

LESSON 1



TRIGGER WARNING:

Some children may find this module upsetting, especially any children who are homeless or travellers

TOPIC: GLOBAL INEQUALITY
SUB TOPIC: WHAT IS INEQUALITY?
LESSON 1: LIVING CONDITIONS

SUBJECT: SPHE

CLASS LEVEL: 3RD/4TH CLASS (AGES 8-10)

LEARNING OBJECTIVES:

This lesson looks at different types of homes and explores how people across the world don't have equal resources.

Strand: Myself

Strand: Myself and the wider world

LESSON OBJECTIVES:

- Understand that there are many different types of home across the world that people live in.
- Recognise that some people have more than other people.
- Develop a basic understanding of inequality.

LESSON PLAN



INTRODUCTION:

This lesson introduces the fact that in the world the wealth of 1% of people is equal to the total wealth of the other 99% of people. The lesson will use games and fractions to explain this.

- Play the Home video.
- Ask the children what they learned about homes from the video.
- Ask the children to describe some different types of houses and homes they can think of.
- Go through each picture in the slideshow of different types of homes and ask the children to describe the characteristics of each one.



DEVELOPMENT:

- Get the children to imagine if the world only had 100 people in it. Which type of home do they think 99 of those people would have?
- 99 people would have a home like the pictures you just saw. While only 1 person would live in a house like....show the picture.
- Split the children into groups to discuss if this is fair and why some people have more than others.
- Ask the groups to report back to you on what they talked about and what they agreed or disagreed on with each other.

Game Time!

The aim of this game is to show children that the world is unequal and to introduce the concept of inequality, reinforcing the idea that 1% of people have more than the other 99%.

- Ask for 10 children to volunteer.
- Out of the 10 volunteers ask one of them to do a special job. Pick one if necessary.
- Tell the children that they are going to play a different type of musical chairs, instead of being “out” when they don’t have a chair, they have to share the remaining chairs.
- The person who has the special job ALWAYS has to have their own chair to sit on.
- When the music starts, remove chairs as you would in musical chairs – remind the children that they have to share the remaining chairs, even if that means that they only get to touch a part of the chair.
- You should be left with two chairs, one child (who was given the special job) sitting on one and one remaining chair with 9 children trying to touch it.
- Ask the children what the game illustrates and record answers.
- Then explain that it teaches us about inequality.
- Get the children to think about what inequality means based on what they were just discussing. Ask them to write or draw their answers on the IWB or a big sheet of paper. Encourage them to use their dictionaries to help!



CONCLUSION:

Reflection Time!

- Discuss and reflect as a class on what is written and drawn on the IWB – what is inequality? Why do you think inequality exists?
- What did you think a home was before this class? Has your opinion changed?

LINKAGE AND INTEGRATION FOR THIS LESSON:

ENGLISH

Strand: Receptiveness to language

Strand: Competence and confidence in using language

Strand: Developing cognitive abilities through language

GEOGRAPHY

Strand: Human environments

Strand unit: People living and working in the local area

Strand unit: People living and working in a contrasting area of Ireland

- Settlement: homes and other buildings

DIFFERENTIATION:

- During the group activities ensure the groups are mixed abilities and that each child has a role that they are comfortable with, reflective of their ability.
- Allow the children to put their answers on the IWB or a sheet of paper using words or pictures depending on their ability.

ASSESSMENT:

- The teacher can observe the children during their group discussions to assess their critical thinking.
- The children can self-assess what they thought inequality meant compared to what they find in their dictionaries.
- During reflection time the teachers and children can assess learning and changes of opinion.

RESOURCES:

- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation

GLOBAL INEQUALITY: WHAT IS INEQUALITY?

LESSON 1 Living Conditions



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



What kind of home is this?



IF THE WORLD WAS ONLY 100 PEOPLE...

99 people would live in homes like the ones that we have just looked at...

IF THE WORLD WAS ONLY 100 PEOPLE...

**ONLY 1 person would live in a home
like this:**



Fairness

Get into groups and discuss:

- Is this fair?
- Why?
- Why do some people have more than others?

Feedback to your teacher:

- What did your group agree?
- Was it hard to reach an agreement?
- Was there anything that you disagreed with each other on?

GAME TIME!

1. We need 10 volunteers!
2. Out of the 10 volunteers we need someone to do a special job!
3. We are going to play a different type of musical chairs, instead of being “out” when you don’t have a chair, you have to share chairs.
4. The person who has the special job ALWAYS has to have a chair to sit on.
5. The rest of the volunteers have to try and touch the remaining chairs!

What does this game show us?

Write your answers on the whiteboard!

Inequality

This game teaches us about inequality

**What do you think inequality is?
Write your answer here on the whiteboard:**

If you want some ideas you can look it up in your dictionary!

**REFLECTION
TIME...**

LIVING CONDITIONS