

SESSION 2: WHAT IS INEQUALITY?

Age range: 11 - 14 years

Outline <p>In this session, learners will imagine what it is like to be a part of an unequal society, either by playing the popular board game Monopoly with new rules that will skew the outcome, or by thinking about it. They will then engage in a discussion and watch an Oxfam video clip about inequality. Learners will then critique two graphics designed to inform viewers about the extreme concentration of wealth in the world today. To conclude, they will design their own infographic by hand based on the same statistic, borrowing some design elements while generating their own symbols.</p>		
Learning objectives <p>Learners will:</p> <ul style="list-style-type: none"> • Evaluate posters designed to inform people about a specific inequality statistic • Play or (imagine playing) a new version of Monopoly where wealth is distributed unevenly between players at the outset • Watch a video about inequality. 	Learning outcomes <p>Learners will learn:</p> <ul style="list-style-type: none"> • To use symbols to design by hand a balanced and informative poster about inequality • That more than individual effort and skill shape the distribution of wealth • About the causes and effects of economic inequality. 	
Key questions <ul style="list-style-type: none"> • What examples of inequality have you seen or experienced? • How can we define inequality? • Why is it important to tackle inequality now? • How can we tackle inequality? • How can we visually communicate the idea that half the world's wealth belongs to just 1% of its population? 	Resources <ul style="list-style-type: none"> • Enough Monopoly sets for groups of four to eight players to play the skewed version described in slide 10 (optional). Alternatively, scrap paper or a mini-whiteboard and marker for each group • Session 2 slideshow <ul style="list-style-type: none"> ○ Print notes pages • Session 2 Teacher's Guide • Coloured pencils and drawing paper or sketchbooks 	
Curriculum links		
England Art & Design curriculum links Pupils will: <ul style="list-style-type: none"> • Develop their creativity and ideas, and increase proficiency in their execution • Use a range of techniques to record their observations as a basis for exploring their ideas. 	Wales Art & Design curriculum links Pupils should: <ul style="list-style-type: none"> • Be stimulated and inspired ... by ideas • Keep a sketchbook to ... explore themes and experiment with materials and processes. 	Scotland Art & Design curriculum links <ul style="list-style-type: none"> • I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work. (EXA 3-03a)

Before session

- Set up the projector and slideshow:
 - Open the hyperlink on slide 13 (by clicking on the web address with the right-hand mouse button), so that it has time to load.
 - Check that your sound system is working.

Activity 2.1*Not playing fair*

- Follow the notes on slides 9-11 to lead learners through a real or (if you don't have enough Monopoly sets and/or time) simulated game of Monopoly with a twist: the rules have been changed to favour some players from the outset.
- Encourage learners to record their thoughts and feelings about this new system and how it could relate to real life. New vocabulary relating to inequality can be introduced and adopted by learners at this point.
 - *Poverty trap*
 - *Free market*
 - *Deregulation*
- Slide 12 is an optional extension activity that can be used to develop a deeper understanding of the new vocabulary relating to inequality that was introduced in Activity 2.1. The case study compares the lives of two children who both grow up in South Africa but with very different opportunities available to them. It can be read aloud and used to stimulate discussion before watching the Oxfam video.

Activity 2.2*What is inequality?*

- Open the hyperlink on slide 13 and with learners watch a three-minute campaign film made by Oxfam about financial inequality. This is used as a springboard for a discussion.
- Defining inequality:
 - wide differences in a population in terms of their wealth, income and access to essential services such as health and education.
- How it can harm society:
 - It makes it impossible to eliminate global poverty
 - It doesn't allow for social mobility
 - It fuels crime and even violent conflict
 - It corrupts politics and damages democracy.

Activity 2.3*Drawing the richest 1%*

- Follow the notes on slides 14-16 to lead learners through this activity.
- In pairs, learners will critique posters designed by Oxfam and the Daily Mail to communicate the statistic released in 2015 that by 2016, the richest 1% will have more wealth than the rest of the world combined. They are looking out for design ideas they could adapt or avoid. Finally, learners will work individually, using coloured pencils to draw symbols to create their own infographic based on the same statistic.

Please note: Source information and ideas for differentiation can be found in the slideshow notes.

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