Releasing children from poverty
Compassion®
in Jesus' name

The Options Game

Christ-centred | Child-focused | Church-based

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Introduction

Millions of people living in poverty around the world face everyday dilemmas that they must negotiate to survive and provide for their families.

The Options Game is a unique game in which players are faced with scenarios and situations that give insight into how real and serious these dilemmas are. It helps all who take part gain a better understanding of how difficult many choices are for those living on less than $2 a day, and the consequences these choices have—not only for individuals but for entire families.

As we step into a simulation of some of the challenges poverty presents, we begin to realise just how difficult they can be—and how different our options in the developed world are to those of families in the developing world.

Why play The Options Game?

The scenarios in The Options Game are based on the real experiences of people living in poverty.

By taking part, players will develop a new or deeper appreciation of the challenges they face and the limited options available to them.

Through an effective debrief session, players are able to gain a deeper understanding of the issues, and can more effectively speak up and take action.

Who should play The Options Game?

Any group of 10 to 35 people—friends, families, home groups, youth groups, church or community groups. Ideally, the game is played in an open space so people can move around. You can play in your church auditorium, a community hall—even in your rumpus room or garage!

People love to play the game in:

- Youth groups in a church building
- High school classes in a school hall or large classroom
- Ladies' or men's groups in a hall or someone's house
- Supporter gatherings at a community or church hall
- Home groups at church or someone's house
- YWAM DTS groups at the YWAM base

The game lasts approximately an hour to an hour-and-a-half and the time is usually broken down into three segments:

1. Game introduction and explanation: 10 – 15 mins
2. The Options Game activity: 30 mins
3. Debrief: 20 – 25 mins

The Game

Components

- Players
- Stall attendants' role cards
- Game tokens
- Room decorations
- Projector or DVD player
- Role cards
- Stall labels
- Compassion bonus cards
- Stationery

The Options Game consists of a number of components and resources. Resource templates can be found in The Options Game Resources section from page 19.

Players

Individuals are needed for the following roles:

- **Game facilitator:** the game facilitator controls all game activity and guides the debriefing session.
- **Game players:** ideally the game requires 24 players but can still be played with 10 to 35.
- **Stall attendants:** four players minimum are required for the following roles:
  - **Food vendor:** sells food in the market place
  - **Health officer:** dispenses medical assistance as required
  - **School principal:** accepts school fees and decides who is eligible to attend school
  - **Tax collector:** collects land taxes, rents and loan repayments. **All players must visit the tax collector first. For a faster game, consider having two tax collectors to relieve congestion.**

It will be the job of the **food vendor, health officer, school principal** and **tax collector** to serve participants by giving tokens: Food, Health and Medicine, Education or Land Taxes and Rent in exchange for money units. With each token players receive, money units are crossed off their role cards. The cost of each item is pre-set on the token (refer to game tokens on page 35 for further information). For large groups of players you may need more than one stall attendant at each table.

Ten unique role cards

Each player receives a role card that defines the following:

- **Family situation:** the number of people in the family and their ages. This affects how much food the family requires, and how much goods/services—including school fees—cost.
- **Medical situation:** in each instance there is a medical issue that is to be considered.
- **Education needs:** an overview of the children's educational needs and costs for different levels of schooling.
- **Food/Nutritional requirements:** each family must consider its food needs.
- **Tax, rent or other fixed costs:** an overview of what the family owes. These must be paid first. Three role cards do not include a tax or rent payment as players are supposed to be homeless or squatters.
- **Money units:** each family has a limited number of money units to purchase necessities for survival (refer to page 11 for more information).

Note: Make additional copies of role cards if there are more than 10 players. If you would like to play the game multiple times, consider laminating the cards and using whiteboard markers.

Role card example:

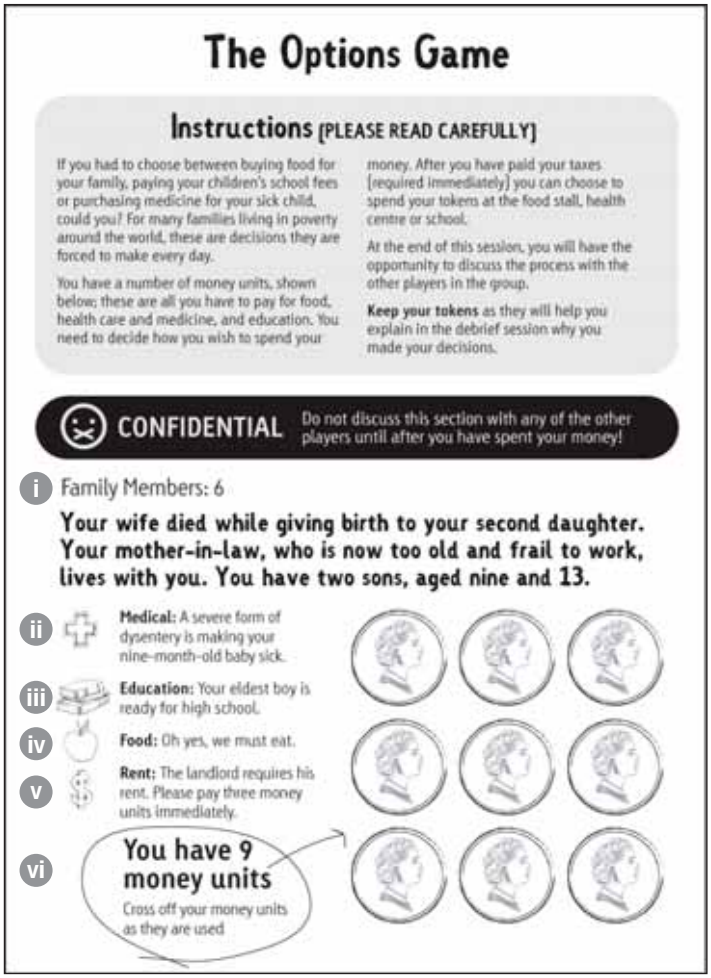
a) Each player is given a role card. The role card has six sections:

i Description of the family: there are 10 variations on this theme.

ii Medical situation: in each instance there is a medical problem to be considered and options to be exercised in that area.

iii Education option for the family: this needs to be addressed.

iv Food for the family: food is essential for survival and families must be encouraged to consider their food needs.



v Taxation and Rent, or other fixed costs: an overview of what the family owes. These must be paid first.

vi The amount of money available to each family: each family has a limited number of money units to purchase necessities for survival.

Stall attendants' role cards

Each stall attendant receives a role card. There are four all together, one for each of the following:

- **Food vendor**
- **Health officer**
- **School principal**
- **Tax collector**

Role cards define the following:

- **Profession:** who you are, what you do and any issues related to your job.
- **Price:** the cost of your goods or services.
- **Adjustments:** a guideline to amending the cost of your goods or services.
- **Traits:** Any stereotypes/discriminations/leniencies that can be adopted by your character e.g. discrimination against girls, laziness, strictness and so on.

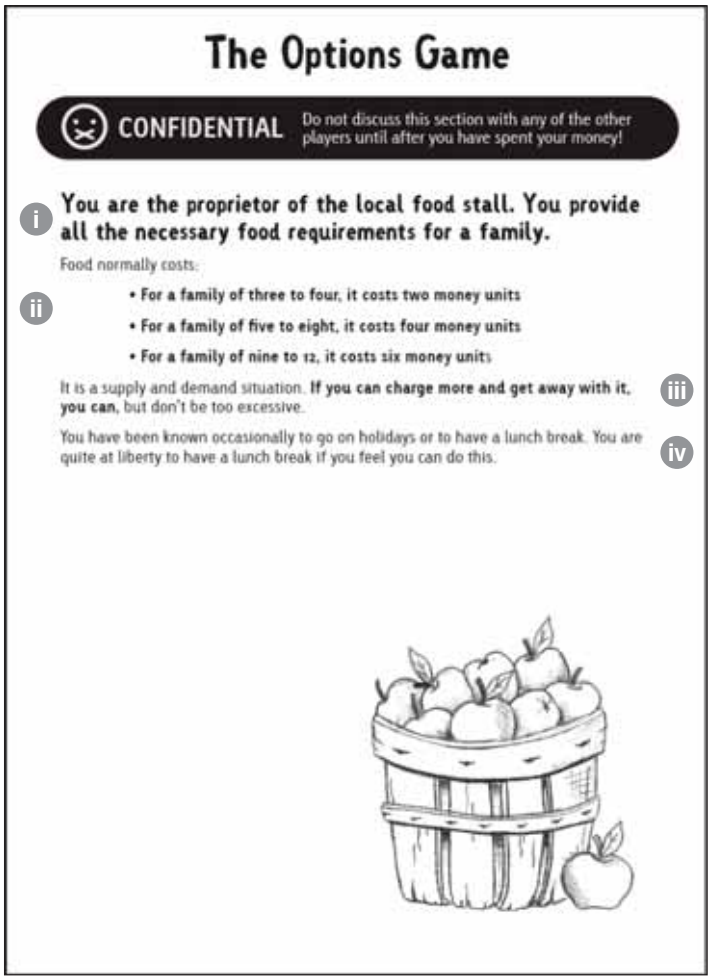
Note: make additional copies of role cards if there are multiple stalls or multiple attendants.

Stall attendant role card example:

a) Each stall attendant is given a role card. The role card has four sections:

i Who you are, what you do and any issues related to your job.

ii The cost of your goods or services.



iii A guideline to amending the cost of your goods or services.

iv Information that can help you develop your character.

Stall signs (A4 or A3 size)

Signs are needed to label four stalls: **Food, Education, Health and Medicine,** and **Land Taxes and Rent.**

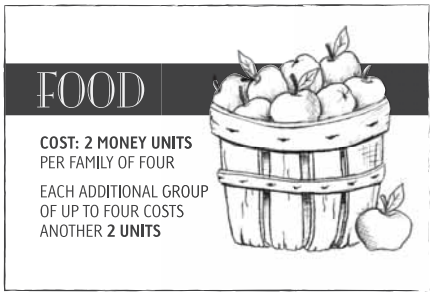
If you have a large number of players, you may have multiple stalls for each good/service or multiple attendants at each stall. Regardless of group size, it's a good idea to have more than one **tax stall** as all participants must visit a tax collector before they can address their other needs. See page 30-34 for sign templates.

Game tokens

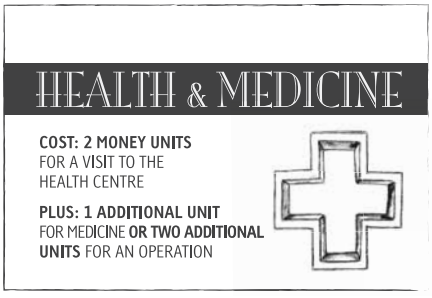
Each stall attendant receives tokens that represent the goods/services being sold. When a player needs to buy goods or services, the stall holder crosses off money units on the player's role card in exchange for these tokens. Game facilitators will need to photocopy the tokens on pages 36-37 depending on how many players there are. For example, for 10 players you will need 50 tokens of each set, for 24 players you will need 120 of each set.

Token examples:

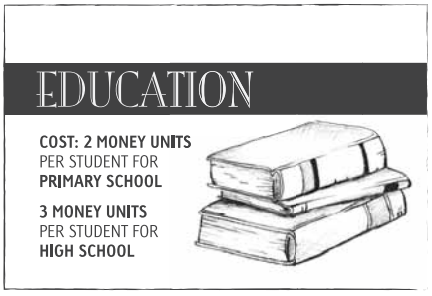
Set of 50 Food tokens



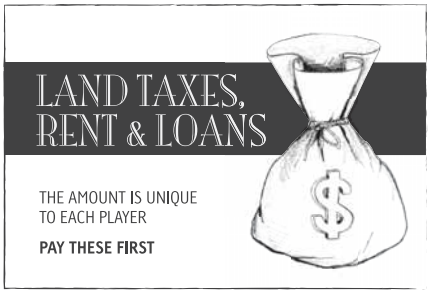
Set of 50 Health and Medicine tokens



Set of 50 Education tokens



Set of 50 Land Taxes and Rent tokens



Compassion bonus cards

A Compassion bonus card can be given to struggling players. This will improve their options and increase the number of money units they have available.

For a group of approximately 10 participants you will need one to three Compassion bonus cards, (see page 38 for card templates).

Room decorations (optional)

There are decoration suggestions on page 20 in the **Setup** section of The Options Game Resources. Decorations can be as simple or as extravagant as you want.

Stationery

Each player will need a pen or pencil to complete their game card.

Projector or DVD player

Compassion videos can be played after the debrief session. Footage can be found on the DVD included with this manual.

Rules

In brief:

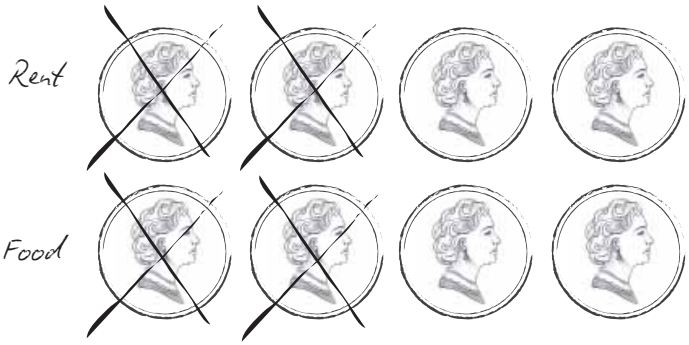
- Each player takes on the role of a person (determined by their role card) and has to meet their family's needs.
- The game is not to be played as a team activity. Individual players must not communicate with each other. They must make their own decisions and develop their own strategies to resolve the scenarios before them.
- The debrief session at the end of the game is an opportunity to discuss thoughts, feelings and general feedback.

Money units

As money is spent, players are to mark off the corresponding number of money units on their card, as shown in the illustration. They should keep all tokens for the goods and services purchased along the way.

Example:

Cross off your available money units as they are used



In the example above there are eight money units to be spent. Rent costs **two money units**. Food costs **two money units per family of four**, and the role card explains the player's family status e.g. the player has **one** adult and **three** children in his/her family. In this case, when food is purchased, two of the six remaining money units would be crossed out leaving four to cover health and medicine, and education. **All players should keep their tokens.**

Compassion bonus cards

During the game, the game facilitator will monitor the progress of players. For every 10 players they can select between one and three individuals who are struggling to meet the needs of their family. The game facilitator will take the chosen participant(s) aside and offer them a Compassion bonus card.

Compassion bonus cards provide two additional money units to help players purchase a little extra for their family at one of the stalls.

What to do

The game facilitator must do or explain the following:

1. Hand each player a role card. The role card includes a limited number of money units appropriate to the role and a set of challenges the person will have to overcome using their money units. Some decisions will be difficult.
2. Ask all players to keep the information on their card confidential. The only discussion permitted throughout the game is between participants and the game facilitator or stall attendants.
3. **Emphasise that it's imperative all players pay their land tax, rent and other housing costs first.** This includes costs of rebuilding.

NOTE: As mentioned in the Components section (page 6), it's good to have two or more **tax stalls** to relieve congestion.

How to play

Players are asked to begin the game by going to the tax stall and paying their land taxes. Players must then consider how to spend their remaining money units to try and overcome the challenges set out on their role card. **Players should anticipate corruption among stall holders and visit each stall to determine costs prior to making their final decisions.**

Players should continue crossing money units off their card as they purchase goods and services for survival until all choices are made or there are no more money units to spend.

At the end of the game, the players should return to their seats and wait for the game facilitator to begin the debrief session.

Preparation

To prepare for The Options Game, facilitators need to arrange the following:

Game item	Activity	What's needed
Find confident individuals to role play at each of the four stalls.	1. Food vendor 2. Health officer 3. School principal 4. Tax collector	The four (or more) individuals need to be given their specific role cards before the game. Stall attendant role cards can be found on pages 28–29.
A sign for each stall.	Signs are needed to identify each stall. (Place stalls around the room.)	Templates for signs can be found on pages 31–34. Photocopy prior to the game.
Props and decorations.	The game can be as creative or as simplistic as you like. Decide on how you want the room to be setup and whether you need any extra props or decorations.	For a list of possible props and decorations go to page 20.
Tokens, role cards and Compassion bonus cards.	Depending on the number of players you have participating in the game a supply of tokens, role cards and Compassion bonus cards are needed for the game.	Templates for tokens, role cards and Compassion bonus cards can be found on pages 22–29 and 35–38. Photocopy prior to the game.

Briefing role players

The food vendor, health officer, school principal and tax collector should be briefed on what is expected of them prior to taking on their roles (refer to game tokens on pages 9 and 36–37), particularly, on how to introduce an element of corruption into the game to demonstrate how corruption can impact those in the developing world.

Corruption addition

Stall attendants are encouraged to mimic the corruption that often contributes to the cycle of poverty. Ensure that each attendant understands their role card before adding the following corruption examples to it (consistency is not necessarily a virtue in these roles).

Examples include (but are certainly not limited to):

- **Food vendor**
  - Decides because a player has blue eyes, he should pay an extra token for food to feed his family (to reflect racial or tribal discrimination).
- **Health officer**
  - Decides there is a shortage of medicine and that the baby boy who is in desperate need of medical attention should not receive it as the single mother already has more children than she can support (to reflect social discrimination).
- **School principal**
  - Decides that girls are not worth educating and refuses some girls entry to the school (to reflect gender discrimination).
  - Decides he would like to buy his child a little extra something for his birthday and therefore will only accept double payment for children entering high school.
- **Tax collector**
  - Decides she is unhappy with the posture of one of the participants and sends her to the end of the line (to reflect discrimination in general).
- **Collaborative corruption**
  - Players with green eyes could be given priority in every situation so that they come to the head of each queue and are treated with great respect. They are to be preferred and not disadvantaged under any circumstance.
  - Some of the tokens can be removed from the bowls throughout the game to create additional shortages. For example, if there are 10 health tokens in the health bowl, four could be removed. The last four or five players then have no options. Even though they want to choose medicine, it is not available to them.

NOTE: All corruption needs to be handled carefully in the debrief session. Participants can feel a strong sense of injustice that needs to be discussed.

Playing

The game facilitator should gather the group together and explain the rules of the game and how it is played (see page 10).

Key points to communicate:

- **The purpose of the game:** to help players better relate to the realities of people living in poverty and the challenges they face in supporting their family.
- **How the game is played:** it's all about the everyday dilemmas families in the developing world face. Players take the role of villagers in a community who have a limited number of money units to spend. The units are all they have to purchase essentials for survival. Players need to decide how they wish to spend their money units and go to the appropriate stalls located around the room to purchase Food, Health and Medicine or Education. Players should keep their tokens as they will help explain why they made each decision.
- **Debriefing:** at the end of the session players will have the opportunity to discuss the process with the group, how it made them feel and if they experienced any frustrating or encouraging moments.

Debrief session

When everyone is finished the game it's important to allow time to discuss and debrief on how players felt about decisions they had to make. It is the game facilitator's role to guide the debrief session and help players understand the gravity of living in poverty. Compassion seeks to release children from spiritual, economic, social, physical and emotional poverty. Case studies that show the different ways that poverty affects families are included on pages 16 and 17, along with useful websites.

To facilitate the debrief session consider the following:

- Select individual players to read out their role and discuss the choices they made, what challenging decisions they faced and why they made the choices they did. They can also discuss how their choices made them feel.
- Ask those who received a Compassion bonus card (i.e. one of their children was sponsored), what difference it made for them and how it impacted their decisions.
- Discuss whether they think people living in poverty have other options.
- Ensure that all who need to discuss the game in any way do so during the debrief session.

The Compassion effect

At the end of the debrief session, discussion can be entered into about the reality of life in the developing world and the realities of poverty—in particular, how poverty robs people of the opportunities we are so accustomed to.

The game facilitator should use the debrief session to discuss the impact of Compassion's work: looking at how child sponsorship is giving families living in poverty more options and ultimately releasing them from poverty. This is a great opportunity to give players the chance to respond practically and meaningfully to what they have learned and to how God may have spoken to them throughout the game.

The game should always lead to viewing a Compassion video or a similar activity as a way of giving players a chance to practically respond and contribute to meeting some of the world's needs.

Included with this manual is a DVD of Compassion videos that can be used at the end of the game to demonstrate how, despite the challenges of poverty, there is hope.

Case studies

These real life case studies may help you in the debrief session to share how Compassion is assisting families, like those represented in the game.

Case study 1: Malee's story

Malee is 15 years old and lives in Mae Hong Son, a province in northern Thailand. Her father is the predominant wage earner for the family; as a labourer, he earns about AU$4 a day. Malee, her mother and siblings also pick up casual work when it is available. For a family of nine though, their collective wages still fall short of what they need for basics like food. To make things worse, the family home is incredibly dilapidated. It leans forward almost 45 degrees and is in danger of collapsing. Already there are days when Malee goes without meals; the cost of building a new house is out of the question.

But Malee's family are now receiving help through Compassion. Each month, centre staff take Malee shopping to buy basics such as food, candles and toiletries. What isn't spent is saved for emergencies. As for Malee's family home, Compassion centre staff discussed the matter with the church committee and together agreed to build the family a new home. The church donated bamboo planks and money for construction.

Malee says: "My life has changed. We don't have to skip any more meals. As a result, I'm able to concentrate in class better. I am overwhelmed by the donors' support and help through the centre. You have changed my life for the better."

Case study 2: Franck's story

Four-year-old Franck lives with his parents in the city of Koudougou, in central Burkina Faso. Franck's father works as a delivery driver for a local company, and his mother is an apprentice tailor. Their jobs do not pay well, and sometimes there is no work for them at all. This makes it very difficult for them to meet their basic needs for a safe home and enough food to eat every day. It also means that they can't save up to meet emergencies that might arise.

Franck's mother explains that, one day, Franck was bitten by a stray cat near his home. The cost of medical treatment to make sure that Franck didn't get an infection was more than the family could afford to pay.

Thankfully for Franck, he is registered with Compassion's local child development centre in Koudougou. When his mother took him to the centre, Compassion staff arranged for him to see a doctor and get treatment; they paid his bills and made sure that he would be OK.

Franck's mum says: "The fact that he is registered at the child development centre helps us a lot, because when we face problems related to his health, food and his education, we are supported—thanks to the centre."

Case study 3: Trikci's story

Five-year-old Trikci Cruz lives in Metro Manila, the Philippines. Her home—a shack really—is located alongside the Payatas garbage dump. The dump is her family's livelihood, as it is for thousands of their neighbours; it is their only means of earning an income. Her mother, father and three older brothers scavenge from the dump all day. Her 18-year-old brother, Ryan, quit school after fifth grade to rummage full-time. Teddy boy, 16, and Francis, 14, go to school in the morning and scavenge in the afternoons. Though their parents understand the importance of education, they desperately needed their children to work and support the family's basic needs—like food and shelter.

Trikci is next in line to join her family in foraging to raise a decent income. But earlier this year she was registered with Compassion's Child Sponsorship Program. At five, she is still unaware of what this means: medical treatment should she ever fall ill; dental checkups; and an ever present caseworker and caring team of staff who will make sure she is developing and progressing well. Because of the help she is receiving through Compassion, Trikci will be the first in her family to finish school, and maybe even go to university.

For more information, facts and statistics to help facilitate the debrief session, please see the following sources:

- Compassion Australia: http://www.compassion.com.au/cmspage.php?intid=913
- The World Factbook: https://www.cia.gov/library/publications/the-world-factbook/
- UNICEF's State of the World's Children: http://www.unicef.org/sowc2012/
- World Bank Group: http://www.worldbank.org/
- United Nations: http://www.un.org/millenniumgoals/

Add-on variations to The Options Game

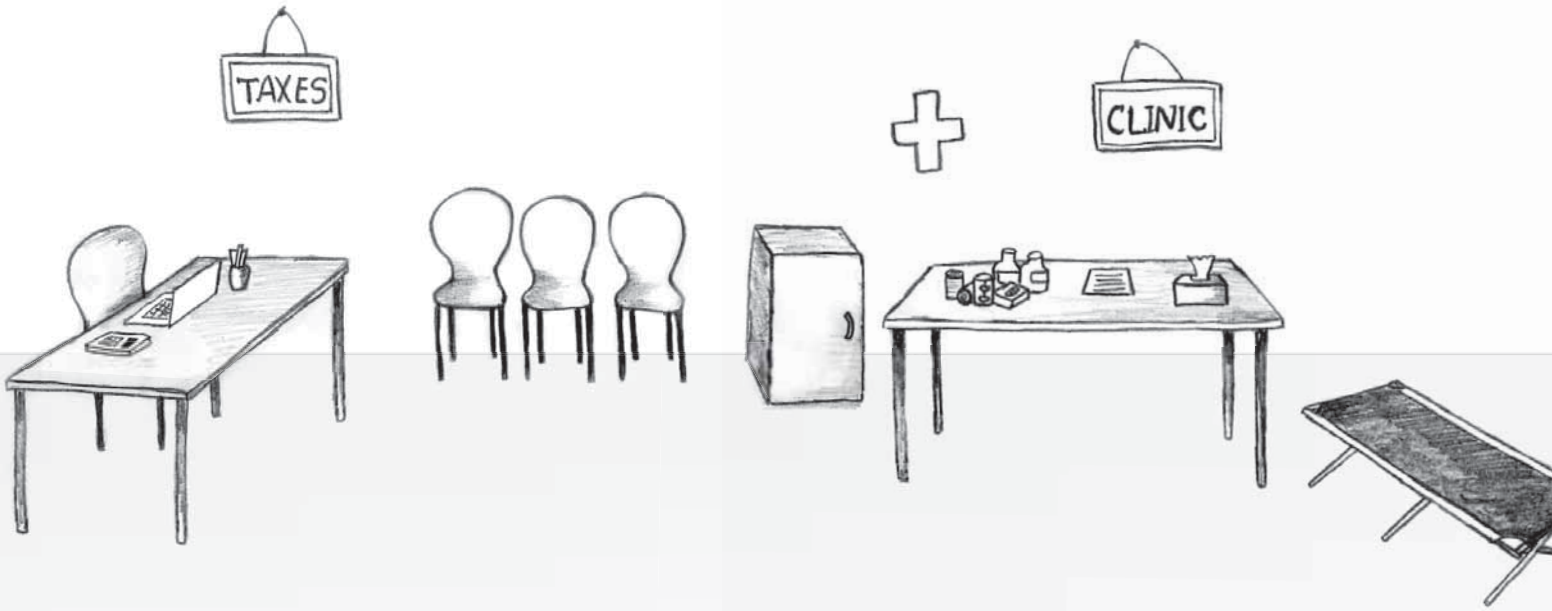
If you would like to add variations to the game, you could consider hosting an event and providing a meal before or after the game. This could be done in a variety of ways, including:

1. Hosting a 'class' dinner, where you divide the group into three classes: wealthy, middle class, poor. The wealthy group sit at a table and eat meat and vegetables. The middle class sit on chairs only and have rice and vegetables, and the poor sit on the floor and have rice on a banana leaf. This would help to emphasise the gaps and injustices caused by class.
2. You could provide a very simple meal of rice and beans on a banana leaf for all the participants to experience the simplicity and reality of meal time for families living in poverty.

The Options Game Resources

Setup

The setup of the game room can be as simple or creative as you want. Here are some suggestions on how to lay out your room and decorate each stall.

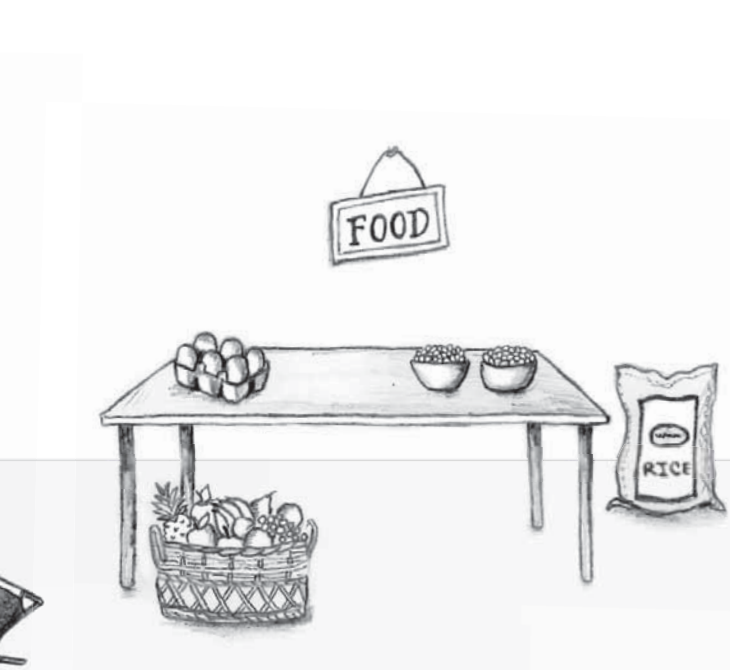


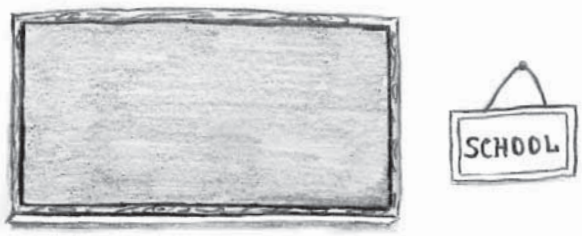
Health stall

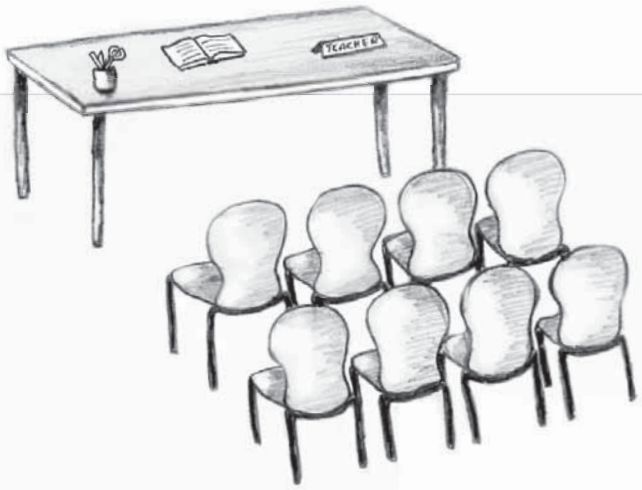
- Camp stretcher
- Cabinet
- Red medical cross
- Bandages/medicine

Tax stall

- Stationery
- Typewriter/old laptop/ calculator
- Files/folders on desk







Food stall

- Table with a basket of fruit and veg
- Eggs
- Bag of rice, lentils or beans in jars or bowls

Education stall

- Blackboard or whiteboard
- Chairs in rows
- Teacher's desk

Suggested room layout

Role cards

Each player is to be given a role card. You can make multiple copies of the role cards if you have more than 10 participants. If you would like to play the game multiple times, consider laminating the cards and using whiteboard markers. These cards are located on pg 23–27.

Stall attendants' role cards

Each stall attendant is given the role card that relates to their stall. These cards are located on pg 28–29.

The Options Game

Instructions (PLEASE READ CAREFULLY)

If you had to choose between buying food for your family, paying your children's school fees or purchasing medicine for your sick child, could you? For many families living in poverty around the world, these are decisions they are forced to make every day.

You have a number of money units, shown below; these are all you have to pay for food, health care and medicine, and education. You need to decide how you wish to spend your money. After you have paid your taxes (required immediately) you can choose to spend your tokens at the food stall, health centre or school.

At the end of this session, you will have the opportunity to discuss the process with the other players in the group.

Keep your tokens as they will help you explain in the debrief session why you made your decisions.

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

Family Members: 6

Your wife died while giving birth to your second daughter. Your mother-in-law, who is now too old and frail to work, lives with you. You have two sons, aged nine and 13.

Medical: A severe form of dysentery is making your nine-month-old baby sick.

Education: Your eldest boy is ready for high school.

Food: Oh yes, we must eat.

Rent: The landlord requires his rent. Please pay three money units immediately.

You have 9 money units

Cross off your money units as they are used

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At the end of this session, you will have the opportunity to discuss the process with the other players in the group.

Keep your tokens as they will help you explain in the debrief session why you made your decisions.

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

Family Members: 4

Your husband recently deserted you leaving you to care for your baby girl and two boys aged seven and nine.

Medical: Without help, your baby will die.

Education: The two older children have no future without it.

Food: You are all so hungry, you must get food!

Rent: You must pay one money unit immediately. Failure to pay means eviction.

You have 7 money units

Cross off your money units as they are used

The Options Game

Instructions (PLEASE READ CAREFULLY)

If you had to choose between buying food for your family, paying your children's school fees or purchasing medicine for your sick child, could you? For many families living in poverty around the world, these are decisions they are forced to make every day.

You have a number of money units, shown below; these are all you have to pay for food, health care and medicine, and education. You need to decide how you wish to spend your money. After you have paid your taxes (required immediately) you can choose to spend your tokens at the food stall, health centre or school.

At the end of this session, you will have the opportunity to discuss the process with the other players in the group.

Keep your tokens as they will help you explain in the debrief session why you made your decisions.

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

Family Members: 6

Your husband has died. Occasionally you get casual farming work in the fields. You have five children: two boys, aged 13 and 11, and three girls aged seven, five and four.

Medical: You think three of your five children may have tuberculosis; they need medical attention.

Education: Your two eldest children are ready for high school.

Food: We must eat. The children always seem to be hungry!

Rent: Pay three money units immediately.

You have 10 money units

Cross off your money units as they are used

The Options Game

Instructions (PLEASE READ CAREFULLY)

If you had to choose between buying food for your family, paying your children's school fees or purchasing medicine for your sick child, could you? For many families living in poverty around the world, these are decisions they are forced to make every day.

You have a number of money units, shown below; these are all you have to pay for food, health care and medicine, and education. You need to decide how you wish to spend your money. After you have paid your taxes (required immediately) you can choose to spend your tokens at the food stall, health centre or school.

At the end of this session, you will have the opportunity to discuss the process with the other players in the group.

Keep your tokens as they will help you explain in the debrief session why you made your decisions.

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

Family Members: 3

Your husband has abandoned you, leaving you to support your son, aged seven, and your daughter, aged nine.

Medical: Your youngest child needs an operation or he may never walk again.

Education: Your two children should be attending school.

Food: You are all so hungry!

Rent: One money unit is due immediately.

You have 6 money units

Cross off your money units as they are used

The Options Game

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Family Members: 7

You work as a casual labourer, but you and your family are squatters. Your first wife died and you now have a new wife. You live with your son, aged 14, and two baby girls aged three and one. Your eldest daughter 18 has just become a widow.

Medical: Your widowed daughter and her daughter have come home. They are sick and need medical care right now.

Education: Your son shows great promise. He needs to continue his schooling.

Food: More mouths to feed. You always seem to be so hungry.

Rent: You don't pay rent as you are squatters.

You have 8 money units

Cross off your money units as they are used

The Options Game

Instructions (PLEASE READ CAREFULLY)

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Family Members: 3

You are chronically ill and can't work. You are also homeless. Your children are aged 14 and six. The younger one, a girl, is very bright and talented musically.

Medical: So sick, always so very sick! You must have help to ease the pain.

Education: What will become of the two children if they don't go to school?

Food: You always seem to be hungry. What food can you buy?

Rent: You don't pay rent as you are are homeless.

You have 5 money units

Cross off your money units as they are used

The Options Game

Instructions (PLEASE READ CAREFULLY)

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Family Members: 3

You are a casual labourer with two children to support: a boy aged nine and a girl aged five.

Medical: You have felt sick for a long while and need medical attention to find out why. It could be serious.

Education: Your children's futures depend on them attending school.

Food: How hungry you all are!

Rent: Your house has been destroyed. You live in the ruins; rebuilding will cost two money units.

You have 7 money units

Cross off your money units as they are used

The Options Game

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Family Members: 4

You are a labourer with two children, a boy aged nine and a girl aged six. Due to an accident your husband is unable to work.

Medical: Your daughter is likely to die if you don't get medical help now.

Education: Your son shows great educational promise and should be in school.

Food: Your family needs food.

Rent: This is due immediately, costing one money unit.

You have 6 money units

Cross off your money units as they are used

The Options Game

Instructions (PLEASE READ CAREFULLY)

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Family Members: 3

You are a widower with two children to support: a boy aged eight and a girl aged five. You all squat in one room of a dilapidated building.

Medical: You have had an accident and think your arm may be broken. You are in great pain and need medical attention!

Education: Your two children should be in school. Without education they have little hope for the future.

Food: How hungry you all are!

Rent: You don't pay rent as you are squatters.

You have 6 money units

Cross off your money units as they are used

The Options Game

Instructions (PLEASE READ CAREFULLY)

If you had to choose between buying food for your family, paying your children's school fees or purchasing medicine for your sick child, could you? For many families living in poverty around the world, these are decisions they are forced to make every day.

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Family Members: 4

Your husband has left you. You occasionally get one or two days' work as a seller in the market. You have three children: two boys, aged nine and two, and a girl aged five.

Medical: A dog has bitten your little boy. Does he have rabies? Quickly, to the doctor!

Education: Shouldn't you send your eldest child to school?

Food: You are all so hungry. What can you eat?

Rent: This is due, costing two money units.

You have 6 money units

Cross off your money units as they are used

SCHOOL PRINCIPAL

The Options Game

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

You are the principal of a state school. You have inadequate resources, insufficient desks, books, space and teaching staff for the number of children who can come to your school.

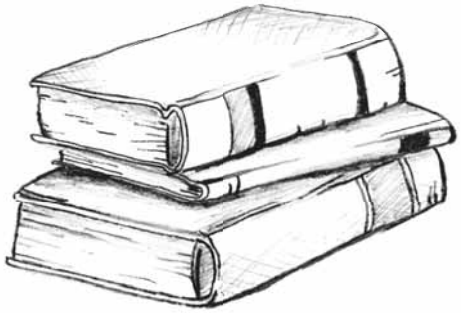
You need to be very selective in the children you choose to accept into your school. The government has decreed that education should cost:

- **Two money units for primary school students**
- **Three money units for high school students**

However, local conditions may require you to charge more than those figures.

You may have to choose between taking boys and girls, after all, **girls will only get married and their education could be a waste.**

You are not expected to show favour to anyone, no matter how desperately they need your help, and you need to err on the side of strictness, rather than making education easily accessible.



FOOD VENDOR

The Options Game

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

You are the proprietor of the local food stall. You provide all the necessary food requirements for a family.

Food normally costs:

- **For a family of three to four, it costs two money units**
- **For a family of five to eight, it costs four money units**
- **For a family of nine to 12, it costs six money unit**s

It is a supply and demand situation. **If you can charge more and get away with it, you can**, but don't be too excessive.

You have been known occasionally to go on holidays or to have a lunch break. You are quite at liberty to have a lunch break if you feel you can do this.

HEALTH OFFICER

The Options Game

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

You are in charge of the local health clinic. You have inadequate medical supplies and nowhere near enough beds to service the medical needs of your community.

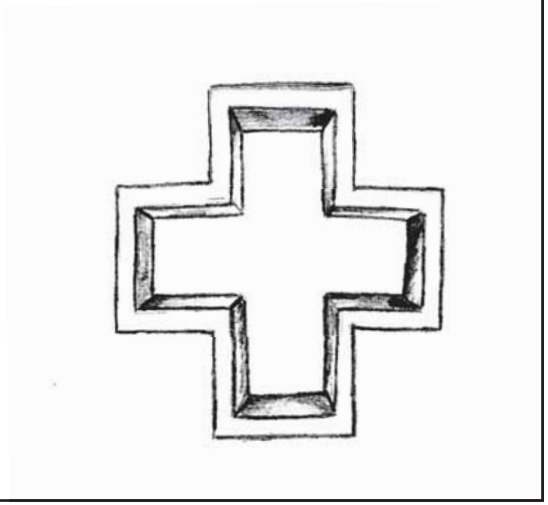
Normally, patients should be charged:

- **Two money units for a consultation**
- **Three money units if they require medicine**
- **Four money units if an operation is required**
- **Five money units if the problem is serious (e.g. acute malaria)**

You don't have to charge the prices above.
You can charge more if you can get away with it.

Because you have so little medicine, you have to carefully control your services so that the most productive (i.e. those in employment) in the community are getting the medicines they need.

Female children, obviously, are the lowest priority. Wives are also not very highly esteemed. A man can marry someone else if his wife dies, can't he?



TAX COLLECTOR

The Options Game

CONFIDENTIAL Do not discuss this section with any of the other players until after you have spent your money!

You are an official of the local state government. You act as an agent for the bank and for permanent land holders.

Your task is to collect rates, taxes, rents, loans and to supervise the cost of rebuilding where necessary.

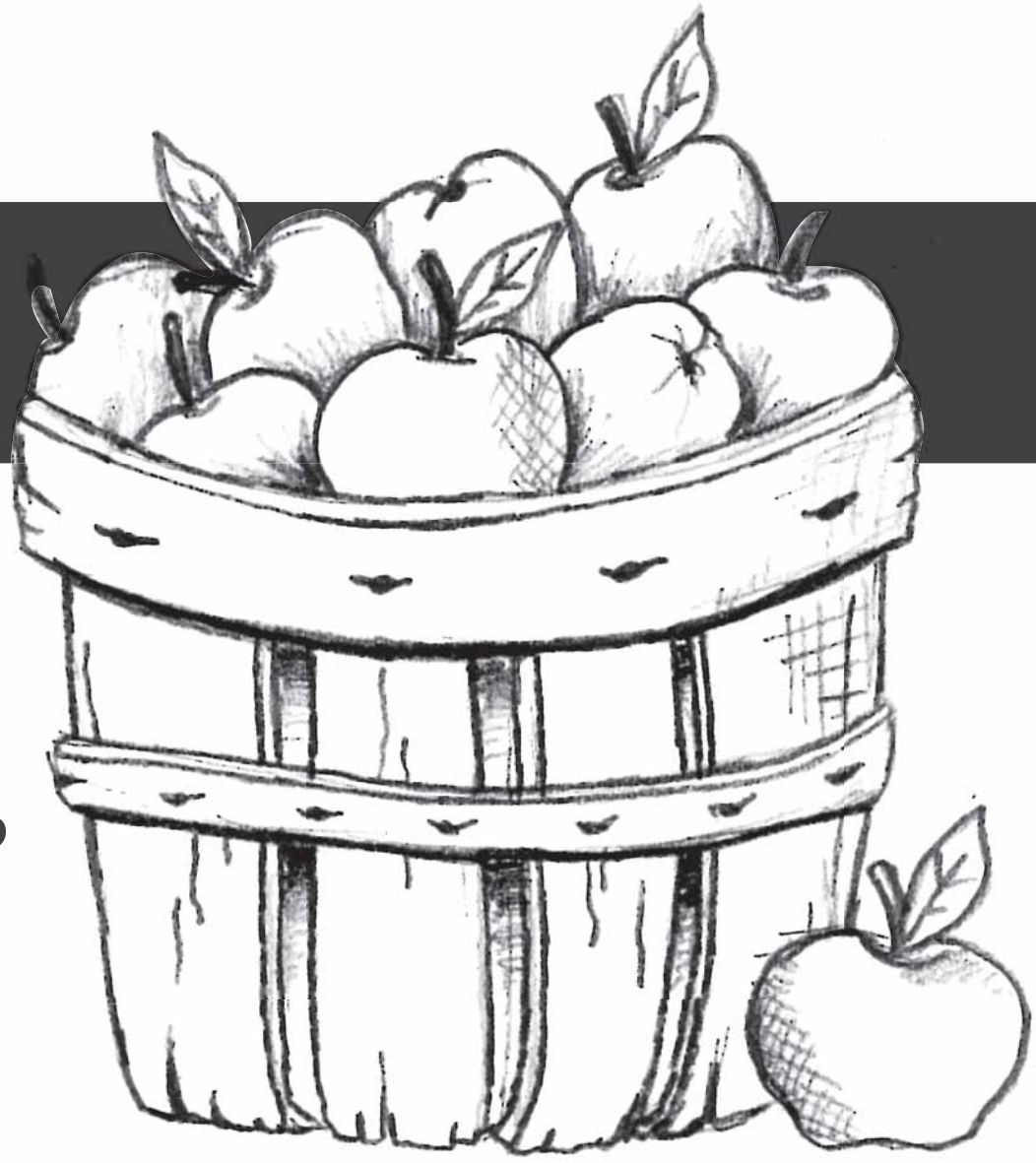
You may not charge more than is required on the role card of each player.

You don't have to be super-efficient and you don't have to be at everybody's command. If you want to take your time, please do so.

Stall signs

Use these signs to label the Food, Education, Health and Medicine, and Land Taxes and Rent stalls.

FOOD



COST: 2 MONEY UNITS
PER FAMILY OF FOUR

EACH ADDITIONAL GROUP
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EDUCATION

COST: 2 MONEY UNITS
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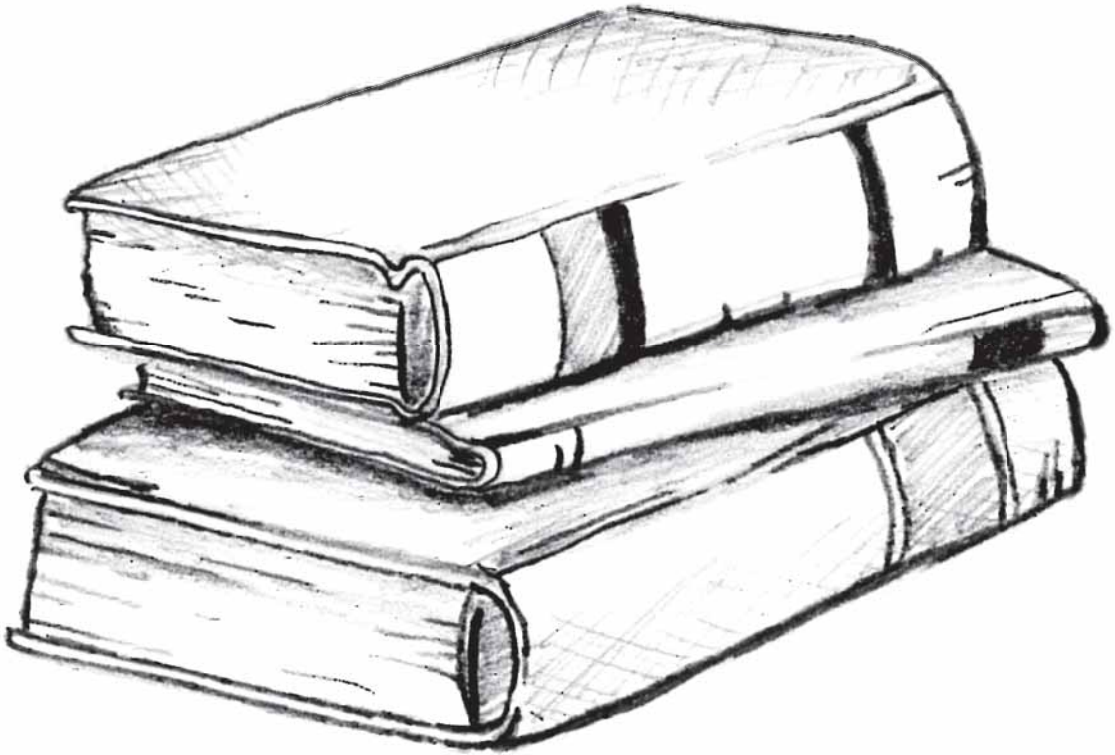
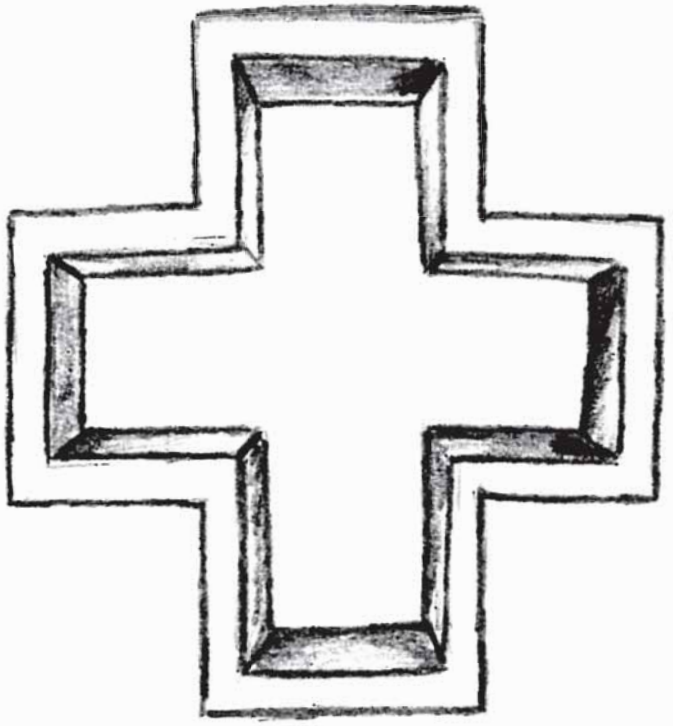


HEALTH & MEDICINE

COST: 2 MONEY UNITS
FOR A VISIT TO THE
HEALTH CENTRE

PLUS: 1 ADDITIONAL UNIT
FOR MEDICINE **OR TWO ADDITIONAL UNITS** FOR AN OPERATION



LAND TAXES, RENT & LOANS

THE AMOUNT IS UNIQUE
TO EACH PLAYER
PAY THESE FIRST

Token sheet

Food:

Food is calculated for a family of four. For each unit of four people, or part unit, a token has to be bought, so if there are five members in the family, the players need to buy two food tokens.

Health and Medicine:

Each health token is for one person.

Education:

Each education token is for one child.

Land Taxes, Rents and Loans:

The number of money units required for Land Taxes, Rent and Loans is unique to each role. The tax collector must read each participant's role card to see how many money units are to be crossed off.

Game facilitators will need to photocopy the tokens depending on how many players there are. For example, for 10 players you will need 50 tokens of each set, for 24 players you will need 120 of each set.

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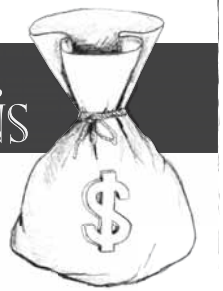

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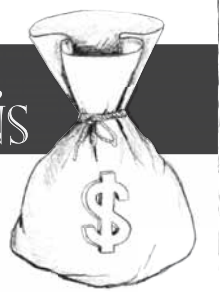

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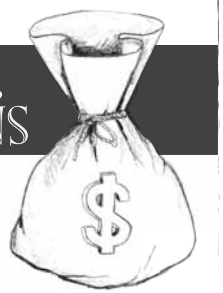

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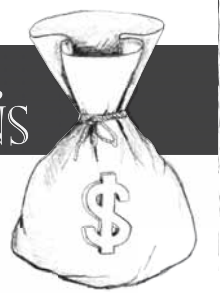

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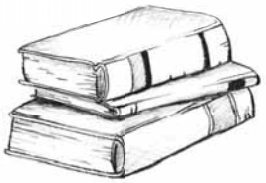

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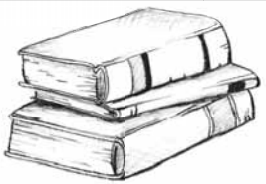

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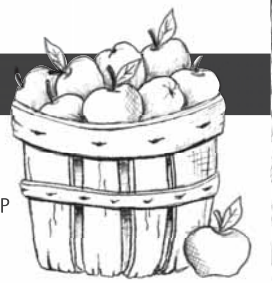

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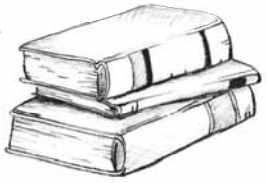

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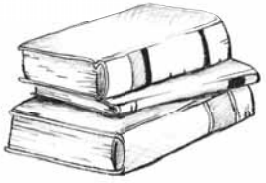

Releasing children from poverty
Compassion®
in Jesus' name

Bonus Card

Praise God, one of your children has just been registered at the new Compassion child development centre at the local church.

Compassion's holistic child development model releases children from spiritual, economic, social, physical and emotional poverty, but the extra help also means you don't have to spend as much money on food as this child will be provided with nutritious snacks at the centre. You also do not have to pay for this child to go to school or for health care as this is provided at the Compassion centre.

As an added benefit the centre staff are teaching you a trade and giving you a micro loan to start your own business.

This Compassion bonus card provides you with 2 extra money units —spend them wisely.

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CAN CHILD ADVOCATE NETWORK

COMPASSION AUSTRALIA

PO Box 1, Hunter Region MC NSW 2310
Phone: 1300 22 44 53 Fax: 02 4935 5099
Email: compassion@compassion.com.au

ABN 67 001 692 566

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