

#### **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



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.



- 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!



#### **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 languageStrand: Competence and confidence in using languageStrand: 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:**

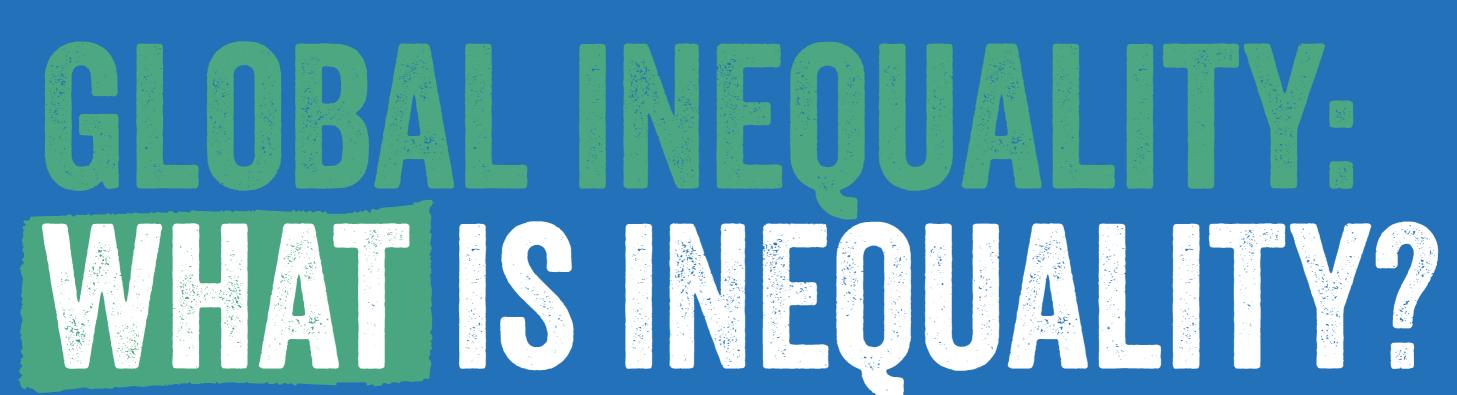
- During the group activities ensure the groups are mixed abilities and that each child has a role that they are comfortable with, reflective of their ability.
- Allow the children to put their answers on the IWB or a sheet of paper using words or pictures depending on their ability.

#### **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:**

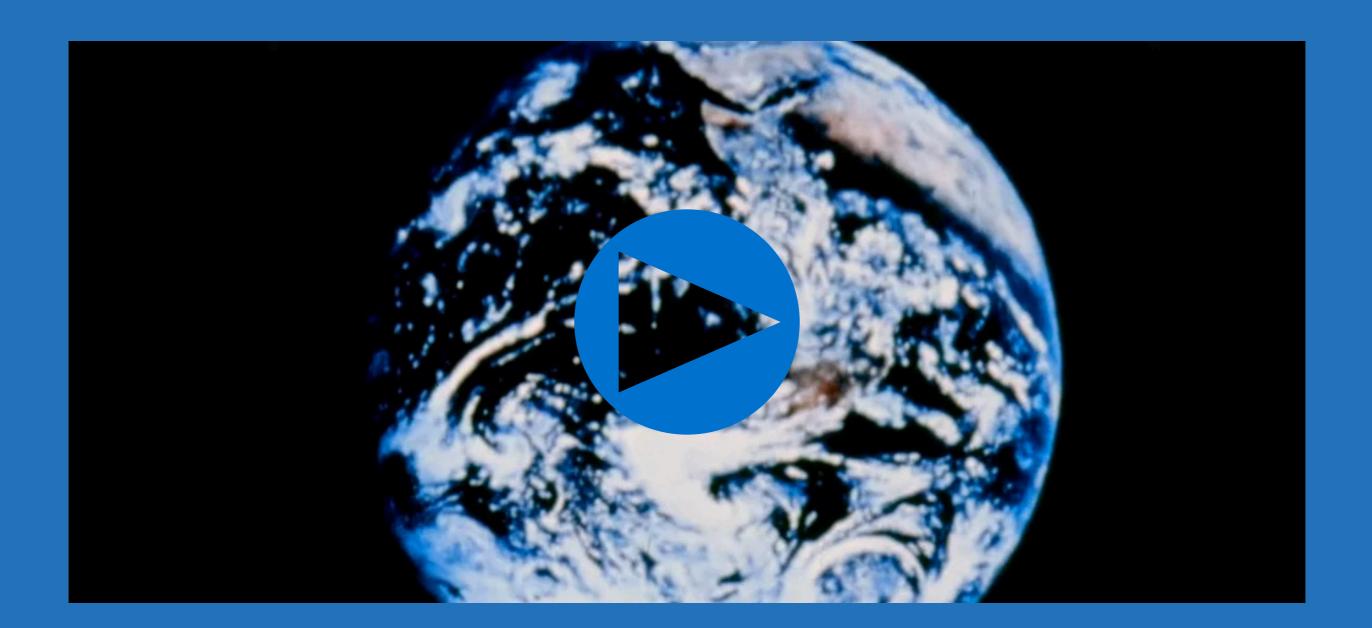
- IWB/flipchart/big sheet of paper
- Whiteboard markers/pens
- USB presentation



#### Living Conditions LESSON 1







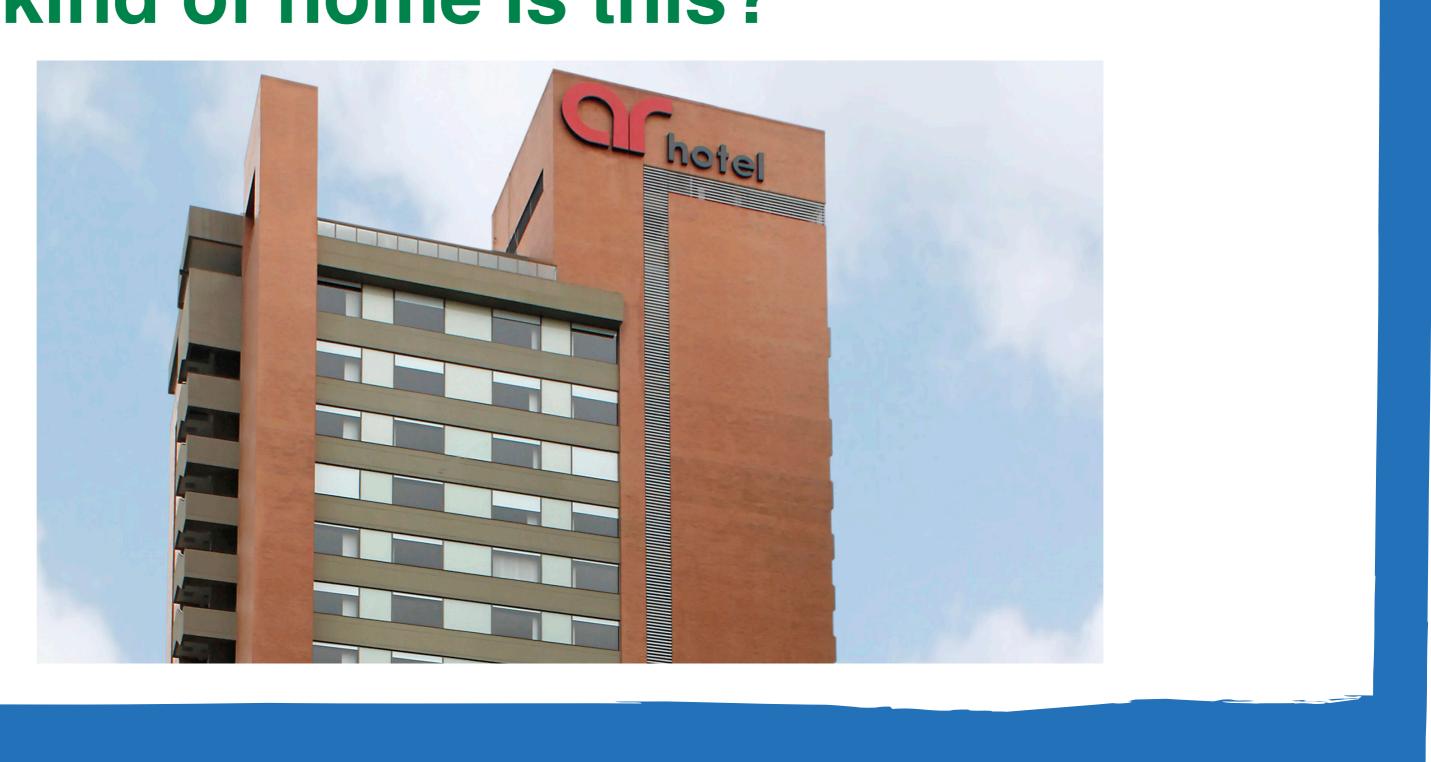


































# **IF THE WORLD WAS ONLY 100 PEOPLE..** 99 people would live in homes like the ones that we have just looked at...



# 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?



# CANE TINE

- 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!





