Lesson Plan – Gender, Race, and Global Politics

Review of first reading comprehension

- All readings are in the Moodle folder at top of the page – please look for both authors and title when looking for readings
- Please only use the readings when answering the questions – no outside sources
- Some clearly did not read but answered the prompts based on their current knowledge – not the purpose of the assignment. This time, it's ok but next week, this will be marked as a fail.
- How difficult did you find each reading?

Review of key terms from readings

1. What is the difference between gender and sex?
    a. Gender is not about identification
    b. Gender is about how society thinks men and women should behave and present themselves
2. What is race?
3. What does it mean if an idea or concept is socially constructed?
4. What does it mean for women to be invisible? BASED ON THE READINGS

Google Image Search - Visibility and Enactment of gender and race in World Politics

1. Answer the following questions based on the google image search: *Who are the main actors?*

    a. What race are they?
    b. What gender are they?
    c. What role do they occupy?
    d. Are they in a position of power or vulnerability?
    e. What emotions do they portray? What feelings do they invoke?

2. Google image searches:

    a. War
    b. Peacekeeping mission
    c. Climate Change Effects (advanced search: photo only)
    d. Terrorism
    e. Nuclear proliferation (advanced search: photo only)
    f. Global Poverty (advanced search: photo only)
    g. Free trade (advanced search: photo only)
    h. Human rights violations (advanced search: photo only)

3. Based on the google image search and our readings – answer the following questions:

    a. How is gender enacted in world politics? Passive/active, nurturing/leading, missing/present, public/private
    b. How are patterns of imperialism and Western colonization visible or normalized in world politics? What roles do European/Western people play vs. non-whites? (see above for categories)
    c. How does race and gender intersect? Intersectionality and hierarchies of power

Population & Resources

Recap of History & Globalization

1. Pick a person to volunteer their news article
2. How does it relate to what we talked about in class last week?

Go Fish

1. Group of 4 individuals: 40 paper straws, 10 paper plates, 40 paper cups
2. Each group gets 16 m&ms
3. Do 4-5 rounds each

Start new rounds but change it up:

4. Have extra fishermen skip the first round.
5. In round 2, add new fishermen to those with resource pressure (few fish) > population pressure on resources
6. In round 3, remove half of fishermen from 2 groups (medium amount of fish) > pressure lessens on resources due to population decline

<u>Instructions</u>

1. You are all the heads of your family and your only income is fishing. Once a year you can go fishing in the ocean.
    a. 1 fish = your family starves
    b. 2 fish = your family lives
    c. More than 2 fish = you can sell fish for profits
2. If your family starves, you cannot fish the next year
3. You have 30 seconds to fish each round. Place your hands behind your back and use the straws to fish – ABSOLUTELY NO TALKING
4. You will fish for 5 years – every year the fish reproduce

Reflection (free-write)

"In the end, our society will be defined not only by what we create, but by what we refuse to destroy"

Discussion

1. How did you feel when you realized you depleted your fish stock?
2. How did you feel when other fishers joined your ocean group?
3. How does this activity relate to the readings of this week?
4. What is missing from this game? Climate change, disasters, hunting
5. What other resources are similarly tragedy of the common?
6. How could you address the tragedy of the common?

International Landmine Ban Treaty – Class Activity

Watch: ICBL Network, Mine Ban Treaty Video (8 min.)

1. **Problem Recognition > what problem needs int'l action?**

2. **What is the goal of the advocacy coalition?**

3. **Who were the important actors? Think both non-governmental actors and individuals**

International Landmine Ban Treaty – Class Activity

4. **What are some of the tactics used to convince states to support goals of the campaign?**

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5. **What does the treaty require states to do?**

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6. **What types of mechanism exist to hold states accountable and make sure that they follow the treaty?**

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Lesson Plan: Climate Change

1. **Current Event Reflection**

    a. Take out syllabus and have them read it
    b. What is required to pass?
    c. Go over “how it expands build upon” by using Great Superpower example
    d. Go over grade requirement (table)

2. **Climate Change**

    a. Draw tree on board
    b. Roots = causes of climate change
    c. Branches = symptoms
    d. Leaves = solution
    e. Mark = which one is mitigation (slow/prevent it) and which one is adaptation (live with it)?

3. **Ecological Handprint**

    a. Hand out ecological handprint and have them fill it out
    b. Reflection: do you think your handprint is small or big (big = better)

4. **Make ISU greener and more sustainable!**

    a. Go through REND and evaluate the ecological handprint of the building
    b. What reduces the carbon footprint?
    c. What increases the carbon footprint?
    d. What things could ISU or you do to improve the ecological handprint of REND?

ECOLOGICAL HANDPRINT

For each action you are already doing, shade in the numbered circle on your handprint.
For each action you would like to in the future, shade in that circle with a different colour.

Consumption

9. Before I buy something new I consider – Do I need it? Can I borrow it? Can I buy is second hand?

10. I buy local ecofriendly products

11. I bring my own bag when shopping

Water

12. I conserver water

13. I drink water from the tap

14. I have a rain barrel

15. I know my watershed

Food

16. I look for ways to reduce my meat

17. I garden

18. I eat mostly home cooked meals

19. I compost

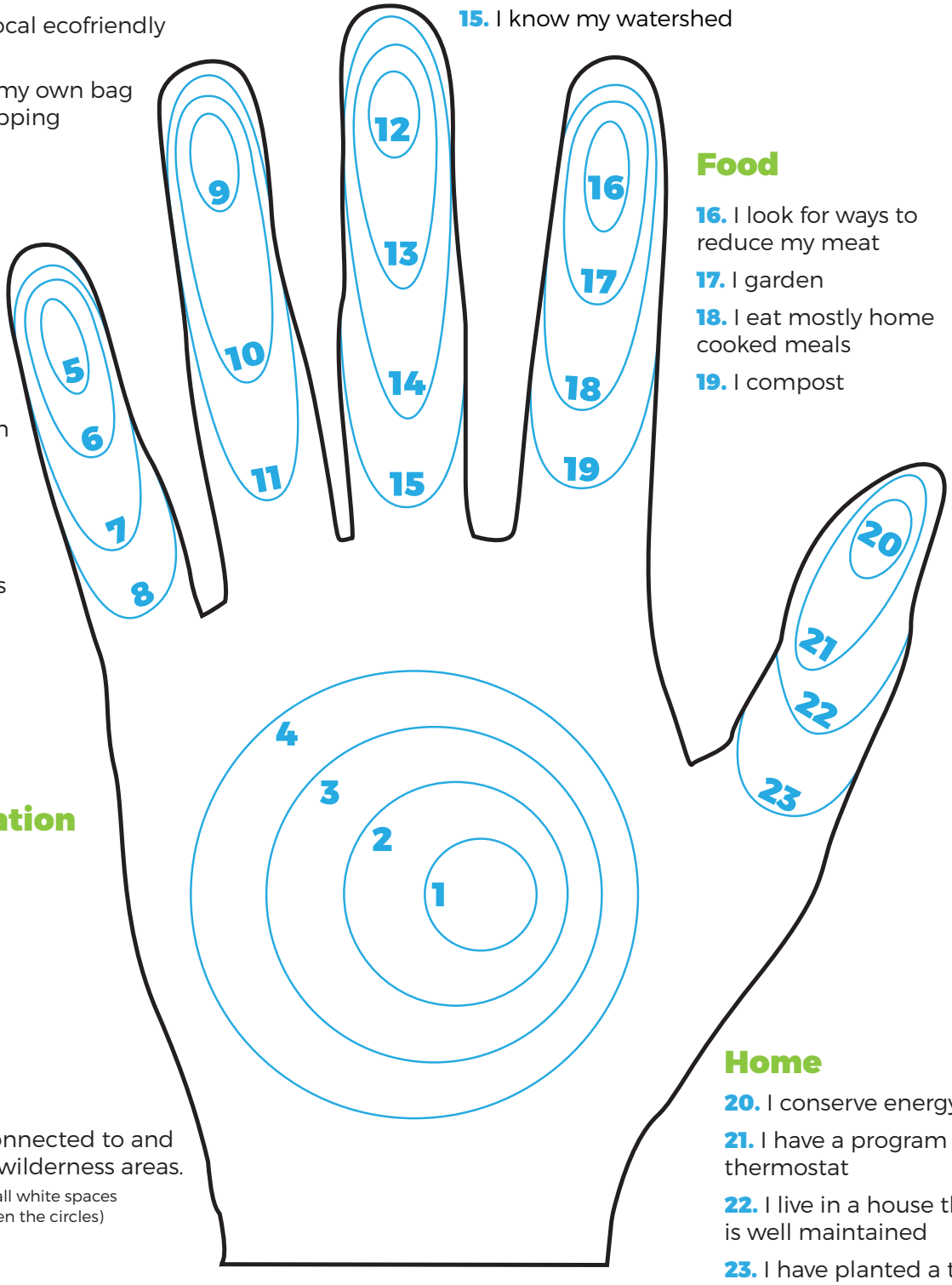
Community

5. I stay informed on sustainability issues

6. I share information

7. I stand up for important issuues

8. I volunteer with local sustainability related organizations



Transportation

1. I walk

2. I cycle

3. I take the bus

4. I carpool

24. I feel connected to and cherish our wilderness areas.

(Colour all white spaces between the circles)

Home

20. I conserve energy

21. I have a program thermostat

22. I live in a house that is well maintained

23. I have planted a tree

Lesson Plan Terrorism

Gallery Art Walk – Resources needed

- 4 giant post-its and 2 white boards
- 6 markers in different colors

Questions for Art Walk

1. What is Terrorism? What is a terrorist attack?

   - Violence against civilians committed by people or groups motivated by precise political and ideological objective
   - Inspiring fear and psychological terror in victims and bystanders
   - Political goals not undertaken for financial gain
   - Committed against civilians and other targets by nonstate actors with fewer resources and less power than the state
   - Terrorist attack = (1) violent incident to achieve political/economic, religious, social goal; (2) meant to coerce, intimidate, or convey a message to broad audience; (3) targets civilians and is not an act of war?

2. How can you categorize terrorist groups?

   - Ethno-nationalist groups = seek independence or autonomy
   - Left wing groups = anti-capitalist, Marxists; goal is to overthrow capitalist (exploitive and oppressive government)
   - Right-wing groups = nationalist, racists, white supremacists, xenophobes, anti-democratic/Semitic/communist/government; Christian religious leanings, favor military, preserve status quo
   - Religious orientated groups = extreme interpretation of faith; violence means salvation
   - Animal rights and environmental rights don't fit either category
   - One terrorist group can fit in several categories
   - Categories do not know geographical borders
   - Terrorist attacks can be committed by individuals who were inspired by terrorist groups or their ideology
   - US department definition of foreign terrorist organization:
     - Must be from other country
     - Engage in terrorist attacks/ability to do so = premeditated, politically motivated violence" that attacks civilians and is carried out by groups or people acting in secret
     - Threaten safety of US nationals or US security (economic and military)
     - State sponsored terrorism = Iran, North Korea, Sudan, Syria

3. How common is terrorism in the world today?

   - Low threat of terrorist attacks in the US
   - Increased terrorist attacks globally 2002 – 2014; now on decline
   - 99% of deaths by terrorists occurred in war-torn countries: Afghanistan, Iraq, Syria, or with high levels of political terror, e.g. Nigeria
   - Four deadliest terrorist groups: Islamic state, Taliban, Boko Haram, Al-Shabaab

Lesson Plan Terrorism

4. How can states and the international community combat terrorism?

    - Tactical counterterrorism = actively disrupt networks and cooperation of law enforcement agencies, covert cyber operations, targeted strikes (drones!)
    - Strategic counterterrorism = reduce appeal of extremism, limit financial resources; work with social influencer to counteract recruiters in vulnerable communities
    - Make population less vulnerable: more security, enacting barriers, airport security; resilience in case of attack (first response, stockpile medical and infrastructure resources)

5. How do terrorist groups finance themselves?

    - Illegal activities: cocaine trade (FARC); kidnapping for ransom, mining minerals, extorting energy companies, taxing gold mines; taxing of population (Islamic State), looting/confiscations
    - Money laundry through charities
    - Direct donations
    - Money = means to an end

6. How do people become radicalized?

    - Sense of belonging, purpose, and identity esp. if excluded in own society
    - Online or peers in local community, books/articles
    - One-on-one converting > terrorist gives people answers they are looking for

Instructions

1. **Assign groups and roles**: recorder (who writes) – switch every station; emissary (ask teacher for help); reporter (summarize findings)
2. **Direct teams to different charts or "stations**." each team writes comments for the question posed at the station (bullet points)
3. **Rotate to New Station and Add Content**: After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates to the next station. At the new station the group adds new comments and responds to comments left by the previous group.
4. **Instructor Monitors Progress**: As groups rotate, the instructor nurtures student discussion and involves all group members. Be ready to rephrase questions or to provide hints if students either don't understand or misinterpret questions; be ready to provide instructions for those that still don't understand how to conduct a Gallery Walk.
5. **Return to Starting Point**: Teams continue to review the answers already contributed by previous groups, adding their own comments. This procedure continues until groups have visited all stations and return to the station at which they started.
6. **Report Out:** In the "Report Out" stage, the group synthesizes what has been written about their original discussion question. Allow about ten minutes for the group to synthesize comments. The "reporter" chosen earlier, summarizes the group's comments with the help of other group members and makes an oral presentation to the class using the blackboard or on an overhead projector. The oral report should not exceed five minutes in length.
7. **Gauge for Student Understanding**: During "Report Out" stage, the instructor reinforces correctly expressed concepts and corrects for misconceptions and errors.

Clash of Civilization

Announcement: Frank Church Symposium:

Recap Discussion forum: Is globalization just colonialism in a new disguise?

1. What is the difference between colonialism and globalization?
    a. Political and economic control vs. economic dominance
    b. Complete control of territory > loss of sovereignty
2. What are similarities between colonialism and globalization?
    a. Exploitation of economic resources: cheap labor and lack of labor/corporate regulation
    b. Benefits mostly Global North > profits are not reinvested in Global South
    c. Global South countries remain sovereign nations
    d. Mostly an economic pursuit > major actors are corporations not governments
3. Common argument: globalization is not done by force
    a. Hard vs. soft power
    b. Structural adjustment loans
    c. Structural and historical legacies of colonialism and its impact on choice

Watch: Huntington in Conversation (first 20 minutes)

1. Answer work sheet in groups
2. Extra-credit: if particularly well done, they can skip a discussion forum of choice

Debate: Huntington was right – today's global conflict are largely driven by a clash of civilizations

1. Ask first who agrees with that statement – assign them the opposite argument
2. Have both groups come up with arguments and specific examples from current events that back up their claim
    a. What drives conflict today?
    b. How is the terminology of civilizations lacking?
    c. What are alternative explanations of today's conflicts?

Clash of Cultures?

1. In what time frame/historical background has the debate emerged?

_____
_____

2. Into how many and which civilizations is the world divided?

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3. What examples does Huntington list to show that the major fault lines will be along cultural identities?

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4. According to Huntington, how is the West different?

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5. Is this true today? Are some of the issues still hot-topics today?

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Clash of Cultures?

6. What are the criticism of Huntington thesis?

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7. What roles does religion play in his argument?

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8. According to Huntington, is the West in decline and why or why not?

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9. Do you think that Huntington is right? Is the 21st century characterized by a clash of civilization and if so, can you name examples?

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10. Is the War on Terror a result of the clash of civilization?

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Class Activity – National Identity

1. Assign each student to a group
2. Assign each group a national anthem/patriotic song

3. Students should answer the following questions:
    a. How does your country define what it means to be a member of its nation?
    b. What elements reflect the idea of droit du sang?
    c. What elements reflect the idea of droit du sol?

4. Have one member of each group report back to the full class
5. Write all answers on board
6. Ask class: what are some common themes and elements?

US: Proud to be an American

If tomorrow all the things were gone
I worked for all my life
And I had to start again
With just my children and my wife
I thank my lucky stars
To be living here today
'Cause the flag still stands for freedom
And they can't take that away
And I'm proud to be an American
Where at least I know I'm free
And I won't forget the men who died
Who gave that right to me
And I'd gladly stand up next to you
And defend Her still today
'Cause there ain't no doubt
I love this land
God Bless the U.S.A.
From the lakes of Minnesota
To the hills of Tennessee
Across the plains of Texas
From sea to shining sea
From Detroit down to Houston
And New York to L.A.
Where's pride in every American heart
And it's time we stand and say
That I'm proud to be an American

France: La Marseillaise

Let's go children of the fatherland,

The day of glory has arrived!
Against us tyranny's
Bloody flag is raised! (repeat)
In the countryside, do you hear
The roaring of these fierce soldiers?
They come right to our arms
To slit the throats of our sons, our friends!

Grab your weapons, citizens!
Form your battalions!
Let us march! Let us march!
May impure blood
Water our fields!

This horde of slaves, traitors, plotting kings,
What do they want?
For whom these vile shackles,
These long-prepared irons?
Frenchmen, for us, oh! what an insult!
What emotions that must excite!
It is us that they dare to consider
Returning to ancient slavery!

What! These foreign troops
Would make laws in our home!
What! These mercenary phalanxes
Would bring down our proud warriors!
Good Lord! By chained hands
Our brows would bend beneath the yoke!
Vile despots would become
The masters of our fate!

Great Britain: Rule Britannia

When Britain fi-i-irst, at heaven's command,
Aro-o-o-ose from out the a-a-a-zure main,
Arose, arose, arose from out the a-azure main,
This was the charter, the charter of the land,
And guardian a-a-angels sang this strain:
Rule Britannia!
Britannia rule the waves
Britons never, never, never shall be slaves.
Rule Britannia!
Britannia rule the waves.
Britons never, never, never shall be slaves.
The nations, no-o-o-o-ot so blest as thee,
Must i-i-i-i-in their turn, to ty-y--yrants fall,
Must in their turn, to ty-y-rants fall,
While thou shalt flourish, shalt flourish great and free,
The dread and e-e-e-e-nvy of them all.
Rule Britannia!
Britannia rule the waves.
Britons never, never, never shall be slaves.
Rule Britannia!
Britannia rule the waves.
Britons never, never, never shall be slaves.

Nigeria: Great Nation

Here we stand as a people
With one song, with one voice
We're a nation, undivided and poised
We will take our stand, and build our land
With faith to defend what is ours
Here we are as a people
With one heart, for one cause
We're determined to rebuild and restore
Where freedom reigns, and truth prevails
A land where there's hope for us all
A land where there's hope for us all
We're all we have, we'll defend our land
We believe in this nation, and we know we'll get there
We're all we have, we'll defend our land
We believe in Nigeria and the promise she holds
And that one day we'll shine like the sun
We're a great nation

Though we are many people
Different tribes, different tongues
We're united in our strength and resolve
To uphold the honour of our land
And for generations to come
And for generations to come
We're all we have, we'll defend our land
We believe in this nation, and we know we'll get there
We're all we have, we'll defend our land
We believe in Nigeria and the promise she holds
And that one day we'll shine like the sun
We're a great nation
Nigeria Nigeria
Nigeria Nigeria
Nigeria Nigeria
Nigeria Nigeria

Peru: national anthem

We are free; let us always be so,
And let the sun rather deny its light
Than that we should fail the solemn vow
Which our country raised to God.
Than that we should fail the solemn vow
Which our country raised to God.

For a long time the Peruvian, oppressed,
Dragged the ominous chain;
Condemned to cruel serfdom,
For a long time he moaned in silence.
But as soon as the sacred cry of
Freedom! was heard on his coasts,
He shook off the indolence of the slave,
He raised his humiliated head.

China: The East is Red

The east is red, the sun is rising.
From China comes Mao Zedong.
He strives for the people's happiness,
Hurrah, he is the people's great saviour!
(Repeat last two lines)
Chairman Mao loves the people,
He is our guide
to building a new China
Hurrah, lead us forward!
(Repeat last two lines)
The Communist Party is like the sun,
Wherever it shines, it is bright
Wherever the Communist Party is
Hurrah, the people are liberated!

Australia: The Song of Australia

There is a land where summer skies
Are gleaming with a thousand eyes,
Blending in witching harmonies ;
And grassy knoll and forest height,
Are flushing in the rosy light,
And all above is azure bright — Australia!
There is a land where honey flows,
Where laughing corn luxuriant grows,
Land of the myrtle and the rose;
On hill and plain the clust'ring vine
Is gushing out with purple wine,
And cups are quaffed to thee and thine — Australia!
There is a land where treasures shine
Deep in the dark unfathom'd mine
For worshippers at Mammon's shrine;
Where gold lies hid, and rubies gleam,
And fabled wealth no more doth seem
The idle fancy of a dream — Australia!
There is a land where homesteads peep
From sunny plain and woodland steep,
And love and joy bright vigils keep;
Where the glad voice of childish glee
Is mingling with the melody
Of nature's hidden minstrelsy — Australia!
There is a land where, floating free,
From mountain-top to girdling sea,
A proud flag waves exultingly;
And FREEDOM'S sons the banner bear,
No shackled slave can breathe the air,
Fairest of Britain's daughters fair — Australia!

Poland: national anthem

Poland has not yet succumbed.
As long as we remain,
What the foe by force has seized,
Sword in hand we'll gain.

March! March, Dabrowski!
March from Italy to Poland!
Under your command
We shall reach our land.

Cross the Vistula and Warta
And Poles we shall be;
We've been shown by Bonaparte
Ways to victory.

As Czarniecki Poznan town regains,
Fighting with the Swede,
To free our fatherland from chains,
We shall return by sea.

World Trade Game

Introduction
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.

The earth is divided into two parts: The economically rich north (industrialised countries as the US, Japan and Europe) and the poorer Global South (meaning Africa, Latin America and parts of Asia). There are many ways of explaining the differences between North and South but one thing is clear. The gap between rich and poor is becoming bigger partly because of the world trading system we have today which makes the North richer at the cost of the South.
The game will try to show, through the production of different paper products, how the world trade works. How do countries interact? Who are the winners? Who are the losers?

Who can play?
The game can be played by anyone preferably over the age of 14. The number of participants should be between 15 and 30, if the group is bigger than that you can run two games at the same time. The rules are simple and the knowledge you need to play is elementary.

Time and place
- You need at least forty-five minutes for the game including the discussion afterwards. The game can be used alone or as a part of a longer educational program.
- You need a room big enough for 6 groups with around 4-6 participants in each group.
- Each group needs a chair for each participant and one table.
- There should also be space to move around between the groups.
- Preferably divide the 6 groups into the 3 different categories (see below) so that there are two groups in each category.
- If you use less than 6 groups make sure that the balance between 'technology' and 'raw material' stays the same.
- The game organisers need a table, a blackboard, and some spare pens, papers, and 'money'.

Source: http://www.oikoumene.org/?id=4195 (World Council of Churches)

Equipment
For 30 participants you need:

- 30 sheets of A4 paper in the same colour
- 30 '100 $ notes'
- 2 sheets of coloured paper
- 2 tubes of glue
- 2 pairs of compasses
- 4 pairs of scissors
- 6 rulers
- 2 triangles
- 14 pencils/ pens

Group Categories country suggestions	**Number of Participant**	**Distributed Resources**
Category A USA EU	 4 4	**Resource set A:** 2 pairs of scissors 2 rulers 3 markers 2 compasses 1 triangles 1 sheet of paper 6 '100 $ notes' 4 pencils
Category B India Brasil	 5 5	**Resource set B:** 10 sheets of paper 1 sheet of coloured paper 1 tube of glue 2 '100 $ notes'
Category C Mozambique Tanzania	 6 6	**Resource set C:** 4 sheets of paper 2 pencils

Ready to Play?
All participants must be able to see the models of the products they are producing (see below). Draw the models on the black board or on big sheets of paper.

The game needs three organisers:

Two bureaucrats in the World Bank. The bank's job is to quality check the products and write down all the deposits in the different bank accounts as well as adding 10% interest every 5 minutes.

The game's facilitator - UN. The facilitator's role is to lead the game, observe how things develop and sometimes change the development of the game by introducing new elements. Because the facilitator is also supposed to lead the discussion afterwards it might be helpful to write down everything that happens; comments, happenings etc.

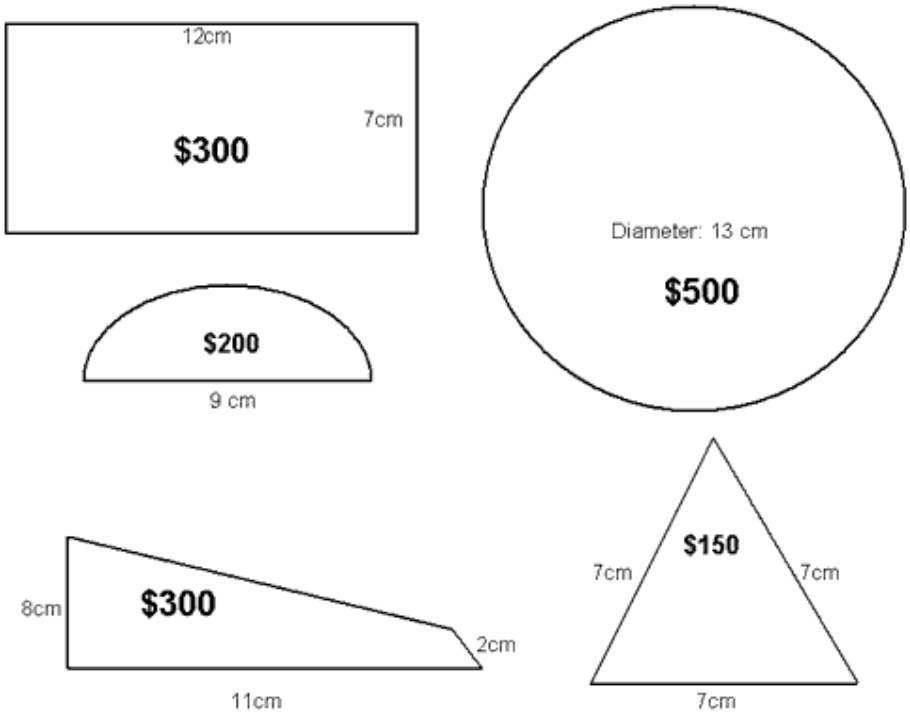
The Rules

- All products must have clean, sharp ends, be cut by a pair of scissors, and have the exact size.
- You can only use the materials that have been given out.
- When you have produced 5 examples of one product you can present this to the Bank. If the quality is good enough the amount of money your products are worth will be written down in your bank account.
- Every 5 minutes the Bank will add 10% interest to the amount of money already in your account.
- You are not allowed to use physical force or violence.
- The facilitator, who represents the UN, will mediate in case of disputes between countries.
- The end result only includes what is already in your bank account when the game ends.

Instructions for the facilitator

Explain the aim and rules thoroughly. Answer questions but make it clear that you will not answer any questions when the game starts.
Divide participants into 6 groups and give them their countries' resources.
In the beginning there will be confusion and you'll get a lot of questions; "Why don't we have any markers?", "What is the coloured paper for?" Remember not to answer any questions. Make sure all the initiative come from the participants and not from you.
The production and trading may last for 30-60 minutes, all depends on how interested the groups are, their activity and initiatives.

What to produce?



Above are the 5 different products the groups can produce. When you have produced for example five triangles you go to the bank for quality check and if they are good enough you will get $150 x 5 = $750 into your account.

Source: http://www.oikoumene.org/?id=4195 (World Council of Churches)

For the Facilitator (important points during and after the game):

Notice everything that happens
The category "A" countries will probably start producing goods at once but they will run out raw material (paper) quite soon. Then they will have to try and get hold of more paper from the other groups. Because you are the only one that can see how the game really develops it is important that you notice how alliances and trade conditions change throughout the game. Use your observations in the discussion after the game. Take notes.

Stimulate activity
Sometimes the facilitators have 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 bank about all 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:

- *Price-changes on the global market*
  After a while you can change the price of some products. That way the rich countries for example will find out that their compasses are not as useful as they used to be. From this you can 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 product on the market. (Like oil prices in the mid 80's/ supply and demand)

- *The coloured paper*
  Two of the groups have a coloured paper and some glue. They have no idea what to use it for. This represents an unknown natural resource. You can make it known for two other groups, e.g.: If you stick a little piece of the coloured paper on to your normal products the price of those products will increase 4 times.
  These two 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. (Like Zambia sold the rights to exploit and export copper to Rhodes in the late 19th century.) Or they get suspicious and won't sell it.

- *Development assistance*
  You might want to inspire a country or two by giving them some economic assistance from the UN, with conditionalities attached: 1/3 of what they produce with UN support must be paid back to the UN. You can also support a country with technology (e.g. a pair of scissors). If you decide to support a country or one of the rich countries start supporting a poorer country, this can be used later to discuss the motives behind development assistance.

- *Import taxes*
  A group of countries can make restrictions on trade with other countries to protect their own interests, e.g. the EU have higher import taxes on treated goods than raw materials. A couple of years ago the import tax on fresh pineapples was 9%, on tinned pineapple the tax rate was 32% while tax on pineapple-juice was 42%. This way the EU make sure that the Third World countries keep on producing and exporting primary goods.

Other options

- *Trade restrictions and sanctions*
  Both you and the different countries can set up either multi- or bilateral trading restrictions or sanctions. Examples from the real world: South Africa, Iraq, Cuba etc.

- *Raw materials*
  You can for example give a bunch of papers to one country and then announce for "the whole world" that a new source of raw material has now been found in this country.

Facilitation

Step 1: Read instructions carefully and ensure all the materials are present

Step 2: Divide the groups carefully, so that group A has more people than groups B and C who in turn have more people than group D, e.g. with 16 people in total, 5 in group A, 4 in groups B and C, 3 in group D. Ask if anyone has played the game before. Put them in group A.

Step 3: Read out the objectives of the game and the rules, but only once. If the participants have further questions, tough! Stick the rules on the wall.

Step 4: Play the game. Give them at least 15 minutes at the beginning to begin work, before introducing new information to the game. Remember to keep a mental note of what is happening during the game. Halfway through the playing time, give them a reminder to bring their shapes to the bank.

Step 5: At the end of the game, ask the banker to announce the winning team. Pray that its group A! (Occasionally you get a challenged A group and it is up to you to rig the rules in their favour).

Step 6: With the participants remaining in their groups, ask them what happened during the game - in the beginning, in the middle and at the end. How did they feel? Begin with the D group. Finally ask what countries the groups might represent.

Step 7: Explain that the game is now over. Participants should stand up, move around and end up sitting with people outside their group.

Step 8: Ask the participants to make connections between what happened in the game and what goes on in real world. For example, if there was conflict between groups during the game, you could ask if trade ever leads to conflict in the real world. If possible, back it up with and example. If some groups perceive that the bank gave preferential treatment to certain groups, ask if this happens.

Step 9: Finish off with a discussion about the relative merits of aid and trade for eliminating poverty. You could mention the Oxfam Ireland campaign 'Make Trade Fair' about the double standards and rigged rules in world trade. Tradematters Coalition

Ideas for discussion

Fair trade
Some of the participants will probably get accused of cheating. That gives you the perfect chance to discuss moral issues and ethics in international business.

"It's not fair!"
Hopefully the participants will point out this fact quite early. After the game it is important to use this statement and together try to find out:

- **What was not fair about the game?** – draw out of this discussion who is making the rules of the world trading system and why do they have this power? Discuss the ways that rich countries became rich; protecting their infant industries, colonization, slavery etc. And look at how they remain rich – system of exploitation with the rules rigged in their favour.
- **What does the game tell us about the real world?** – the workings of the World Bank, the relationship between the UN, the World Bank, and rich countries.
- **How does it feel to be rich?** – rich countries benefit from the world trade system (exploitation/capitalism) and at the same time offer aid to 'develop' poor countries, but also rich countries attach conditions to this aid.
- **How does it feel to be poor?**
- **Why is it so difficult to change an unfair system?** – voting system of the World Bank, WTO
- **Who owns the world's natural resources?** – patents, developed countries having control over turning natural resources into finished products (subsidies and barriers),
- **Who owns the world's technology?**

Try to move the discussion from describing how the world is today to how the participants would like the world to be. Try also to make them discuss the moral responsibility that goes with wealth.

Notes post-Trading Game

- More than a half of the hundred largest economies in the world are corporations.
- Just 500 multinational corporations control 70% of global trade.
- The top 100 corporations account for one third of the total foreign direct investment.
  - While rich countries keep their markets closed, poor countries have been pressurised by the International Monetary Fund and the World Bank to open their markets at breakneck speed, often with damaging consequences for poor communities.
  - The international community has failed to address the problem of low and unstable commodity prices, which consign millions of people to poverty. Coffee prices, for example, have fallen by 70 per cent since 1997, costing exporters in developing countries $8bn in lost foreign-exchange earnings.
  - Powerful transnational companies (TNCs) have been left free to engage in investment and employment practices which contribute to poverty and insecurity, constrained only by weak voluntary guidelines. In many countries, export-led success is built on the exploitation of women and girls.

- Many of the rules of the World Trade Organisation (WTO) on intellectual property, investment, and services protect the interests of rich countries and powerful TNCs, while imposing huge costs on developing countries. This bias raises fundamental questions about the legitimacy of the WTO.

Source: http://www.oikoumene.org/?id=4195 (World Council of Churches)

UN Development Bank

You can only offer loans starting 10 minutes into the simulation

Option 1: Convince the USA or EU (or both) to offer development aid to other countries. They can choose from these options:

1. Lend scissors/ruler/compass/pencil to another country for:
    a. 2 minutes
    b. 5 minutes
    c. 10 minutes
    d. Other time period

2. Ask for interest on the loan by adding an interest rate on each product produced during the lending time
    a. 10%
    b. 25%
    c. 50%
    d. Other interest rate

Option 2: Offer a structural adjustment loan to a country (except for USA or EU)

Loan: scissors/ruler/paper/pencil/money

Structural adjustment requirement:

1. complete all your products with one hand only, OR
2. do 10 jumping jacks in between each product, OR
3. do 10 push-ups in between each product, OR

Option 3: Lend a certain $$$ amount to a country (except for USA or EU) in return for interest. Countries can choose how much they want to borrow.

1. Value of scissor = $400
2. Value of pencil = $250
3. Value of ruler = $500

Whenever you exercise your right to offer help, please inform the bank about the loan terms.

FEDERAL RESERVE NOTE
THE UNITED STATES OF AMERICA
100
ONE HUNDRED DOLLARS

Learning Objective:

1. Definition of Poverty
2. How to measure poverty
3. Types of poverty

Activity 1: What is poverty? (10 minutes)

1. Agree and disagree on white board
2. Read out statements, let students arrange based on whether they agree/disagree
    - Not having enough money to be able to eat 2 meals a day+ ($1 a day)
    - Not being able to afford food, and clothing ($2 a day)
    - Not having any access to clean water and sanitation
    - Not being able to read or write
    - Not being able to have voice in my community
    - Not being able to live in a place that is safe from flooding
    - Not being able to vote in elections
    - Not having a doctor or nurse living in my area
    - Not being able to afford new clothes for special occasions
    - Not being able to afford the bus fare to visit a relative in another town
    - Not being able to afford a

Activity 2: Where do you stand? (10 minutes)

1. Hand out cards with profession and salary on it
2. Ask students to arrange themselves in a line from richest to poorest
3. Now ask them to forget about their salary and organized themselves in terms of standard of living, life opportunities and general wellbeing. They should rearrange themselves quite a lot.
4. Lead a discussion as to who moved and why. The class will realize poverty is not all about economic wealth.

Activity 3: Global Poverty Case Studies

1. Split class into 6 groups and hand each group one case study
2. Ask them what the main reasons are for poverty in each case?
3. Use this framework:

Often late for school:	
Social, i.e people	**Environmental.**
I feel sleepy in the morning and find it difficult to get up	Trains don't run when leaves on line
Political, power	**Economical –money**
The school doesn't crack down on late comers so I don't make an effort to be on time.	Mum's car sometimes doesn't start

Summary of class: What is poverty?

1. Definition of poverty = being deprived of the necessities of life; i.e. lacking sufficient food, fuel, shelter, and clothing to maintain physical efficiency

2. Relative vs. absolute poverty
    a. Relative poverty: a standard of poverty in which people are deprived of the living conditions and amenities which are customary in the society to which they belong
        i. Poverty line
    b. Absolute poverty: A standard of poverty that is based on an income level or access to resources, especially food, clothing and shelter, which are insufficient to keep body and soul together
        i. Purchasing power parity (PPP) $1.25 a day

3. Challenge to traditional definition:
    a. Positive freedom important based on basic (material) needs: restricted opportunities and absence of freedom > human development idea
    b. Positive freedom: life expectancy/health, education/literacy, fuel/sanitation/shelter, demography/sustainability, human security (food, jobs, crime, personal distress), gender equality

4. Causes of poverty: global inequalities, poverty cycle, lack of development

5. Addressing poverty
    a. Modernization theory: poverty as cause of underdevelopment: economic growth = less poverty
    b. Trickle down, import substitution (domestic industries are protected from foreign competition until their ready to compete)
    c. Structural adjustment programs > conditionality, debt crisis
    d. Tobin tax = transaction tax on foreign currency dealings
    e. Green revolution
    f. Debt relief
    g. Fair trade
    h. Food dumping = donation of surplus food to poor countries