

Global Equality

IT'S ABOUT US



Aim: To gain insights into global inequality



Objectives: Young people will...

- Learn about the gross inequality and injustice that exists in the world and experience what it might feel like through the experiences of children from around the world.

Background Resources and Links:

- [Give What We Can - How Rich Am I?](#)

You will need:

- Small packets of **FairTrade** sweets ex. Cadbury DairyMilk bars or buttons or Mars Maltesers (one for each pupil).
- Profile Cards - Scroll below the workshop grid and you will 30 children and their stories. Each face has a video and profile card linked to it. Download and print the number of cards needed for the size of your class or download a zip file of all cards by clicking on the last blue square.



20m

Game: "Sweet Grab"

Game exploring inequality amongst children, using case studies gathered by UNICEF Projects and data based on the [WIDER 2006 Study The World Distribution of Household Wealth](#) Development Economics Research of the United Nations University (UNU-WIDER). **Wealth = the value of physical and financial assets less debts.**

- "The richest 2% of adults in the world own more than half of global household wealth."
- "The richest 1% of adults alone owned 40% of global assets in the year 2000" (now its 43%).
- "The richest 10% of adults accounted for 86% of the world total".
- "The bottom half of the world adult population owned barely 1% of global wealth".
- "The research finds that assets of \$2,200 per adult placed a household in the top half of the world wealth."
- "The richest 10% of adults in the world required \$61,000 in assets."
- "\$500,000 was needed to belong to the richest 1%, a group of 37 million members worldwide." (In the year 2000 - it has since increased).

1. Preparation: Divide your class into groups that approximate global wealth division.

Group 1 - Mega Wealthy = 2% of group - gets 50% of sweets

Group 2 - Rich = 8% of group - gets 36% of sweets

Group 3 - Middle Income = 40% of group - gets 13% of sweets

Group 4 - Poorest = 50% of group - gets 1% of sweets

Group of 30 = 1 Mega, 2 Rich, 12 Middle, 15 Poor

Group of 25 = 1 Mega, 2 Rich, 9 Middle, 13 Poor

Group of 20 = 2 Mega/Rich, 8 Middle, 10 Poor

2. Assign Profile Cards: Download and print profile cards for each person (these are found on the website by scrolling down below the workshops grid. These profiles can be assigned to each child for all the workshops). Fold each card in half and write the name of the participant you have assigned to that profile on the front of the card. In a group of 30 the approximate breakdown is 1 person has the Group 1 card, 2 have cards from group 2, 12 have cards from group 3 and 15 have cards from group 4.

3. Play: Handout out a packet of sweets and a profile card to each participant. Ask the group to read their cards and find out which group they belong to. Tell the participants that the sweets represent their share of wealth in the world. Currently that wealth is shared equally, however as the profile cards suggest this is not how wealth is shared globally. To illustrate this you will be asked to redistribute your wealth based on the card you have been assigned.

- **Group 1** - is to take all of the sweets from **Group 4**.
- **Group 2** - is to keep their sweets and take all sweets bar one or two from **Group 3**
- **Group 3** - is to open their packet/s and try to share with each other and (however they choose) with **Group 4**.

(Note this doesn't fully represent distribution as Group 3 and 4 should only have 1% of the total amount of sweets according to the WIDER Study.)

*** Now everyone can eat their sweets**



10m

Discussion Points:

- What is the reason for playing this game?
 - How do you feel about the allocation of sweets you received?
 - Ask the participants if they can guess what assets were needed to be mega wealthy, high wealth, middle wealth and low wealth?
 - *ANSWER \$500,000 (Mw) - \$61,000 (Hw) - \$2,200 (Mw) - under \$2,200 (Lw).*
 - Is this fair,
 - A [NEW REPORT by Oxfam](#) has found that a tiny elite of 85 people owns the wealth of half of the world's population. Is this sustainable?
- **Note: Tell the participants to keep their profile cards for homework.**



4m

View:

- [The Wealth Inequality](#) - Dr. Jason Hickel lectures at the London School of Economics and serves as an adviser to /The Rules. In this video he points to the large scale inequality in the world and argues we need to change the rules. Corporate power is now difficult to reign in through the insufficient democratic institutions we fought for in the 20th century. He is currently working on a new book titled 'The Development Delusion: Why Aid Misses the Point about Poverty' by www.therules.org



10m

Discussion Points:

- How do you feel about what you have just seen?
- Thinking back to workshop one, does this come close to the kind of world you want to live in?
- How do we contribute to keeping the world as it is today?
- What if any role do you think you have in changing the wealth inequality? Flip chart ideas.
- Why do you think we chose sweets to illustrate inequality. (It was probably the first item you chose to purchase with your own money).



5m

Closure:

"Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the actions of human beings." [Nelson Mandela](#)



10m

At Home:

- Ask participants to visit the It's About Us website and view the [matching video](#) from their profile card. Answer the questions on their sheet.



Take Action 'Taking on the responsibility challenge'

1. Brainstorm and decide on how your group can take action and encourage people to take on the responsibility challenge.
 1. Hold an art exhibition on what needs to change in our community, nation or world
 2. Perform a flashmob about change
 3. Create an art installation, graffiti wall, mosaic, community garden
 4. Stage a play or create a video.
 5. Put up an information stand, ask people what they are responsible to change in our world, ask them to make a commitment pledge
2. Plan your event using our toolkit
3. Contact local media to cover the event
4. Spread your message online
5. Prepare, Rehearse, Motivate and Participate