

Fair/unfair game

Aim: To find out what causes poverty and possible solutions through this game of handball.

Duration: 30 minutes in the classroom/ 25 minutes in the hall or outside/ 15-20 minutes discussion afterwards

Group size: Whole class

Year: Upper Key stage 2

YOU NEED: Causes of poverty list (see resource 1, page 2), referee's cards (see resource 2, page 3), 15 plastic bags, string, sticky-backed notes, a fine marker, large elastic bands, markers for two goals, a whistle, a rope (to mark the goal line), team bibs



Instructions:

1. Scrunch the first bag in the palm of the hand then wrap it inside another bag.
2. Keep doing this until all the bags are used.
3. Roll the ball in different directions to make it roughly round.
4. Tie a knot with the handles of the last bag and wind string around the outside.
5. Stick the causes of poverty on to the ball with Post-it notes and wrap elastic bands around it to hold everything together.

In the classroom:

1. Tell your class that during international sporting events such as the Olympic Games, teams from hundreds of countries around the world are expected to challenge each other in more than 300 events. But beyond the Games there is a much bigger challenge to tackle: the reasons why people are poor. Do they know what causes poverty? We're going to find out in this game. It's based on the experiences of talented young people who live in a very poor community in Kenya.
2. Use Abdi's story to help set the scene (see resource 3) – read the story and select information from it that is appropriate to share with your class.
3. Have a brainstorming session on the causes of poverty – in groups encourage children to come up with what they think the causes are and discuss them together as a class. Alternatively share (some of) the causes in this pack (see resource 1) and have a discussion around them.
4. Make the ball – to get started watch the ['All to play for'](http://cafod.org.uk/asportingchance) film at cafod.org.uk/asportingchance – NB Only watch the first 48 seconds of the film **before** you play the game. (You may wish to watch the rest of the film **after** you have played the game).
Tell the children that they are going to make a ball just like the young people in Korogocho, using old plastic bags. Sports balls are not always easy to find in Korogocho. But children know they are quick and easy to make, by re-using plastic bags!



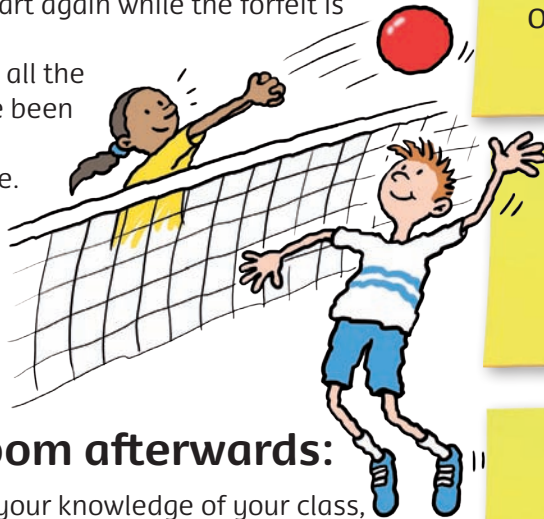
In the hall or outside

Tell the children there are many hand ball sports in the Olympics, like basketball, volleyball and handball. Explain that they're going to play a game based on handball.

Go through the rules:

- The ball is thrown between team mates to your goal at the one end of the court – a goal is scored when the ball touches the ground behind your goal line.
- On the ball are written some of the causes of poverty. Every time your team scores a goal, the referee/teacher will take off one of the causes of poverty. Your team's aim is to get rid of the most causes of poverty (i.e. score the most goals) in the time allowed (20 minutes).
- But you will come across some challenges. During the game the referee/teacher will blow a whistle at random and book the person in possession of the ball with a card. Each card has a forfeit. Once the card is read aloud, play will start again while the forfeit is carried out.
- The game ends when all the causes of poverty have been solved or when all the forfeits have been done.

It may be good to leave some causes of poverty still to be solved!



In the classroom afterwards:

Based on the age and your knowledge of your class, choose some of the questions below to discuss:

- How did you feel when you had to stop playing to do a forfeit? How do you think children in Korogocho feel?
- How would you feel as a child facing these obstacles in your daily life?
- What can young people in Korogocho and you do about them?
- In the final forfeit when you had to link arms with a member of the opposing team, did you know what to do straightaway? Was it easy to work it out? What have you learned from doing that?
- Were the causes of poverty just about lack of money or were there other causes?
- In some cultures, girls have traditionally been the home-makers and carers. There is less investment in their education because many marry early, moving out and dropping out of school. How can we ensure men and women are treated equally and have the same opportunities?

Resource 1: Causes of poverty

few state schools

dirty water

open sewers

girls have to spend more time doing chores rather than studying

high rates of illness

fighting

few jobs

corruption

drought

no running water

landlords charging high rents

nearest hospital 45 minutes away

Resource 2: Referee's cards

A family member is very ill.
You have no money for credit for your phone.
It takes 45 minutes to reach Kenyatta Hospital.

Put the ball down and go to the other end of the court. Then continue playing.

There is no playground so you are playing on a piece of wasteland. It has started to rain and the land is getting muddy and difficult to walk on. The goal area is slippery.

Catch the ball with one hand for the next five minutes.

You need to use the loo. The nearest one is a ten-minute walk away, and there is a queue.

Walk around the outside of the court four times.

There is fighting between different ethnic groups. It is not safe to leave your house.

Stand in a hoop or a circle of rope or string for two minutes.

There are few state schools. Your parents are raising money to send you to a private school.
Your mum calls you to help sell food she has made.

Jog on the spot for three minutes.

You have to walk to the stand-pipe to collect your family's water for the day.
The price has gone up and you have to try and get more money from your dad.

Do ten stretches.

Your brother is studying after school.
As a girl, you are expected to go home and do household chores.

All the girls on the team in possession run one lap around the court.

Your court is next to the Nairobi city dump. The smoke from burning rubbish is drifting across the court making it hard to breathe.

Rope off half of your team's goal for the rest of the game.

Climate change has increased the likelihood of drought. Crops have failed. There is less food available and lots of demand, so prices have risen.
It's too expensive for you to buy some items and you feel dizzy from eating less.

Sit on the bench for five minutes.

Three minutes before the final whistle.

Partner with someone from the opposite team and link arms closely.
You are not allowed to break the link.

You have one minute of play remaining.

Hint (if needed): To score maximum goals the pairs will need to work together and score in both goals.

Resource 3: Abdi's story

Read and select information from the story that is appropriate to share with your class, to help set the scene for playing the game.



A walk past the St John's Sports Society changed the life of one young boy. Nine years later, he is a black belt in karate and is looking forward to joining the Kenyan National Karate Team.

Abdi Rauf Dima, 17, lives with his mum, dad, sister and brother in their rented family house in Korogocho, a slum in Kenya's capital city, Nairobi. In Korogocho, there is little electricity or running water. School classes are crowded and it can be difficult for people to find jobs.

Abdi's family live on the money his dad brings in as a lorry mechanic. He also has a small vegetable stall selling tomatoes, potatoes and cabbages.

Abdi's sister has just finished secondary school, but cannot find a job. Unemployment is a big worry for young people here. Abdi says: "Sometimes when I go to do karate, I might come back with two hundred shillings (£1.50), because my coach will give me something to buy lunch or have fun with. But I bring it home and give it to my parents. I worry about bringing money home and getting food."

But Abdi hopes to be able to earn money through doing karate. By training and a lot of hard work, helped by St John's Sports Society, Abdi hopes to be a karate professional.

He says: "I was passing through St John's one day and I saw some guys training. They had speed and morale. I went home and told my dad, 'That's what I want to do.'"

Abdi's dad worked hard to pay his £4.50 joining fee. Abdi explains: "If he hadn't had that money, I wouldn't be where I am today. Now, because of help from organisations like CAFOD, St John's is free for all kids under 16."

At 11 years old, Abdi won his first medal: a bronze at the Nairobi Open for children's karate. His most difficult tournament was the Kenya Open in 2007. At 14, Abdi found himself up against policemen and private security officers. He explains: "In karate, they only look at the belts. So it doesn't matter how young you are, if you're a brown belt, you fight adults who are brown belt." Abdi won.

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Abdi trains for two hours a day, three times a week. Now he's a black belt and member of the Kenya National Karate Team. "There are 35 people in the team," Abdi says. "I got chosen through trials. It was hard work. I feel so proud to be able to wear the national colours. My parents are proud. They like to see my name in the local paper. I haven't fought in a proper tournament yet for the national team, because I'm still young and I'm busy in school. I can't wait to finish school and compete full time."

Karate has helped Abdi develop fitness, control and avoid street fighting and drugs, which are a big problem among young people frustrated by a lack of jobs. Abdi says: "I'm happiest when I'm training with my team. I learn from them, we share ideas and challenges."

"I want a good future. I want to be a person who is well disciplined, be a good friend, and be a karate teacher."

CAFOD supports the St John's Sports Society, which helps children and young people to change their lives through sport. For more about CAFOD's work in Kenya see [Focus on...Sport and Peace resource](#)