

Solutions exercise 2
LESSON 4 *Activity 2*
Material for the teacher

| <i>Look at pages 118 and 120</i> | Annual no. of births (thousands) 2007 | Annual no. of under-5 deaths (thousands) 2007 |
|----------------------------------|---------------------------------------|---|
| Spain | 476 | 2 |
| Brazil | 3706 | 82 |
| Afghanistan | 1314 | 338 |

| <i>Look at pages 118 and 120</i> | Life expectancy at birth (years) 2007 |
|----------------------------------|---------------------------------------|
| Spain | 81 |
| Brazil | 72 |
| Afghanistan | 44 |

| <i>Look at pages 118 and 120, and 134 and 136</i> | Total adult literacy rate 2007 | Youth (15–24 years) literacy rate 2000–2007 | |
|---|--------------------------------|---|------------|
| | | male | female |
| Spain | 97 | 100 | 100 |
| Brazil | 91 | 97 | 99 |
| Afghanistan | 28 | 49 | 18 |

| <i>Look at pages 126 and 128</i> | % of population using improved drinking-water sources 2006 | | |
|----------------------------------|--|------------|------------|
| | total | urban | rural |
| Spain | 100 | 100 | 100 |
| Brazil | 91 | 97 | 58 |
| Afghanistan | 22 | 37 | 17 |

GAME: HOW DOES THE GLOBAL ECONOMIC SYSTEM WORK? (SESSION 5) TEACHER'S MATERIAL

OBJECTIVE OF THE GAME

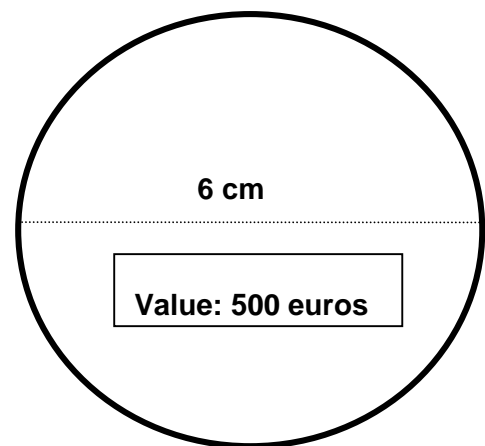
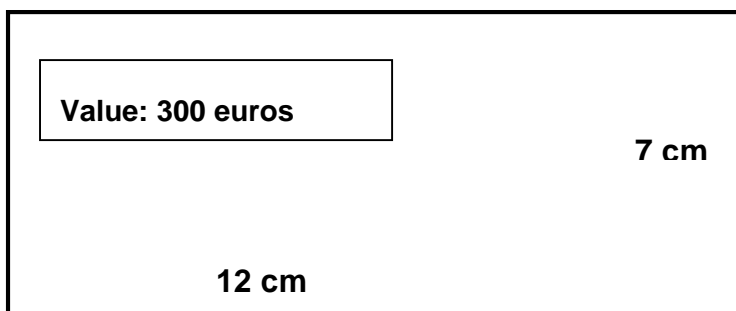
The objective of each group is to make as much money as possible by using the materials given to it. No other materials can be used. Money is made by manufacturing goods. The goods the pupils are going to manufacture are the shapes shown on the 'Diagram of Shapes.' Each shape has its own value as shown on the diagram. The shapes are given to the banker in batches of five similar shapes. The banker will then check them and credit their value to the group's bank account.

Each group have to manufacture as many shapes as they can - the more they make the wealthier they will be.

RULES




- ALL the shapes MUST be cut with clean sharp scissors and MUST be the exact size shown. Take the shapes to the banker in batches of five to be credited to your account.
- You can ONLY use the materials that have been given out.
- There is to be NO physical force used during the game.
- The leader represents the UNITED NATIONS and will intervene in any disagreements.

DIAGRAM OF SHAPES



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DEVELOPMENT OF THE GAME

| | |
|---|---|
| 15-20 mins  | Explain the rules of the game with PWP pages 26 and 27. Then show the diagram of shapes (PWP 28). Divide the students into groups as detailed below, and give them their material. You can get the notes from a Monopoly game or you can print the notes in the Supplementary Materials. (DO NOT TELL GROUPS WHAT EACH IS GETTING). Appoint one pupil as a banker (a good mathematician). The teacher will be the leader. The role of leader is to keep control of the game. The banker needs a sheet of paper divided into columns for each group. Read out the objectives to the group. Leader reads the rules of the game, give and explain the Language Frame and then say 'manufacturing can begin.' |
| 20-25 mins  | Do not help the groups with any more materials. Manufacturing can continue for 20 or more minutes but gauge it on the interest of the group. LEADER SHOULD OBSERVE CAREFULLY AND NOTE SOME KEY ISSUES FOR DISCUSSION AFTERWARDS. IDENTIFY TRADING STRATEGIES e.g. swapping, bargaining, begging!! The leader has the authority to introduce some new elements into the game as they wish |
| 10-15 mins  | Debrief: Students in their groups discuss how they FELT in this game. Feedback: They will probably identify how UNFAIR it was. Each group could suggest ways to make the 'game' fairer. |

| Group Resource Sets | Groups | Players per group | Countries |
|---|--------|-------------------|---------------------------------|
| 2 pairs scissors 2 rulers 1 compass 1 sheet of paper 6 100 euros notes 4 pencils | 1 & 2 | 6 | United States United Kingdom |
| 10 sheets paper 1 sheet stickers 2 100 euros notes | 3 & 4 | 4 | India Peru |
| 4 sheets paper 2 100 euros notes 2 pencils | 5 & 6 | 2 | Tanzania Kenia |

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DURING THE GAME

Note what is happening

The Grade A groups will begin making shapes as soon as they have all the materials and equipment, but they will soon run short of raw materials and probably try to buy some paper 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 and point this out later. You are the only person who can see how the game is developing: the players will be engrossed in their own group so it is important for you to note the alliances and deals which develop and bring these into discussion at the end.

Stimulate activity

Some groups will feel impotent and neglected. In order to encourage trading activity, the leader may have to feed in more information and create new situations which have parallels in the real world:

• Supply raw materials

Feed some of your own secret supply of extra paper to one of the groups and announce to the world (i.e. all the groups) that a new deposit of raw material 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.

• Use the stickers sheet

Two groups will have a sheet of stickers 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* groups (by discreet written or whispered messages) that if they attach one sticker to their products they will be worth four times the original value. (Tell the banker.) These groups will begin to search for the stickers. As the holders don't know its 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.

USING ENGLISH

The teacher should try that the pupils spoke in English during the game. It would be useful to provide each group with a "Language Frame".

GAME: HOW DOES THE GLOBAL ECONOMIC SYSTEM WORK? (SESSION 5)

LANGUAGE FRAME

If you want to buy something you may use...

Can you sell me a ...
(sheet of paper, a ruler, a compass...)?

You may have to ask how much it is...

How much is the...
(sheet of paper, the ruler, the compass...)

Perhaps you need to ask for a bargain...

I'll give you euros and ... *(a sheet of paper, two sheets of paper, a sticker...)*

If a group wants to buy something from you, and asks for the price you may answer ...

It is euros and ... *(a sheet of paper, two sheets of paper, a sticker...)*

But imagine you can't (or don't want) to sell your resources...

Sorry, I can't sell ... *the paper, the scissors, the ruler...* to you.

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BANK NOTES (*Photocopy them*)

