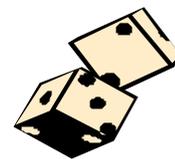


The trade game



A game exploring the trading relationship between rich and poor countries and addressing key elements of the

Relevant elements of the Year 5 NNS Teaching Programme (p22-23)

Suggested focus for this activity in italics:

- Know by heart all multiplication facts up to 10×10
- Derive quickly... doubles of all whole numbers 1 to 100
- *Understand, measure and calculate perimeters of rectangles*
- *Understand area measured in square centimetres (cm^2)*
- *Understand and use the formula in words 'length x breadth' for the area of a rectangle*
- Choose and use appropriate number operations to solve problems, and appropriate ways of calculating: mental, mental with jottings, written methods
- Explain methods of reasoning, orally and in writing
- Solve mathematical problems or puzzles, recognise and explain patterns and relationships, generalise and predict
- Explain a generalised relationship (formula) in words.

Suggested lesson structure

Mental or oral work

The lesson could begin by discussing/revising how to calculate area and perimeter and giving children mental calculations, e.g. what is the area/perimeter of a rectangle with length 6cm and breadth 8cm?

Answers could be written onto individual white boards.

The main teaching activity

The main aim here will be to present the children with the challenge posed by the game and explain the rules.

In teams children must draw bird's-eye view rectangular tables with an area of 24cm^2 and also calculate the corresponding perimeter.

Children should be divided into four or five groups, preferably mixed ability, with a maximum of 6 children in each group. Each group represents a different country.

As most teams will not have all the necessary resources at the beginning of the game, namely pencils, rulers and 'mahogany logs' (paper) to produce the tables, countries will need to trade with each other to obtain the necessary resources.

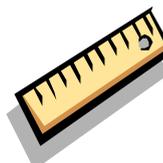
Educational aims of the game

- ✓ To demonstrate the unfairness of trading relationships and inequality between rich and poor countries
- ✓ To show how countries are often forced to damage their environments in order to engage in trade
- ✓ To understand that choices can be made from personal choices to local and global choices and recognise such choices have consequences
- ✓ To help develop co-operation and group-work skills: accepting and acting on group decisions
- ✓ To enable children to recognise and start to challenge unfairness
- ✓ To equip children with the knowledge and understanding to empower them to take positive actions which ensure greater social justice and protect the environment.

Many of these aims are based on the *Oxfam Curriculum for Global Citizenship*, available from Oxfam Education, 274 Banbury Road, Oxford, OX2 7DZ

How does this activity relate to Fairtrade?

Awareness of *Fairtrade* and *Fairtrade* products provides a real opportunity for children to actively engage in challenging the unfairness of world trade and supporting justice for the world's poorest producers.



Resources needed

The game requires: paper or plastic money, rulers, pencils, sheets of scrap paper (30 x 10.5cm i.e. $\frac{1}{2}$ A4 paper). Each team/country is given only the resources identified. They may only obtain

Country 1	No paper, 5 rulers, 10 pencils and £20 cash
Country 2	2 sheets of paper, 1 ruler, 1 pencil and £20 cash
Country 3	8 sheets of paper, no ruler, 1 pencil and £5 cash
Country 4	(If 5 teams are playing) - as for Country 3
Country 5	20 sheets of paper only

Through knowledge of the *Fairtrade Mark* and what it indicates, children can encourage their parents to purchase *Fairtrade* tea and coffee and other goods carrying the *Fairtrade Mark*. They can also commit themselves personally to purchasing *Fairtrade* chocolate brands such as Divine, Dubble and Green and Blacks and *Fairtrade* bananas now available at most supermarkets.

Getting the most out of the trade game

For three minutes before the game begins each team should:

- Discuss which resources they have and which they need to draw tables accurately: for the accurate drawing of tables, each country must have a pencil, ruler and mahogany log (paper)
- Decide on one 'runner' who will be responsible for visiting other countries to trade and visiting the 'World Bank' (alternatively there could be a rule of 'only one person away from the country at a time')
- A short plenary should follow to enable children to raise questions and ensure that each team is clear about the rules of play. Questions about 'the winner' of the game should be deflected and saved for discussion later, as should observations about the game being unfair.

General rules

- Resources can only be purchased at the 'world rate'. No swapping, 'undercutting' or underhand deals are allowed!
Rates: £1 per log £5 per pencil £10 per ruler
- Each table top must be accurately drawn to have an area of 24cm² and the perimeter of the particular table must be written inside the rectangle
- Each accurately drawn table with correctly calculated perimeter can be sold to the 'World Bank' for £10
- The game should be played for at least 20 minutes

Plenary session - see also global citizenship and trade

At the end of the game, each team can report on the strategy they adopted to engage in the game, the different tables of 24cm² they discovered and why they felt they did badly or well. Which rectangle has the longest/shortest perimeter? Is there a relationship between shape of rectangle and perimeter? (long and thin = big perimeter; nearest shape to square = smallest perimeter) What formula can be used to find the perimeter of a rectangle? (add rectangle dimensions and double, e.g. 6x4cm rectangle = (6+4)x2 = 20cm)

Notes: Whether repeated 'tables' of the same dimension are accepted or whether a rule about finding/drawing more than one shape of 24cm² 'table' is added is left to the teachers discretion.

Sometimes this game works more effectively over two sessions, enabling children to become more familiar with how it works. In this case on the second time of playing, children could take on the role of a different country and the rectangle area could be different, e.g. 36cm².

Global Citizenship and trade

The following questions and issues can be discussed in a plenary session or at another time outside the numeracy lesson.

- Discuss with children which countries they think could be represented by each team and why, e.g. USA or western nation with all the 'technology, poor southern country such as Cameroon with rainforests but little technology
- Discuss the issue of fairness. Do they believe that it was a fair game? Why or why not? What would have made it fairer? As a representation of the way trading works in the real world, what actions can we take to ensure a fairer deal for people selling us goods from poorer countries?

This will provide an opportunity to discuss the contribution *Fairtrade* can make to providing a fairer deal for producers and protecting the environment and its resources.

- Who do they consider the winning team to be and why? Which teams do they consider did well and which badly and why? How differently would the game have been played if the winning team had been the one with the most logs/trees at the end of the game?
- Do we need mahogany or other rainforest timber? This will provide an opportunity to discuss the importance of rainforest eco systems and address the implications of resource choice and consumption on the environment. Children could be introduced to the Forest Stewardship Council (FSC). Any timber marked with the FSC logo has come from a forest that is managed in a more sustainable manner. Details at: www.fscoax.org/principal.htm

Further resources

The following is a list of titles which will offer opportunities for further activities on issues of *Fairtrade* for KS2. They should be available through your local Development Education Centre (DEC).

The Clothes Line	Oxfam
Go Bananas	Oxfam
Making a Meal of It	Oxfam
The Whole World cake	Christian Aid

Free leaflets available from Christian Aid: *People friendly coffee* and *Time for Tea*.

Dubble, the Fairtrade chocolate bar has a teachers/pupils website offering free primary packs about fair trade and chocolate www.dubble.co.uk

Locococo

An exciting game involving trading in cocoa beans and Fairtrade chocolate. Learn about global trading issues and the Rights of the Child.

Suitable for Year 6 upwards. English or Spanish. Price: £18 including p&p. Available from the Humanities Education Centre.

www.locococo.org

Oxfam 274 Banbury Road, Oxford OX2 7DZ
Tel:01865 313600

Produce a range of global citizenship education packs. Education catalogue contains extensive range of resources across the curriculum. To order phone 01202 712933. Also have a website dedicated to teachers and children which contains information and activities: www.oxfam.org.uk/coolplanet

Feedback on these activity ideas would be much appreciated. Comments can be sent to HEC or your local DEC or made via the Global Footprints website.

Further ideas, contacts and information

Chocolate

Chocolate, one of the most popular foods in the Western world, is dependent on a supply of cocoa from the countries of the South. Yet, ironically most cocoa farmers have never tasted a manufactured bar of chocolate.

Our appetite for chocolate continues to grow: the best selling chocolate bar in the UK, *Kit Kat*, is consumed at the rate of 50 every second! On average £40 is spent per person per year on chocolate in the UK. Yet just three companies, Nestlé, Mars and Cadbury's, are responsible for over four fifths of all chocolate sales in the UK.

There is therefore enormous scope for the expansion of *Fairtrade* chocolate, guaranteeing cocoa farmers a better deal.

The main *Fairtrade* brands are *Divine*, a milk chocolate aimed at competing with popular UK milk chocolate brands, and *Green and Black's* who offer a range of high cocoa solids chocolate.

Activity and Action



- ☆ Examine the wrapping of a well-known brand and compare it with that of a Green and Black or *Divine* chocolate bar wrapper. Ask children to list the similarities and differences between the wrappers.
- ☆ Ask children to name and design a wrapper for a *Fair trade* chocolate bar. What features should the wrapping contain? (Attractive eye-catching wrapper, ingredients, *Fairtrade Mark*, contact address of manufacturing company and information inside on the benefits of purchasing *Fair trade* products).
- ☆ Design a poster advertising *Fair trade* chocolate.
- ☆ Give a bar of *Fair trade* chocolate to a friend and explain why you have chosen *Fair trade* chocolate.

Staffroom action on *Fair trade*

The most obvious practical way that a school can demonstrate its commitment to *Fair trade* is by ensuring that all tea and coffee in the staffroom is fairly traded. See the list of Fair Traders for details of the extensive list of suppliers of *Fair trade* products.

Your local DEC:

Fair Traders

Cafédirect (and teadirect) 66 Clifton Street, London EC2A 4HB
☎ 020 7422 0730 www.cafedirect.co.uk

Coffee and tea sold in all major supermarkets. Supply large tins of coffee suitable for staffroom bulk purchase.

Divine The Day Chocolate Company, 4 Gainsford Street, London SE1 2NE ☎ 020 7378 6550 e-mail: info@divinechocolate.com

Fair Trade dark and milk chocolate. Also produce *Dubble* bar www.divinechocolate.com

Equal Exchange 10A Queensferry St, Edinburgh, EH2 4PG
www.equalexchange.co.uk

Organic teas, coffees, honey, brazil nuts, peanut butter

Green & Black's PO Box 1937, London W11
www.greenandblacks.com

A range of chocolates as well as ice-cream and hot chocolate

Traidcraft Kingsway, Gateshead, Tyne & Wear NE11 0NE
☎ 0191 491 0591 www.Traidcraft.co.uk

A full range of food products.

Where to find out more

The Fairtrade Foundation, Suite 205, 16 Baldwin's Gardens, London EC1N 7RJ ☎ 020 7405 5942

e-mail: mail@Fairtrade.org.uk www.Fairtrade.org.uk

British Association of Fair Trade Shops (BAFTS) c/o Gateway World Shop, Market Place, Durham DH1 3NJ www.bafts.org.uk

Development Education Centres (DECs)

This resource was produced by two DECs: Humanities Education Centre, Tower Hamlets and RISC in Reading. Your local DEC will be able to provide a range of exciting resource ideas for the teaching of Global Citizenship.

To find your nearest DEC contact the Development Education Association, 29-31 Cowper Street, London, EC2A 4AP



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solidarity
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35-39
London Street
Reading RG1 4PS
England

Development Education Resources

telephone
0118 958 6692
0118 956 9800

fax
0118 959 4357

e mail
risc@risc.org.uk
<http://www.risc.org.uk>