

# Trading Trainers game



*A Simulation game about  
working hard for a living and staying poor*

# Trading Trainers game

*The aim of this game is to help the players understand how it is still possible to be poor even if you work hard for a living. The game is set in an imaginary Latin American shanty town, where small family businesses are making training shoes to sell to the local market. Their aim is to make ends meet. However the country itself is in economic crisis and inflation is rocketing. How will they survive?*

## Time Required

One and a half hours, including introduction and debriefing.

## Who can play?

The game is suitable for those aged 13 and upwards. It needs a minimum of 16 people, and we suggest not more than 40.

## What do you need?

- \* A room large enough to accommodate six family groups and the market stall
- \* Floor or table space for each group
- \* About 100 sheets of paper (A4 size, use scrap if possible)
- \* 7 cardboard shoe 'models'
- \* Six of each trademark: A B and C
- \* 10 pairs of scissors
- \* 10 pencils
- \* 16 felt pens (just 2 colours, 8 of each)
- \* Role cards for each group
- \* Money:
  - 100 x 10 intis,
  - 50 x 50 intis,
  - 40 x 100 intis,
  - 15 x 500 intis
- \* Large diagram of the three different shoe types
- \* A whistle or bell



Sean Hawkey

## How to prepare the game materials

### **Gutierrez and Vargas families:**

#### **1 set each of the following:**

- Trade marks A and C
- 1 model training shoe
- 2 scissors
- 4 pieces of paper
- 2 pencils
- 15 x 10 intis,
- 3 x 50 intis
- 1 'Family Workshop' role card

### **Hernandez and Robles families:**

#### **1 set each of the following:**

- Trade marks A and B
- 1 model training shoe
- 2 scissors
- 2 pieces of paper
- 1 pencil
- 10 x 10 intis,
- 2 x 50 intis
- 1 felt pen
- 1 'Family Workshop' role card

### **Gomez and Garcia families:**

#### **1 set each of the following:**

- Trade mark A
- 1 model training shoe
- 1 scissors
- 1 piece of paper
- 1 pencil
- 5 x 10 intis,
- 1 x 50 intis
- 1 'Family Workshop' role card

### **Mercado central (Market)**

- 50 sheets of paper
- 2 x trade mark 'B'
- 4 x trade mark 'C'
- 12 felt pens
- 10 x 10 intis,
- 20 x 50 intis,
- 30 x 100 intis,
- 10 x 500 intis
- 1 role card
- 1 model training shoe

### **Money lender**

- 10 x 10 intis,
- 10 x 50 intis,
- 10 x 100 intis,
- 5 x 500 intis
- 1 role card
- 1 felt pen

### **Cost-of-living collector**

- 1 role card
- 1 felt pen

### **Leader**

- Instruction leaflet
- Whistle or bell
- Poster showing shoe types

### *Order of play*

1. Introductory activity (10-15 minutes)
2. Explaining the game (roles, rules etc. 5-10 minutes)
3. Playing the game (30-35 minutes)
4. Debriefing and discussion (30 minutes)

### *How to set up the game*

1. Arrange the room so that each family has table or floor space in which to work. The market stall needs a separate table, if possible slightly away from the families.

2. Display the poster showing the different shoe types on the wall.

3. Work out how you will divide up the group:

Each family workshop:  
2 to 6 people

Mercado central:  
1-3 people

Money lenders:  
1-2 people  
(no table needed)

Cost-of-living collectors:  
1-2 people  
(no table needed)

4. Make sure you have read all the role cards and information about how to play the game.



# Trading Trainers game

## 1. Introductory activity

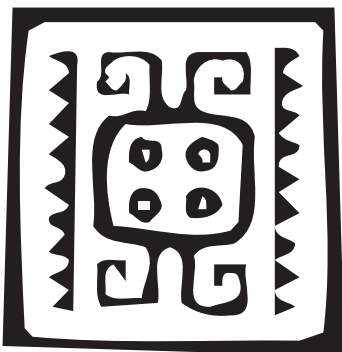
Use one of the following introductory exercises to get the group thinking (5-10 minutes).

**A.** In groups of 4-6, ask participants to think about the following questions:

Which trainers are 'in' now? What makes them special? How much do they cost? Why do people buy them? Where are they made? (See background information here) Who gets the profit from them, do you think?

**B.** Divide people into the groups they will be in for the game. Ask them to imagine they are a family living in a shanty town somewhere in Latin America.

Who are you? What are your names? What is the relationship between you? What might your home be like? Where do you get water from? (New shanty towns might get water from a nearby standpipe, or a water lorry. More established shanty towns are more likely to have water piped to the homes). Do the children go to school? Do they work?



## 2. Explaining the game

1. Divide the large group into the different roles. Any extra helpers can assist the market, be observers, or act in a 'policing' role during the game.

2. Read out the following introduction: "We're going to play a game in which we're all people living in an imaginary Latin American shanty town. Most of us will be family workshops who make training shoes for a living. They will buy and sell shoes and materials from the market here (indicate where it is). They can make three different brands of training shoes on the market which are shown here (indicate diagram on the wall). The aim is to make enough to pay the rent, buy food and send your children to school. We also have rent collectors and money lenders living in our shanty town. Now open your envelope and look at your "role cards".

3. After a few minutes, check to see that everyone understands their role. Remind the families that the shoes they make must be in matching pairs, with a proper 'trademark'.

4. Introduce the people playing the Money Lenders. Explain that they are here to help them if they need a bit of money to get their businesses off the ground.

5. Introduce the Cost-of-Living Collectors. Explain that the money they pay is not just rent, but money for

food, clothing and other bills. If they fall too far behind in their payments, that means that the family has not bought any food, and could well be starving.

6. Tell all the groups that during the game, five minutes equals one week in the life of the shanty town. Each new week will be indicated by the whistle-bell. The game will last six weeks (or thirty minutes).

7. Show them a special signal (eg two whistles) which means that there is an important announcement, and they should stop and listen, as it may affect their business.

8. Finish by explaining the 'Rules of Play':

- \* No one may use any equipment not provided in the envelopes. Any illegal equipment will be confiscated .

- \* No fighting or stealing.

- \* The cemetery! The game leader reserves the right to send any player to the cemetery. This can happen when:

- (a) a family has not paid its bills (and therefore one of their number has died of malnutrition/illness) or

- (b) a player is involved in violence (and has been shot dead by the security forces).

Once in the cemetery, you have to stop playing your role, and become an observer instead.

- \* **The decision of the leader is final.**

9. Check that everyone understands the game.

10. Sound the whistle-bell to start the game, announcing "Week One"

## 3. During the game - Leader's notes

1. You might want to ask an adult leader to act as an observer and help with the debriefing by reporting on behaviour of the players, or comments made during the game.

2. Keep an eye on the time, and remember to sound the signal at the end of each five minutes. At the end of each ten minutes, use the special signal to signify a round of inflation, explaining that prices are now doubling.

3. Keep an eye on the Cost-of-Living Collectors. If a family is falling behind on payments, you could:

(a) make sure the money lenders know, and encourage the family to take out a loan to help them through the bad times.

(b) send the bailiffs in (use an adult leader) to remove key equipment from the group, giving the reason. In dire circumstances, you could order the family to be evicted on grounds of rent arrears.

(c) notify the family that, since they haven't bought any food for 'X' weeks, one of the family members is very sick (and needs urgent and expensive medical attention), or has died of malnutrition. The family member is 'sent to the cemetery', which, in terms of the game, means he/she becomes an observer.

4. If the Rent Collector reports that all families have

paid up, you might want to make things a bit more difficult for them. For example, you could announce the following: In order to pay interest on its international debt, the government has removed subsidies on food. Rent prices increase immediately to 'X' Intis.

5. Keep an eye on the Market. Depending on which shoes most people are making, or which trademarks might still be sold to the families, you might want to make an announcement:

(c) In order to improve competitiveness, the government has removed import taxes on training shoes. Taiwan is now exporting thousands of pairs of cheap training shoes to your country. In order to compete, the market is halving the price it is willing to pay for each pair.



Sean Sprague

(a) Because of surplus production of trade mark 'X', the price offered on that shoe is immediately halved, and the price for shoe 'Y' is doubled.

(b) News has come in that Shoe 'X' has suddenly become very fashionable and demand has increased. The prices offered for that type have doubled. (Or you could offer more money for shoes with a particular colour or trademark).

## Role Cards

### FAMILY WORKSHOP

You are a Peruvian family making training shoes in a small workshop.

You have certain materials in order to make the shoes. If you need more materials you may buy them from the 'Mercado Central' (market) at the current prices. **USE ONLY MATERIALS BELONGING TO THE GAME.** If you want to know what is available and the prices for buying and selling you may ask at the market. However due to rapid inflation prices are subject to change.

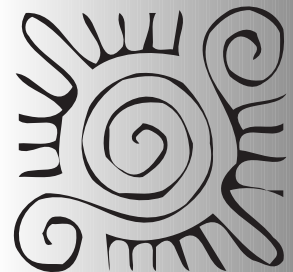
To make the shoes you cut out paper shoe shapes using the model training shoe and add a trade mark of your choice by tracing it through from a template.

The market will only accept shoes of good quality and in pairs (ie a right and a left shoe!) and will pay you according to the current price for the brand of shoes you have made.

Every 'week' you have to buy food etc for your family at the current prices. (For the purposes of this game, a week is five minutes.) A 'Cost-of-Living Collector' will come every five minutes to collect this money. The money you pay covers all your basic needs: food, clothing, shelter etc. If you need to borrow money to pay bills or buy extra materials, money lenders will be available. Watch out for the special signal which might indicate a rise in inflation or rent, or a special announcement. On hearing this signal, please stop what you are doing and listen.

Your objectives are:

- To make enough money to feed and clothe your family
- To make some extra to send your children to school, pay for medical bills, build a house etc.



### MERCADO CENTRAL (CENTRAL MARKET)

In the 'Mercado' there are many buyers and sellers. For the purposes of the game, all of them are represented by you.

You sell 'leather' (paper) and other raw materials to families that need them. You also buy completed training shoes from them at the going price. To be acceptable to you, training shoes must: (a) be in pairs (b) match the shoe model very closely. Suggested prices are shown on the table below. In your country there are serious problems with inflation. Every two weeks (eg every second whistle), the prices change according to the price list. You might want to make a price list for display for your customers, showing the current prices in the market. Amend it each time the prices change.

If you start to receive too many of one brand of shoe, you may want to alter the price paid for it, or increase the price you're willing to pay for another brand. Ask the game leader to make an announcement.

Buying	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6
Shoe A	50	80	120
Shoe B	50	90	130
Shoe C	50	100	150
<b>Selling</b>			
Trade mark	50	100	200
Felt tip pen	50	100	200
1 sheet paper	50	100	200
Scissors	50	100	200

## MONEY LENDER

You lend money to people who need it, at high rates of interest. Your objective is to make as much money as possible. Be persuasive!

You might need to offer very favourable terms to begin with, to encourage people to borrow. eg Low interest for the first 5 minutes. Insist on loans being repaid. If they don't pay you back, raise the interest - inflation is very high, so you need to charge enough to make a profit. Be ruthless!

Example: Offer to lend 100 Intis for a week (5 minutes) if you are paid back 110 (10% interest). If they can't pay you back, then give them another week (say at 50% interest) to pay. That means they owe you 110 for the first week, plus another 65 in interest on the second week: 175 Intis in total).

Feel free to accept payment 'in kind', such as shoes or equipment which you might try to sell on to the market or to other families.

Keep a record of who owes what.

	Loaned (amount)	Paid back (amount)
Gutierrez		
Vargas		
Hernandez		
Robles		
Gomez		
Garcia		

Suggestions: You may want to offer different rates to different families, depending on how you see their ability to pay back. Families who are falling behind on payments may be "high risk", but others who seem to be able to make their payments could be "low risk". Eg. For 100 Intis borrowed:

Low risk - total debt is 125 Intis	(25% interest)
Medium risk - total debt is 140 Intis	(40% interest)
High risk - total debt is 150 Intis	(50% interest)



## COST-OF-LIVING COLLECTORS

You represent all the people who sell things to the average family: food, clothing, electricity, water etc. For their convenience they can pay you for all these goods and services. You collect from each family every week. For the purposes of this game, one week is five minutes.

However, inflation is running very high in your country, so the prices you charge regularly increase. Every second whistle or bell, **double prices immediately**. Prices may also change following an announcement from the game leader.

The starting price is 100 Intis per week.

Keep a record of how much each family has paid. If a family hasn't paid for two weeks or more, inform the game leader.

	Gutierrez	Vargas	Hernandez	Robles	Gomez	Garcia
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
Week 6						

## 4. Debriefing the game

As with most simulation games, the debriefing or reflection at the end is in some ways the most important part and should not be omitted. It clarifies what has been learnt and it is a good idea to give them a few minutes to quieten down, reflect alone on their role in the game. Remind them the game is over!

1. Go round each of the families to find out how they fared in the game. Ask them and the Cost-of-Living Collectors/Money Lenders to answer the following questions:

How much money do you have?

How much is owed to the Cost-of-Living Collector?

How much is owed to the Money Lenders?

2. Did any family manage to make ends meet? How? (Or why not?) Did families help each other to survive? Why/why not?

3. Ask the group as a whole: Did you feel you had control over your livelihoods? How did you cope with inflation? What do you think the inflation was caused by? Who was in control?

4. Things you might be able to draw out include:

- You can work hard and still be poor
- Very often people have little control over what is making them poor (eg international debt, or terms of trade)
- That the situation of people in poor countries is made worse by the conditions for repayment of debts set by governments and the International Monetary Fund

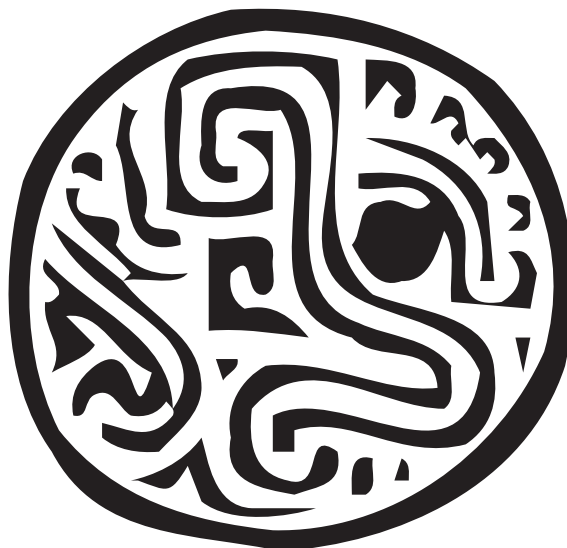
- That the families were being encouraged to compete with each other, rather than work together, and that ultimately this wasn't in their interest

- That people are often driven to do things (eg steal) through sheer desperation.

5. You can use the case study and information to explain how these things can happen in real life.

6. Divide back into small groups for more general discussion. Ask them to consider some of the following points: What might you do to survive, if you were really in that situation? (ie if inflation was so high that, no matter how hard you worked, it was almost impossible to make a living). What could have been done to improve the situation of the families? eg. what can families and communities do for themselves?

**Use the information on pages 9-11 to assist you with the discussion.**





## Peru, Debt and Inflation

The Trading Trainers game is based on the experiences of a youth worker living in Peru. Peru doesn't make training shoes for the UK market, but the problems of debt, poverty and high inflation experienced in the game are very real in the lives of Peruvians. Since this game was devised much of the manufacturing of trainers has moved to South East Asia, where there is even less support for the rights of workers to a fair wage and living conditions.

### Peru and Debt

Peru is among the most indebted countries in Latin America. The World Bank's most recent figures at the time of writing put its debt at US \$29.8<sup>1</sup> billion, which was an equivalent of \$1116.10 for every man, woman and child in the country (2002). In 1990, when President Alberto Fujimori came into power, he urgently needed to find \$600 million a year in debt repayments. The World Bank, International Monetary Fund and Inter-American Development Bank advised the government to restructure the economy, boost exports and cut state and social services: food subsidies were removed, the prices of gas, electricity, transport, water and telephone calls were raised. Reducing subsidies and raising prices would mean that the Government would get more money in revenue and spend less on services allowing it to pay off more debt. Overnight the number of Peruvians living in poverty doubled, and families found it almost impossible to make ends meet<sup>2</sup>. The number of soup kitchens organised by Lima's church charity CARITAS doubled from 1,300 serving 541,000 people to 2,400 serving more than a million people. In mid-1992 the minimum wage in Peru was US \$72 a month, but a poor household was estimated to need \$350 a month to make ends meet. 90% of working Peruvians at that time earned below the minimum wage, and had no access to social security or

health benefits.

Government health spending in 1994 amounted to just \$17 for every Peruvian, By 2002 Health spending had risen to \$97 per person compared with \$72.4 for developing countries and \$1,835 per person in the UK. Government spending on Education had similarly risen to 4.5% of GDP.<sup>1</sup>

### Inflation and the Inti

The inti, the currency used in the game, is one of the shortest lived currencies ever known. It was a victim of hyperinflation - inflation gone wildly out of control - where prices change by the hour, and currencies spiral towards worthlessness. Apocryphal tales of how hyperinflation affects ordinary people abound in Bolivia and Peru - like the time people discovered it was cheaper to use money as toilet paper than to buy toilet paper. Or the man who went shopping with his money in a wheelbarrow - when he came out of the shop he found that a thief had stolen the wheelbarrow, but left the money scattered on the pavement. The old Peruvian currency was called the sol, which means sun - a symbol of power in ancient Inca tradition. In 1986 spiralling inflation had made the sol almost worthless, so the government decided to start again - overnight one thousand sol became one inti.

However the inti soon began to devalue like the sol before it. When first produced in 1986, 500,000 intis would have bought a very nice penthouse flat in Lima - by 1991 it would only buy a cheese sandwich. In one week in August 1990, the price of gasoline went up 3,039%. Potatoes, carrots, milk and beans went up 320-360%. Total annual inflation for 1990 was 7,650%. The rich exploited the situation by trading in US dollars instead of intis, but the poor found it impossible to make ends meet, let alone save money. The poor do not have inflation linked wages and are often in a weak negotiating position as the economy declines

and jobs are harder to find. The rich are better placed to have inflation linked salaries.

In 1991, the government crossed six noughts off the end of the inti, and created the Nuevo Sol, which is still the Peruvian currency today. By 1995, a series of tough economic measures had brought the level of inflation down to 10.2% and in 2001 prices rose by just 3.7%. This slow down in inflation brought some relief especially to people on lower incomes. However, in the 1990s, the government's privatisation policies and policies to attract investment led to the restriction of labour rights and the loss of an estimated 750,000 jobs. Meanwhile Peru's external debt has continued to increase to unpayable levels.

While high inflation rates have been brought under control in Peru, they continue to be a problem in other developing countries around the world.

### Peru factfile

Capital: Lima

Population: 26.4 million

Languages: Spanish, Quechua, and Aymara

Religion: mostly Roman Catholic plus indigenous religions

Exports: copper, metal ores, animal feed, petroleum

Life expectancy: 69.8 years

Infant mortality rate: 30 per 1,000 live births

73 doctors per 100,000 people

40% of urban and 65% of rural population live in poverty

<sup>1</sup> World Bank Peru Data Profile

<sup>2</sup> UNDP - Peru Development Report 2002 [http://www.pnud.org.pe/idh/idh03\\_cap2.pdf](http://www.pnud.org.pe/idh/idh03_cap2.pdf)

The number of people in Peru who could only afford to meet their basic food needs rose from 3M in 1986 to 5.3M in 1991. By 2000 this had fallen back to 3.7M people but wider poverty indicators which include rent and clothing needs continue to rise.

# Trading Trainers game

## Trading Trainers Facts

The companies who promote most of the brand names we know - Nike, Reebok, Adidas, Puma, HiTec - do not actually make the shoes. They have found that it is much more profitable to sub-contract production to factories in developing countries, mostly in Asia.

Despite competition between brands in the UK, it is not unusual to find Nike, Reebok and Adidas shoes being made side by side in the same factory. Countries which supply shoes to the sports companies include the Philippines, Thailand, China, Indonesia and Vietnam.

A typical pair of trainers sells in Britain for £50. The 40 or so factory workers in the Philippines who made that shoe will share just over £1 of that price between them.

In 2000, Nike signed a £300m deal with Manchester United which gave it rights to all of the club's merchandise. In 2003, Nike announced third quarter results with sales up 6% to \$2.4bn (£1.4bn) and profits of \$125m. Annual sales are forecast to be \$10.6bn. (Figures from Media Guardian website).

Adidas - Net sales for 2002 were 5.1 million Euros (figure from Adidas-Salomon website).

## Just Work - Fair Play

Individual companies are responsible for the working conditions of their employees - health and safety, wages and the right to free association. Large multinational companies have both power and resources to ensure acceptable standards, however they are typically more concerned with quality, cost and efficiency. Avoiding their responsibilities as employers, the large multinationals often sub-contract to smaller companies

who feel no obligation, and every disincentive, to pay attention to the working conditions of their employees. Multinationals are able to take their business wherever in the world they can get the best deal. This means that the sub-contractors in Asia and elsewhere are competing against each other, and as a result wages and working conditions can fall below a level we would consider acceptable in order to reduce costs of making the trainers and thus make a bigger profit.

As consumers, we have power to decide how to spend our money wisely. We can let companies know that as well as quality and cost, we are concerned that the people who make the products we buy are not being exploited. CAFOD and Christian Aid are working to encourage manufacturers and suppliers to adopt Codes of Conduct for the way they operate, to ensure a greater level of equality and dignity for workers in developing countries. Only by creating a demand in the UK for more fairly traded products will companies change their practices in the Third World.

Many companies now have such Codes of Conduct, but they are not all being independently monitored, and in many cases the conditions in sub-contracted factories can fall below the levels set out in the Code. CAFOD, Christian Aid and other agencies have set up the Fairtrade Foundation, an independent advice and monitoring organisation. Some products now carry the Fairtrade Mark, which guarantees a better deal for producers in developing countries. To find out more about how to support fairer trade, and about specific products, the following organisations may be useful.

In 1996 Christian Aid launched a campaign called the Great Supermarket Till Receipt Collection. Supporters used their till receipts as a symbol of their support for ethical trade and called on supermarkets to guarantee better conditions for thousands of workers in developing countries.

Over £17 million worth of till receipts were handed in to supermarkets in two years.

In 1998 CAFOD launched its Clean Clothes Campaign, asking supporters to check with the shops they bought their clothes from that the workers who made the clothes had decent working conditions.

These campaigns led to the launch of the Ethical Trading Initiative (ETI) (with government support) in 1998.

## The Ethical Trading Initiative (ETI)

The ETI is a group of businesses, unions and campaigning organisations (including CAFOD and Christian Aid) that are working together to improve the conditions for companies' overseas suppliers.

All the companies involved have adopted a code of conduct that guarantees certain minimum conditions such as a living wage, safe working conditions and no unfair discrimination.

To find out more, visit [www.ethicaltrade.org](http://www.ethicaltrade.org)

## The Trade Justice Campaign

Both CAFOD and Christian Aid are founder members of the Trade Justice Movement, which is campaigning for trade justice - not free trade - with the rules weighted in favour of poor people. The Trade Justice Movement is a fast growing group of organisations including aid agencies, environment and human rights campaigns, fairtrade organisations, faith and consumer groups.

The movement is supported by more than 50 member organisations that have over 9 million members, and new organisations are joining every month.

The Trade Justice Movement is calling on world leaders to:

- stop forcing poor countries to open their markets and allow them to support their own traders;

- introduce legally binding regulations for big business;
- stop rich-country protectionism that hurts the poor;
- ensure trade policy is made in a fair and democratic way.

To find out more about the Trade Justice Movement, see

[www.tradejusticemovement.org](http://www.tradejusticemovement.org)

For more information about CAFOD's Trade Justice campaign:

[www.cafod.org.uk/get\\_involved/campaigning](http://www.cafod.org.uk/get_involved/campaigning)

And for Christian Aid's campaign:

[www.christian-aid.org.uk/campaign/index.htm](http://www.christian-aid.org.uk/campaign/index.htm)

## Finding out about the products we buy

### The Ethical Consumer

([www.ethicalconsumer.org](http://www.ethicalconsumer.org)) a quarterly magazine containing product and company information, details of current boycotts and news and views on fair trade issues. Available by subscription only from:

ECRA Publishing Ltd, 5th Floor, 16 Nicholas Street, Manchester M1 4EJ.

### The Fairtrade Foundation

([www.fairtrade.org.uk](http://www.fairtrade.org.uk)) an organisation offering advice to companies and consumers, which also monitors and awards the Fairtrade Mark:

7th Floor Regent House, 89 Kingsway, London WC2B 6RH

### Traidcraft ([www.traidcraft.co.uk](http://www.traidcraft.co.uk))

one of several UK companies supplying a range of food, clothes, furnishings and gifts sourced from workers' cooperatives and fair trade organisations in the Third World: Kingsway, Team Valley Trading Estate, Gateshead, NE11 0NE.

### Labour Behind the Label

([www.labourbehindthelabel.org](http://www.labourbehindthelabel.org)) is a membership organisation which brings together pressure groups, trade unions and individuals in support of garment workers efforts to improve their working conditions and wages.

**The Clean Clothes Campaign** ([www.cleanclothes.org](http://www.cleanclothes.org)) is a campaigning organisation which aims to improve working conditions in the garment and sportswear industry.

## About CAFOD

CAFOD is one of the UK's major development and relief agencies, expressing the concern of the Catholic community in England and Wales for the needs and problems of poor people in the Third World. CAFOD's mission is to promote human development and social justice in witness to Christian faith and Gospel values. CAFOD raises funds to support development and relief programmes throughout Africa, Asia and the Pacific, Eastern Europe, Latin America and the Caribbean. Such programmes aim to empower people regardless of their race, gender, religion or politics. CAFOD seeks to raise public awareness of poverty and injustice, increasing understanding of the interdependence of rich and poor, and creating the will to change unjust structures and lifestyles.

CAFOD acts as an advocate of the poor, encouraging governments and international bodies to adopt policies which incorporate values of social justice.

## About Christian Aid

Christian Aid is a major relief and development agency, committed to strengthening the poor overseas. Christian Aid works where the need is greatest in more than 50 countries worldwide and is the official agency of 40 churches in Britain and Ireland.

Christian Aid works through local church and other organisations to overcome poverty and help communities become self sufficient. Christian Aid seeks to address the causes of poverty and encourages a wider support for its work in Britain and Ireland through development education and campaigning.

## What we can offer

### Resources and Information

Both CAFOD and Christian Aid have a comprehensive range of packs, fact sheets, games, posters, videos and worship materials suitable for use by individuals of all ages, or with adults and young people in schools and community groups. Up-to-date catalogues listing these are available from both organisations.

### Local support

CAFOD and Christian Aid's networks of regional offices are happy to make contact with local groups and individuals interested in working for justice for the world's poor. If you would like a speaker, workshops, display materials or advice, ask to be put in touch.

### Campaigning ideas

Both CAFOD and Christian Aid run campaigns to tackle global justice issues of trade, aid and debt. Campaigning actions could be as simple as signing a postcard to an MP or setting up a discussion and action group in your local area.

Christian Aid and CAFOD's new campaign encourages people to support Trade Justice.

For more information about CAFOD's campaign visit:

[www.cafod.org.uk/get\\_involved/campaigning](http://www.cafod.org.uk/get_involved/campaigning)

And for Christian Aid's campaign visit:

[www.christian-aid.org.uk/campaign/](http://www.christian-aid.org.uk/campaign/)

A range of new materials are available as part of this campaign.



# Model training shoes and Trade mark templates



ZYKE



treebox  
STREETWEAR



PUMPS  
PUMPS

## Instructions for the leader

- Cut out (along the bold dotted lines) the three trade mark templates, then cut out the inside of the trade mark templates along the outlines.
- Use these models to make out of card:
  - 7 model training shoes (One for each family and one for the mercado)
  - 6 each of trade marks A, B, C

## Explain to the group:

- To make a training shoe, the model training shoe shape is placed on paper, drawn around and then cut out. A trademark template is placed on top of the shoe and cut-out shape is used as a stencil to colour through onto the shoe with a felt pen.
- To make a pair of shoes, another shoe is made in a mirror image.

10

Bank of *EMBOO*

I PROMISE TO PAY THE BEARER ON DEMAND THE SUM OF

TEN

*Sutis*



100

Bank of *EMBOO*

I PROMISE TO PAY THE BEARER ON DEMAND THE SUM OF

ONE HUNDRED

*Sutis*



50

Bank of *EMBOO*

I PROMISE TO PAY THE BEARER ON DEMAND THE SUM OF

FIFTY

*Sutis*



500

Bank of *EMBOO*

I PROMISE TO PAY THE BEARER ON DEMAND THE SUM OF

FIVE HUNDRED

*Sutis*



# Trading Trainers game

## A summary of the game

**The Trading Trainers Game is a lively simulation game that explores the way unfair trade and unstable economies directly affects the lives of ordinary people in developing countries.**

**In family groups, the players: make trainers to survive, are hounded by a loan shark, struggle to pay the bills, become very creative and try to keep the family in order!**

**A game for 15 to 40 people, aged 13 and upwards.**

Game devised in 1991 by Andrew Croggon, CAFOD  
Revised and edited in 1996 by Barbara Crowther, CAFOD

Background facts and information from:

"The Globe-Trotting Sports Shoe" by Peter Madden and Bethan Brookes, Christian Aid 1995  
Financial Times (7 March 1996)

The World - A Third World Guide 1995/6

UNDP World Development Report 1995, Peru Development Report 2002

World Bank Debt Tables 1995

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