




## PAPER GAME

<b>Age group</b>	Primary School, Grades 4 – 9		
<b>Competency features</b>	Proactive approach and creativity 	Ability to shape ideas into plans and bring them to fruition 	Personality make-up 
<b>Aims</b>	<ul style="list-style-type: none"> <li>▪ to simulate open-market</li> <li>▪ to cooperate in group</li> <li>▪ to follow instructions</li> <li>▪ to solve problems</li> <li>▪ to negotiate</li> </ul>		
<b>Timing</b>	2 lessons, conjoined if at all possible (Tackling the tasks takes ca 30 minutes, but there may be contingencies. Preparation needs some time, too, as does proper discussion and evaluation of the experience.)		
<b>Location</b>	indoors		
<b>Resources &amp; materials</b>	blackboard and chalks Worksheets Group Instructions and Observer Record Sheet – for each group a ruler for the teacher 4 large envelopes 3 off red; 4 off yellow; 3 off green; 3 off blue; 2 off orange, and 7 off white A4 paper sheets 1 ruler 1 sticky tape 1 paper glue 2 pairs of scissors 1 stapler 2 pencils 1 pair of compasses		
<b>Description</b>			
1) Teacher must prepare the room and materials well beforehand. Desks and chairs arranged according to the number of groups; to maintain the greatest possible distance between traders. If possible at all, they could even be in different rooms! Apart from the trading posts, teacher will have made ready an envelope containing			

supplies for each group; the contents all vary.

Envelope No. 1

scissors

3 sheets of red A4 paper

2 sheets of blue A4 paper

5 sheets of white A4 paper

1 sheet of yellow A4 paper

Envelope No. 2

compasses

scissors

1 sheet of yellow A4 paper

1 sheet of blue A4 paper

2 sheets of white A4 paper

Envelope No. 3

2 pencils

paper glue

1 ruler

1 sheet of yellow A4 paper

1 sheet of green A4 paper

Envelope No. 4

stapler

1 sticky tape

2 sheets of green A4 paper

2 sheets of orange A4 paper

1 sheet of yellow A4 paper

- 2) Teacher introduces the exercise as a competition in which the pupils are to test their abilities of drawing, negotiating, working to instructions, but also to find out how tough it may be for companies when they work on a specific order.
- 3) Teacher selects four observers, and creates as many groups from his charges; each should have no more than 5 members. If necessary, the group count may be higher, with the teacher splitting the pupils into 8 groups. He points the groups to their posts, handing out Group Instructions (Worksheet) to groups, and the same plus their record sheets to observers. The ratio is one observer per group.
- 4) Teacher asks the pupils to read through instructions, making sure everyone is clear on what to do. He calls a start.
- 5) Pupils work as long as it takes for the first group to have handled all the seven tasks. Teacher double-checks that the winners have worked exactly as instructed; should he discover any irregularities or wrong solutions, he rejects the would-be winners, and the work continues apace until there is a true winner.

Once a group has duly fulfilled the tasks, teacher calls an end to the exercise. The other groups are left hanging where they are at that point. Tackling the tasks usually takes some 30 minutes, depending on grade and pupils' abilities.

Teacher's resource – List of mandatory items:

- red triangle, 10 cm at base, 8 cm tall
- paper chain made up of 5 links, out of which only 2 may have the same colour
- 5 squares, 4 x 4 cm, out of which 2 must be yellow
- rectangle, 10 x 5 cm, made up of 2 colours (not white), glued onto a white A4 sheet
- green paper hat, marked with solution to the equation (12)
- min. 12 cm tall and 6 cm wide letter H, cut out of blue and yellow paper
- 2 intersecting circles, radii of 7 and 4 cm, drawn on white paper

6) Teacher discusses with pupils their current experience. He devotes time to each group in succession, asking observers for feedback.

7) Next, the teacher sums up: *“In this particular undertaking, the winners were those working fast but to instructions. They had to be flexible, prepared to adapt, negotiate with others, and capable of offering that which others needed. It is not always smooth sailing, as you could find out for yourselves while tackling those seven tasks. They were fairly simple, but the supplies you got in envelopes varied from group to group. Your outfits did not have equal conditions to start with, but that is life. It may well be unjust, but as you could see there were those who could find a way out. Negotiation was the key in this instance.”*

Teacher write on the blackboard: “Negotiation – what counts“. Beneath it, he continuously records the main points transpiring from the discussion he is having with the pupils:

*“In what way did you tackle the tasks?”*

*“Did you first try to find out what resources the others had? If so, what was it good for? If not, how did it limit your activity? Did you choose a negotiator?”*

*“What was your negotiating tactic? Were you clear on what you needed? Did you approach the other parties with clear requirements? Did you offer them some of your resources straight away?”*

Other helpful questions for discussion (teacher uses at his discretion and based on circumstances – grade, etc.):

*Who ought to be a negotiator? Should everyone have a crack at it? If not, how would you choose the negotiator, and how would you check on his performance?*

*What is the aim of negotiating, and what strategies might be useful?*

*Are there boundaries that cannot be crossed?*

*Where is the balance of power? Is it wherever the best resources are?*

*How does negotiation affect power?*

*Is competition a factor in negotiating positions?*

*What misconceptions could there be, and what role do they play?*

*In negotiation, is the onus on wording only, or does body language play a part? If it does, how does it show?*

*Does there always have to a winner and a loser, or are there other options (cooperation, compromise)?*

*What impact does behaviour have in negotiation (aggressive, manipulative, assertive)?*

*Can creativity be useful in negotiation?*

<p><i>Can anything be done if negotiation fails?</i></p> <p>8) Teacher now calls on the winning group to briefly talk about how they made it.</p> <p>9) Teacher asks pupils to think about how they would act if they had to go through the same exercise again.</p>	
<b>Risks and recommendations</b>	<p>Early preparation is necessary with this exercise. A lot of room is needed, four desks and chairs for all the group members have to be made ready. The posts should be as far apart as possible.</p> <p>Teacher must brace himself for running emotions, like anger and frustration, and handle them well.</p>
<b>Feedback</b>	<p><u>Questions for discussion:</u></p> <p>Did your emotions rise in this exercise? Were you angry? If so, why?</p> <p>How did your classmates handle their emotions – anger, disappointment, or any other strong feeling?</p> <p>Did you have a leader?</p> <p>Were there any arguments in your group?</p> <p>Did your group try to protect its resources? How?</p> <p>Did the groups have any strategies for negotiation?</p> <p>Were rules set and/or ignored?</p> <p>What happened when tasks went well?</p> <p>What happened when tasks did not go well? How did it affect the atmosphere, staying power, and performance?</p> <p>How did the group manage to overcome difficulties?</p> <p>Did the group try to protect its territory?</p> <p>Did the group act irrationally or inadequately? If so, how and why? Did it have an impact on other groups?</p> <p>Did the group recap each task, progress made, and strategy?</p> <p>Did the group discuss what negotiating tactic to apply?</p> <p>How did the group respond to failed negotiations? Did it try to come up with Plan B?</p>
<b>Application in classes</b>	math - geometry
<b>Inspired by</b>	This exercise is based on the Competency for Flexibility Manual created as part of the Competencies for the Labour Market project; RPIC-ViP Ltd., Ostrava, 2008, 132 pp.
<b>Notes</b>	

**WORKSHEET: OBSERVER RECORD SHEET**

You have been assigned a group that is going to tackle some tasks. You have been given their instructions; read them carefully so that you know what is happening.

Your task is to watch the group at work and jot down observations and notes. As guidance, we have listed some points below. You need not address them all, but do make use of at least some! It would be good to catch some instances of what happened in the group. When the exercise is over, you will provide feedback to the group.

***NB: Do not interfere with the group's work in any way – watch and take notes, that is all..***

Did the group have a leader? How did it happen?	
Did the group find its way? Did they talk about what was expected of them?	
Did they agree on a strategy? What was it?	
Did the group choose a negotiator, or did they all negotiate?	
Was the group clear on what they needed from others?	
How did the group respond when the outcome was positive as opposed to negative?	
How did they find out what resources the others have?	
How did they react when they were approached by other negotiators?	

Did they ever act irrationally? In what way?	
Did they come across any obstacles? How did they manage?	
Did they set aside some time to recap, get their bearings, and chart their next steps?	
How did individual members try to prove themselves? Was their behaviour acceptable?	
Were there any arguments in the group?	
Did they stick to the rules?	
Other:	

**WORKSHEET: GROUP INSTRUCTIONS**

When you are told, open the envelope.

You are a small paper mill, manufacturing products for kids in crèches. Now you need to rush an order. Your competitors are very strong, and they are after the order as well. The fastest takes all!

To comply with the requirement, you have to handle seven simple tasks. You can use the supplies in your envelope. If it is not enough, you may approach other companies (groups) to get what you need; the contents of their envelopes differ from yours.

You are not allowed to use your own stuff, but only what is in the envelopes.

**This is a tender, and success will belong to the fastest competitor fully complying with the order!**

NB: Dimensions must be adhered to strictly, no guesstimating! Paper sheets may only be cut by scissors and/or paper knife; you must not tear them.

Manufacture the following items:

1. red triangle, 10 cm at base, 8 cm tall
2. paper chain made up of 5 links, out of which only 2 may have the same colour
3. 5 squares, 4 x 4 cm, out of which 2 must be yellow
4. rectangle, 10 x 5 cm, made up of 2 colours (not white), glued onto a white A4 sheet
5. green paper hat, marked with solution to the equation:  $\frac{1}{2}x + 4 = 10$
6. at least 12 cm tall and 6 cm wide letter H, cut out of blue and yellow paper
7. 2 intersecting circles, radii of 7 and 4 cm, drawn on white paper