TRADE GAME SET-UP

The Number of players:

We'll assume 30 people, divided into 8 small groups, with each group taking a country packet. You may have a few more people. In this case, spread them out through the various country groups. With 30 people, make 5 groups of 4 people, and 3 groups of 3 people. Give Nepal, Haiti, and Somalia to the smaller groups. These are not fixed numbers. If you have a smaller number of participants you can adjust the number of groups and the number of people in them. However, it is important to vary the number of people in each group. The "economically stronger" countries should have more people.

Leaders:

Two people are "bankers." They should wear a sticker (either Mitsubishi Bank or Union Bank of Switzerland) to identify themselves. They check the shapes players bring to them for "cashing-in." The bankers make sure players' shapes meet standards. If they do, the banker notes the amount in the ledger. If the shape is not up to standards, the bank gives them a sound rejection!

One person is the "emcee": This person is responsible for explaining how the game works; starting everyone off; processing the groups after the rounds of play. You also need to patrol the group during the role-play to check everything is going well, and to listen for good quotes and actions for noting during the de-briefing.

FILL COUNTRY PACKETS

Ahead of time prepare five envelops with the following contents:

COUNTRY	SCISSORS	RULERS	PAPER	PENCILS	Dollars	DOTS
Japan	**2**	**2**	**1**	**4**	**6**	**0**
US	**2**	**2**	**1**	**5**	**7**	**0**
Mexico	**1**	**0**	**10**	**0**	**2**	**5**
Malaysia	**1**	**1**	**10**	**0**	**3**	**5**
Nigeria	**0**	**1**	**8**	**0**	**2**	**4**
Nepal	**0**	**0**	**4**	**2**	**2**	**0**
Haiti	**0**	**0**	**4**	**2**	**2**	**0**

Somalia	**0**	**0**	**3**	**2**	**2**	**0**

HOW TO PLAY

(Round One)

1. DIVIDE THE GROUP INTO 8 SMALL GROUPS. Have small groups arrange themselves around tables or on the floor accordingly. Ask everyone to put all purses, notebooks, etc. away. They will not be needed, and everyone needs a totally clear workspace for this game.

2. EXPLAIN THE GAME TO THE GROUP. You can read this out loud to everyone if that is easier:

The object of the game is for country teams to acquire as much wealth as possible with the materials you are given during the playing time. The more you produce, the higher your GNP (Gross National Product), and the greater economic and political standing your country will have in the world. No other materials can be used other than what is in your packet. Wealth is created by manufacturing paper shapes. You must manufacture them according to the sizes on the Banker's chart. Each shape has its own value, noted on the chart. Give the shapes to the Banker who will check them and credit the amount. You can visit the Bankers any time during the playing period. You can manufacture as many shapes as you like; the more you make, the wealthier your country will be.

There are 4 rules:

> (1) All edges must be cut with scissors and all sizes must be exact. Bankers will check each shape to make sure of this. Only those meeting standards will be accepted and credited to your account.
>
> (2) You can only use the materials that have been given out.
>
> (3) No physical force can be used during the game.
>
> (4) The "em-cee" is the final arbiter. The job of the banker is to check specifications and record sales/deposits.

3. HAVE THE BANKERS DISTRIBUTE THE PACKETS TO THE SMALL GROUPS. WHEN EVERY GROUP HAS ONE, ANNOUNCE THEY CAN OPEN THEM & BEGIN MANUFACTURING. (set your watch or a timer for about 15 minutes)

At the beginning of the game, the groups may ask the em-cee or bankers questions. For example, "What are the stickers for?" Resist all temptation to answer questions. Repeat the rules or stay silent. After a minute or two, participants should begin moving around

the room and begin trading. The initiative should come from them, not you. Let them take their time figuring things out.

4. EM-CEE PATROLS GROUPS, watching how groups negotiate prices and make deals for materials they don't have. Note any alliances, deals, cheating or stealing, or telling comments. Bring these into the discussion at the end. If people look bored, or like they are too comfortable with existing arrangements,

(Round Two)

AFTER ABOUT 15 MINUTES, YOU CAN CHANGE THE RULES. For example:

1) A banker might establish a preferred customer(s) relationship with the Japanese and/or US group. In this case, whenever someone from that group comes to cash-in, they can go to the front of the line, and interrupt on-going transactions. Don't announce it out loud to the whole group, just have Banker do it. [Note- this is similar to favored nation trading status; special supplier-client deals multinationals set up, etc.)

2) If a banker has a lot of one shape, announce the price of that shape has fallen and change the price on the chart. (Simulates supply and demand factors in certain markets - i.e. when you have a glut of a product.)

3) Give a group more paper (to simulate finding a new supply of raw materials).

4) Give a group some $ (to simulate their exchange rate rising, making their currency more valuable, meaning they earn more for the goods they produce and export.)

5) Secretly tell the groups with dots that if they put them on their paper shapes, they will triple in value. Be sure to tell the bankers! (simulates: a situation where some countries have resources for which a use has not been discovered, but other countries may know of a use and buy it, without transferring the "technology" or information about how to use it; or countries discovering how to increase value-added to a product by engaging in some sort of manufacturing of it, rather than selling the raw commodity; or it could simulate a world fad or fashion for products from a particular countryfies).

ALLOW 5-10 MORE MINUTES OF PLAY WITH THE NEW RULES, SO EVERYONE CAN EXPERIENCE THE EFFECTS.

5. BEGIN THE DE-BRIEFING OF THE EXPERIENCE.

a. Ask everyone to come back together in a large circle. Ask one of the bankers to be a note taker on newsprint, so all can see. The other banker should add up the accounts, but not announce results yet.

b. Ask the group to "popcorn" their feelings rightat this moment. Just a word or

phrase from several people to check the mood.

c. If you have some intense feelings percolating, ask folks why they feel that way.

d. Then, have the banker announce the results. See if people are surprised. Ask each group, beginning with those who have the lowest score to talk about what they had in their packet, what their strategy was, and what their learnings were. You might want to interject some comments or strategies you heard/saw if people are forgetful or shy at any point. Talk about why or why not people: cheated, stole, were provoked to get physical; figured out to cooperate, etc.

e. Ask the big group:

i) What did the contents of the envelops represent?

Paper--resources
Scissors--tools
Pencils--tools
Ruler--technology
Protractor--technology
Money--capital
Dots--shifts in market demand

ii) How were the various resources distributed? Equally? Was this unequal distribution realistic? Did players come to realize the unequal distribution of resources during the game or only after?

iii) If they came to realize the unequal distribution during the game did they take any measures to compensate for shortages? For example, did they barter with other countries, agree to pay a better endowed country a share of their proceeds if they could use the better endowed country's resourceds, tools, or technology.

iv) How did the various countries feel about the way they were treated by the banker?

v) In what ways is this role-play realistic for what happens between nations in the international economy today? (remind them to comment on any rule changes, if relevant).

vi) In what ways is this role-play unrealistic? How could you change the rules to make it more realistic?

vii) What does this game say about how large gaps in wealth and poverty are created or maintained among nations? Who benefits from trade (at the levels of: nations; institutions/organizations; people)? Who loses?

viii) What is missing from this game about how wealth and poverty is created or maintained within a nation? Can you think of some rules or a way to set-up the game so that comes across?

ix) What lessons do you take away from this in thinking about strategies unions need to employ if they want to protect or improve their own and their families' standard of living?

(Round Three)

After you have thoroughly debriefed Rounds One and Two, you may chose to play another round. The effects of playing the third round are greater if it is played immediately after playing rounds one and two.

Tell the players that you are going to change the rules of the game.

Explain that the members of each group will be assigned the role of president, capitalist investor, or worker. There can be only one president and there must be at least one capitalist investor and one worker. Have the members of the groups quickly chose which role they want to play. Intervene and assign roles if groups don't make their own selection in two or three minutes.

Hand out two cards--one of each of two colors--to each group. Inform the groups--now composed of president, one or more investors, and one or more workers--that they must decide among themselves:

- the kinds and level of taxes they will charge
- the average monthly salary workers are to receive

in their country.

Each group must write down its decisions--the kinds and level of taxes on one card and the average monthly salaries on the other card. One worker holds the salary card. The president holds the tax card.

They have five minutes to reach their decision.

After four minutes, annouce that they have one minute more.

Once they have finished writing their decisions on the cards, tell participants that you will count to three and then the president and the one worker hold up their cards.

Instruct the capitalist investors that they are free to move around the room to learn about the taxes and wages in each country. Then they are free to chose to which country they decide to move. If they decide to move, they should leave their original group/country and sit down with the group/country they have chosen.

Count: one, two, three and instruct the capitalists to circulate to review each country's taxes and wages.

Give the capitalists up to three minutes to circulate.

DEBRIEF ROUND THREE

Let players stay where they ended up after the capitalist investors moved. Discuss

1. What happened?

2. Why did some capitalists chose to move? Make sure to get answers from all three types of players--presidents, capitalist investors, and workers.

3. Ask whether once the president or the workers saw what was happening, whether they did anything to convince their own capitalist investors to stay or to attract investors from other countries?

4. Note that only the capitalists were given freedom in this game to get information about taxes and wages in different countries. Ask the president and worker players whether things might have turned out differently if they had been equal access to information about taxes and wages in other countries.

5. Ask the presidents and the workers how they felt about their capitalist investors leaving.

Source: "World Trade Game" produced by the World YWCA in their Cooperation for Development Kit. 1987. This game may be reproduced. This is adapted from the version which appeared in the United Methodist Study Guide to "The Global Economy: Seeking A Christian Ethic" by Pamela Sparr.