

SELECTION OF GAMES, SIMULATIONS AND EXERCISES

RELEVANT TO 'OUT OF THIS WORLD'.

GOING SPOTTY (Source, The Global Classroom, Centre for Global Education)

With eyes closed, students are given a sticky coloured label on their forehead. On opening their eyes, they must find others with the same coloured label. This is a useful way of predetermining group size and composition in an enjoyable way.

BAFA BAFA (Google Bafa Bafa for numerous sources)

A cross-cultural simulation applicable to a wide age range. In outline, a class is divided into two groups, or 'cultures', which have very different customs and language. Visitors from one group to the other first observe then report back, to allow subsequent visitors to interact with the 'foreign' society. Debriefing explores attitudes and feelings about 'strangers' and unfamiliar environment.

WORD WIZARD (Source, D. Brandes, Gamester's Handbook)

Each person is allowed to choose 4 words. Using only these words, together with any signs and gestures, a student attempts to communicate with another, and when communication has been established, words (up to 8) can be shared. The process can be repeated until quite a large common vocabulary has been built up.

SPLIT IMAGES (Source: C.M. Andrews, cf 'Monster Making' in Friendly Classroom for a Small Planet')

An exercise in co-operative drawing. Each person is asked to imagine what a creature from outer space might look like, then, working in groups of three, each person is asked to draw one part of the creature, i.e. top, middle, and bottom. (Avoid referring to head, body and tail). Each group – or each person - is given a sheet of paper divided by horizontal folds into three equal parts. The first person draws only their part and, folding it over, passes it on to the second person who adds their part to what they think the first person had in mind. The paper is passed on again for the third person to complete. Drawings are then displayed.

STRANGE ENCOUNTER (Source: C.M. Andrews)

This is an exercise in exploring difficulties in communication. Ask for two volunteers, preferably active, expressive and out-ward-going students. Brief each student separately as to their role, as follows:

- a. 'You come from Mars. You cannot see (close eyes or blindfold) and you cannot use any recognisable words. You will meet an alien. You must try to find out what he/she/it eats'.
- b. 'You only eat fish. You cannot speak or make any other sound. You will meet an alien. You must try to find out where he/she/it comes from'.

In the absence of the volunteers, the other students are briefed as to what is happening. The 'aliens' then meet and try to communicate. The class can judge how successful they have been. Communication under the above limitations can be very difficult, and will require a high degree of imagination and improvisation. It is possible that the information cannot be

successfully exchanged. In the debriefing the feelings of the participants can be explored. They will probably include frustration and helplessness.

CONSTITUENCY (Source: Stradling, Noctor & Baines, Teaching Controversial Issues)

An exercise to demonstrate that political constituency boundaries can result in a minority group holding power over a majority. The class is divided into two groups each with an 'uncontroversial' name (e.g. 'Fish' and 'Chips') in slightly unequal numbers, e.g. for class of 30, 16 'Fish' and 14 'Chips'. The room is divided into 3 constituencies made up of (1) 6 Fish & 4 Chips (2) 6 Fish & 4 Chips (3) 2 Fish & 8 Chips. Each constituency can elect one representative to the ruling council. Fish always support Fish, and Chips always support Chips, thus the council will end up with 2 Fish representatives and one Chips representative. Give tokens representing money, food, jobs, etc, or even Smarties to the council for them to allocate to the constituencies. It is likely that the Chips will come off worse, despite the fact that overall they are in the majority. Debriefing explores the 'fairness' of the system and whether proportional representation or some other system would be fairer.

STAR POWER (Source: Oxfam)

This is a trading game which explores the relationships between the 'haves' and 'have-nots'.

WORD HOUSE (Source: Fisher & Hicks, adapted from 'The People Grid')

This is a simulation for sixteen or more people designed to show how the English language has absorbed words and phrases from many different cultures all over the world.

CHINESE WHISPERS (Source: Gamester's Handbook)

A well-known game in a new context. One person tells a short story to another, who then relays it to a third person, and so on. If the story is set in unfamiliar surroundings, there is a tendency for the raconteurs to rationalise the story to their own experiences. A variation of this is to have a picture shown to one person who must then describe it to the next, and so on.

THE TRADING GAME (Source: Christian Aid)

A simulation exercise on trade and prosperity. Participants with unequally distributed resources have to make and 'sell' simple artefacts.

THE GLOBAL CAKE (Source: Davison & Gordon, 'Games & Simulations in Action')

A trading simulation which focusses on the imbalance of consumption of world resources in relation to world population distribution. The class is divided into 'continents' in numbers according to relative population of these continents or sub-continents. Each continent group is given some materials representing the ingredients of a cake. Bargaining and barter must take place to acquire the other necessary materials to make the cake. Eventually a real cake is shared out amongst the participants in proportion to use of resources.

BLIND WALK (Source: Gamester's Handbook)

An exercise in co-operation. One person is chosen as the 'eye' and a number of other people are 'blind' and form a human chain. Without physical contact with the chain and without using any known words of command (e.g. left, right), the 'eye' must guide the chain around

a series of objects, real or imaginary.

FOUR HANDS ON CLAY (Source: 'An Experience Centred Curriculum')

Blindfolded and silent, two people try to make one model out of one lump of clay.

FORTUNATELY/UNFORTUNATELY

A variation of a well-known game. The teacher briefly sets a scene, and then the first student must add to the story beginning with, 'Fortunately'. The next person continues, beginning, 'Unfortunately', and so on, until all the students have had at least one go.

BALLOON DEBATE (Source: Gamester's Handbook)

A well-established debating technique. A balloon carrying several people is in danger, and the only hope is for one person to be thrown out. Each student tries to make the case for not being ejected. For balloon, substitute spaceship.

BIRTH SIGNS (Source: C.M. Andrews)

The teacher makes up several slips describing a personality trait supposedly associated with a particular sign of the zodiac. Negative or derogative statements should be avoided. The slips are then given to the students (at least one slip each) at random. Each student must then give a slip to a person in the class to whom they think the description applies. Students are then asked to find others who share the same birth sign. All zodiac groups examine the slips they have been given and assess appropriateness from their own perspective and accuracy with regard to horoscope 'predictions'.

PUTTING THE WORLD TOGETHER

(Source: C.M. Andrews, cf. 'Cooperative Squares' – Richardson, 'Learning for Change in a World Society

Five identical circular maps of the world are divided up in five different ways, as shown. The pieces labelled A,B,C,D,E, are distributed between five envelopes similarly labelled. Working in groups of 5, students are each given an envelope and, without talking, have to put a world together. They are not allowed to ask for, or take a piece from someone else, but may donate any piece they do not want into a common pool or to another group.

There is only one way of getting five worlds together made up of five pieces each, but at least two ways of getting five complete worlds with variable numbers (4,5, or 6) pieces.

This exercise is not suitable for younger children.



PLUGGING INTO THE WORLD (Source: Anderson, *Schooling & Citizenship in a Global Age*).

An ordinary, everyday account of being woken by an alarm clock, getting up, washing, dressing, having breakfast and setting off for school is examined for all possible links with international trade. Consider all the products – food, furniture, utensils, electrical & electronic goods, toiletry & cosmetics, clothes, etc - , where they are made and by which company and how the products get to us. A web could be drawn showing oneself at the centre of a network with links to many different countries in respect of the everyday products we use.

SPECIFICATIONS OF SPACESHIP EARTH

MASS 6,600 million million million tons

VOLUME 260,000 cubic miles

DIAMETER 7,900 miles

SURFACE AREA 197 million square miles (Land: 57.5 million, Sea 139.5 million)

PRESENT POSITION Elliptical orbit around the Sun, a small star in the Milky Way galaxy

SPEED 66,000 miles per hour in orbit, 1000 miles per hour at the equator,
spinning about own axis.

AGE Over 4,500 million years

STRUCTURE Core Nickel & Iron, over 2,000 miles thick

Mantle Higher density silicate rocks up to 25 miles thick

Crust Low density silicate rocks up to 25 miles thick

Atmosphere Mostly Nitrogen (78%) & Oxygen (21%). Over 7 miles thick.

TEMPERATURE 15 C average at surface, -56C 7 miles up into atmosphere, 4,000 C
at Earth's core.

PRESSURE 1 atmosphere at surface, less than one-third atmosphere 7 miles up,
up to 4,000 million atmospheres at core.

WATER PURIFICATION Solar evaporation

AIR PURIFICATION Photosynthesis by plants

ANIMAL LIFE Humans have inhabited Earth for about 1 million years

Some species of sea creatures have survived for 600 million years.

NUMBER OF CREW Increasing. 2,000 years ago, 250 million. 400 years ago, 500 million.
100 years ago, 2,000 million. 25 years ago, 4,000 million. 10 years
ago, 6,000 million.

LIVING AREA Mostly concentrated in very small parts of land surface.

LANGUAGE Most common first language is Chinese. English is most commonly
used for global communication.

MAIN FOOD SOURCE Plants. Only about 10% of land surface can be cultivated.

FOOD RESERVE Theoretically, enough for everyone, but distribution is often
ineffective, and its use is inefficient, leading to excessive waste.

MAIN ENERGY SOURCE The sun.

ENERGY RESOURCES Estimates at present rate of use are:

Oil & gas - up to 50 years Coal - about 300 years

WASTE DISPOSAL Often inadequate and uncoordinated, which may cause contamination

of air and water supply. Recycling improving in some areas but still needs to be more widely practised globally.