**1. Divide the class into small groups and set up the game.**  
Tell students that they will participate in a hypothetical trading game. Divide the class into five groups and assign each group one of the following countries: United Kingdom, China, Colombia, Saudi Arabia, and Ghana. List the following exports and their values on the board for reference during trading:

* Gold—5 points per unit
* Oil—4 points per unit
* Lumber—3 points per unit
* Electronics—2 points per unit
* Coffee—1 point per unit

Provide each group with a random set of approximately ten trading cards from the handout.

**2. Introduce the objectives of the game.**  
Tell students that the objective is for each student to get the most points by trading their country’s goods for products from another country. Each team will start with a set of trading cards that represents their country’s worth. The game allows for “free trade,” meaning any country can trade with another country, and any item and/or amount of product can be traded for another. Explain to students that they can creatively market their products or combine products to end up with something more desirable.  
  
**3. Conduct the first round of trading.**  
Allow for ten minutes of open trading. Then announce the following:

* WORLD SITUATION: The world is running out of oil, making oil extremely rare and much more expensive.
* OUTCOME: The worth of oil increases by two points.

Update the point system on the board to reflect the increase in points per unit for oil.  
  
**4. Conduct the second round of trading.**  
Allow for two additional minutes to trade. Announce that trading time is over and have groups tally points.  
  
**5. Adjust the results to reflect a new situation.**  
Offer the following world situation and outcome to see how it impacts the final results:

* WORLD SITUATION: Ghana learns to make counterfeit electronics, making its electronics cheaper.
* OUTCOME: Ghana takes one electronic unit from each country.

Re-tally the points and figure out who got the most points.  
  
**6. Have students reflect on what they learned.**  
Discuss the following questions:

* *Did any countries end the game richer or poorer than they started? Which ones?*
* *What was it like to be a rich country? A poor country?*
* *Was it easy or difficult to trade? Why?*
* *Did any countries feel especially powerful or powerless?*
* *Which items were most popular? Which were least popular? Why?*