**Resource 1: SDG String Activity**

**Aims of the game:**
- An introduction to the Sustainable Development Goals
- To create an understanding of the interconnectedness of the SDGs
- To raise awareness of how the SDGs are universal goals

**Materials:**
1 large ball of string
1 set of images of SDGs symbols, with image headings removed

**Method:**
1. Give each participant one of the images of the SDG symbols
2. Hand one participant the ball of string. Ask them to look around the room and see if there is another Global Goal they think theirs could connect to.
3. When they have chosen one, invite them to explain why they have chosen this particular goal. Then ask them to hold on to the end of the string and pass the rest of it on to the person holding the connecting goal.
4. The participant who now has the string looks at the remaining symbols and decides how their symbol relates to a different one. Again they explain why and the ball of string is passed or thrown to that participant.
5. Continue with activity until you have a spider’s web across the group and/or it becomes too difficult to make connections. Participants will have to think more creatively to make connections as the activity progresses but that is part of the challenge!
6. Explain that this activity shows how many of the SDGs and the projects which will help us achieve them are interconnected.
7. Ask one of the participants to pull on the string. When the other pupils find their string moves explain that this is because everything is interconnected...when you make progress on one Goal it affects the others.

**Prompt questions:**
- Who do you think is responsible for achieving the SDGs?
- How do you think the SDGs relate to you/your community/the wider world?
- Do you think they are achievable by 2030?
**Resource 2: Trade Game**

**Introduction**

This game is a version of the World Trade Game developed by the development charity Christian Aid.

The game is fun to play; uses only very basic equipment, such as scissors, pencils, rulers and paper; preparing the materials for the game usually takes about 20-30 minutes and, except for paper, all the materials used in the game can be reused. All the necessary instructions can be given to the participants within 2 minutes; and there are many global learning ‘lessons’ that can be drawn from the game.

**Overview of the game for facilitator**

Participants are divided into teams, each of which acts as a separate ‘country’, with about 4-5 people in each team. There are six countries in the game.

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 a game:

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

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

The game requires a large, flat room, with loose tables and chairs.

**Room layout:**

[Diagram of room layout with countries A to F and a trader]
**Preparing for the game**

**You will need:**

**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.

<table>
<thead>
<tr>
<th>Rich countries: A&amp;B</th>
<th>Middle-income countries: C&amp;D</th>
<th>Low-income countries: E&amp;F</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 pairs of scissors</td>
<td>2 pencils</td>
<td>2 pencils</td>
</tr>
<tr>
<td>2 rulers</td>
<td>1 ruler</td>
<td>4 sheets of paper</td>
</tr>
<tr>
<td>1 compass</td>
<td>10 sheets of A4 paper</td>
<td>2 x £100 notes</td>
</tr>
<tr>
<td>1 set square (the exact size of the large triangular shape)</td>
<td>3 x £100 notes</td>
<td></td>
</tr>
<tr>
<td>1 protractor (the exact size of the semi-circular shape)</td>
<td>2 pencils</td>
<td></td>
</tr>
<tr>
<td>1 sheet A4 paper</td>
<td></td>
<td>6 x £100 notes</td>
</tr>
</tbody>
</table>

**Envelope of materials for international commodity market trader**

(one per game)

The trader is given an envelope with money and a template of the shapes, so that he/she 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
- Bank notes: 30 @ £50, 60 @ £100, 20 @ £500, 40 @ £1000
- Pencil and rubber for marking changes to the prices of shapes
- Large envelope for keeping completed shapes ‘secure’

**Envelope or box of materials for game(s) leader**

- Whistle
- Water
- 12 small coloured sticky shapes
- Additional sheets A4 paper (say 10)
- Pencil sharpener
- Rubber
- Scenarios

Put up posters on the wall showing the shapes, their measurements and their initial values. These posters are enlarged (e.g. from A4 to A3), so that participants cannot simply trace out the shapes.

**Starting off the game**

The game requires minimal, but clear instructions immediately that participants have sat round the tables and before they have opened their envelopes. The dynamic of the game requires that there is no preamble explaining the purpose of the game and certainly no summary from the facilitator explaining what the game is supposed to illustrate. It is important for the participants to work out what they should do.

**Instructions for participants**

As participants come into the room, the game leader should do the following:

- Tell the participants to leave all bags and any equipment (e.g. paper or pens) at the front and then sit themselves around the clusters of tables
- Distribute the envelopes to each of the countries
- 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 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 for the participants to work out what they should do.
  - Announce the start of the manufacturing and tell them how long they have to play the game.

Once the instructions are understood, it is time for the facilitator to tell participants how long they have to play the game (usually 45 minutes) to announce the start of manufacturing.
During the game
At the beginning of the game there will be a lot of confusion and participants will have many questions, such as 'Where can I get scissors?', 'Why have we only got paper?', 'Can we buy things off 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 trading, but the initiative should come from them, not you. The rich countries (A&B) 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.

Scenarios
Extra dimensions can be introduced into the game by simulating the emergence of new issues, technology, new raw materials or new equipment. The facilitator should assess the game and provide some of the following scenarios to groups as they see appropriate.

Change in global markets
Trader announces that there is a big demand for rectangles and sets a good price for these trying to get tables to produce these. Sometime later the Trader announces that there are too many of a particular shape – say rectangles – and so the price of these drops considerably to lower than the original price.

Discriminate / Internal disputes / Conflict
Facilitator goes to one to one of the B or C tables and drops water on some of the paper damaging it / slowing down / stopping/limiting production representing the impact of climate change or natural disasters. How does the table react if this happens once / more than once?

Resource 2:
Trade Game

Hand one of the members of the tables the following instruction without the others seeing
• Your work is not valued by the others in your team and you (and your family) are not benefiting from your country’s profits. You stop cooperating (by withholding labour/tools/block the use of materials) with the rest of your team for 5 minutes or until they can persuade you that are an essential part of the team.

If the person has to leave that table could they be forced to seek the refuge elsewhere?

Resource 2:
Trade Game

Hand one of countries C-F one of the following towards the end of the game. The next time they try to trade, one of the facilitators act as an armed group who confiscate your produce.

• There has been an armed conflict in your country for the last few years. It has become increasingly dangerous to transport your produce. Sometimes armed groups have confiscated lorries with your produce.

Illega hand grabs
Hand one of the A tables the following instruction:
• Your table must try and steal raw materials from either B or C table
• This can lead to disputes and retaliation but will also affect the materials

Raw materials availability
• Raw materials i.e. paper should naturally run out as the game progresses requiring A and B countries to buy from C countries. Trade in paper is likely to take place, with the prices of paper rising to meet its value in terms of the shapes that can be made from it.
• The facilitator can introduce new batches of raw materials into the game representing new ‘discoveries’ of raw materials (simply leave some at the tables). If too much is introduced the price of raw materials will go down.
• The second way us to sell more paper. A good way of doing this is to hold a paper auction, where you sell about 10 sheets, one at a time. Announce that in 5 minutes time you will be holding an auction and ask for one rep, from each country to attend.

New technology
• The trader announces that new technology is available and has overtaken old technology. Now rectangles with sticky coloured dots will receive treble the price.
• Facilitator announces that there will be an auction for sticky dots in the next few minutes. Those with the most money will be able to buy the dots and use them to enhance their shapes.
• You could also increase the stock of capital by selling a further pair of scissors by auction. This will need to be done relatively early on in the game and you will need to announce your intention 5 or 10 minutes before you do so. Although the poor countries would dearly like to buy a pair, one of the rich countries is more likely to be successful at the auction. It might then hire out the scissors to a poor country.

• Subsidies
• Hand countries A or B the following and provide them with extra money to reflect this.
• The government has provided you with subsidies to help your sector complete on the global market

Role of Observers
Use the observers to report back to you on what is going on. This will help to give 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 element that has to be used for all shapes and is possessed initially by only two countries. Do the rich countries form a scissors cartell? 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 information and operation of any alliances and deals and any cheating that takes place. Observers should also report to you to decide whether you should impose a punishment, such as suspending them from making shapes for 5 minutes, confiscating certain materials or fining them.
Role of trader

The trader must be careful in measuring the shapes and reject any that have not been cut out. 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 a close eye on the money to prevent participants stealing it, 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 participants.

Traders should not normally give loans, unless you want to build this in as a feature in 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 trader should keep a record of them. In such cases, it might be a good idea to allocate an assistant to the trader. It is easiest for loans not to be repaid, but at the end of the game, when money is totalled, the trader will simply announce how much has to be deducted (outstanding loan plus interest) from each team. You could instead give hints to countries A and B that they might want to provide loans to other countries and consider what interest rate would make this worthwhile for them.

Your role as game leader

You will need to keep in regular contact with the trader. 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 protractor-sized semi-circles). Then 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 participants are debriefed after they have finished the game, it is easier to refer to the importance of price elasticity of demand and supply when the price changes have been dramatic. For similar reasons, 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. This relationship can be identified later in the debriefing.

Ending the game

The participants should be given a 5-minute warning of when the game will end. There will probably be a flurry of activity as participants rush to make shapes with their remaining paper and bring those shapes to the commodity activity as participants rush to make shapes with their remaining paper and bring those shapes to the commodity activity. When the game ends, the game leader should ask all the participants to return to their countries and complete the table on the right.

Collating results and debriefing participants

A whiteboard or flip chart can be used to record the results – this could be done in the break. Draw participants’ attention to similarities and differences between the results from 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 initial endowment? It is also appropriate at this stage to pose questions that prompt participants to describe how they felt about the game as it developed. For example, the facilitator could ask participants in the different types of country how they felt when they opened their envelopes.

Some further suggestions for questions to ask

- (To more successful countries) How did you achieve your success? What problems did you experience during and what strategies did you use to overcome them?
- (To less successful countries) What factors limited your success? What strategies did you pursue? What 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?
- Compare the strategies of successful A countries, which probably involved exploiting their clear advantage at the beginning of the game, with those relatively successful B and C countries, which probably involved clever negotiation and perhaps combining with other countries.

Specific Learning outcomes from game and additional scenarios

The Trade Game has a wide range of potential learning outcomes, including international inequality and first and third world relations.

The Trade Game can be used to illustrate the following issues:

- **Specialisation and division of labour.** How did teams divide up the tasks? Was it more efficient to have some participants cutting out the shapes, while others queued to sell the shapes, while others negotiated, and others scouted around to see what other teams were doing and whether there were opportunities that could be of benefit?
- **Opportunity cost.** What was the cost in terms of lost time, value from shapes, lack of access to equipment, etc. of particular decisions?
- **Supply and demand.** Why did prices vary as they did in the game? What determines price changes in the real world?
- How did teams respond to price changes; how elastic was their supply and why? Did anticipated price changes affect the production of shapes or when they were taken to the trader?
- How did the prices of shapes affect the price of various pieces of equipment or their rental value? Do the same price principals apply to pencils (in relatively plentiful supply) and scissors (in relatively short supply)?
- What cartels or alliances formed? What cartels/alliances could have formed, and how would they have affected the balance of advantage in the game?
- **Terms of trade.** What determines the relative price of shapes and how does this relate to resources? Can countries influence the price of shapes?
- **World inequality.** Refer to the distribution of resources in the world and ownership patterns. What determines whether inequality is likely to increase or decrease over time?

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<th>C</th>
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<th>E</th>
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• **The importance of market power in international trade.** What is the role of multinationals? How much do they control markets? Is there anything that developing countries can do to create countervailing power?

• **The importance of resources and technology in determining trade patterns.** Certain equipment is best designed to produce certain shapes. You could show how control over this equipment affects the pattern of trade and can influence prices.

• **Risk and uncertainty.** There are several aspects of the game which involve uncertainty. These include the likelihood of obtaining equipment, future prices, the outcome of the paper auction and whether and what punishment will be imposed by the leader for malpractice.

Ask the participants to indicate ways in which they believe the game simulates the real world and ways in which they believe it is unrealistic.

One of the strengths of this game is that the inherent inequality in resource endowment that gives ways in which they believe it is unrealistic. Then watch the ‘Change the Rules’ video and discuss. Did anything surprise them?


Debrief from point of view as educators. What do you think of the methodology? What skills are practiced? How could this be adapted for your pupils? How relevant is this to the NI curriculum?

The game may also be used to illustrate a number of more general development issues, such as the powerlessness of poor countries. It gives participants the opportunity to experience various emotions concerned with production and trade in an unequal world: emotions such as envy, greed, frustration and the desire to escape poverty by any means. In doing so, it can help participants to gain a greater empathy with development and trading issues.

As well as subject-related learning outcomes, the Trade Game helps develop a number of key skills. Group working and interacting with others are among the most significant. The process of negotiating is also a very strong element within this game.

**Exploring Local and Global Trade issues – Differentiation**

This game can be as complex as required to suit the needs of the participants.

For younger children try looking at only one product. E.g The Tale of Orange Juice age 5-7

See Amnesty http://www.amnesty.org.uk/resources/activity-tale-orange-juice#.VfaY-v2FNLM

Activity http://www.amnesty.org.uk/sites/default/files/resource_sheet_1_1.pdf

For similar game see also;

Oxfam Education ‘Can You Beat the System’ http://www.oxfam.org.uk/education/resources/can-you-beat-the-system

Christian Aid Education ‘The paper bag game’
Resource 3: Map and Pebbles

Aims:
• Introduce theory of interdependence
• Develop empathy, respect and gratitude for others
• Create a sense of global connection and interdependence
• Develop social responsibility, both locally and globally

Materials:
• Map of the world
• Pebbles/sticky dots
• Items from home (labels must be intact e.g. clothing, household products, food)
• Flipchart, colouring pencils, markers

Method:
1. Divide group into smaller groups of four, and distribute a selection of household items to each group
2. Invite each group to look at the labels and identify where the items came from
3. Once pupils have identified where their items came from, introduce them to the world map. Invite each group to place a sticky dot/pebble on the map to represent where their items came from.

Prompt questions:
• How do you think these items got to you?
• How many people do you think were involved in getting them to you?
• Can you notice anything obvious about the position of the pebbles/sticky dots? For example, why might there be a lot of items from China?
• Do you think a lot of items are produced in poorer countries around the world? Why do you think this might be the case?
• Do you think all of these people were treated fairly?
• Who do you think makes the most money out of the items?
• If we were to look at labels of all the things we use and wear, how many places and people across the world do you think we depend on?
• Do you think it is important that we are thankful for all these people?
• Do you think we have a responsibility to make sure these people are treated fairly?
• Did you notice if any of the items you looked at had a Fairtrade Mark?
• What do you think Fairtrade means?
Resource 4: Global Champions

Children in Crossfire
GIVING CHILDREN THE CHANCE TO CHOOSE

Resource 4: Global Champions
Malala Yousafzai

Malala Yousafzai is a Pakistani education advocate, who at the age of 17, became the youngest person to ever win the Nobel Peace Prize. Born on July 12th 1997, in Mingora, Pakistan; from a very young age Malala has advocated for the importance of education for all. During this time in Pakistan, many young girls were denied access to attending school by the Taliban - an extremist political movement from Afghanistan. After an attack on a girls’ school in Swat Valley, Pakistan, Malala gave her first public speech to speak out against these attacks. The speech was titled “How dare the Taliban take away my basic right to education?” Many members from the Taliban disagreed with Malala’s protesting and saw her as a threat to their movement. Following this, on October 9th 2012, whist travelling home from school, a masked gunman boarded the school bus which Malala was on, and shot her in the left side of her head. Fortunately, she survived this and has continued to speak out on the importance of education throughout her recovery and beyond. The shooting resulted in a massive increase in support for Malala, which has continued long since. In 2013, she gave a speech to the United Nations and published her first book, titled I Am Malala. She then went on to win the Nobel Peace Prize in 2014. Malala Day is celebrated every year on the 12th July.
Nelson Mandela

Born on July 18th in Mvezo, South Africa, Nelson Rolihlahla Mandela was a civil rights activist and the first black president of South Africa. Between 1948 and the early 1990s, South Africa experienced a grave period of Apartheid – a system of segregation in which black members of society were separated in public facilities, social events, housing, and employment opportunities, based simply on the grounds of race. From an early age, Mandela actively campaigned against the Apartheid movement, and at the age of 26, as a qualified lawyer, he joined the African National Congress (ANC) – a black liberation group – and became a leader of its Youth League. Through his work with the ANC, Nelson Mandela played an integral role in establishing South Africa’s first black law practice, and actively spoke out against the Apartheid system, which unfortunately resulted in him being a frequent target of the authorities. In December 1956 Mandela was arrested with 100 others on charges of treason which were established to harass apartheid activists. He remained in prison until 1983 when he was finally released. Following this, in April 1994, led by Mandela, the ANC went on to win South Africa’s first held universal elections, and on 10th May 1994 Nelson Mandela was sworn in as president of the county’s first multi-ethnic government. Mandela Day is celebrated every year on the 18th July.
Severn Suzuki

Born on November 30th 1979 in Vancouver, Canada, Severn Cullis-Suzuki is an environmental activist, speaker, television host and author who has been speaking out about social justice issues from a very young age. When she was just 9 years old Severn established the Environmental Children’s Organisation (ECO) with a group of friends who were committed to learning about and raising awareness of environmental issues. Following this, in 1992, aged just 12 years old, Severn Suzuki attended the Rio Earth Summit at the United Nations, where she spoke about environmental issues, urging her listeners to define their values, act with the future in mind, and take individual responsibility for the world around them. Within her speech she said “Coming here today, I have no hidden agenda. I am fighting for my future […] I am here to speak for all generations to come.” Since then, Severn Suzuki has travelled the world giving talks and encouraging others to be environmentally conscious and to work towards creating a more compassionate and sustainable world. She has also published a book titled “Tell the World” and co-hosted a children’s television series named “Suzuki’s Nature Quest”.

The Raging Grannies

Established in 1987 in Victoria, Canada, the Raging Grannies are a group of female activists who work to offer a new approach to political protests. Since starting off as a small group of women who came together to campaign against the presence of US Navy nuclear-powered ships in Victoria Harbour; the Raging Grannies have since become a global phenomenon, with more than 60 different groups now in existence across Canada and beyond. Through dressing themselves up as stereotypical older women, using street art, theatre and other creative methods, the Raging Grannies have always been very imaginative in their protests. For example, the first action ever taken by a group of Raging Grannies took place on 14th February 1987, when they offered what they referred to as an ‘Un-Valentine’ card to their local MP, who was the Chairman of the Defence Committee at this time. The broken heart on the card symbolised his lack of commitment and action taken with regards to nuclear issues. During this time, they also sat and protested under an umbrella which was full of holes, symbolising the irrationality of sitting underneath a nuclear umbrella. Since then, the Raging Grannies have continued to protest and campaign wearing their increasingly colourful clothing as a parody of stereotypes of older women, and always bring a good dose of imagination and creativity in all that they do.
Kid President

Robby Novak is a young activist who is best known for his YouTube and television portrayal of Kid President. Created in 2012 by Brad Montague, Kid President has made a series of videos focusing on shaping the way children see the world and the ways in which the rest of the world sees children; as a means of inspiring and motivating young people to take action to create a more sustainable and compassionate planet. Within his videos, Kid President talks about “treat everybody like it’s their birthday” and “giving the world a reason to dance” to encourage others to create positive change in the world around them. As Kid President says, “Love changes everything. So fill the world with it.”
Jane Goodall

Born on 3rd April 1934 in London, England, Jane Goodall is an environmentalist, humanitarian and strong advocate for the ethical treatment of animals. In July 1960, at the age of 26, Jane Goodall travelled from England to what is now known to be Tanzania and ventured into the Gombe National Park to carry out some research on the environment and ecosystems that existed there. When entering the forest, Jane said she knew very little about chimpanzees, and even less about their genetic likeness to humans. Having said that, she soon immersed herself into their habitat and quickly came to understand them not only as species, but as individuals with emotions and long-term bonds. Jane Goodall’s discovery in 1960 that chimpanzees make and use tools is still considered one of the greatest achievements of 20th-century science. Her field research at Gombe transformed our understanding of chimpanzees and redefined the relationship between humans and animals in ways that continue to emanate around the world. Today Jane Goodall travels the world, writing, speaking and spreading hope through action, encouraging all those she meets to “use the gift of our life to make the world a better place”.
Resource 5: Biscuit Game

This activity aims ‘to investigate how and why some people may experience inequality/social exclusion on the basis of their material circumstances in local and global contexts.’

Aims:

• Introduce participants to the world’s resource distribution
• Become aware of our unequal and imbalanced world both locally and globally
• Explore how the unequal distribution of wealth may give rise to conflict

You will need:

Biscuits

Method:

• As participants enter the room, instruct them to sit at tables numbered 1-6
• Each table should have a bag containing biscuits according to the table below

<table>
<thead>
<tr>
<th>Table</th>
<th>Continent</th>
<th>No. of participants</th>
<th>No. of biscuits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Australasia</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>Asia</td>
<td>6</td>
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<td>3</td>
<td>Europe</td>
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<td>5</td>
<td>Africa</td>
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<td>1</td>
</tr>
<tr>
<td>6</td>
<td>North America</td>
<td>1</td>
<td>10</td>
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</tbody>
</table>

• Participants are given a few minutes to eat all their biscuits. The facilitator should not interfere
• Invite each table should pin their number on a world map to whichever continent they think they are

Discussion points:

• - How did you feel about receiving a large/small amount?
• - How did the other tables respond to you?
• - Is this distribution fair? Why/ why not?
• - Why do some have so much and some have so little?
• - What would make it fair?
• - What do the 6 tables represent?
• - If you lived in one of the poorer countries, what are some of the other things that you may not have?

Note: Discussion points may arise depending on the students’ reactions. E.g. if there was sharing this could be used
Resource 6: Issue Tree

LEAVES
What are the solutions to this issue?

FRUITS
Who do I need to work with to achieve these solutions?

BRANCHES
What are the effects of the issue?

TRUNK
What is the issue?

ROOTS
What are the root causes of the issue?