *The Other Side* because its presence ensures that things don't always go as planned, despite people's good intentions. One way it does this is by taking over when it perceives danger--when its country's supply of money drops too low, when foreign patrols get too close or contamination reaches unacceptable levels. C.A.D.'s countermeasures are decisive, dramatic and sometimes destructive to the delicate balance of world power. One side,

for example, having offered to let the other side come in and drill for fuel, may suddenly find that its C.A.D. has bombed the invited driller and patrol. C.A.D. is not concerned that the fuel exchange was part of a carefully worked-out plan, the result of years of quiet diplomacy. Those patrols were too close, according to C.A.D. It has taken retaliatory action.

C.A.D.'s hardline behavior keeps players on their toes. Not only does it help to keep the tension level excitingly high, it also demands that players take a high level of responsibility for their actions on both the international and domestic fronts.

How does C.A.D. represent international responsibilities?

C.A.D. represents the real-world fact that in running a country, there are always forces on your side who disagree with your approach. There are rival factions, movements, political parties -- any number of forces you don't agree with and whose behavior you can't control, but for whom you must take responsibility in dealing with the other side.

One of C.A.D.'s many roles is to play the part of these collective forces. You cannot always control C.A.D., but you must take responsibility for its actions. In dealing with the other side, you must take into account the possibility that C.A.D. will act in a manner contrary to your plans. Remember, the other side talks only to you, not your C.A.D. You are the spokesperson, the diplomat, the representative of your entire nation.

How does C.A.D. represent domestic responsibilities?

C.A.D. demands that you run your country well, and that you employ a foreign policy which is not detrimental to your country's well-being. You can't make peace with the other side by giving away your side's wealth -- not in this game any more than in the real world. You might decide, for example, that the best way to build the bridge is to give all your money and fuel to the other side and let them build the bridge. However, C.A.D. won't let you pursue such an artificially generous and self-sacrificial policy. Long before you get to the bottom of your bank account, C.A.D. will take over the running of the country. After all, you have a population to feed, clothe, and shelter. Run your country well and C.A.D. will stay out of your way. But let those cash reserves get too low, and you're in trouble.

Why is C.A.D. a computer?

C.A.D., like the game itself, is a highly simplified metaphor. It embodies a wide variety of forces, which in the real world would be represented by many and varied groups of people. Since it was impossible to portray groups of people within the confines of the game, the designers chose a computer as the most complex yet manageable metaphor.

Why make C.A.D. so evil?

C.A.D. isn't really evil. C.A.D. is extremely protective of its country and will defend it at all costs. Its defensive actions may have damaging consequences, but nothing about C.A.D. is inherently malicious or sinister. It is easy to forget that this may also be true for most of the forces pushing and pulling their way to the forefront of the international arena.

Resource Materials

Curriculum Materials

Choices: A Unit on Conflict and Nuclear War. Washington, D.C. Union of Concerned Scientists in cooperation with the National Education Association and the Massachusetts Teachers Association, 1982. This junior high school instructional unit provides information and raises questions about conflict, war, and nuclear weapons. It is designed to help students understand the power and consequences of nuclear weapons, and the other options available to resolve conflicts among nations. Available from UCS, 26 Church Street, Cambridge, MA 02138.

DIALOGUE: A Teaching Guide to Nuclear Issues. Educators for Social Responsibility, 1982. This manual contains suggestions for introducing nuclear education into K-12 classrooms. It describes age appropriate ways to discuss nuclear issues with young people and provides curriculum ideas. Available from ESR, 23 Garden Street, Cambridge, MA 02138.

Decision Making in a Nuclear Age. Educators for Social Responsibility, 1983. This high school curriculum is designed "to promote an understanding of nuclear weapons within the context of human beings making choices." The curriculum encourages students to debate and to look at issues from a variety of perspectives. Available from ESR, 23 Garden Street, Cambridge, MA 02138.

PERSPECTIVES: A Teaching Guide to Concepts of Peace. Educators for Social Responsibility, 1983. This manual provides curriculum ideas for K-12 classrooms. It explores the structures by which peace can be promoted and the obstacles to peace. Available from ESR, 23 Garden Street, Cambridge, MA 02138.

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Technical Directions

Loading/Start-up One-Computer Game (Apple or IBM)

1. Insert *The Other Side* disk into the disk drive and close the drive door.
2. Turn on your monitor or TV.
3. Turn on the computer. *The Other Side* will load into the computer, and the opening screen will appear on your screen. The disk must remain in the disk drive throughout the game.

Note: Press the **ESC** key if you wish to change your mind after choosing any of the options on the following menus.

4. Press any key. The Game Selection Menu will appear:

1 = One-Computer Game
2 = Two-Computer Game
3 = Hotline History
4 = Test Drive

Type 1 to select the one-computer version.

Note: If you are using an IBM computer, you may first want to press **<CTRL>C** (the CTRL and C Keys together) to get to the color adjustment screen. Also, sound effects, available on a PC, can be turned on or off with **<CTRL>S**.

5. Next, select the mode, collaborative or competitive, in which you have decided to play. In the one-computer game, the two teams make this decision together. Therefore, each team knows the other's goal. Type 1 to play in the collaborative mode or 2 for the competitive mode. We suggest that you begin with the collaborative version.
 - 1) **Collaborative** -- the goal of the collaborative game is to build the bridge jointly in as few years as possible.
 - 2) **Competitive** -- the goal of the competitive game is to be the side to add the last brick to the bridge.

6. The next screen asks you to type **N** to start a new game or **O** to continue an old game. Type **N** to begin a new game and then type 1. This assigns the name "1" to the game you are about to play so that you can recall it later. If a game named "1" is already saved on the disk, you will then be asked if you wish to erase it. If you don't wish to do this, you will then be given the option to start a "Game 2" or a "Game 3."

7. You will see a screen titled Selecting Game Level:

1 = Beginning Diplomat
2 = Experienced Diplomat
3 = Expert Diplomat

We suggest that first-time players type 1.

8. Next, you will be asked whether or not you want to reset the parameters (the costs and values of different items and actions). We suggest that you leave them as they are for the first few times you play. Type **N** to leave them as they are, or **Y** to change them.
9. You will now see the Cost and Values screen which lists the costs for the different items and actions. The resource managers on both teams should write this information on their Resource Manager sheets. Press **Return** to move to the next screen.
10. You are now ready to begin playing the game. The left side always goes first. The right side should go to its planning station so the left side can work privately. The left side begins by pressing any key. (See pages 34-37, *Playing the Game*.)
11. The game will wait between turns while each side switches places. Press any key when your side is ready to take its turn.

Note: The disk must remain in the disk drive during the game. Make sure the disk does not have a write protect tab.

Two-Computer Game (Apple or IBM)

The Other Side can be played on two computers connected either directly by a cable or through modems. See the section, *Making the Two-Computer Connection* for directions on setting up the two-computer version. (An order form for the two-computer cable is included in this package.)

In the two-computer game, a new level of potential distrust between the two sides is introduced--each side chooses its mode of play, collaborative or competitive, independently. Thus, the two sides may have the same or different goals, adding another level of strategy to the game. Another important difference in the two-computer game is that both sides play simultaneously. The action never stops. You will, therefore, need to plan your moves while in the middle of the action.

Saving Games

You can store up to three games on the disk. When you begin a new game give it a number--either 1, 2, or 3. The game is saved automatically at the end of each turn. You can suspend play when you are at the Planning Console screen (see p. 32) by pressing the **control** key, and while holding it down, pressing the **Q** key. You may wish to do this in order to stop in the middle of a game with the intent of finishing it in the future. It's a good idea to write down the number of the game.

Continuing a Saved Game

To continue to play an unfinished game, reload the program and select Old Game when the option appears. Then choose the number (1, 2, or 3) of that game.

Test Drive

The Test Drive allows you to preview the world of *The Other Side* and to practice using the various features of the game. The Test Drive is a one-sided version of the game and runs only the left side. The timers have been deactivated to give you as much time as you need to explore the game. Press **Return** when you're ready to move to the next screen. Take time to become comfortable with the different moves. Experiment.

Guided Test Drive

This section provides step-by-step directions for using the Test Drive. You will need a Map, a Yearly Planner sheet, a Resource Manager sheet, and a Reference Card.

1. Follow steps 1-4 under *Loading/Start-up*.
2. Next, select either the Competitive or Collaborative mode of playing -- your choice will not affect playing the Test Drive.
3. Next, you will see a screen titled **SELECTING GAME LEVEL**. Type 1.
4. Now type **N** to leave parameters as they are.
5. The next screen shows a table of the costs and values of different objects and actions in the game. Copy down these numbers in the space provided on your Resource Manager sheet. When you have finished, press **Return**.
6. Now you're ready to start playing. The screen will say, *The Left Side's turn... Press any key to begin*.
7. Now you will see the **PLANNING CONSOLE**, onto which you type the actions you have planned for the upcoming year. The Reference Card contains more information about the planning code. The following is a sample to type in that will give you a quick "tour" of some possible moves.

Turn 1: Type **i25 pp26 pp27 d**
These commands enable you to inspect area 25,

your capital, place patrols in area 26 and 27, and send a diplomat/spy to look for fuel on the other side. Make sure you leave a space between each command. Notice the help messages at the bottom of the screen.

8. Press **RETURN** to leave the Planning Console. (When you play a real game, this screen will disappear after about 25 seconds--moving you to the Hotline.)
9. The Hotline screen is a picture of a large telephone. You can type in messages to the other side. Your message will appear on the bottom line. There's only enough room for 32 characters, so you will need to be concise. Use the **back arrow key** to delete single characters or press **ESC** to erase the whole line. Type your message, then press **Return**. (In a real game, messages from the other side will appear at the top of the screen.)
10. Notice the timer counting down on the right side of the screen. When you play a real game, your turn will end when the timer reaches one. In the Test Drive, you need to press **Return** to leave the Hotline screen.
11. Now you will see a list of the actions you typed into the Planning Console. To execute the first action (inspect area 25), press **Return**. You can carry out the moves only in the order in which you previously typed them.
12. The next screen shows a world map with a flashing box, indicating the area you are about to see. A close-up view shows the type (orange, blue or green) and amount (tiny, small, medium, large or huge) of fuel in that area, as well as what possessions (driller, patrol or bomb) are located there. Write down this information (the type and amount of fuel and the presence of a prospecting patrol) on your game map. You can use the symbols suggested on the map or create your own symbols. When you have finished your inspection, press **Return**.

13. You will now be returned to the list of actions. To execute your second move (place prospecting patrol in area 26), press **Return**.
14. When you see the close-up of area 26, you can place your prospecting patrol exactly where you want it. Patrol placement is important in a real game. Patrols must be right next to the objects they are either protecting or attacking. Use the **I, J, K and M keys** on the Apple or the **arrow keys** on the IBM to move your patrol into a corner in area 26. When it is in the desired location, take down information about area 26 on your map and then press **Return**.
15. Repeat steps 11-14 to place patrols in area 27. Then press **Return** to send out your diplomat/spy. You will receive the message that your diplomat/spy is searching for fuel.
16. When you have completed your moves, you will see the Year End Report. This report contains information about the domestic and international situation. The task of reading the Year End Report is designed to be divided among three team members. If you are doing this Test Drive alone, pick one fuel tank to read. Take notes on your Resource Manager sheet.
17. If you wish to try out other moves, type in the commands listed below when you are at the Planning Console screen:

Turn 2: **pd27 pd25 i28**

These commands will place drillers in areas 27 and 25. Move the drillers so they are next to your patrols. The command, **i28** allows you to inspect the bridge construction site and add bricks. When you are inspecting area 28, press **B** to add a brick. Notice that the price of a brick goes up after you add each one.

Turn 3: **m sd27 pb26 u26**

The **m** command allows you to run the mixer to convert fuel into cash. Press the **Spacebar** to operate the mixer. Then sell back your driller in area 27 for half the cash. The last two commands place a bomb in area 26 and explode it underground to release more fuel.

18. If you wish to experiment further with possible commands, read the suggestions which follow under Do-It-Yourself Test Drive. When you want to quit the Test Drive mode, go to the Planning Console screen and type **q**. This will return you to the GAME SELECTION MENU. From there you can begin a game.

Do-It-Yourself Test Drive

In the Test Drive mode, you can use the Reference Card and the Summary of Possible Moves sheet to experiment with the various commands. This is a great way to see what you can do and can't do without the time pressure of an actual game. Try to place drillers, mix fuel, set off an underground bomb, and get a bulletin. If you want to meet C.A.D., spend most of your money on bricks for the bridge. On your next turn, you'll quickly find out what happens when C.A.D. takes over.

Playing the Game

Each turn of *The Other Side* follows a simple and logical progression. The four steps below make up each year/turn of the game:

Step 1. Plan your Moves -- plan and then type in the actions you intend to take during the upcoming year.

Step 2. Use the Hotline -- communicate with the other side by typing in a short message.

Step 3. Execute your Moves-- carry out the actions you have planned for this year.

Step 4. Read the Year End Report -- gather and record the important domestic and international information which you can use to plan your next moves.

Step 1: Plan Your Moves

Discuss with your teammates the moves you would like to carry out in the next turn. You can take a variety of actions in each turn. You must use a special planning code to tell the computer what you want to do. The code is described below and is summarized on the Reference Card and the Summary of Possible Moves sheet. Write your moves in code on the Yearly Planner sheet for the keyboard operator to use at the computer.

Your First Turn

The first patrol you place must be adjacent (horizontal, vertical or diagonal) to your capital. For example, the left side can place its first patrol only in areas 26, 15, 14, 13, 24, 35, 36, and 37.

Typing in Your Moves at the Computer

When you are at the Planning Console screen, type in your moves for the upcoming year. Help messages will appear at the bottom of the screen as you are typing in your commands. If the command is correct you will receive the message: *Command Accepted*. Make sure that you put a space between each command. You can type in as many commands as you can fit in the line. However, you have only a short amount of time to type them.

The Planning Code

Possible Actions:

i = inspect
d = diplomat/spy
p = place
s = sell back
a = attack
u = underground bomb

r = repair tank
m = mix fuel
f = fuel gift
\$ = money gift
n = neutral zone
b = bulletin

Possessions:

p = prospecting patrol
c = covert patrol

d = driller
b = bomb

Fuels:

o = orange b = blue g = green

Possible Actions

i = inspect

You can inspect the areas which contain any of your possessions. Type **i** and the **number of the area** you wish to examine. For example, **i20** will give you a view of area 20. To add bricks to the bridge, you must inspect the bridge in area 28. A command of **i28** will take you to the bridge where you can add bricks, one at a time, by pressing **b** on the keyboard.

d = diplomat/spy

You can instruct one of your diplomats, stationed on the other side, to spy for you--to gather information about where the other side's rare fuel can be found. The diplomat will send this information to you in the Year End Report. To use one of your diplomats for this purpose, type **d**.

p = place

You can place possessions in any area which already contains one or more of your possessions or in any area adjacent (horizontally, vertically or diagonally) to an area which contains them. The other side's possessions look like yours, except that they are shown as black letters on a white background. Type **p**, the possession you wish to place (**d**, **p**, **b**, **c**), and the **number of the area** where you want to place it. For example, **pd31** will place a driller in area 31.

s = sell back

You can sell back a possession you own for half of its original value. To do this, type **s**, the possession you wish to sell back (**d**, **p**, **b**, **c**), and its location. For example, **sb53** sells back a bomb you have in area 53 and increases your total cash by half of the bomb's original value.

a = attack

You can attack with patrols or bombs. To attack, type **a**, specify the possession with which you intend to attack (**p** or **b**), and the **area** you wish to attack. For example, **ab48** will launch a bomb toward area 48 while **ap48** will cause a patrol in area 48 to attack the possession it is next to.

Patrol Attack--To attack a possession belonging to the other side, a patrol must be placed right next to it. Patrol attacks can be used to capture possessions.

Bomb Attack--A bomb can be placed anywhere and can be launched toward its target. A bomb attack destroys everything in the target area and releases contamination.

u = underground bomb

By setting off a bomb underground, new fuel resources may be released. For example, by exploding a bomb, a medium amount of green fuel may become a large amount. A negative effect of using a bomb is that it contaminates the world's fuel supply. To set off an underground explosion you must first place a bomb (**pb**) in the area where you wish to blast. Then type **u** and the **area number**. For example **u8** will explode a bomb underground in area 8 (if you've already placed one in that area).

r = repair tank

A leaky tank wastes fuel. To repair a leaky tank, type **r** and the type of fuel it holds (**o**, **g**, **b**). For example, a command of **rg** will repair the green fuel tank. It does cost money to repair your tanks, but leaks will get larger and larger the longer you wait to repair them.

m = mix fuel

You make money by mixing fuels. To mix fuels, type **m**. When this command is executed, you will see the Mixer on your screen display. Repeatedly pressing the **Spacebar** mixes the fuel. When you are done mixing, press **Return**.

f = fuel gift

Giving fuel to the other side can be helpful, but it costs you money to transport it to them. To give fuel from your storage tanks, type **f**, the type of fuel (**o**, **g**, **b**), and the number of gallons you wish to send. For example, **fg15** will send 15 gallons of green fuel to the other side. Transportation costs for the gift will be deducted from your cash.

\$ = money gift

Giving money to the other side can also be helpful, but there are transfer charges you must pay. To give money, type **\$** and the **amount of money** you wish to send. For example, **\$100** will send 100 dollars to the other side. That money, plus transfer charges, will be deducted from your cash.

n = neutral zone

For a fee, an area can be declared neutral to allow the other side to place possessions in it without alarming your side's C.A.D. To declare a neutral zone, type **n** and the **number of the area** you wish to declare neutral. For example, **n30** will allow the other side to safely enter area 30. An area will remain neutral until you move it to another spot. Each side can have only one neutral zone at a time, but its location can be shifted by using the command described above. You cannot sell back a neutral zone.

Step 2: Use the Hotline

When your time at the Planning Console runs out, the Hotline screen will appear. You can use the Hotline to send messages to the other side. The other side's message to you is displayed at the top of the screen. On the bottom line, you type the message you want to send to them. The following is a typical message: *CAD upset. Send green now.* Remember that the timer will be ticking down. The more time you spend on a message, the less time you'll have to carry out your moves.

- To send a message, type it in and press **Return**.
- To erase single characters use the **back arrow key**.
- To erase your entire message, press **ESC**.

Step 3: Execute Your Moves

When you have finished with the Hotline and have pressed **Return**, you will see a list of the year's moves which you previously typed on the Planning Console. You must carry out the actions in order, one at a time. To execute each succeeding move, press **Return**. Some actions will then be carried out automatically; others you will complete yourself according to the directions on the screen.

Placing a Possession in an Area

When a "place" command is being executed you will see a close up of the area in which you are placing the possession. Exact placement of possessions is not important during the first few turns of the game. It becomes important when you want the possessions to protect or attack other objects. For example, patrols must be right next to objects they are either protecting or attacking. The other side's possessions look just like yours, but they are shown as black letters on a white background.

- To move a new possession, use the **I, J, K** or **M** keys on the Apple and the **arrow keys** on the IBM.
 - To leave the area, press **Return**.

Breaking C.A.D.'s Code

C.A.D., your Computer Assisted Defense system, keeps a close watch on the domestic and world situation. If your cash gets too low or if the other side makes moves which seem aggressive, C.A.D. may step in during your turn and take over your moves. If the Code Breaker machine appears, you will have an opportunity to stop C.A.D. by buying the secret 3-letter code. This code consists of a combination of the letters a, b and c and changes every year.

To use the **Code Breaker**, press **Return** when the amount of money you wish to spend appears. You can spend from \$0-\$100. The more money you spend, the more likely you will find out all three letters of the code. Write down the code on your Resource Planner Sheet. To turn C.A.D. off, type in the 3-letter code when C.A.D. appears again.

Events Beyond Your Control

Occasionally events will occur that are completely beyond your control. C.A.D. may take over unexpectedly or your country may experience a national strike. A strike depletes your side's cash by \$50 and causes you to lose the rest of your turn. You must learn to deal quickly with these unexpected situations.

Step 4: Read the Year End Report

When the timer reaches one, the Year End Report will appear. This report is divided among the three fuel tanks and scrolls rapidly. Decide who will read each tank. Share your information with the resource manager who will record it on the Resource Manager sheet. The Year End Report begins by presenting the following information:

- the total amount of cash you have;
- the amount of fuel shipped that year;
- the amount of fuel in each tank;
- the amount of cash you spent that year;
- the condition of the three fuel tanks. Do they have leaks? How big are the leaks?
- the level of contamination. The higher the contamination, the more your tanks will leak.

After this information has been presented, you may hear some beeps signaling that you will receive messages from your spies. Your spies may tell you information about the activities of the other side. If you sent out a diplomat/spy, he or she will tell you one location of rare fuel on the other side. Use this information to plan your next moves.

A Note About Time

The amount of time which you have to type the commands for your moves is limited. The pressure and tension which results from this scarcity of time is an essential element of the game. It may be frustrating at first, but you will get used to it as your competency increases. The amount of time for each turn differs in the one and the two-computer games:

One-computer game--you will always have approximately 25 seconds to type your commands at the Planning Console.

Two-computer game--the left side will always have approximately 25 seconds to type in its commands during the first year of play. After this turn, the time allowed will be 25 seconds + the time it takes for the other side to execute its commands. This is much less time than it first appears, since, in the two-computer game, there is no time away from the computer. You must plan while the other side carries out its moves. Therefore, if they choose to execute very few commands in a year or carry out their commands quickly, you will have little time at your Planning Console.

Hotline History

When you have finished the game you can read the Hotline History to see how your relations with the other side developed. The Hotline History contains all the messages the two sides exchanged during

the game. To look at the Hotline History, reload the program and select Hotline History (type 3) on the Game Selection menu. Then select the number of the game whose Hotline History you wish to review.

Making the Two-Computer Connection

Welcome to the new area of telecommunications game playing. It's an exciting opportunity to play *The Other Side* with students across town, across the country, or anywhere in the world. We have invested much time and energy in making the linking of two computers together as easy as possible given current technology. We are only a phone call or letter away if you need any help. Good luck, pioneer!

Connecting by Modem

The Other Side has been designed to work with several modems. For easiest use we recommend:

Computer Type	Possible Modems
Apple IIe or II plus	<ul style="list-style-type: none">• Hayes Micromodem II or IIe (installed in Slot 2)• Apple Modem 300 or 1200 or Hayes SmartModem 300 or 1200 (with a Super Serial Card in Slot 2)• Apple Personal Modem
Apple IIc	<ul style="list-style-type: none">• Apple Modem 300 or 1200 (plugged into Port 2)
IBM PC	<ul style="list-style-type: none">• Hayes SmartModem 300B or 1200B (installed in any slot)• Hayes SmartModem 300 or 1200 or Apple Modem (with an asynchronous serial card plugged into any slot)
IBM PCjr	<ul style="list-style-type: none">• IBM PCjr internal modem (installed in any slot)• Hayes SmartModem 300 or 1200 or Apple Modem (with an asynchronous serial card plugged into any slot)

Placing a Modem Phone Call

- Set up the computers near a phone jack.
 - If you are using an Apple IIe/II+, install your Micromodem or Super Serial Card in slot 2 (open the computer to install the card -- the slots are numbered). The jumper block on your Super Serial Card should have its large white triangle pointing toward the word "MODEM"; the dip switches on the card should be set as follows:

(First set) **on off off on on on on**

(second set) **on on on on off off off**
 - If you are using an Apple IIc, plug your modem cable into Port 2.
- Phone the other side. Decide the following:
 - Who will place and who will receive the modem call;
 - How long you will wait before calling each other back if the connection is unsuccessful (five minutes should be enough);

c) Who will be the left side and who will be the right side;

d) At what level (Beginning, Experienced or Expert) you will play.

3. Unplug the phone cord from the phone jack. Plug in the modem cord.
4. Put *The Other Side* disk into the the drive and close the drive door.
5. Turn the computer on. The game will load and the opening title will appear on your screen. Press the **Spacebar** to continue.
6. The game selection menu will appear. Select 2.
7. Another menu will appear. Select 1, 2 or 3 depending on which modem you have. Choices 1 or 2 allow you to make your connect automatically by just typing the phone number you are dialing. If you select choice 3 (Other Modem), you will need to type in the special command characters required by your particular modem. Refer to the instruction book that came with it.

IBM only: You now may be required to indicate whether your serial card is set at COM1 or COM2. Try COM1 if you are not sure. If the message "device not installed" appears on your screen, select COM2 instead.

8. Another menu will appear. Select 1 to receive the call, 2 to place the call with pulse dialing, or 3 to place the call with tone dialing (if your modem and phone system support it).

9. Place the call:

a) If you are going to place the call, type the phone number, without spaces or dashes. Then press **Return** and wait (on the IBM, this key is marked with an arrow shape or the word **Enter**). If you make a mistake typing the number, press **Return** and then type the number again.

b) If you are going to receive the modem call, wait until a connection has been made.

c) If you chose 3 (Other Modem) and you are placing the call, type the command characters required by your modem, followed by the phone number and **Return**. To leave the terminal and begin play, press the F1 key (IBM) or **<CTRL>C** (Apple).

NOTE: The Other Modem option cannot be used with the Micromodem or the PCjr Internal Modem.

10. You should now see the Left Side-Right Side screen. Choose your side and proceed by following the directions under *Playing the Two-Computer Game*, page 41.

Connecting with a Cable

TO CONNECT	USE THE FOLLOWING
Apple IIe/plus to Apple IIe/plus	Joystick Cable
Apple IIc to Apple IIc	C to C Cable
IBM-PCjr to IBM-PCjr	PC Cable
Apple IIc to Apple IIe/plus	C to E Cable *
IBM-PC to IBM-PC or PCjr	PC Cable *

For each of the connections designated above by an asterisk (*), you must have a serial card installed in one of the expansion slots of your computer. In the case of an Apple, this card must be a Super Serial Card installed in Slot 2; in the case of an IBM-PC, it must be an asynchronous serial card

installed in any slot.

A special serial adaptor for the PCjr, necessary for making the two-computer connection, may be purchased from your IBM dealer. It plugs into the socket marked S in the back of your computer.

Follow these steps

1. Make sure that both computers are OFF.

Connect the two computers with the correct cable (see above). Refer to any instructions which come with the cable you are using.

a) Install any necessary cards (see above) in one of the expansion slots of your computer. If you are using an Apple IIe/II+, install your Super Serial Card in slot 2 (open the computer to install the card--the slots are numbered from the left). The jumper block on your Super Serial Card should have its large white triangle pointing toward the word "MODEM"; the dip switches on the card should be set as follows:

(first set) on off off on on on on

(second set) on on on on off off off

b) If you are using an Apple IIc, plug your cable into Port 2.

2. Put *The Other Side* disk into the drive and close the drive door.

3. Turn the computer on. The game will load, and the opening title will appear on your screen. Press the **Spacebar** to continue.

4. The game selection menu will appear. Type 2 to select the two computer version.

5. Another menu will appear. Select 4 if you have used a cable which connects the serial ports of the two computers or 5 if you are using the Joystick Cable.

IBM only: You now may be required to indicate whether your serial card is set at COM1 or COM2. Try COM1 if you are not sure. If the message "device not installed" appears on your screen, select COM2 instead.

6. You should now see the Left Side-Right Side screen. Choose your side and proceed by following the directions in the next section.

Playing the Two-Computer Game

1. Make a connection between the computers by following the instructions under either *Placing a Modern Call* or *Connecting with a Cable*.

2. Select your mode of play. Type **1** to play collaboratively or **2** to play competitively. The two sides may select different modes of play.

- a) **Collaborative** -- the goal of the collaborative game is to build the bridge jointly in as few years as possible.
- b) **Competitive** -- the goal of the competitive game is to be the last side to add a brick to the bridge.

3. Next, type **N** to begin a new game or **O** to continue an old game. You will be further prompted to select the number which designates the game you are starting or continuing. Type **1**, **2** or **3**.

4. Next, you will be asked to select the game level. Type **1**, **2** or **3**.

5. You will see a screen titled Selecting Game Level:

1 = Beginning Diplomat
2 = Experienced Diplomat
3 = Expert Diplomat

We suggest that first-time players type **1**.

6. Finally, you can reset the parameters (the costs and values of different items and actions as well as some other game features). We suggest that you type **N** to leave them as they are--they are preset for what we think are three very exciting levels of play. Later, you may wish to experiment with changing them.

7. If the connect is successful, both sides will see the Costs and Values table on their screens. When both sides have pressed **Return** (or **Enter**), the game will begin. Both sides will play simultaneously, so you'll need to plan your moves while in the middle of the action.

Hints for Playing the Two-Computer Game

The two-computer version adds new challenges to playing *The Other Side*. You will have the opportunity to devise sophisticated strategies. Here are some hints:

- Each side does not know whether the other has decided to play competitively or collaboratively. This mystery can add tension and distrust between the sides. If you are playing collaboratively you may have to work harder to get the other side to trust you. If you are playing competitively you can use this mystery to your advantage. You can pretend to be playing collaboratively to persuade the other side to give you fuel and money.
- Since both sides play simultaneously, you can time your moves to affect the other side's turns. If you make a lot of moves the other side will have more time to plan their moves. If you are playing collaboratively you can let the timer run out in order to give the other side more time. If you make only a few moves the other side won't have much time for planning.

Tips And Troubleshooting

Cables. When attaching any cable between computers or removing any cards from expansion slots, make certain that both computers are turned off to avoid damage to either computer. The Joystick Cable connector must be plugged in so that the cable end faces the back of the computer.

Calling. When making a modem call, type all the numbers you would dial when making a voice call, but do not include dashes or spaces. For example, the phone number 1-800-555-1234 should be typed: **18005551234**. Try redialing several times before suspecting that something is wrong.

If you select tone dial and are unsuccessful, you may have pulse service or may be using a modem which doesn't support tone dialing; if so, you will not be able to use the tone dial feature.

Warning: If the game unexpectedly stops after a connect (for instance in the middle of a game), you will need to turn your modems off to break the connection before redialing. Unfortunately, this will occasionally happen when using modems because of phone line "noise." Also, a game can unexpectedly stop if a long distance operator cuts in or if a CALL WAITING beep occurs when data is being written to (saved on) the disks.

Cards. If you are having difficulty making a connect, remove all unnecessary cards from the expansion slots of your computer. Sometimes cleaning the contacts on your modem or serial card will help in making a successful connect (use alcohol or other approved solvent).

COM. A connect cannot be made if more than one device (card) is installed in an IBM with the same COM number. Therefore, if you have more than one serial card or both a serial card and an internal modem, set one of them to COM1 and the other to COM2 or remove all but one of them.

Disks. The disk must remain in the disk drive throughout the game. You will need to use both of the disks to play the two-computer game. Make sure that there are no write protect tabs on either disk.

ESC. If you make a mistake in a menu selection, pressing **ESC** will usually move you back to the previous screen.

APPLE COMPUTERS ONLY

Serial Card. Verify that the settings of the dip switches on your super serial Card are correct. If you are using an Apple II+ or IIe and are using a Super Serial Card, make sure the triangle on the jumper block is pointing toward the word **MODEM**. If you need to change the setting, do it while the computer is off.

Slot 2. If you are using an Apple II+ or IIe, verify that your modem or serial card is in slot 2.

IIc. Apple IIc users: if you have difficulties making a connection via modem when you dial with your IIc, you may have an early model in need of an upgrade. Contact your local dealer.

Players' Tools

The pages in this section are your tools for playing *The Other Side*. Keep the originals in this book and make photocopies for use while playing.

Resource Manager

Yearly Planners

Summary of Possible Moves

Reference Cards

Extra Maps

Descriptions of the Teaching Materials

The worksheets in this section provide a variety of introductory and post-game activities for students. They are divided into two categories, Activity Worksheets and World Fact Sheets. The Activity Worksheets provide students with practice using skills necessary in playing the simulation. They also direct students to analyze their strategies and the events of the game. The World Fact Sheets provide tables and graphs of information which are relevant to the simulation. These fact sheets can help you integrate *The Other Side* with your curriculum. The worksheets are described below to help you select the ones that will best suit your needs:

Activity Worksheet: *Resolving Personal Conflicts*

Goal: To help students address the reasons why personal conflicts arise and the different ways to resolve them.

Activity: Students describe how they would resolve a variety of conflicts.

Suggestions for use: You can use this worksheet before playing *The Other Side* as a way to introduce the topic of conflict resolution. Begin by discussing conflicts between people and then make connections to conflicts between nations.

Activity Worksheet: *The Planning Code*

Goal: To provide practice using the planning code. Familiarity with the code is essential to playing the game.

Activity: Students write a variety of actions in the planning code.

Suggestions for use: We encourage you to have your students complete this worksheet before playing the game. Go over the answers in class.

Activity Worksheet: *Writing Hotline Messages*

Goal: To provide practice writing clear and concise messages.

Activity: Students figure out how they would communicate with the other side in a variety of typical game situations, and write appropriate Hotline messages.

Suggestions for use: This worksheet can be used either before or during game play. Students can give each other feedback on the clarity of the messages. Language arts teachers can make connections to other situations in which it is important to write clear and concise messages.

Activity Worksheet: *Tone*

Goal: To provide practice identifying and creating a variety of tones.

Activity: Students identify the tone of a variety of Hotline messages and then rewrite messages to convey different tones.

Suggestions for use: This worksheet can be used during the game to help students improve their communication skills. Language arts teachers can integrate this activity with lessons on tone in other forms of writing.

Activity Worksheet: *Analyzing Your Economy*

Goal: To help students analyze the economy of their nation.

Activity: Students graph the economy of their nation during the course of the simulation.

Suggestions for use: This worksheet can be used during or after the game. Comparing the two sides' graphs can lead to a discussion about the differences in their buying and spending strategies. Social studies teachers can use this activity to enhance the study of economics or U.S. government spending.

Activity Worksheet: *Making Connections—The Other Side and Real World Foreign Policies*

Goal: To help students compare and contrast their game strategies with real world foreign policies.

Activity: This worksheet includes descriptions of how different foreign policies could be used in playing *The Other Side*. Students are asked to provide real world examples and to analyze their playing strategies in terms of these policies.

Suggestions for use: This worksheet can be used to stimulate a post-game discussion. Social studies teachers can use this activity to draw connections between the simulation and current or historical events. One option is to have students select a real world strategy to use in playing *The Other Side*. After the game, students can discuss how they carried out their strategy and its pros and cons for building the bridge.

Activity Worksheet: *The Other Side News*

Goal: To provide students with practice using their writing and analytical skills.

Activity: Students write a newspaper article that summarizes and analyzes the events of their game.

Suggestions for use: During the game, students can write daily accounts of their progress. After the game, students can write a summary of the game's events. Comparing the articles written by the two teams can lead to a discussion of how perspective influences the news. You can also discuss which styles and tones are appropriate to newspaper articles. Another option is to have students use word processing programs to write their articles.

World Fact Sheet: *Energy: How much does each region of the world consume?*

Goal: To help students make connections between the simulation and real world energy consumption.

Activity: Students study a table of world energy consumption and answer questions.

Suggestions for use: After the game, this worksheet can be used to generate a discussion comparing energy consumption in the simulation to the real world. In the simulation, mixing fuel is a metaphor for consuming energy. Science teachers can integrate this worksheet with lessons on renewable and nonrenewable sources of energy.

World Fact Sheet: *Natural Resources: What percentage of what the United States uses is imported?*

Goal: To help students make connections between the importing of natural resources in the real world and the simulation.

Activity: Students answer questions based on the information in a table of U.S. imports of minerals and metals.

Suggestions: We recommend using this worksheet after the game to stimulate discussion of the U.S. importing natural resources. Ask students to compare importing and exporting in the real world to trading fuels in the simulation. Social studies and science teachers can use this worksheet to spark a discussion about the effects of limited natural resources.

World Fact Sheet: *U.S. Defense Spending: How much is enough?*

Goal: To help students make connections between defense spending in the simulation and the real world.

Activity: After studying a bar graph, students answer questions on U.S. defense spending.

Suggestions for use: This worksheet can be incorporated into a post-game discussion of defense spending in the simulation and in the real world. Social studies teachers can draw connections to the U.S.-Soviet arms race.

The Other Side / Activity Worksheets

Name _____ Date _____

Resolving Personal Conflicts

There are many reasons why conflicts arise and many ways to resolve them. Describe how you would try to resolve the conflicts in each of the following situations.

1) Your bike has been missing for three days. You see a friend riding a bike that looks just like the one you're missing. What would you do? _____

How would you respond if you saw an enemy on a bike that looks just like the one you're missing? _____

2) You and two of your friends have pooled your money to buy another friend a birthday present. There is a lot of disagreement about what to buy. How will you decide what to buy? _____

3) You are working on a group research project with four other students. One student has not done any work. What would you do? _____

4) On a separate sheet of paper, describe a conflict that you had with another person and how you resolved it. Also explain what you think would have happened if the conflict had not been resolved.

The Other Side / Activity Worksheets

Name _____ Date _____

The Planning Code

In order to take actions, such as drilling for fuel, you need to use a special planning code. Use your Reference Card to help you write the correct codes for the following actions.

1) You are the country on the left side. You want to see what kind of fuels are in your territory. Inspect your capital city in area 25 and place patrols in the areas on either side.

You type in **l25 pp24 pp26**

2) The other side has sent you a message that green fuel is located in area 7. Your team agrees to place a driller and a patrol to protect it in area 7.

You type in

3) The other side has sent you an emergency message. Their cash is dangerously low. You decide to send them a money gift of \$100 to help them.

You type in

4) Your team wants to start building the bridge in area 28.

You type in

5) Your team has agreed to trade some of its rare fuel for some of the other side's rare fuel. You plan to send 15 gallons of orange fuel to the other side as part of the trade agreement.

You type in

6) The Year End Report says that there is a severe leak in your green fuel tank. You need to repair the tank before all the fuel disappears.

You type in

7) There is a tiny reserve of orange fuel in area 13. Your side decides to risk contamination by using an underground bomb explosion to shake more fuel from the ground. You decide to build a bomb in area 13 and explode it underground.

You type in

®

Name _____

Writing Hotline Messages

In The Other Side, the two countries send each other messages over the computer hotline. These messages must be short (only 32 characters long), which can make it difficult to get across what you mean. This worksheet will help you practice writing messages that are short and clear.

1. The following are some situations that may occur when you are playing The Other Side. Figure out how you would deal with each situation and write a Hotline message to the other side.

Example:



You want to get some of the other side's orange fuel. You're willing to give them some of your green fuel.

[illegible]

You want the other side to send you money because your cash is running low.

[illegible]

You find out that a bomb was installed in your territory.

[illegible]

Your C.A.D. is upset because the other side has built patrols near your capital.

[illegible]

You've built almost half the bridge, but the other side has built only two bricks.

[illegible]

You made a trade agreement with the other side to exchange 15 gallons of green for 15 gallons of orange. You sent them the green fuel, but you haven't received any orange fuel.

[illegible]

- II. Describe situations in the real world where you need to write short, clear messages.** _____

The Other Side / Activity Worksheets

Name _____ Date _____

Tone

It's not just what you say, but how you say it. The words that you choose and the way you present them create a tone. The tone of your messages can express the way you feel about the other side, and can help or hinder a collaborative relationship.

- I. Identify the tone of the following messages. For example, the tone could be friendly, angry, calm, upset, or business-like.

Message	Tone
Build bricks, or else!!	<i>Threatening</i>
Let's build a bridge of peace!	
Let's work together.	
Take out your patrols!!	
Sorry about bomb. CAD was mad.	
Send cash fast!	
Green in area 32.	
How dare you bomb us!	
Why did you bomb us?	

- II. Rewrite the following message so that it expresses different tones:

We need 20 green.

Friendly-- _____

Desperate-- _____

Threatening-- _____

- III. 1) What type of tone(s) would you use to negotiate with the other side? Why? _____

- 2) What type of tone(s) would you use to write a treaty? Why? _____

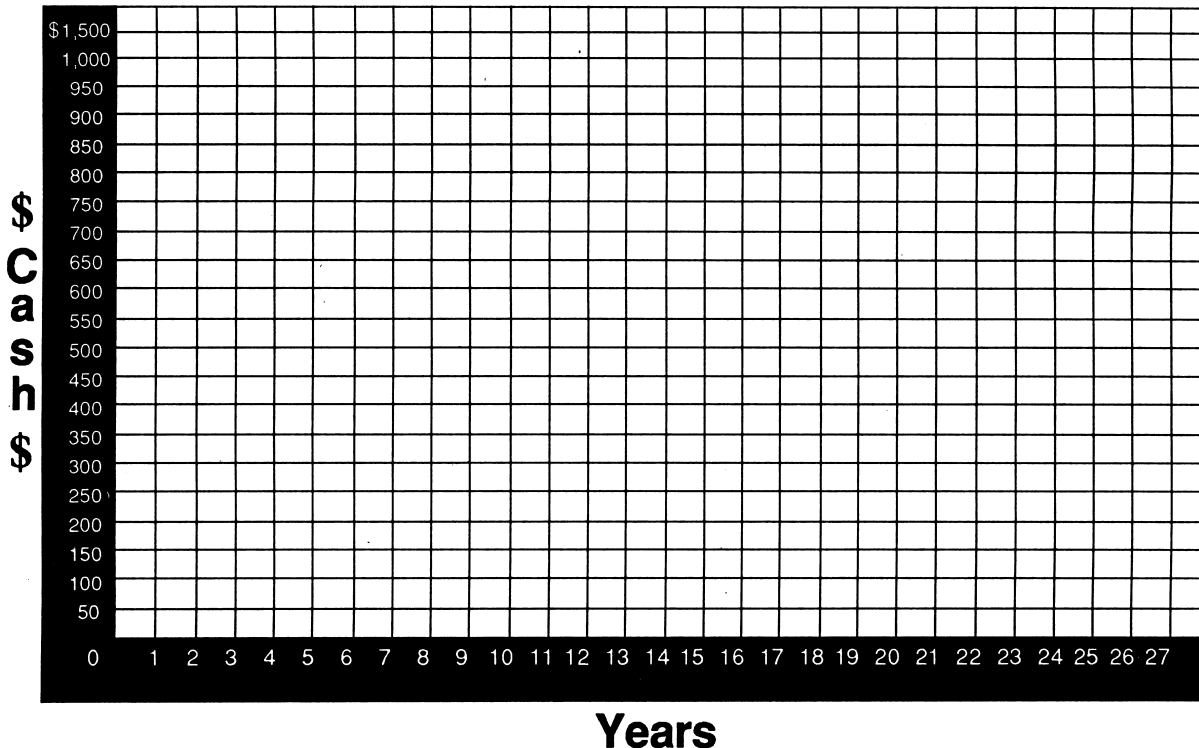
- 3) What type of tone(s) would you use to write a newspaper article about the events in your Other Side game? Why? _____

The Other Side / Activity Worksheets

Name _____ Date _____

Analyzing Your Economy

Use the information on your Resource Planner sheet to graph your side's economy. The amount of cash you have at the end of each year is posted in the Year End Report.



- 1) Describe your economy. Was it stable? Did it have many ups and downs? _____
- 2) What was the average amount of cash you had each year? _____
- 3) How many years was your cash below \$150? Why did this happen? How could you prevent it from happening next time? _____
- 4) Compare your graph to the other side's graph of their economy. How do your economies differ? _____

The Other Side / Activity Worksheets

Name _____ Date _____

Write up the
events of
your game.

The Other Side NEWS

Free

Special Edition

Vol. 1, No. 1

The Other Side / Activity Worksheets

Name _____ Date _____

Making Connections—The Other Side and Real-World Foreign Policies

Many of the strategies teams use in playing The Other Side reflect actual domestic and international policies which nations have employed throughout history. Read the examples below and fill in the blanks. Then answer the questions on page 2.

1) Collaboration: Both sides can collaborate by agreeing to be honest with each other and by forming an alliance. A collaborative relationship involves good communication and the exchange of fuel and money. However, problems which are often beyond the control of either team can arise to dramatically change their relationship. For example, one side may not find enough rare fuel to exchange with the other side.

a) **Real-world examples of collaboration:** The NATO alliance, the European Common Market, and the Olympics.

b) **Give additional examples of collaboration.** _____

2) Deterrence: One side uses force or threatens to use force to warn the other side. For example, one side might threaten to launch a bomb to deter the other side from invading. This strategy can be expensive and ineffective.

a) **Real-world examples of deterrence:** The current U.S./Soviet arms race and the military build-up in Athens and Sparta during classical antiquity.

b) **Give additional examples of deterrence.** _____

3) Imperialism: One side moves into the other side's territory to take its natural resources. The imperialistic side attempts to make the other dependent on it for fuel and cash. For example, one side could build drillers in the other side's territory and mine all the fuels. In exchange for keeping its drillers in their territory, the imperialistic side might offer to send fuel and/or cash to the other side. One of the risks of such a policy is that the subordinate side could rebel and take over the drillers.

a) **Real-world examples of Imperialism:** The actions of the British in India before 1945, and the Japanese invasion of the Chinese province of Manchuria in 1931. The Japanese took over Manchuria's rich coal and iron deposits.

b) **Give additional examples of Imperialism.** _____

4) Guerrilla Warfare: Using this tactic, one side makes several attacks on the other side in order to get them to leave its territory. For example, one side might attack a driller which was placed in its territory by the other side. In this way, one side might be able to drive the other out of its territory, but the possibilities of negotiating a peaceful coexistence are decreased.

a) **Real-world examples of guerrilla warfare:** the current situations in Nicaragua and El Salvador.

b) **Give additional examples of guerrilla warfare.** _____

The Other Side / Activity Worksheets

Name _____ Date _____

Making Connections, Page 2

5) Isolationism: One side focuses only on its domestic affairs and avoids any involvement, such as a cooperative alliance, with the other side. The isolationist side tries to avoid conflicts with the other side and tries not to provoke its C.A.D. The isolationist nation attempts to build the bridge by mixing just its own two fuels. However, isolationism can be hard to maintain for a long time because the nation must depend on its own natural resources which may be limited.

a) **Real-world examples of Isolationism:** After World War I, the United States was an isolationist nation. The Senate voted down U.S. membership in the League of Nations.

b) **Give additional examples of Isolationism.** _____

6) Open Warfare: One side attacks the other as much as possible in order to establish control over the world's resources. There are many disadvantages to such a strategy. It is expensive to wage war, and the game will end if the level of contamination gets too high. War also decreases the possibility of the sides cooperating to build the bridge.

a) **Real-world examples of open warfare:** The current war between Iran and Iraq, and the Chinese invasion of Tibet in 1950. D.Day is a good example of open warfare that was expensive and destructive, and yet was crucial to the success of the U.S. and the Allies.

b) **Give additional examples of open warfare.** _____

7) Negotiation and Diplomacy: The two sides attempt to resolve their conflicts in a non-violent manner by using negotiation and diplomacy. The two sides can agree to exchange fuel and money in order to aid each other. The major difficulty with this approach lies in ensuring that neither side breaks the treaty.

a) **Real-world examples of negotiation and diplomacy:** The SALT agreements, the establishment of the United Nations, and the Camp David talks to discuss ending the war between Egypt and Israel.

b) **Give additional examples of negotiation and diplomacy.** _____

Answer the following questions on a separate sheet of paper.

- 1) Describe the policy your team used in playing The Other Side.
- 2) Which real-world policy was your policy most similar to? In what ways was it similar?
- 3) Select one of the real-world foreign policies. Describe how you would carry out this policy in playing The Other Side. How would you acquire fuel? What would your relationship be like with the other side? What are the pros and cons of this policy?

The Other Side / World Fact Sheets

Energy

How much does each region consume?

In tons of coal equivalent.

REGION	Consumption (mil. metric tons)			% of Distribution		
	1960	1970	1980	1960	1970	1980
WORLD TOTAL	3,970	6,430	8,548	100%	100%	100%
UNITED STATES	1,477	2,227	2,370	37.2	34.6	27.7
WESTERN EUROPE	783	1,295	1,559	19.7	20.1	18.2
JAPAN	109	317	431	2.7	4.9	5.0
CENTRALLY PLANNED ECONOMIES*	1,201	1,783	2,745	30.3	27.7	32.1
REST OF THE WORLD	400	808	1,443	10.1	12.6	16.9

Source: Statistical Office of the United Nations, New York, NY, *Yearbook of World Energy Statistics*. (Copyright)

*Includes China, Dem. People's Rep. of Korea, Mongolia, Vietnam, Albania, Bulgaria, Czechoslovakia, German Dem. Rep., Hungary, Poland, Romania, and the Soviet Union

This table displays the number of millions of metric tons of energy that were consumed by different regions of the world. It also provides information on the percent of total energy that was consumed by each region. For example, in 1980, Japan consumed 431,000,000 metric tons of energy which was 5% of the total energy used by the world.

Study the table and answer the questions below.

1) By how much did the world's total energy consumption increase between 1960 and 1970? Between 1970 and 1980? _____

2) In which **two** regions of the world did the consumption of the energy increase the most between 1960 and 1980? By how much? _____

3) Which region consumed the largest percentage of energy in 1960? _____
1970? _____ 1980? _____

4) In which region did the percentage of the world's energy consumption increase the most between 1960 and 1980? By how much? _____

The Other Side / World Fact Sheets

Natural Resources

What percent of what we use is imported?

MINERAL	1978	1983	RANK OF MAJOR FOREIGN SOURCES
MICA	100	100	India, Brazil, Belgium
MANGANESE	97	99	Ore: So.Africa, Gabon, Australia, Brazil
COBALT	95	96	Zaire, Zambia, Belgium-Luxembourg, Canada
NICKEL	80	77	Canada, Australia, Norway, Botswana
TIN	79	72	Malaysia, Thailand, Bolivia, Indonesia
ZINC	66	66	Ore: Canada, Peru, Mexico
SILVER	43	61	Canada, Mexico, Peru, United Kingdom
GOLD	29	37	Canada, Venezuela, Brazil, Liberia
IRON ORE	53	21	Canada, Switzerland, U.S.S.R.
ALUMINIUM	11	18	Canada, Ghana, Venezuela, Japan
COPPER	20	17	Chile, Canada, Peru, Zambia
SULFUR	12	16	Canada, Mexico
IRON & STEEL	12	13	Europe, Japan, Canada
NATURAL GAS	5	5	Canada, Algeria, Mexico
Source: U.S. Bureau of Mines, <i>Mineral Commodity Summaries</i> ; U.S. Bureau of the Census import and export data			

This table presents the percentages of the minerals and metals the U.S. consumes that are imported. For example, 43% of the silver the U.S. used in 1978 was imported. The U.S. imports the largest amount of silver from Canada, Mexico, Peru, and the United Kingdom.

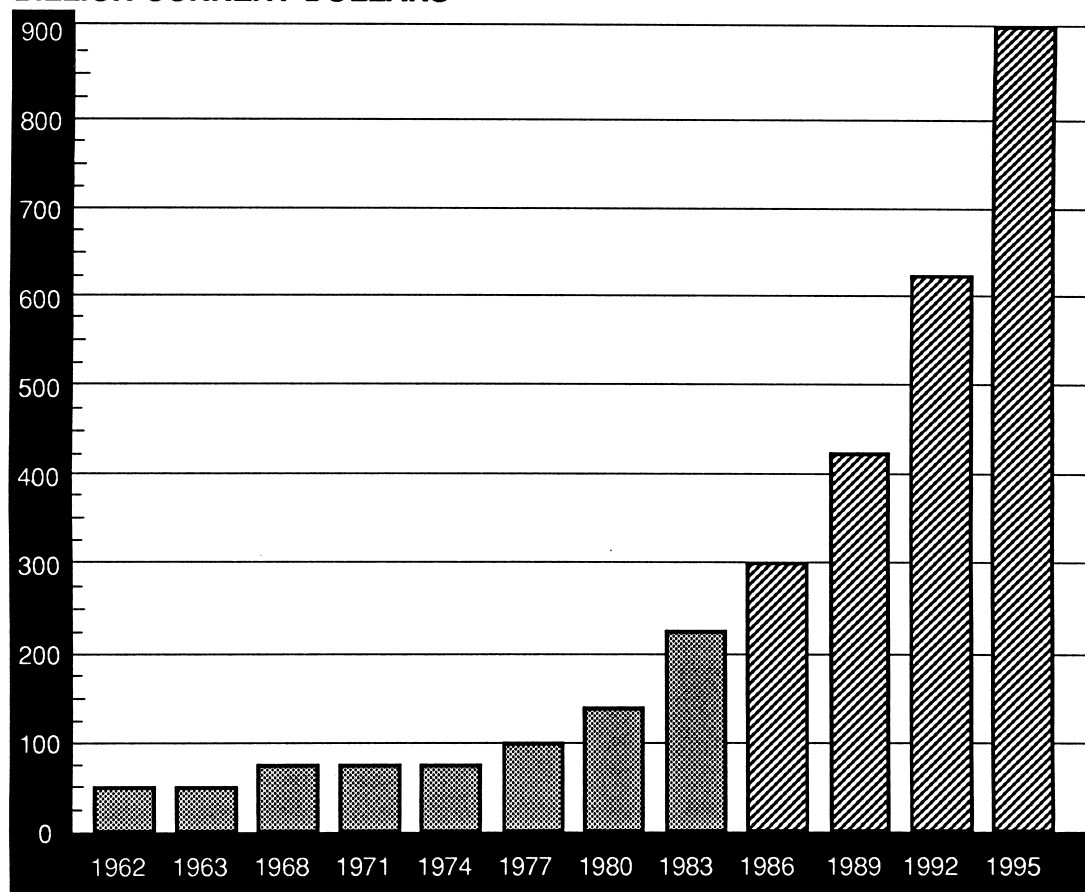
Study the table and answer the questions below on a separate sheet of paper.

- 1) Which countries are a major source of imports for four or more minerals and metals?
- 2) What kind of relationship does the United States have with each of those countries?
- 3) In *The Other Side*, trading fuel is a metaphor for importing and exporting natural resources. What are similarities and differences between trading in the simulation and importing and exporting in the real world? What percent of the fuel that you used was imported?

The Other Side / World Fact Sheets

U.S. Defense Spending How much is enough?

BILLION CURRENT DOLLARS



FISCAL YEARS

SOURCES: Office of Management and Budget, Federal Government Finances; Projections by Rainer Bancorporation

U.S. Defense Spending

This bar graph presents the amount of money spent by the U.S. on defense from 1962 to 1983 and the estimated amounts that will be spent from 1986 to 1995. For example, in 1963 the U.S. spent \$50,000,000,000 on defense.

Defense spending is money the government spends to protect the country against attacks from other countries. It includes all the costs of designing, buying and maintaining ships, planes, tanks, guns, bombs, missiles, etc. It also includes paying the salaries of everyone who works in the Army, Navy, Air Force, Marines, and National Guard. Even the pensions paid to these people after they retire is part of defense spending.

Study the graph and answer the following questions on a separate sheet of paper.

- 1) How much has defense spending increased between 1962 and 1983?
- 2) In which three year period between 1962 and 1983 did defense spending increase the most? By how much? Why do you think the increase occurred during this time period?
- 3) How much money did you spend on defense when you played The Other Side? What did you spend the money on? Why?

Yearly Planner

Use this form to plan your actions and messages. Write down the actions you are going to take, then type them in when the Planning Console screen appears in the game. Be sure to record both your and The Other Side's Hotline messages.

i = inspect
d = diplomat/spy
p = place

s = sell back
a = attack
u = underground bomb

r = repair tank
m = mix fuel
f = fuel gift

\$ = money gift
n = neutral zone
b = bulletin

Sample Year 1	<p>Suggested first turn for right side: l31 pp30 pp21 pp42 d This means: inspect your capital city, explore the territory around it by using your prospecting patrols and instruct a diplomat/spy to look for fuel.</p> <p>Suggested first turn for left side: l25 pp26 pp13 pp36 d This means: inspect your capital city, explore the territory by using your prospecting patrols and instruct a diplomat/spy to look for fuel.</p>
Year 1	
Your Message	
Their Message	
Year 2	
Your Message	
Their Message	
Year3	
Your Message	
Their Message	
Year 4	
Your Message	
Their Message	
Year 5	
Your Message	
Their Message	

Yearly Planner

Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	
Year	
Your Message	
Their Message	

Resource Manager

Year	Gallons of Fuel			Contamination and leaks			Year End Cash	CAD Code	Costs and Values	
	O	B	G	O	B	G				
									Cost to fix leak	
									Cost to activate diplomat/spy	
									Cost of a bulletin	
									Cost for neutral zone	
									Cost multiple of bridge bricks	
									Cost to transfer gifts	
									Single fuel mix value	
									Double fuel mix value	
									Triple fuel mix value	
									Cost of prospecting patrol	
									Cost of a bomb	
									Cost of a driller	
									Cost of a covert patrol	
									NOTES	

SUMMARY OF POSSIBLE MOVES

Use this reference sheet to help you plan your moves. Your side can carry out all the following actions. You can ...

Look for fuel

- **Place prospecting patrols.** You can place prospecting patrols in any area which is adjacent (horizontally, vertically or diagonally) to an area that contains your possessions. When you place a patrol you will find out the type and amount of fuel in the area. Type **pp** and number of the area where you want to place the patrol.

- **Place covert patrols on the other side's territory.** Covert patrols are disguised to look like the other side's patrols. They do everything that regular patrols do, but are more expensive. Type **pc** and number of the area where you want to place the patrol.

- **Send a diplomat/spy to the other side to look for fuel.** The diplomat/ spy will tell you the location of fuel in the Year End Report. However, he or she will not tell you the amount of fuel. Type **d**.

Drill for fuel

- **Place drillers.** You place drillers the same way that you place patrols. Drillers immediately pump fuel to your tanks. Type **pd** and number of the area where you want to place the driller.

Keep track of drillers

- **Purchase a bulletin** to find out about your drillers. The bulletin tells you the location of your drillers, the amount of fuel in each drilling site, and which drillers are threatened by the other side. Type **b**.

Get more fuel

- **Set off an underground bomb.** Drilling in an area depletes the amount of fuel. To release additional fuel, first place (**p**) a bomb (**b**) in the area and then set it off underground (**u**).

Repair fuel tanks

- **Read the Year End Report** to find out the conditions of your fuel tanks. Unrepaired leaks grow larger and larger and waste precious fuel. To repair a leaky tank, type **r** and the letter for the type of fuel it holds (**o,g,b**).

Make money

- **Mixing fuel** is the best way to earn money. Type **m** to use your Mixer. Repeatedly pressing the **Space bar** mixes the fuel. Remember that mixing three fuels will make much more money than mixing one or two. When you are done mixing, press **Return**.

- **Selling back possessions** is another way to make money. For example, you might want to sell back a driller in an area where the fuel supply has gotten low. You will receive half the original value of the possession. Type **s**, the possession you wish to sell back (**d,p,b,c**) and its location.

Build the bridge

- **Inspect area 28**, the bridge construction site. Type **I28**. You will see a close-up of the area. Press **b** to add bricks. The cost of each brick is greater than the one before it.

Look at territories

- **Inspect any areas** in which you have possessions to find out the status of your patrols, drillers, and fuel supply. Type **I** and the number of the area you want to inspect.

Send money or fuel

- **Give money.** Giving money to the other side can be helpful. You must pay a fee to transport your gift to the other side. To send money, type **\$** and the amount of money you wish to send. This amount plus the transfer charges, will be deducted from your cash.

- **Send fuel** To send fuel, type **f**, the type of fuel (**o,g,b**) and the number of gallons you wish to send.

Set up a neutral zone

- **Declare an area to be a neutral zone** so that the other side can place possessions and drillers in it without alarming your side's C.A.D. It costs money to set up a neutral zone and each side can only have one neutral zone at a time. Type **n** and the number of the area you wish to declare neutral.

Attack the other side

- **Attack the other side by using patrols (ap) or bombs (ab).** A patrol can attack only a single possession, while a bomb attacks an entire area. Patrols capture the object they attack, whereas bombs destroy all the objects in the area and release contamination. Captured patrols become your prisoners, captured bombs become yours to launch, keep, or sell back and captured drillers start pumping fuel for your side.

Patrol Attack-- to attack a possession belonging to the other side, place your patrol right next to it. Type **ap** and the number of the area that contains the possession you want to capture.

Bomb Attack -- a bomb can be placed anywhere and can be launched toward its target. Type **ab** and the area you wish to attack.

The Other Side Around the World

Salzburg, Austria: The Harvard Negotiation Project plays *The Other Side* with European diplomats.

Moscow, USSR: Students from Thomdike and Scarborough, Maine take *The Other Side* to the Soviet Union to play with Soviet high school students.

Beijing, China: The Key Curriculum Project from Berkeley, California demonstrates *The Other Side* to Chinese teachers and educators.



San Paulo, Brazil: The Colorado Department of Education and the Center for Teaching International Relations play *The Other Side* over open phone lines with high school students from Colorado and Brazil, and develop a complete curriculum unit for using the game.

Japan: Kentucky educators are investigating a hook-up with Japanese students for February of 1987.

United States: Students are using modem connections to play *The Other Side* from one end of the country to the other.

The Other Side School Network

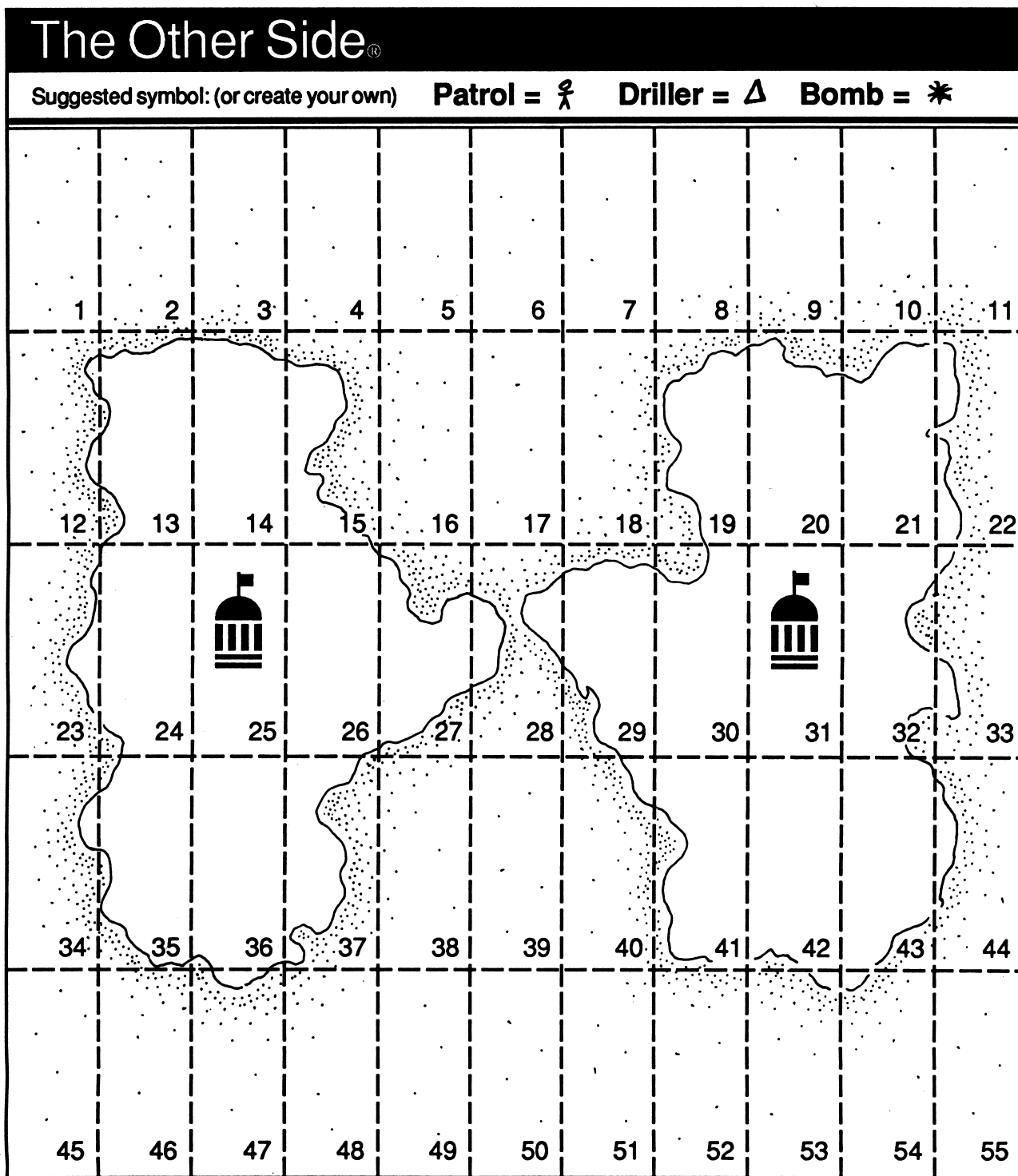
For those interested in making contact with other schools to play the two-computer game via modem and/or exchange ideas about *The Other Side*, we have established The Other Side School Network. You can become a member by filling out and mailing *The Other Side* warranty registration card included in this package. If you have already returned your warranty registration and did not request to have your name published in The Other Side School Network and would like it to be, send your name, school, address, grade, computer brand, and phone number to:

Tom Snyder Productions, Inc.
Educational Software
123 Mt. Auburn Street
Cambridge, MA 02138

We encourage any and all reactions, discoveries, and questions relating to your experiences with *The Other Side*. If you would like to speak to us directly please call us on our Hotline at (617) 876-5841.

The Other Side Map

Use Photocopies of this map if you require additional gameboards



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Reference Card

(type in:)	(type in:)	
i	#	
inspection	in area #	
Example: i22 (inspect your fuel reserves in area 22)		
(type in:)		
d		
diplomat/spy		
Example: d (displays costs for running your country)		
(type in:)	(choose one and type in:)	(type in:)
p	d p b c	#
place	driller patrol bomb covert patrol	in area#
Example: bp22 (build patrol in area 22)		
(type in:)	(choose one and type in:)	(type in:)
s	d p b c	#
sell back	driller patrol bomb covert patrol	in area#
Example: sp22 (sell back patrol in area 22)		
(type in:)	(choose one and type in:)	(type in:)
a	p b c	#
attack	patrol bomb covert patrol	in area#
Example: ap22 (attack with a patrol in area 22)		
(type in:)	(type in:)	
u	#	
underground	in area #	
Example: u7 (detonate an underground bomb in area 7)		

(type in:)	(choose one and type in:)	
r	o b g	
repair tank	orange blue green	
Example: ro (repair orange tank)		
(type in:)		
m		
mix fuel		
Example: m (mix fuel and make money)		
(type in:)	(choose one and type in:)	(type in:)
f	o b g	#
fuel gift	driller patrol bomb	
Example: fb50 (send a gift of 50 gallons of green fuel)		
(type in:)	(type in:)	
\$	#	
money gift	# of dollars	
Example: \$100 (send 100 dollars to the other side)		
(type in:)	(type in:)	
n	#	
neutral zone	in area #	
Example: n22 (establish a neutral zone in area 22)		
(type in:)		
b		
bulletin		
Example: b (bulletin displays driller information)		

The Other Side Map

Use Photocopies of this map if you require additional gameboards

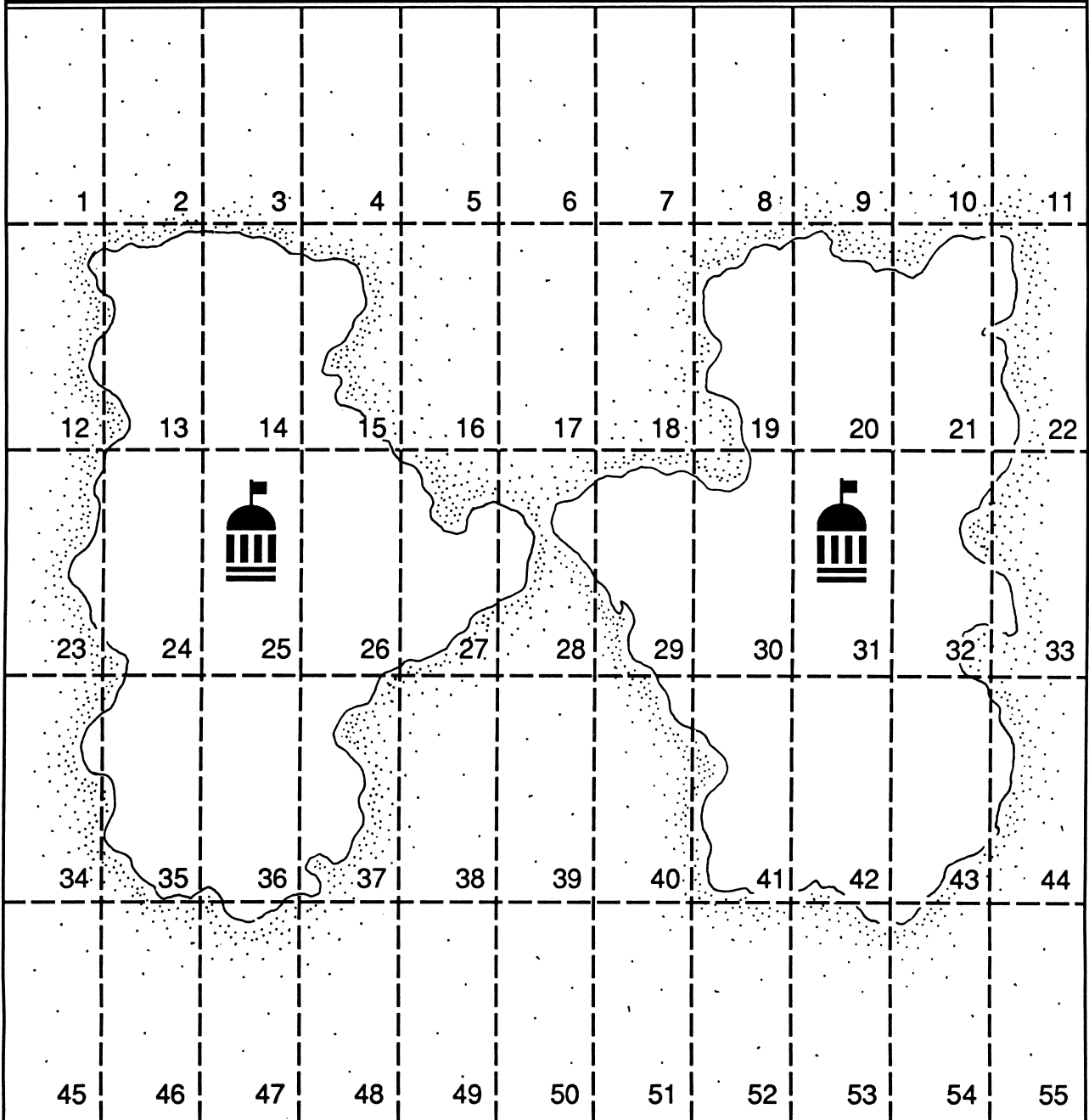
The Other Side[®]

Suggested symbol: (or create your own)

Patrol = 

Driller = 

Bomb = 



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Reference Card

(type in:)

i

inspection

(type in:)

#

in area #

Example: I22 (inspect your fuel reserves in area 22)

(type in:)

d

diplomat/spy

Example: d (displays costs for running your country)

(type in:)

(choose one and type in:)

(type in:)

p

place

d

driller

p

patrol

b

bomb

c

covert patrol

#

in area#

Example: bp22 (build patrol in area 22)

(type in:)

(choose one and type in:)

(type in:)

s

sell back

d

driller

p

patrol

b

bomb

c

covert patrol

#

in area#

Example: sp22 (sell back patrol in area 22)

(type in:)

(choose one and type in:)

(type in:)

a

attack

p

patrol

b

bomb

c

covert patrol

#

in area#

Example: ap22 (attack with a patrol in area 22)

(type in:)

(type in:)

u

underground

#

in area #

Example: u7 (detonate an underground bomb in area 7)

(type in:)

r

repair tank

(choose one and type in:)

o

orange

b

blue

g

green

Example: ro (repair orange tank)

(type in:)

m

mix fuel

Example: m (mix fuel and make money)

(type in:)

(choose one and type in:)

(type in:)

f

fuel gift

o

driller

b

patrol

g

bomb

#

Example: fb50 (send a gift of 50 gallons of green fuel)

(type in:)

(type in:)

\$

money gift

#

of dollars

Example: \$100 (send 100 dollars to the other side)

(type in:)

(type in:)

n

neutral zone

#

in area #

Example: n22 (establish a neutral zone in area 22)

(type in:)

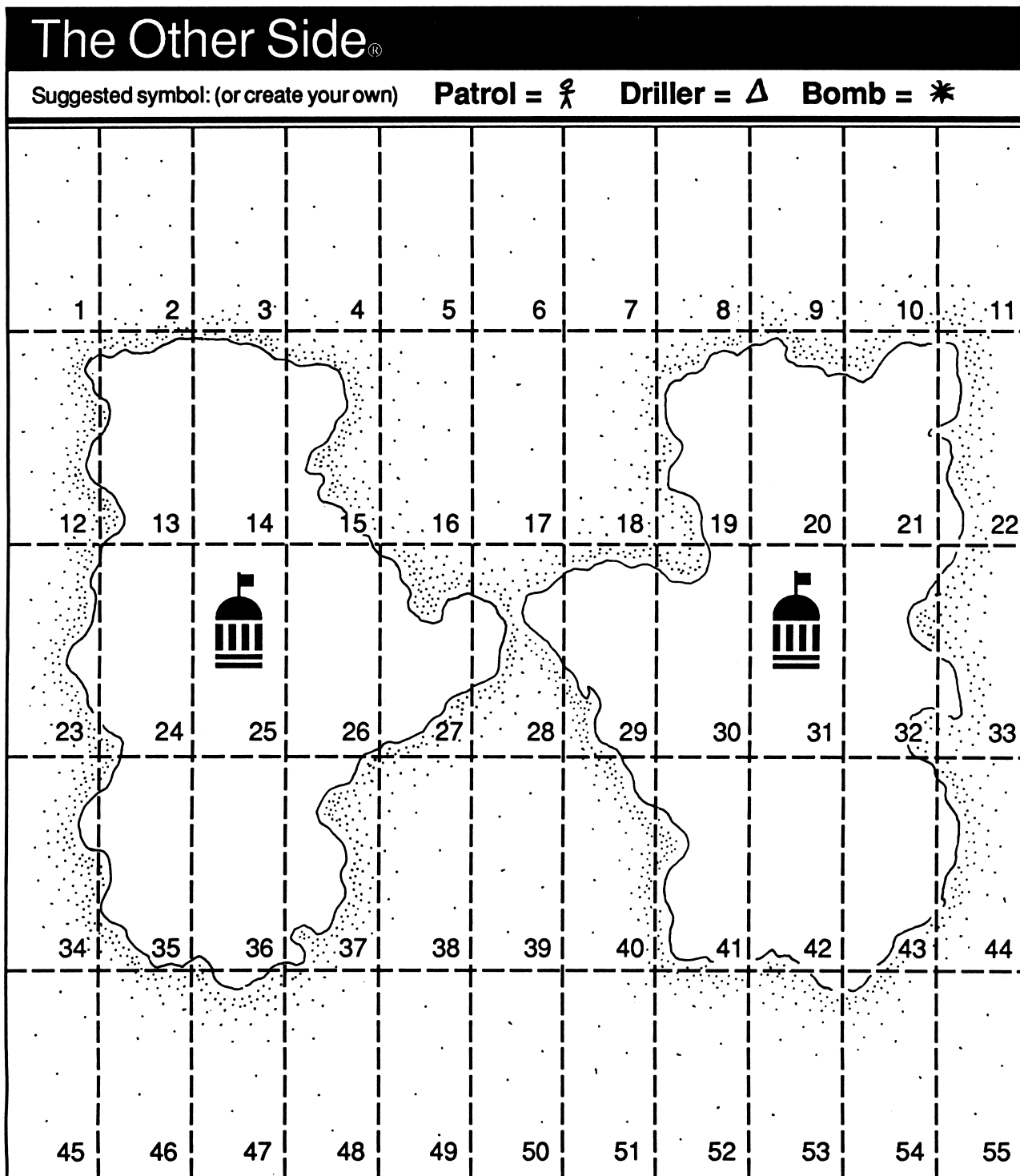
b

bulletin

Example: b (bulletin displays driller information)

The Other Side Map

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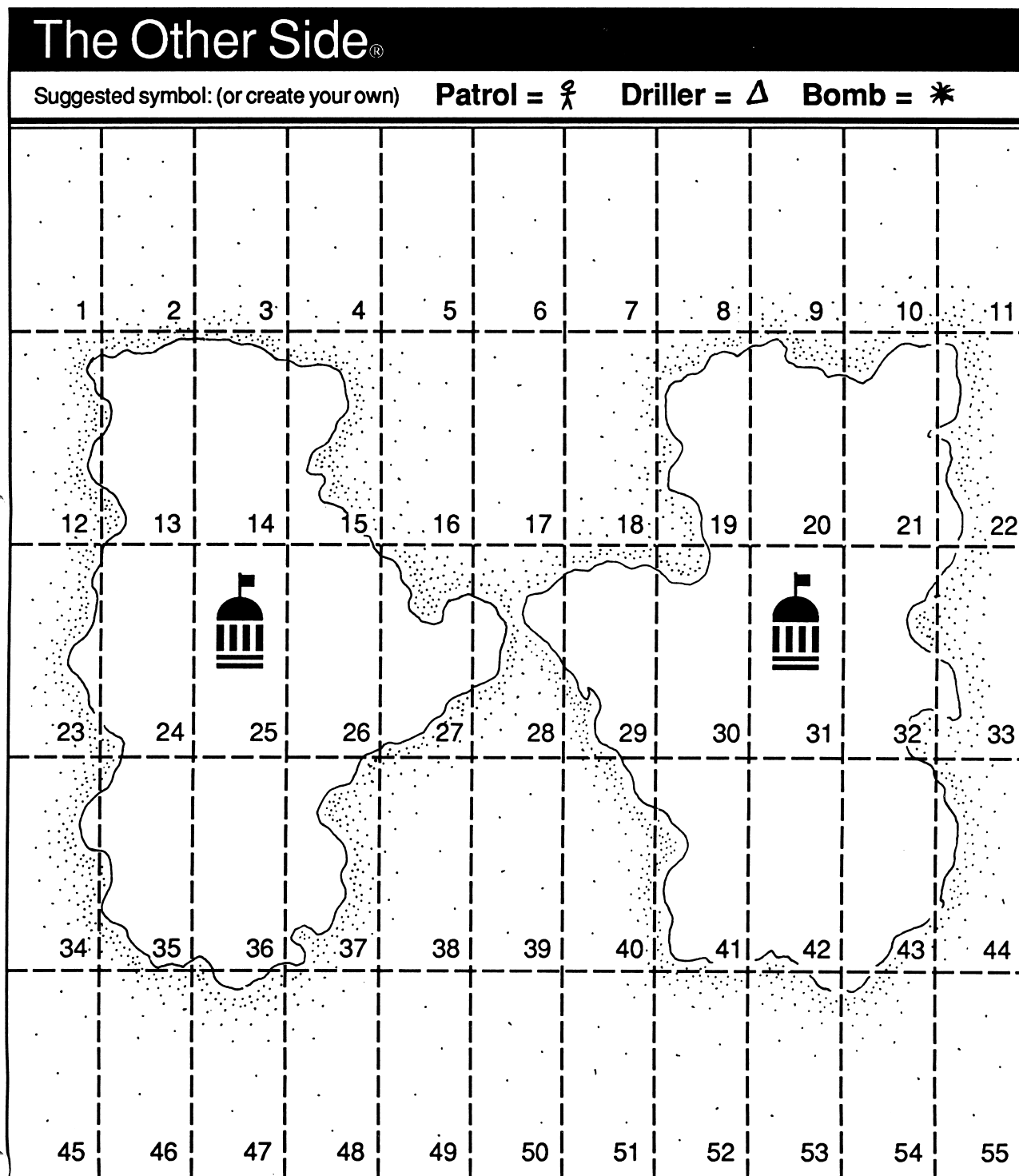
Reference Card

(type in:)	(type in:)
i	#
inspection	in area #
Example: i22 (inspect your fuel reserves in area 22)	
(type in:)	
d	
diplomat/spy	
Example: d (displays costs for running your country)	
(type in:)	(choose one and type in:)
p	d p b c
place	driller patrol bomb covert patrol
(type in:)	(type in:)
#	#
in area#	
Example: bp22 (build patrol in area 22)	
(type in:)	(choose one and type in:)
s	d p b c
sell back	driller patrol bomb covert patrol
(type in:)	(type in:)
#	#
in area#	
Example: sp22 (sell back patrol in area 22)	
(type in:)	(choose one and type in:)
a	p b c
attack	patrol bomb covert patrol
(type in:)	(type in:)
#	#
in area#	
Example: ap22 (attack with a patrol in area 22)	
(type in:)	(type in:)
u	#
underground	in area #
Example: u7 (detonate an underground bomb in area 7)	

(type in:)	(choose one and type in:)
r	o b g
repair tank	orange blue green
Example: ro (repair orange tank)	
(type in:)	
m	
mix fuel	
Example: m (mix fuel and make money)	
(type in:)	(choose one and type in:)
f	o b g
fuel gift	driller patrol bomb
(type in:)	(type in:)
#	#
Example: fb50 (send a gift of 50 gallons of green fuel)	
(type in:)	(type in:)
\$	#
money gift	# of dollars
Example: \$100 (send 100 dollars to the other side)	
(type in:)	(type in:)
n	#
neutral zone	in area #
Example: n22 (establish a neutral zone in area 22)	
(type in:)	
b	
bulletin	
Example: b (bulletin displays driller information)	

The Other Side Map

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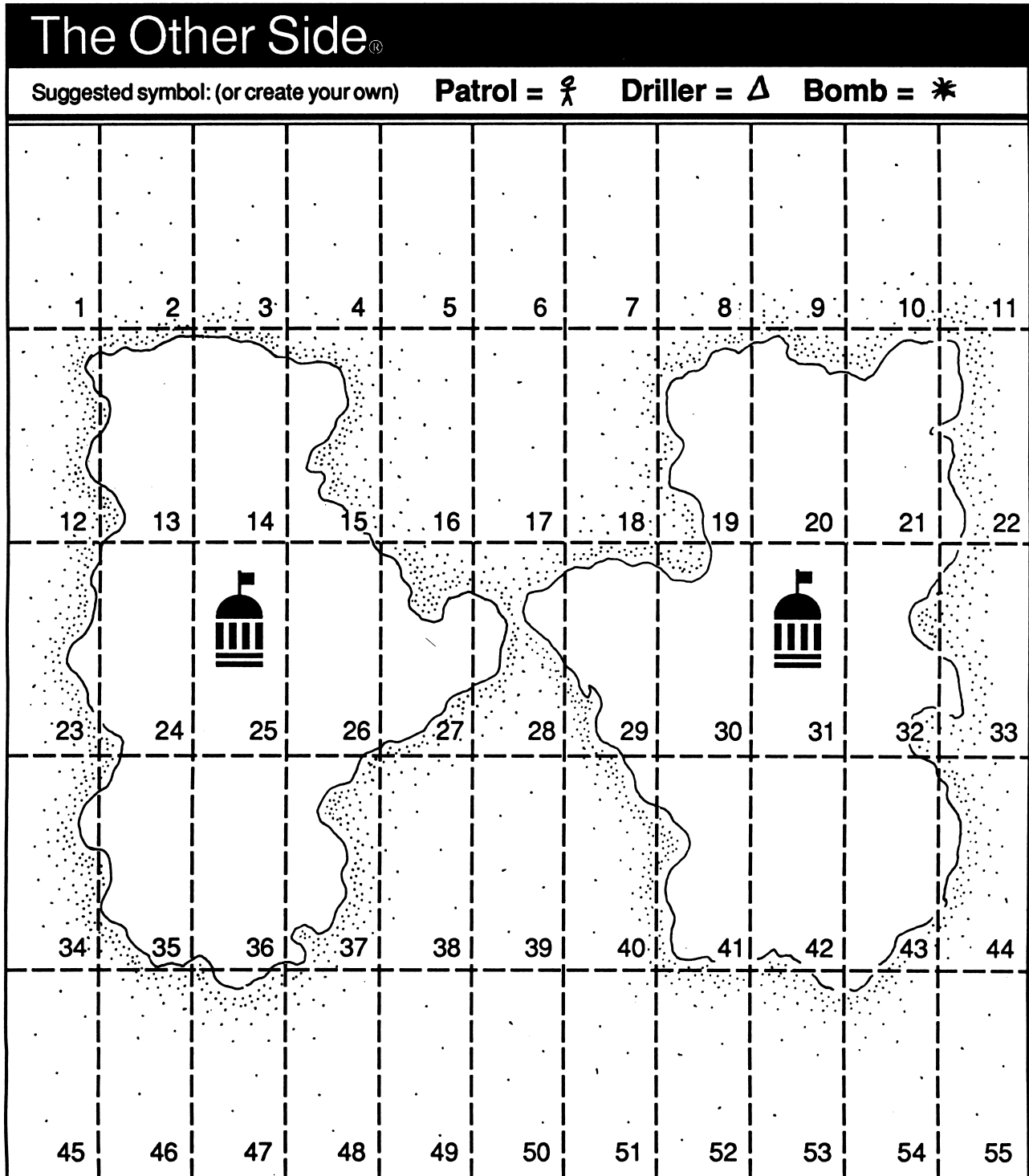
Reference Card

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u	#
underground	in area #
Example: u7 (detonate an underground bomb in area 7)	

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Example: m (mix fuel and make money)	
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\$	#
money gift	# of dollars
Example: \$100 (send 100 dollars to the other side)	
(type in:)	(type in:)
n	#
neutral zone	in area #
Example: n22 (establish a neutral zone in area 22)	
(type in:)	
b	
bulletin	
Example: b (bulletin displays driller information)	

The Other Side Map

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Reference Card

(type in:)	(type in:)
i	#
inspection	in area #
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(type in:)	
d	
diplomat/spy	
Example: d (displays costs for running your country)	
(type in:)	(choose one and type in:)
p	d p b c
place	driller patrol bomb covert patrol
in area#	
Example: bp22 (build patrol in area 22)	
(type in:)	(choose one and type in:)
s	d p b c
sell back	driller patrol bomb covert patrol
in area#	
Example: sp22 (sell back patrol in area 22)	
(type in:)	(choose one and type in:)
a	p b c
attack	patrol bomb covert patrol
in area#	
Example: ap22 (attack with a patrol in area 22)	
(type in:)	(type in:)
u	#
underground	in area #
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mix fuel	
Example: m (mix fuel and make money)	
(type in:)	(choose one and type in:)
f	o b g
fuel gift	driller patrol bomb
in area#	
Example: fb50 (send a gift of 50 gallons of green fuel)	
(type in:)	(type in:)
\$	#
money gift	# of dollars
Example: \$100 (send 100 dollars to the other side)	
(type in:)	(type in:)
n	#
neutral zone	in area #
Example: n22 (establish a neutral zone in area 22)	
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Example: b (bulletin displays driller information)	

The Other Side Map

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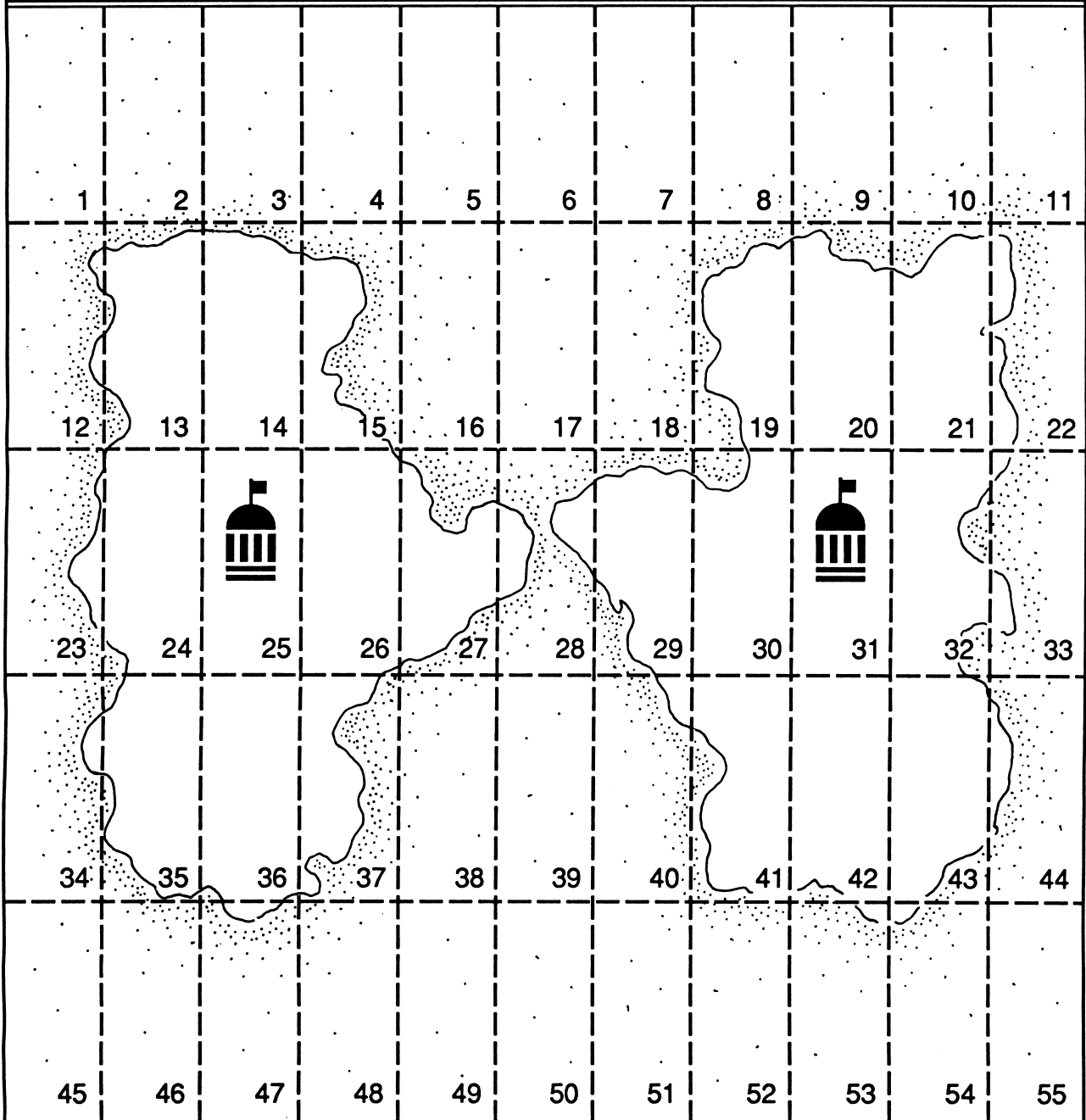
The Other Side[®]

Suggested symbol: (or create your own)

Patrol = 

Driller = 

Bomb = 



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Reference Card

(type in:)	(type in:)	
i	#	
inspection	in area #	
Example: I22 (inspect your fuel reserves in area 22)		
(type in:)		
d		
diplomat/spy		
Example: d (displays costs for running your country)		
(type in:)	(choose one and type in:)	(type in:)
p	d p b c	#
place	driller patrol bomb covert patrol	in area#
Example: bp22 (build patrol in area 22)		
(type in:)	(choose one and type in:)	(type in:)
s	d p b c	#
sell back	driller patrol bomb covert patrol	in area#
Example: sp22 (sell back patrol in area 22)		
(type in:)	(choose one and type in:)	(type in:)
a	p b c	#
attack	patrol bomb covert patrol	in area#
Example: ap22 (attack with a patrol in area 22)		
(type in:)	(type in:)	
u	#	
underground	in area #	
Example: u7 (detonate an underground bomb in area 7)		

(type in:)	(choose one and type in:)		
r	o	b	g
repair tank	orange	blue	green
Example: ro (repair orange tank)			
(type in:)			
m			
mix fuel			
Example: m (mix fuel and make money)			
(type in:)	(choose one and type in:)		
f	o	b	g
fuel gift	driller	patrol	bomb
Example: fb50 (send a gift of 50 gallons of green fuel)			
(type in:)	(type in:)		
\$	#		
money gift	# of dollars		
Example: \$100 (send 100 dollars to the other side)			
(type in:)	(type in:)		
n	#		
neutral zone	in area #		
Example: n22 (establish a neutral zone in area 22)			
(type in:)			
b			
bulletin			
Example: b (bulletin displays driller information)			

The Other Side Map

Use Photocopies of this map if you require additional gameboards

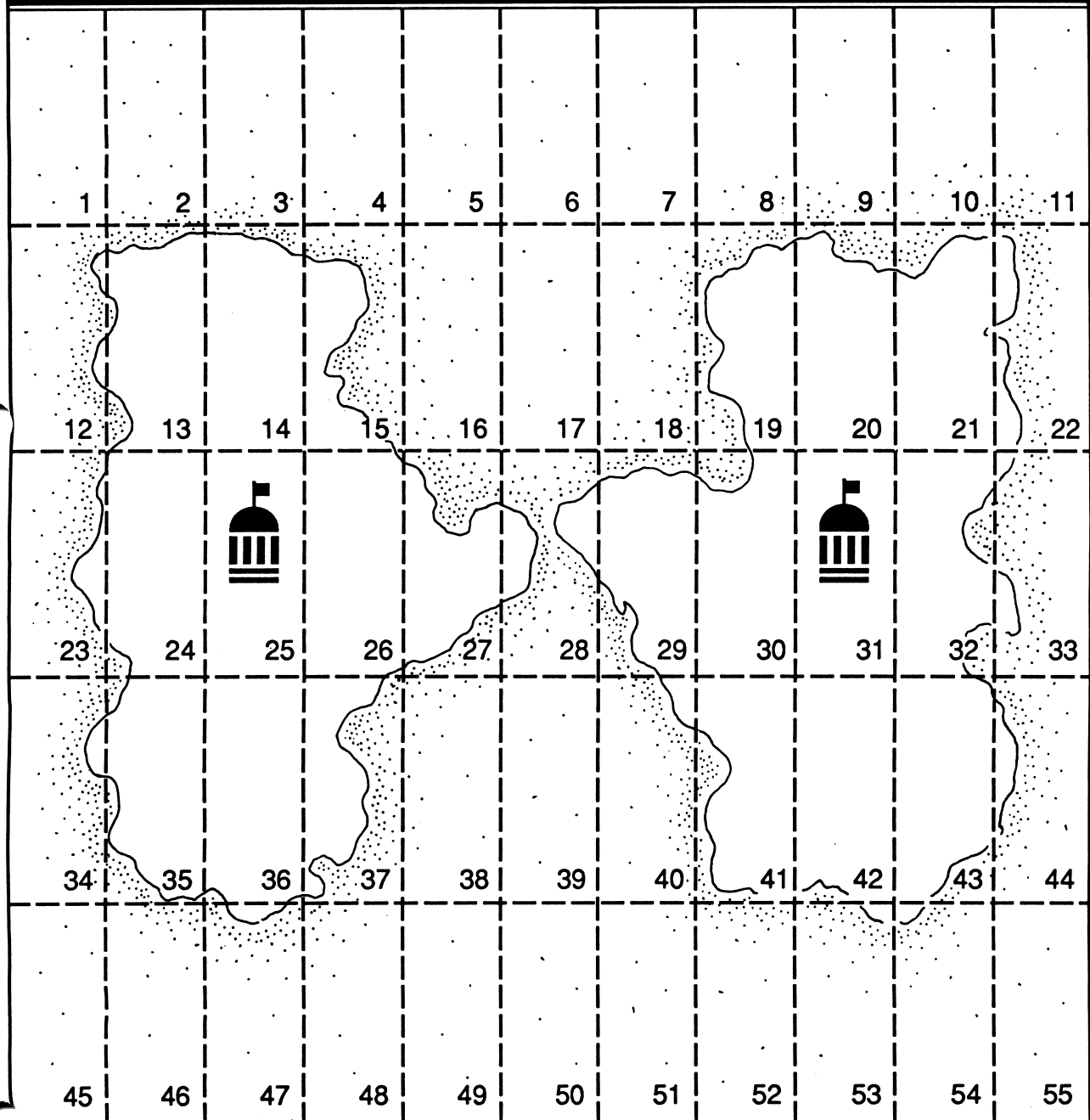
The Other Side®

Suggested symbol: (or create your own)

Patrol = ♀

Driller = Δ

Bomb = *



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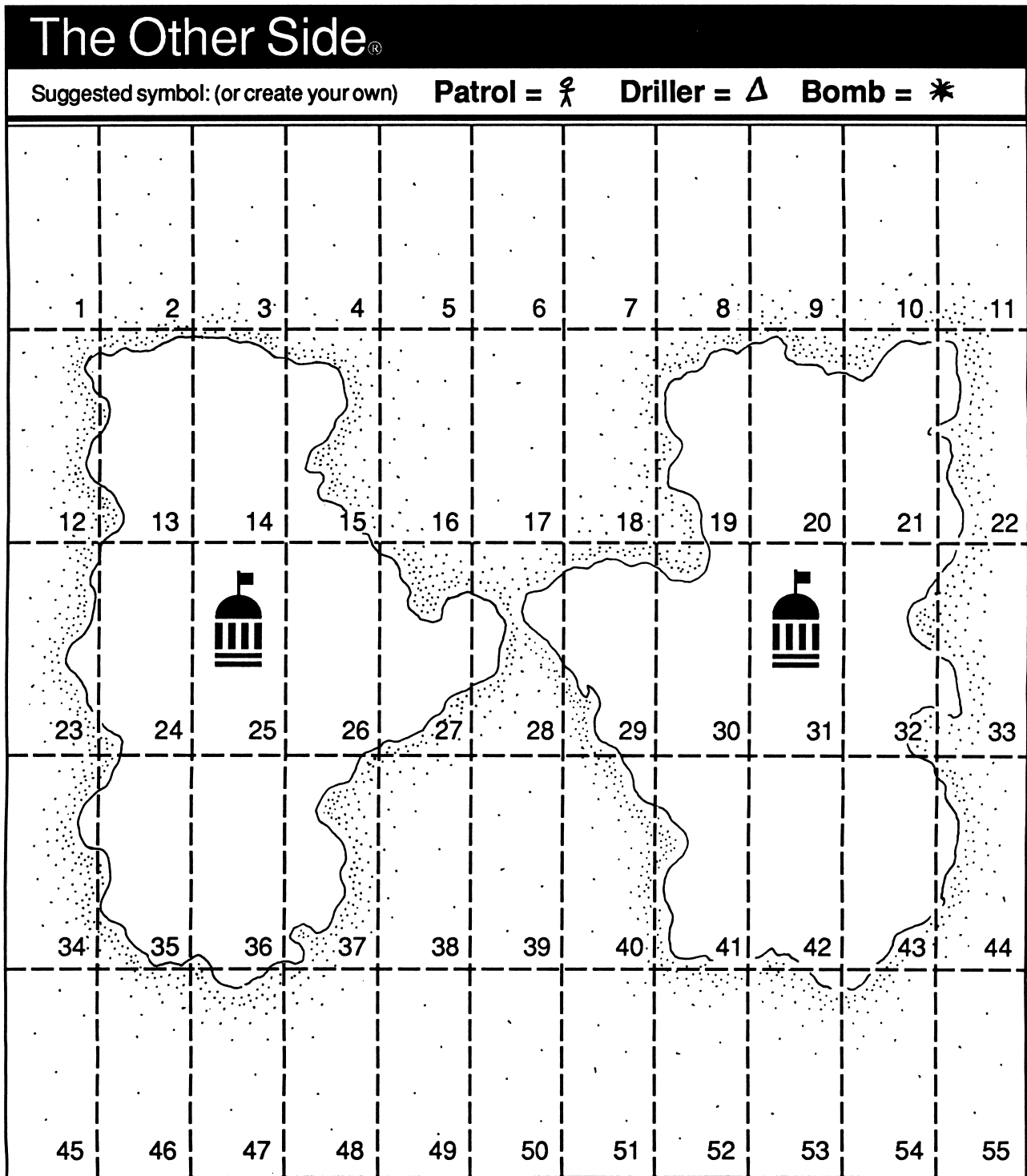
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underground	in area #
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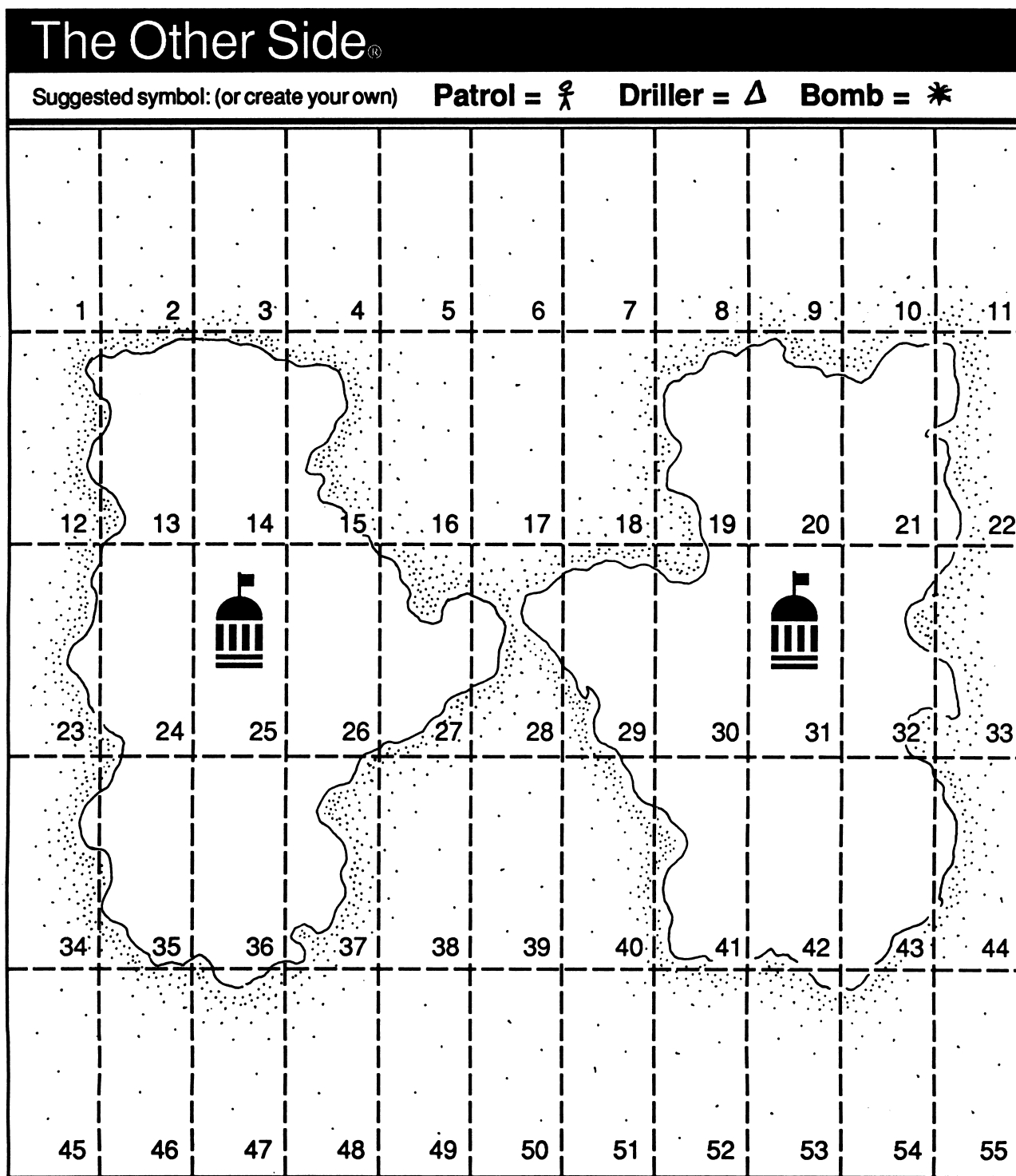
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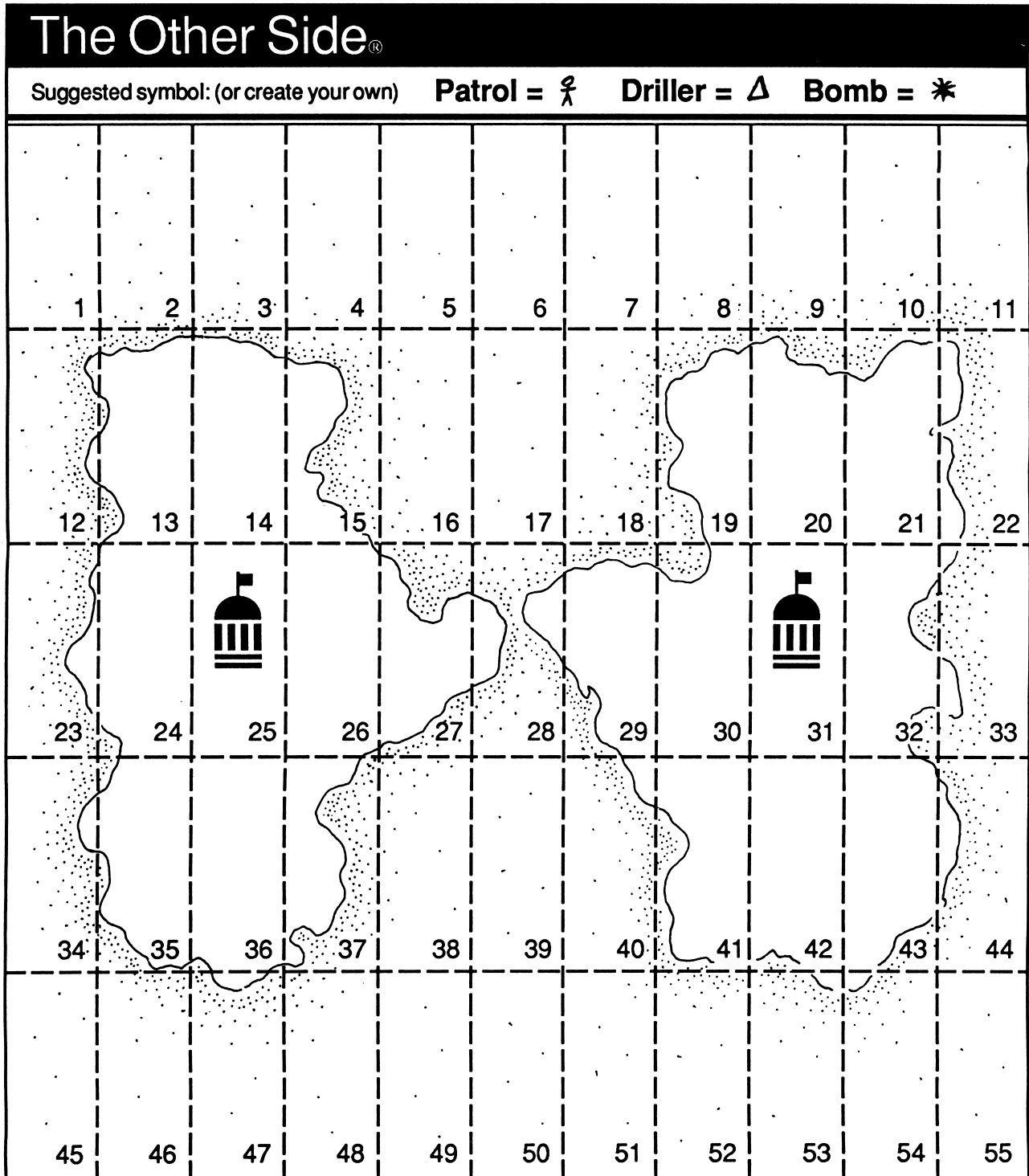
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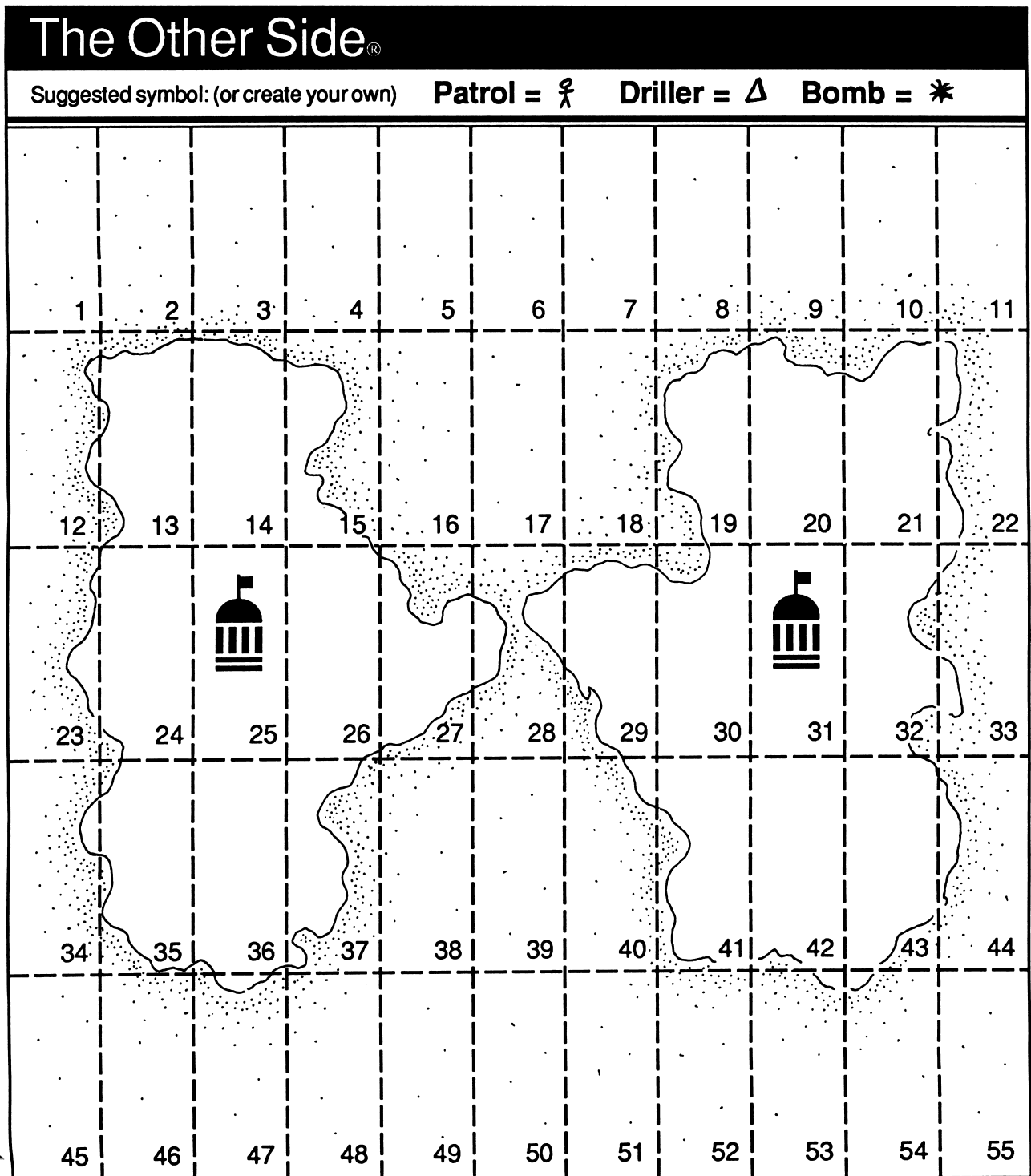
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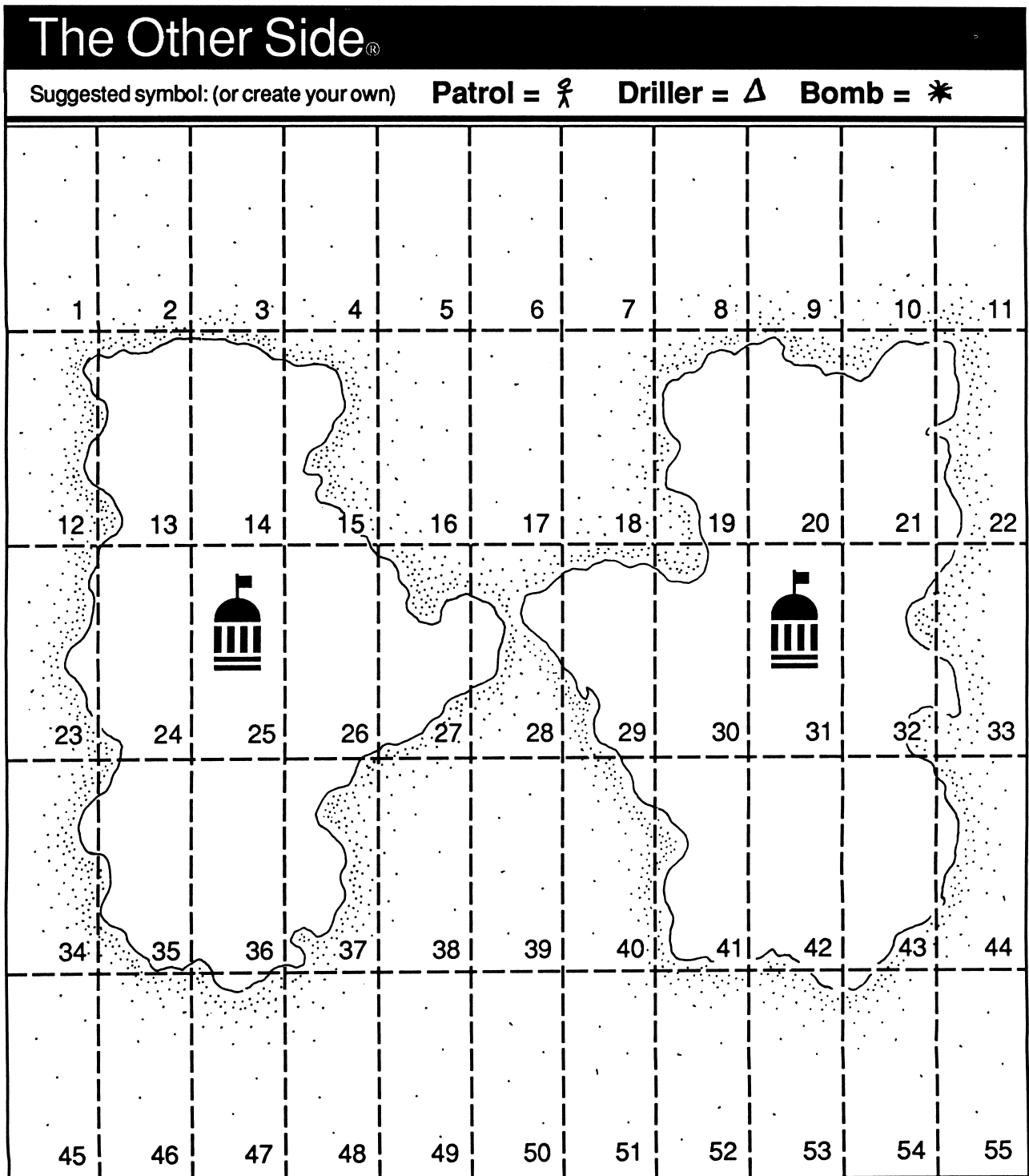
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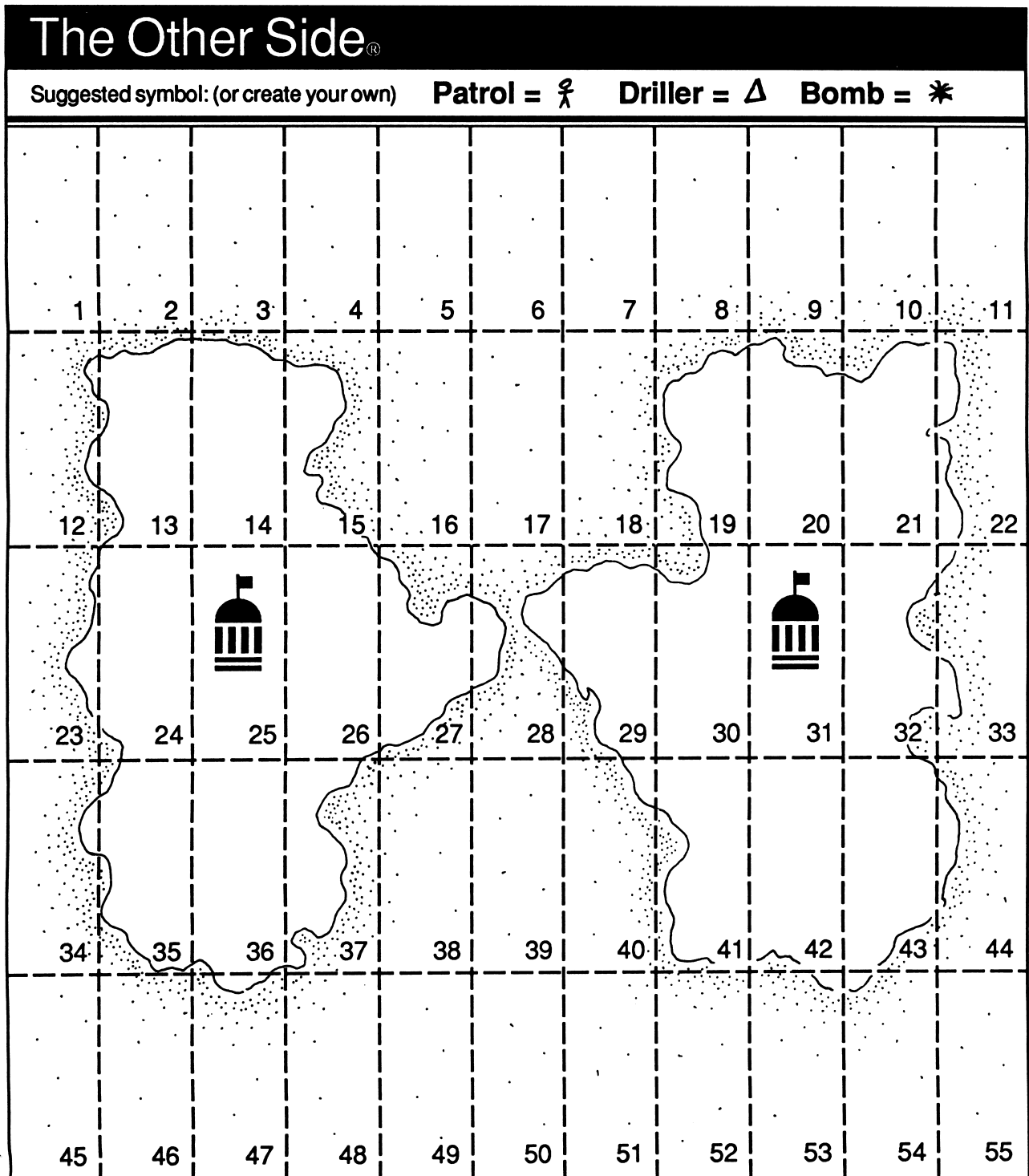
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The Other Side Map

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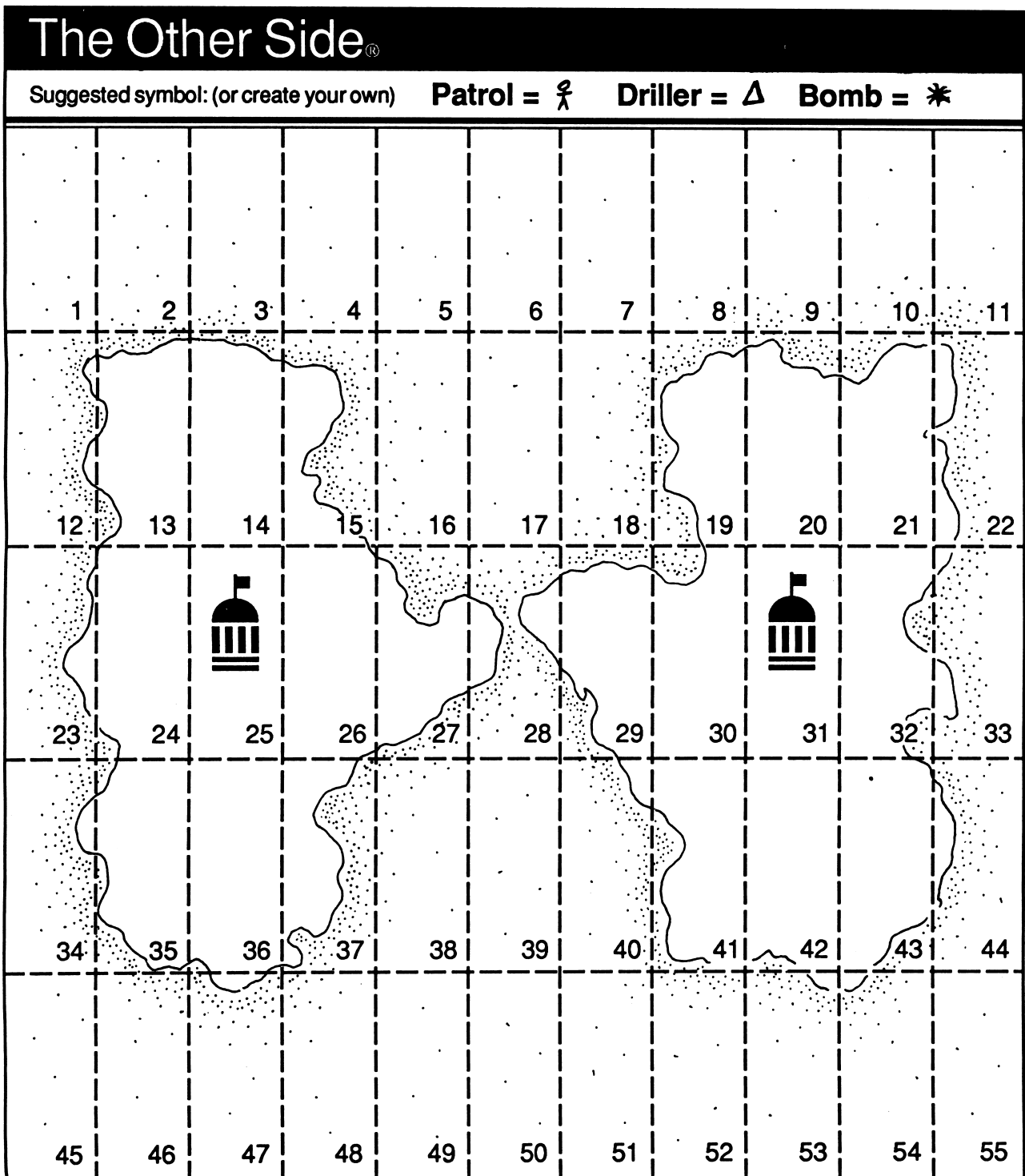
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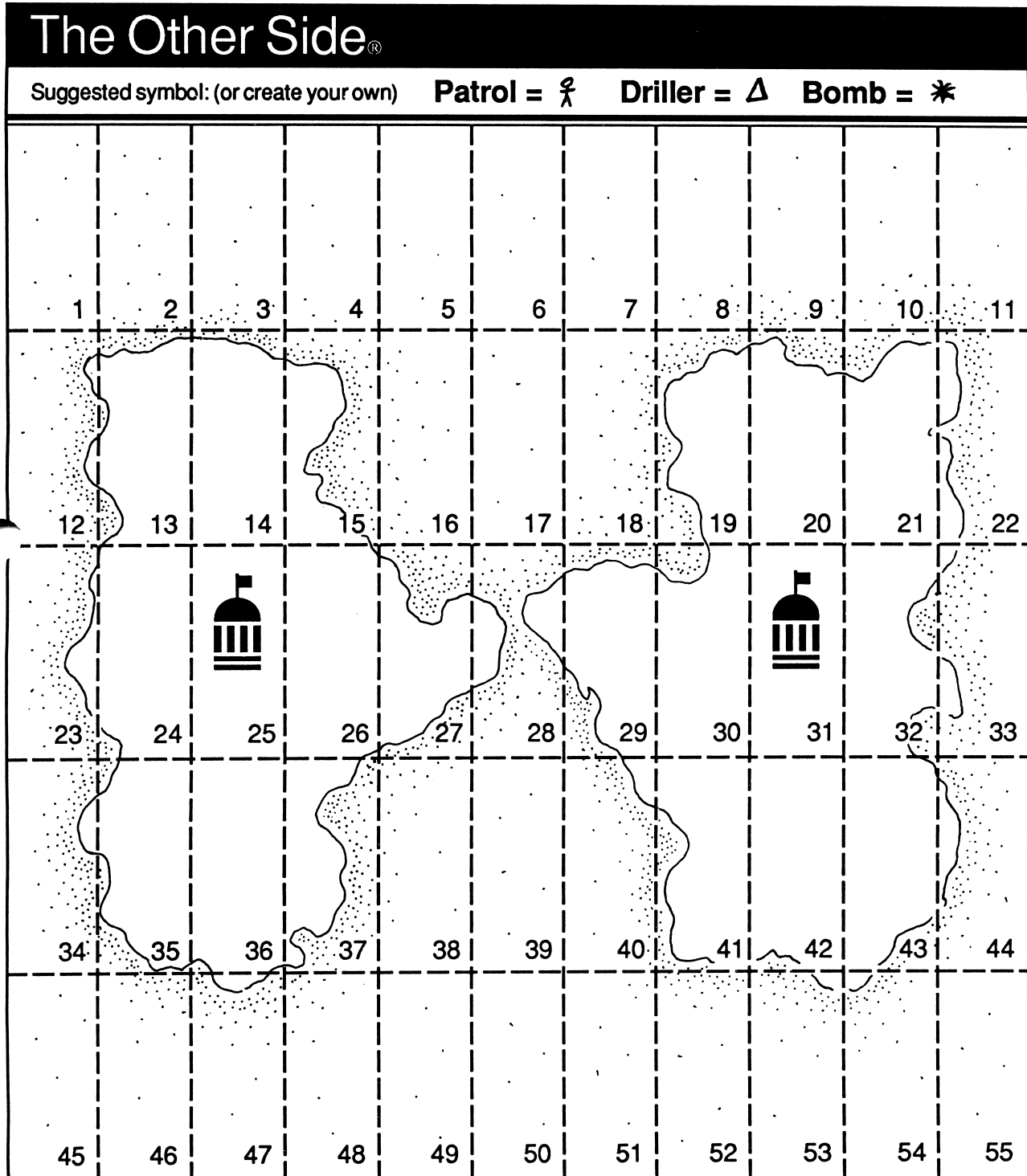
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The Other Side Map

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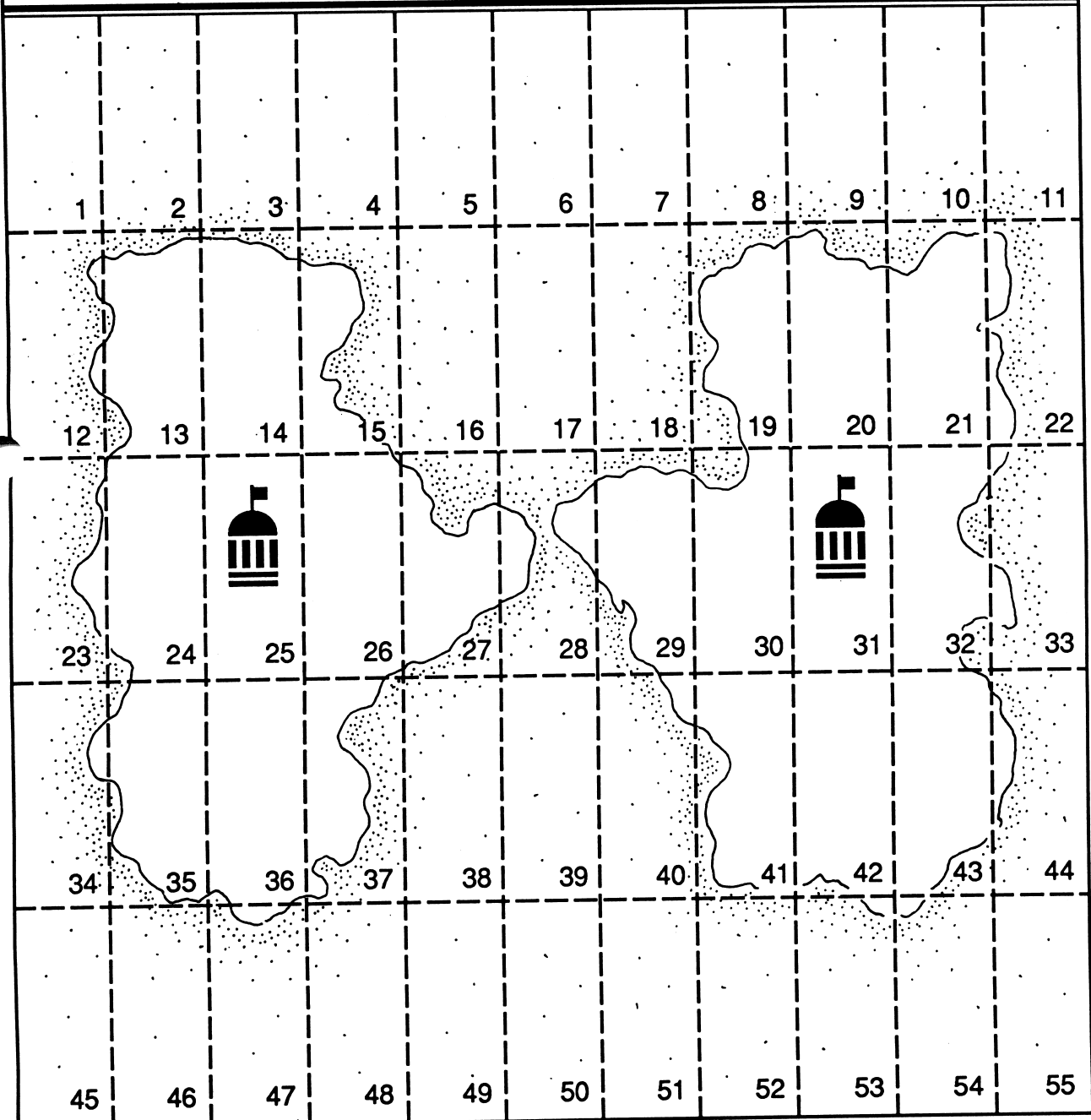
The Other Side[®]

Suggested symbol: (or create your own)

Patrol = 

Driller = 

Bomb = 



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bulletin	
Example: b (bulletin displays driller information)	

Q. What is the goal of this game?

A. To unify the world by building a bridge between your nation and the nation on the other side.

Q. How can we get the money to build the bridge?

A. Mix the world's three fuels (orange, green, and blue) in your fuel processor to make money.

Q. Where can we find orange, green, and blue fuel?

A. Blue fuel is abundant on both sides of the world. Orange fuel is rare and found only on the left side. Green is rare too and found only on the right side.

Q. How can we get the fuel?

A. Three tools will help you acquire fuel.

Patrol - explores for fuel and protects your driller.

Driller - drills for fuel and automatically sends it home to your storage tanks.

Bomb - can be exploded underground to release new fuel. A bomb can also be launched to destroy everything within its target area.

Q. Is there anything else we should know?

A. Yes. Two things. There's bad news and worse news. First the bad news... you have a C.A.D., a Computer Aided Defense system. It will protect your nation at any cost. Building the bridge is not important to C.A.D. The worse news is that using bombs will contaminate your world. The software will not let this situation go on too long... GAME OVER.

Q. Is there any good news?

A. One piece of good news... the door to C.A.D.'s chamber has recently been unlocked and you have access to C.A.D.'s Planning Console. If you can figure out how to use it, you might be able to control your nation and build the bridge... to peace.