Maailmakaubanduse mängu juhis

Jaga klass 3– … rühmaks (oleneb klassi õpilaste arvust, rühmas võiks olla 5 õpilast)

Rühm A – esindab „rikast riiki“/tööstusriiki nt. USA, Inglismaa
Vahendid igale rühmale:
- 2 paari kääre
- 2 joonlauda
- 1 sirkel
- 1 kolmnurkne joonlaud
- 1 mall
- 1 A4 paber
- 6 €100 rahatähte
- 4 harilikku pliiatsit

Rühm B – esindab nt. Brasiiliat, Indiat
Vahendid:
- 10 A4 paberit
- 2 €100 rahatähte
- Värvilisi märkmepabereid (neid mida saab kleepida)/kleepse, 4 tk (võib anda ka rohkem)

Rühm C – esindab vaest riiki nt. Keenia, Ghana
Vahendid:
- 4 A4 paberit
- 2 €100 rahatähte
- 4 harilikku pliiatsit

REEGLID

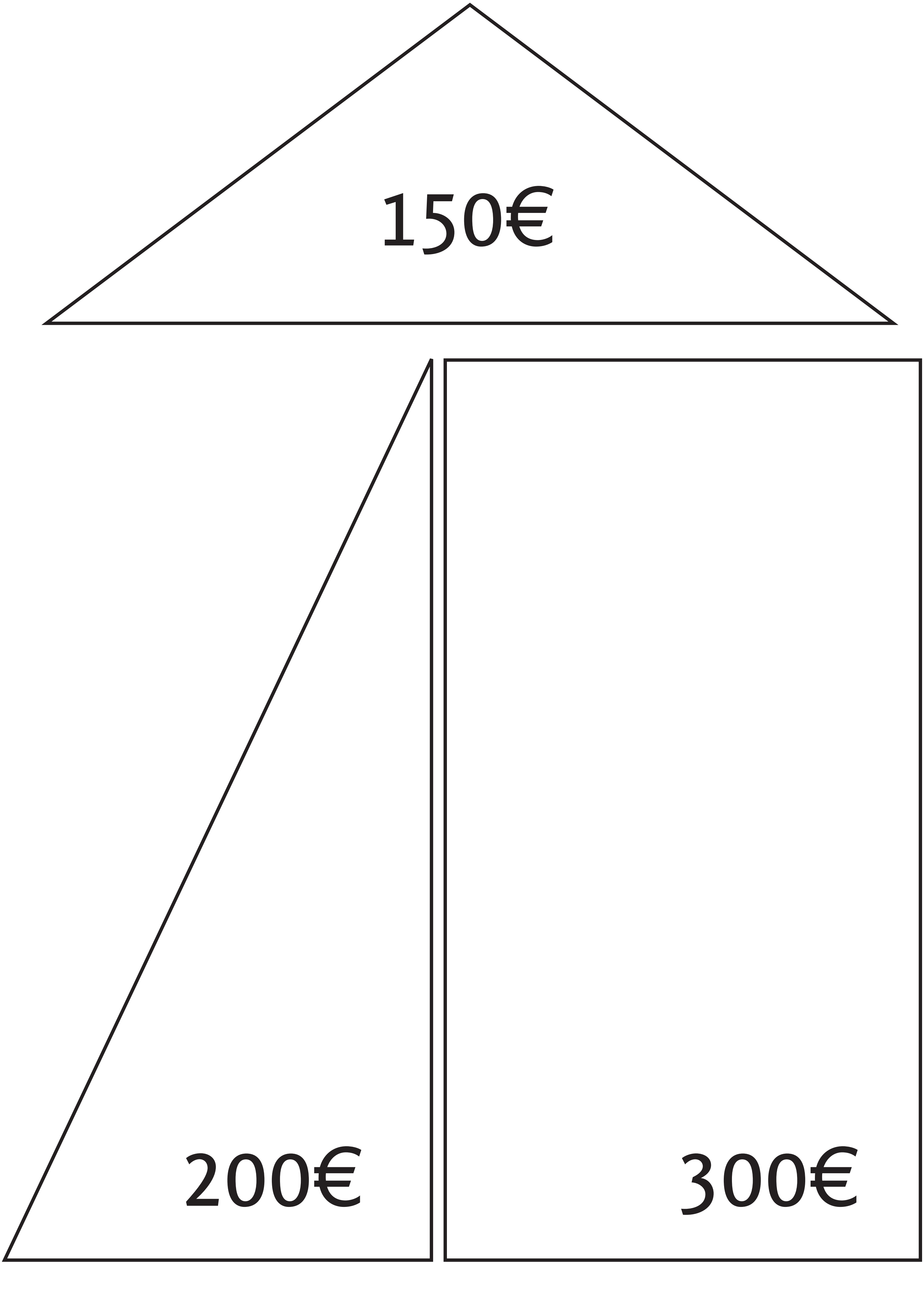
Iga rühm proovib teenida temale ettenähtud vahenditega võimalikult palju raha. Selleks peavad nad kasutama neile antud erinevaid kujundeid, millel on teatud väärtus. Õpilased lõikavad kujundid välja ja viivad need pankurile (õpetaja). Õpetaja kontrollib neid ja paneb siis need iga rühma pangakontole nt. kirjutab tahvlile kui palju kellelgi parasjagu kontol raha on. Mängu eesmärk on võimalikult palju „kujundeid toota“, mida rohkem keegi toodab, seda rikkam ta on.

ÕPETAJALE

Õpilased peavad taipama (ilma, et õpetaja seda neile esialgu ütleks; kui nad väga hätta jäävad, saab õpetaja igale rühmale vihjeid anda), et nad peavad omavahel **koostööd tegema** ja omavahel kaupu vahetama, sest igal riigil on erinevad vahendid. Raha ja esemeid saab omavahel vahetuskaubana kasutada.
Kui õpilased on koostööd tegemas, siis nt 20–30 min on möödas, siis teatab õpetaja, et **värvilised märkmepaberid/kleepsud** (esialgu pole kellelgi aimu mis nendega teha saab) annavad kujundile 4 X suurema väärtuse, kui need kleepida kujundile.
Kõik kujundid peavad olema lõigatud kääridega ja vastavalt ettenähtud šabloonide järgi. Kõik kujundid, mis ei vasta šabloonile, ei lähe arvesse.

500€

200€


150€
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TRADING GAME: BANKER'S BALANCE SHEET					
Group 1	Group 2	Group 3	Group 4	Group 5	Group 6

How to play

Preparation

1. All the players must be able to see the diagram of shapes and the four rules (see *additional info* cards) during the game, so copy these onto a board or make them into posters for display. You may need several posters for a large room.

2. Arrange the equipment in sets (in envelopes) as listed under 'Resources' (see right).

3. Arrange the furniture so that each group has a flat working area.

4. You need two organisers per game – one banker and one leader. The leader should keep control of the game, taking note of how it develops and occasionally changing its direction by introducing new elements (see *creating new trading situations* card). Leaders must be ready to direct the discussion at the end of the game. For this it is useful to jot down anything interesting or significant that the players have said or done during the game.

5. The banker requires a copy of the diagram of shapes, a pen and a sheet of paper. Divide the paper into columns (one for each group) as a balance sheet to record credit, debit and balance for each country's income.

6. At least one group must have a Grade A resource set, as listed under resources on this page. However, do not point out to the groups that they are receiving different sets of materials – they will notice soon enough.

Resources

There are three grades of resources, as specified below:

Group A (two sets)
2 pairs of scissors
2 rulers
1 compass
1 set-square
1 protractor
1 sheet of paper
6 £100 notes
4 lead pencils

Group B (two sets)
10 sheets of paper
1 sheet of gummed paper
2 £100 notes

Group C (two sets)
4 sheets of paper
2 £100 notes
2 pencils

Objectives of the game

Each group tries to make as much money as possible using only the materials they are given. They can make money by manufacturing and selling goods. These are the shapes shown on the diagram, each of which has its own value. Players should take these to the banker in batches of five similar shapes. The banker will check them and credit their value to the group's bank account.

The object is to manufacture as many shapes as possible – the more they make the wealthier they will be.

Who's who? Quick reference

Groups	Players per group	Resource set	Possible countries
1-2	6	A	UK Italy US France
3-4	5	B	India Brazil Peru Nigeria
5-6	4	C	Tanzania Kenya Cambodia Ghana

Players per group represent trading power, not country populations.

1. Split the players into groups (see Who's who? Quick reference on card 2a). Allocate each group an area in the room or hall and a set of materials as indicated. Do not let groups open their resource envelopes until the game begins. Do not point out to the groups that they are receiving different sets of materials – they will notice soon enough.

2. Read out the objectives and rules of the game. Make sure the diagram of shapes and rules are visible to all. Repeat the rules quickly and then announce that 'manufacturing can begin'.

3. At the beginning of the game, the players may be confused or puzzled, and bombard you with questions: 'Why haven't we got scissors/paper/etc?' 'Where can I get scissors?' 'Can we borrow scissors?' 'Can we trade?' 'What's the gummed paper for?' Resist all temptation to answer – simply repeat the rules or stay silent.

After a minute or two of confusion, players should start moving around the room and begin trading. Remember: the initiative should come from them, not you.

4. The manufacturing and trading should continue for 30-45 minutes, depending on the size and interest of the group.

Take note of what is happening

The Grade A groups will begin making shapes immediately as they have all the necessary materials and equipment, but will soon run short of raw materials (paper) and will probably try to buy some from other groups. At first the groups with paper will probably sell it for a very low price; note how the 'terms of trade' change during the game as a result of the leader's interventions to create new trading situations.

You are the only person who can see how the game is developing, as the players will be engrossed in their own activities. It is therefore important you note the alliances and deals that develop and bring these into discussion at the end.

Stimulate activity by creating new trading situations

Some groups will feel upset and neglected. In order to encourage trading activity, you may have to feed in more information and create new situations – see the suggestions on the *create new trading situations* card. These have parallels in the real world. Some of these changes will apply to all the groups, but others you should communicate in secret to particular groups.

How trade works – who wins, who loses?

Our planet is divided: industrialised countries such as the US, the EU states and Japan have a much higher standard of living than countries in Latin America, Africa and the rest of Asia. One of the things that maintains and increases the gap between rich and poor is a global trading system that helps strong, well-organised countries more than poor ones.

The Trading Game tries to show how trade actually works, who benefits and who loses. It aims to help players understand clearly how trade affects a country's prosperity. Although it can provide only a simple outline of some very complex relationships, one of its aims is to demonstrate the basic issues that determine them.

Summary of the game

- Participants role play different countries or country groups.
- Each group manufactures products from raw materials, which are represented by paper shapes of different values.
- Groups sell their products to the banker. Each group aims to make as much money as possible.
- While manufacturing and trading occurs, the game leader can change the terms of trade and create new trading situations, which reflect real-life situations.
- The new terms of trade affect the way countries trade, either by stimulating an increase in trading or restricting a country's manufacturing capacity.
- When manufacturing and trading is finished, the game leader should guide a crucial debriefing discussion. Players express their feelings and experiences, understand how their role reflected real-life world trading systems and explore the morality of international trade.

Who can play

The trading game is designed for players aged 14 years and older, although it can be adapted for younger children. It is suitable for a group of 15 to 30 players; if your group is larger, run two separate games simultaneously.

The rules and skills required are simple, so the game can be used with a wide range of abilities. It is suitable for schools (see www.christianaid.org.uk/learn for curriculum links) youth groups and adults.

When to play

The trading game can be played at the beginning of a programme, such as a series of lessons or a one-day conference, as a way of getting people interested in international trade issues. But it is also useful for a fun summary after a single session. It will help discussion after the game if the players have some background knowledge of the differences between rich and poor nations.

Aims of the game

- To illustrate how trade can benefit or hinder the economic development of different countries or trading blocs.
- To explain how trading relationships work.
- To enable players to experience the unfairness of unequal trading relationships.
- To generate interest and discussion about the world trading system in an enjoyable and non-academic way.

What you will need:

Time

- At least one hour for the game and discussion; for a well-informed group, allow up to 90 minutes.

Space and furniture

- A room large enough to accommodate a minimum of four and a maximum of six groups of between four and six players. Leave plenty of circulation space between the groups. Most classrooms are just about large enough if the desks or tables can be moved around, but ideally use a small hall.
- Each group needs a table or desk as a work surface; a chair or two would also be useful.
- The organisers need a table or desk, and a board or uncluttered wall surface for sticking up posters.

Equipment

For six groups you will require:
30 sheets of A4 paper – plain and all the same colour
20 home-made £100 notes (see additional info cards)
2 sheets of coloured, gummed paper, 10cm x 10cm
4 pairs of scissors
4 rulers
2 compasses for drawing circles
2 set-squares
2 protractors
12 lead pencils
1-2 large sheets of paper for diagram of shapes and rules (see *additional info* cards)

It is also useful for the organiser to have some spare equipment – especially extra pencils and paper for emergencies. The paper can be the same as the 30 sheets listed above or of a different colour for a discovery of a new resource situation (see item 2 on the *create new trading situations* card). It is also good to have paper on hand to use for passing messages.

Create new trading situations

1. Change market values

After a while, change the value of some of the shapes. For example, if you drop the value of circles from £500 to £200, the rich groups will find that their compasses are no longer as useful as they were. Remember to tell the banker of any price changes.

Parallels in the real world: countries often find their own technology outdated by scientific developments; and prices fall when there is over-supply of a particular commodity – the global coffee market, for example, suffers from severe price fluctuations because of over-production:

- In Uganda, the price of coffee fell from US$0.63 per lb in 1999 to US$0.25 per lb in 2001.
- Coffee accounts for more than two-thirds of Uganda's exports, so government revenue from its sale dropped by 36 per cent.
- Global trade rules and pressure from the IMF make it hard for the Ugandan government to increase the support or protection that it gives to its coffee farmers, so many of them are going out of business.

2. Supply extra raw materials

Feed some of your own secret supply of extra paper to one of the groups and announce to the world (ie all the groups) that a new raw-material deposit has been discovered in this group. If this is done late in the game, when everyone is running short of paper, it will quickly change relationships between the groups.

You could also add a few pieces of different-coloured paper; this could represent the discovery of a new low-grade/high-grade resource and the shapes from this paper should be valued accordingly.

Parallels in the real world: a new oil find or the discovery of mineral deposits. While these discoveries could and should be used to help development, in very poor regions the opportunity to create immense wealth can lead to conflict or financial exploitation. Despite the vast revenues generated by such finds, poor people rarely see any benefit.

- In the Democratic Republic of Congo, the mineral coltan – used in mobile phones – has become one of the country's most sought-after minerals and one of the main causes of conflict.
- In Kazakhstan, oil revenue has done little to help the third of the population that lives on less than US$1 a day; many still have no access to safe water.

3. Use the gummed paper

Two groups have a sheet of coloured, gummed paper. They are not told anything about it and may not even notice that they have it. Give it a value by secretly telling two other, richer A groups (by discreet written or whispered messages) that if they can get hold of and attach one square inch of the gummed paper to their products they will be worth four times their original value. Tell the banker. These groups will begin to search for the gummed paper. As the holders don't know its potential value they may well sell it cheaply and the first group will make a profit. Or, they might hold on to their resource until the end of the game and never let it be used, in which case its potential is never realised.

Parallels in the real world: a resource whose potential value is not known to the country in which it's found. Large companies, usually based in rich, industrialised countries, are patenting resources that people in poor countries have been using for generations. These patents give the companies the sole right to manufacture and sell that particular resource for up to 20 years:

- US-based company RiceTec Inc patented basmati rice, in what one Indian academic refers to as 'a direct appropriation of traditional knowledge of Indian farmers'.
- Such patents are causing Indian farmers and consumers to lose control of their most basic foods to transnational corporations.

4. Give aid

You could also encourage one or two groups by granting them aid (such as extra scissors for a short time) on certain conditions. You might demand that a third of the goods produced with the aid are given to the donor. Aid is unlikely to be given unless encouraged by the leader, as groups tend to be very reluctant to help others. Your observations and actions on aid and the terms of the deal negotiated can lead to discussion on the motives for giving aid in the real world.

Parallels in the real world: aid plays an important role in supporting development and can be used to help countries benefit more from trade. However, aid is sometimes used to force poor countries to adopt certain policies:

- In return for loans, the IMF and World Bank require many countries to cut the support and protection that they give to poor farmers.
- This is despite the fact that many farmers in Europe and the US continue to receive help from their governments.

- Aid and trade are often linked: in 2001, the UK government used £10 million in aid to help persuade the government of Ghana to allow foreign companies to run parts of the country's urban water supply.

5. Trade agreements

Trade agreements may develop during the game: two or more groups may agree to cooperate for their mutual benefit. Notice the degree of cooperation that takes place. Does it involve a full union, the sharing of technology or materials, or joint marketing? How does the relative wealth of each country affect the terms of any agreement? Do the richer countries get better terms?

Parallels in the real world: Almost every country in the world is part of at least one trade agreement. More than 140 countries are members of the World Trade Organization (WTO), but there are also about 100 regional trade agreements.

- The UK's best-known trade agreement is probably the European Union.
- Others include ASEAN (Asia), NAFTA (North America) and Mercosur (South America).
- In theory, all countries have an equal say at the WTO, but the reality is quite different: the least-developed countries – with a total population of around 81 million people – have not been able to defend the interests of their traders at the WTO because they cannot afford to have representatives at its headquarters in Geneva.

6. Tariffs and duties

Some groups may place restrictions or charges on trading with other groups, just as nations have tariff and quota arrangements which they have developed to protect their own interests.

Parallels in the real world: tariffs can be a useful way to manage trade, but often damage poor people's interests. Industrialised countries tend to charge low tariffs on the raw materials they import from poor countries and higher tariffs on processed products. But often processing a product can increase its value. Imposing prohibitive tariffs on developing-country processed goods restricts those countries to supplying only primary products – which yield mostly modest profits because of low world prices.

- Much of the world's coffee is grown by small-scale farmers.
- They are at one end of a long chain of companies that buy the unprocessed coffee beans, and roast, process and package the coffee before selling it to our shops.
- Of all those in the chain, the farmers have the least power, receive the lowest return for their labour and have the least information about the global coffee market.

7. Producer cartels and trade embargoes

The groups with the most paper might decide to join together to protect themselves from being individually exploited by Grade A countries. If these groups withhold supplies of paper, they may be able to improve the terms of trade for themselves and conserve stocks for the future.

Parallels in the real world: the most famous agreement of this kind was when oil-exporting countries banded together to form the Organisation of Petroleum Exporting Countries (OPEC). However, this is a rare example of success. In reality it is very difficult for countries to operate a trade embargo or cartel, particularly if they are relatively poor or less powerful. For poorer countries there is always considerable temptation to break the agreement to gain short-term benefits, or because of pressure from a more powerful neighbour. In recent years, agreements covering both coffee and tin have collapsed.

8 Strife and unrest

The game leader can halt production by declaring a temporary general strike. Remove the scissors from a Grade A group for a few minutes so that production has to stop.

Parallels in the real world: civil and industrial disruptions caused by major strikes in industrial countries – for example, the UK's 1926 general strike.

Note: The developments outlined above are unlikely to happen unless you introduce them as leader. It is not necessary to try all eight within the game, but they are all situations which could develop in the real world and will provoke discussion at the end of the game. One advantage of the game is that it is very open-ended. All kinds of alliances will emerge and be broken; inevitably one of the players will ask whether they can cheat. Here we move into the morality of international trade: when is a bargain a bargain – and when is it exploitation?

After the game: guidelines for follow-up discussion

It's not fair

If the game goes according to plan, it should soon become clear to some of the groups that the whole set-up is unbalanced right from the start. The groups' resources are unequal, and complaints of 'it's not fair' will soon reach the leader.

How did it feel?

When the game is over, players will require some time to settle down. You will need to patiently steer and guide the debriefing. The feelings of unfairness that some players experienced will provide a useful starting point for discussion. Begin by asking groups how they felt about being poor or rich. Ask them to recall incidents in the game and to discuss their reactions to what happened.

What's it all about?

Next, try to help groups see that the game isn't 'just a game', but a sort of 'acted parable' that tries to reflect the way the world's systems – in this case, the trading system – are structured.

Ask the players why the game isn't fair – for example, because of the unequal distribution of resources and tools at the start.

Go on to examine the injustices in the way world trade works and the difficulties of arriving at a just system of exchange between those with the raw materials and those with the economic muscle to buy, process and market them.

Ask players to describe their own experiences of helplessness, anger and sense of outrage during the course of the game. These illustrate the sentiments felt worldwide by many nations in the face of control by foreign companies or trading associations. It might be useful to bring in some examples of exploitation at this stage: how does an Indian rice farmer feel, for instance, when the decisions affecting his livelihood are made mainly by western commercial interests?

What is fair?

The next stage is to explore more profound issues. If some groups felt it was unfair that other groups controlled all the tools, move the discussion on to questions of economic power and the access that it can provide to valuable resources in poor countries.

Is it fair that 80 per cent of the world's resources are controlled by 20 per cent of the world's population – most of whom live in rich countries? This is a difficult area of debate, so don't expect any easy answers! 'Who owns the world's resources?' and 'What right have nation states to declare resources to be their property?' are questions which must be asked.

What should the world be like?

If you can bring the discussion this far, the debate will have moved from thinking about the way the world is, towards thinking about how it ought to be. Once the players have begun to ask questions about who has the right to dictate terms, it shouldn't be too hard to help them see that the fundamental issue is our moral attitude towards wealth. If the world is an unfair place, and if we admit that its structures need changing, what sort of attitude should we have towards the world's resources and the use we make of them?

The world's faiths all have valuable insights about the earth's resources and how we use them. The basic issue is one of responsibility – to our fellow men and women, and to God. To say that we are responsible to our neighbour isn't just a pious sentiment – it involves an element of cost and sacrifice, at least in the short-term. This will not be a popular point: nobody wants to sacrifice anything if they can help it! But if the players all agree that the world needs changing, then they ought to be brought face to face with the admission that in a finite world someone has to be prepared to give up something if someone else is to have more. If this happens, eventually everyone can benefit.

Faith views

The concepts of justice, stewardship and sacrifice are central to many faiths' perspectives about the use of resources. Appreciating these concepts will give a fuller understanding of how the world's trading systems ought to be renewed.

What can you do now?

You can become part of the Trade Justice Campaign. Christian Aid is campaigning for trade justice as part of the Trade Justice Movement, a group of organisations that have come together to call for fundamental change to the unjust rules and institutions that govern international trade.

Call **08700 787 788** to order all you need to promote the campaign locally, or visit **www.christianaid.org.uk**

Think fair trade: look out for fairly traded goods in shops and supermarkets – such as Traidcraft and those bearing the Fairtrade Mark.

Buddhism

'Better to swallow a ball of iron, red hot and flaming, than to lead a wicked and unrestrained life eating the food of the people.'
(The Dhammapada)

Christianity

'The world and all that is in it belong to the Lord; the earth and all who live on it are his.'
(Psalm 24:1. Christians believe that God has absolute ownership of the earth and that humans are responsible to God as stewards of the earth. Their wealth is given on trust, and should be used in God's way and for God's purposes – for the good of the whole world.)

'What good is there in your saying to [someone] without clothes and daily food, "God bless you! Keep warm and eat well" if you don't give them the necessities of life?'
(James 2:16)

Hinduism

'Whether he is well off or in distress, he must not pursue wealth through degrading or harmful activities, nor through forbidden occupations, nor through accepting presents from others.'
(Law of Manu 4:18)

Islam

'He who brings goods for sale is blessed with good fortune, but he who keeps them until the price rises is accursed.'

'He who eats and drinks while his brother goes hungry is not one of us.'
(Hadith)

Judaism

'Do not weary yourself trying to become rich.'
(Proverbs 23:4)

'He who loves silver cannot be satisfied with silver.'
(Ecclesiastes 5:9)

Sikhism

'The bounty of nature is there to be used. There is enough for all, but in this world it is not shared justly.'
(Guru Nanak, Adi Granth 1171)

'Blessed is the godly person and the riches they possess because they can be used for charitable purposes and to give happiness to others.'
(Guru Amar Das, Adi Granth 1246)