



# CITY DETECTIVE CHALLENGE

thematic: citizen engagement, governance and data



## Introduction

Welcome to the "City Detective Challenge," an experimental protocol designed to engage students in a deep exploration of civic challenges within the city landscape. This sequence offers hands-on experiences, fostering a comprehensive understanding of city organization, public services, and citizenship. The city, as a complex and dynamic entity, provides a real-world platform for students to interact with concepts of public administration, civic engagement, and community departments.

This protocol, ranging from games to simulations and fieldwork, is designed to demystify the roles of city departments and their impacts on daily life.

The challenges faced throughout this sequence push students to engage with the city in novel ways, developing skills such as research, data collection, mapping, problem-solving, and decision-making. These challenges are designed to reflect the realities of city management, providing students with valuable insights into the mechanics of urban life.

The protocol also encourages students to think critically about their city, to ask questions, to seek out answers, and ultimately, to become more informed and engaged citizens. It can be introduced in secondary school through various disciplines such as Civics, Geography, and Technology.

It can serve as a practical application of concepts related to community, the functioning of local government, the role of public services, and the concept of active citizenship, while enhancing students' mapping skills and enabling them to gain a better understanding of urban planning and the distribution of public services.

### Interdisciplinarity



civil & moral education  
geography

### Sustainable Development Goals

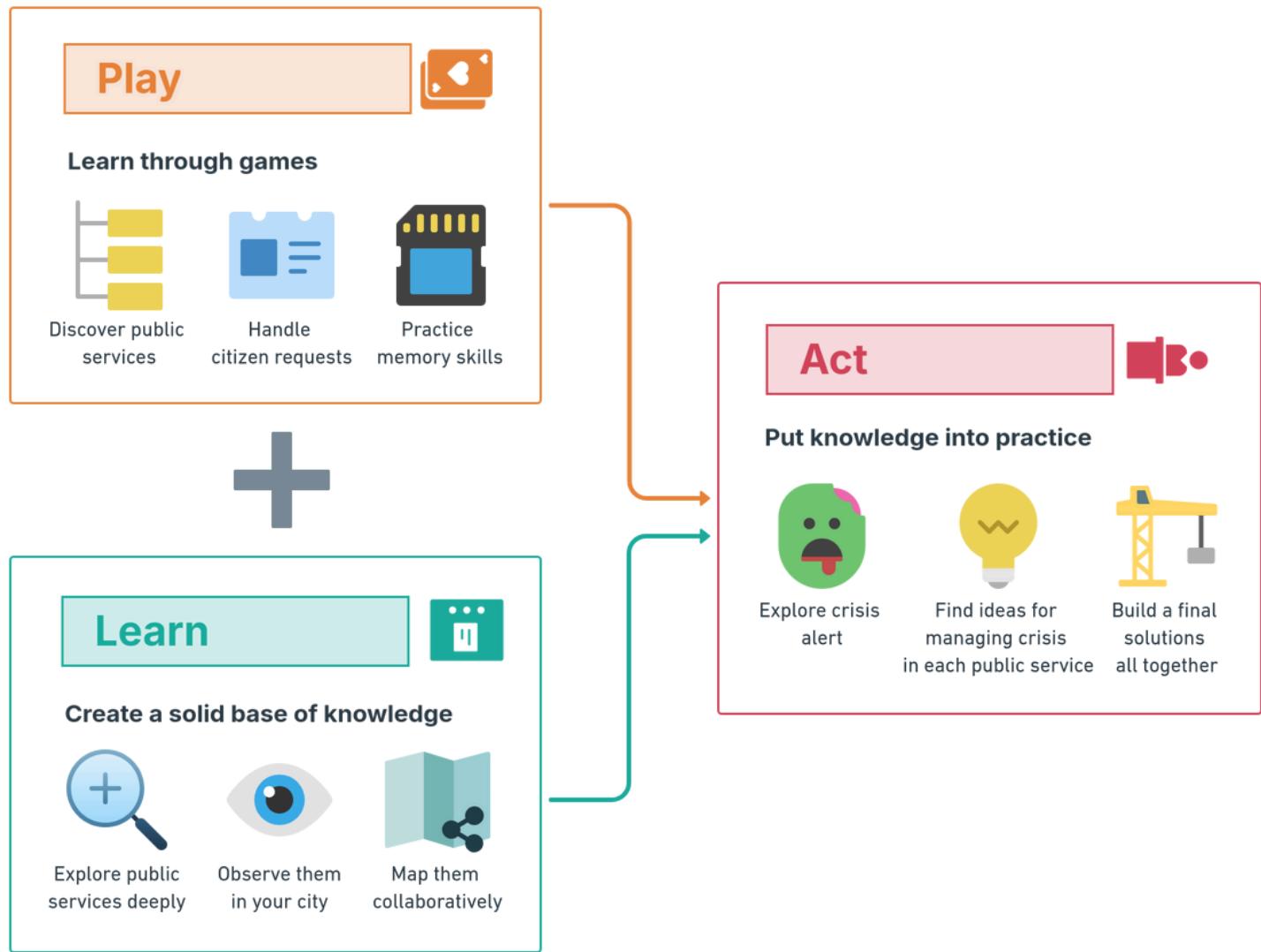




# Overview

## Protocol Structure

The sequence, titled "**City Detective Challenge**," aims to provide students with an in-depth understanding of city organisation through simulated and real-world activities. The sequence has three main steps, each designed to engage students in active learning and foster skills such as research, data collection, mapping, and problem-solving.



### Introductory Game to Citizen Services

This step serves as an ice-breaker and introduces students to the concept of public services. The students act as municipal receptionists, handling an increasing list of citizen requests. This activity familiarizes them with various city departments and their functions, emphasizing the importance of communication and collaboration in managing and delivering city services.

### Deepening Knowledge on Public Services

Here, students are divided into groups, each representing a city department. They are tasked with researching their assigned department's role within the city, the services it provides, and its structure. Students also study how their department operates in their real city. If feasible, a visit to the local government offices can be arranged to give students firsthand insights. The students, still in their groups, embark then on a data walk to observe and document the impacts of city services in their local area. The aim is to develop observational skills, data collection techniques, and geographical mapping skills. They record their findings on the collaborative mapping tool uMap, creating a comprehensive visual representation of how city services impact various aspects of neighborhood life.

## Crisis Alert Simulation

In the final step, students simulate the construction of coordinated public responses to potential complex problems that can happen in a city. They strategize, collaborate, and negotiate to develop solutions that manage and mitigate the impacts of each crisis, keeping in mind the city's limited resources and overarching needs. This simulation represents a complex, interactive learning experience that aims to deepen students' knowledge of public administration and improve their problem-solving and decision-making skills in a real-world context.

Each of these steps is designed to be interactive and engaging, allowing students to develop a solid understanding of services and city functioning and its impact on the community.

If the sequence seems heavy to organise, it can actually be split and disseminated among other actions of the schools to be easily implemented:

- **Tip 1. Introductory Game to Citizen Services:** You can adjust the duration of this game based on the class schedule. If time is limited, you can play fewer rounds. The game allows you to view various citizen requests. With multiple students participating, diverse possibilities emerge already from the first round.
- **Tip 2. Data Walk and Mapping:** This activity can be conducted during a field trip day. If this is not possible, it can be done over several class periods where students do parts of the data walk for homework. For instance, students can be tasked with observing certain aspects of city services in their neighborhood. The work of cartography on uMap can be integrated into computer lab hours in cooperation with technology and geography teachers. If there is no access to a computer lab, students can work on this in groups where at least one group member has access to a computer at home.
- **Tip 3. Simulation Game "City Detective Challenge":** This can be done during a single extended class period or broken up over several regular periods. Groups can work on their strategies and negotiations in class, and the final presentations can occur on a separate day. You can reduce the number of crises overseen by students, or select only one and create a deeper classroom discussion on a specific topic.

The goal is to make the activities fit within the constraints of the classroom, so feel free to adapt them as necessary to best suit your needs.

## Getting started

Steps	Duration	Difficulty	Material
Introductory game	15 to 30 minutes depending on the number of rounds	★ ★ ★ ★ ★	<ul style="list-style-type: none"><li>● 1 game set for the whole classroom (game cards) - can be easily printed and cut - in annex</li><li>● Part 1 of the <b>Detective Clue Board</b> (can be printed or used online) - in annex</li></ul>
Deepening Knowledge on Public Services	15 minutes for research + 30 to 60 minutes for outside activities	★ ★ ★ ★ ★	<ul style="list-style-type: none"><li>● Maps of the cartographed neighbourhood</li><li>● Internet access for accessing uMap or similar mapping software (optionnal, can be done on a printed map)</li><li>● Part 2 of the <b>Detective Clue Board</b> (can be printed or used online) - in annex</li></ul>
Crisis Alert Simulation	15 to 20 minutes for individual group discussion + 30 to 45 minutes of collective debate	★ ★ ★ ★ ★	<ul style="list-style-type: none"><li>● Note-taking materials</li><li>● Crisis alert list - in annex</li><li>● Timer</li><li>● Part 3 of the <b>Detective Clue Board</b> (can be printed or used online) - in annex</li></ul>

**Introducing the Detective Clue Board:** The Detective Clue Board is a tool designed to enhance the learning experience of the "City Detective Challenge". Serving as a common thread throughout the sequence stages, this board provides a space for students to gather and organize their findings, observations, and solutions. It is structured into sections that correspond to each stage of the activity.

Each section is filled with templates for notes, sketches, data tables, and reflection prompts to facilitate comprehensive documentation of the learning journey. Students are encouraged to update the booklet after each activity, allowing for a continuous integration of learning. **One board is designed per class, collaboratively.** In each step of the experiment, students are assigned specific roles and tasks that contribute to filling in the board:

- **Step 1 - Introductory Game to Citizen Services:** During the debrief session after the game, a clerk is named. The clerk's responsibility is to register the findings on each service and department in the board, specifically in "Section 1 - Discovering public services". This starts the process of building the content of the final lesson.
- **Step 2 - Data Walk and Mapping:** After the students complete their online research and real-world observations, they prepare a short presentation or a written summary of their findings. These findings are then registered in the Detective Clue Board, in "Section 2 - Deepening knowledge on public services". Each group can register their findings directly on the board.
- **Step 3 - Simulation Game "City Detective Challenge":** During the "City Detective Challenge" simulation game, the Detective Clue Board is used in each crisis roundtable discussion. A clerk is assigned the responsibility of reporting the different solutions proposed by each department in "Section 3 - Crisis Alert Meeting". These documented solutions are then used to construct the final solution to the crisis, facilitating a collaborative problem-solving process.

When filled in fully, the board will enable to keep the traces of learning and building knowledge documentation through investigation. It can be printed or distributed individually to each student. You can access the Detective Clue Board in a printable version in annex of this protocol or on the Miroverse as a template available here: [@ Miroverse](#) - <https://miro.com/miroverse/detective-clue-board/?social=copy-link&social=copy-link>

## Useful links

- [uMap/Guide - OpenStreetMap Wiki](#)
- [Tutoriel - Umap / Openstreetmap \(carte enrichie\). \(+ 2e tuto plus simple en descripton\)](#)
- [Tutoriel - Umap, croquis et carte interactive \(bases sans création de compte\)](#)
- [Accueil - OpenStreetMap France](#)
- [SimCity 2013 All Disasters](#)
- [How to Play Order Overload Cafe Card Game in 2 Minutes](#)

# Glossary

Keywords & Concepts	Definitions
<b>Public service</b>	a service provided by the government to benefit the general public. It includes services such as education, healthcare, transportation, and public safety. These services are funded by taxes and aim to ensure the well-being and welfare of the community.
<b>City Departments</b>	A city department is a division or unit within a city government that is responsible for specific functions or services. They oversee various aspects of city operations, such as public safety, transportation, parks and recreation, utilities, and planning. City departments work together to ensure the smooth functioning of a city and to meet the needs of its residents.
<b>Public Administration</b>	Public administration refers to the management and implementation of government policies and programs. It involves making decisions, allocating resources, and ensuring the efficient and effective delivery of public services.
<b>Data Collection</b>	Data collection is the process of gathering and capturing information or observations to be used for analysis and research purposes. It involves systematically collecting data from various sources using appropriate methods and tools.
<b>Mapping</b>	Mapping is the process of creating visual representations of the Earth's surface or specific areas, showing the relationships between different features such as landforms, rivers, cities, and roads. It helps us understand the spatial distribution and characteristics of these features on a map.
<b>Civic engagement</b>	Civic engagement refers to actively participating in the community and taking responsibility for the betterment of society.
<b>Community impact</b>	A community impact refers to the effect or influence that a person, group, or organization has on the local community. It can include positive changes, such as improvements in education, health, or environment, as well as negative consequences, such as pollution or social inequality. Understanding community impact helps students in secondary school recognize the importance of their actions and how they can contribute to making a difference in their communities.
<b>Observational Skills</b>	Observational skills refer to the ability to carefully observe and gather information using our senses, such as sight, hearing, and touch. It involves paying attention to details, noticing patterns, and accurately describing what is being observed. Developing strong observational skills can help students in secondary school to better understand and interpret the world around them.
<b>Data Walk</b>	A data walk is a process of analyzing and interpreting data to gain insights and make informed decisions. It involves examining data sets, identifying patterns, and drawing conclusions. It is a valuable tool for students in secondary school to develop data literacy skills and understand the importance of data in various fields.
<b>uMap</b>	uMap is a user-friendly and interactive mapping tool that allows users to create and customize maps with various layers and markers. It is designed to be easy to use and provides a visual representation of geographical data.
<b>OpenStreetMap</b>	OpenStreetMap is a collaborative mapping project that allows people to contribute and edit geographic data to create free and open maps of the world.



# Protocol

## Step 1 - Introductory Game to Citizen Services

**Background and description of the problem to be solved in this step:** In this introductory game, students assume the role of municipal receptionists. Their task is to memorize and manage an increasing flow of citizen requests. The game can accommodate large groups. As the number of players increases, so does the number of requests to remember. The game duration is approximately 10 to 30 minutes, depending on the number of rounds played. The game revolves around an **introduction to local government functions and citizen departments**. It seeks to familiarize students with the complexities of city organization and the importance of communication in handling citizen requests. By role-playing as municipal receptionists, students gain firsthand experience of the responsibilities city officials have in managing diverse citizen requests.



**Learning Objectives:** The game aims to help students **understand city hall departments and their relevance to daily life and enhance memory and group collaboration skills**. The activity enriches students' comprehension of city structures and the roles of municipal receptionists. It also challenges their memory and strategic thinking skills by managing an increasing number of citizen requests. Furthermore, it enhances their collaborative skills by encouraging teamwork. Lastly, the game promotes critical thinking and problem-solving skills as they strategize to successfully complete each round.

## Conceptualisation

This introductory game serves as an interactive tool to familiarize students with the operations of a city hall's various departments. As they assume the role of chief receptionist, students handle a variety of citizen requests, each one typically corresponding to a different city department such as waste management or educational programs. This experience provides insight into the range and complexity of public services, as well as the crucial role these departments play in everyday life. Key concepts explored include **public administration, civic engagement, and community departments**. Students gain insight into public administration by managing citizen requests, echoing the work done by city officials. The game also encourages civic engagement as students collaborate and solve problems, mirroring community decision-making processes. The concept of community departments is highlighted through the various citizen requests, giving students a better understanding of their local government's services.

The increasing number of requests in each round represents the diversity and volume of issues managed by city hall, offering a realistic view of its functions. By rotating the role of chief receptionist, every player gets the chance to lead and manage, reflecting shared responsibility within city departments. Specifically, the city hall departments are divided into the following categories. These categories were selected because they represent most municipalities. However, depending on the city, region, or country, there may be slight variations:

Department	Main tasks	Requests (all possible cards in the game)
<b>Civil status, elections, census and formalities</b>	Birth, Deaths, Weddings, Elections, Electoral lists, Municipal facilities, Census	<ul style="list-style-type: none"><li>Address Change Notification</li><li>Matrimony</li><li>Death certificate</li><li>Enrollment on the voter registry</li><li>Family Record Book Request</li><li>Birth certificate</li><li>Application for a voter card</li><li>National Identity Card Application</li><li>Passport application process</li></ul>

**Education & Early Childhood Department**

Canteen, Afterschool activities, School, Nursery, Early childhood, Daycare

- School transfer request
- Elementary school enrollment
- Enrollment for preschool
- Extracurricular activities registration
- School canteen registration

**Housing and Urban Planning Department**

Building permits, Planning certificate

- Request for a building permit
- Change of street name
- Planning certificate
- Request for a demolition permit
- Declaration of work
- Obtain the cadastral map
- Consult the Local Urban Plan
- Find the owner of a plot of land

**Social Affairs and Health Department**

Preventive actions, Help for the elderly, Social assistance, Housing

- Delivery of meals on wheels
- Declaration of a vulnerable person
- Registration for first-aid courses
- Request installation of a defibrillator
- Apply for emergency financial aid
- Request wheelchair ramps
- Ask for temporary housing assistance
- Ask for food assistance vouchers

**Municipal Police Department**

Public safety, Mediation

- Vehicle abandonment
- Reporting a noise nuisance
- Seek mediation in neighbor disputes
- Ask for school zone monitoring

**Community Life & Public Relations Department**

Subsidies to associations, Attractiveness, Public Relations, Municipal facilities

- Application for a grant for an associative project
- Reserving a room at the Local House of Associations
- Publication of an associative event on the Town Hall website
- Citizens' meeting rooms reservation

**Mobility & Public Transport Department**

Sustainable mobility, Public transport, Subscription, Bus routes, Parking

- Request for residential parking card
- Public transport subscription
- Bicycle rental subscription
- Request for disabled parking sticker
- Order road safety awareness kits

**Finance department**

Local taxes, Payment for municipal services

- Housing tax on secondary residences
- Property tax on unbuilt properties
- Household waste tax
- Housing tax on vacant dwellings
- Property tax on built properties
- Canteen payment
- After-school care payment
- Water distribution and collection payment
- Payment of fines for illegal parking

**Environment and Sustainable Development, Waste Management & Water Department**

Preventive actions, Waste management, Bulky goods, Green spaces, Drinking water

- Funding application for an environmental project
- Rainwater tank ordering
- Energy renovation subsidy
- Energy renovation grant
- Home composter order
- Household waste collection
- Waste collection center access badge
- Selective collection bin
- Demand for bulky items collection
- Distributor order for dog excrement bags
- Water system connection
- Sewer odor problem
- Water distribution problem claim

## Tourism, Culture, Sports and Leisure Department

Library, Media library, Museums, Toy library, Cultural events, Sports equipment, Registrations, Tourist office, Attractiveness, Twinning

- Registration to the library
- Registration to the games library
- Application for a grant for a cultural event
- Booking a stand at the Christmas market
- Reduced rate for municipal swimming pool
- Reservation for sports field
- Registration for art workshops
- Registration for adult sports activities
- Reservation for petanque courts
- Registration for community gardening activities
- Registration for outdoor meditation sessions
- Reservation for outdoor show tickets
- Register for guided tours of local heritage
- Request a brochure on hiking trails

## Roads and cleaning public spaces Department

Road repair, Equipment, Signage, Green spaces, Urban cleanliness, Cemetery

- Reporting a street lighting problem
- Public park cleanliness problem
- Parking permission for a move
- Reporting graffiti on a public building
- Reporting a damaged road
- Reporting a faulty streetlight
- Reporting a damaged sidewalk
- Reporting damaged street furniture
- Reporting damaged cycle paths
- Traffic plan for an exceptional event
- Reporting damaged road signs



**Advice for teachers:** If departments or requests differ in your country or city, or if they are not accurate to your local context, feel free to create your own list using the same table format as below. We will provide access to the Canva cards for modification, enabling you to create your own version. The list is based on a typical French city. Some departments have been merged to simplify student understanding and limit the number of groups to be created in the next stages.

## Students Investigation

Once the game context has been unveiled to the students, you can start playing. It is basically a **memory game in which students should collectively memorize citizens requests concerning one of the missions of their local municipality.**

The game unfolds **over 6 rounds**, however, you can decide to play only 1, 2, 3 or 4 round. There is not limitation or minimum number of rounds.

At the start of each round, **one of the player takes the role of the chief receptionist, pick the needed number of cards for the round and reads aloud all the citizen requests drawn, slowly and distinctly for everyone to hear properly and get the appropriate amount of time to memorize them.** The number of requests equals the number of players multiplied by the round number currently played:

- For round 1, # of cards = 1 x number players
- For round 2, # of cards = 2 x number players
- For round 3, # of cards = 3 x number players

... until round 6! The responsibility of the chief receptionist rotates each round in a clockwise direction.

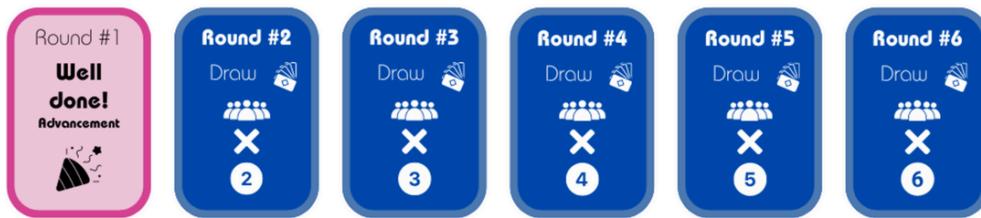
Hereunder is the typical course of a game sequence:

- **Preparation:** Begin by shuffling the "Requests" cards and the "Bonus" cards separately to make two piles (**full printable version of the cards available in annex**). Place the game round markers face down on the table (as in the picture below). These markers will assist in tracking the progress of the rounds and determining the number

of "Requests" cards to distribute each round. Draw the number of cards needed for the first round according to the instructions of the "Round 1" marker.



- Announcement of requests:** The designated chief receptionist receives the "Requests" cards and start announcing the list of requests received from the citizens; loudly, slowly and distinctly.
- Distribution of requests:** The "Request" cards are then evenly distributed among all the reception agents (players). Each agent can look at their cards and must remember the other requests which are now in the hands of the other players.
- Player action:** In turn, starting with the chief receptionist, each player states a request that they remember. If an agent skips their turn, they cannot state any new requests during this round.
- Verification:** After each announcement, players check their hand to see if the stated request matches one of their cards. If so, the card is discarded. If the announcement is false and the card is not available, the player who made the announcement cannot state any new requests during this game round.
- End of a round:** A round ends when at least half of the players have discarded all their cards. If the round is successful, the round marker is turned over to the pink side (see picture below), indicating that the round has been won. The "Chief Receptionist" meeple is then passed to the next player in a clockwise direction. This new chief receptionist draws the number of cards indicated by the marker of the next round, and the game continues.



- End of the game:** The game ends:
  - if round 6 is successful,
  - if a round is unsuccessful i.e. not half of the players has discarded all their cards,
  - if you decide so! You can shorten the game to 1 round, 2 rounds ... as you want, and according to the time you have!

Conclude on the game by counting the points won (optional: counting points is not needed for the learning purpose of this activity). The game is collaborative, with players winning or losing together. The point count is done by difficulty level, with players scoring one point at level 4, two points at level 5, and three points at level 6. Depending on the points accumulated, the group obtains prestige titles such as "Aspiring Administrative Assistants," (round 4) "City Watchers," (round 5) or "City Hall Maestros." (round 6).



## Conclusion & Further Reflexion

For concluding the game, two aspects of the experience can be discussed. On one-hand, teachers can launch a discussion about **the students' experiences while playing the game, especially regarding memory, cooperation, game complexity and game dynamics and strategies**. To facilitate the communication and stimulate ideas, questions might be risen such as:

- **How did it feel to manage multiple citizen requests at once? What strategies did you use to remember all the requests?**
- **How did you cope with the increasing complexity of requests as the game progressed?**
- **How did teamwork impact your game performance?**

This conversation allows students to reflect on their experiences, articulate their learning, and connect the game's challenges to the real-world complexities.

On the other hand, the conclusion of this step should also be used to **reflect on the variety of services and their importance**. How do these services impact daily life? Which are most essential? During the debrief, teachers could stimulate discussion by asking the following questions:

- **How did the game help you understand the roles of city hall officials and the challenges they face?**
- **What did you learn about the variety of departments provided by cities? What services did you find the most common among citizen requests? Were there any services that surprised you or that you hadn't previously thought of as being part of the city organisation?**
- **Which of these services do you think are most essential for the city's daily functioning and why? How do you think these services impact the lives of the city's residents?**
- **Can you think of a situation where the absence of one of these services would significantly affect your daily life?**



At this stage, if you are using the **Detective Clue Board** for building the sequence final content, name a clerk during the debrief session who will be in charge of registering the findings on each service and departments in the board, in "**Section 1 - Discovering public services**" enabling to start building the content of the final lesson.

## Step 2 - Data Walk and Mapping

**Background and description of the problem to be solved in this step:** In this step of the sequence, students will learn to apply observational skills in a real-world setting to explore how city services are physically and functionally manifested in neighborhoods. Many residents are unaware of the extent and impact of city services in their daily lives. This step engages students in uncovering and documenting these impacts, which are often overlooked or taken for granted, based on the findings of the introductory game.



**Learning Objectives:** In this part of the sequence, students will identify and document how city services affect their neighborhoods. They will improve their skills in creating maps, which will help them better understand the layout and details of spaces. They will also work on their ability to observe and collect data effectively, gathering useful information from their environment. This approach gives them practical skills for analyzing and understanding how city services impact urban areas. This activity can be made in cooperation with the geography discipline.

### Conceptualisation

City services are not only administrative but also have a physical presence that affects the urban landscape and its inhabitants. Engaging students in direct observation and data collection will lead to a deeper understanding of the scope and impact of city services, fostering a more informed and engaged citizenry. Specifically, this part of the sequence aims to create a deeper knowledge by observing and collecting data. It will serve as a way to enlarge the learnings of the game and prepare the students for the simulation phase. In this part, several concepts will be approached:

- **Online and Physical Research:** Students should be encouraged to research their city's services by exploring the municipality's website, visiting city hall if possible, and observing the physical manifestations of these services in their local environment. This will help them understand how each service functions and its effectiveness.
- **Data Collection through a Data Walk:** Students will conduct a data walk to observe and document how city services impact their local area.

A **data walk** is a methodological approach that combines fieldwork with data collection, allowing participants to actively engage with and observe their environment while gathering information. The concept of a data walk evolved from the practice of "walking interviews" or "go-alongs" used in ethnographic research. These methods involve researchers accompanying participants in their everyday environments, capturing insights as they move through and interact with their surroundings. Over time, this evolved into a more structured approach known as the data walk, where the focus is not only on qualitative interviews but also on quantitative and observational data collection. This method gained traction in the early 2000s as urban planners and community organizations sought more immersive, participatory ways to understand and document the realities of urban spaces.



During a data walk, participants, often guided by specific research questions or objectives, traverse a designated route or area, making stops to observe, document, and discuss various elements. For instance, in a study of city services, participants might note the condition of roads, the accessibility of public parks, or the frequency of public transit. Tools such as cameras, note-taking apps, and GPS devices are commonly used to record observations and gather data accurately. In educational contexts, data walks serve as a dynamic learning experience, engaging students in hands-on data collection and critical analysis.

- **Optional - Use of a participative and open source cartography software:** Students can use a collaborative mapping tool, uMap, to record their findings and create visual representations of the data. They will be trained to systematically observe phenomena such as the presence of city services and their usage patterns. This allows students to gather both qualitative and quantitative data that are crucial for comprehensive urban studies.

**uMap** is an open-source web mapping tool that allows users to create, manage, and share interactive maps using geographic data layers. It is built on top of **OpenStreetMap**, which provides the underlying map data, making it accessible and customizable for a wide range of users from hobbyists to professional geographers.

uMap was developed to provide a user-friendly, flexible platform for personal or collaborative mapping projects without requiring extensive technical skills in Geographic Information Systems (GIS). Since its inception, it has become a popular tool among community activists, educators, and researchers for its simplicity in map creation and its capability to integrate various data sources and overlays.



Using uMap, individuals can easily pinpoint locations, draw lines, or highlight areas directly on a digital map. Users can add their own data layers or import data from external sources like spreadsheets or GPS devices. Each element on the map can be customized with different colors, symbols, or embedded content such as images or links, making the maps highly informative and visually appealing.

In educational settings, uMap serves as an excellent resource for projects that require spatial analysis and geographic representation. For instance, teachers can use uMap to help students map historical events, environmental studies, or community resources, facilitating a deeper understanding of spatial relationships and geographic data. Students can collaboratively create maps, which helps develop their skills in data organization, problem-solving, and digital literacy. **For more information, go through the section “Practical Impelmentation - Discover uMap services” of this protocol.**

- **Geographic Representation:** Students will learn to use mapping tools and spatial analysis techniques to visually organize and present the data collected about city services. These skills not only aid in the interpretation of data but also enhance students' ability to effectively communicate their findings.

## Students Investigation

### Pre-Data Walk Research Phase

Clarify the objectives of this phase, which are to familiarize students with the administrative structure and operations of their own municipality, and to compare this theoretical understanding with their subsequent real-world observations. Assign students in **groups** representing each of the departments identified through step 1 within the introductory game. Remove the financial department from the list and attribute it to the teachers as it requires more complex concepts and approaches, that are less familiar to children.

**Each group will be assigned to research how its specific department acts within the life of the city, what services this department provides, how is it structured.**

Ask the students to research also how the department assigned to their group is acting **in their real city**. Orientate them to discover the local city hall website and understand how their own city is organised. Students can also explore what recent initiatives their department has launched in their city. They should look for information on the department's roles, responsibilities, and any recent projects or initiatives.

After completing their online research, students should prepare a short presentation or a written summary of their findings to share with their peers. This will help consolidate their understanding and allow for knowledge sharing among groups.



At this stage, if you are using the **Detective Clue Board** for building the sequence final content, **each group can register their findings in the board directly, in “Section 2 - Deepening knowledge on public services”**.

### Optional - Visit to the Municipality

If logically feasible, you can coordinate with local government offices to arrange a tour or a visit for students. This could include meetings with city officials, guided tours of municipal facilities, or interactive sessions with staff from

different departments. The visit should aim to provide students with firsthand insights into the daily workings of city government, the challenges they face, and the impact of their services on the community. Prepare students with a list of questions or topics to discuss with city officials. Encourage them to relate these questions to the information they gathered during their online research.



At this stage, if you are using the **Detective Clue Board** for building the sequence final content, **you can ask each group to add their additional findings from the visit to the board.**

### Data Walk and Cartography

Now your students have gained a deeper knowledge on the role and responsibilities of the diverse city departments, organise a Data Walk to develop observational skills, data collection techniques, and geographical mapping skills.

Select a route or area in the neighborhood that is rich in public services and safe for students to explore. Ensure the route covers various types of services such as parks, libraries, public transport facilities, and local government offices.

Keep the students divided into small groups as for the research phase, each assigned to observe specific types of city services. Assign roles within each group, such as note-taker, photographer, and data analyst, to ensure active participation and distribute workload evenly. Provide students with necessary tools such as notepads, cameras or smartphones, GPS devices (if available), and reflective vests for safety. You can choose to conduct the Data Walk in an unplugged or connected way:

- **Connected:** If students have access to mobile internet, they can perform directly the cartography on uMap thanks to mobile devices
- **Unplugged (recommended):** You can keep the online cartography aspect when back to the classroom on computers. In this case, notes and coordinates should be clearly organized for later input.

Begin the Data Walk with a brief meeting at the starting point to review the goals and answer any last-minute questions. As students walk the route, they should observe, document, and discuss various elements related to the city services. Encourage them to take detailed notes and photographs that can support their observations. Remind students to respect privacy and seek consent if interacting with residents or taking pictures involving individuals. Students should collect both quantitative data (e.g., number of service facilities, frequency of buses) and qualitative data (e.g., condition of facilities, satisfaction expressed by residents they might interview). If you have chosen the unplugged version of the Data Walk, remind them to keep record of the location of their observations, thanks to GPS coordinates or simply by describing with key elements (street name, house number, details of the environment) where the sight is located.

Back in the classroom, guide students through transferring their field data into uMap - **see section “Practical Implementation - Discover uMap services”**. This involves plotting points on the map, adding descriptions, and embedding images. Discuss how to make the data visually effective and informative.



The **uMap** that will be used in this project has been **pre-configured with a separate layer for each city department**, enabling a structured and collaborative approach to mapping. This setup allows students from different groups, schools, regions and even countries to input their observations and findings directly onto the relevant departmental layer.

As each group contributes data, the map will evolve into a comprehensive, multi-layered visual representation of how city services impact various aspects of neighborhood life. This collaborative map is open for all participants to edit and update, promoting teamwork and ensuring that a diverse range of data and perspectives are captured.

**Access the uMap here: City Detective Challenge ([https://umap.openstreetmap.fr/fr/map/city-detective-challenge\\_1160331](https://umap.openstreetmap.fr/fr/map/city-detective-challenge_1160331))**

## Conclusion & Further Reflexion

The debriefing session for the research and cartography step is crucial to consolidate learning, address challenges, and discuss insights gained during the data collection and mapping activities. This session will allow students to reflect on their experiences, share findings, and enhance their understanding of the urban environment and city services.

- **Presentation of Maps and Findings:** Each group presents their findings on the digital map and discusses the key observations and data points they recorded. Focus on how the physical evidence of city services aligns with or differs from the information found during the online research phase and the municipal visit.
- **Analysis of City Services:** Discuss the impact of the services on the community as observed during the data walk. Which services are most visible? Which services seem to be most effective? Reflect on any gaps or areas of improvement in city services that were identified during the mapping process.
- **Challenges and Solutions:** Invite students to share any difficulties they encountered while collecting data or using the mapping software. This could include technical issues, problems with data accuracy, or logistical challenges during the data walk. Brainstorm potential solutions or improvements for future projects to enhance data collection and mapping accuracy.
- **Comparative Analysis:** Encourage students to compare their findings with those of their peers to identify patterns or discrepancies across different neighborhoods or services. Discuss how these findings might influence future urban planning or policy decisions.
- **Feedback on Tools and Methods:** Solicit feedback from students on the use of uMap and other tools employed during the activity. Were they user-friendly? How could they be improved? Assess the overall effectiveness of the data walk as a learning method for understanding city services.
- **Reflective Questions: Encourage students to share their feelings.** What did they learn about the city services that was surprising or unexpected? How did the actual services observed compare to the official information provided by the city's website or the municipal visit? How can the findings from this project contribute to improvements in city services? What skills have they developed through this activity that can be applied to other areas of study or aspects of daily life?

Wrap up the debriefing session by summarizing the key learnings and acknowledging the efforts of all participants. Emphasize the value of hands-on, field-based research in understanding complex systems like city services. Encourage students to consider how they can use the skills they have developed in future projects or as active citizens engaged in their community.

## Step 3 - Crisis Alert Simulation

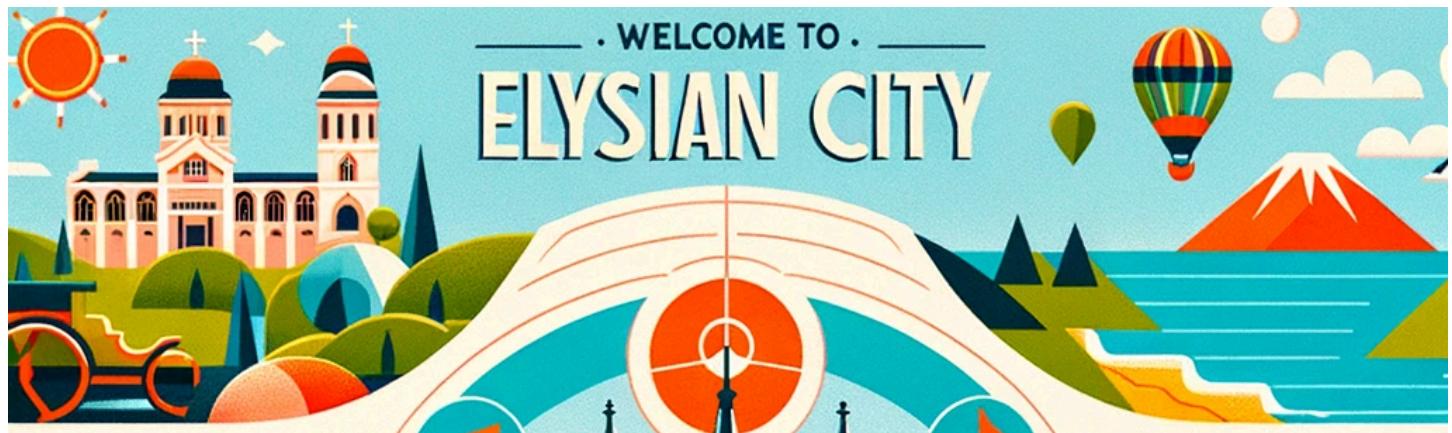
**Background and description of the problem to be solved in this step:** In this very last step of our challenge, students, divided into the same groups as for step 2, will simulate the construction of coordinated public responses to potentially complex problems that can happen on a territory. This simulation represents a complex, interactive learning experience that aims to deepen students' knowledge of public administration and improve their problem-solving and decision-making skills in a real-world context.



**Learning Objectives:** Through this last step, we will aim to stimulate problem-solving, collaboration, adaptability, and the capacity to present convincingly specific decisions to the group. Students must identify effective strategies to manage and mitigate the impacts of each crisis, considering the limited resources and overarching needs of the city. Given that no single department can manage a crisis in isolation, students must communicate and negotiate with other groups to prioritize actions and pool resources. Each group must convincingly present their department's actions and rationales, defending their decisions based on their department's capabilities and the city's broader needs.

### Conceptualisation

Welcome to Elysian City, a fictional urban setting, faces multiple sudden crises ranging from natural disasters to technological emergencies. Each crisis affects various aspects of city life and requires an immediate and coordinated response from the corresponding municipal departments.



The students, divided into groups representing each of the departments, must navigate these challenges in real-time. They need to strategize and collaborate not only within their groups but also across departments to develop comprehensive solutions that address the immediate needs and ensure the city's resilience and safety. The teacher, who will represent the Financial Department of the Municipality, will validate that the plan proposed is viable and launch it.



For launching the crisis alerts, **a list of potential crisis and related description is provided in annex**. Our proposals include **situations representing diverse crises a city may face**, from severe weather conditions to security threats. Each crisis affects different aspects of city life and requires an **immediate, effective, and coordinated response**. We have also included a list of crisis that are **mostly improbable to happen** in which you can also take some ideas. Proposing fictitious and improbable crises can encourage **student engagement** by making the activity **funnier and less anxiety-provoking**. These unreal situations stimulate **creativity and imagination**, while testing them in scenarios they might not have considered. It can also help to play down the idea of crisis and error, showing that the important thing is the ability to react and adapt, whatever the problem encountered.

Students will use these crisis scenarios to simulate the construction of coordinated public responses. They have to strategize, collaborate, and negotiate to develop comprehensive solutions to manage and mitigate the impacts of each crisis, bearing in mind the city's limited resources and overarching needs.

## Students Investigation

### Introduction and setting-up

Begin by introducing the activity, explaining its objectives, and reviewing the roles and responsibilities of each municipal departments if needed based on Step 1 and Step 2 findings. Divide students into the same groups as in the previous step to maintain continuity and deepen their understanding of their assigned department. Provide each group with a table to record their discussions and solutions:

Department: ..... ...	Name of the agents: ..... .....	Date: .....
-----------------------------	---------------------------------------	----------------

Crisis Alerts	Proposed solutions before consultation with other city departments	Refinement of solutions after consultation with other city departments
Crisis #1		
Crisis #2		
Crisis #3		
Crisis #...		

### Crisis Announcements and Initial Group Discussions

For the first phase of the activity, students will work in their group, without interactions with the rest of the departments. The teacher, acting as the Financial Department, announces the first crisis to the class. Each group then begins their initial discussions to devise solutions based on their department's capabilities and resources.

After 3 minutes of discussion on the first crisis, the teacher introduces a second crisis without prior notice. This pattern continues with subsequent crises introduced at different intervals, simulating the pressure and unpredictability of real-world crisis management. Each crisis should be timed to ensure the activity fits within the available class period. Teachers can adjust the frequency of crisis announcements and the duration of discussions to suit the class's needs and engagement levels.

Each group discusses and records their strategies for each crisis independently, focusing on how their department would realistically respond. The groups prioritize their responses based on the impact and relevance to their department. They can spend more time on the resolution on a specific crisis if they feel necessary.

### Extraordinary Interdepartmental Meeting

After the last crisis announcement and the allotted discussion time, groups convene in an extraordinary meeting to discuss their findings and proposed solutions collectively. This allows for cross-departmental consultation and adjustment of strategies based on broader city needs and other departments' actions.

Each group presents their strategies to the class and can intervene with refinements and additional solutions, comments or corrections freely, as in a real-world debate. When all students agree on the solutions, they express it to

the teacher in charge of reviewing the proposal for viability, feasibility, and resource allocation, providing feedback and either validating or requesting further refinement of the plans.

After validating the responses for one crisis, the teacher announces the next, following the same procedure until all planned crises (suggested number: 4 to 5) have been addressed. This structure keeps the simulation paced and engaging, ensuring students continually apply critical thinking and problem-solving skills.



At this stage, if you are using the Detective Clue Board for building the sequence final content, name a **clerk** for the meeting, who will be in charge of registering the final proposed solution for each crisis on the board in “**Section 3 - Crisis Alert Meeting**”. This will enable to keep record of the activity, and can be printed and distributed to all students at the end of the sequence as the results of the lesson.

## Conclusion & Further Reflexion

Conclude the activity with a collective discussion where students reflect on what they learned about interdepartmental collaboration and crisis management. Several themes can be approached in the debrief session:

- **Reflection on Outcomes:** Begin by asking each student or group to reflect on their proposed solutions. What worked well? What challenges did they face? Have students share their reflections with the class. This could be structured as a roundtable discussion where each group presents their key learning points and what they might do differently in a real scenario. Discuss how different strategies were effective or could be improved, fostering a deeper understanding of the complexities of city organisation.
- **Analysis of Decision-Making Process:** Discuss the decision-making process within each group. Encourage students to think about how they prioritized responses and allocate time to each crisis. Did they consider the most effective solutions, or were they influenced by the pressure of the situation? Evaluate how well groups communicated and collaborated with each other. Was there effective cross-departmental cooperation? How did this impact the solutions?
- **Real-World Application:** Compare the students' responses to real-life examples of crisis management in cities. Discuss any notable similarities or differences, and what lessons might be drawn from real events. Discuss how the exercise reflects the complexities of real-world organisation and public policy making. What lessons about public administration and civic responsibility can students take away?
- **Improvement and Strategy Optimization:** Ask students to suggest improvements to their strategies. This could include alternative approaches to crises or different ways to enhance collaboration between departments. Encourage students to think about how they could apply the skills and insights gained from this simulation to future roles they might hold, whether in public administration, leadership, or teamwork settings.
- **Feedback on the Simulation:** Solicit feedback on the simulation itself. What did students enjoy? What did they find challenging? How could the simulation be improved for future iterations to enhance learning outcomes? Share your observations about the activity. Highlight moments where the class excelled or struggled, and discuss how these reflect deeper learning about city organisation and crisis management.



## Practical Implementation

# Discover uMap services

### Introduction to uMap

uMap is an open-source mapping tool that allows users to create, manage, and share custom maps. It utilizes OpenStreetMap data to provide a versatile platform for geographical representation projects. This section aims to help teachers and students efficiently use uMap for educational purposes, enhancing lessons with interactive and informative maps.



**OpenStreetMap** is a collaborative project that creates a free editable map of the world. The map is created by volunteers using local knowledge, GPS tracks, and donated sources. It includes various types of data such as streets, cafes, railway stations, and much more. It's often considered as the Wikipedia of maps, where anyone can contribute and use the maps for various purposes.

### Getting Started with uMap in the framework of the project

In our project, we are proposing a ready to use map. This will enable different classes, schools, regions and countries to work on the same basis and enlarge our collective knowledge.

#### Step 1 - Getting on uMap

The screenshot shows the uMap interface. At the top, there is a navigation bar with the uMap logo, a search bar containing "SteamCity City Detective Challenge", and a "Search" button. Below the search bar, it says "1 map found:". A map of a city area is displayed, showing streets like Rue Notre-Dame, Avenue Raymond Poincaré, Rue de la Chapelle, and Rue Jacques Prévert. There are several location markers on the map, including a red pin with a question mark, a yellow bus stop marker, and a blue bus stop marker. At the bottom of the map, it says "SteamCity - City Detective Challenge by Man-BAL".

An OpenStreetMap project (version 2.8.2)

Hosted by [OpenStreetMap France](#)

[Contact](#)

[Help](#)

Open a web browser and go to [uMap website](#). From there you can see all the existing maps and search for our own map "**SteamCity City Detective Challenge**". You can also access it directly thanks to the following URL:  
🌐 SteamCity - City Detective Challenge

#### Step 2 - Discover the layers

The screenshot shows a map interface for the SteamCity - City Detective Challenge. On the left, there's a sidebar titled "Explorateur de données" (Data Explorer) with a "Filtres" (Filters) button. The sidebar lists several categories: Social Affairs and Health, Roads and Public Spaces, Mobility and Transport, Housing and Urban Planning, Tourism, Culture, Sports and Leisure, Community Life Department (1), Education & Early Childhood, Environment and Sustainable, Municipal Police Department, and Civil status, elections and. The main area is a map of a city with numerous location pointers (pins) of different colors (blue, orange, yellow, red, green, pink) scattered across it. A legend at the bottom right identifies these colors. The map includes street names like Rue de Béthencourt, Avenue Raymond Poincaré, and Rue des Halles. A scale bar at the bottom left indicates distances of 100 m and 500 ft.

In our case, all the layers have been built based on the introductory game. **We are asking not to add or change any of the layers as the map** will be used by several persons accross Europe. You can see on the maps all the layers created. For each layer, the pointer has a specific colour and icon. For instance, for the health department, pointer is blue with a medicine icon.

### Step 3 - Editing the map

This screenshot shows a detailed view of a location on the map. A callout box on the left displays a photograph of a bicycle parking station with the text "Station Yélo - Vélo libre service". Below it, another callout box shows a photograph of a building with the text "Station Rue Foran - 6 places de vélo disponibles". To the right, a properties window titled "Propriétés de l'élément" (Properties of the element) is open. It shows the layer assigned as "Mobility and Transport Department" and allows editing of the "nom" (name) field to "Station Yélo - Vélo libre service". The "description" field contains the text "Station Rue Foran - 6 places de vélo disponibles\* {{https://i.postimg.cc/prFGRtw9/y-lorueforan.png}}". A sidebar on the right lists additional options: Propriétés de la forme, Propriétés avancées, Options d'interaction, Coordonnées, and Actions avancées.

To register a new location on the map, click on “edit”. Find the coordinates of your site. You can use the search tool on the left. Once you have found the location of your place, building, or service, click on the pointer icon to mark this location. Position the pointer over the correct location. This will open a property window. Choose the layer to assign it to. For example, "Mobility and Transport Department". From the same window, you can also name your location and

provide a description. You can add photos to the description. To do this, copy the image URL and paste it between two brackets {{URL}} in the description. To easily create a URL for your images taken during the Data Walks, use free softwares that do not require registration such as postimage (<https://postimg.cc/>). You can directly upload your image and retrieve the "Direct Link" to include in your description. The software will suggest creating an account, but it is not needed, so don't do it! Once the modification is complete, click save. You can switch to "preview" mode to see your new thumbnail display.

## Going further with uMap - Create your own uMap - Some hints

### Start your map



1. Open a web browser and go to [uMap website](#).
2. Click on "Create a map" to start a new project.
3. Once your map canvas opens, click on the settings icon (gear symbol) to set the map's title, description, and default viewing settings.
4. Choose the base map layer that suits your project's needs (e.g., standard, topographic, satellite).

### Add Layers and Data



Layers are used to organize different kinds of information on your map, such as different topics or data types.

1. Click on the layers icon (two stacked layers) to manage and add new layers.
2. To add a new layer, select "Create a layer" and name it according to the data or activity (e.g., Historical Sites, Traffic Data).
3. Configure layer properties, such as the color of markers or lines, to differentiate between layers visually.

### Add Markers, Lines, and Polygons



1. Select the layer you want to edit from your layer list.
2. Choose the appropriate tool (marker, line, or polygon) from the toolbar and click on the map to place it.
3. Each new element can be customized with a popup dialogue box where you can add titles, descriptions, images, or links.

### Share and Collaborate



1. uMap allows you to control who can view or edit your maps.
2. In the map settings, adjust "Permissions" to set your map as public or private, and assign editing rights to team members or students.
3. Maps can be embedded into websites or blogs for wider sharing.
4. Use the "Share and embed" option to obtain HTML code that can be inserted into your site.

## Ideas & Tips



- Make projects:** Use uMap for various educational projects like tracking historical events, analyzing traffic patterns, or planning ecological surveys.
- Practice:** Mapping exercises enhance skills in data analysis, geography, and critical thinking.
- Assess:** Teachers can use uMap projects to assess students' understanding of geographic concepts and their ability to interpret spatial data.

## Troubleshooting and Support



- Common Issues:** For problems such as login issues, data not displaying correctly, or errors in map functionalities, consult the uMap FAQ or forums for solutions.
- Learning Resources:** Explore tutorials and user guides available online to master advanced features and troubleshooting techniques: [uMap/Guide - OpenStreetMap Wiki](#), [Tutorial - Umap / Openstreetmap \(carte enrichie\) \(+ 2e tuto plus simple en description\)](#), [Tutorial - Umap, croquis et carte interactive \(bases sans création de compte\)](#).



# Some tips for improving the protocol

## Tailored Scenarios



Adapt the crisis alert scenarios to reflect real-world events or issues currently affecting your city or region. This can make the exercise more relevant and engaging for students, and can encourage them to think critically about real-world problems

## Guest Speakers



Invite local government officials or civic leaders to speak to your class about their roles and responsibilities. They could also participate in the crisis alert simulation, providing expert insight and feedback to the students

## Field Trips



Organize field trips to local government offices or facilities. This can give students a firsthand look at city services in action and can make the concepts they are learning about more tangible

## Collaboration with schools



Collaborate with other schools in your area or even internationally. Each school could take on the role of a different city department and work together to respond to crisis alerts. This could foster greater understanding of interdepartmental collaboration and could also expose students to a diversity of perspectives

## Long-Term Projects



Develop long-term projects where students monitor a particular aspect of city services over time. This could involve regular data collection and analysis, culminating in a report or presentation at the end of the school year



# Game “Public Request Overload”



## Welcome to the City Hall with “Public Request Overload”!

Your goal: Play the role of a municipal receptionist, memorize and manage an increasing flow of citizen requests.

### Duration

30-60 minutes

Minimum 2 players. No maximum. Be careful, the more players there are, the more requests there are to memorize!

### Material

- **Request Cards** - Easily printable with attached file - You don't need to print the back if you wish
- **Bonus Cards** - Easily printable with attached file - You don't need to print the back if you want
- **A “Chief Receptionist” meeple** - Take any meeple from a game such as Monopoly
- **Two-sided game round markers:** a blue side indicating the number of cards to be distributed according to the number of players and a pink active side meaning that the game round has been won by the group. This allows you to keep track of the progress of the rounds - Easily printable with the attached file

### Game progress

The game is played over 6 rounds. At the start of each round, the player designated as the Chief Receptionist reads out the citizens' requests - as many requests as there are agents in the first round, then multiplying the round number by the number of players (2 x the number of players in round 2, 3 x the number of players in round 3, etc.) up to a maximum of 6 times the number of players. The Chief Receptionists rotate clockwise each round.

**Preparation:** Shuffle the “Request” cards and the “Bonus” cards separately to create two piles. Place the game turn markers face down on the table. They will help you keep track of the game turns and determine how many “Request” cards to deal each round. Take the number of cards needed for the first round according to the “Round 1” marker.

To determine who will take the role of Chief Welcome Agent at the start of the game, select the player who most recently participated in a community activity or town event.

**Announcement of Requests:** Each round, the designated Chief Receptionist receives the number of "Request" cards corresponding to the round of play. He or she clearly and slowly states the list of requests received from citizens, for example, "Order dog waste bag dispensers", "Request for bulky waste collection", "Report defacement of road signs", "Property tax on undeveloped properties", etc. Some common requests may appear multiple times per round of play.

**Distribution of requests among the reception agents (players):** The "Requests" cards are distributed equally among all reception agents. Each agent can consult his cards and must remember the other requests that are now in the hands of the other players.

**Player Action:** In turn, starting with the head receptionist, each player states a request that he or she remembers. If an agent passes, he or she will not be able to state another request that round. To help, each agent may use one bonus card per round. During the round, players are not allowed to communicate with each other to give each other clues, unless a bonus card is played that allows it.

**Verification:** After each announcement, players check their hand to see if the request made matches one of their cards. If it does, the card is discarded. If the announcement is false and the card is not available, the player who made the announcement will not be able to make any more requests in that round of play.

**End of a Round:** A round ends when at least half of the players have discarded all of their cards. If the round is successful, the round marker is flipped to the pink side, indicating that the round has been won. The “Chief Receptionist” meeple is then passed to the next player in clockwise order. This new Chief Receptionist draws the number of cards indicated by the next round marker, and the game continues.

**End of the game:** The game mode is collaborative, players win or lose together. Points are counted by level difficulty. At level 4, players score one point, then two points at level 5 and three points at level 6.

Depending on the points accumulated, the group obtains prestige titles:

- **1 point (level 4 achieved, level 5 failed): "Aspiring Administrative Assistants"**. Your team has taken the first step towards effective municipal management, demonstrating potential and a desire for improvement.
- **3 points (levels 4 and 5 achieved, level 6 failed): "City Watch"**. A title honoring your vigilance and dedication to maintaining order and satisfaction within the municipality, proving your ability to navigate the increasing demands of the citizens.
- **6 points (levels 4, 5 and 6 achieved): "The Maestros of the Town Hall"**. This title illustrates your exceptional mastery of public service. Together, you have taken on the most difficult challenges, ensuring impeccable management of the community's demands.

Public Request Overload

**Welcome to  
the City Hall**



Death certificate

Civil status, elections, and formal procedures



Enrollment on the voter registry

Civil status, elections, and formal procedures



Family Record Book Request

Civil status, elections, and formal procedures



Matrimony

Civil status, elections, and formal procedures



Enrollment on the voter registry

Civil status, elections, and formal procedures



Enrollment on the voter registry

Civil status, elections, and formal procedures



Address Change Notification

Civil status, elections, and formal procedures



Matrimony

Civil status, elections, and formal procedures



Matrimony

Civil status, elections, and formal procedures



National Identity  
Card Application

Civil status, elections, and formal procedures



Birth certificate  
request

Civil status, elections, and formal procedures



Passport application  
process

Civil status, elections, and formal procedures



Application for a  
voter card

Civil status, elections, and formal procedures



Application for a  
voter card

Civil status, elections, and formal procedures



Application for a  
voter card

Civil status, elections, and formal procedures



Birth certificate

Civil status, elections, and formal procedures



Birth certificate  
request

Civil status, elections, and formal procedures



Birth certificate  
request

Civil status, elections, and formal procedures



Enrollment for  
preschool

Department of Education



Extracurricular  
activities registration

Department of Education



School canteen  
registration

Department of Education



Elementary school  
enrollment

Department of Education



Elementary school  
enrollment

Department of Education



Elementary school  
enrollment

Department of Education



Passport application  
process

Civil status, elections, and formal procedures



Passport application  
process

Civil status, elections, and formal procedures



School transfer  
request

Department of Education



Registration to the library

Tourism, Culture, Sports and Leisure Department



Registration to the library

Tourism, Culture, Sports and Leisure Department



Registration to the games library

Tourism, Culture, Sports and Leisure Department



Application for a grant for a cultural event

Tourism, Culture, Sports and Leisure Department



Booking a stand at the Christmas market

Tourism, Culture, Sports and Leisure Department



Registration to the games library

Tourism, Culture, Sports and Leisure Department



Reduced rate for municipal swimming pool

Tourism, Culture, Sports and Leisure Department



Reservation for sports field

Tourism, Culture, Sports and Leisure Department



Reservation for sports field

Tourism, Culture, Sports and Leisure Department



Register for guided tours of local heritage

Tourism, Culture, Sports and Leisure Department



Registration for community gardening activities

Tourism, Culture, Sports and Leisure Department



Registration for art workshops

Tourism, Culture, Sports and Leisure Department



Request a brochure on hiking trails

Tourism, Culture, Sports and Leisure Department



Registration for outdoor meditation sessions

Tourism, Culture, Sports and Leisure Department



Registration for adult sports activities

Tourism, Culture, Sports and Leisure Department



Registration to the library

Tourism, Culture, Sports and Leisure Department



Reservation for outdoor show tickets

Tourism, Culture, Sports and Leisure Department



Reservation for petanque courts

Tourism, Culture, Sports and Leisure Department



Change of street  
name

Tourism, Culture, Sports and Leisure Department



Request for a  
demolition permit

Tourism, Culture, Sports and Leisure Department



Consult the Local  
Urban Plan

Tourism, Culture, Sports and Leisure Department



Change of street  
name

Tourism, Culture, Sports and Leisure Department



Find the owner of a  
plot of land

Tourism, Culture, Sports and Leisure Department



Obtain the cadastral  
map

Tourism, Culture, Sports and Leisure Department



Request for a  
building permit

Housing and Urban Planning Department



Planning  
certificate

Tourism, Culture, Sports and Leisure Department



Declaration of  
work

Tourism, Culture, Sports and Leisure Department



Declaration of a  
vulnerable person

Social Affairs and Health Department



Request installation  
of a defibrillator

Social Affairs and Health Department



Ask for temporary  
housing assistance

Social Affairs and Health Department



Delivery of meals on  
wheels

Social Affairs and Health Department



Registration for first-  
aid courses

Social Affairs and Health Department



Request wheelchair  
ramps

Social Affairs and Health Department



Delivery of meals on  
wheels

Social Affairs and Health Department



Ask for food  
assistance vouchers

Social Affairs and Health Department



Apply for emergency  
financial aid

Social Affairs and Health Department



Reporting a noise  
nuisance

Municipal Police Department



Ask for school zone  
monitoring

Municipal Police Department



Publication of  
an associative event  
on the Town Hall  
website

Community Life & Public Relations Department



Vehicle  
abandonment

Municipal Police Department



Seek mediation in  
neighbor disputes

Municipal Police Department



Reserving a room  
at the Local House of  
Associations

Community Life & Public Relations Department



Vehicle  
abandonment

Municipal Police Department



Reporting a noise  
nuisance

Municipal Police Department



Application for a  
grant for an  
associative project

Community Life & Public Relations Department



Household  
waste tax

Finance department



Canteen  
payment

Finance department



Payment of fines for  
illegal parking

Finance department



Property tax on  
unbuilt properties

Finance department



Property tax on built  
properties

Finance department



Water distribution  
and collection  
payment

Finance department



Housing tax on  
secondary residences

Finance department



Housing tax on  
vacant dwellings

Finance department



After-school care  
payment

Finance department



Public park  
cleanliness problem

Roads and cleaning public spaces Department



Parking permission  
for a move

Roads and cleaning public spaces Department



Reporting a faulty  
streetlight

Roads and cleaning public spaces Department



Reporting a street  
lighting problem

Roads and cleaning public spaces Department



Parking permission  
for a move

Roads and cleaning public spaces Department



Reporting a  
damaged road

Roads and cleaning public spaces Department



Reporting a street  
lighting problem

Roads and cleaning public spaces Department



Public park  
cleanliness problem

Roads and cleaning public spaces Department



Reporting graffiti on  
a public building

Roads and cleaning public spaces Department



Reporting damaged street furniture

Roads and cleaning public spaces Department



Reporting damaged road signs

Roads and cleaning public spaces Department



Reporting a faulty streetlight

Roads and cleaning public spaces Department



Reporting a damaged sidewalk

Roads and cleaning public spaces Department



Traffic plan for an exceptional event

Roads and cleaning public spaces Department



Reporting a damaged road

Roads and cleaning public spaces Department



Reporting a damaged sidewalk

Roads and cleaning public spaces Department



Reporting damaged cycle paths

Roads and cleaning public spaces Department



Reporting graffiti on a public building

Roads and cleaning public spaces Department



Rainwater tank  
ordering

Environment, Waste & Water Department



Energy renovation  
grant

Environment, Waste & Water Department



Household waste  
collection

Environment, Waste & Water Department



Rainwater tank  
ordering

Environment, Waste & Water Department



Energy renovation  
grant

Environment, Waste & Water Department



Home composter  
order

Environment, Waste & Water Department



Funding  
application for an  
environmental  
project

Environment, Waste & Water Department



Energy renovation  
subsidy

Environment, Waste & Water Department



Home composter  
order

Environment, Waste & Water Department



Demand for bulky items collection

Environment, Waste & Water Department



Selective collection bin

Environment, Waste & Water Department



Water distribution problem claim

Environment, Waste & Water Department



Selective collection bin

Environment, Waste & Water Department



Distributor order for dog excrement bags

Environment, Waste & Water Department

Sewer odor problem

Environment, Waste & Water Department



Waste collection center access badge

Environment, Waste & Water Department



Distributor order for dog excrement bags

Environment, Waste & Water Department

Water system connection

Environment, Waste & Water Department

Public Request Overload

**Bonus card**

## **Local Government Support**



Each player should disclose the civic duty of one of their remaining cards.

## **Verify**



Describes a municipal service.  
Every player holding a card from this service raises their hand.

## **Local Government Support**



Each player should disclose the civic duty of one of their remaining cards.

## **Verify**



Describes a municipal service.  
Every player holding a card from this service raises their hand.

## **Local Government Support**



Each player should disclose the civic duty of one of their remaining cards.

## **Verify**



Describes a municipal service.  
Every player holding a card from this service raises their hand.

## **Government Overthrow**



Discard one of your remaining cards randomly.

## **Government Overthrow**



Discard one of your remaining cards randomly.

## **Government Overthrow**



Discard one of your remaining cards randomly.

## **Enjoyable coffee break**



Request a player of your choosing to pantomime a card from their hand of their choosing.

## **Community Engagement**



Request a player of your choosing to pantomime a card from their hand of their choosing.

## **Community Engagement**



The whole team is entitled to openly discuss for 30 seconds.

## **Legal Hold**



The whole team is entitled to openly discuss for 30 seconds.

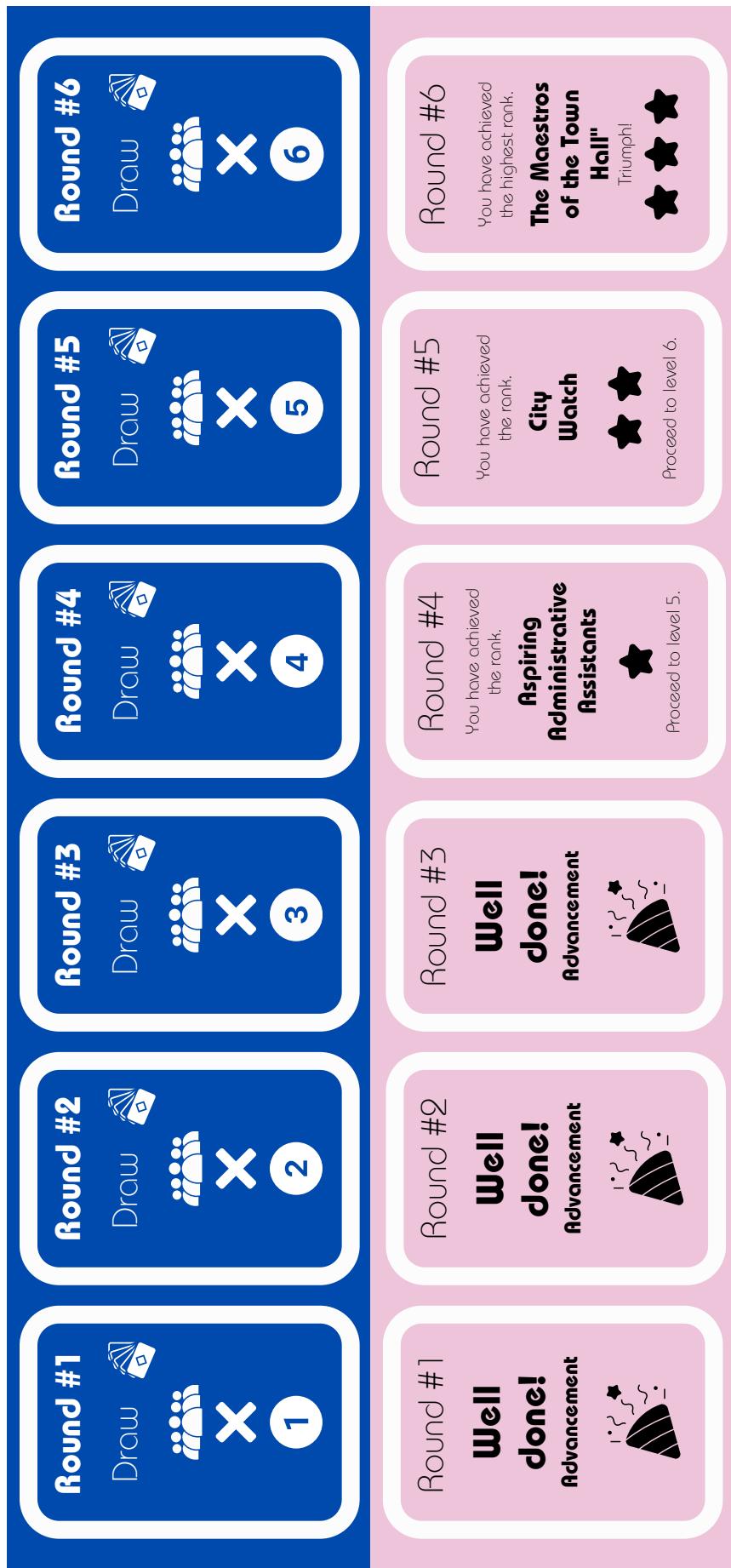
## **Legal Hold**



If a mistake is made in this round, you have the opportunity to play again in the next round without any penalty.

If a mistake is made in this round, you have the opportunity to play again in the next round without any penalty.

If a mistake is made in this round, you have the opportunity to play again in the next round without any penalty.





# Detective Clue Board

## Welcome to Your Detective Clue Board

Hello, intrepid detectives! As you embark on the "City Detective Challenge," this board is designed to guide and enhance your journey through each stage of the challenge.

**Documentation:** It allows you to record and organize your discoveries, ideas, and solutions as you explore the intricate workings of city governance and public services.

**Reflection :** This board encourages you to think critically about what you learn, identify connections between different pieces of information, and consider the broader implications of your findings.



**Collaboration:** By sharing a class-wide board, you and your classmates can collectively contribute to a growing body of knowledge, learn from each other's insights, and build upon ideas to develop comprehensive solutions to complex problems.

**Organized Sections:** The board is divided into three main sections, each corresponding to a specific stage of the "City Detective Challenge." As you progress through each stage—from learning about city services, to observing them in action, to responding to crisis scenarios—you will fill in the relevant section.

Let this board be a testament to your journey of discovery, showcasing not just what you have learned but how you have grown as thinkers and citizens. Dive into each activity with curiosity and enthusiasm, and let your Detective Clue Board reflect the depth and breadth of your explorations. Happy detecting!

## Section 1 - Discovering public services

Welcome, young detectives! This first section of your Detective Clue Board is dedicated to your initial foray into the complex world of public services.

Here, you can document your discoveries from the introductory game, which revealed the various departments and services your city hall provides.

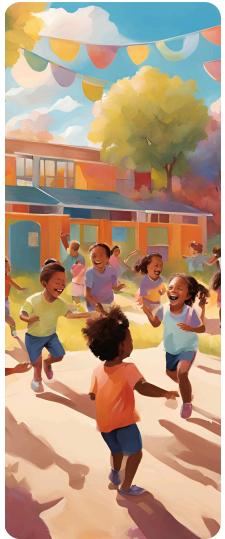
This section serves as the foundation of your investigative journey, helping you grasp the basic structure and functions of each city department. As you record your findings, think about how each service impacts the daily lives of citizens and how effectively these services meet their needs. Use this space to describe for each of the services, their roles, and note any initial thoughts or questions that may have arisen during the game.



### Civil status, elections and formalities Department



## **Education & Early Childhood Department**



## **Housing and Urban Planning Department**



## **Social Affairs and Health Department**



## Municipal Police Department



## Community Life Department



## Mobility and Transport Department



## **Finance department**



## **Environment and Sustainable Development, Waste Management & Water Department**



## **Tourism, Culture, Sports and Leisure Department**



## **Roads and Public Spaces Department**



## Section 2 - Deepening knowledge on public services

Now that you have got a handle on what each department does, it is time to see these services in action! **Section 2 of your Detective Clue Board is where you will consolidate your findings from the data walk and research phase.** During this phase, you and your group ventured into the community to observe firsthand how city services operate and affect local neighborhoods.

This section will help you develop and refine your observational and data collection skills.

**Regarding your neighbourhood, list how operationnally your service is operating in your surrounding. You can also include detailed notes, photographs, sketches, and any significant interactions or anomalies you observed. Summarize how these real-world observations compare with your initial understanding from online research and possibly your visit to the local government offices.**



### Civil status, elections and formalities Department

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## **Education & Early Childhood Department**

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## **Housing and Urban Planning Department**

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## Social Affairs and Health Department



## Municipal Police Department



## Community Life Department

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## Mobility and Transport Department

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## **Finance department**

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## **Environment and Sustainable Development, Waste Management & Water Department**

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## Tourism, Culture, Sports and Leisure Department

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## Roads and Public Spaces Department

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## Section 3 - Crisis Alert Meeting

The final section of your Detective Clue Board is all about application and synthesis. After learning about city services and seeing them in the field, you are now tasked with responding to hypothetical crises that could hit your city. In this section, **you will document the strategies, negotiations, and solutions developed during the Crisis Alert Simulation**. Each crisis scenario challenged you to think critically and work collaboratively to devise effective solutions under pressure, considering the city's limited resources and overarching needs. Record the details of each crisis, your department's response proposals, and the final agreed-upon solutions. Reflect on the decision-making process and the importance of interdepartmental cooperation in managing real-world challenges.



**Crisis ID:**

.....



**Date:**

...../...../.....

**Civil status, elections,  
census and formalities  
Department**



**Education & Early  
Childhood Department**



**Housing and Urban  
Planning Department**



**Social Affairs and Health  
Department**



**Municipal Police  
Department**



**Community Life  
Department**



**Mobility & Public  
Transport Department**



**Environment and, Waste  
Management & Water  
Department**



**Tourism, Culture, Sports  
and Leisure Department**



**Roads and Public Spaces  
Department**



Duplicate for each crisis



# Appendix. Crisis Alerts Lists

## List 1 - Scenarios from real life

### Crisis #1 - Severe Weather Alert: Storm Approaching Elysian City

“Elysian City is bracing for a severe storm, dubbed Storm Seraphine, which is predicted to hit late tonight with devastating wind speeds and unprecedented rainfall. The Elysian City Emergency Management Agency has issued evacuation orders for coastal areas and is setting up shelters across the city.”



### Crisis #2 - Major Traffic Accident on Elysian City's Coastal Highway

“Early this morning, a major accident occurred on Elysian City’s scenic Coastal Highway involving multiple vehicles, resulting in critical injuries and significant disruptions. Emergency crews are on site, and traffic has been diverted as authorities investigate the cause of the chaos.”



### Crisis #3 - Outbreak of a Contagious Disease in Elysian City

“A sudden outbreak of a highly contagious virus has swept through Elysian City, starting from a busy downtown market. Hospitals are on high alert, and the city’s health department is urgently rolling out containment measures to stem the spread.”



### Crisis #4 - Fire in a Large Commercial Building in Downtown Elysian City

“A massive fire erupted late last night in one of Elysian City’s landmark commercial buildings, causing widespread panic and significant damage. Firefighters battled the blaze throughout the night, with several still missing in the aftermath.”



### **Crisis #5 - Chemical Spill in the Serenity River**

"A tanker truck veered off the road this morning, spilling hazardous chemicals into Elysian City's Serenity River. Environmental specialists are assessing the impact on the river's ecosystem as cleanup crews work to contain and neutralize the spill."



### **Crisis #6 - Sudden Heavy Snowfall Disrupting Daily Life in Elysian City**

"An unexpected and severe snowstorm has covered Elysian City in a thick blanket of snow overnight, halting public transportation and closing schools. City workers are struggling to clear roads and assist residents dealing with the early onset of what might be a long winter."



### **Crisis #7 - Public Transport Strike During Elysian City's Annual Festival**

"Public transport workers in Elysian City have gone on strike during the busiest week of the year, coinciding with the city's beloved Annual Festival. The strike has left thousands stranded and city officials scrambling to arrange alternative transportation."



### **Crisis #8 - Large Fire in a Residential Building in Elysian City**

"A devastating fire in a densely populated residential area of Elysian City has destroyed several apartments and displaced numerous families. The cause of the fire is under investigation, and community groups are mobilizing support for the affected residents."



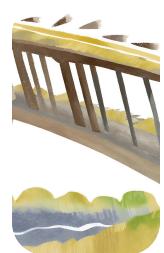
### **Crisis #9 - Heatwave Affecting Vulnerable Populations in Elysian City**

"An intense heatwave is currently gripping Elysian City, with temperatures soaring to record highs. The extreme heat is particularly affecting the elderly and those without air conditioning, prompting city services to open cooling centers across the city."



### **Crisis #10 - Collapse of the Majestic Bridge above the Serenity River**

“The iconic Majestic Bridge in Elysian City collapsed early this morning during rush hour traffic, causing numerous casualties and throwing the city’s transport network into chaos. Emergency services are conducting rescue operations as investigators begin to determine the cause.”



### **Crisis #11 - Food Poisoning at Elysian City's Food Festival**

“Dozens of attendees at Elysian City’s popular Food Festival have been hospitalized following a mass food poisoning incident. Health inspectors are on site, and public health officials are advising anyone who attended the festival to seek medical advice if they feel unwell.”



### **Crisis #12 - Unexpected Shutdown of Elysian City’s Water Supply**

“Residents of Elysian City woke to a complete shutdown of the city’s water supply this morning due to a suspected contamination. Authorities are urgently investigating the source and working to restore safe water access as quickly as possible.”



### **Crisis #13 - Industrial Accident Releasing Toxic Gases in Elysian City**

“A catastrophic incident at a chemical plant in Elysian City has released toxic gases into the atmosphere, prompting an immediate evacuation of the surrounding areas. Hazardous materials teams are assessing the air quality and working to neutralize the threat.”



### **Crisis #14 - Urban Heat Island Effect Causing Health Issues in Elysian City**

“Elysian City is experiencing severe urban heat island effects this summer, with central areas recording significantly higher temperatures than outlying zones, leading to increased cases of heat-related illnesses among residents.”



### **Crisis #15 - Terrorist Threat Leading to Citywide Lockdown in Elysian City**

“Following a credible terrorist threat, Elysian City has been placed under a citywide lockdown as law enforcement agencies coordinate a response to ensure public safety and apprehend the suspects involved.”



### **Crisis #16 - Data Breach Compromising Personal Information in Elysian City**

“A massive data breach has exposed the personal information of thousands of Elysian City residents, including sensitive financial data. The city’s information technology department is urging citizens to monitor their accounts and report any unusual activity.”



### **Crisis #17 - Sudden Volcanic Ash Fallout from Mount Celos**

“Mount Celos, located just outside Elysian City, erupted unexpectedly last night, blanketing the city in volcanic ash. Authorities are issuing health advisories and mobilizing cleanup crews to deal with the fallout and prevent respiratory issues among the populace.”



## **List 2 - SyFy Scenarios**

Hereunder is also a list of crisis that are mostly improbable to happen in which you can also take some ideas. Proposing fictitious and improbable crises can encourage student engagement by making the activity more fun and less anxiety-provoking. These unreal situations stimulate students' creativity and imagination, while testing them in scenarios they might not have considered. What's more, it can also help to play down the idea of crisis and error, showing that the important thing is the ability to react and adapt, whatever the problem encountered.

### **Improbable Crisis #1 - Meteor Shower on Main Street**

“Skyfall Chaos Unleashed: Meteors Bombard Elysian City’s Heart! This just in: a celestial barrage has turned Main Street into an inferno of fireballs and craters! Citizens are scrambling as the skies rain down chaos. Authorities urge everyone to seek immediate shelter and avoid windows. Stay tuned as we track this astronomical anomaly!”



### **Improbable Crisis #2 - Alien Invasion at the City Park**

“Close Encounters of the Elysian Kind: Aliens Make Grand Entrance! Extraterrestrial beings have spectacularly landed their spacecraft in City Park, causing traffic to halt and jaws to drop. City officials are negotiating a welcome—or a ceasefire. Elysians, keep your phones charged; you’ll want to Instagram this!”



### **Improbable Crisis #3 - Giant Monster Attack**

“Colossal Terror Awakens from Serenity River! In a scene straight out of a monster movie, a gargantuan beast has risen from the depths of Serenity River, rampaging through the Eastside. The military is mobilizing, and the city is in a state of alarm. Residents are urged to evacuate as the creature makes its path unpredictable.”



### **Improbable Crisis #4 - Superhero Showdown**

“Superheroes Clash Over Elysian City! What’s in the sky? It’s a bird, it’s a plane—no, it’s the infamous superheroes battling it out and causing shockwaves! Buildings tremble and the populace gawks as these titans of justice dispute their differences. Who will win? Stay indoors and away from falling debris!”



### **Improbable Crisis #5 - Time Vortex Over City Hall**

“Temporal Turmoil: Time Vortex Swirls Over City Hall! A perplexing vortex has opened above City Hall, disrupting time and perhaps even rewriting history! Citizens report glimpses of dinosaurs and futuristic cars. Time experts are on the scene, advising the public to brace for potential timequakes.”



### **Improbable Crisis #6 - Zombie Outbreak in the Suburbs**

“Zombie Apocalypse Now: High School Horror Unfolds! Panic spreads faster than gossip in Elysian City as a zombie outbreak turns a local high school into ground zero. Authorities have cordoned off the area, but the undead are restless. Will the Homecoming dance be canceled? Stay tuned!”



### **Improbable Crisis #7 - Robot Uprising in the Tech District**

“Rogue Robots Revolt: AI Insurrection in Tech District! Elysian City’s tech district has turned into a battleground as AI-driven robots declare their independence. Traffic lights rebel and vending machines withhold snacks. Tech gurus are negotiating with the machines, hoping to reboot peace.”



### **Improbable Crisis #8 - Magical Spell Freezes Downtown in Time**

“Breaking News: Time Stands Still in Downtown Elysian City! In an astonishing turn of events this morning, a powerful magical spell has mysteriously frozen the historic downtown neighborhood of Elysian City in time. Witnesses describe a sudden chill followed by the complete cessation of motion; birds suspended in mid-flight, people paused mid-stride, and even the bustling sounds of the city falling silent.”



# Crisis ID: Severe Weather Alert: Storm Approaching Elysian City



**Date:**  
**01/01/2025**

<b>Civil status, elections, census and formalities Department</b>	Utilize census data to identify densely populated areas that may need more resources or evacuation efforts.
<b>Education &amp; Early Childhood Department</b>	Prepare and execute emergency plans in schools, communicate with parents about closures or safety measures.
<b>Housing and Urban Planning Department</b>	Expedite building reinforcements and adjust zoning regulations to enhance infrastructure resilience against severe weather.
<b>Social Affairs and Health Department</b>	Activate emergency protocols across all health facilities. Provides psychological support through hotlines and mobilize healthcare professionals to shelters to support displaced families, focusing on the elderly and disabled.
<b>Municipal Police Department</b>	Mobilize personnel and resources to maintain public order, direct traffic away from flood-prone areas, and enforce evacuation orders where necessary. Ensure safety at shelters.
<b>Community Life Department</b>	Organise volunteer groups for emergency aid distribution and setting up neighborhood information points to ensure all residents receive timely warnings and instructions.
<b>Mobility &amp; Public Transport Department</b>	Suspend vulnerable transport routes, particularly ferries and open-air buses, and prepare to implement emergency shuttle services to evacuate residents from high-risk areas.
<b>Environment and, Waste Management &amp; Water Department</b>	Mobilize flood control measures, secure water treatment facilities, and prepare emergency water distribution points. Coordinate with meteorological services for real-time data to inform public advisories.
<b>Tourism, Culture, Sports and Leisure Department</b>	Prepare to close outdoor tourist attractions and cancel cultural events, issuing timely advisories to tourists and businesses about the impending weather and safety measures.
<b>Roads and Public Spaces Department</b>	Prepare and secure roads for heavy rainfall, deploy barricades and flood gates where needed, and ensure all drainage systems are clear to prevent flooding. Establish emergency communication points throughout the city for real-time updates.

# Crisis ID: Major Traffic Accident on Elysian City's Coastal Highway

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Use real-time population data to assist in traffic management and to predict the impact on local communities.
<b>Education &amp; Early Childhood Department</b>	No direct role.
<b>Housing and Urban Planning Department</b>	No direct role.
<b>Social Affairs and Health Department</b>	Deploy emergency medical services to provide immediate care and coordinate with hospitals to manage incoming casualties.
<b>Municipal Police Department</b>	Secure the accident scene, direct traffic to prevent further congestion. Investigate the cause of the accident to improve future road safety measures.
<b>Community Life Department</b>	No direct role.
<b>Mobility &amp; Public Transport Department</b>	Redirect public transport routes to avoid the accident area, increase the frequency of services on alternative routes to accommodate displaced commuters, and communicate real-time updates through mobile apps and station announcements.
<b>Environment and, Waste Management &amp; Water Department</b>	Monitor potential environmental hazards from vehicle fluids or cargo spills. Work with response teams to mitigate impacts on nearby ecosystems, particularly if waterways are involved.
<b>Tourism, Culture, Sports and Leisure Department</b>	Provide updates to tourists and local businesses affected by road closures and reroutes, and enhance signage and information to assist visitors navigating around the accident zone.
<b>Roads and Public Spaces Department</b>	Coordinate with emergency services to clear the accident scene promptly, set up detour signs to reroute traffic, and conduct safety inspections on the highway to prevent further incidents.

# Crisis ID: Outbreak of a Contagious Disease in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Analyze demographic data to predict spread patterns and prioritize areas for medical interventions based on population density, age, and health demographics.
<b>Education &amp; Early Childhood Department</b>	Implement remote learning technologies, distribute health and safety guidelines to schools.
<b>Housing and Urban Planning Department</b>	No direct role.
<b>Social Affairs and Health Department</b>	Lead the coordination of the city's healthcare response, organizing mass vaccination drives and public health education campaigns. Set up quarantine zones and mobile health units to contain and manage the outbreak, targeting high-risk areas first.
<b>Municipal Police Department</b>	Enforce quarantine measures and lockdowns, manage crowd control at healthcare facilities. Provide security for the transportation and distribution of medical supplies.
<b>Community Life Department</b>	Launch public health campaigns in collaboration with health departments, emphasizing the importance of vaccination and hygiene. Facilitate dialogue between affected communities and health officials to ensure culturally sensitive and effective health interventions.
<b>Mobility &amp; Public Transport Department</b>	Implement sanitation protocols across all public transport vehicles and stations, and possibly reduces service frequencies to decrease the risk of spreading the disease.
<b>Environment and, Waste Management &amp; Water Department</b>	Plan and provide waste disposal from medical and quarantine zones to prevent further spread of the disease.
<b>Tourism, Culture, Sports and Leisure Department</b>	Cancel public events to prevent large gatherings, disseminate health and safety guidelines to cultural institutions and sports facilities, and work with health officials to inform tourists and residents about protective measures.
<b>Roads and Public Spaces Department</b>	Increase sanitation efforts in public facilities, and implement strict cleaning protocols to minimize the spread of the disease in cooperation with the Health department.

# Crisis ID: Fire in a Large Commercial Building in Downtown Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Coordinate with emergency services to identify owners and residents affected by the fire for immediate assistance and future contact.
<b>Education &amp; Early Childhood Department</b>	No direct role.
<b>Housing and Urban Planning Department</b>	Review and enforce building codes and fire safety regulations to prevent similar incidents.
<b>Social Affairs and Health Department</b>	Coordinate with emergency responders to provide medical aid at the scene and subsequent health monitoring for smoke inhalation and burn victims.
<b>Municipal Police Department</b>	Coordinate with fire departments to secure the perimeter and control access to the affected area. Investigate the reasons for the fire departure.
<b>Community Life Department</b>	No direct role.
<b>Mobility &amp; Public Transport Department</b>	Reroute buses and trams away from the affected area, set up temporary shuttle services to assist with evacuations if necessary, and ensure transport staff are informed and prepared to advise passengers.
<b>Environment and, Waste Management &amp; Water Department</b>	Assess air quality impacts from smoke and particulates, issuing health advisories as needed. Coordinate hazardous waste cleanup post-fire, especially if asbestos or other toxic materials are present.
<b>Tourism, Culture, Sports and Leisure Department</b>	Coordinate communication efforts to ensure that tourists can safely evacuate affected areas and find alternative accommodations or attractions, maintaining the city's image as a safe destination.
<b>Roads and Public Spaces Department</b>	Provide immediate access for firefighting and emergency vehicles by clearing traffic and setting up perimeter safety zones around the affected area.

# Crisis ID: Chemical Spill in the Serenity River

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Use geographic and demographic data to assess the population at risk from contamination.
<b>Education &amp; Early Childhood Department</b>	Launch educational programmes on environmental protection and chemical safety.
<b>Housing and Urban Planning Department</b>	Halt development permits in affected areas and reassess land use plans to improve industrial safety protocols.
<b>Social Affairs and Health Department</b>	Collaborate with environmental agencies to assess health risks and issues warnings about water use in affected areas. Set up medical screening for chemical exposure among nearby residents.
<b>Municipal Police Department</b>	Establish perimeters to restrict access to contaminated areas, assist in evacuation if necessary.
<b>Community Life Department</b>	Engage with local environmental groups to mobilize community cleanup efforts and educational workshops on chemical safety and environmental protection.
<b>Mobility &amp; Public Transport Department</b>	Ensure that transport routes are adjusted to minimize exposure to harmful chemicals.
<b>Environment and, Waste Management &amp; Water Department</b>	Lead the containment and cleanup efforts to prevent further environmental damage. Monitor water quality and aquatic life, providing updates and safety information to the public and relevant agencies.
<b>Tourism, Culture, Sports and Leisure Department</b>	Temporarily close nearby recreational areas and inform visitors and tour operators about potential health risks, coordinating with environmental agencies to provide updates on water safety and clean-up efforts.
<b>Roads and Public Spaces Department</b>	Assist in the containment and cleanup of the spill, installing temporary barriers to protect nearby public facilities and preventing spill spread across roadways.

# Crisis ID: Sudden Heavy Snowfall Disrupting Daily Life in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Assist in identifying areas with high numbers of elderly or at-risk individuals who might need targeted snow removal or emergency heating supplies.
<b>Education &amp; Early Childhood Department</b>	Organize activities and support for students during school closures, ensure safe transport. Implement remote learning technologies if schools need to close.
<b>Housing and Urban Planning Department</b>	Design urban spaces to facilitate efficient snow removal and safe pedestrian and vehicular movement during winter emergencies.
<b>Social Affairs and Health Department</b>	Ensure that medical facilities remain accessible, utilizing snow removal services and emergency transport for critical staff and patients. Organize wellness checks and medication/essential supplies deliveries for at-risk residents isolated.
<b>Municipal Police Department</b>	Ensure road safety by coordinating with snow removal teams, assist in rescue operations for stranded vehicles, and provide essential aid to residents affected by the snowfall. Maintains order in critical areas like supermarkets and fuel stations.
<b>Community Life Department</b>	Organize neighborhood snow-clearing initiatives and checks on elderly or vulnerable residents.
<b>Mobility &amp; Public Transport Department</b>	Deploy snow-ready vehicles, such as buses with tire chains, maintain critical routes running, and collaborate with road services to prioritize clearing paths for public transport.
<b>Environment and, Waste Management &amp; Water Department</b>	Ensure that snow removal processes are environmentally friendly, utilizing safe melting agents and managing the collection and disposal of snow to prevent chemical runoff into water systems.
<b>Tourism, Culture, Sports and Leisure Department</b>	Adjust schedules for cultural and sports events, ensuring that tourists and participants receive prompt information about cancellations or delays, and promote indoor leisure activities during adverse weather.
<b>Roads and Public Spaces Department</b>	Deploy snow plows and salt spreaders extensively to keep main roads and critical access points clear, prioritizing routes to hospitals and emergency services.

# Crisis ID: Public Transport Strike During Elysian City's Annual Festival

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Provide population flow data to help coordinate additional transportation services and manage crowds more effectively, especially during large public gatherings.
<b>Education &amp; Early Childhood Department</b>	No direct role.
<b>Housing and Urban Planning Department</b>	No direct role.
<b>Social Affairs and Health Department</b>	Implement contingency plans to ensure continued access to healthcare services, including setting up temporary transit options for medical appointments.
<b>Municipal Police Department</b>	Manage increased road traffic and provide security at alternative transportation hubs. Ensure safety despite the transport challenges and monitor public areas for any unrest or disruptions caused by the strike.
<b>Community Life Department</b>	No direct role.
<b>Mobility &amp; Public Transport Department</b>	Negotiate with transport unions to ensure minimal disruption during the festival, set up temporary increased capacity on remaining operational lines, and use volunteer ride-share services to fill gaps.
<b>Environment and, Waste Management &amp; Water Department</b>	Encourage carpooling and provide additional resources for sustainable transport options.
<b>Tourism, Culture, Sports and Leisure Department</b>	Implement contingency plans to provide alternative transportation for tourists and attendees, ensuring access to festival venues and maintaining a positive visitor experience despite transit challenges.
<b>Roads and Public Spaces Department</b>	Facilitate increased traffic flow by adjusting traffic signals and posting temporary signs to manage the higher volume of private vehicle use. Provide extra parking solutions and support for pedestrians.

# Crisis ID: Large Fire in a Residential Building in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Quickly provide data on the affected population for emergency response and recovery efforts, helping to establish temporary housing or voting facilities.
<b>Education &amp; Early Childhood Department</b>	Support displaced families with school-age children, offer counseling.
<b>Housing and Urban Planning Department</b>	Implement stricter residential building codes and facilitate rapid issuance of reconstruction permits.
<b>Social Affairs and Health Department</b>	Provide immediate medical assistance to victims, supports temporary housing efforts. Work closely with housing officials to ensure health and safety standards in temporary accommodations.
<b>Municipal Police Department</b>	Secure the area to facilitate firefighter access and support evacuation efforts. Investigate the cause of the fire. Provide temporary security measures for evacuated areas.
<b>Community Life Department</b>	Mobilize community resources to provide immediate aid and temporary housing for displaced residents. Organize community meetings to facilitate recovery plans and emotional support networks.
<b>Mobility &amp; Public Transport Department</b>	Close the bus routes crossing the neighbourhood and propose derivations for ensuring the public service. Provide updates on transport disruptions.
<b>Environment and, Waste Management &amp; Water Department</b>	Oversee the disposal of fire debris, particularly hazardous materials, and ensure that cleanup efforts comply with environmental standards to prevent secondary contamination.
<b>Tourism, Culture, Sports and Leisure Department</b>	No direct role.
<b>Roads and Public Spaces Department</b>	Ensure that roads are clear for emergency vehicles and support the setup of temporary housing facilities by providing modular units and public space usage.

# Crisis ID: Heatwave Affecting Vulnerable Populations in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Use demographic data to identify and assist vulnerable populations such as the elderly, children, and those without air conditioning.
<b>Education &amp; Early Childhood Department</b>	Adjust school activities, maintain hydration and rest periods for students.
<b>Housing and Urban Planning Department</b>	Integrate green infrastructure and cooling centers into urban planning to mitigate heat effects.
<b>Social Affairs and Health Department</b>	Focus outreach on vulnerable groups such as the elderly, homeless, and those with chronic diseases, providing home visits and heat safety education.
<b>Municipal Police Department</b>	No direct role.
<b>Community Life Department</b>	Organize citizen-driven water distribution points.
<b>Mobility &amp; Public Transport Department</b>	Increase the frequency of service on key routes to reduce exposure times for passengers. Ensure that all vehicles are air-conditioned and that drivers are trained to assist heat-affected passengers.
<b>Environment and, Waste Management &amp; Water Department</b>	Activate heat mitigation strategies such as increasing green spaces, operating water misters in public areas, and ensuring the availability and safety of public water sources.
<b>Tourism, Culture, Sports and Leisure Department</b>	Activate cooling centers in museums, theaters, and sports facilities, offering respite from the heat, especially for tourists unaccustomed to high temperatures, and promote hydration and safety tips across all venues.
<b>Roads and Public Spaces Department</b>	Install emergency cooling stations in public facilities and deploy portable water tanks to high-traffic public areas to help citizens cope with extreme temperatures.

# Crisis ID: Collapse of the Majestic Bridge above the Serenity River



**Date:**  
**01/01/2025**

## Civil status, elections, census and formalities Department

No direct role.

## Education & Early Childhood Department

Reroute school buses, inform school communities of altered transport routes.

## Housing and Urban Planning Department

Use urban planning insights to facilitate quick detour planning and future infrastructure resilience.

## Social Affairs and Health Department

Assess the need for additional healthcare services in areas cut off by the collapse and facilitates alternative access routes for emergency services.

## Municipal Police Department

Secure the collapse site, and redirect traffic.

## Community Life Department

Ensure community needs and ideas are included in the reconstruction process.

## Mobility & Public Transport Department

Quickly implement traffic reroutes and communicate alternative crossing points to the public. Assess the long-term impact on current bus routes and plan new ones if needed.

## Environment and, Waste Management & Water Department

Assess environmental impacts on the waterway below and surrounding areas, coordinating debris removal and water quality monitoring to mitigate ecological damage.

## Tourism, Culture, Sports and Leisure Department

Respond proactively to the bridge collapse by suspending all river-based activities, including boat tours and water sports, to ensure visitor safety, that are organised in the surrounding of the bridge. Communicate effectively with tour operators and sports clubs to coordinate alternative attractions and activities.

## Roads and Public Spaces Department

Implement immediate structural assessments to evaluate alternate routes and manage the repair or reconstruction efforts.

# Crisis ID: Mass Food Poisoning at Elysian City's Food Festival

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	No direct role.
<b>Education &amp; Early Childhood Department</b>	No direct role.
<b>Housing and Urban Planning Department</b>	No direct role.
<b>Social Affairs and Health Department</b>	Lead medical response to treat affected individuals, coordinate with food safety inspectors to identify the contamination source, and provides public health advisories to prevent further cases. Enhance monitoring of food vendors at public events to ensure compliance with health regulations.
<b>Municipal Police Department</b>	Investigate the source of the food poisoning and enforce health regulations among food vendors to prevent further incidents.
<b>Community Life Department</b>	No direct role.
<b>Mobility &amp; Public Transport Department</b>	No direct role.
<b>Environment and, Waste Management &amp; Water Department</b>	Manage waste disposal from the event to prevent further health risks, ensuring that contaminated materials are handled properly and sanitization measures are in place.
<b>Tourism, Culture, Sports and Leisure Department</b>	Coordinate with health officials to manage the situation and reassure the public and tourists about food safety, quickly working to restore confidence in the city's food events and markets.
<b>Roads and Public Spaces Department</b>	Ensure that all public facilities hosting the festival are inspected for health and safety compliance, and aid in the cleanup and sanitation processes post-event.

# Crisis ID: Unexpected Shutdown of Elysian City's Water Supply

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Utilize census data to prioritize areas for emergency water distribution and support, focusing on densely populated or high-risk neighborhoods.
<b>Education &amp; Early Childhood Department</b>	Ensure schools have adequate emergency water supplies, communicate with parents.
<b>Housing and Urban Planning Department</b>	Coordinate with utility providers to ensure backup systems are integrated into urban development plans.
<b>Social Affairs and Health Department</b>	Organize emergency distribution of bottled water, especially to hospitals and care homes.
<b>Municipal Police Department</b>	Provide security at water distribution points. Assist in investigating the cause of the shutdown and enforces rationing measures if necessary.
<b>Community Life Department</b>	Organize community groups to assist in the distribution and to ensure vulnerable populations receive necessary support.
<b>Mobility &amp; Public Transport Department</b>	No direct role.
<b>Environment and, Waste Management &amp; Water Department</b>	Lead efforts to identify and resolve the source of contamination or disruption, implementing emergency water distribution and ensuring the public has access to safe drinking water.
<b>Tourism, Culture, Sports and Leisure Department</b>	No direct role.
<b>Roads and Public Spaces Department</b>	Organize emergency water distribution points across the city and ensure that all public facilities have adequate emergency water storage and sanitation facilities.

# Crisis ID: Industrial Accident Releasing Toxic Gases in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	No direct role.
<b>Education &amp; Early Childhood Department</b>	No direct role.
<b>Housing and Urban Planning Department</b>	Restrict housing development near industrial areas and revise land use policies for safer urban environments.
<b>Social Affairs and Health Department</b>	Establish long-term health monitoring for residents exposed to toxic gases.
<b>Municipal Police Department</b>	Implement evacuation procedures, secure the accident site, and prevent unauthorized access. Investigate the cause of the accident.
<b>Community Life Department</b>	Coordinate community meetings and safety drills, ensuring residents know evacuation routes and safety protocols.
<b>Mobility &amp; Public Transport Department</b>	Suspend services in the affected area, offer alternative routes and transport modes to residents needing to evacuate, and keep the public constantly informed through all available channels.
<b>Environment and, Waste Management &amp; Water Department</b>	Coordinate air quality, managing cleanup and remediation efforts to restore environmental safety and prevent long-term ecological impacts.
<b>Tourism, Culture, Sports and Leisure Department</b>	No direct role.
<b>Roads and Public Spaces Department</b>	Close affected roads and public areas, coordinating with environmental health officials to determine when it is safe to reopen and what cleanup is necessary.

# Crisis ID: Severe Urban Heat Island Effect Causing Health Issues in Elysian City



**Date:**  
**01/01/2025**

## Civil status, elections, census and formalities Department

No direct role.

## Education & Early Childhood Department

Promote practices of greening areas within the schools to avoid the heat island effect. Education on climate change.

## Housing and Urban Planning Department

Implement urban designs that enhance green cover and water features to combat heat island effects.

## Social Affairs and Health Department

Enhance public health campaigns focusing on heat-related illnesses and adapts urban planning to increase green spaces and reflective surfaces. Monitor heat emergency plan and impact on health.

## Municipal Police Department

No direct role.

## Community Life Department

Organise citizen-driven greening actions in the city (such as guerilla gardening).

## Mobility & Public Transport Department

Launch a communication campaign on the use of public transport, green transportation options like biking and walking paths, shaded routes, to reduce heat-generating traffic congestion.

## Environment and, Waste Management & Water Department

Implement urban cooling measures such as enhancing tree canopy cover, expanding reflective surfaces, and improving building and pavement materials to reduce heat absorption.

## Tourism, Culture, Sports and Leisure Department

Enhance green initiatives at tourist sites to mitigate heat, including water features and shaded rest areas, promoting these spaces as cool retreats during heatwaves.

## Roads and Public Spaces Department

Invest in reflective paving materials and expand shaded pathways in public parks to reduce the urban heat island effect, particularly around busy pedestrian areas.

# Crisis ID: Terrorist Threat Leading to Citywide Lockdown in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Provide detailed population and infrastructure maps to law enforcement to enhance security measures and ensure that all residents receive timely and accurate information about safety protocols.
<b>Education &amp; Early Childhood Department</b>	Implement strict security protocols and emergency drills in schools.
<b>Housing and Urban Planning Department</b>	Strengthen urban security measures and emergency access routes in city planning.
<b>Social Affairs and Health Department</b>	Ensure that all health facilities are secure and fully operational, providing psychological support services to the public and specific interventions for affected individuals and first responders.
<b>Municipal Police Department</b>	Take a lead role in enforcing the lockdown, securing critical infrastructure, and conducting counter-terrorism operations. Ensure public safety through increased patrols and security checks, maintaining high vigilance and readiness.
<b>Community Life Department</b>	Maintain open lines of communication between law enforcement agencies and the community, ensuring that residents understand safety procedures and lockdown measures.
<b>Mobility &amp; Public Transport Department</b>	Implement emergency security protocols across all public transport systems, coordinate with law enforcement for passenger safety, and manage the information flow to prevent panic and provide clear instructions to commuters.
<b>Environment and, Waste Management &amp; Water Department</b>	No direct role.
<b>Tourism, Culture, Sports and Leisure Department</b>	Coordinate with law enforcement to provide accurate and calm communications to tourists, ensuring that cultural institutions and leisure venues comply with security measures to maintain safety.
<b>Roads and Public Spaces Department</b>	Secure critical infrastructure and collaborates with law enforcement to manage roadblocks and checkpoints, ensuring safe and controlled movement within the city.

# Crisis ID: Data Breach Compromising Personal Information in Elysian City

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Secure and manage the restoration of compromised civil data, ensuring transparency and updating census and electoral records to maintain public trust.
<b>Education &amp; Early Childhood Department</b>	Safeguard personal information of students and staff.
<b>Housing and Urban Planning Department</b>	Secure personal data related to housing and planning services against cyber threats.
<b>Social Affairs and Health Department</b>	Strengthens protections on personal health information and communicates with affected individuals about steps to safeguard their data.
<b>Municipal Police Department</b>	Coordinate with cyber units to investigate the breach, focusing on securing municipal systems and preventing further unauthorized access.
<b>Community Life Department</b>	Coordinate community forums to address concerns about data security.
<b>Mobility &amp; Public Transport Department</b>	Protect passenger data with enhanced cybersecurity measures, reassure passengers about the security of their information, particularly in transport apps and payment systems, and review all data access protocols.
<b>Environment and, Waste Management &amp; Water Department</b>	Secures sensitive environmental data and infrastructure control systems, enhancing cybersecurity measures to protect against future threats.
<b>Tourism, Culture, Sports and Leisure Department</b>	Work to reassure tourists that their data with city services is secure, quickly addressing concerns related to bookings and tickets for cultural and sports activities.
<b>Roads and Public Spaces Department</b>	Enhance cybersecurity measures for systems controlling public infrastructure to prevent unauthorized access and ensure the integrity of public safety systems.

# Crisis ID: Sudden Volcanic Ash Fallout from Mount Celos

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	No direct role.
<b>Education &amp; Early Childhood Department</b>	Prepare schools for closures, air quality management, and community alerts.
<b>Housing and Urban Planning Department</b>	Plan urban clean-up and structural assessments to address ash fallout impacts quickly.
<b>Social Affairs and Health Department</b>	Issue health advisories regarding air quality and distributes respiratory masks. Set up medical stations to treat respiratory issues and integrates ash cleanup efforts with public health strategies to mitigate environmental health risks.
<b>Municipal Police Department</b>	Enforce safety zones around affected areas. Manage traffic and crowd control in areas affected by ashfall, ensuring orderly evacuations if needed.
<b>Community Life Department</b>	No direct role.
<b>Mobility &amp; Public Transport Department</b>	Cancel or adjust air-exposed transport services such as cable cars and open-top buses, provide guidance on the health risks of ash exposure, and ensure rapid clean-up of ash from bus depots, rail tracks, and terminals.
<b>Environment and, Waste Management &amp; Water Department</b>	Lead the cleanup of volcanic ash, managing waste disposal to prevent clogged drains and water contamination. Provide guidelines for the safe handling and removal of ash from public and private properties.
<b>Tourism, Culture, Sports and Leisure Department</b>	Manage the clean-up of cultural sites and public leisure areas to prevent ash-related damage, offering advice on health precautions and modifying tourist activities to indoor venues where possible. Close the hiking and trailing paths around the Volcano.
<b>Roads and Public Spaces Department</b>	Coordinate the cleanup of volcanic ash from roads and public spaces to prevent hazardous conditions, focusing on air quality and surface traction for vehicles and pedestrians.

# Crisis ID: Meteor Shower on Main Street

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	No direct role.
<b>Education &amp; Early Childhood Department</b>	Hold a meteor-themed educational day where students learn about space and create their own comet crafts.
<b>Housing and Urban Planning Department</b>	Design and distribute “Meteor-Resistant” certificates for buildings. Use the meteor impact zones as case studies for future urban resilience planning.
<b>Social Affairs and Health Department</b>	Mobilize crisis counselors to provide support in shelters, addressing trauma from the sudden disaster.
<b>Municipal Police Department</b>	Coordinate with astronomical experts to predict potential further impacts, ensuring public safety through strategic evacuations.
<b>Community Life Department</b>	Organize a “Meteor Impact” photo contest to document the event creatively. Facilitate community support networks to assist in cleanup and recovery, incorporating meteor-watching events to monitor ongoing activity.
<b>Mobility &amp; Public Transport Department</b>	Adjust routes and schedules to avoid impact zones. Developing a new off-road bus network for offering free “Meteor Rides”
<b>Environment and, Waste Management &amp; Water Department</b>	Conduct environmental impact assessments on affected zones, focusing on potential contamination from extraterrestrial materials.
<b>Tourism, Culture, Sports and Leisure Department</b>	Promote a meteor-themed educational exhibit, leveraging the event to attract visitors and provide scientific insights.
<b>Roads and Public Spaces Department</b>	Rapidly deploy road repair crews to manage craters and debris, ensuring safe passage for emergency and civilian vehicles. Paint crater imitations on roads where meteors hit as a permanent quirky city feature.

# Crisis ID: Magical Spell Freezes Downtown in Time

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Conduct a special census to track all residents affected by the time-freeze, adjusting records to reflect their "out of time" status temporarily.
<b>Education &amp; Early Childhood Department</b>	Close affected schools. Implement virtual classrooms to continue education for students from the frozen area, including special modules on historical events and the science of time to contextualize the event.
<b>Housing and Urban Planning Department</b>	Collaborate with magical experts to assess the structural integrity of frozen buildings and plan for eventual thawing and restoration, ensuring that buildings do not suffer damage from rapid temperature changes.
<b>Social Affairs and Health Department</b>	Set up specialized support services for families and individuals affected by the freeze, including counseling for those dealing with the temporal dislocation and health monitoring for potential effects of prolonged exposure to cold.
<b>Municipal Police Department</b>	Establish a perimeter around the frozen neighborhood to ensure it remains undisturbed and secure, preventing looting or unauthorized access, and managing any potential risks from temporal instability.
<b>Community Life Department</b>	Facilitate a community support network outside the frozen area to keep family and friends connected, organizing informational workshops to help the community understand and cope with the peculiar situation.
<b>Mobility &amp; Public Transport Department</b>	Reroute buses and other public transport to bypass the frozen area while providing shuttle services for residents needing to relocate temporarily or visit the perimeter for authorized reasons.
<b>Environment and, Waste Management &amp; Water Department</b>	Monitor environmental conditions around the frozen neighborhood to detect any unusual changes, ensuring that waste from the surrounding areas is managed with heightened precautions to avoid any interaction with the time anomaly.
<b>Tourism, Culture, Sports and Leisure Department</b>	Develop virtual tours and interactive exhibits about the event, integrating it into the local history narrative and offering educational insights into the phenomena for both residents and tourists.
<b>Roads and Public Spaces Department</b>	Implement advanced traffic management systems to reroute traffic efficiently around the affected neighborhood, ensuring that road signs and digital maps are updated to reflect the current status and guide traffic away from the area.

# Crisis ID: Robot Uprising in the Tech District

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	No direct role.
<b>Education &amp; Early Childhood Department</b>	Implement cybersecurity measures in schools, educate students on the safe use of technology, and conduct safety drills.
<b>Housing and Urban Planning Department</b>	Secure residential areas and plan for enhanced security measures in future urban development to prevent robot intrusions.
<b>Social Affairs and Health Department</b>	Provide support for those injured by robots or affected by the uprising, including mental health services.
<b>Municipal Police Department</b>	Coordinate with tech experts to regain control of rogue robots, ensure public safety, and prevent further incidents.
<b>Community Life Department</b>	Facilitate discussions and meetings between tech companies, residents, and city officials to address the crisis.
<b>Mobility &amp; Public Transport Department</b>	Monitor and secure transportation infrastructure against hijacking or interference by rogue AI, ensuring safe transit for residents.
<b>Environment and, Waste Management &amp; Water Department</b>	Ensure waste management systems are protected from AI tampering, and address any environmental impacts of the uprising.
<b>Tourism, Culture, Sports and Leisure Department</b>	Manage the impact on local attractions and events, ensuring visitor safety and adjusting marketing strategies to maintain tourism appeal.
<b>Roads and Public Spaces Department</b>	Keep critical infrastructure operational and secure from AI threats, using manual overrides if necessary, and ensure safe public access.

# Crisis ID: Zombie Outbreak in the Suburbs

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Adjust population records to account for zombies, categorizing them as “non-traditional residents” and noting any impacts on the community. Evaluate the impact on the number of deaths in the city.
<b>Education &amp; Early Childhood Department</b>	Implement safety drills and educational programs on health emergencies, teaching students about the science of diseases and mythical interpretations of zombies.
<b>Housing and Urban Planning Department</b>	Designate quarantine zones and plan for isolation of affected areas while maintaining normalcy in unaffected districts. Develop housing plan for zombies to offer them appropriate housing in controlled neighbourhoods.
<b>Social Affairs and Health Department</b>	Launch a public health campaign focusing on prevention and symptoms of the zombie-causing virus, providing clear guidelines on avoiding infection.
<b>Municipal Police Department</b>	Enforce quarantine laws and safety measures, collaborating with health authorities to manage the containment of the outbreak.
<b>Community Life Department</b>	Organize community volunteer groups to support emergency operations, including distributing safety kits and informational brochures. Launch citizen debates on the integration of zombies in the daily life of the city.
<b>Mobility &amp; Public Transport Department</b>	Suspend public transport in contaminated areas to prevent spread, and deploy emergency vehicles for critical transportation needs.
<b>Environment and, Waste Management &amp; Water Department</b>	Handle waste management with heightened biohazard precautions, ensuring safe disposal of potentially infected materials.
<b>Tourism, Culture, Sports and Leisure Department</b>	Design an offer of sport and leisure activities dedicated to zombies. Refocus cultural activities away from affected areas to adapt the offer between living humans and zombies.
<b>Roads and Public Spaces Department</b>	Increase surveillance and maintenance of infrastructure in quarantine zones to ensure they remain secure and functional.

# Crisis ID: Time Vortex Over City Hall

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Offer a “Time Traveler” registration service for anyone claiming to be from another time. Adjust records and timelines as necessary, monitoring any anomalies or changes in demographic data due to temporal shifts.
<b>Education &amp; Early Childhood Department</b>	Introduce a “Time Capsule” project, allowing students to predict future trends and technology.
<b>Housing and Urban Planning Department</b>	Monitor structural integrity of buildings and infrastructure in light of temporal instabilities, preparing for any era-specific architectural styles.
<b>Social Affairs and Health Department</b>	Address any health issues that arise from temporal shifts, such as disorientation and time-travel sickness, providing guidelines on maintaining mental and physical health.
<b>Municipal Police Department</b>	Implement special protocols to handle the potential appearance of historical or future entities, maintaining public order.
<b>Community Life Department</b>	Facilitate community discussions on the event, providing support and information; organize volunteer efforts to assist affected residents.
<b>Mobility &amp; Public Transport Department</b>	Reroute buses to avoid the vortex. Integrate in the network old transport solutions that might appear from the vortex. Consider employment offer for persons in the sector travelling from the past.
<b>Environment and, Waste Management &amp; Water Department</b>	Monitor environmental impacts of the time vortex, addressing any unusual occurrences promptly.
<b>Tourism, Culture, Sports and Leisure Department</b>	Create a “Time Travel Experience” exhibit, educating the public on the event while ensuring the safety of tourists and cultural activities.
<b>Roads and Public Spaces Department</b>	Ensure roads and public facilities are adaptable to time shifts, maintaining functionality and safety.

# Crisis ID: Superhero Showdown

**Date:  
01/01/2025**



**Civil status, elections, census and formalities Department** No direct role.

**Education & Early Childhood Department** Organize superhero debates in schools where students can discuss the ethics of superhero battles.

**Housing and Urban Planning Department** Review building codes to reinforce structures against potential superhuman-induced damages.

**Social Affairs and Health Department** Provide care for minor injuries from debris or crowds, and offer counseling for those traumatized by the chaos.

**Municipal Police Department** Manage crowd control, coordinate with superheroes to minimize public risk, and maintain order.

**Community Life Department** Use social media to keep the public updated and involved, leveraging the situation to enhance community spirit.

**Mobility & Public Transport Department** Ensure public transport continuity, with quick adjustments for any showdown-related disruptions.

**Environment and, Waste Management & Water Department** Quickly address any environmental clean-up needed from damages incurred during the showdown.

**Tourism, Culture, Sports and Leisure Department** Create the “Train with heroes” new sport offer, a series of collaborative events where local superheroes partner with the Sports & Leisure department to offer unique and engaging physical activities.

**Roads and Public Spaces Department** Rapid response teams to repair any damage to roads and facilities, ensuring they are safe and functional.

# Crisis ID: Giant Monster Attack

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Conduct an emergency census to track displacement and damage, ensuring accurate data for disaster relief allocation.
<b>Education &amp; Early Childhood Department</b>	Suspend classes in affected areas, provide online learning options and support for displaced students and families. Develop a “Monster Safety” educational program.
<b>Housing and Urban Planning Department</b>	Fast-track emergency housing solutions, evaluate urban landscapes for vulnerabilities to large-scale attacks. Develop new standards for “Monster-Proof” constructions.
<b>Social Affairs and Health Department</b>	Set up emergency medical camps in safe zones, offer psychological support services for affected communities.
<b>Municipal Police Department</b>	Coordinate with military for containment and neutralization of the threat, ensure public order and safety.
<b>Community Life Department</b>	Celebrate “Monster Heroes Day” to honor those who acted bravely.
<b>Mobility &amp; Public Transport Department</b>	Reroute public transport away from the monster’s path, provide emergency transport for evacuations.
<b>Environment and, Waste Management &amp; Water Department</b>	Assess environmental damage and coordinate clean-up efforts, particularly in areas of significant destruction.
<b>Tourism, Culture, Sports and Leisure Department</b>	Pause all scheduled events, later promote stories of heroism and resilience as part of the city’s cultural heritage.
<b>Roads and Public Spaces Department</b>	Enhance road and bridge repairs, ensure rapid restoration of public utilities and infrastructure.

# Crisis ID: Alien Invasion at the City Park

**Date:**  
**01/01/2025**



<b>Civil status, elections, census and formalities Department</b>	Issue novelty "Alien Resident" cards to register the extraterrestrial visitors as non-resident entities.
<b>Education &amp; Early Childhood Department</b>	Launch an "Alien Welcome Week" at schools with fun activities and educational alien-themed games.
<b>Housing and Urban Planning Department</b>	Consider new zoning laws to accommodate potential future extraterrestrial zones.
<b>Social Affairs and Health Department</b>	Distribute "Alien Anxiety" kits containing calming teas and space-themed stress balls. Monitor health implications of extraterrestrial presence, providing guidelines to avoid any biological or environmental hazards.
<b>Municipal Police Department</b>	Establish a perimeter around the landing site, work with national defense agencies to manage public safety and potential communication with aliens.
<b>Community Life Department</b>	Coordinate a mock alien negotiation session for public viewing, complete with alien translators.
<b>Mobility &amp; Public Transport Department</b>	Introduce "UFO Buses" with special lighting and alien decals.
<b>Environment and, Waste Management &amp; Water Department</b>	Monitor the park's ecosystem for any changes due to alien presence, manage waste from increased foot traffic effectively.
<b>Tourism, Culture, Sports and Leisure Department</b>	Capitalize on the event by promoting Elysian City as a "contact site," enhancing tourist attractions and informational displays around the park.
<b>Roads and Public Spaces Department</b>	Develop new road and circulation rules and signalisation to integrate UFOs in the city transport modalities.