



**1** NO  
POVERTY



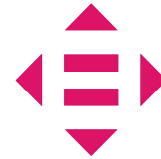
**5** GENDER  
EQUALITY



**8** DECENT WORK AND  
ECONOMIC GROWTH



**10** REDUCED  
INEQUALITIES



# 1. Project Overview

**We all deserve to live in a world where everyone is treated equally regardless of our gender, age, ethnicity, religious beliefs, economic status, where we live, or who we love. But inequality has existed throughout human history, so we have a lot of work to do if we want to see a world where fairness rules and everyone has the same chance to thrive**

Authorship (school)	GO! Atheneum Unescoschool Koekelberg
Global Competence Goals	Examine local, global and intercultural issues Understand and appreciate the perspectives and world views of others Take action for collective well-being and sustainable development (17 SDG) Engage in open, appropriate and effective interactions across cultures
Driving question / challenge	Why does reducing inequalities matter?
Grade / level	12-14 years
Time frame	1 week (22-26 hours)
Project summary	<p><b>Pay attention:</b> Be aware of disparity in the world and our own community and ask tough questions. Are there laws that are unfairly applied to some people and not others? How big is the gap between the people who have the most and the people who have the least? Why does that gap exist?</p> <p><b>Feel connected:</b> Listen to stories from people whose lives have been impacted by inequality. Think about how inequality has impacted our own life. Let's connect with people who are working to make a difference.</p> <p><b>Take action:</b> Do something to make the world a fairer and more equal place, whether your actions impact our school, our community or the whole nation. Then measure the impact your action had - how do you know things improved?</p>
Suggested outputs	<p>Take bags</p> <p>Powerpoint Presentation on inequality on your way to school</p> <p>Written report (library audit, letter to local authority, anti-bullying campaign ...)</p>



## 2. Project Components

Learning Goals	By the end of this project, Learners will be able to:
21st century skills addressed	<p><i>Learning Skills</i>  <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Communication</p> <p><i>Literacy Skills</i>  <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input type="checkbox"/> Technology Literacy</p> <p><i>Life Skills</i>  <input type="checkbox"/> Flexibility <input checked="" type="checkbox"/> Leadership <input checked="" type="checkbox"/> Initiative <input type="checkbox"/> Productivity <input type="checkbox"/> Social Skills</p>
Content	<p>Knowledge</p> <ul style="list-style-type: none"> <li>• Social justice and equity</li> <li>• Identity and diversity</li> <li>• Globalisation and interdependence</li> <li>• Sustainable development</li> <li>• Peace and conflict</li> <li>• Rights and responsibilities</li> <li>• Power and governance</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Critical and creative thinking</li> <li>• Empathy</li> <li>• Self-awareness and reflection</li> <li>• Communication</li> <li>• Cooperation and conflict resolution</li> <li>• Ability to manage complexity and uncertainty</li> <li>• Ability to take informed and appropriate action</li> </ul> <p>Values and attitudes</p> <ul style="list-style-type: none"> <li>• Sense of identity and self-esteem</li> <li>• Commitment to social justice and equity</li> <li>• Respect for people and human rights</li> <li>• Value diversity</li> <li>• Concern for the environment and commitment to sustainable development</li> <li>• Commitment to participation and inclusion</li> <li>• Belief that people can bring about change</li> </ul>



### 3. Project Milestones

<b>Milestone #1 (2 - 4 sessions)</b>	<b>Milestone #2 (1 session)</b>	<b>Milestone #3 (3 sessions)</b>	<b>Milestone #4 (3 sessions)</b>
<p>Learners play a human rights bingo</p> <p>Learners explore the meaning of human rights by creating a tree.</p> <p>Learners connect human rights and sustainable development goals.</p>	<p>Student generated questions; research</p>	<p>Field observation and data collection</p> <p>Creating a presentation</p>	<p>Study various activists and/or organisations who fight inequality.</p> <p>Learn About the causes and effects of economic inequality</p> <p>use symbols to design by hand a balanced and informative poster about inequality.</p>
<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>	<b>Formative Assessment(s)</b>
<p>Optional: silk screen print on a tote bag</p> <p>Success criteria, peer feedback, teacher feedback</p>	<p>Bookwidgets</p> <p>teacher feedback</p>	<p>Powerpoint Presentation</p> <p>Success criteria, peer feedback, teacher feedback</p>	<p>Success criteria, peer feedback, teacher feedback</p>

<b>Milestone #5 (8 - 12 sessions)</b>
<p>Field observation and data collection</p> <p>Working on and completing a project</p>
<b>Formative Assessment(s)</b>
<p>Success criteria, peer feedback, teacher feedback</p>



## 4. Project Calendar

### Project Milestone 1: Human Rights and the SDGs

#### Session 1 - 2 (Optional 3 and 4)

##### Learning outcomes:

- Learners know their rights, are able to claim human rights, including child rights, and know that this contributes to the SDGs
- Learners are able to see the link between human rights, including child rights, and the SDGs

##### Activities:

- Warm-up: Human Rights BINGO
- Learning activity: Human Rights Tree  
During this activity pupils will work cooperatively to create an image that helps them define human rights.

- Group Work:  
video <https://vimeo.com/138852758>

Divide class in 4 groups. Give each group 1 SDG card to work with (for this activity we're focusing on the following SDGs: SDG 4, 5, 10 and 16. There can be more than 1 group working on the same Goal).

Using the tree, SDG cards (Handout 3), Learners build a collage around the tree with examples on how human rights, including child rights (which they have already mentioned) and the SDGs can help each other.

##### Optional:

- Creative activity: creating a silk screen print  
Learners create a silk screen print, cut it out and print it on a tote bag. They organize a class exposition explaining why they created this design and the link with human rights and SDGs



## Project Milestone 2: What are the Sustainable Development Goals?

### Session 1

Learning outcomes:

- Learners find out about the different sustainable development goals and how they relate to them

Activities:

- Video - <https://youtu.be/0XTBYMfZyrM>
- Jigsaw puzzle - <https://www.bookwidgets.com/play/8KJER7>  
Let learners solve the jigsaw puzzle, allowing them a few minutes to check out all the SDGs.
- Flashcards - <https://www.bookwidgets.com/play/UKJEUG>  
The flashcards exercise gives learners a clearer view of what particular goals mean. The exercise can be used to drill the goals or as a discussion in duo or group.
- Classroom discussion  
Pull the SDGs in a classroom discussion.  
Format: form a circle, and ask learners to find a small object that represents them. Put a tall object (e.g. a bottle) in the middle of the circle and call out the different sustainable development goals. Learners place their objects in the area before them. They can place it in front of their feet, or place it next to the object in the middle. They can also place it somewhere in between.  
The place of their object defines the importance of the SDG for that particular learner. It doesn't matter which one they choose, whether it's quality education or the importance of the climate. The closer the object to the bottle in the middle, the more this goal means to them. Ask why they feel this goal is more important than the other goals. Have them elaborate on their statement.
- Go Goals - Board Game - <https://go-goals.org/downloadable-material/>  
The game aims to help teach learners around the world about the Sustainable Development Goals in a simple and child-friendly way.
- Quiz <https://www.bookwidgets.com/play/5KJEEM>  
The quiz can be used to check learners' knowledge about SDG's.



### Project Milestone 3: The World Is Not Equal. Is That Fair? (Pay attention)

#### Session 1

Learning outcomes:

- To know there are different types of inequality
- To present a concise but persuasive argument based on research
- To explore the impact inequality can have on the wider society and economy

Activities:

- Warm up  
As Learners enter the room distribute a number of sweets/biscuits/stickers unevenly. Some Learners should have a lot, some Learners have none. Keep a majority of the smarties for yourself.  
When all the learners are seated ask the question: "Is this fair?" Encourage learners to discuss this as a class. Ask the learners to discuss how they feel about the amount of smarties they have.  
Explain to the learners that you have the most because you are the oldest. Ask learners if they think this is fair and should you redistribute the smarties on this basis?  
Introduce the idea of social inequality as the subject of this lesson. This definition might be useful "a situation in which people are not equal because some groups have more opportunities, power, money, etc. than others"
- True or false  
Present Learners with the true or false statements about the various forms of inequality from appendix 3. Ask Learners to work individually to decide whether each statement is true or false
- Inequalities  
Split Learners into small groups to prepare a presentation about an area of inequality. Each presentation should last one minute and should explain why the inequality is a serious issue. We used: gender, age, race, ability and equal access to green spaces.
- Impact chain  
In their small groups, ask Learners to create an 'impact chain' for the inequality the class voted for. Learners should write down all of the impacts they can think of that will come about as a result of the inequality.  
Guide Learners by asking them to think about impacts on individuals, family, local community, the whole country and globally. They could also think about impacts economically, socially, politically and environmentally.



## Session 2 - 3

Ask Learners to identify something that represents inequality in their local area, e.g. something they see on their journey home from school. They take a photo or write a short description of it and describe the impact of that inequality

Learners present their findings with a PowerPoint presentation to the group.

### True or False?

1. The 85 richest people in the world have as much wealth as the poorest half of all humanity, 3.5 billion people.
2. In the USA, the average worth of white households in 2009 was \$113,149 compared to African American households at \$5,677 and Hispanic households at \$6,325.
3. 80% of people with disabilities live in less developed countries.
4. In most developed countries the unemployment rate for people with disabilities is at least twice that for those who have no disability.
5. In Latin America 80-90% of persons with disabilities are unemployed or outside the work force. Most of those who have jobs receive little or no pay.
6. By 2040, it is estimated that over 25% of Europeans are expected to be at least 65 years old.
7. In the UK the unemployment rate for people aged 16-24 is 14.4%. The overall unemployment rate is 5.7%.
8. Globally, women occupy less than a 25% of all seats in parliament.
9. In the UK twice as many women as men rely on state benefits.
10. In the UK two thirds of pensioners living in poverty are women.
11. In Europe, easy access to green spaces levels improves the health of poorer people by as much as 40%.
12. In the USA, people living close to public transport can access up to three times as many jobs.

- People are less healthy as they are surrounded by buildings and vehicles.
- People are less healthy as they have less space to exercise.
- Children do not learn about plants, wildlife and the seasons.
- Children do not have free and safe places to play.
- Pavements are dirty as people do not have a place to walk their dogs.
- More money spent on healthcare as people are less healthy and get sick more.
- Families who live in smaller homes become more stressed and unhappy as they do not have a space to relax.
- More flooding as rain enters the drainage system and flows to rivers more quickly, without grass and trees to slow it down.





## Project Milestone 4: Feel connected

### Session 1 - 2

Learning objectives:

- Learners find out about different activists and what their impact was on fighting inequalities

Activities:

- Learners look up information on activists fighting inequality and report back to each other, giving information about them.
  - Malala Yousafzai
  - Kelvin Doe
  - Payal Jangid
  - Gavin Grimm
  - Marcus Rashford
  - Juliet Martinez
  - Jakomba Jabbie
  - Martin L. King
  - Rosa Parks
  - Nelson Mandela
  
  - Black Lives Matter
  - Teens4Equality
  - Inequality.org

### Session 2

Learning objectives:

- 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

Activity:

Intergroup Monopoly is an action teaching game that modifies the classic Monopoly board game to explore the dynamics of group-based inequality. In Intergroup Monopoly, players begin with unequal amounts of money and are given individualized rules that reflect differing degrees of privilege or disadvantage. For example, a privileged player might receive \$350 rather than the standard \$200 for passing Go, whereas a disadvantaged player might be permitted to move only half the amount rolled on each turn. During this initial phase of the game, disadvantaged players quite often fall into substantial debt. In a second phase, "equal opportunity" is implemented and all players are permitted to play by normal Monopoly rules. What the players typically discover, however, is that even under conditions of equality, formerly disadvantaged players continue to decline and struggle with debt. This discovery leads to a classroom discussion about how to effectively address the enduring effects of

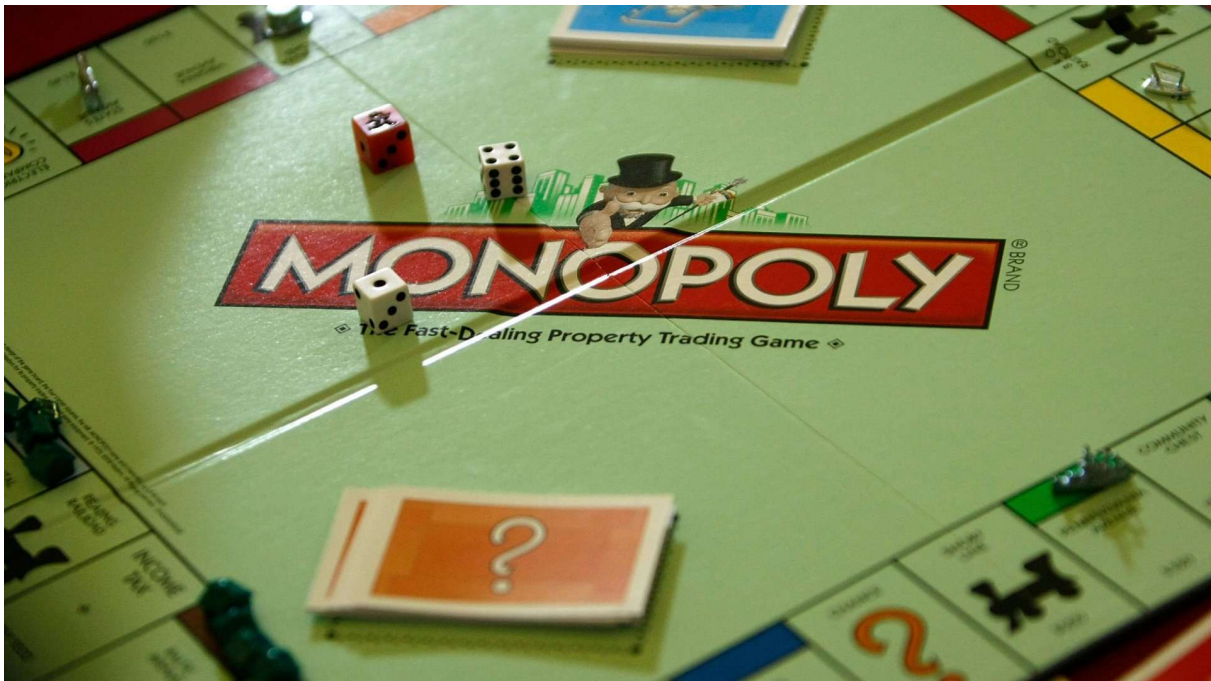


prior group-based disadvantages.

Key Questions:

- 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?

<https://www.actionteaching.org/award/intergroup-monopoly>



## Project Milestone 5: Take action

### Session 1 - 8

Possible learning outcomes:

Literacy

- Learners will read and evaluate different sources of information.
- Analyze other successful awareness campaigns and transfer those techniques to their campaign.
- Analyze other letters of the same nature and transfer those techniques to their writing.

Math

- Learners will collect and evaluate data.
- Analyze data to discover trends and changes over time.
- Model with math to create data visualizations that support arguments.

Research

- Analyze tours or installations and transfer those techniques to their project. Learners will gather information about their community.

Writing

- Compose letters to local authority (school, local community or national).
- Compose campaign information for posters and pamphlets.
- Learners will write informative text to convey ideas and information clearly.

Possible activities:

#### **Conduct a Library Audit**

Have learners evaluate the books in your school or local library. Take a look at who is represented and who is left out. How can learners make the school or local library more diverse?

#### **Be an Upstander**

Start an anti-bullying campaign in your school to encourage everyone to be an upstander.

#### **Explore the History of Race in Our Community**

Learn about the history of race in our community. Learners create a walking tour, monument or art installation to spread the information they learned to others.

#### **Advocate for fairness**

Advocate for fairness for all in our community by contacting your local representative. Have learners write them a letter explaining what they think should be changed. Invite them to school for

### session 8-12

Learners organize an event where they show each other their work.





**5. The classroom library contains some books that include . . .**

- harmful stereotypes about a group of people
- inaccurate/outdated information about a group of people
- generalizations about a group of people
- misrepresentations of a group of people
- discriminatory content about a group of people
- non-authentic stories about a group of people

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree

**6. The classroom library reflects the diversity of my students and the community in which we live (e.g., gender, race, family structure, language, culture, socioeconomic background, etc.)**

Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree





## 5. Resources / Tools

Project Milestone 2: boardgame

<https://go-goals.org/downloadable-material/>

<https://youtu.be/OXqQvh3BR6Q>

Project Milestone 4 Posters

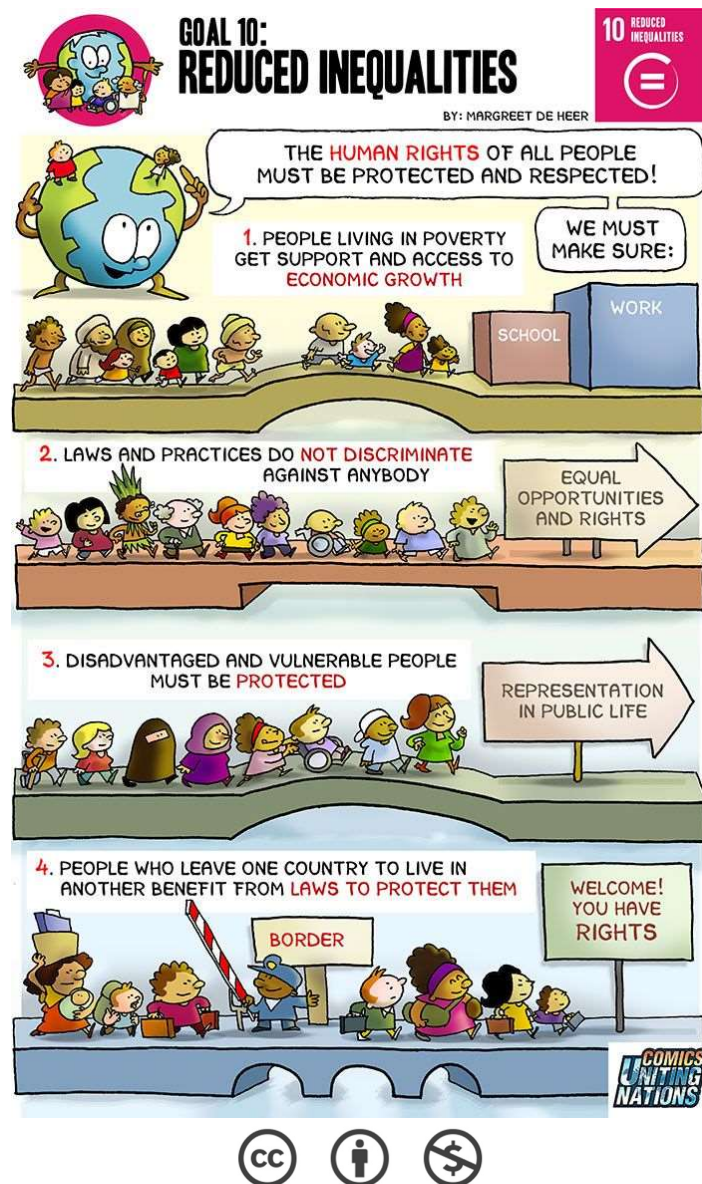
<https://www.un.org/sustainabledevelopment/inequality/>

Project Milestone 4 Monopoly game

<https://www.actionteaching.org/award/intergroup-monopoly>

Project Milestone 5 Library Audit

[https://www.leeandlow.com/uploads/loaded\\_document/408/Classroom-Library-Questionnaire\\_FINAL.pdf](https://www.leeandlow.com/uploads/loaded_document/408/Classroom-Library-Questionnaire_FINAL.pdf)



## 6. References and Acknowledgments

Project Milestone 3 Warm up

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**THINK GLOBAL!**  
Fostering Global Competence in Schools  
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