

I should be so lucky

You will need: Bowl of sweets (at least forty) and game cards printed and cut up.



This activity explores factors that can affect people's opportunities and lives, and the concept of injustice.

Ask the young people to sit in a circle. Put the bowl of sweets and the cards face down in the middle of the group. Invite the group to go around the circle, one by one, and pick up a card. Each person should read what the card says to the others and carry out any action that the card describes (i.e. eat a sweet).

Once everyone has had a go, or the sweets are gone, it's time to debrief. Make sure you ask about some of the behaviours you will have observed during the activity, especially if any of the 'richer' people shared their sweets etc. Some possible questions are:

- *What did your card say? Could you take a sweet? What did you do? How did you feel when you did it?*
- *How was it decided who got what?*
- *How many sweets do you think there were? Were there enough for everyone? What could have ensured the sweets were more fairly shared out?*
- *In your opinion, how does the game link to real life?*
- *What countries do you think the stories were set in? Why do you think this?*
- *What makes some people richer and some people poorer than others? What can we do about this?*

Emphasise the fact that the millions of people living in poverty is not a result of 'bad luck', but injustice, and that as Christians we have a role to play in changing this. You may want to ask if any of the group can think of any scripture which links to this. Some good examples are: James 2:14-17, Isaiah 61:1-2, Matthew 19:16-24.



Leaders' notes

- Before you choose to run this activity, check if anybody has any food intolerances and buy sweets that everyone can eat safely. You might be able to buy Fairtrade sweets. Also check everybody in your group is comfortable with reading out loud. If not, you may find a way to run it so that people aren't put on the spot, or choose an alternative activity.
- There are twenty cards – you may wish to remove some if your group is much smaller, although be careful to check how many sweets you need according to the information on the cards that you are using. If you have a larger group, divide the group in half, duplicate your resources and run it simultaneously.
- The aim of the game is to help young people explore how the unequal distribution of wealth affects people's experiences and aspirations. It will raise questions about fairness and justice. Encourage the young people to express how they feel and share what they learned.
- The activity may arouse sensitive issues for individuals. If you feel any cards are unsuitable you can alter the cards and topics covered. The discussion is extremely important in this activity.
- You may note that none of the cards refer to specific countries and the discussion may indicate certain stereotypes about countries or people. It is important that these are explored and challenged, either by the leaders or other young people. A link for more information can be found below.
- In linking the game to real life, there is a key point to draw out. In the same way the person picking up the card did not know what was on it and had to respond in a certain way, people who live in poverty or difficult circumstances would not choose that situation for themselves, but still have to live it out.
- Card 12 is inspired by Helen, a 12-year-old girl from Uganda. Overgrazing and tree felling has led to soil erosion, which is where soil is blown away by wind or washed away by rain. It doesn't sound like a big problem – but it is if that soil is where you need to grow food to feed your family! A project funded by CAFOD and the EU has set up Wildlife Clubs to help children like Helen. They learn how to take care of the environment and how best to grow crops. They learn about conserving water and planting trees and pass this information on to parents. Helen says: "The environment is very important because if we look after it and we get rainfall, the crops grow and we earn money from them."



The scenarios are not linked to any specific country, but were inspired by CAFOD case studies. Please go to cafod.org.uk/about-us/what-we-do for more examples.

A mudslide after a flood has destroyed your family home and crops and you don't have any money to buy food.

Do **not** take a sweet.



You are a 12-year-old girl and have just completed your school education. You have been lucky enough to get a job in a factory. But all your money is needed to send your brother to school.

Do **not** take a sweet.



Your family owns and runs a small company. You have all worked hard, business has been good and you have done quite well.

Take **six** sweets – eat as many as you can as quickly as you can.



There was such a bad drought this year that the crops on your family plot could not grow properly. You cannot eat them, or sell them for extra money.

Do **not** take a sweet.



Through the efforts of an international aid organisation, your village now has a good supply of water to help grow crops in the fields.

Take **one** sweet.



The family food bill has risen dramatically. Orders for grain to fatten beef cattle in a wealthy country mean there is a shortage here and prices are high.

Take **two** sweets, but eat only one. At the end of the game give your **second** sweet to the person who got the most.



Your parents are both sick with tuberculosis so you need to work to earn money to support your family. You will never learn to read or write.

Do **not** take a sweet.



Fighting between government soldiers and rebel groups means your life is in danger. You must leave everything behind and flee in the middle of the night.

Do **not** take a sweet.



Your mum has a good job and has helped a big company to buy a piece of land where they want to open a mine.

Take **10** sweets and eat as many as you can as fast as you can.



Your dad has just lost his job making shirts. The company has decided to move its factory to a country where they pay workers less.

Do **not** take a sweet.



You have just helped your family to harvest the crop. It has been very hard work.

Take **one** sweet.



You were able to use the knowledge you learned at school to help your family grow vegetables this year.

Take **one** sweet.



Your family received a goat, bought by a school in another country as part of a World Gifts scheme. Your family now has fresh milk to drink and sell and you are all much healthier.

Take **three** sweets.



All your family income this year was used up to cover hospital bills when you broke your leg, as there is no free healthcare and you do not have medical insurance.

Do **not** take a sweet.



Your dad owns a shirt-making factory that has moved to another country where he can pay people less. He gives himself a big bonus with the savings.

Take **seven** sweets. Eat as many as you can as quickly as you can.



Things that happened during the war in your country have left you feeling hurt and confused. A project has been set up near where you live to help you talk about your feelings.

Take **two** sweets.



You have harvested a big crop this year. You would be able to afford three sweets if the farm was yours, but you have to give two thirds of your income to the owner of the land who lives in a large house in the town.

Take **one** sweet.



Your dad works at an iron mine. Raising his wages would mean that the company would have fewer profits for the owners in wealthy countries.

Take **one** sweet.



You are a nurse. Due to instability in the economy, your wages do not cover the cost of you getting to work everyday.

Take **one** sweet, but you must give it to one of the leaders.



Your parents both work. Although their wages are not high, you can afford **four** sweets.

Eat as many as you can as quickly as you can.

