

Leaders guide: The Village

Step 1 PREPARE

Initial engagement with the youth group/school

- Find out how many participants are likely to play
- Provide the flyer to the group leader so they can hand it out the week prior. You will need enough for each child to take home to their parent(s).
- The game is flexible in timing but ideally the experience (including intro and debrief) would go for 1.5-2 hours to allow for sufficient debrief
- Advise that ideally at least three youth leaders would be required, hopefully more.
- Find out if they have a wifi option for the young people to use if required
- Confirm they are comfortable with the option of young people being offered the profiles of children to take home to talk to their parents about sponsorship.
- Confirm that as part of the experience young people provide their email addresses to join the game. Compassion adheres to the strictest privacy policies with this information. If Compassion send any information post experience to the young person there will always be an 'opt out of communication' option.

Work with the youth group leader/teacher to make sure they know they need:

- One large room big enough for all of the participants.
- Two tables.
- A mobile device for each leader (such as a mobile phone or iPad etc on wifi)
- Three other leaders to help facilitate (see Leader Roles section)
- A projector, screen, or large TV with laptop connection capabilities and sound.

To prepare you'll need:

- Two pairs of scissors for every three participants.
- A watch or phone or online timer to time each round.
- The links to play the following (links included in this document):
 - The Instructions Video <https://vimeo.com/254958662> (Password: village)
 - Collins' Story <https://vimeo.com/247925140> (Password: campaign)
 - The Marketplace Soundtrack on vimeo <https://vimeo.com/269787796> Password: village)

Compassion to print and bring:

- One copy of this Leader's guide.
- Initial packs containing one copy of the start-up resource Print Pack, the instruction sheet and two pairs of scissors. One pack will go to each group of three
- Spare copies of the full resource print pack (25-50 of each depending on group size)
- A copy of the table signage.
- Hard copy of participant profiles for those without devices.
- Pens for those using the hard copy profiles.
- Blue Tac or sticky tape to put up the signage

Note: See Appendix B to see these resources

Setup your game online:

Visit compassion.com.au/thevillage, create an account, and create a game - the pin is **2304**

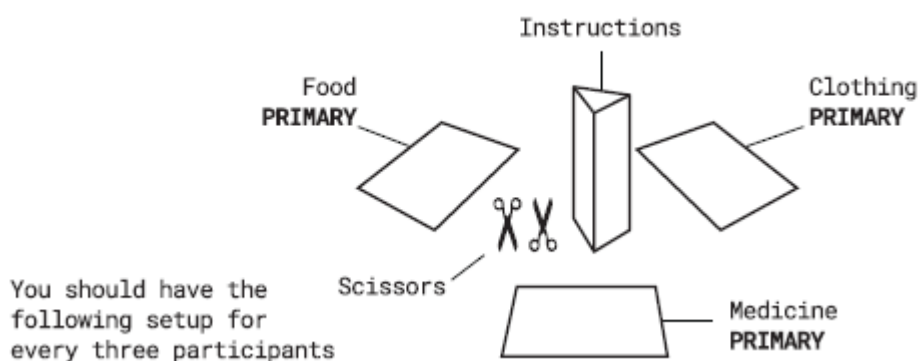
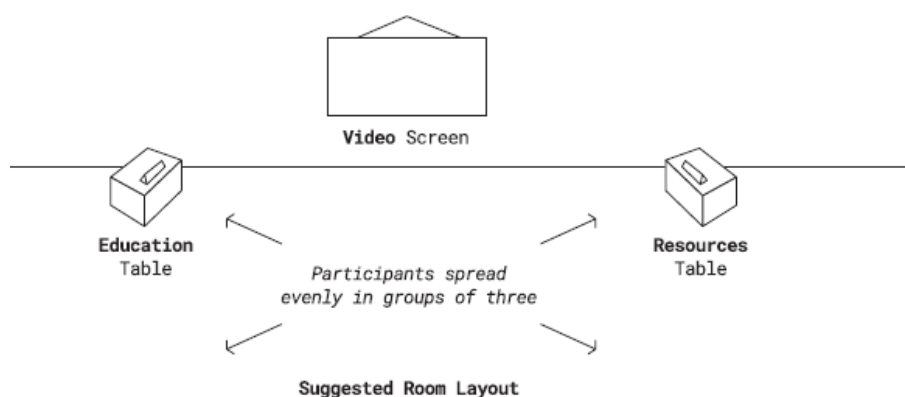
Note: the game name cannot have any symbols or be more than 20 characters (including spaces)

Step 2 SET UP

On the day:

- Setup the two tables at opposite ends of the room.
- Place an Education sign on one table.
- Place a Resource sign on the other.
- Have start-up packs ready to hand out after the youth are in place, and with each one:
 - Place two pairs of scissors.
 - The start-up resource Print Pack (one food, one clothing, one medicine).
 - Fold the instruction sheet / cover page into a triangle and stand it in the middle.

- Put all remaining resource sheets from the full resource print pack (Primary, High School and University) on the Resource Table.



STEP 3 – TRAINING

In addition to the facilitator (Compassion representative), the Youth Pastor or Teacher and youth leaders play a key part in the night, and there are a number of roles they can fill. If possible, meet with all the leaders and brief them before the game and make sure they are comfortable with their roles and the technology. Encourage them to get into the character.

- Brief the three (or more) leaders that are helping run the simulation:
- On their mobile device, get them to navigate to compassion.com.au/thevillage to create an account and join your game.
- On your device, find their profiles under the 'People' tab and click the 'Make Leader' button for each of them.
- These leaders can now help you lead the game.
- Show them the functionality for: take money, send money, update education and create profile (See Appendix A for step-by-step instructions)
- Ideally get the leaders to cut out and construct some of the resources each so they are ready to help participants.

Leader Roles

The game is flexible and can have more or less leaders. Highlighted here are the minimum roles you need filled, and options for if more are available

- **AV person***: The person in charge of Audio/visual will need to play the Instruction Video, the soundtrack and timer each round, and Collins story at the end. This person is essential for starting the timer and keeping the game moving!
- **Education table leader***: this person(s) is in charge of upgrading the education of participants who approach and purchase higher education for the prices on the sign.

- **Resource table leaders*** (ideally at least two): these people sell resources to participants who have the required level of education and sufficient money.
- **Money exchanger** – this person(s) assists participants who do not have a device to send money to other participants. Participants approach the money exchanger who facilitates the deal/updates the digital app. [note – this role needs to be done by other leaders if not enough leaders are available]. Participants can update their own hard copy profile, leader simply updates the digital tool.
- **Village support crew** – these leaders walk around making sure participants have understood the basic concepts of the game (how to construct resource, how many points are required, upgrading education etc) and ask about strategy etc. They feed back anything of note to the facilitator who can use this in between sessions with strategy points (eg – Ben and his friends have pooled their money so that Ben can upgrade his education). [note – if not enough leaders the facilitator does this]

*Essential roles

How many points do participants need to survive?

In each round participants need to make enough points of food, clothing and medicine to survive. The facilitator needs to make it clear that even if they work together these points are per person, and that points are cumulative across rounds. It is essential each person has required levels of food and medicine and clothing.

NOTE: Facilitator can reduce this amount if more than 90% of the group are not 'surviving' the round.

	Food	Clothing	Medicine
Round 1	1	1	1
Round 2	4	4	4
Round 3	7	7	7
Round 4	12	12	12

STEP 4 – INTRODUCTION

As participants come in and sit down get them in groups of three, with mixed genders where possible. If three doesn't work out evenly have two groups of two. Once they are seated in a three give them a start-up pack.

When you're ready to start, gather all participants and leaders together to talk:

Hi everyone, I am ___ from Compassion and I am really excited to be here. Today we're all going to take part in The Village - an interactive experience with a twist.

First, I want you to imagine what your life would be like if things were different. What if you were born into a different country, a different life? What if you were born into poverty?

Around the world millions of children are born into the kind of poverty that limits their education, their growth, and their choices about their future. What if your journey was there? In a place where it can be a daily struggle to survive? How would you respond? And what kind of person would you become?

So over the next 40 minutes your resolve is going to be tested.

Everyone in this room is going to create a new village, together. In this village, we'll need to work together to survive. Some will have more than others. Some will start with better resources, or a better education – in fact, some may do more than survive, they might thrive.

Only you can decide how you want to play The Village and how you respond to what you have. You will be an individual, within a family of three, within this village. You will each have to make some difficult decisions but we all share one goal today, to survive.

Let's take a look at the screen to see how our village is going to work. Make sure you pay attention, it will really impact how well you do.

Play the Instructions Video.

<https://vimeo.com/254958662> (Password: village)

Okay everyone, you can create your profile now. If you do not have a phone or device, you can go now to a leader who will create your profile.

Allow some time for people to create their profiles and check everyone was able to do this by looking at the people tab. Then, have participants sit in groups of three around the resource that is set out (if there is not enough room to pre-set the space then hand each group of three their starting resource). Clear away any spare resources or scissors.

Okay everyone, we are about to start. You will see that you have a randomised amount of money and education. But don't worry about that yet, for the first round, you all start with the same resource, which is in front of you, we will get back to the leader board later.

STEP 5 – EACH ROUND

Round one

The purpose of this round is getting participants used to creating resource

*The first round in the village is all about understanding that making the things you need to survive – food, medicine and clothing **is not easy** but is possible. You will see that among your family you have to share resources! You will need to strategise.*

*At the end of the first round each individual needs **one** food, **one** clothing **and one** medicine to just survive – more if you want to thrive. Every minute you have in the village is important – if you happen to finish early don't stop because each round more will be required of you and how hard you work in previous rounds will matter! Ready? Go!*

Set a timer for ten minutes and play marketplace soundtrack. Make sure you continue to create hustle and excitement by walking around encouraging players/ speeding them up. Keep reminding them – they each need one food and one medicine and one clothing to survive that round. All leaders can walk around to encourage as resource and education stations are not open.

Remind students when there is 5 minutes, then 2 minutes to go.

Let participants talk, interact and trade with each other, but make sure the room doesn't get too rowdy.

At the end of ten minutes, make each participant sit in their starting position. Ask if anyone failed to meet the required points for food, clothing or medicine. If so let them know that if this happens again they will get a time penalty.

Round two

After the first round, you need to 're-set'/remind key points and now open the resource and education tables.

Well, if you thought that was hard, now in round two the stakes are higher – you need 4 POINTS PER PERSON of food, 4 points of clothing and four points of medicine – including the points you already have. So if you have one x 1 point rice bag, you need three more food points. The primary sheets you started with mean each is worth one point, but we will now open the Resource and Education tables. Remember high school resources can be bought and create items of two points each and University items worth three points each, for those fortunate enough to have the money or education to buy these from the back.

Remind them the purpose of:

- Created resource = enough points to survive each round. *Why do you have to cut things out? This is how you survive - you make enough **points** of food, clothing and medicine for that round*
- Money = used to purchase higher education, more/better resources or to trade/strategise with other participants
- Education = a higher education means you can buy better resources (if you upgrade your education have a think about if you will be left with enough money to still buy resource!)
- *During each round you can move around to talk to others and work with others*
- *Around the room there are education and resource tables where you can upgrade your education if you have enough money or buy better quality resources. You can go there at any time.*
- *At the Resources Table you can purchase more sheets to make Food, Clothing and Medicine.*

- *At the Education Table you can upgrade your education to buy better resources. Primary Educations cost \$20, High School, \$100 and University Education is \$200.*

You have 10 minutes again – make them count! After this round if you don't have enough points there will be a time penalty.

As you walk around during the round, make sure you address:

- How do we make money? (Has to come from other participants)
- What if I don't have an education? (Cannot buy resource. You will need to find a way to get money to get educated or work with someone who is)
- Reiterated the use of earning money, purchasing education and building resources of higher value.

At the end of the round make a few observations about any strategy you saw or ask questions to get them thinking about strategy:

- Did anyone upgrade their education in that round?
- Remember even if you don't have a device you can see a leader and they can help you send money

Round three

You can start to bring in game variations in rounds 3/4

If you haven't purchased resource yet you will be running out of the resource you began with for free – what is your plan to get more resource? Do you have the money to buy it? How are you making your money work for you to help you survive?

Can mention strategy, how do you want to play – do you want to survive or thrive?

- *Maybe you want to be an entrepreneur and run a business and employ people?*
- *Maybe you want to just get by.*
- *Maybe you want a community or maybe you want to go it alone.*

At the end of round three you need 7 POINTS each of food, 7 points of medicine and 7 points of clothing – per person.

Let people without penalties start the round immediately. Anyone who didn't make enough in the last round starts round 3 with a one minute penalty. Get them to raise their hands and keep them raised (don't be too worked if students cheat/stay they made enough/start early – this can be discussed in the debrief).

Round four

At the end of round four you need 12 POINTS each of food, 12 points of medicine and 12 points of clothing – per person.

Let people without penalties start the round immediately. Anyone who didn't make enough in the last round starts round 4 with a two minute penalty.

GAME VARIATIONS

The Village is able to have a number of variations to allow a customised experience for any group, and is flexible and responsive to changes throughout if the facilitator chooses. If the participants are getting the hang of the game or need a further challenge, the facilitator can consider:

- Introducing a natural disaster: eg "There has been a flood, and all participants sitting in the far left of the room have had their homes impacted. They will each lose \$20"
- Introduce a situational variable: eg "There was a fire at the university and all uni students were impacted – they will each have \$50 taken from their accounts"
- Change the amount of time in the rounds: This can be applied to all rounds (eg all rounds are 8 mins) or to a random round eg "This round you have to produce xx but only have 9 mins to do it."
- Corruption: This can be introduced in a number of places, in particular at the resource and education table. The leaders there can choose to charge more/less for random reasons eg "You have blue eyes, so although it says it cost \$20, for you it is \$30" or "I think we are related – you can have this for half price."

- Helping hand: this is encouraged to be introduced to each game as it helps with debrief. For some individuals who are struggling, the facilitator can let a participant know they have been selected to receive some help, and their education will be upgraded at no cost or given a sheet of better resources.

STEP 6 ENDING

At the end of Round 4, make each participant sit in their starting position.

When the room is settled, ask for a show of who was able to achieve the full 12 points of food, 12 points of clothing and 12 points of medicine.

Have a look at the leader board – who ended with a University education? Who had the most money?

On your device click the End Game button.

Debrief

It's important to discuss the experience people have just had. *Ask for responses from a few participants for each question:*

- *What was the purpose of the game?*
- *Who made it through the game easily?*
- *Who struggled to survive?*
- *What was the worst thing you did in the game?*
- *What was the best thing you saw?*
- *What do you think the game was trying to teach?*
- *How did this game make you feel?*
- *Does it make you think differently about children living in poverty?*
- *Did anyone receive a helping hand? What did that mean for you?*

You each started The Village at a different point on the leader board – through no choice of your own. Imagine if the world was one leader board with 7.6 billion people, where do you think you would approximately be? You may not know this, but, If you have food in your fridge, clothes on your back, a roof over your head and a place to sleep you are already richer than 75% of the world – up in the top quarter of 7.6 billion! And then if you have money in your bank, your wallet and some spare change you are among the top 8% of the world's wealthy. That doesn't mean that people living in Australia don't go through difficult situations or do it tough, we know they do.

We also don't want you to think that because someone is born into difficult situations where getting an education is not possible and resources are scarce that there is no joy in their lives. But the reality is – as some of you have experienced tonight – that life can be a tough slog when you begin with so little, through no fault of your own. Without a little help things can be very difficult. Compassion supports more than 1.8 million children who are in this situation, and we are now going to watch a short video on the life of one of these children, Collins from Kenya.

Play Collins Video.

<https://vimeo.com/247925140> (password: campaign)

As you can see, Collins and his grandmother had it really tough. They had little food and no income or home. His grandmother thought they would die of starvation. But that all changed when someone on the other side of the world decided they could do something to help people in this situation.

Unfortunately, the struggle that Collins faces is not unique. It is a story heard in villages all around the world.

Next steps

It is really important that we don't leave tonight feeling hopeless or 'guilty' because our lives are different to Collins. The fact that in Australia not many of us have not had to worry about whether we will have enough food, or clothing or medicine is a huge blessing, not a reason to feel shame. One great response from tonight is to thank God for the practical blessings you have here in Australia.

God really cares for those who live in poverty. In Leviticus he instructed the people of God to make sure when they collected their harvest that they left some for the poor and the foreigner. And in Deuteronomy he promises to bless those who choose to give generously to the poor.

Another way we can respond is to pray for those in situations like Collins. Right now we are going to each 'meet' a real child who is in a difficult situation, and we are going to pray for them. Read a little about their life and pray that God would bless them and their families.

Distribute child profiles and have them start to pray in silence. Finish with a prayer or have the youth pastor/ a leader pray.

You will see that each of these children are waiting for a sponsor. Sponsorship means that someone in Australia chooses to go without something and makes a decision to support someone on the other side of the world. We want to be really sensitive about this, because sponsorship is a big decision, and we know it is a big ask to consider this as a young person. We know for some of you your family sponsors a child, but as you become older this might be a good time to think about sponsorship for yourself.

For many of you this might be something that you choose to do when you are a little older. But for some of you, you think that this may be something you could do, in one of two ways:

1. If you have an income from some part time work, and believe you can pay for the sponsorship yourself, which is \$48 a month, you can follow the prompts on the child profile. Please make sure you check with your parents first.
2. If you know you can't afford it yourself, then maybe you'd like to ask mum, dad or your grandparents, if they'd be willing to partner with you to sponsor. To do this you could think about a way you could help – whether by doing something at home or going without something to contribute.

There is also a letter in your packet that you can take home to mum and dad that helps to explain all of this, and will better assist you to have this conversation with them, should you choose to.

Once you have made your decision there is information on the child profile that will assist you if you are choosing to sponsor or speak to your parents. Thank you so much for experiencing The Village with us today, and thank you for showing you care about children living in poverty.

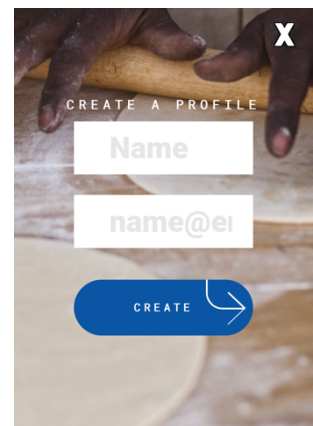
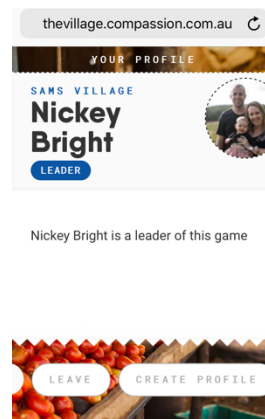
To close, we are going to pray together. **(Either Compassion Rep prays or has organised Youth Pastor to close in prayer)**

Make yourself available to further engage kids with questions, especially those who are looking for help with sponsorship.

Appendix A: Key functions for leaders

1. Creating a profile:

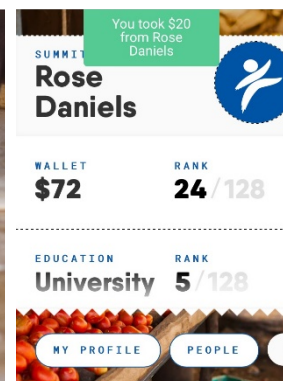
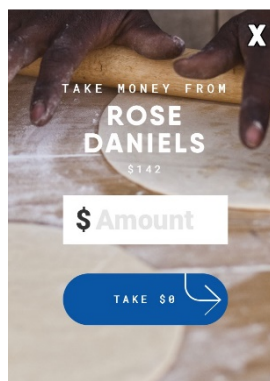
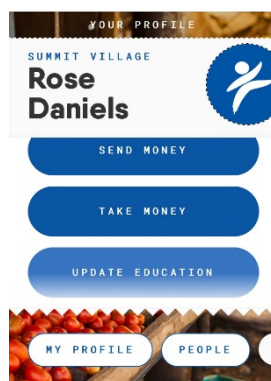
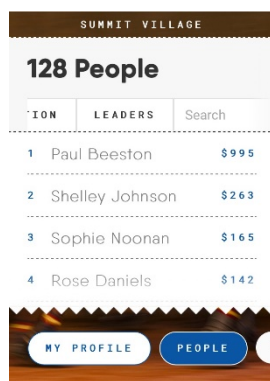
- Scroll your bottom navigation across to the right and select 'Create Profile'
- A 'Create a Profile' screen will open. Type in the participants name and email address (optional but desired) and hit 'create'
- The participant's profile will display. Using the hard copy profile card, write down their starting wallet amount and education



2. Taking money

Note: for participants without a device leaders will need to take/sent on the participants behalf (eg Rose wants to send Ben \$20)

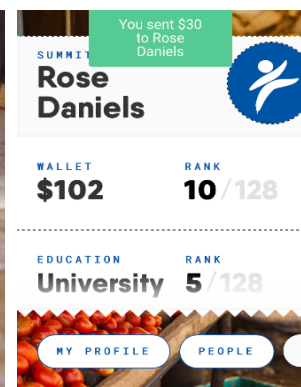
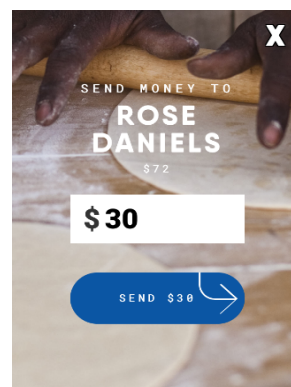
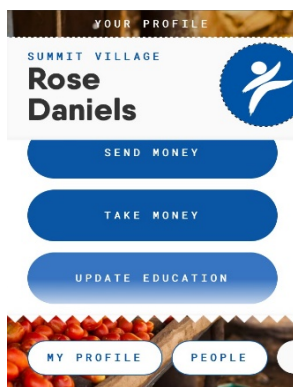
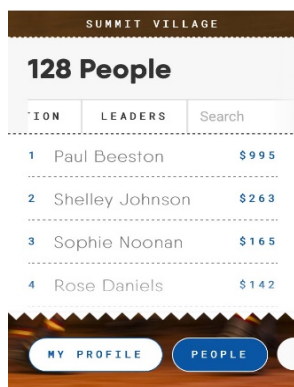
- Find participant by going to 'People' and using the search function
- Scroll to the bottom of their profile and select 'take money'
- Enter the amount of money you need to remove from the participant and hit 'take'
- Check the money has been taken (a notification will pop up to confirm)



3. Sending Money

Note: for participants without a device leaders will need to take/sent on the participants behalf (participant can update their own paper profile)

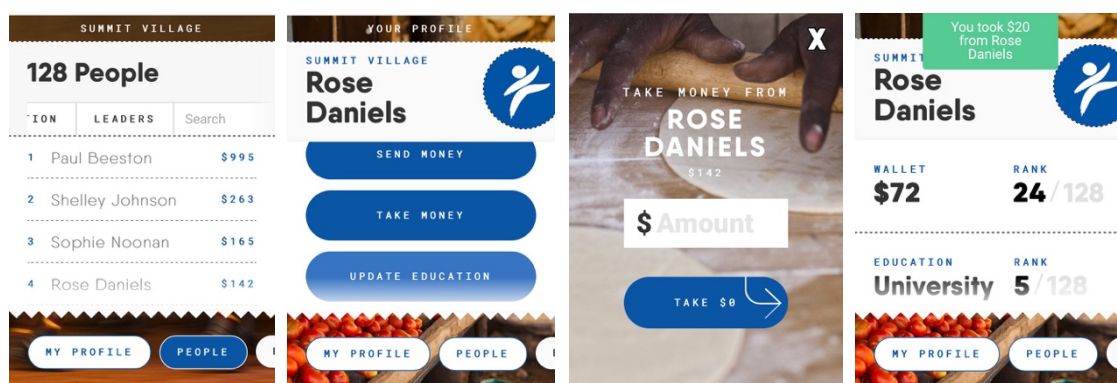
- Find participant by going to 'People' and using the search function
- Scroll to the bottom of their profile and select 'send money'
- Enter the amount to send and hit 'send'
- Check the money has been sent (a notification will pop up)



RESOURCE TABLE VOLUNTEERS

4. Selling resource

- Check participant has the appropriate level of education by going to 'People' and searching for the participant
- Scroll to the bottom of their profile and select 'take money'
- Enter the amount of money you need to remove from the participant and hit 'take'
- Check the money has been taken: a notification will pop up to show the money has been taken

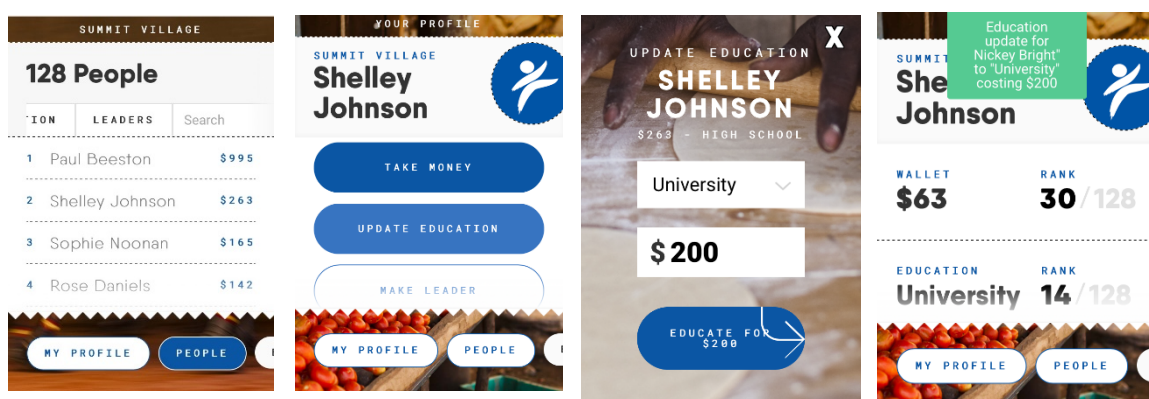


EDUCATION TABLE VOLUNTEERS

5. Upgrade education

- Find participant by going to 'People' and using the search function
- Scroll to the bottom of their profile and select 'upgrade education'
- Select the education level drop down and select 'done'
- Enter the amount it costs to upgrade (suggested amounts: Primary \$20, High School \$100 and University \$200)

NOTE: when upgrading education you do not need to also use the 'take money' function, this happens automatically when you input the cost.



Appendix B – supporting documents

1. Start up resource pack “Print_starting_resource_the_village”

A four page file with instructions and starting food, medicine and clothing. One pack is given to three participants. Print A4 single side colour.



2. Full resource print pack “Print_full_resource_the_village”

A nine page file with the food, medicine and clothing for primary, high school and university levels. Print A4 single side colour.



3. Price lists and table signage “Print_Price_list_Education_the_village”

A four page document that shows cost of education and resource. Pages 1 and 2 folded to create triangle. Print A3 single side colour.

Fold this Education Table sign into a triangle, tucking this flap inside.

PRICE LIST

Anyone can buy an education package with a tablet. The education price is the following prices:

UNIVERSITY \$200

HIGH SCHOOL \$100

PRIMARY \$20

EDUCATION

Fold this Resources Table sign into a triangle, tucking this flap inside.

PRICE LIST

Only sell resource sheets to people with a tablet. The resource price is the following prices:

UNIVERSITY \$120

HIGH SCHOOL \$50

PRIMARY \$20

RESOURCES

RESOURCE PRICES

\$120 UNIVERSITY

\$50 HIGH SCHOOL

\$20 PRIMARY

EDUCATION PRICES

\$200 UNIVERSITY

\$100 HIGH SCHOOL

\$20 PRIMARY

4. Hard-copy participant profiles “Print_paper_profiles_the_village”

Eight profiles on one page, cut and given to participants who are not using a mobile device. Print A4 single sided colour and cut.

THE VILLAGE

Your Profile

NAME _____

EDUCATION
☐ None ☐ Primary ☐ High School ☐ University

WALLET
 Starting \$ _____
 \$ _____
 \$ _____
 \$ _____

HOW TO USE THIS CARD:
 1. Your profile has been created online - this card just helps you remember what is in your wallet and your education level. 2. Bring this card with you to the Resource or Education table whenever you make a purchase. 3. If you want to keep track of your purchases, go to the money exchange or see a leader. 4. Your digital profile will be kept updated and shown where you are on the leader board.

THE VILLAGE

Your Profile

NAME _____

EDUCATION
☐ None ☐ Primary ☐ High School ☐ University

WALLET
 Starting \$ _____
 \$ _____
 \$ _____
 \$ _____

HOW TO USE THIS CARD:
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THE VILLAGE

Your Profile

NAME _____

EDUCATION
☐ None ☐ Primary ☐ High School ☐ University

WALLET
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 \$ _____
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THE VILLAGE

Your Profile

NAME _____

EDUCATION
☐ None ☐ Primary ☐ High School ☐ University

WALLET
 Starting \$ _____
 \$ _____
 \$ _____
 \$ _____

HOW TO USE THIS CARD:
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THE VILLAGE

Your Profile

NAME _____

EDUCATION
☐ None ☐ Primary ☐ High School ☐ University

WALLET
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THE VILLAGE

Your Profile

NAME _____

EDUCATION
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THE VILLAGE

Your Profile

NAME _____

EDUCATION
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THE VILLAGE

Your Profile

NAME _____

EDUCATION
☐ None ☐ Primary ☐ High School ☐ University

WALLET
 Starting \$ _____
 \$ _____
 \$ _____
 \$ _____

HOW TO USE THIS CARD:
 1. Your profile has been created online - this card just helps you remember what is in your wallet and your education level. 2. Bring this card with you to the Resource or Education table whenever you make a purchase. 3. If you want to keep track of your purchases, go to the money exchange or see a leader. 4. Your digital profile will be kept updated and shown where you are on the leader board.