

Show me the money

Time

45 minutes

Objectives

- To raise awareness of who and what is involved in the different parts of the sugar trade.
- To promote an understanding of world trade and to encourage pupils to think about issues of global justice.

Materials

- Paper for making notes
- Pen/ pencils
- Pack of sugar (NB We have picked an average price for the cost of this pack so that the proportions on Activity sheet 1 reflect this.)
- Activity sheet 1: 'Show me the money' without 'Price you actually receive' column. A copy of this Activity sheet should be drawn on a whiteboard or a large sheet of paper and displayed so that everyone can see it.
- Activity sheet 2: role cards

Content

- Divide the players into four groups. Explain that each group will play the role of people who are involved in the sugar supply chain. Give out the role cards, so that the players in each group all have the same one (ie one group are farmers, one group are factory directors etc).
- Ask the groups to read their cards and give them 5–10 minutes to think about their roles. How do they feel about it? Is everything clear?
- Now hold up the pack of sugar. Tell the class this pack costs about £1.04 in the supermarket. Ask the groups to discuss how much of the selling price they should get. (**NB**. This should not be a discussion about how much the players think people do get, but rather how much is due to them for the work that they do.) This should take no longer than 10 minutes. Make sure pupils understand what they are discussing and 'coach' them if necessary.
- Ask each group to tell you and the other groups how much they think they should get. Encourage them to justify their claim. Record each amount on the chart in the 'price you think you should get paid' column.
- Add up the amounts and you'll find that they are likely to total quite a lot more than £1.04.
- Finally, announce the actual proportion of money received at each stage of the production process, by revealing the 'price you actually receive' column. Give your pupils time to reflect on how they feel about this. Is there anything

they can think of that they could do to improve their situation? Why do they think the money is so unequally divided? What do they think can be done about unfair trade?

Teachers can choose to make this a whole class activity if pupils are too young to follow the instructions on the role cards.

Key ideas

The farmers in the South receive only a small amount of the money we pay for their products, and can hardly make a living.

The largest proportion of the retail price of most of the products we consume goes to processing, transport, and retailing companies in the North.