

Poverty Simulation Game

Lesson 3 Unit 6 'The Injustice of Poverty'



This game is designed to be run in three 10-minute sessions. Smaller groups may not need the full ten minutes for each session.

Setup and resources...

Setup the following areas in your space. It may be helpful to mark some areas out with tape. Signs will also be helpful.

- **Village** - Mark out or designate an area for the village. This should be big enough for all Game Card 2 holders to sit in.
- **Employment** - Set up an area for work and station an employer there. You can provide participants with something simple to do, e.g. cut out paper shapes, fold newspaper, sort recycled junk, sort beads etc. Make sure it isn't too much fun. They can sit on the floor or at a table whatever suits your activity and space best. It is okay if there is not enough space for everyone to work at the same time. The employer will need a stamp to pay everyone for their labour.
- **Shop** - Set up your shop with a table or counter for the shopkeeper to sit or stand behind. The shopkeeper will need a marker to cross out stamps and tick that food and drink has been purchased.
- **School** - Mark out or designate an area for the school. Set up a whiteboard with markers or Blu-Tak some butchers paper to the wall to use as a blackboard. The teacher may like a chair but students should sit on the floor. The teacher will need a marker to mark the children present at school.
- **Clinic** - Set up a small table and chair for the clinic. The health worker will need an immunisation stamp.
- **Border** - Clearly mark the border. This should be some way from the other activities if possible. The customs officer will need a table and chair at passport control and a stamp for issuing working visas.
- **Jail** - Mark out or designate an area for the jail. There is nothing to do in jail but wait.
- **Cemetery/Observation area** - Have an area where those who are no longer in the game can sit and observe.

Roles...

Assign the following roles and handout the instruction sheets prior to the lesson making sure everyone has a chance to understand what is required of them in the game. It is, however, important that they do not share information with those who will participate in the game.

- Game Director
- Employer
- Shop Owner
- Teacher
- Health Worker
- Customs Officer
- Policeman

Game Director

The Game Director is responsible for keeping the game running.

- Gives all instructions for the game and explain the rules.
- Observes what is happening in the game and ensures the game stays on track and moving.
- Makes newsflash announcements—allowing some time for each session to commence and for participants to be involved before making announcements. You will need to judge the best time for these to be made, so keep a close eye on what is happening.
- Blows the whistle to commence and end each session.
- Keeps time (10 minutes per session is recommended but blow the whistle earlier if needed).
- Runs the debrief.

Employer

Your role is to provide employment during the game.

- Players with Game Card 2 must have a work visa stamp in order to work.
- You pay two income stamps for basic work.
- If a player has received a tick for attending school you must pay them two extra income stamps.
- You can choose how many people you are going to hire at any one time.
- It is okay to have some players waiting to be employed.
- Players must stay for three minutes in order to receive their income stamps from you.
- You can change your mind about what you actually pay them by finding fault with the quality or quantity of their work. Try not to penalize those who have been to school. Do this at least once in each session.
- In Session One you must not employ anyone without an immunization stamp once the newsflash is announced. Those already employed may finish.

Shop Owner

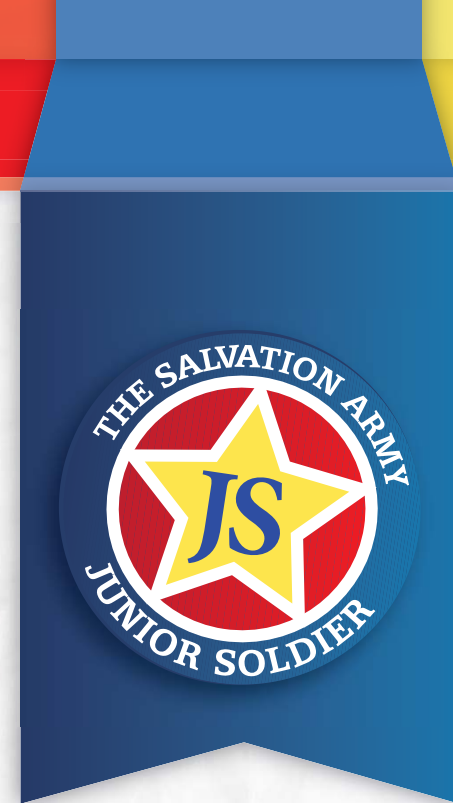
Your role is to sell food and drink during the game. You may give out some real food like small amounts of cooked rice (they can eat it from their hands), a rice cracker or dry bread. Keep it plain. You can give a small cup of water for the drink.

- You can choose to charge one income stamp for both food and drink or two income stamps - one for each.
- When a player purchases food and/or drink tick the box on their game card and cross off the number of income stamps you are charging them.
- Increase the price if it is becoming too easy to achieve and not enough people are dying.
- In Session Three the cost of food (only) increases by two income stamps as soon as the newsflash is announced.

Teacher

Your role is to provide education during the game.

- Use the whiteboard or butchers paper to teach basic alphabet or times tables. Students could recite these out loud.
- You will charge one income stamp for attending school.
- Mark the income stamp off the game card when they arrive at school.
- They need to stay at school for three minutes before you can tick that school was attended.
- At random intervals close the school and stop taking students. When players try to attend school tell them the funding has run out and you need to close until there is more.



Health Worker

Your role is to provide health care during the game.

- You charge one income stamp for immunisations.
- Cross off the income stamp when they arrive at the clinic.
- Players must stay at the clinic for three minutes before you can give them their immunisation stamp.
- Immunisations only last for one session.
- When players are declared too ill to work they will be directed to the clinic for the remainder of the session. You can choose to send them back to the village if you decide you have run out of funding.
- You can choose to close the clinic at random times for lack of medicine. Send players away and tell them to come back later when you might have new supplies.

Customs Officer

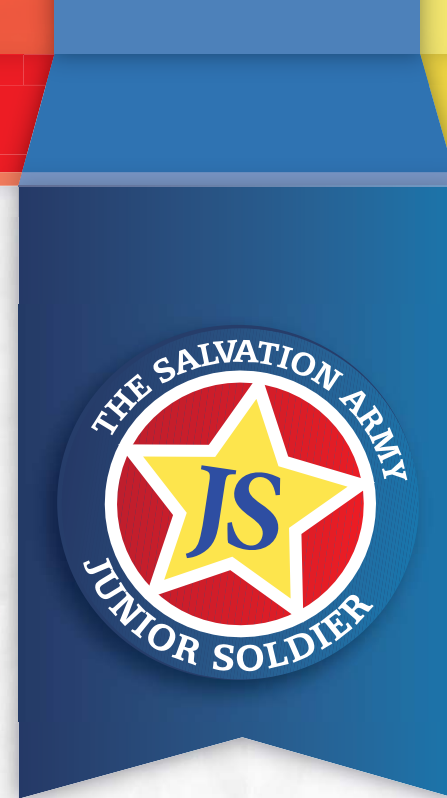
Your role is to provide passport control and issue work visas during the game.

- All players with Game Card 2 will need a work visa stamp in order to gain employment.
- You can charge one income stamp as a bribe.
- You may choose to let some players work without paying a bribe.
- In Session One they will not have earned income stamps to bribe you with so ask for them to give you their shoes.
- Those who cannot afford a bribe in Session Two can also give you their shoes.
- In Session Two players not wearing shoes will be arrested so this is an important aspect of the game.
- If players sneak across the border you can inform the policeman who may arrest them.

Police Officer

Your role is to create a bit of hardship in the game. Try to have a few people in jail each session.

- You can fine or imprison players for offences such as littering, stealing or begging.
- They may or may not be committing an actual crime – you can just make up a crime e.g. you are arrested for littering
- Imprisonment may be for a set period of time e.g. two minutes, the end of the session or until a bribe is paid to you.
- If you accept a bribe mark off one of their income stamps.
- You can be bribed to procure food and drink if they have enough income stamps.
- All those in jail at the end of a session remain there unless they are due for release.
- In Session Two you will need to arrest all those who are not wearing shoes when the newsflash is announced. You may choose to let some go before the end of the session.
- In Session Two you will also need to mark off food and drink when the newsflash for prisoner aid is announced.
- Make sure there are still enough players in the game so release prisoners early if you need to.



Rules

Outline the rules at the start of the game.

- The game will be divided into three sessions. At the end of each session a whistle will blow.
- During each session you will need to earn money by working. The employer will decide your rate of pay. You may want to ask what pay you are going to receive before you start working. You will be paid in stamps.
- You can attend school. This will help you get a better rate of pay, more stamps when you work. However, it may also cost you stamps to attend school.
- When you attend school, work or the clinic you must stay for three minutes in order to be stamped or marked off. If you leave you don't get paid or educated or immunized.
- Each person must eat and drink at least once every 10 minutes. You can buy food and drink from the shop if you have enough stamps on your game card. If you do not eat at least one item of food and have one drink before each 10 minutes whistle is blown then you die and are out of the game. The shopkeeper can decide how many stamps to charge you.
- You can go to the medical clinic to receive treatment or to be immunized.
- If you live on the other side of the border you will need to go through passport control at the start of each session in order to work. It is up to the customs officer to let you through. A bribe of goods or stamps may be required.
- There is also a police officer in the game who can put you in jail or fine if you have committed a crime or behaved badly in the game. You could receive a fine and/or be imprisoned for any offences, such as littering, stealing or begging. You may be imprisoned for a set period of time or until you pay a bribe to a police officer.
- At different points in the game announcements will be made about events that occur. These will affect you so listen carefully.
- When you hear the whistle, the session has finished. Sit down where you are and wait for instructions.
- Hand out game cards.
- Those with Game Card 1 should sit in the village. Those with Game Card 2 will need to start on the other side of the border.

Session One

Blow the whistle to start the game.

- **Newsflash - Aid organisation offers food vouchers.**
If you are not currently working or at school you may get free food from the shop.
- **Newsflash - An outbreak of typhoid occurs.**
If you are not immunised you cannot work for the rest of this session.

Blow the whistle to end session one.

Everyone should sit down where they are.

All those who did not eat and drink are officially declared dead and are out of the game.

If you are in jail remain where you are.

Game card 1 holders return to the village.

Game card 2 holders return across the border.



Session Two

Blow the whistle to start the session two.

- **Newsflash - A new law has been passed that outlaws bare feet in public areas.**
Anyone found without footwear in public may be imprisoned or fined.
- **Newsflash - Receive child sponsorship.**
You may go to school for free this session unless you are in jail or live on the other side of the border.
- **Newsflash - Aid organisation feeds prisoners.**
All those in jail receive free food and drink.

Blow the whistle to end session two.

Everyone should sit down where they are.

All those who did not eat and drink are officially declared dead and are out of the game.

If you are in jail, remain where you are.

Game card 1 holders return to the village.

Game card 2 holders return across the border.

Session Three

Blow the whistle to start the session three.

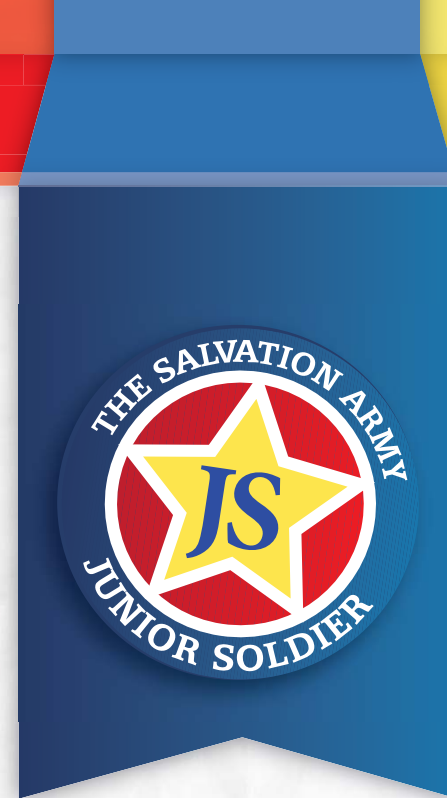
- **Newsflash - Natural disaster destroys crops and water is contaminated.**
The cost of food increases two stamps for this session.
- **Newsflash - The natural disaster has contaminated the water supply.**
If you have purchased drink and have not been immunised go to the clinic.
You cannot work for the rest of this session.

Blow the whistle to end the game.

Debrief

Sit every down in a suitable area for the debrief.

- Who was still alive at the end of the game?
- What do you think helped you make it through to the end?
- Who died in the first or second session?
- What happened to you?
- How did you feel about that?
- Was everyone able to get what you wanted or needed in the game? Why or why not?
- What do you think was the purpose of the game?
- What did you learn from the game?
- How realistic or unrealistic do you think the game is?



Games Card 1

SESSION	INCOME Seek employment and perform work in order to earn income stamps. Income stamps are needed to purchase food, drink, education and health care.	FOOD & DRINK	EDUCATION Attend school to get an extra income stamp each time you work	HEALTH Immunise against announced health issues
ONE		Food <input data-bbox="1281 534 1346 592" type="checkbox"/> Drink <input data-bbox="1281 624 1346 681" type="checkbox"/>	Attended School <input data-bbox="1581 566 1646 624" type="checkbox"/>	
TWO		Food <input data-bbox="1281 799 1346 857" type="checkbox"/> Drink <input data-bbox="1281 888 1346 946" type="checkbox"/>	Attended School <input data-bbox="1581 831 1646 888" type="checkbox"/>	
THREE		Food <input data-bbox="1281 1050 1346 1107" type="checkbox"/> Drink <input data-bbox="1281 1139 1346 1197" type="checkbox"/>	Attended School <input data-bbox="1581 1086 1646 1144" type="checkbox"/>	

Games Card 2

SESSION	INCOME Seek employment and perform work in order to earn income stamps. Income stamps are needed to purchase food, drink, education and health care.	FOOD & DRINK	EDUCATION Attend school to get an extra income stamp each time you work	HEALTH Immunise against announced health issues	PASSPORT CONTROL You must have a work visa stamp before you can cross the border and work
ONE		Food <input data-bbox="1169 491 1229 550" type="checkbox"/> Drink <input data-bbox="1169 582 1229 641" type="checkbox"/>	Attended School <input data-bbox="1469 523 1529 582" type="checkbox"/>		
TWO		Food <input data-bbox="1169 748 1229 807" type="checkbox"/> Drink <input data-bbox="1169 839 1229 898" type="checkbox"/>	Attended School <input data-bbox="1469 791 1529 850" type="checkbox"/>		
THREE		Food <input data-bbox="1169 1013 1229 1072" type="checkbox"/> Drink <input data-bbox="1169 1104 1229 1163" type="checkbox"/>	Attended School <input data-bbox="1469 1056 1529 1115" type="checkbox"/>		

{fact} sheet}

CHILD EDUCATION

Child education – What is going on?

In 1989, the United Nations Convention on the Rights of the Child stated that education is a right for every child. In 2000, this was formalised with Millennium Development Goal 2, aiming to give all children access to a primary school education by 2015.

Fast facts:

- In 2008, 100 million children of primary school-age were out of school.
- Worldwide, 84 per cent of primary school-age children attend school, but only half of secondary school-age children attend.
- Sub-Saharan Africa still has the lowest primary education rates of all the regions, but it has increased by 18 per cent, from 58 per cent in 1999 to 76 per cent in 2008.
- Children who are homeless, orphaned or who have to work to earn income for their families are least likely to attend school.

One child:

For Nathaniel Mensah Tei, the opportunity for an education means poverty will end in his household. This 10-year-old from Ghana will be the first person in his family to receive an education, and the mud walls of his house are marked with the numbers and letters he has learned. His father Joseph never attended school and cannot read or write. A fisherman, he hopes his son will be fortunate enough to have better employment opportunities than he did. Thanks to a Compassion sponsor in 2007, Nathaniel is receiving the education he only ever dreamed of before.

What is the world doing about it?

There is a global push to get children into primary school. Organisations like 1 Goal, an international advocacy agency that promoted primary education during the FIFA World Cup, are making a massive difference on the world stage. In September 2010, the Australian Government committed to spending \$5 billion on education programs over the next five years, with a strong focus on basic education.

A lack of education causes many problems for children, such as:

- Increased risk of disease, violence, abuse and exploitation
- A lack of income generating potential
- Being less likely to become active contributors to their family and community
- Increased likelihood of the cycle of poverty continuing in their home.

An education has many benefits for children, including:

- Being better equipped to become agents of change in their local and global communities
- Greater social and emotional skills
- Learning to interact with others, understand social structure and respond to external authorities
- Receiving health care and hygiene education at school.



Education has a particularly significant impact on girls. For example:

- Every extra year of primary school boosts a girl's future wages by 10 to 20 per cent
- An educated girl is far less likely to marry as a child (aged less than 18 years), and therefore less likely to be abused
- Educated women are statistically more likely to have healthier babies and are more likely to educate their own children
- Educated women on average reinvest 90 per cent of their income into their families, while on average men reinvest only 30 to 40 per cent.

What is Compassion doing about it?

Compassion International supports more than one million children worldwide. Through the Child Sponsorship Program, every child is given the opportunity to complete primary school. If needed, sponsorship can help provide a child with school uniforms, supplies, extra tutoring and educational assistance and cover the cost of school fees.

Many children continue on to complete secondary school. Compassion's Leadership Development Program also enables outstanding students to receive tertiary education and Christian leadership training.



CHILDREN ATTEND SCHOOL IN HAITI WHERE EDUCATION IS TECHNICALLY FREE, BUT THE SUPPLEMENTAL FEES, SCHOOL SUPPLIES AND UNIFORMS REQUIRED ARE BEYOND THE MEANS OF THE AVERAGE HAITIAN. ONLY ONE IN FIVE CHILDREN WILL GO ON TO SECONDARY SCHOOL AND MANY STRUGGLE TO REACH GRADE FIVE.

WHAT CAN I DO?

www.compassion.com.au/can/

LEARN:

- Visit UNICEF's website for detailed information on the importance of education on a child's life: www.unicef.org/education/
- Watch the Girl Effect: www.girleffect.org

SPEAK UP:

- Tell your friends via email, Facebook and Twitter about your passion to help children receive an education.
- Invite your friends to join Compassion's Child Advocate Network.

TAKE ACTION:

- Visit the 1 Goal website and sign the global petition to see basic education for all: www.join1goal.org/home.php

CREATE:

- Create a short video, song, poetry, drama, art or dance to raise awareness of children who do not receive a basic education.

VOLUNTEER:

- Volunteer to assist Compassion at events or in the office.
- Volunteer to help set up a community awareness event with other advocates.
- Volunteer to get involved with the children's ministry at your local church.

SUPPORT:

- Sponsor a child through Compassion Australia to ensure that every person receives a basic education.
- Support Compassion Australia's Leadership Development Program to give a student the opportunity for tertiary education.

PRAY:

- Pray to our mighty God for His transformational intervention into the lives of children living in poverty—may we all see children the way that Jesus does.
- Pray for Compassion's worldwide ministry and sponsored children.

Source: United Nation's Children's Fund (UNICEF), 2010, Progress for Children: Achieving the MDGs with Equity

CHILD POVERTY

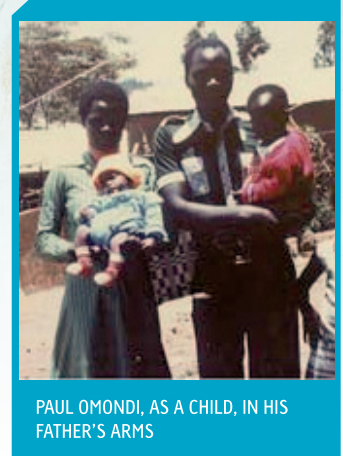
Child poverty – What is going on?

We all know that children are the future—but they are also a big part of the present. Children under the age of 18 represent:

- Forty-nine per cent of the population of the world's least developed countries
- Twenty-one per cent of the population of the world's industrialised nations.

In total, there are approximately 2.2 billion children living in the world today. Of these, 1.1 billion—half of the child population—are living in financial poverty (less than US\$2 per day). As a result, they lack opportunities and are robbed of their basic rights to:

- Safety
- Good health
- Education
- Sufficient nutritious food for development
- Emotional security.



PAUL OMONDI, AS A CHILD, IN HIS FATHER'S ARMS

One child

Paul Omondi grew up in a home made of sticks, mud and iron sheets in the slums of Kibera, Kenya. His neighbourhood, like other urban slums, had no sanitation or infrastructure—no running water, no toilets, no gutters or drains. He played and scavenged among the rubbish, looking for food or items to sell. Even as a child, Paul knew that there were no hospitals nearby and as he watched his sister die when she was just three years old, he learned that getting sick was disastrous.

Paul not only lacked the physical needs of a child, he also lacked dignity and the opportunity to achieve—needs that Compassion's holistic child development program addressed. Through Compassion's support, Paul graduated with a degree in Community Development from Daystar University in 2005. He is now working as a Community Development Manager with the Compassion project that assisted him, as well as a research assistant for Compassion Kenya.

What is the world doing about it?

In 2000, the world committed to combat poverty through the Millennium Development Goals (MDGs):

1. Eradicate extreme poverty and hunger
2. Achieve universal primary education
3. Promote gender equality and empower women
4. Reduce child mortality
5. Improve maternal health
6. Combat HIV/AIDS, malaria and other diseases
7. Ensure environmental sustainability
8. Develop global partnership for development.

While there has been significant progress on the MDGs in the 10 years since, unless the pace of progress increases rapidly over the next five years, many countries will not meet the targets. Progress has been the slowest on MDG 4, regarding child mortality, and MDG 5, regarding maternal mortality.

What is Compassion doing about it?

Compassion recognises that poverty has many facets: spiritual, economic, social, physical and emotional. Because all components are equally important, Compassion's Child Sponsorship Program uses a holistic child development model to help release a child from every aspect of poverty. Through sponsorship, Compassion assisted children receive:

- Christian teaching as part of the outreach ministry of the local church Compassion partners with.
- Health care through regular check ups by medical professionals and ongoing medical assistance as needed.
- Learning opportunities, such as literacy and numeracy skills, as required as well as opportunities to learn vocational and life skills.
- Social and emotional care through activities to develop emotional intelligence and basic social skills, which encourages self-awareness, self-control, self-motivation, empathy and commitment.

WHAT CAN I DO?

www.compassion.com.au/can/

LEARN:

- ♦ Visit Compassion's Child Advocate Network news website where there are regular updates on progress towards the MDGs: www.compassion.com.au/can/
- ♦ Visit the United Nation's Millennium Development Goals website for detailed information on the MDGs: www.un.org/millenniumgoals/
- ♦ Visit the 4K World Map website for an analysis of worldwide spiritual poverty: www.4kworldmap.org/

SPEAK UP:

- ♦ Tell your friends via email, Facebook and Twitter about your passion for the plight of children living in poverty.
- ♦ Invite your friends to join Compassion's Child Advocate Network.

TAKE ACTION:

- ♦ Sign the Micah Call to commit to pursue justice, be passionate about kindness and walk humbly with God.
- ♦ Visit Micah Challenge's website for more information: www.micahchallenge.org.au

CREATE:

- ♦ Create a short video, song, poetry, drama, art or dance to raise awareness of children living in poverty around the world.

VOLUNTEER:

- ♦ Volunteer to assist Compassion at events or in the office.
- ♦ Volunteer to get involved with the children's ministry at your local church.

SUPPORT:

- ♦ Sponsor a child through Compassion Australia.

PRAY:

- ♦ Pray to our mighty God for His transformational intervention in the lives of children living in poverty—may we all see children the way that Jesus does.
- ♦ Pray for Compassion's worldwide ministry and sponsored children.

Source: United Nation's Children's Fund (UNICEF), 2009, The State of the World's Children 2010: Child Rights



HUNGER FACTS

- **One person in seven** battles hunger every day.
- Approximately **963 million** people across the world are hungry.
- More than 9 million children under age 5 die every year, and malnutrition accounts for more than one-third of these deaths. Most of these children live in sub-Saharan Africa and South Asia.
- About **5.6 million** deaths of children worldwide are related to under-nutrition. This accounts for **53 percent** of the total deaths for children under 5.
- **More than 140 million** or **25 percent** of all children in developing countries are underweight and at risk from the long-term effects of malnourishment.
- Nearly **15 percent** of babies in developing countries are born with a low birth weight compared with only **7 percent** of babies in industrialized countries.
- **More than 6 million** children die from malnutrition each year.
- **Worldwide, 161 million** preschool children suffer from chronic malnutrition.
- Already **923 million people** worldwide are undernourished, and there are more than **9 million** deaths related to hunger each year.

Sources: www.wfp.org, www.unicef.org, www.who.int, www.un.org, February 2009