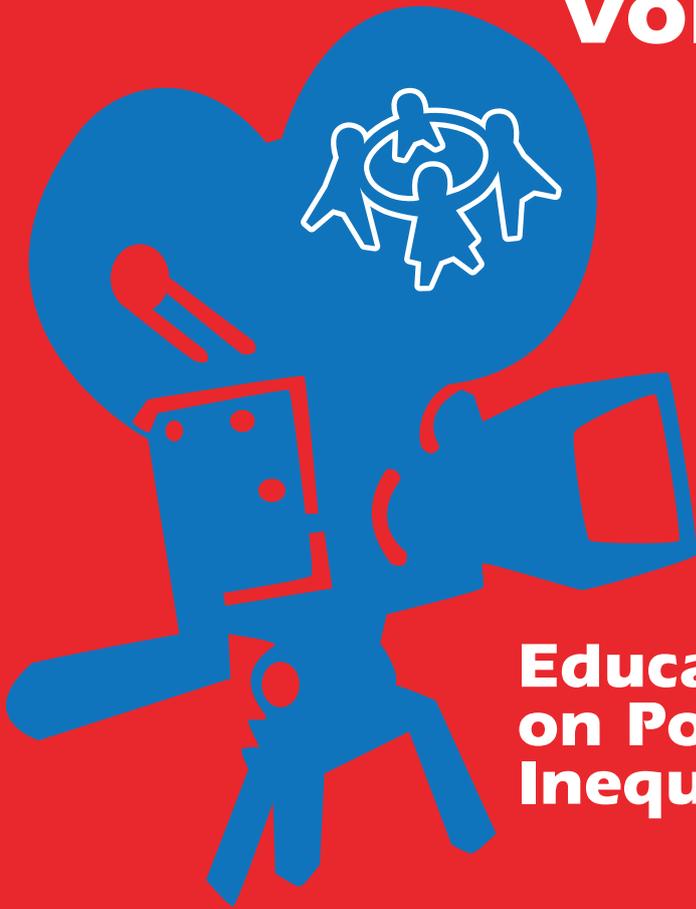


# Volunteering Against Poverty



**Educational Resources  
on Poverty and  
Inequality**



**IFM • SEI**





# Volunteering Against Poverty

## Educational Resources on Poverty and Inequality



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**Youth  
in Action**

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## Introduction

This publication is one of the results of IFM-SEI's 'Volunteering Against Poverty' project.

Young people from four continents have worked closely together throughout 2012 to explore poverty and to raise awareness of the ever-increasing inequalities in the world. They have researched poverty in their own communities, run activities with children and young people in falcon groups and met to agree on their common message concerning global poverty. Some of the volunteers spent up to 12 months in another falcon organisation and got to know a totally new reality, others discovered the often invisible poverty in their own communities.

Together they have produced a set of resources that you can use to explore and discuss questions around poverty and inequality in-depth with your children's or youth group:

- A 52 minute documentary film
- A web documentary full of videos from 12 communities, where the user can dip in and out, choosing what to watch
- The publication you are reading right now, compiling educational activities that can be used in conjunction with the film or independently.



### Who are we?

The International Falcon Movement – Socialist Educational International is an international educational movement working to empower children and young people to take an active role in changing society for the better and fight for their rights. We are an umbrella organisation for sixty child and youth-led movements all over the world, educating on the basis of our values of equality, democracy, peace, co-operation and friendship.



### Children's rights

The UN Convention on the Rights of the Child is a key document for IFM-SEI. Through our member organisations and the activities of our international, we aim to ensure that children and young people are well informed about their rights and are empowered to ensure they are respected. To reach this goal, we organise a variety of activities including seminars, training courses, international camps and conferences. Our work is based on peer education: We believe that young people have as much to teach as they have to learn.

### By children and young people, for children and young people

Children and young people are involved in all levels of decision-making in our movement, from their local groups to the world congress. It is our firm belief that children are competent to make decisions and have strong opinions on global issues as well as matters directly affecting them. They only need the empowerment to feel that their voices will be heard in society.



### Minna, DUI LEG og VIRKE, Denmark

*VAP meant a lot of hard work but also fun to deliver our message that poverty exists. I hope that it will create awareness; that people will*

*use our educational resources and films to start thinking. It was a good experience even though it has been very challenging.*



## How to use this publication

The publication contains educational methods for groups on poverty, its causes and consequences. You can use these methods during weekly group nights, on camps or on seminars, as an experienced group leader, a peer educator or someone who is running a workshop for the first time. One thing you should bear in mind is that all the activity plans are just proposals; you should always adapt them to your group. Some groups are more experienced than others, some will need more time and some will get more into the activity, others not. Don't take our proposals as they are, but adapt them for your group and for your setting to get the best results from the VAP resources.



**Elvis, OGCEYOD (EVS in the Woodcraft Folk, UK)**

*VAP meant gaining experiences, having a broader perception of poverty and achieving values which have impacted my life positively. Its resources, films, stories will bring out the different faces of poverty. Through our work, young people will realise that a person alone cannot fight against poverty; it is something we need to come together for as one and do our best. Having to work with people from different origins, with different approaches has been an amazing experience. It has been challenging but also motivating and inspirational.*

## Video as an educational tool

The activities are not directly linked to the documentary film or the web documentary. This allows everyone to use them, whether you have access to video equipment or not. However, the topics the activities deal with all come up in different portraits of either the full documentary or the web documentary. We encourage you to use them as tools for your educational work to inspire your groups and to give them a closer insight into various aspects of poverty.

You will find a DVD of the 52 minute film and the web documentary inside this publication. Use it as a resource to enhance your educational activities, show particular sections to illustrate a point or organise a video night to watch the documentary and stimulate discussions about poverty.



**Angelica, Acacia (EVS in the Woodcraft Folk, UK)**

*This experience has been very rewarding; not only have I had the opportunity to learn a new language, I also learned that poverty has different meanings and contexts. During the production of the video the hardest part for me was to find a person who opened up and told their life experience in front of the cameras. It was also a learning experience for me, because many people in Colombia think in European countries poverty does not exist. Now I am a witness that poverty is a global problem and also exists in countries like England.*





## Capitalism: The root cause of global poverty

Poverty is the biggest challenge of our time. Millions of people are denied access to resources and opportunities, impacting severely on their wellbeing and excluding them from full participation in society. The gap between rich and poor is widening rapidly, with some groups, such as young people and women, disproportionately affected. Poverty is often invisible, those living in poverty are ashamed to talk about it or lack the means to ensure their voices are heard. The Volunteering Against Poverty project aims to give the invisible a voice and challenge people to contribute to social change, emphasising that poverty is not caused by the poor, and individuals alone cannot be held responsible for the situations they find themselves in.

### ‘Someone must be choosing to let others live in poverty’.

The VAP group discussed the causes and consequences of poverty at length, finding that they always came back to one root cause: global capitalism. The capitalist system is held up by the rich and powerful who benefit from its maintenance resulting in increasing inequality and poverty. Connie from Denmark, portrayed in the documentary, put this in strong words: “We have enough money in Denmark, so someone must be choosing to let others live in poverty. This is something I do not understand”. The group agreed on the following statement as the essence of their discussions and their perspective on the issue:



“Poverty is everywhere. It has many different faces in many different places. If I am poor, you are poor. If you are poor, we are poor. The root of change lies in all our communities. We need to educate, empower and inspire people around the world to join the fight against the cause of poverty.

P.S Capitalism sucks.”

### Trade, debt and inequality

Capitalism is designed to ensure that the rich and powerful are able to maintain their position by enslaving the majority world in precarious work with few rights. It requires unfair trade, unequal access to resources and control over educational and financial systems to survive.



#### Lucie, Woodcraft Folk (EVS in Acacia, Colombia)

*I think one of the most important things we need to do to stop poverty is to break down the prejudices of why people are poor. Too many people, including people within poor communities, think that people are only poor because they are lazy. It may have some truth, but what makes people lazy and idle is when they don't have proper structures in their childhood - if their school teachers can't be bothered to turn up to school, then what value will they put in education? I think the fight against poverty has to start with a good childhood and good education. To say simply that the poor are lazy gives the people in power an excuse to do nothing to help.*

World trade is at the centre of the capitalist system. It allows individuals and countries to benefit financially at the expense of workers and producers at the bottom. The regulation of world trade is undemocratic and unaccountable, serving only the interests of capital. The World Trade Organisation (WTO) is dominated by rich countries that subsidise production in their own countries while simultaneously placing tariffs on imports from poorer countries. Producers in poorer countries are forced to sell their products at a lower price in an unequal system.



## Fair Trade – an alternative or the only system we should accept?

Fair Trade was developed in an attempt to counter the inequality of world trade. The certification of goods as Fairtrade ensures producers and exporters are given a fair price for their goods as well as ensuring higher social and environmental standards. The standards include banning child and slave labour, guaranteeing a safe workplace, the right to unionise and an investment in social and environmental protection and development. Fair Trade is growing globally, more and more consumers are consciously making the decision to buy Fair Trade goods but it is still only a small slice of overall world trade 'cake'. What is needed is a complete change in understanding – unfair trade should not be possible - there should be no trade other than Fair Trade!

## Spiralling debt

In order to survive, almost every country borrows money. Debt is amounting all over the world but disproportionately so in poor countries. Some have to pay more in debt repayments each year than they are able to produce, impacting hugely on the lives of people living in those countries. Instead of investing in schools, healthcare and social development, governments are forced to divert all spending into paying back their debts. Repayment terms are often unfair, for example loan agreements are drawn up in dollars leaving countries vulnerable to currency fluctuations. Interest levels are disproportionately high so the debt spirals out of control and all available resources are diverted away from poverty reduction towards debt repayment. In this way, debt keeps some countries poor and weak, to the benefit of richer countries and corporations.

Following the financial crisis of 2008, European countries and their citizens have also fallen foul of spiralling debt. Forced to borrow huge sums of money to counter the failure of the banking system, countries have been required to impose crippling public spending cuts on their people, rapidly increasing the number of people living in desperate poverty in Europe.



**Delphine, OGCEYOD (EVS in IFM-SEI, Belgium)**

*I think that what we need is equal access to resources. As long as some people get to have access to resources like education, health and social benefits, economic empowerment while others don't, there will always be poverty but if everyone is given the same opportunity then things might begin to change.*

*I also feel that at the individual level, people need to understand that poverty is not a personal issue and that even if everyone is poor and we as individuals are rich, it still doesn't make a difference.*

## Cancelling the debt

Many NGOs, including IFM-SEI, advocate for the cancellation of debt for the world's poorest countries. Cancellation of this often crippling debt is a pre-requisite to beginning the process of poverty eradication and the first step on the road to increasing global equality. In order to invest in people, governments need to be freed of the chains of debt.

## Financial systems

Financial markets play a huge role in the capitalist system. Through complicated and intransparent mechanisms of buying and selling bonds and currencies, speculating on exchange rates and other instruments, people who have money can make more money. Services to normal people represent only a tiny part of a bank's work, most energy goes into speculative financial transactions that add up to 1.3 trillion UD Dollars each day - 70 times more than the sum of all transactions dealing with real things and not only with money. The extremely high risk of this speculation is carried by the people whose taxes are used to finance banks in times of financial crises without having any say in the decisions made by bankers. They also carry the burden when financial speculation causes sudden explosions of prices on real goods like wheat, corn or soybeans and therefore lead to extreme hunger crises.

A financial transaction tax would help to control the system and to let normal people participate in the wealth generated by these transactions. Through such a tax, speculators would pay for the damages they cause.



## Work: The route out of poverty?

Logically, employment should be the direct route out of poverty. You earn money, and it helps you to feel useful and valued, to work in a team and to be active. It would be ideal if everyone who was able to work was employed. Would poverty then cease to exist?

## Young and unemployed

The way the economic system is currently organised has led to an unsustainably high level of unemployment. This is true for all parts of the world, and it is especially true for young people who are hit much harder by the lack of jobs. In Cameroon for example, the youth unemployment rate is somewhere between 30 and 70%, in parts of Senegal less than 10% of all inhabitants have a permanent job in a company or public service. In Spain over 50% of young people between 15 and 24 are unemployed!

The numbers are unbelievably high, especially when you consider that there is enough work for all those who want to work. Unfortunately the system is organised so that a large amount of work is done by children, by unpaid interns, or is underpaid or done for free, such as taking care of children or of old people: work that is so important for the wellbeing of our society, but that no one wants to invest in because it doesn't bring any monetary profit.

For those with a high level of education, chances for employment are definitely higher than for young people who dropped out of school early. But who can afford this excellent education, including, in some parts of the world, private schools or universities, tutors, work experience via unpaid internships, travelling and studying abroad? And even with all this on your CV, you cannot be sure to find stable employment, but might end up in another precarious internship or short-term contract.



### Eko, KKSP (EVS in the Woodcraft Folk, UK)

*Capitalism, corruption, war, natural disasters and gender inequality are things that struck me as being the causes of poverty. Fighting consumerism and individualism as the culture of capitalism, anti-corruption measures, disaster alert, peace and love are in my opinion the best ways to overcome poverty. But this must be done actively, not passively. I believe in the spirit of youth, that young people are agents of this change.*





## Working poor

Having a job is one thing, but being able to live from the salary it provides is a very different matter. Many people work full-time, often more than 40 hours a week or in several jobs, and their wage is still below the official poverty line of their country. In addition this arbitrary line is not an indication that those living above the line are able to afford a good life. Minimum wages that are really respected and are high enough to ensure people can afford more than rent and basic food would help to fight poverty, but are far from the reality of most people. Introducing a fair minimum and a maximum wage would greatly contribute to more equality and a fair distribution of resources in society.

Unfortunately many of the so called ‘working poor’ would not benefit from minimum wages, because they work in the informal sector, where work is not taxed and not monitored by any form of government. This means workers in this sector are usually paid less, have a less stable income and don’t have access to basic protection and services.

## Workers’ rights

Not only do many people not earn enough to live a good life, they also work in extremely bad conditions. In a world where employment is the only way to survive and where unemployment is high, workers’ rights are often ignored. Why should companies care about things like a safe working environment, breaks or redundancy protection when there is an abundance of people who need whatever small income they can get? Trade unions are a threat to companies in situations like this, so are often banned, not listened to or even persecuted if there are no laws protecting them. International corporations use factories in countries that don’t guarantee safe working conditions and where minimum standards and minimum wages are not in place or not respected. The people at the end of the production chain, who buy the final products, only see the price – which can be lower if no one had to pay for security and social benefits of the people at the start of the line – the ones actually producing the things we buy. And even in this case lower production costs are often not reflected in price, only in profit.



**Laura, Woodcraft Folk (EVS in OGCEYOD, Cameroon)**

*I was inspired by the openness of the people I filmed and their willingness to share their lives and stories with me - a stranger from a faraway place.*

*One particular young woman trusted me enough to take me on a journey to see her son who she hadn’t seen for six months and even allowed me to film this emotional and intimate moment. I could really see how the project had brought people together and started to break barriers as we learnt that despite our cultural differences we are all the same because we are all humans; not colours, tribes, nationalities or genders or any of those things that have been used to separate people.*

*I am convinced that an absolute fundamental tool for poverty eradication is a good education. Through both formal and non-formal means everyone should have the chance to have a creative and empowering education. Rather than simply getting from grade to grade it is vital that education allows people to learn to think critically, to be able to work in groups and to solve problems in a creative way; I think this is how change can really happen.*



**Raul, Acacia (EVS in Esplac, Catalunya)**

*From portraying Max I’ve learned that, even though it seemed to me as if he was not living in a situation of poverty, the crisis that his country is going through prevented him from having a stable living situation and to develop his life normally. Only after getting to know the reality of Catalunya I realised what kind of poverty people face there*



## Children and work

It is ironic that on the one hand there is a worldwide crisis of employment for young people, and on the other hand over 200 million children between the age of 5 and 14 have to work, many of them full-time, and are therefore not able to go to school or to enjoy their childhood. Not getting an education means that they will never be able to get out of this vicious circle of poverty. They often face serious health problems working in horrific conditions – they have to carry heavy items, use toxic pesticides or chemicals without any protection, and many are even held as slaves in households, as prostitutes or drug traffickers. Not every form of work for children is bad – helping out their parents at home or in their business after school or earning some pocket money can be a very positive experience. But delivering papers is not decent work when children are paid half of what adults would get for the same job.

## An end to poverty requires the end of capitalism.

It is our firm belief that a systemic change is necessary to fight the roots of poverty. We want to educate children and young people on the causes and consequences of poverty and the inequalities in the world and to empower them to stand up for a world where friendship, cooperation and good living conditions for all are more important than profit and competition.

**Only when everyone starts to question the logic that profit comes before people and understands that humans are not just ‘human capital’ can poverty be stopped.**



Ali, KKSP, Indonesia

*From my portrait I learned that there is a truth and untruth, there is suppression and a suppressor. To make our lives valuable, we have to fight unrighteousness and suppressors, because until now they exist to control the system, to make people live in poverty.*

*To stop poverty we need to empower people, give them knowledge, life skills, and also tools and form networks with people around the world. I think if the people around the world have knowledge and work together they will be strong and can fight the system that is not on the people's side.*



## Energizers

Energizers are quick activities to put energy back into a group or 'warm-up' in the morning. You can run them before every session or in the middle of a session if energy is low.

### Fair Trade Energizer

Ask the group to dance around the room and when the music stops follow the facilitators' instructions. Explain that there are five different actions, depending on what word the facilitator calls out:

**Banana:** Lie on the ground in a curve.

**Coffee bean:** Crouch down and jump up and down.

**Tea:** Mime drinking a cup of tea.

**Cocoa pod:** Get into groups of 3, two people hold hands, the third is the cocoa bean inside the pod.

**Fair Trade:** Everyone holds hands in a circle, and runs towards the centre - calling out 'Fair Trade' - then back out.

When everyone starts getting tired, finish the game, and bring everyone together to briefly explain the concept of Fair Trade.

### Homelessness Energizer

Give a sock (or other material) to 2/3 of the group. Explain that this means they have money and are either house owners or tenants. All those without socks are homeless. Everyone with a sock should put them in their back pocket or waistband and either form a house with someone else (standing face-to-face with each other with their hands together over their heads), or stand in a house (between two house-owners). Everyone with a sock should form a house or be in a house. People without a sock are not allowed to be a house-owner or a tenant. A facilitator will shout out different words and participants should find a new place. When someone is not a tenant or house owner, the people without socks can try to steal a sock from them. If a homeless person successfully steals a sock, they can become a house-owner or a tenant, the person who has lost their sock becomes homeless. The situations are:

**Earthquake:** Everyone changes position.

**House owners:** Houses need to change position (form a house over another tenant).

**Tenants:** Only the tenants change position and move into another house.

If a sock falls to the floor, the facilitator should pick them up so that they are out of the game. The facilitator can also decide to take some more socks away to make it more difficult.

### The Banana Song

Everyone needs enough space around themselves to move their arms. The facilitator starts chanting the song, everyone can join in easily. While chanting, they move their bodies accordingly.

Form – ba-na-na – form, form ba-na-na

Form – ba-na-na – form, form ba-na-na

*(Slowly move up your arms until the hands meet over your head)*

Peel – ba-na-na - peel, peel ba-na-na

Peel – ba-na-na - peel, peel ba-na-na

*(Slowly move down your arms again)*

Mash –ba-na-na - mash, mash ba-na-na

Mash –ba-na-na - mash, mash ba-na-na

*(Move the whole body as if you mash a very big banana)*

Shake – ba-na-na - shake, shake ba-na-na

Shake – ba-na-na - shake, shake ba-na-na

*(Shake your body)*

Split – ba-na-na - split, split ba-na-na

Split – ba-na-na - split, split ba-na-na

*(Move as if you split a very big banana)*

Cut-ba-na-na – cut, cut ba-na-na

Cut-ba-na-na – cut, cut ba-na-na

*(Move as if you cut a very big banana in small pieces)*

Eat-ba-na-na – eat, eat ba-na-na

Eat-ba-na-na – eat, eat ba-na-na

*(Move as if you eat a very big banana)*

Bananas of the world – Unite!

*(Stand still, clap all at once into your hands when you shout 'Unite')*



# Energizers

## Big Fat Pony

The group stands in a circle and sings the following song over and over again:

*Here comes the one and only,  
Riding on a big fat pony,  
Here comes the one and only,  
We're going to have a party  
Front, front, front, banana  
Back, back, back, banana  
Side, side, side, banana  
We're going to have a party.*

One participant starts to 'ride' around inside the circle. When the group sings 'front, front, front', the 'rider' stops in front of another person and they shake their bodies in front of each other. At 'back, back, back', they turn their backs to each other and continue dancing. At 'side, side, side' they dance side by side. At 'we're going to have a party' they link arms and swing each other around. When the song starts again, both of them are riders who will dance with another person in the next round, and so forth until the whole group is riding and dancing.

## Ulee-leh

The group has to repeat everything the facilitator says and does. The facilitator acts as if they have something between their hands. They will repeat the same words several times while they move the imaginary object in their hands; every time the object becomes either bigger or smaller. In each round, they should

also vary their voice and talk more loudly or more quietly. The words go as follows (the group repeats line by line).

*Oh – uh leh-leh  
Oh massa massa massa  
Oh tiki tiki tonga  
Oh aloheb – aloheb – alohaha!*

## Singing in the Rain

The group is standing in a circle, all facing one direction. They walk in the circle, singing the following song:

*I'm singing in the rain  
Just singing in the rain  
What a glorious feeling  
I'm happy again.*

Then the facilitator stops, saying 'Hold it'. The text is repeated by the group. Then the facilitator commands and demonstrates a special movement: *Hands up* (they demonstrate by stretching their hands forwards). The group repeats the command and does as demonstrated. Then everybody is dancing where they are standing (swing one's hips) and singing the following text:

*A zumzaza, A zumzaza, A zumzazaza-aba*

*A zumzaza, A zumzaza, A zumzazaza-aba*  
Then they start again to walk and sing. The facilitator repeats all movements and adds another one (One movement in the first round, two in the second, three in the third, etc.). Movements are:

- Hands up (stretch arms forwards)
- Thumbs up
- Elbows back (press elbows against your hips, but stretch forearm still forwards)
- Knees together
- Toes together
- Head back
- Tongue out

## Evolution

Everyone starts the game as a small tadpole, making themselves small and creeping on the floor. When they meet another participant, they play a game of 'stone, paper, scissors'. The winner becomes a chicken and continues going round like a chicken, making chicken noises. When they meet another chicken, they play 'stone, paper, scissors' again. The winner

becomes a monkey and makes monkey movements and noises. When they meet another monkey, they play again. The winner becomes human and can stop playing. The game is over when everyone is human.



## A Big Pile of Rights

Age	6+
Group size	4 +
Time	30 - 45 minutes

### Overview

An activity introducing children's rights

### Objectives

- To introduce children's rights
- To reflect on the difference between rights and wants
- To raise awareness that all rights are equally important and indivisible

### Materials

- A set of rights cards for each group of three participants

### Step-by-step instructions

1. Form smaller groups of around 3 participants. Give each group a set of rights cards. Explain that the cards all show things that children need or want. Explain that they only have the right to keep 12 of the things on the cards. They need to agree which of the things are most important to them in life. They have to give six cards away.
2. When they have put 6 cards away, they should order the remaining cards from the most important to the least important.
3. Then they should meet another group to agree on a common ranking of cards with the other groups. These bigger groups should once again meet to agree on a ranking, until the whole group has one common list (if the group is too big, you can also finish when there are two or three lists).
4. Come back in the big group and present the final list(s).

### Debriefing

- Was it easy to agree on which things to put aside in the beginning?
- What kind of things did you put aside? Why?
- Was it difficult or easy to agree on a ranking? Why?
- What did you base your decision on? Why do you find some things more important than others?
- Reveal which of the cards are rights and which are wants. Explain what a right is.
- Do you think it's possible to have a ranking of rights?
- Explain that all rights are equally important and indivisible.



# Volunteering Against Poverty

## Appendix: Rights Cards

**Computer and access  
to internet**

**A bedroom on  
my own**

**Toys and games**

**Free transport or a  
bicycle**

**Regular holidays**

**If my parents / carers cannot  
afford enough healthy food,  
the government should sup-  
port them.**

**A name and being  
registered at my birth**

**Respect for my  
opinion**

**Information about  
things that concern me**



**Not being separated from  
my parents / carers unless it  
is for my own good**

**Being protected  
from violence**

**Money to  
spend as I like**

**Being allowed to think  
and believe what you  
want**

**Being able to  
see a doctor  
when I am ill**

**Being able to join a group  
or organisation**

**Being protected from  
hard and dangerous  
work**

**Opportunities  
to play**

**Being able to  
go to school**



## A Dollar a Day

<b>Age</b>	8-12
<b>Group size</b>	5+
<b>Time</b>	2 hours

### Overview

The activity explores how hard it is to live on \$1.25 a day and how it is cheaper to live if you have more money than if you are poor.

### Objectives

- To raise awareness of the \$1.25 a day poverty threshold
- To explore how to budget and think about money
- To think about the cost of food and raw materials

### Materials

- Magazines, photos and images with food on (optional)
- Pens
- Paper
- Glue (optional)
- Either access to a supermarket or online/home shopping

### Preparation

- Try and arrange permission of the local supermarket/market/shop to go around. You don't need it, but shop owners like to be asked before.

### Step-by-step instructions

1. Ask participants to think about the food that they eat on most days (breakfast, lunch, dinner etc). Ask them to draw the food or find photos in magazines to make a food collage.
2. Ask them to think of what ingredients are in the food. This doesn't have to be accurate, but it should get them thinking about what the food is made of. Draw arrows on the photo to each of the items of food and name them. You could have some recipes of popular foods available for them to think about.
3. Ask participants to think about their favourite meal (this should be a whole meal, not just a snack). Get them to make a list of ingredients for this meal.
4. Ask them to think how much of each ingredient they need for one person.
5. Go to the supermarket. In small groups the participants should look around the shop for the ingredients that they have written down. They can't split anything (so if the smallest packet is 500g then they have to record that packet).
6. Ask them to write down the price of each packet and then at the end total it together.
7. Come back together when they are finished. Ask them if with \$5 (or equivalent in local currency) they could buy the ingredients of their favourite food.
8. Give each person the equivalent of \$1.25. Ask them to go around in their groups and buy food that would fill them up for the whole day (they don't have to buy the food; it is enough to make a list of prices).
9. Bring them back together and ask if they were able to get all the food that they wanted with \$1.25?
10. If your group wants to, buy the ingredients for their favourite meal and cook together.



## Debriefing

- How does it make you feel when you couldn't afford to buy the food that you wanted?
- How do you feel if you don't get enough food sometimes?
- How would it make you feel if you could never afford proper food?
- Did you notice that things were cheaper if you brought them in bigger packets?
- Who benefits from food being sold in bulk?
- Explain that \$1.25 is the global poverty line, and over 1.3 billion people live with less than the equivalence of \$1.25 a day. The global economic crisis has made an additional 64 million people have less than a \$1.25 a day just in 2010
- Can you imagine your parent/ carer only getting \$1.25 a day to pay for all the bills, TV, food etc?



## Capitalism Works?

<b>Age</b>	15+
<b>Group size</b>	12-24
<b>Time</b>	90 minutes

### Overview

In this simulation game the participants experience inequality through unequal working conditions throughout the world.

### Objectives

- To reflect upon economic inequalities between different parts of the world
- To develop ideas on how to change the economic system to promote economic equality

### Materials

- 5 pairs of scissors
- 4 pencils
- 4 different coloured pens
- 20 sheets of white A4 paper
- 3 rulers
- 2 pencil sharpeners
- A watch to time the days
- 2 facilitators (a banker and a game leader)
- Copies of credits sheets (appendix) for each group

### Step-by-step instructions

1. Divide the participants into four groups and distribute the following material:  
**Group 1:** 2 pairs of scissors, a pencil, a coloured pen, a ruler, a pencil sharpener and 8 sheets of paper  
**Group 2:** One pair of scissors, a pencil, a coloured pen, a ruler, a pencil sharpener and 6 sheets of paper  
**Group 3:** One pair of scissors, a pencil, a coloured pen, a ruler and 3 sheets of paper  
**Group 4:** One pair of scissors, a pencil, a coloured pen and 3 sheets of paper

They also receive the credit sheet for their group.

2. Explain that they are all producers in different countries. A two-week period is simulated, with each day lasting five minutes. Explain the rules:
  - Each group has to produce a certain amount of credits each day to survive. The credits are symbolised by paper shapes which have to be cut out and coloured.
  - All shapes must be cut by scissors and must have the exact size.
  - You are only allowed to use the materials you have been given (unless another group gives you their material).
  - It is forbidden to work between the days.
  - After each day is finished you must take your credits to the bank. If you did not produce enough credits, you must take a loan in order for everyone in your group to survive.
  - Physical force is not allowed.
  - The bank and game leader are always right.
3. Play a practice day and make sure that everyone understands the rules.
4. During the weekends, a World Forum will take place with representatives from each group. The



groups have the possibility to vote on changes to the rules of the game.

## The Banker

The banker cashes in the credits of each group after the end of each day. They need to be strict in accepting the shapes. Bad sizing or colouring may result in shapes not being accepted. It is up to the banker to use their judgement as to how strict they are with particular groups. The banker can also give out loans. The banker needs to document all credits and loans carefully for each group.

## Interest Rates For Loans

(need to be paid back the next day)

Interest rates for loans are different between groups.

**Group 1:** 2 %

**Group 2:** 5 %

**Group 3:** 7 %

**Group 4:** 10 %

## Game Leader

The game leader is the timekeeper and general facilitator. They have to make sure that everyone plays according to the rules and needs to announce the end of each day. The game leader can also introduce 'special actions' for the whole world or different countries.

## Special actions

- An economic crisis has hit your country. One person from your country is not allowed to support you in producing shapes during one day.
- A flood has destroyed many of the resources in your country. You need to give away one sheet of paper.
- The prices for paper shapes have fallen throughout the world. Everyone receives 10 credits less per shape.
- A civil war has hit your country. You are now two countries and you don't get more resources than before.

You can come up with more special actions.

The game leader also facilitates the World Forum that will take place during the weekends (days 3/4 and 7/8). Group 1 and 2 can send two delegates with each delegate having one vote, groups 3 and 4 can send one delegate, each having one vote. The banker will also take part in the Forum and has two votes. Every delegate can make a proposal for changing a rule of the game, which will be voted on by the World Forum. Any new laws will be adhered to in the morning of the next day.

## Debriefing

- What happened during the game?
- How did you feel during various stages of the game?
- What happened during the World Forums?
- How did new rules change the game?
- How were resources shared?
- How would cooperation have affected the game?
- Does this reflect the real world? How?

### Tip for Facilitators

As with all simulations, they are never played the same way twice and different groups may react in very different ways. It is important that the game leader is able to adapt the activity as they see fit and adapt to the changes made in the World Forum.



## Appendix: Credit Sheets

### Group 1

You need to produce 2cm x 3cm coloured rectangles. Each rectangle counts for 50 credits.

Training Day	Day 1	Day 2	Day 3 (weekend)	Day 4 (weekend)	Day 5
200 credits	200 credits	200 credits	Day off / World Forum	Day off/ World Forum	200 credits
Day 6	Day 7 (weekend)	Day 8 (weekend)	Day 9	Day 10	
200 credits	Day off/ World Forum	Day off/ World Forum	200 credits	200 credits	

### Group 2

You need to produce 2cm x 3cm coloured rectangles. Each rectangle counts for 40 credits.

Training Day	Day 1	Day 2	Day 3 (weekend)	Day 4 (weekend)	Day 5
200 credits	200 credits	200 credits	Day off/ World Forum	Day off/ World Forum	200 credits
Day 6	Day 7 (weekend)	Day 8 (weekend)	Day 9	Day 10	
200 credits	Day off/ World Forum	Day off/ World Forum	200 credits	200 credits	

### Group 3

You need to produce 2cm x 3cm coloured rectangles. Each rectangle counts for 20 credits.

Training Day	Day 1	Day 2	Day 3 (weekend)	Day 4 (weekend)	Day 5
180 credits	180 credits	180 credits	180 credits/ World Forum	Day off/ World Forum	180 credits
Day 6	Day 7 (weekend)	Day 8 (weekend)	Day 9	Day 10	
180 credits	180 credits/ World Forum	Day off/ World Forum	180 credits	180 credits	

### Group 4

You need to produce 2cm x 3cm coloured rectangles. Each rectangle counts for 10 credits.

Training Day	Day 1	Day 2	Day 3 (weekend)	Day 4 (weekend)	Day 5
160 credits	160 credits	160 credits	160 credits/ World Forum	160 credits/ World Forum	160 credits
Day 6	Day 7 (weekend)	Day 8 (weekend)	Day 9	Day 10	
160 credits	160 credits/ World Forum	160 credits/ World Forum	160 credits	160 credits	



## Child Labour Obstacle Race

<b>Age</b>	All ages
<b>Group size</b>	4 - 20
<b>Time</b>	30 - 45 minutes

### Overview

An obstacle race to experience different forms of child labour

### Objectives

- To raise awareness of different kinds of child labour
- To reflect on the difficulties of child labourers

### Materials

- Big pieces of thick cardboard for each group
- 1 big bowl
- 1 small bowl and one cup per group
- 1 newspaper per group
- Two pictures and pairs of scissors per group

### Preparation

Set up the different stations of the obstacle race:

- **Brick factory:** A big piece of thick cardboard for each group; a piece of cardboard with a small hole (size of a coin) in it
- **A household:** A big water bowl and one cup per group on one side. On the other side (approximately 10m distance) an empty bowl of equal size for each group
- **Newspaper station:** Mark a start and an end line. Put a newspaper at the start line for each group.
- **Manufacturing:** Two chairs for each group, with a picture and a pair of scissors lying on the chairs. A chair for a facilitator should be put 10m away from the space.

### Step-by-step instructions

1. Split the group into teams of up to 6 people and give each a number.
2. Explain the rules of the obstacle race: The teams have to move together from station to station. The team that completes all four stations fastest will win. No rules can be changed during the race!
3. The rules at the different stations are:
  - **Brick factory:** Each team needs to break the thick card board into small pieces that fit through the hole of the other cardboard.
  - **Household:** Each team needs to fill their water bowl up to the top by transporting water from the big water bowl with their cup. The team members run one after the other from the big bowl to their small bowl and back.
  - **Newspaper station:** This is a relay race where the participants run one after the other with the newspaper in their hand to the end line and back to the start line, where they give the newspaper to the next team member.
  - **Manufacturing:** Two members of each team need to cut out a picture using only one hand, then run to the facilitator and show them their picture. If it is cut out well, they are done. If it is not cut out well, the facilitator can ask them to run an extra round.
4. Let the groups go through the race.



## Debriefing

- How did you enjoy the obstacle race? Would you have liked to continue?
- Did it remind you of real tasks you or other people sometimes have to do? Of what?
- Would you like to do any of these tasks as a job? Why (not)?
- Do any of you have a job? How are the conditions at your job?
- Explain that the different stations symbolised different work areas where children often work in.
- Why do you think there is child labour in the world?
- What do you think could help ending child labour?
- What would change in your life if you had to work the whole day?



## Children's Rights Forum Theatre

Age	10+
Group size	10-30
Time	60-90 minutes

### Overview

The participants act out children's rights violations and come up with ideas on how to stop these violations. This activity should be done after an activity introducing children's rights or with a group that has some basic knowledge.

### Objectives

- To think about how children's rights are violated
- To consider ways children can respond to children's rights violations

### Materials

- Markers, flipchart paper

### Step-by-step instructions

1. Ask the children to shout out different children's rights and write them down on a flipchart.
2. Form smaller groups and ask the children to think about situations they know where these rights are not respected. They should write all situations on a piece of flipchart paper.
3. After 10 minutes, ask them to choose one situation that they find important to be changed. They should prepare a short play showing the situation (but no solution!).
4. Show the plays in turn. After each play is finished ask questions based on the situation:
  - What happened in this situation? Which right was violated? By whom?
  - How did you feel watching the play?
5. Explain that the group will now play their scene again, but this time the group as a whole will try to change the situation to make it better. During the play, anyone in the audience can clap to signal that the play must freeze at that point, then the person should get up, tap someone (except the one violating a right) on the shoulder and replace them in the scene.

**\*IMPORTANT! There can be no 'magic solutions'. The person violating a right cannot suddenly be reasonable and respect children's rights. The changes need to be based on real things that the others in the play could do to make a change\*.**

6. Each time the scene is changed, discuss with the group again:  
What changed? Do you think this is realistic? Do you think this would have an impact?
7. When each scene is exhausted or the conflict has been 'resolved', go to the next one (you might not find a 'solution' for every scene).

### Debriefing

- How do you feel after the performances?
- What else could your group do to fight for children's rights?
- Can children's rights contribute to fighting poverty? How?
- How would the world change if children's rights were respected?



## Employment Memory

<b>Age</b>	12 +
<b>Group size</b>	5 - 20
<b>Time</b>	30 - 45 minutes

### Overview

A memory game that initiates reflection on the causes of unemployment

### Objectives

- To reflect on why people are unemployed
- To raise awareness that it is not the fault of the people if they are unemployed

### Materials

Copy the memory cards so they are double-sided (so that each card has a face on one side and a symbol on the other) and cut them out. Split the group if it is too large and make several copies, or play in groups.

### Step-by-step instructions

1. Lay the pictures on the table or floor with the symbols facing downwards.
2. Each turn, a player chooses two cards they think belong together: A person and the working situation they think this person is in.
3. If the symbols underneath match, the player keeps the cards. This means the person on one card is really in the working situation described on the other card. If they successfully match a pair, the player gets to take another turn.
4. When a player turns over two cards that do not match, those cards are turned symbol down again and it is the next player's turn. The game continues until all cards have been collected.
5. When the game is over, the group comes back together. Ask how many pairs each participant has collected.
6. In pairs, ask them to choose the favourite person among their cards and imagine their life. Ask them to answer the following questions together and write the person's story:
  - What is this person like? What do they like to do, what don't they like to do?
  - What are their qualifications?
  - How do they live?
  - Do they like their working situation?
  - How did the person find their job/ why is the person unemployed?
7. Come back together and tell the stories.

### Debriefing

- Did any of the matches surprise you? Why?
- Did you find a pattern for what kind of people are unemployed? What does that tell us?
- What can a person do to overcome unemployment or bad working conditions? Can they do something?
- Is this fair?



**Pauline, 30**  
3 degrees, 3 internships

**Sam, 40**  
Vocational training

**Karla, 35**  
Left school at 18, no further qualifications

**Toni, 45**  
Left school at 16 with no qualifications

**Kate, 50**  
Has a degree and has lived in four different countries

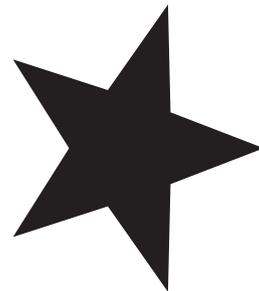
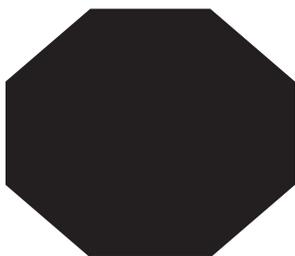
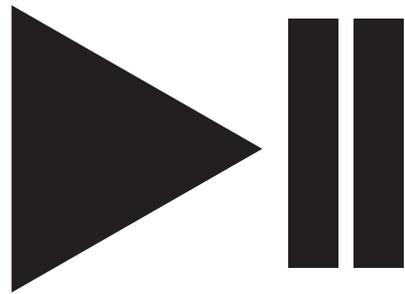
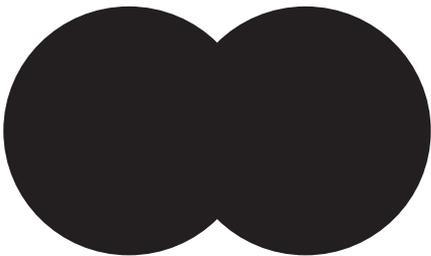
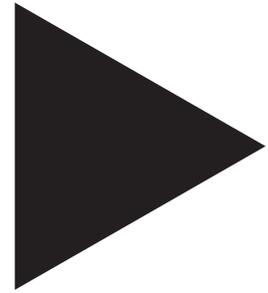
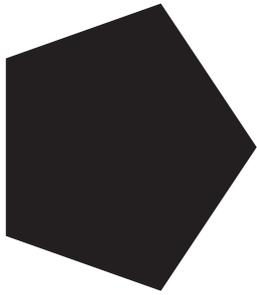
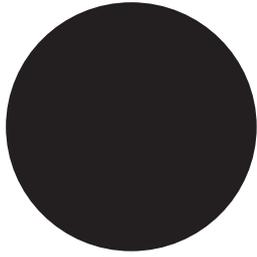
**Tim, 25**  
Graduated with a degree, has done lots of volunteer work

**Sam, 25**  
Received on the job training

**Simon, 30**  
Vocational training, 3 years work experience



# Volunteering Against Poverty





**Tom, 30**  
Bachelor of Science, a Master and a PhD

**Sarah, 24**  
Has a BA and two MAS, has done three internships

**Ania, 60**  
Degree

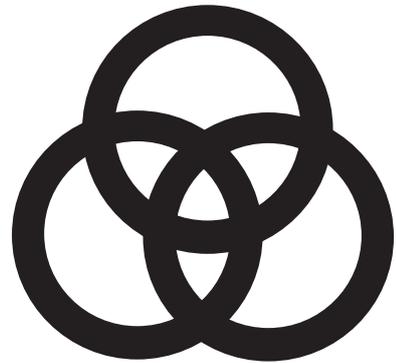
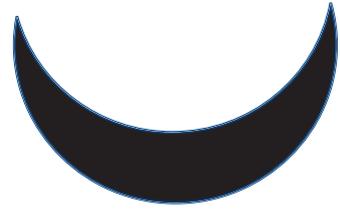
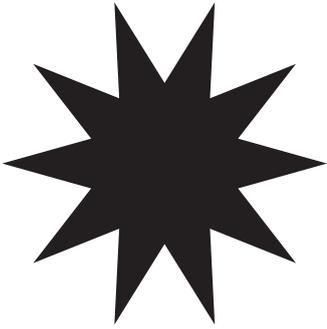
**Paul, 33**  
One degree, three years working experience

**Laura, 40**  
Vocational training

**Steven, 27**  
Vocational training completed after school

**Tania, 40**  
Vocationally trained, career break of 3 years to raise children

**Tina, 45**  
2 degrees





Doing an unpaid internship in an international institution for 12 months

Doing an internship in an advertisement company for six months, paid 400 Euro per month

Working in a cafe 5 days a week

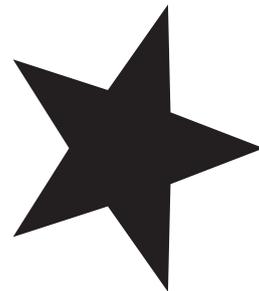
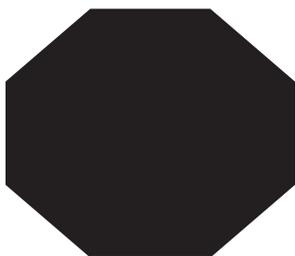
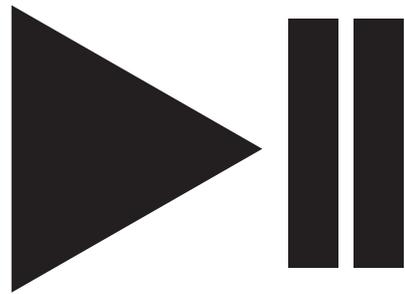
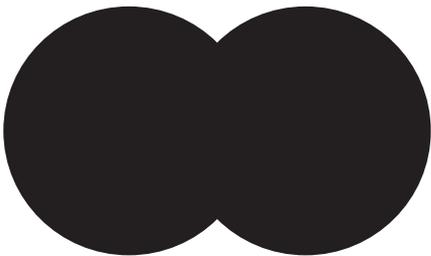
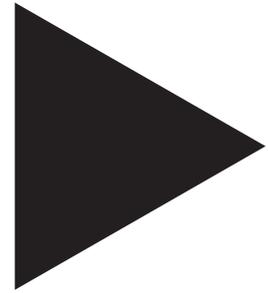
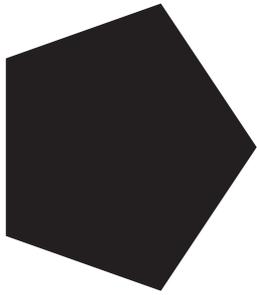
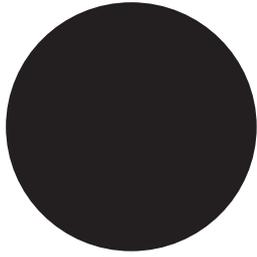
Police officer

Youth worker; one-year contract in a youth NGO

Freelance trainer (self-employed); running training courses for different organisations

IT consultant

Baker in a factory





Working for an interim company, doing different jobs every day (among others: cleaning offices, secretary work, driver)

Electrical engineer in a big company

Nurse

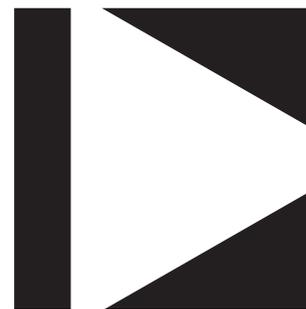
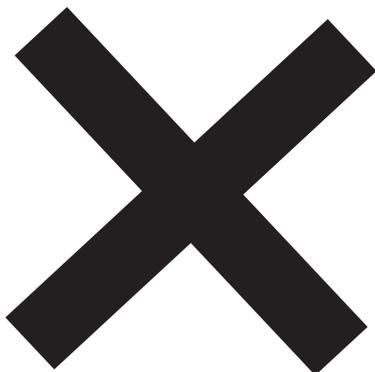
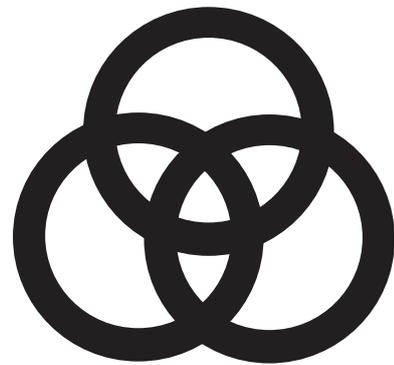
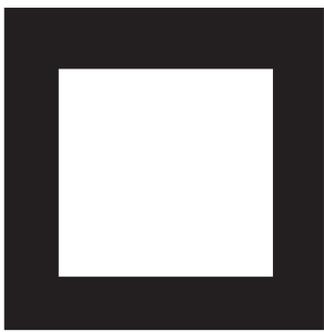
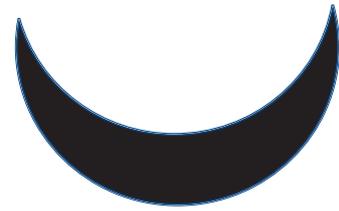
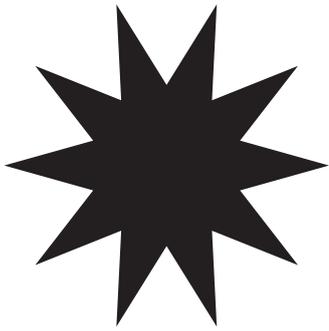
Unemployed for 5 years, currently retraining

Primary school teacher

Unemployed

Unemployed; helping children with homework for 8 hours per week (15 Euro per hour)

Researcher at university





## Family Budget

Age	12+
Group size	10-32
Time	90 minutes

### Overview

This activity raises awareness of the poverty trap: that once you're poor, it's very difficult to get out of poverty.

### Objectives

- To explore the cyclical nature of poverty and to make the point that it's very difficult for individuals to escape from poverty
- To compare family budgets and to consider if all families have real choices about what to spend in their lives

### Materials

- Family descriptions (appendix 3) copied and cut out
- Expenses cards (appendix 4 and 5) copied and cut out
- Income and expenditure cards (appendix 6) copied and cut out for each family (7 for each family)
- Pens and paper (can be scrap paper) for each family
- Calculators for each family

### Step-by-step instructions

1. The group is divided into families. There should be at least 2 people in each family but the number doesn't need to correspond to the number of people in the family description.
2. Each group is given a description of a family, a copy of the expenses cards and blank copies of the income and expenditure card for each round (7 in total).
3. Each group should talk about their family, invent some more information about them and think about whether they think they are rich or poor, whether they think they will be able to save money each month and can afford more than the essentials.
4. The game is played in rounds. During each round the group is given a short explanation of the situation and a monthly income.
5. The groups should write their family income on the income and expenditure card for that round. Each group must then decide how to spend their money based on the figures on the expenses card. Explain that to move on to the next round, each family needs to buy the essentials. If they cannot afford them, they must request a loan.
6. After each round each family shares what they have spent or saved and asks the banker (facilitator) if they need a loan to pay the essentials.

### Debriefing

- Share the final amounts on the cards – who saved and who ended up in debt?
- What do you think now? Is your family poor?
- How did you feel in each round?
- Were you surprised at how much/ little you could afford/ save?
- What could you have done to change your personal situation?
- What does this mean in reality? Can people change their own situations and pull themselves out of poverty?
- How can we make things fairer?



## Appendix 1: Description of rounds

**Round 1:** Simple round with normal income (as on the family descriptions)

**Round 2:** An economic crisis has hit your community. The local factory is not able to sell enough products so has reduced every worker's working time and salary by half.

**Round 3:** The economic crisis continues and this time hits the public sector. All public sector workers (teachers, doctors, social workers, office workers) receive a 20% pay cut. Factory workers' salaries remain the same as round 2.

**Round 4:** One of your children is sick. If you have deluxe health insurance the healthcare is free; if you have basic health insurance, you pay 50; if you have no health insurance you must

pay 200 for treatment. Salaries remain the same as round 3.

**Round 5:** An economic recovery is starting but it's slow. The factory owner has decided to increase every worker's salary and working time to 75% of the original level. Public sector workers' salaries are restored to their original levels.

**Round 6:** A school trip is coming up. It is compulsory for every child to attend. You must pay for each child out of this month's salary.

**Round 7:** You are invited to the wedding of a good friend. It is rude to refuse or not buy a present for the newlyweds.

## Appendix 2: Family incomes

	Family 1	Family 2	Family 3	Family 4	Family 5	Family 6	Family 7	Family 8
Round 1	400	300	250	200	160	140	125	100
Round 2	400	300	250	150	110	90	75	50
Round 3	400	240	200	130	110	90	75	50
Round 4	400	240	200	130	110	90	75	50
Round 5	400	300	250	175	135	115	100	75
Round 6	400	300	250	175	135	115	100	75
Round 7	400	300	250	175	135	115	100	75



## Appendix 3: Family descriptions

<p><b>Family 1</b>                      Mother: investment banker, single parent                      One child aged 9  <b>Monthly income = 400</b></p>	<p><b>Family 5</b>                      Mother: part time shop worker, income = 60                      Father: full time factory worker, income = 100                      2 children aged 12 and 14  <b>Total income = 160</b></p>
<p><b>Family 2</b>                      Mother: not working through choice                      Father: doctor                      2 children aged 10 and 12  <b>Monthly income = 300</b></p>	<p><b>Family 6</b>                      Mother: cleaner (working informally), income = 100                      Father: factory worker, income = 40  <b>Total income = 140</b></p>
<p><b>Family 3</b>                      Mother: teacher, income = 130                      Father: social worker, income = 120                      One child aged 6  <b>Total income = 250</b></p>	<p><b>Family 7</b>                      Mother: factory worker, income = 100                      Father: unemployed, receiving benefits = 25                      2 children aged 6 and 8  <b>Total income = 125</b></p>
<p><b>Family 4</b>                      Mother: office worker in the public sector, income = 100                      Father: factory worker, income = 100                      3 children aged 5, 7 and 10  <b>Total income = 200</b></p>	<p><b>Family 8</b>                      Father: factory worker, single parent                      One child aged 7  <b>Monthly income = 100</b></p>

## Appendix 4: Monthly expenses basics (Essential items that must be paid for each month)

<p><b>Rent for house or flat</b>  <b>100 (house), 50 (flat)</b></p>	<p><b>Food</b>  <b>25</b></p>
<p><b>Electricity</b>  <b>7</b></p>	<p><b>Water</b>  <b>5</b></p>
<p><b>Heating</b>  <b>8</b></p>	<p><b>Schoolbooks and travel to school</b>  <b>5 per child</b></p>



## Appendix 5: Monthly expenses (non-essentials)

Luxury foods and drinks including processed food / ready meals/ beer and wine / soft drinks 20	Basic Health insurance 25	Comprehensive health insurance 50
New clothes 20	Weekend trip 20	Holiday abroad 100
Holiday on another continent 300	Petrol for car 10	School trip 5 per child
Friends wedding (travel, clothes, personal expenses) 30	Present for friends wedding 20	Public transport for whole family 7
New sofa (paid immediatly) 50	New sofa (payment plan) 5 per month for 18 months	100 loan: repayment 20 per round
New TV (paid immediatly) 30		50 Loan: Repayment 10 per round

## Appendix 6: Income and expenditure card

**Round:**

**Family:**

**Income (salary):**

**Debts from previous rounds:**

**Savings from previous rounds:**

**Expenditure**

**Basics:**

**Non essentials:**

**Loan repayments:**

**End result**

**Savings:**

**Debt:**



## How Far Would You Go?

<b>Age</b>	12 +
<b>Group Size</b>	up to 14 (or two groups)
<b>Time</b>	60 Minutes

### Overview

This activity encourages discussion on possible solutions to poverty.

### Objectives

- To discuss possible solutions to poverty
- To reflect on the impact ending poverty will have on the rich
- To discuss how much can be done at individual level and what needs to be done at systemic level to end poverty

### Materials

- Role cards copied and cut out (make two sets if you have more than 14 participants)
- Small cards with the titles of the role cards written on them

### Step-by-step instructions

1. Put the cards with the role titles on the floor or on a wall. The participants should stand up and walk around, reading all the words, putting them together in pairs of opposites.
2. Explain that they will now all get a card where one of these roles is explained. Everyone needs to walk around and act out their role at the same time. They need to find their opposite.
3. When everyone has found their opposite, come together in a circle. The 'rich' sit on one side of the circle, the 'poor' on the other side. Everyone can shortly present their role.
4. Two chairs are put in the middle of the circle. One of the opposite pairs sits on the chairs. They discuss how they can reduce the inequality between them, staying in their roles. They should also discuss how much they are willing to change or give up.
5. The other participants listen to the discussion. When they have an argument that can help the person of their group (the rich or the poor), they can tap them on the shoulder and replace them in the middle to continue the discussion. Encourage the participants to swap places in the middle often.
6. Stop the discussion after some minutes and ask another pair to come to the middle to discuss their case.

### Debriefing

- Did you find good solutions?
- Which opposites were easy to solve through discussion, which were more difficult?
- Are you ready to make sacrifices to end poverty of others?
- Can individuals have an impact to reduce poverty?
- Do you think it is possible to end poverty?



## Appendix: Role Cards

<p><b>Unemployed Person</b></p> <p>You used to work at a factory which has recently been closed down. You have no education but need money to support your family. Jobs are really hard to find in your city.</p>	<p><b>Company Boss</b></p> <p>You are the manager of an international firm. After an economic crisis you had to fire a lot of people and cannot afford employing new workers without cutting down the salaries of people who work in your firm already.</p>
<p><b>Homeless Person</b></p> <p>You are a drug-user and have no home. You want to get out of your addiction but so far you did not manage, also because of the insecurity of living on the street. You think it will be easier when you have a home, but can't afford it because of the drugs.</p>	<p><b>House Owner</b></p> <p>You live in a house with your family, including 3 small children. Every child has their own room and you also have an office and a nice garden. Your children go to a good school in a good neighbourhood.</p>
<p><b>Uneducated Person</b></p> <p>In your country, going to school is very expensive. Therefore you only went to school for two years and have big difficulties with reading and writing. You are unemployed.</p>	<p><b>Well Educated Person</b></p> <p>You went to a good school and later on to university. You now have a very busy job and not much time for your children. You are afraid that they will not get a good education.</p>
<p><b>Child Labourer</b></p> <p>You are ten years old and work 8 hours a day in a brick factory to support your family. You are dreaming of becoming a doctor but don't have time to go to school.</p>	<p><b>Pupil</b></p> <p>You are ten years old and spend 8 hours a day at school. After school you play with your friends and go to the football club. You want to become a professional football player.</p>
<p><b>Street Child</b></p> <p>You are 12 years old and live mostly on the street. You left your family because your father beats you. Sometimes you go to a shelter, but usually you are on the street and beg for money and food. You are afraid of going back to your family.</p>	<p><b>Living with their Family</b></p> <p>You are 12 years old and live with your parents and three siblings. You love your family, although of course you always fight with your siblings. You spend a lot of time playing playstation. You often hear your parents talking about financial problems.</p>
<p><b>Unpaid Intern</b></p> <p>You just finished university and can't find a job. Many employers ask for more experience, so you are now doing an internship for which you don't get paid. You had some savings, but now you really need a salary to pay your rent and bills.</p>	<p><b>Employer</b></p> <p>You are working in Human Resources in a big company. Lots of young people apply to do internships in the company. You hire them for six months without pay and sometimes one of them can stay longer and fill a regular position.</p>
<p><b>Man</b></p> <p>You are a man and father of two children. You think that women are much better at raising children, and men are better at doing business. You work in a bank and see your children in the evenings and on the weekends.</p>	<p><b>Woman</b></p> <p>You are a wife and mother of two children. You would like to work, but you also have to look after the children and do all the household tasks, so you could only do a half-time job. Unfortunately so far you didn't find anyone who wanted to give you a half-time position.</p>



## Making up the Rules

<b>Age</b>	Under 12
<b>Group size</b>	15-30
<b>Time</b>	40 minutes

### Overview

A short running around activity to experience power imbalances in the capitalist system

### Objectives

- To appreciate how it feels to have no control over the rules
- To understand that the rules are not the same for everyone in the capitalist system

### Materials

- A ball
- String
- A scarf

### Step-by-step instructions

1. Divide the group into two teams. Keep three people aside to form a panel that makes the rules.
2. The group should play a game of football. The panel can add new rules and change rules during the game. They should tell the players to stop and call out the new rules. The players should obey them. They should make some rules for everybody and some that just apply to one team. The same team should always face the disadvantage.

### Suggestions for new rules

- All players need to run with their hands behind their backs.
- One team has their legs tied together in pairs.
- One team has a bigger goal than the other.
- One goalkeeper is blindfolded.

### Debriefing

- How did it feel that other people kept making up new rules?
- How did it feel to not be in control?
- Why should those 3 people be allowed to change the rules?
- How did each team feel to be advantaged/ disadvantaged?
- Do you know of situations in real life where the rules are different for different people or where the rules are made by some people and obeyed by others?

Explain that the point of the game was to understand how it feels when you do not get a say in the rules, but you have to obey them. This is how it can feel for poor countries that have to obey rules made up by rich countries. For example at WTO (World Trade Organisation) meetings the rich countries have a lot of power, and they manage to influence the decisions that are made. Poorer countries can often not even afford to send a representative to the WTO meetings, so they do not have a voice. They still have to obey WTO rules, even if the rules are likely to have a negative effect on the poor countries.

Many countries subsidise products made by their own farmers and manufacturers. This means that they give producers money to grow or make their product. Producers from these countries can therefore afford to sell their products at lower prices, making it impossible for non-subsidised producers to compete.



## Migration Board Game

Age	12+
Group size	2-8, or several small groups
Time	45 minutes

### Overview

A board game to introduce challenges faced by immigrants

### Objectives

- To realise why immigrants are more at risk of poverty
- To discuss the challenges migrants face when they arrive in a new country

### Materials

- Copy the board (Appendix 1) or make your own (you can also use the whole floor of your group room).
- Copy the role cards and the chance cards (Appendix 2).
- 1 Dice
- Prepare cards for each participant, saying either 'immigrant' or 'native'.
- A table written on flipchart paper, with the names of all players and their starting budget( 50 money points)

### Step-by-step instructions

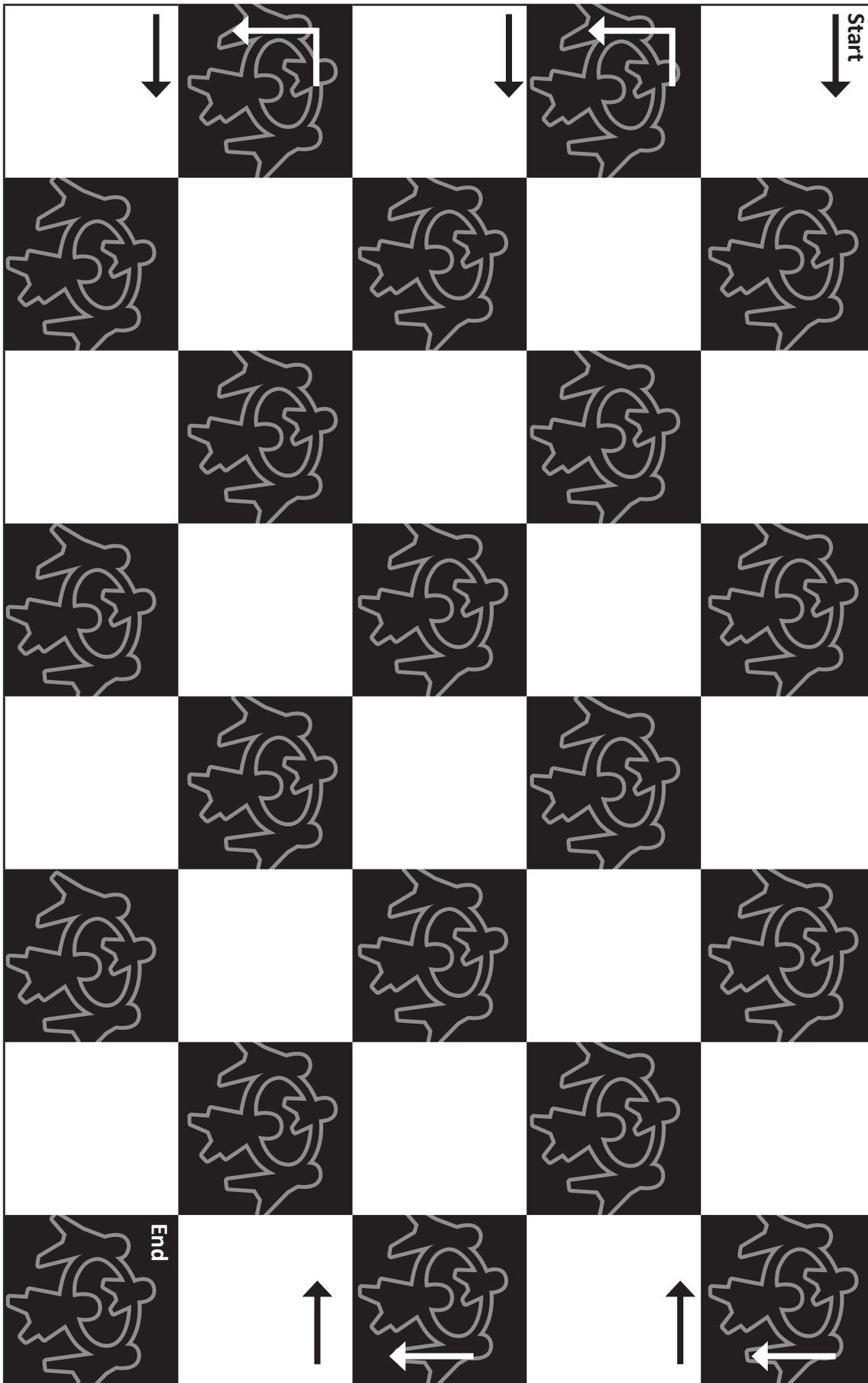
1. Everyone gets a role card, saying either 'immigrant' or 'native'. Explain that they all just moved to the same town. They want to find a job, new friends – start a new life. The 'natives' come from another town in the same country, but in their hometown the economic situation is very bad and there are no jobs for young people, so they decided to move. The 'immigrants' came from a country where a civil war broke out some months ago. It is impossible to find work and the situation has become too tense to be bearable anymore.
2. Explain that everyone starts with 50 money points (written on a table).
3. Deduct 20 money points from all immigrants. Explain that they have to pay the people who organised their escape from their home country.
4. Start the board game. Everyone throws the dice once, and the player with the highest number starts.
5. One after the other they throw the dice and move forward the number of places they threw. If they come to a black field, they take a card and read out both the instructions for immigrants and for natives. They follow the instructions for their role.
6. When everyone has arrived at the last place of the board, they count their money. Whoever has most money left has won the game.

### Debriefing

- How did you feel in your role?
- What problems did you find worst?
- Was it fair?
- Do you think the game reflects reality?
- Are there other challenges immigrants face?
- Why do immigrants leave their own country?
- What needs to change to make the situation fairer?



## Appendix 1: Board





## Appendix 2: Chance Cards

<p><b>Your cousin moves to the same city. You're very happy to know someone else here.</b></p> <p>Your cousin and you support each other wherever you can. You can throw again.</p>	<p><b>End of the month. You still have some of your savings.</b></p> <p><b>Native:</b> Very good, you keep them for next month.  <b>Immigrant:</b> You send your savings to your family back home. Pay 3 money-points.</p>
<p><b>You are writing lots of job applications, but you don't find anything because the competition is so high and there are not enough jobs.</b></p> <p>Pay 3 money-points to cover your living expenses.</p>	<p><b>You found a company that would like to employ you on a short-term contract.</b></p> <p><b>Native:</b> Of course you take the job; this is a great chance for you although it is just for some months. Your first payment is 3 money-points.  <b>Immigrant:</b> Of course you want to take the job, but you did not get your work permit yet. This means they cannot employ you. Pay 3 money-points to cover your living expenses.</p>
<p><b>A restaurant offered to employ you.</b></p> <p><b>Native:</b> This is well below your qualifications, but it is okay to earn some money and at least you get tips as well. You get 5 money-points.  <b>Immigrant:</b> As you don't speak the language very well yet, you can only work in the kitchen. The restaurant agrees to employ you even without work permit, but this means you earn less. You get 3 money-points.</p>	<p><b>You need to register your residency in the new town. You go to the city hall very early in the morning to avoid long queues.</b></p> <p><b>Native:</b> You are waiting for half an hour, then you have to pay 1 money-point for your registration.  <b>Immigrant:</b> You are waiting in the foreigners' queue for two hours, then you have to pay 3 money-points for your registration. You are asked to come back next week to bring additional documents. You miss your next turn.</p>
<p><b>You finally want to work in the profession you have studied, but it's very difficult to find a job in that area.</b></p> <p><b>Native:</b> Miss your next turn to write job applications.  <b>Immigrant:</b> Your diploma from university in your home country is not accepted. Miss two turns to take a course to convert your qualification and pay 3 money-points to pay the course.</p>	<p><b>You want to find friends in the new city.</b></p> <p><b>Native:</b> It's not so easy to get to know new people – you don't have much time and people who lived here their whole life seem to be quite closed.  <b>Immigrant:</b> You get in contact with a group of people from your world region – they meet in church every week and you find good friends there. You can throw the dice again.</p>
<p><b>You get bad news from home.</b></p> <p><b>Native:</b> Your dad is in hospital and needs to get surgery. You are really worried and go home over the weekend. Miss one turn and pay 1 money-point.  <b>Immigrant:</b> There was a big attack in your hometown and your brother was killed. He was the only one of the family who had paid work. Now you have to send more money home. Pay 5 money-points.</p>	<p><b>You fall in love!</b></p> <p>You are really happy and you can take another turn.</p>



<p><b>Payment day!</b></p> <p><b>Native:</b> you get paid 3 money-points from your current job.</p> <p><b>Immigrant:</b> you get paid 2 money-points from your current job.</p>	<p><b>End of the month! You still have savings.</b></p> <p><b>Native:</b> Great, you can go on a short trip. You pay 1 money-point.</p> <p><b>Immigrant:</b> You send money to your family. Pay 3 money-points.</p>
<p><b>You are at a party with some of your new friends. At midnight you get very tired and decide to go home.</b></p> <p><b>Native:</b> You walk home and fall into bed.</p> <p><b>Immigrant:</b> You are on your way home when suddenly a group of men stops you. They tell you that you should go back where you come from and then punch you in the face. Luckily someone passes by with a car and brings you to the hospital. You miss a turn.</p>	<p><b>You think there are not enough cultural activities going on in the city. Therefore you join a meeting of the culture committee to support their work.</b></p> <p>You have some good ideas and find people who will organise a concert together with you. This gives you a lot of motivation for the week. You can play again.</p>
<p><b>Soon there will be holidays. Everyone is talking about where they want to go.</b></p> <p><b>Native:</b> You will go to Turkey – it's very cheap and they have nice beaches. Pay 2 money-points.</p> <p><b>Immigrant:</b> You would like to go to Turkey with your colleagues. You pay for the visa, but you don't get it. You will stay at home. Pay 1 money-point for the visa costs.</p>	<p><b>In your job, you work closely with clients. You have just got a new project with a new client.</b></p> <p><b>Native:</b> The client is not very friendly, but everything works out somehow. You get a bonus after the successful project. You get one money-point.</p> <p><b>Immigrant:</b> The client is a racist and does not want to cooperate with foreigners. You have to do everything on your own and lose a lot of time. Miss a turn.</p>
<p><b>You have to take a loan from the bank.</b></p> <p><b>Native:</b> You have heard a lot in the news about a new system that will save you some money when taking a credit. You pay 2 money-points.</p> <p><b>Immigrant:</b> You have no idea how these things work in this country. You just go to the bank and take what they tell you. You pay 3 money-points.</p>	<p><b>You are looking for a flat, which is not easy in a popular city like this. Many people move here and the prices are very high. You have found one that you like a lot.</b></p> <p><b>Native:</b> The landlord likes you and believes that you are able to pay the rent regularly. You get it!</p> <p><b>Immigrant:</b> The landlord tells you that he wants to have a tenant who speaks his native language perfectly. You need to continue looking for a flat. You miss your next turn.</p>
<p><b>You need to find a new job.</b></p> <p><b>Native:</b> You find an interesting challenging job where you learn a lot. You earn 3 money-points.</p> <p><b>Immigrant:</b> You don't manage to find anything interesting despite very good qualifications. In the end you take a job where you clean offices in the nights. You earn 1 money-point.</p>	<p><b>Your wallet has been stolen.</b></p> <p><b>Native:</b> Very annoying! You lose two money points for the money that was in there and an additional point to get the documents back.</p> <p><b>Immigrant:</b> Very annoying! Especially that the police didn't want to believe you at first. You lose two money points for the money that was in there and two additional points to get the documents back. You also have to miss a turn because you have to stand for three hours in the queue to get a new residence card.</p>



## Race to the Bottom

Age	8+
Group size	10+
Time	60 minutes

### Overview

This activity encourages thinking about fair trade and the power of capitalist business.

### Objectives

- To raise awareness of unfair working conditions and trade patterns
- To think about the importance of workers' rights

### Materials

- Rights cards (appendix; copy one set per small group – 2-5 people per group)
- Flipchart paper and markers
- Sweets

### Step-by-step instructions

1. Split into smaller groups. Each group is a country. All countries are in serious economic difficulties, the unemployment rate is extremely high. Give the teams some minutes to agree on a name for their country. Then give each group a set of rights cards. These are the rights that are at the moment in place in your country, provided by companies.
2. Tell the group that you are the manager of a big successful international corporation, and you would like to make a big investment in one of the countries. You have not yet decided where, but of course you want the best conditions for your company. The country you invest in will get sweets at the end.
3. Each country should now discuss what they are willing to offer to the company. They have the possibility to give up rights to attract the investor.
4. After 5 minutes, ask the groups what they are willing to offer. They need to turn in their cards if they are willing to give up some of their rights. Say which country is most attractive to you now.
5. Explain that the other countries still have the possibility to make a better offer if they wish to. Give 5 minutes to discuss within their countries.
6. Again ask the groups what they are willing to offer and collect their right cards. Say in which country you would invest if you had to decide now, but allow for a third round. Give 5 more minutes to discuss.
7. Continue to play in rounds until the countries are no longer willing to give up any rights. Announce who has 'won' the investment and give sweets to all.
8. Ask what rights the country you will invest in still has.

### Debriefing

- How do the 'winners' feel? How do the 'losers' feel?
- Did the 'winners' really win?
- What rights were you not willing to give up?
- What were the first rights to go? Why?

Ask participants to go back to their country groups and set up their own charter on workers' rights. After 15 minutes, come back together to present.

- Why do you find these rights important? How do you think will they affect life in your country?
- What can you do to make sure workers' rights are respected?



Appendix: Rights Cards						
Bathroom breaks	Health care provided by the company (health care is very expensive in your country)	Paid overtime	24 days of paid holidays	Minimum salary	Retirement plan invested in by the company	
Clean workspace and enough clean sanitary facilities	Lunch breaks	Safety standards and equipment for every worker	Paid sick days	Maternity leave of four months (the state pays during these four months)	Unpaid maternity leave for up to three years, right to return to the company after this period	
Dental care provided by the company	Life insurance, jointly paid by company and employee	Right to form a union	Canteen, financially supported by company	Child care services in the workplace, open during working hours	Paid paternity leave of 4 months	



## Rules of the Game

<b>Age</b>	10+
<b>Group size</b>	Up to 30
<b>Time</b>	60 minutes

### Overview

This activity explores how women are more at risk of poverty.

### Objectives

- To identify obstacles to women in work life
- To explore corrective measures to overcome gender inequality

### Materials

- Flipchart, markers
- Blindfolds
- Strings

### Step-by-step instructions

1. Split the group into two. Ask one group to brainstorm things that women and men have in common and the other to brainstorm things that make them different on flipchart paper.
2. Discuss with the group:
  - Why do these differences exist?
  - Do you know where the differences come from?
3. Play an adapted version of 'catch' with the group. One person is the catcher: they should run around and try to catch the others. When someone is caught, they should stand still with their arms and legs held out. In order to be released, someone must crawl between the legs of the person stuck. In the game, give different people physical disadvantages (blindfold some, tie several people together, tie people's arms behind their backs – but not the catcher). Give approximately half the group these disadvantages.
4. Bring the group together again and discuss with them:
  - Was the game fair?
  - Did everyone have an equal chance to run away?
  - Think back to the brainstorm you had in the beginning: Are there any disadvantages that women or men have in life because of their differences?
  - For whom is it more difficult to earn enough money? Why?
  - Is that fair?
5. Explain that you want to make the game fairer. They cannot remove the physical disadvantages but they can invent rules to make it fairer on those people. Ask the group to decide on new rules and write them on a flipchart.
6. Play the game again with new rules.

### Debriefing

- Did the new rules work?
- Was the game fairer the second time around?
- Is it a good idea to 'change the rules' in life to avoid disadvantages?
- How can you change the rules so that women are less at risk of poverty?



## Share of the Profit

<b>Age group</b>	12+
<b>Group size</b>	10-30
<b>Time</b>	90 minutes

### Overview

An activity explaining who earns how much from selling a pair of trainers

### Objective

- To introduce the concept of Fair Trade

### Materials

- Photo of a pair of trainers
- Copies of the role descriptions (appendix 1)
- Flipchart paper and markers
- A copy of the trainer puzzle per group (appendix 3)
- A flipchart showing the different parts of production (appendix 2), without the price!

### Step-by-step instructions

1. Show participants the photo of a pair of trainers. Ask everyone to say how much they would be willing to pay for the pair. Calculate the average of the price the participants are willing to pay. Tell them that the trainers are sold for 100 Euro.
2. Split into five groups. Each group gets a description of one of the following roles:
  - Worker
  - Retailer
  - Brand company
  - Subcontractor
  - Publicity company
3. The groups read their role description and have to decide how much they would like to earn for their work to produce one pair of shoes (anything between 0 and 100 Euros).
4. Ask every group how much they want to earn and add all wages together. If the amount is higher than the average of what participants were willing to pay for the pair of shoes, ask them to go back into their groups to discuss if they are willing to earn less. After some minutes, come back in the big group and let them negotiate with each other on how to reach 100 Euros.
5. Discuss if the division they negotiated is fair.
6. Now reveal the real division of the price for the trainers through the trainer puzzle: Distribute a set of puzzle pieces to each group. In their groups they should put the puzzle together and discuss which person/ company in the production line gets which amount. Show them the flipchart with the list of production parts, without the prices. Then reveal the right answers.

### Debriefing

- Is this fair?
- Why is the situation like this?
- What needs to change to make the production line fairer?
- What can you as consumers do to change the situation?



## Appendix 1: Roles

### Factory workers

You are a group of 50 factory workers in Vietnam. You work in a shoe company in Hanoi, the capital of Vietnam. You are between 16 and 60 years old. Most of you have families, often with 3 or more children. You work every day from 8am to 6pm. Some of you cut out pieces of leather for the shoes, others sew them together, and some pack them into boxes. You have 30 minutes break for lunch and a 10-minute break every two hours. Together you can produce 100 pairs of trainers per day.

What should you get for producing one pair of trainers?

### Subcontractor

You own a shoe company in Hanoi, Vietnam. You employ 50 workers who produce trainers. You sell the trainers to an international sport fashion company. You have a wife and two children.

What should you get for one pair of trainers? Don't include the wage of your workers, but you must include:

- Material costs of one pair of trainers: 10 Euro
- Transport to the international company and customs: 5 Euro
- Your profit

### Brand company

You are the owner of an international sport fashion company. You live in the United States. You buy trainers from your subcontractors in Vietnam, Indonesia and China and sell them to shops all over the world. All shoes have your brand name on it.

You do a lot of research so that people can run faster with your shoes. How much money do you want to get from one pair of trainers? Include:

- Research costs: 11 Euro per pair of trainers
- Your profit

### Publicity company

You own a publicity company. You do advertisement for the brand name of trainers, and also for the retailer shop that sells the shoes. You live in Germany.

How much should you get for the publicity for one pair of trainers?

### Retailer

You own a small sports shop situated in the city centre of a European capital. You sell lots of different sport products, including trainers. You have a family and live in a house in the suburbs. How much money do you want to get from one pair of trainers for your work in the shop? Include:

- VAT: 17 Euro
- Your profit

## Appendix 2: Parts of production and their prices

**Labour costs (wage of a worker): 0.5 €**

**Profit subcontractor: 3 €**

**Labour of retailer (shop): 18 €**

**Material: 10 Euro €**

**Transport and tax: 7.5 €**

**Publicity: 20 € (for retailer and brand name)**

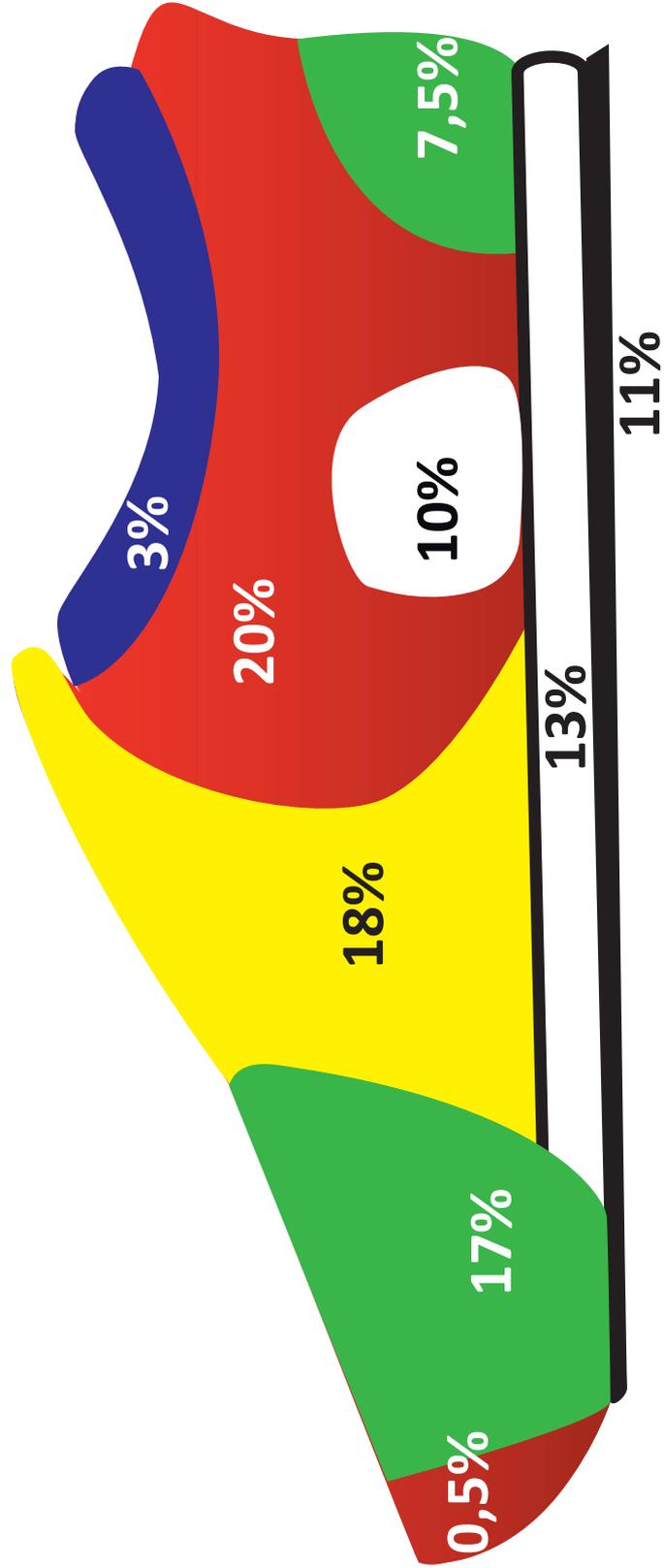
**Profit brand name: 13 €**

**Research: 11 €**

**VAT: 17 €**



Appendix 3: Trainer Puzzle





## Spiralling Debt

<b>Age</b>	Any
<b>Group size</b>	approximately 20 - 30
<b>Time</b>	15-30 minutes

### Overview

This short activity is an introduction to global debt.

### Objective

- To understand how debt can spiral out of control

### Materials

- Scrap paper
- Scissors (optional)
- Pen and paper
- Timer or stopwatch

### Step-by-step instructions

1. Explain that the group has been lent 100 €. You need to earn money to repay it, by making paper spirals. For each spiral made you will earn 1€. If the money is not repaid by the time limit (1 minute) interest will be charged of 20 €, and so on every minute.
2. You make a spiral by cutting (or tearing) a circle out of paper. Then carefully cut it by going in from one edge and following the circle around and around until you reach the centre, forming a spiral.
3. The facilitator should be the timer, and keep a running chart with four columns: Total debt; Money earned (-); Interest added (+); Total still owed. Start a new row for each round, writing in the new 'Total debt'.
4. When the timer is stopped ask one person to collect and count all the spirals made, and give them to the leader.
5. Keep the game short - the aim is to convey quickly how debt repayments can soon get out of control. Play 3 or 4 rounds, then end the game and announce how much debt is still outstanding.

### Debriefing

- How did you feel during this activity?
- Was it fair?
- Did you feel that you would be able to repay the debt? Why not?
- Does this happen in reality?

You can use statistics from reality to illustrate. For more information check for example this organisation:  
<http://www.jubileedebtcampaign.org.uk/>

Many countries really face situations like this where they cannot earn enough money to repay the debts that they owe. They have to focus all their attention on repaying their debts, which means other things like education and health care get neglected. The solution to the problem would be cancelling all unpayable debts, to give these poor countries a new start.



## Take a Step Forward

Age	16+
Group size	6-30
Time	45 minutes

### Overview

This activity raises awareness of the relative nature of poverty through comparing what different people in one community can afford.

### Objectives

- To explore hidden poverty
- To explore the relative nature of poverty

### Materials

- Copy and cut out the role cards (appendix 1): one for each participant – if you have more participants than roles, copy them twice.
- Pens and paper (can be scrap paper) for each participant

### Step-by-step instructions

1. Each person is given a description of a person. Give some time for the participants to read the descriptions and make sure they all understand their role. They should not tell others who they are.
2. Ask everyone to decide if they think their person is poor or rich.
3. Then ask everyone to deduct taxes, rent and costs for food and bills from their income to calculate how much they have left for other expenses.
4. Now everyone should stand in a line next to each other. Read out the expenses from the list one after the other. For each the participants need to decide whether they can afford this or not. If they can, they take a step forward. If not they stand still. Participants should make notes on a paper to calculate how much money they have left after each step.
5. After having read out all expenses, ask who still has money and who is able to save. How much have they left?

### Debriefing

- What do you think now? Are you poor or rich?
- How does it feel to be left behind or to be in front?
- What impact does where you stand have on your life/ social situations?
- Does it matter what others in your community can afford?
- Is this fair? What is not fair?
- How can we make things fairer?

**Important note:** Explain that this activity is strongly simplifying the facts. Other family members to be taken care of (or who can take care of the characters), inheritance and other positive or negative life circumstances are mostly not considered, but could show a much more unequal picture.



## Appendix 1: Role cards

**Sarah, 23; unemployed**

Income: 350 (social benefits)  
Taxes: 0  
Flat: paid for by social benefits department  
Food and bills: 250

**Thomas, 25; intern in a law firm**

Income: 1000  
Taxes: 70  
Flat: 330  
Food and bills: 300

**Catherine, 24; tailor**

Income: 1100  
Taxes: 100  
Flat: 400  
Food and bills: 400

**Paul, 33; hairdresser**

Income: 1300  
Taxes: 150  
Flat: 400  
Food and bills: 350

**Phil, 30; construction worker**

Income: 2400  
Taxes: 480  
Flat: 600  
Food and bills: 500

**Anna, 30; nurse**

Income: 1600  
Taxes: 250  
Flat: 500  
Food and bills: 400

**Patrick, 22; cleaner**

Income: 1500  
Taxes: 220  
Flat: 400  
Food and bills: 350

**Tom, 30; teacher**

Income: 3000  
Taxes: 750  
Flat: 800  
Food and bills: 500

**Tania, 28; consultant**

Income: 8800  
Taxes: 2200  
Flat: 800  
Food and bills: 500

**Tim, 35; doctor**

Income: 10000  
Taxes: 3500  
Flat: 1000  
Food and bills: 600

**Marc, 33; manager of a hedgefund**

Income: 15000  
Taxes: 6000  
Flat: 1500  
Food and bills: 1000

**Susan, 29; secretary in a bank**

Income: 1600  
Taxes: 240  
Flat: 500  
Food and bills: 350

**John, 27; freelance translator**

Income: 850  
Taxes: 50  
Flat: 400  
Food and bills: 200



## Appendix 2: List of Expenses

- Can you afford to live in more than one room? (Go forward if your flat costs more than 400 Euro)
- When you have a child, can you afford to pay the nursery? (150 Euro per month)
- Can you meet your friends in a bar once a week? (30 Euro per month)
- Can you have a dog? (50 Euro per month)
- Can you spend money on a car? (50 Euro per month)
- Can you go clothes shopping regularly? (50 Euro per month)
- Can you afford to go to a restaurant twice a month with your friends? (40 Euro)
- Can you go to gym classes? (monthly costs: 30 Euro)
- Can you pay additional health insurance to cover more than just basic health care? (40 Euro per month)
- Can you take a foreign language class? (30 Euro a month)
- Can you spend your holidays on the coast in your country? (total holiday costs: 400 Euro)
- Can you spend your holidays in Australia? (total holiday costs: 3000 Euro)



## The Road to Employment

<b>Age</b>	15+
<b>Group size</b>	8+
<b>Time</b>	45 minutes

### Overview

Discussion activity on policies to tackle youth unemployment

### Objectives

- To discuss possible policies to fight youth unemployment
- To raise awareness that most people cannot get out of unemployment on their own, but need political action

### Materials

- Copy and cut out the role cards (appendix).

### Step-by-step instructions

1. Divide the participants into eight groups or pairs and distribute the role cards.
2. Explain that all role cards describe unemployed people. In their groups, they should answer the following questions:
  - What could your person do to get out of unemployment?
  - What could be done at political level or in society to help your person to get out of unemployment?
3. Explain that all groups will have the opportunity to present their ideas for the second question to the minister of labour of your country. Ask them to prepare a poster that will help them to convince the minister to implement their ideas.
4. Set up the meeting with the minister (a facilitator). Each group has exactly two minutes to present their poster (the minister is a very busy person who does not have more time).

### Debriefing

- Was it easier to think about how the person can get out of unemployment on their own, or to think about political solutions?
- Which solutions are most realistic?
- Of all the ideas proposed, which do you like most? Why?
- Do you know if any of these ideas are already implemented in your country?
- Why do you think the government has not implemented these things yet?



## Tips for Facilitators

If the group has difficulties coming up with ideas for policies against unemployment, you can tell them about ideas that have already been developed, for example:

- Youth quotas in companies and public work places
- Employment centres with personalised coaching
- Financial rewards for companies who employ young people
- More investment in education and retraining
- Job creation in the public sector
- Decent social security benefits to unemployed young people that make it possible to live a decent life when unemployed
- Regulations on minimum salaries and maximum duration for internships

You can find more ideas on [www.youth-guarantee.eu](http://www.youth-guarantee.eu), the youth employment campaign of the Party of European Socialists.

## Appendix: Role cards

<p>You are 23 years old and have just received your degree in social sciences. Your parents are academics, both self-employed.</p>	<p>You are 18 years old, a second-generation migrant, both of your parents are unskilled workers, you always had to look after your younger brothers and sisters and do not have any qualifications beyond basic schooling.</p>
<p>You are 27 years old and have been working as a company employee in a regional branch of a national sales company for the last 10 years. Due to restructuring in your company you have been laid off. You started the job with no formal qualifications.</p>	<p>You are 28 years old, a parent of two children. Due to your family situation you have never been able to finish your degree in engineering. For the last four years you have been at home, now you want to go back to work, primarily for financial reasons.</p>
<p>You are a 26-year old university graduate, the last two years you have been looking for job experience (and eventually a fixed contract), and have done six unpaid internships. Despite your drive and willingness to succeed, rent doesn't pay itself and you are considering giving up your dream of a personally engaging job.</p>	<p>You are 16 years old and have been kicked out of school. You are tired of school and want to get out into the real world.</p>
<p>You are a 22 year-old with vocational training as a hairdresser. Freshly graduated and thus without professional work experience.</p>	<p>You are a 25 year-old academic graduate. You always have had an overloaded extra-curricular agenda, as president of a political youth organisation. With two years of delay on your academic career, you are facing two years of graduates who entered the labour market before you.</p>

\*This activity was developed by ECOSY, the young European Socialists, as part of their campaign on youth employment\*.



## Unfair Trade

<b>Age</b>	11-16
<b>Group size</b>	10-20
<b>Time</b>	40 minutes

### Overview

An activity to introduce world trade

### Objectives

- To introduce the main aspects of world trade
- To consider the difference between free trade and fair trade

### Materials

- Country cards (appendix 1)
- Trade terms (appendix 2)
- Definition cards (appendix 3)

### Step-by-step instructions

1. Divide the group into 5 smaller groups and give each a country card.
2. Ask them to read about the country and answer the following questions:
  - What is the cause of the problem on this card?
  - Who caused the problem?
3. Pass the cards clockwise between the groups so that each group reads and discusses two country cards.
4. Give each participant a trade term card or an explanation card. Ask them to walk around and find their partner.
5. Each pair should read out their term and definition.

### Debriefing

- Did the definitions help to make the country problems clearer?
- What is the impact of trade on poverty?
- How could the rules be changed to benefit the poor in these situations?



## Appendix 1: Country Cards

### Nicaragua

Family farms have produced coffee for export for many years. Until 1989 there were quota agreements between producing countries to stop overproduction. Now, under free trade conditions, the price of coffee has fallen dramatically. Over the past 5 years, these farmers and their families have become very poor. Meanwhile the price of coffee has remained the same in Europe; it is the big coffee companies that are making huge profits.

### Mozambique

The European Union has tariffs on processed sugar. This means that Mozambique will have to pay extra if it wants to sell its processed sugar to Europe. So Mozambique is more or less forced to export raw sugar for which it gets a much lower price. The profits of processing are then made in Europe.

### Honduras

Honduran farmers once supplied 100% of the local market for rice. Under pressure from other countries to promote free trade, the Honduran government ended tariffs on rice. Large United States rice producers, who receive subsidies from their government, took over so that local farmers now only produce 1%, leaving people poor and unemployed.

### Senegal

Senegal had a tariff to protect local dairy farmers from cheap imports. However, they had to remove this barrier because of rules made by the World Trade Organisation (WTO). The WTO is a big organisation, made up of representatives of many countries, which decides on 'global rules' for trade, usually in favour of the already rich nations. Many local producers are now forced out of business. They could not compete with cheap imported milk from the EU.

### Mali

Thousands of small-scale cotton growers are now getting very little money and becoming very poor. Big US cotton producers receive big subsidies and have been dumping cheap cotton on the world market, causing prices in Mali to collapse.



## Appendix 2: Trade Terms

<b>Dumping</b>	<b>Free trade</b>	<b>Overproduction</b>
<b>Quota</b>	<b>Subsidy</b>	<b>Tariff</b>

## Appendix 3: Explanation cards

<b>When no quotas or tariffs are put on a country's goods to protect them from competition.</b>	<b>Money from the government is paid to producers; it helps to pay some of their costs. It can make their products cheaper to sell. For example, farmers in the UK receive this to help keep food they produce cheap.</b>
<b>Each country agrees to produce a fixed amount of a product. It stops overproduction.</b>	<b>A tax on things being imported from abroad. It makes them more expensive to sell and protects local farmers or industries by keeping their goods cheaper than imported ones.</b>
<b>Too much of something is produced to sell it at a fair price. It is difficult to sell at all. Prices may fall below the cost of production.</b>	<b>Exporting at a price below the cost of production by rich countries. It creates unfair competition for local producers. Giving food away as aid, although sometimes necessary, is one example.</b>



## Working Children

<b>Age</b>	10+
<b>Group size</b>	10-30
<b>Duration</b>	60 minutes

### Overview

Participants have to order descriptions of working children from ‘acceptable work’ to ‘worst forms of child labour’.

### Objectives

- To introduce the ILO definition of child labour
- To raise awareness of the difference between working children and child labour
- To reflect on the problems related to child labour

### Materials

- Copies of the role cards (appendix)
- A flipchart poster with the ILO child labour definition written on it

### Step-by-step instructions

1. Explain that the participants will all receive a description of a child that is working. They should read their description and then find their position on a line from ‘acceptable work for this child’ to ‘absolutely not acceptable work for this child’. To find their position, they need to discuss and compare their descriptions with the descriptions of other participants.
2. Hand out the cards with descriptions and announce what side of the room is the ‘acceptable work’ end of the line, and what side is the ‘absolutely not acceptable’ end of the line.
3. Ask everyone to stand up and to find their position through discussion with the others.
4. When they have agreed on the order, ask everyone to read out their card and say whether they think their work is acceptable or not.
5. Ask participants to agree where the line between acceptable and unacceptable work is.

### Debriefing

- Can you imagine doing the work that the child in your description is doing? How would you feel?
- Why do you think the work described on your card is acceptable or not acceptable?
- Show participants the ILO definition of child labour and explain it in your own words.
- Do you think this is a good definition? Would you like to add something to it?
- Why do children work?
- What can be done to stop child labour?



## What is Child Labour? (Definition of International Labour Organisation, ILO)

The term “child labour” is often defined as work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

Child labour refers to work that:

- Is mentally, physically, socially or morally dangerous and harmful to children
- Interferes with their schooling through:
  - Depriving them of the opportunity to attend school
  - Obliging them to leave school prematurely
  - Requiring them to attempt to combine school attendance with excessively long and heavy work.

Child labourers are defined as all children below 12 years of age working in any jobs, children aged 12 to 14 years engaged in harmful work, and all children (under 18) engaged in the worst forms of child labour (e.g. hazardous work, prostitution, slavery).

### Appendix: Role Cards

<p>I am 13. I work every day after school in the kitchen of my parents. I unpack goods, fill shelves and run errands for my father. I go there directly from school, do my homework there and stay until 7pm.</p>	<p>I am 8. I live in the house of another family and do all kinds of housework for them, such as cleaning, washing up, cooking, washing clothes, ironing etc.</p>
<p>I am 13 years old and deliver the local paper. It takes me three hours to finish my delivery tour, and I do the tour twice a week.</p>	<p>I am 17. I work in a bar on the weekends from 7pm to 2am.</p>
<p>I am 12 years old. I take care of my five younger brothers and sisters while my parents work. I cook for them, feed the youngest ones, clean the house and bring the kids to bed.</p>	<p>I am 12. I sell newspapers on the street to people in cars waiting at traffic lights. I work every day from morning till evening.</p>
<p>I am 10 years old and clean the floor in a big cotton factory for 5 hours every day.</p>	<p>I am 10 and work on the cotton plantation of the local cooperative in the school holidays. I have to spray crops with pesticides.</p>
<p>I am 16 years old. I ran away from home, now I work as a prostitute.</p>	<p>I am 10 years old. I help my family manufacturing carpets in the afternoons.</p>
<p>I am 12. I help my parents on our farm on the weekends and in the afternoons during harvest.</p>	<p>I am 17. I spent one Saturday helping my Dad repaint the house.</p>
<p>I am 13. I help at home by washing dishes for 20 minutes every day.</p>	<p>I am 9. I beg on the streets together with my younger sister.</p>
<p>I am 12 and take our family's sheep to the meadow every morning, stay with them during the day and take them back in the evening.</p>	<p>I am 12 years old and work in a brick-kiln factory every day for 4 hours after school. I receive 5\$ a month.</p>
<p>I am 15. I babysit the three children of our neighbours twice a week in the evening.</p>	





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