



THE PESO GAME



PURPOSE OF ACTIVITY:

To demonstrate how the distribution of wealth and power in society affects people's ability to recover after an emergency.

For a group of 30 who will need the following (adjust quantity of resources depending on the size of your group):

200 white pesos worth P10

300 yellow pesos worth P100s

Chart 1 and Chart 2 (enough for each student)

6 pairs of mittens

6 blindfolds

6 large bags of 'money' worth \$100,000 (use a large rock, covered in cloth to symbolise a money bag)

PART A: DISTRIBUTION OF WEALTH AND POWER IN SOCIETY

1. Explain to participants that in this activity they will distribute the wealth and power of the world among themselves. This wealth is represented by the pesos. There is only one rule: no participant may touch another member of the group at any time.
2. Arrange the room so that participants have a fairly large area to play the game. Have participants stand or sit in a circle and scatter the pesos evenly in the middle of the circle.
3. Distribute mittens and blindfolds for some participants to wear to make their ability to gather pesos more difficult. Give the money bags of 100,000 to some participants to give them an advantage.
4. Slide 2: At the order of 'Go' the participants have to gather as many pesos as possible without touching each other (no pushing or shoving) until all the pennies are gone.
5. Slide 3: Ask the participants to add up the amount of pennies they collected.
6. After all the pennies have been gathered divide the room into three sections depending on how many pennies each person got; Great wealth and power, some wealth and power and little wealth and power. Take some pesos off the poor group and give them to the wealthy group to demonstrate unfair financial divisions.
7. Have the three socioeconomic classes sit together in their respective groups. Remind the group that these pesos represent their wealth and power in the world. The amount they possess will affect their capacity to satisfy their needs (e.g., basic education, adequate food and nutrition, good health care, adequate housing) and wants (e.g. higher education, cars, computers, toys, television and other luxury items). Those participants with great wealth will have all their basic "needs" and all of their "wants" met; those with some wealth will have their basic needs met and some of their wants, and those with little wealth will have difficulty meeting their needs and their wants.

PART 2: HOW SOCIO-ECONOMIC STATUS AFFECTS THE ABILITY TO SURVIVE A DISASTER

1. Slide 4: Each socio-economic group will be given Chart 1 that lists the items they possess as Filipino citizens, (the wealthy people will have strong houses with plenty of food compared to those who are poor who will have flimsy houses with a very limited food supply). Display these lists on a PowerPoint so other groups can compare and contrast.
2. Slides 5-8: Show participants images from the Typhoon's destruction.
3. Slides 9-13: Read out 'A few stories from ground' and show the slide for each story. Direct the story to the group who is affected i.e. talk to the wealthy group as if they were the ship owner.
4. Show the Leban's story video.
5. Slide 14: Groups are given Chart 2 describing the level of destruction they face post-Typhoon and how much it will cost them to build back their homes and community. The group has to work out how they will pay for these things with the pesos they own. Display these lists on a PowerPoint so other groups can compare and contrast. Discuss how particularly the poor group have to prioritise what they were going to buy i.e. having a funeral or buying a tarpaulin.
6. Watch the 2014 CST Subsidiarity video from the Philippines. www.caritas.org.nz/resources/catholic-social-teaching/subsidiarity.
7. Slides 17-31: Discuss the ways that Caritas responded to the typhoon. Read more about how Caritas helped to 'Build back Better' in the Philippines on our website www.caritas.org.nz/philippines-typhoon.

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