



Can YOU Cope?

- Caritas Challenge 2020 Event Activities -



The Caritas Challenge is an annual fundraising event. Building solidarity with those living with poverty or injustice, the Challenge offers hands-on experiences that are fun and informative. In 2020 the focus is on the many vulnerable communities all around the world that Caritas works alongside.

LAUNCH WEEKEND 1 - 3 MAY 2020

1 MAY - 14 JUNE 2020
Happening throughout New Zealand

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The Catholic Agency for Justice, Peace & Development

Can YOU Cope?



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Introduction

Each of us faces fear and challenge every day – to a greater or lesser extent depending on particular circumstances and temperaments. But like the resources of the earth, fear distributes itself unfairly.

For millions of young people and families around the world, life involves severe challenges and fearful circumstances. Fires, armed soldiers, natural disasters, extreme material poverty and unexploded bombs are just a few examples of life-or-death situations that some people face every day. The case study information included in these activities is drawn from the work that Caritas has been involved in and is referred to as part of the 2020 Lent Lesson packs.

This is their life. How well could you cope?

The Caritas 'Can YOU Cope?' Challenge 2020 will help students to: gain a brief sense of the fear others face, learn to empathise, learn a little, overcome personal challenges, develop teamwork skills, have some fun, and do something practical to help.

These activities include tricky escapes, scary obstacle races, and 'ooh-yuck' things to get their hands and feet into. They can easily be modified to suit your schools and students' needs and abilities. 'Can YOU Cope?' could be organised by senior students and held as an inter-house competition, with students getting sponsorship from parents, friends, or local community groups or businesses. This is a great way for students to face fears, challenge themselves and others, have a bit of fun, and raise money to create real change – all at the same time!

Important Information

<p>Fun factor</p> <p>Maximise the fun factor in your 'Can YOU Cope?' experience:</p> <ol style="list-style-type: none">1. Organise your teams in advance.2. Ensure health and safety regulations are met (see page 6).3. Use this document as a guide but be creative with how you implement 'Can YOU Cope?' in your school.4. Relax and enjoy the activities!	<p>Take it to the next level – Think more deeply</p> <p>You can make the Caritas 'Can YOU Cope?' challenge more than a sensory experience – each activity comes with suggestions for reflection/discussion. Use these to stimulate thinking and encourage empathy.</p> <p>Each activity has a connection to a country which has been a focus within the Lent 2020 resources. Refer to them to help students understand why Caritas Aotearoa New Zealand is working in these countries. You may also visit www.caritas.org.nz for further information.</p>
<p>Throw in surprises</p> <p>Inject surprises into the activities. Surprises add fun and depth to the challenges. Also, they help illustrate the way disasters or difficult situations often strike at unexpected and inconvenient times.</p> <p>Examples:</p> <ul style="list-style-type: none">• Introduce an unexpected 'flood' or 'police raid'.• Friend or enemy? Swap the teams around and introduce competition between students who were previously working together.	<p>Points</p> <p>Don't just award points for speed.</p> <p><i>Think: why is this team the winner? Have they survived the longest in this activity? Do they have great communication skills? Are they the most effective team? Did they respond well to a surprise?</i></p> <p>Outstanding students can get a 'bonus points' card – award these at your discretion. 'Bonus points' cards can earn the student or their team an extra minute or a negotiation point for the next activity.</p>

1. Jungle Run

2. Touchy Feely Ooey Gooney

3. Freaky Food

4. Escape!

5. Lock and Key

6. Blind Buddy

7. Ice!

Please note that times indicated in the following activity instructions are only guides. The actual time is dependant on the task and age of students involved. Organisers will have an idea of how long each activity may take. In some cases they may need to do a 'run through' beforehand to estimate specific times for planning.

1. Jungle Run



Backstory

You live in Syria. Due to the instability and civil unrest here your families have decided to flee their homes for a safer life elsewhere. Night-time is the safest time to travel to avoid detection. But in the dark, there are many obstacles that will stand in their way, making their journey challenging and at times slow. Inform students that this activity is designed to simulate travelling at night and to help students feel what it is like to move about in darkness not being fully aware of your surroundings and what obstacles you may face next. Using a rope to guide you, your challenge is to make your way out as quickly and as quietly as you can.

You will need

Stopwatch
Blindfold (if doing this activity in daylight)
Long rope

Items such as: (these are only suggestions)

Big sheet of bubble wrap
Goal posts
Poles
Pile of long sticks
Wet sacking cloth
Trampoline or other suitable obstacle
Feather duster
Fish netting
Fertiliser bag
Pom pom
Woolly Rug
Potato chips for scattering on the ground
Cotton wool sheet
Slime-type substance
Flour bombs



Setting up

Set up an obstacle course using the materials listed above or using other items you have on hand.

Include:

- things to climb over and under, stumble over and brush against
- things which will make a noise when touched (e.g. a fertiliser bag, potato chips on the ground)
- things with different textures, shapes and smells if possible. Some of the organisers might like to provide a 'live' dimension by making scary noises, using items to brush over people.
- background audio with jungle sounds and distant voices would help the immersion experience.
- For older students other variations include another team or the leaders, also blindfolded or in the dark; throw flour bombs at the team attempting the challenge. (Flour bombs are made with flour taped inside a single paper napkin).

Drape the rope along the obstacle course, securing it at various points to stable objects (e.g. trees or poles).

This activity is best to undertake at night (and more exciting!)

If you decide to undertake it in daylight, then you will need to blindfold the participants.

Please keep in mind the health and safety of students at all times.

The challenge

Students follow the obstacle course in single file. Space them apart as much as you can, so that they have less opportunity to alert the students behind them to particular obstacles.



Participants have to follow the rope with one hand to navigate the various obstacles in the dark (or blindfolded), as quietly and as quickly as possible, till they reach the end of the rope.

Time the participants and award them points accordingly.

Points

Under 10 minutes	1 point
Under 7 minutes	2 points
Under 5 minutes	3 points

Go deeper

Living in fear is a reality for many people around the world.

Think about what it is like to have to travel at night through unfamiliar territory on foot to avoid being detected.

Think about what it would be like to face unfamiliar and possibly fearful situations where you have to keep your 'what-ifs' and fears to yourself to avoid causing or spreading panic, and the need to focus on looking after yourself and your family.

Discuss

- Why do you think some people need in order to travel at night?
- How would you carry young children and important things such as food?
- What are some possible dangers you could face?
- What would you do if you encountered a dangerous animal on the way?

Caritas case study

Refer to Lent 2020 Lesson Pack: [Y11-13](#)



2. Touchy Feely Ooey Gooley



Backstory

You live in Cambodia, in a small village. Your families are all farmers and rely on growing rice, fruit and vegetables to make a living. You have to spread out compost by hand onto the fields to help grow your crops. You need to prepare some compost with cow manure, straw and other things, and spread it evenly across a small patch of land. It may smell unappealing or feel gross...

You will need

Blindfold
6-8 ice cream containers with lids
Small plates
Hand sanitiser/soap and water

Items such as: (these are only suggestions)

Slime
Playdough
Grass
Clay
Potting mix
Kitty litter (unused!)
Dried leaves
Possibly some kind of syrup would add to the mixing challenge
Used, unwashed socks (for lining the containers) or something with an unpleasant smell!
NOTE: Mushroom compost from the garden centre has an interesting smell



Setting up

Select six to eight items (examples above) and put them into separate containers. Keep the containers covered until the participants are blindfolded.

The challenge

Blindfold students, getting them to dip one hand into each container and transfer a bit of each item to a small plate. They then have to mix everything and smooth out the mixture on the plate. This is imitate working the land. Allow two minutes for this activity. Once completed ensure students wash or sanitise their hands after this activity. Award points to participants based on how much of the task they complete in this time.

Points

Attempts	1 point
Partially completes	2 points
Successfully completes	3 points

Discuss

- How did you feel while you were doing this activity?
- Where else might this occur as a daily activity?

Caritas case studies

Refer to Lent 2020 Lessons Packs: [Y3-4](#) and [Y9-10](#)



3. Freaky Food

Backstory

You live in a small village in Tonga. There is a shortage of food in your village after a devastating cyclone. You are hungry after days of not having enough food and feel weak after not having any clean water to drink. You now find something to eat and drink, but it is not very appealing! Your challenge is to swallow it anyway or starve!

You will need

Dice
Slips of paper
'Lucky dip' hat or bag

Food items such as: (these are only suggestions)

Cold porridge or soggy rice
Corned beef
Red dye
Tinned kidney beans
Gummy worms, soaked in water for 30 minutes beforehand
Currants
Ugali
Lukewarm water
Ground cinnamon
Chocolate
Any other freaky foods of your choice!



When you are considering what foods to use for this activity, be aware of allergies that may be associated with any particular 'freaky foods'. We recommend that you check this with your students prior to setting up this activity.

Setting up

Set up four bowls, putting various mixtures into them: (these are possible combinations)

1. Cold porridge or soggy rice
2. Corned beef dyed red, with rice scattered over it
3. Tinned kidney beans mixed with gummy worms and currants
4. Lukewarm water with a splash of cinnamon and partially melted chocolate
5. Ugali with chocolate and ground cinnamon

Assign a number to each bowl. Write numbers 1 to 4 on four slips of paper and place these slips into a hat or bag.

The challenge

Participants pick a number out of the hat/bag to decide which bowl to eat from. They then roll the dice to determine how many spoonfuls of the revolting mixture they have to eat! You could make a dice with numbers 1-3 only.

Award points to the participants for their courageous eating.

Variations

- Modify the mixtures with ingredients of your choice. Make it look as unappealing as possible!
- Make platters of 'unappealing' foods such as sundried tomatoes, artichokes, gherkins, etc. and have participants eat these, either individually or in teams (Be aware of the cost).
- As this case study is about floods, having food soaked in cinnamon water would be effective.

Points

Attempts eating the required amount	1 point
Partially completes eating the required amount	2 points
Successfully completes eating the required amount	3 points

Go deeper

You can't be fussy when you are starving or thirsty. Extreme weather, king tides and cyclones can affect your source of food for several weeks or months. You need clean water to drink to stay alive. Think about how your attitude towards food and water might change in challenging circumstances.

Discuss

- When was the last time you were so hungry that you ate something you wouldn't normally eat?
- Have you ever needed to drink water even though you were not sure how suitable it was?
- Move into groups and discuss what it might be like to recover after a flood. What would need to be done? Who would do those tasks?

Caritas case study

Refer to Lent 2020 Lessons Pack: [Y5-6](#)



4. Escape!



Backstory

You live in a small village in South Sudan. Soldiers have ignited a roaring fire in your village because they want you out of their space. The fire is spreading very quickly. You can hardly see or breathe – your challenge is to get out of the village as quickly as you can, and wade across a stream to get to safety.

You will need

Stopwatch

Items such as: (these are only suggestions)

Old fridge box

Hula hoops

Plank

Traffic cones

Paddling pool

Ice cold water



Setting up

Set up an obstacle course. This could involve a tunnel out of an old fridge box. Perhaps set up hula hoops to dive through and/or place traffic cones on the ground to run twice around, etc. Place a paddling pool at the end of the course and fill it with ice cold water and ice cubes to form the 'stream'.

The challenge

Time the participants as they get through the obstacles and award them points accordingly.

Variations

- Have the students do this individually or in teams (consider forming new teams of students from different houses/classes).
- Use boxes or sandbags for 'infants' or 'food supplies' which must be carried carefully through the obstacle course.

Points

Under 7 minutes	1 point
Under 6 minutes	2 points
Under 4 minutes	3 points

You might want to award additional points for effective teamwork and communication.

Go deeper

Teamwork and communication are just as important as speed in a desperate situation. Learn to appreciate strengths and differences of individuals in a team.

Discuss

- What is vital for survival when you are running – what would you take with you?
- Why is it important to work in a team during emergencies?
- What happens when communication is poor?
- What are the benefits of having a good team to work with?

Caritas case study

Refer to Lent 2020 Lessons Pack: [Y11-13](#)



5. Lock and Key



Backstory

You live in a country in which the government has a lot of power, individuals are afraid to stand up to authorities (such as the police) and human rights are abused. Someone has been bribed to unfairly put your friend in prison, and the situation is dangerous. Your challenge is to find the key to the cell while the guards are sleeping and set your friend free!

You will need

Stopwatch
Shallow bowl
Key and padlock
Large pin

Items such as: (these are only suggestions)

Playdough
Kitty litter (unused)
Grass
Crushed balls of newspaper



Setting up

Attach the padlock to a student's clothing. Toss everything else into the bowl and mix it up, ensuring the key is not visible.

The challenge

The participant has to find the key in a bowl full of things without using their hands. Once the participant gets the key, they have to unlock the padlock on their partner. Time the participant and award them points accordingly.

Variation

Two participants could be tied back to back (boy with boy, girl with girl), must stand up by pushing against each other, run to the bowl, crouch and fumble to find the key behind their backs.

Points

Under 5 minutes	1 point
Under 4 minutes	2 points
Under 2 minutes	3 points

Go deeper

Not all police officers in the world are honest – in some countries they are corrupt. Think about what it is like to live in a country where people holding powerful positions take bribes to turn a blind eye to lawbreaking or to imprison innocent bystanders.

Think about loyalty – to your friends, family, values, etc.

It takes courage to stand up for what is right, especially when you are powerless in a particular place or situation.

Discuss

- What is power? How does it affect your life?
- What happens when power is abused?
- How do you cope in a place where you can't trust anyone, even friends or people in power?
- How do you decide what to stand up for?

Caritas case study

Refer to Lent 2020 Lesson Pack: [Y7-8](#)

6. Blind Buddy

Backstory:

A group of you have been captured and blindfolded by enemy soldiers. There are soldiers ahead of you and behind you, giving you orders to march forwards through a narrow field scattered with landmines which will activate if you step on them. All of you have your hands tied and are walking in single file. Suddenly, the soldiers' attention is diverted by an unfamiliar jeep close by, and they become engaged in a heated discussion. You are a participant who manages to get your blindfold off, so you can see where you are going. Your challenge is to get the others behind you out safely without activating the landmines.

You will need

- Blindfolds
- Traffic cones or other large objects
- Stopwatch

Setting up

Scatter a few cones in a room or courtyard. Determine a start and end point.



The challenge

Blindfold one participant and get another student to be their 'buddy' to direct them towards the safe end point.

The 'buddy' should use quick, precise commands – e.g. "move forward at 10 o'clock direction" or "there is a 'landmine' 5 steps to your left", to get their team mate to the end point as quickly and as safely as possible.

Time the team, and award them their points accordingly. Subtract one point every time the blindfolded participant walks into a cone.

Variations

- Students work in pairs
- Students work in teams
- Students from different houses form a team and work together
- Allow participants who finish the course safely to take their blindfolds off and join the student giving verbal instructions. Observe what they do – do they try to give the others instructions too? How can it prove to be most effective?

Points

Under 7 minutes	1 point
Under 6 minutes	2 points
Under 4 minutes	3 points

Subtract one point every time a participant walks into a cone.

Go deeper

In situations that could endanger health and safety, clear and concise communication is necessary for success. It is important to remain calm and not panic in emergencies.

Discuss

- How did you feel having to obey instructions and walk when you were blindfolded?
- How did you feel advising the blindfolded participant/s?
- Was it helpful to have more than one person giving you instructions?
- What makes a good team?



7. Ice!



Backstory

It is the middle of winter in Aotearoa New Zealand, and you have just been sent to an emergency centre because of a natural disaster and it is too dangerous to stay in your home. The centre requires you to walk to it due to the roads being undrivable and emergency services cannot get through to you. You accidentally drop some of the gear that you have managed to save from your home into a nearby body of water. It is too cold to wade in with both bare feet – so you decide to get it out with your toes. Hurry before your toes go numb!

You will need

- Stopwatch
- Bucket or paddling pool
- Ice cubes
- Ice water
- Poker chips (more than 20) or marbles
- Chilly bin (optional)



Setting up

Fill a bucket or paddling pool with ice cubes, ice water and poker chips or marbles. You might need to add in more ice every so often to keep the temperature of the water icy cold.

The challenge

How many poker chips or marbles can participants pick out in one minute, using only their feet to get them?

Variations

- You can adapt this challenge using other materials (e.g. slime and coins, mud and bugs, or green spaghetti and golf balls; change the scenario accordingly).
- Add a phrase in a foreign language that must be said before each attempt begins.

Points

1-9 chips/marbles	1 point
10-19 chips/marbles	2 points
20 chips/marbles or more	3 points

Go deeper

There are millions of people around the world, who are affected by natural disasters, including people in New Zealand who in recent years have faced the trauma of experiencing earthquakes. Currently, there are people around the world who are being faced with having to leave their homes due to extreme weather, king tides etc.

Discuss

- What do you think it would be like to live not knowing if you are ever going to be able to return home?
- What would you bring with you?
- What are some challenges you might face?
- How would you get help for the things you need?

Caritas case study

Refer to Lent 2020 Lesson Packs: [Y5-6](#) and [Y7-8](#)

