

Crossroads of the World Leader's Guide

Purpose

This activity is designed to engage young people (and adults, if desired) in learning more about the plights of young people in different parts of the world. The activity engages the participant by asking them to take on the life of a person from Zimbabwe, the Holy Land, India, or Haiti. Through decision making and learning of the consequences of those decisions, participants will have a better understanding of the limiting realities that many young people live with each day. This activity takes some time to set-up, but participants can go through it numerous times. It is appropriate for young people in high school, and for adults.

This activity can be done as a part of a larger justice program, as an involvement activity prior to an international service/fundraising project, or can stand alone. If it is standing alone, we suggest that you begin or end in prayer. Prayers are available at <http://education.crs.org/prayer-worship/prayers>.

The activity itself can take as little as 10 minutes to move through, but if you add prayer, reflection, and discussion, it will take at least 45 minutes. Participants may also wish to go through it multiple times, so you may wish to allow for this opportunity.

Materials needed for:

Activity

- Large space
- Tape
- 30 - 8½ x 11 sheets of paper, numbered 1-30
- One copy of the *Country Resource* for each country. Each country resource should be printed on a different color of paper. You may also want a copy of each of these resources for your small group facilitators.
- 1 red paper clip (see: *Zimbabwe #26*)
- 1 silver paper clip (see: *Zimbabwe #26*)
- 1 small box (see: *Zimbabwe #26*)
- 2 garbage cans (see: *Haiti #1*)
- 2 wood blocks (see: *Haiti #1*)
- crumpled paper (see: *Haiti #1*)

Participants

- Copies of *Young Person Introductions*, enough so that each participant can choose the country they wish. Print these on the same color paper as the *Country Resource* you have chosen for each country. You can decide to divide the group equally among the 4 countries.
- Copies of *Reflection Questions*, one for each participant, specific to the country they have chosen. Print these on the same color paper as the *Country Resource* and *Young Person Introductions* you have chosen for each country.
- Pens/Pencils

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Small Groups

- 4 spaces for small groups
- Copy of *Small Group Discussion Questions*, and distributed, by country, to each small group facilitator
- Copies of the *Flowcharts* for each country, printed on the same color paper as other resources.

Preparations

Activity

In a large, empty room, number areas on the floor or wall from 1-30. You can do this sequentially around the room or mix it up, if you wish.

Print each *Country Resource* on a different color paper and tape these numbered pages around the room in their corresponding numbered areas. *Country Resources* begin with the name of the country followed by a number. When you are finished, you will have some areas with multiple pages taped to the wall, and other areas where only one page is taped to the wall.

Please note: The numbers on each of the country resources are intentionally out of sequence. This ensures that the participants move about the room and are mixed with the other participants working on different country paths. Do not change the numbers.

Additional set-up is required in certain areas.

#26

Place the 4 papers clips in the box. On the outside of the box, label it **Zimbabwe #26**. Make sure the box as a lid so participants can't see what color paper clip they choose. Next to the box, place **Zimbabwe #26 (part II)** face down. On the backside, write **Zimbabwe #26**.

#1

Place a wood block in each trash can. On each wood block, tape a copy of **Haiti #1 Part II** to each block. Place the crumpled paper on top of the wood blocks.

Small Groups

If you choose to do small group discussions at the end of the activity, invite small group facilitators who will lead these discussions. Provide each facilitator with a copy of the *Small Group Discussion Questions* and *Flowchart* for the country they will be representing. You will want to ensure that these facilitators read through the activity prior to facilitating so that they can understand the experiences of the participants.

You will need 4 reflection areas, one for each country. These can be separate rooms, or can all be together in one larger room. Ideally, these areas should not be located in the area where the activity is taking place, as it will be too distracting.

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Overview

This activity can either begin by gathering the whole group together and beginning at the same time, or it can be done by explaining the process to each individual and having them begin at different times. This second option can be used when this activity is one of the activities of a multifaceted program, or as an on-going activity in a high school or parish that people can use at various times. Participants can do the activity for one country, or they can go through it again for each of the five countries. The instructions are best given person-to-person, but they can be printed on a sign that is hung and then read by participants.

If your group is large, you will want to stagger the start times for the participants so that no more than 25 people are engaged in the activity at one time.

When participants are done, there are two options.

1. Have each country's area set up with tables and chairs, and then have the reflection questions and pens available for participants. Allow participants to reflect personally on the experience.
2. Have each country's area set up for a small group discussion. As participants finish the activity, they can do the reflection questions as individuals (optional) and then gather all the participants together for a small group discussion.

Instructions for Participants

Explain the activity this way:

The activity that you are about to engage in is going to help you come to a better understanding of some of the problems and situations that young people face who live in four different areas of the world – Zimbabwe, the Holy Land, India, and Haiti.

To begin the activity, choose one of the countries. Note the color associated with your country of choice. For each country, you will take on the role of a young person that lives in that part of the world. You will be asked to make a decision to begin the activity – and your decision will begin the path that you will follow through the activity. Each of you will make at least 4 decisions and those decisions will affect the type of life that you will have, as that young person.

You will notice that there are different areas around the room. Each country is printed on a different color of paper. For example, if you are Catherine from Zimbabwe, you will always look for the [insert paper color here] papers. If you are told to go to #27, you will go to this area of the room [show area 27] and look for the [insert paper color here] paper.

When you reach the final station you will be invited to take a handout with reflection questions. Please go to the area designated for your country and take some time to consider the questions. These areas are located [insert locations here]. This activity is to be done privately, and quietly. Please respect the needs of other people to enter into this activity by your silence and by truly entering into this activity.

Are there any questions?

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Additional Resources

Some groups might wish to learn more about each of the countries featured in this activity. To learn more about Zimbabwe, the Holy Land, India and Haiti visit crs.org.

On Catholic Relief Services' website, you can find additional stories about CRS' work in these areas as well as information on projects similar to the ones featured in the young persons' stories.

Some groups might find it helpful to share information about the demographics and hunger statistics of a particular country. Information may be found at <http://www.hungerreport.org/2010/data/downloads>.