OBJECTIVE // To explain and explore concepts of charity and justice
TIME // 45-60 minutes
GROUP SIZE // Any
LEADERS REQUIRED // Facilitator, additional leaders can lead small groups

MATERIALS AND PREPARATION //
- Review the activity and be prepared to lead discussion.
- Print out the pages of Poverty-Related Diseases. Cut them along the dotted lines, and fold down the centre of each half. Glue or attach them to the outside of envelopes, or make them each into their own envelopes by taping two sides of the folded paper together.
- Cut page of Treatments/Preventions into strips and put in corresponding Poverty-Related Disease envelope.
- Give each group markers and 2 sheets of 8½x11 paper to draw trees/bandages or print out and copy enough of the samples below.
- Sticky tack or tape to put up person and to put up bandages and trees.

HOW TO PLAY //

INTRODUCTION: (5 MIN)

Ask the participants to reflect on the following questions silently:
“You often hear about social justice, but what does that really mean?
What is justice, what is charity, and what is the difference between them?
What are some biblical examples of charity work and justice work?”

(Charity/direct service helps the people survive and immediate crisis.
Justice work helps to remove the causes of the problem through education and advocacy).
JUSTICE AND CHARITY CONTINUUM: (10 MIN)

Ask the participants to stand on a continuum of how they believe funds should be split between charity and justice. 100% charity is on the right side and 100% justice is on the left side.

“You have $100 dollars to give to projects which respond to hunger. Place yourself on the Charity-Justice Continuum where you would divide your donation between the two. For example, if all of the money should go to charity (to feed someone today) stand at the right wall. If 2/3 of the money should go to justice (to address the root causes of hunger), stand about 2/3 of the way toward the left wall...”

Ask a few participants, “Why did you choose to stand where you did?”

Encourage them to use the words charity and justice in their responses.

Ask all participants to remember where they are standing and to come back to the group.

POST AND REVIEW THE FOLLOWING DEFINITIONS:

SYMPTOM // Subjective evidence of disease or physical disturbance observed by the patient, or something that indicates the presence of a physical disorder.

DIAGNOSIS // The determination of the nature of a case of disease.

TREATMENT // A method of dealing with (a disease, patient, etc.) in order to relieve or cure.

PREVENTION // The act of keeping from occurring; averting; hindering.
PRESCRIPTION: CHARITY AND JUSTICE: (20 MIN)

- To give an analogy of charity and justice for this activity we will look at a medical model.
- Each group will be given an envelope with a profile of a disease or condition related to poverty. Read the Symptoms and Diagnosis on the back of the envelope and discuss what should or could be done.
- Open the envelope and pull out the slips of paper. Each slip of paper has either a means of Treatment or Prevention for the disease or condition. Discuss with your group where each response fits (treatment or prevention) and the benefits and drawbacks of each.

A recap of their task:

1. Read the disease or condition on the envelope.
2. Discuss how to fix the problem. Have someone make note of your ideas. What could be done in these cases?
3. Sort the slips of paper into two groups: Treatments and Prevention. You can talk about the benefits/drawbacks of each. Which one would you put your $100 towards?
4. Report your findings to the group.

When the participants are finished in their small groups invite them back to the larger group and ask one person from each group to come to the front, read their disease/condition and share their ideas.

When all groups have reported back, ask the participants what they noticed in their discussions. Here are some sample questions:

- What do you notice?
- What actions would help more people?
- What actions would help people in the long term?
- What action is easier to do?
- Why are treatments important? Why is prevention important?
- What does “an ounce of prevention is worth a pound of cure” mean?
- What do you think the tree symbolizes and what does the bandage symbolize?
ASK THE PARTICIPANTS TO RETURN TO THE CHARITY/JUSTICE CONTINUUM (10 MIN)

Discuss: Has their location changed? Why? Do they recognize the need for both justice and charity? Why is it important to have both?

To summarize or as an opportunity for more dialogue, show the participants where Development and Peace stands on the continuum. Our work is 85-90% toward justice, with 15% of our work on emergency relief. You can take this opportunity to dialogue about the Development and Peace model of development (partnerships) and how it is different from that of many organizations, and what challenges D&P meets because of that. (For example: Many of our would-be supporters want to see the results of their donations physically and immediately – in a school or a well, etc.)

ADDITIONAL RESOURCES:
If you have time here is some background reading on charity vs. justice: www.devp.org
http://www.saintmarys.edu/~incandel/charjust.html
http://www.ihmsjc.org/Charity%20vs%20Justice.htm
Mutilation
- Your school organizes a fundraiser to buy prosthetic limbs for victims of the civil war.
- You tell people about the atrocities that are funded by diamond sales. You insist that the diamonds consumers purchase be ethically mined.
- You insist that your government step in when genocides are occurring in other countries.
- You donate clothing and food to the amputee camps.

Diarrheal Diseases
- You personally go to India to dig wells for a community.
- A hospital is sent money to fund a doctor and to pay for electrolytes to treat sick children in Ghana.
- A grant is given to a community to implement and maintain water and sanitation services.
- You sign a DEVELOPMENT AND PEACE action card calling for access to clean water to be recognized as a human right.

Kwashiorkor
- Foodstuffs are sent to Ethiopia to ensure proper nutrition.
- Sustainable farming practices are taught to rural people.
- Women are educated in proper nutrition for themselves and their children.
- You participate in a campaign to encourage land reform so that more people own their own land and can grow enough food for themselves.
**Armenian Poisoning**

- Medicine is sent to communities where arsenic poisoning is prevalent.
- You go to Bangladesh to dig a well.
- A grant is given to the community to implement and maintain adequate water testing and filtration practices.
- You sign a DEVELOPMENT AND PEACE action card calling mining companies to account for their environmental and human rights abuses around the globe.
- Regulations are established and enforced by the Canadian government to regulate mining, including copper mining and smelting, and the company stops putting arsenic into the community’s air and water.

**HIV/AIDS**

- Care facilities are set up to tend to the people who are dying of AIDS.
- Christmas gifts are sent to children in orphanages to remind them that somewhere, someone is thinking of them.
- Comprehensive and empowering education programs are put in place to dispel myths and give facts about HIV/AIDS.
- Make sure blood products are rigorously tested for safety.
- Anti-retroviral drug costs are lowered so that they are affordable for people who need them, or for aid organizations to purchase for distribution.
**HIV/AIDS**

**SYMPTOMS //**
A young girl is always feeling weak and has new infections everyday. She can see her body wasting away before her eyes. She was raped by an uncle when she was a young girl. Many people believe that sex with a virgin cures HIV.

**DIAGNOSIS //**
She has AIDS. It developed from HIV infection, which is transmitted by bodily fluids such as blood, semen, vaginal fluids, and breast milk. AIDS weakens the immune system, and leaves the body open to fatal attacks from various other infections. 0.6% of the world’s population is infected with HIV, with a large proportion residing in Africa.

**Diarrheal diseases**

**SYMPTOMS //**
A boy’s stomach is bloated and he has cramps and diarrhea. Everything he eats and drinks passes straight through him. He feels tired and weak.

**DIAGNOSIS //**
He has been exposed to bacteria and viruses like cryptosporidium, salmonella, and E.coli from untreated, spoiled drinking water. These bacteria and viruses cause diarrheal diseases, which are responsible for 4.1% of illnesses in the world and is a leading cause of death in the children of the Global South.

**Kwashiorkor**

**SYMPTOMS //**
A young boy’s stomach is swollen and his hair is falling out. His skin is losing its color. He is four years old, but does not yet talk.

**DIAGNOSIS //**
He has Kwashiorkor, a disease prevalent in young children who do not get enough protein in their diets. Unfortunately, it is common in areas where there is poverty and famine. There is a 60% mortality rate in children with this disease.
**Arsenic Poisoning**

**SYMPTOMS //**
A woman has painful lesions (sores) on both her hands and feet.

**DIAGNOSIS //**
She has been chronically exposed to arsenic through the water you drink and wash with. Arsenic poisoning causes skin diseases, liver damage, and can be fatal. The arsenic comes from the nearby copper mine and smelter. Smelting sends plumes of soot into the air which distributes arsenic into nearby soil and water. The World Health Organization recommends a limit of 0.01 mg/L (10ppm) of arsenic in drinking water, yet some poor countries maintain standards five times higher. This allows many people to be chronically exposed to arsenic in water.

**Mutilation**

**SYMPTOMS //**
A man has had his forearms severed by the Revolutionary United Front (RUF) during the civil war in Sierra Leone. Like many survivors, he has lost his means of livelihood, and so he has been forced to beg on the streets and live in an amputee camp.

**DIAGNOSIS //**
The civil war was largely funded by diamond exports to the jewelry stores of the West. The Revolutionary United Front took up the practice of cutting off the hands and forearms of civilians to inspire terror in the country. Many people died from blood loss and infection from amputations like this.