

Introduction

Doing great activities with a great educational content doesn't need to be difficult; we already have so many of them in CISV! So that everyone can benefit from them, the Education Content committee is building a database of all of our Peace Education activities. We need your help to collect a selection of activities from all our programmes. To ensure these activities are collected in a consistent way we are using an Activity Template, and there is one for each programme. This will make it easier for everyone to use and share activities. The database will be located online in 'The Library' and will be managed with help from each of the Programme Committees. The format of this template is based on the CISV Experiential Learning model.

1. Educational Content

Areas(s) of Peace Education: Please check the box which identifies the **main** focus of the activity.

<input type="checkbox"/>	Human Rights	<input type="checkbox"/>	Diversity
<input checked="" type="checkbox"/>	Conflict and Resolution	X	Sustainable Development

Theme: A theme is used to connect a series of activities through a programme. What is the Theme of your programme and how does this activity fit into it?

World trade: The activity aims to introduce the concept of world trade, and the "north/south" challenges connected to this. Through the activity the inequality of natural resources and technology will be illustrated, and the role of the World Bank and UN in trade and globalization will be shown.

Educational Goals and Indicators: Please only check the ones your activity will focus on and collect evidence for.

	1	Develop/increase self and intercultural awareness
	1a)	Compare one's own daily routines and responsibilities with those of the partner
	1b)	Compare oneself with other participants (both delegations)
	1c)	Share and learn aspects of culture and customs with the Interchange partner and/ or host family
	1d)	Interact appropriately with the partner independently (outside group activities)
	2	Develop leadership skills; be an agent of change in your Programme context
	2a)	Contribute to planning and organizing hosting activities or national night
X	2b)	Actively participate in group discussions and activities
X	2c)	Interact with the partner through conversation and activities
	2d)	Take an active role to provide a quality Programme and create a positive experience for all participants
	3	Learn how to work cooperatively and have a positive attitude towards others
	3a)	Behave respectfully and appropriately towards others
	3b)	Be inclusive when making group decisions
	3c)	Understand and respect differences of the partner Chapter
X	3d)	Understand and respect other's points of view
	4	Become empowered for active global citizenship
	4a)	Understand how the hosting activities and national night relate to at least one of CISV's peace education content areas (diversity, human rights, conflict and resolution, and/or sustainable development)
	4b)	Take personal responsibility to help make the Interchange a learning experience
X	4c)	Understand the peace education can have a positive impact in one's community
X	4d)	Consider how the Interchange participants can actively work for peace after the Programme

Evidence: How will you know if the participants have learned what the activity intended? Evidence should be matched to the indicators you identified for this activity.

- Participate actively in the activity and debriefing
- Share thoughts and reflections on the experience
- Understand how this reflect the world trading system
- Listen and ask questions to the other participants
- Understand why this is an issue.
- Reflect on how improving the trade system is a part of creating a more sustainable society.

2. Explanation

Do:

Explain how the activity will happen from the beginning to the end. Be sure to include the following things

(a) how the activity is introduced in relation to the Theme

(b) how the structure of the activity is explained, including group sizes and directions for what participants will do

(c) what the role of leaders is during the activity e.g. how will they collect evidence

The aim: The aim of this game is to help the participants understand how trade influences the development of a country and to create interest and discussion about the world trading system in an enjoyable and non-academic way.

Overview of the game: The participants are divided into teams, each of which acts as a separate country with between two and six players in each team. There are five or six countries in a game. A game can therefore have between 10 and 36 players. More than one game can be played simultaneously, if the room is big enough, but there must be no interaction between the games.

Countries compete against each other to manufacture paper shapes (circles, triangles, rectangles, etc.) and sell them to an international market trader at posted prices, which vary with supply and demand. The objective for each country is to make as much money as possible.

There are three types of country in the game:

- Two rich industrialised countries
- One or two middle-income countries
- Two low-income countries

Students are not told this; they find out as they play the game.

Preparations:

- Prepare an envelope of resources for each country.
- Put up posters on the wall showing the shapes, their measurements and their initial values. These posters are enlarges so that the participants cannot simply trace out the shapes.
- Prepare the materials for the trader
- Prepare the materials you need as the game leader.
- Each group should get their own table and chairs, with room between the tables to walk. The trader will need a separate table.
- 1 game leader (two is beneficial if you play two games at the same time).
- 1-2 traders per game.
- 1-2 observers for each game – make sure that everything is going fine.

Starting the game:

- Divide the participants into groups and place each group with a table
- Distribute the envelopes to each of the countries but TELL THEM NOT TO OPEN THE ENVELOPES YET.

The game requires minimal but clear instructions immediately that the participants have been

seated around the tables and before they have opened their envelopes. The dynamic of the game requires that there is no explaining the purpose of the game and certainly no summary from the game leader explaining what the game is supposed to illustrate. It is important for the participants to work out what they should do. Once the instructions are understood, the game leader informs the participants that they have 45 min to play the game and that they can now start the manufacturing. Instructions are provided at the end of the template.

During the game:

At the beginning of the game there will be a lot of confusion and the participants will have many questions, such as “Where can I get scissors?” “Why have we only got paper?” “Can we buy things from other countries?” “Can we combine with other countries?” “Can we have a loan?” Resist all temptation to answer these questions. Just repeat what you said at the beginning. After a minute or two they should begin moving around the room and trade, but the initiative should come from them, not you. The rich countries (A1 and A2) will probably begin making shapes, as they have all the materials and equipment that they need, but they will soon run out of raw materials and will probably try to buy some paper from other groups.

Role of the observers: Use the observers to report back to you on what is going on. This will help you information for the debrief session at the end. For example, get them to find out what is happening to the scissors – the one crucial implement that has to be used for all shapes and is possessed initially by only two countries. Do the rich countries form a scissors cartel? Do they sell one pair to another country or do they hire them out? Observers should watch how groups negotiate the prices of paper and other materials. They should note the formation and operation of any alliances and deals and any cheating that takes place. Observers should also report to you any malpractice, such as stealing other countries’ paper, implements or shapes. It is up to you to decide whether you should ignore the problem, thereby encouraging countries to do their own policing, or whether you should impose a punishment, such as suspending them from making shapes for 5 minutes, confiscating certain materials or fining them.

Role of the trader: The traders must be careful in measuring the shapes and reject any that have not been cut of. Alternatively, if they have been torn carefully against a ruler, or are only slightly too large or small, a reduced price could be given. You could leave this to the trader to decide, or you could agree a policy in advance. The trader must keep close eye on the money to prevent participants from stealing, preferably keeping it out of their reach. Shapes that have been sold should be put into an envelope or box, again out of reach of the participants.

Traders should not normally give loans, unless you want to build this in as a feature of the game, in which case you should decide in advance what interest rate to charge – probably a high rate, such as 50 per cent. If loans are allowed the market traders should keep a record of them. In such cases, it might be a good idea to allocate an assistant to traders. It is easiest for loans not to be repaid, but at the end of the game, when money is totalled, the traders will simply announce how much has to be deducted (outstanding loan plus interest) from each team.

Your role as game leader: You will need to keep in regular contact with the traders. Find out which shapes are being sold in large quantities (probably the triangles and rectangles) and which are hardly being sold at all (probably the circles and the protractor-sized semi-circles). Sometimes the game leader has to give additional information and try to create new situations. Some of the information can be given to the whole group while some information will be given secretly to some countries. **Remember to inform the traders about the changes you make.** Not all the elements below need to be implemented in the game. You have to see how the game develops and how much stimulation is needed. Some examples:

Stimulate activity:

- Price-change on the global market: After a while you can change the price of some products. Blow the whistle and announce that, owing to the forces of demand and supply, the prices of certain shapes have changed. You can choose how much to change the prices, but a dramatic change stimulates more interest and provides a stronger focus for later discussion. For example, when the students are debriefed after they have finished the game, it is better to change prices very infrequently. The price of particular shapes will also affect the value of particular tools. If circles go up in price, this will affect the demand for compasses. What will the rich countries do when they find out that their compasses

are not as useful as they used to be? You might get to draw parallels to the real world: When a country finds out that their technology is getting out of date they usually sell it to poorer, less developed countries. The prices can also drop if there is an overproduction of one of the products on the market. Then this relationship can be identified later in the debriefing.

- **Raw materials:** As the game progresses, paper will rapidly run out. Trade in paper is likely to take place, with the price of paper rising to meet its value in terms of the shapes that can be made from it. Introducing more papers can prolong the game. You can for example give a bunch of papers to one or both of the low-income countries and then announce for “the whole world” that a new source of raw material has now been found in this country
- **New natural resource:** The discovery of a new natural resource can be stimulated by giving coloured paper and some glue to one or both of the low-income countries without indicating the possible use of these materials. The game leader then goes to one (or two) of the rich or middle-income countries and informs them that the value of a standard shape is trebled if it has a piece of coloured paper attached to it and that one of the low-income countries possesses colours shapes. These countries will then start searching for the coloured paper and the glue. Because the country that owns it doesn't know the value of it they might sell it really cheap, or they might get suspicious and won't sell it. This scenario could also simulate the discovery of raw materials in a developing.

Ending the game

The participants should be given a 5-minute warning of when the game will end. There will probably be a rush of activity as the participants hurry to make shapes with their remaining paper and bring those shapes to the market traders. When the game ends, the game leader should ask all the participants to return to their countries and to answer the questions:

- 1) What were in the three envelopes when they opened them?
- 2) What implements do they currently own?
- 3) How much money do they have?

Collect and write the answers from the different groups on a big paper or a flip chart. This will help the participants compare their experience with that of other groups.

3. Debriefing

Reflect:

What questions will help participants reflect on what they experienced in the activity?

- 1) Have everyone seated in their groups and ask them to answer the following three questions, that you then collect and write on a big piece of paper for everyone to see:
 - What was in their envelopes when they opened it?
 - What materials do they currently own?
 - How much money do they have?
- 2) Use this to draw the attention of the groups to the similarities and differences between the results of the different groups.
 - Did the groups that started with the same resources perform in a similar way?
 - How much of the difference between the groups was due to strategies pursued and how much to the materials they received at the beginning of the activity?
 - How did you feel as the game progressed and what did you think when you realised that not every envelope had the same things?
 - (To more successful countries): How did you achieve your success? What problems did you experience and what strategies did you use to succeed?
 - (To less successful countries): What factors limited your success? What strategies did you pursue? Which strategies failed and why? Now that you have learned how to play the game, what would you do differently next time?

(To countries that formed alliances): Why did you form the alliance? How well did it work? What prevented it from breaking up?

Generalise:

What questions will help participants think about what they have learned and put their experience into a wider context?

In the generalizing part of the debriefing you should challenge the participants to think of ways in which they believe the game simulates the real world and ways in which they believe it is unrealistic. The capacity for simulations to affect students' thinking depends a great deal on whether they believe that the world is reflected in the simulation.

Fair trade and the statement "it's not fair!" Some of the participants will probably get accused of cheating. That gives you the perfect chance to discuss moral issues and ethics.

- What was not fair about the game
- What does the game tell us about the real world?
- How does it feel to be rich?
- How does it feel to be poor?

Apply:

What questions will encourage the participants to think about how they can apply their learning in different contexts and situations?

Try to move the discussion from describing how the world is today to how the participants would want the world to be.

- Why is it so difficult to change an unfair system?
- Who owns the world's natural resources?
- Who owns the world's technology?
- How can fair-trade practices impact worldwide poverty?

Allow a few responses, and then note that the following:

- If trade rules were improved there might be a dramatic reduction in poverty. If developing countries had the ability to trade effectively with developed nations, they would make considerable progress toward ending their own poverty.
- Trade can be one of the most effective tools for long-term poverty reduction.

Conclude by:

Brainstorming with the participant on ways to make a difference on the issue of trade.

4. Materials and Background Preparation

Origin of Activity: Did you create this activity? If not, who did?

This activity is a version of the Word Trade Game developed by the Third World development charity Action Aid. More information on the activity can be found at;

- <http://www.worldvisionresources.com/educational/trading-game.pdf>
- <http://www.oikoumene.org/en/programmes/the-wcc-and-the-ecumenical-movement-in-the-21st-century/youth-in-the-ecumenical-movement/world-trade-game.html>

Materials: List the materials and their quantities to do the activity.

This is the amount of materials needed for 1 game; if 2 games are played at the same time you must double the amounts of material.

- 30 sheets of A4 paper in the same colour
- Banknotes: 30 x \$50, 60 x \$100, 20 x \$500, 40 x \$1000
- 2 sheets of coloured paper
- 2 tubes of glue
- 4 scissors

- 6 rulers
- 2 set square – triangular shape
- 2 protractors – semi-circular shape
- 2 compasses
- 8 pencils
- Whistle
- 2 Template of shapes with their prices
- Large box/envelope for keeping complete shapes secure.

Time & Group Size: Suggest the ideal time scale and group size for this activity.

5-6 teams (countries) with between 2 and 6 participants in each team. If there are more participants, two games can run parallel.

You will need between 1.5 and 2 hours.

- 20 min to explain the activity
- 45 min – 1 hour playing the game
- 30 min discussion and debrief

Tips for facilitators: What tips do you have for anyone who wants to do this activity? Is there anything that they should be particularly aware of?

FACILITATORS NEEDED PER GAME:

1 game leader
1-2 market traders
1-2 observers

The game leader should keep control over how everything is doing by;

- Receiving reports and updates from the observers.
- Have a dialogue with the market traders.

Activity Name: Each activity should have a name so it can be searched for in the database.

World Trade

5. The instructions for starting the game – remember translations in the different languages!

- Hand out the envelopes to the groups and ask them not to open these yet.
- Give the following instructions about the game:
Each of the groups is a team and represents a country. The objective for each country is to make as much money for itself as possible by using the materials in the envelope. No other materials can be used. Use the materials to manufacture paper shapes. You can choose to make any of the shapes shown on the diagrams on the wall.
All shapes must be cut with clean sharp edges using scissors and must be of the exact size specified on the diagrams. The shapes can then be sold to the trader in batches, who will check them for accuracy and exchange them for cash. Inaccurate shapes will be rejected. You can manufacture as many shapes as you like - the more you make, the richer you will become. You must not cut up your envelope!
(If applicable) You can move around the room, but must not cross into the neighbouring world(s), who are playing a parallel game.
If you hear me whistle (demonstrate), you must immediately stop what you are doing and pay attention. If there is any dispute, I will settle it. My word is final! No physical force is to be used in the game.

- Give no further instructions. It is important that the participants work out what they should do in their groups.
- Announce the start of manufacturing and tell them how long they will play the game, 45 minutes.
- They can now open the envelopes

6. Envelopes of materials for countries

Each team (country) is given an envelope of materials at the start of the game. You will need to fill each envelope with the appropriate materials in advance and label the envelope. The following envelopes are required for each game. **The materials in each resource set are to be divided between the countries in that group.**

- **Resource set - Rich countries: A1, A2**
 - 4 pairs of scissors
 - 4 rulers
 - 2 compasses
 - 2 set squares (the exact size of the large triangular shape)
 - 2 protractors (the exact size of the semi-circular shape)
 - 4 pencils
 - 2 sheet of A4 paper
 - 12 X \$100 notes
- **Resource set - Middle-income countries: B1, B2**
 - 2 pencils
 - 1 ruler
 - 14 sheets of A4 paper
 - 6 X \$100 notes
- **Resource set - Low-income countries: C1, C2**
 - 2 pencils
 - 4 sheets of A4 paper
 - 2 X \$100 notes

7. Materials for the international market traders (one set per game)

The market traders are given an envelope with money. They are also given a template of the shapes, so that they can check whether the shapes are the right size. The template also gives the opening prices for the shapes.

- Template of shapes with their prices
- Banknotes: 30 x \$50, 60 x \$100, 20 x \$500, 40 x \$1000
- Pencil and rubber for marking changes to the prices of shapes
- Large envelope for keeping complete shapes "secure"

8. Materials for the game leader(s)

- Whistle (to use when giving announcements)
- Coloured paper and glue
- 10 sheets of A4 paper per game
- Rubber

9. What to produce?

