



Experiment

By impersonating hunters and farmers, the students participate in barter.

Materials:

Chips for each group (printed out and cut out):

- for hunters: "I have animal hides." and "I need bread."
- for farmers: "I have bread." and "I need animal hides."



Each group has equal number of "I have" and "I need" chips.

Divide your students into two groups (**hunters** and **farmers**) and give them the chips.

Hunters receive the chips "I have animal hides." and "I need bread.", whereas

Farmers are given the chips "I have bread." and "I need animal hides."

The task of both groups is to find persons who have chips that are in line with their own needs. The students use their chips and make an exchange of "goods" – they exchange the chips with animal hides to the chips with bread.



The "I need" chips are not subject to exchange; their purpose is to illustrate demand – in other words, the needs of particular communities.

Once the task is completed, ask your students the following question:

What does barter consist in?

Next, the students draw conclusions from the exercise.

Conclusion:

The needs of both groups – farmers and hunters – have been satisfied.

All the people have received what they needed.



Experiment

The students are divided into groups – gatherers, farmers, blacksmiths, miners and hunters – and continue the exchange of goods.

Materials:

Chips for each group (printed out and cut out of the board):

- "I have honey." – gatherers;
- "I have bread." – farmers;
- "I have an axe." – blacksmiths;
- "I have salt." – miners;
- "I have animal hides." – hunters.

Chips to be drawn by particular groups:

- "I need honey."
- "I need bread."
- "I need an axe."
- "I need salt."
- "I need animal hides."



Please note that the "I HAVE" and "I NEED" chips must not coincide (that is, farmers must not get the "I need bread." chip in the drawing, etc.).

The task is to lead to a situation in which the amount of goods offered (supply) is not closely in line with the need for these goods (demand) – thus, it is impossible to make a direct exchange.

The students divide themselves into six groups:

1. gatherers,
2. farmers,
3. blacksmiths,
4. miners,
5. hunters,
6. special group (at a later stage of the exercise, it will turn out they are merchants).

Distribute the chips in the following way:

- Each of the five groups – except for the "special group" – receives one chip, respectively: "I have honey." (gatherers), "I have bread." (farmers), "I have an axe." (blacksmiths), "I have salt." (miners), and "I have animal hides." (hunters), and also draws the "I need" chips with the products mentioned above.
- The special group receives five chips – "coins".

All groups (except for the special group) check in turn whether they can carry out barter and with whom (they check whether any of the groups has a chip "matching" their chip; for example for the group with the "I have honey." chip this would be the group with the "I need honey." chip).

Direct transactions may not be possible in certain cases, and it may even turn out to be impossible to make any exchange transaction.

At this stage of the exercise, the "special group" steps in.

They buy the "I HAVE" chips, presenting the groups with "coins" in exchange: Each group receives a "coin" they can use to purchase the products they need (from the "special group").

Members of the special group are called **merchants**.

Once the exercise is completed, ask your students the following questions:

Is barter convenient?

What difficulties can occur during the exchange of goods?

What have coins been invented for?

Conduct the conversation in such a way so that your students become aware of the limitations of barter.