**Session 2 – 60 minutes**

**Topic 2: Types of Inequalities. No superior, no inferior.**

**Unit for students 11-18 years old**

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| **Directed Teaching Tasks: including group and whole class activity** | **Teacher support notes** |
| **Big ideas Inequality**  Inequality is the state of not being equal, for example in terms of income or wealth. People with higher income will usually have better access to services and opportunities. They also have a lower chance of their basic human rights being violated. Whether an individual is born into a wealthy family or wealthy society is a matter of chance. In these Big Ideas we are focussing on economic and social inequality. (Of course many other types of inequality exist – e.g. in terms of gender, ability, sexuality, ethnicity). Globally there are a tiny number of super-rich people. “82% of the wealth created last year went to the richest one percent of the global population, while the 3.7 billion people who make up the poorest half of humanity got nothing”. (Oxfam 2018)  ***Income inequality*** can be measured between countries, identifying high-income countries and low-income countries. It can also be measured within countries. Currently inequality, in terms of income, is decreasing between nations. However, inequality within countries is on the increase – there is a widening gap between rich and poor[[1]](#footnote-1). Inequality can have a negative effect on both a person’s well-being and their life expectancy.  Countries may get richer and richer but still have lots of inequality (and poverty). In other words, economic growth alone (GDP[[2]](#footnote-2)) doesn’t necessarily improve everyone’s lives. It depends on how the wealth is distributed. For example, the difference in Life Expectancy between rich and poor regions in the US is more than 20 years[[3]](#footnote-3).  The UN adopted the Human Development Index (HDI) [[4]](#footnote-4) to encourage countries to focus on people, rather than just economic growth. The HDI does this by measuring ***health***, ***education*** and ***standard of living*** to roughly indicate the ‘***well-being’***[[5]](#footnote-5)of ordinary people (or a country’s state of development). The HDI has shown that countries can do better for their people because of the choices their governments make e.g. by providing free public health and education for all.  **Expected outcomes**: Students can explain what global inequality is. They can identify some current inequalities between and within countries. Students can explain the function of the HDI. | **Resources**  Session 2 PowerPoint Slides |
| **First Thoughts 10 Minutes. Inequalities’ BINGO*?***  **T explain:** Return to Session 1 theme of Equality. ***What does it mean to be equal?*** What is the evidence?  **Activity:**  Play the **Inequalities’ BINGO**. **slide 5** | **Resources**  Session 2 PowerPoint Slides  2.1 Hand-out 1 Inequalities’ BINGO (working sheet)  2.2 Hand-out 2 Gender Equality Factsheet  2.3 Hand-out 3 Age Equality Factsheet  2.4 Hand-out 4 Ability Equality Factsheet  2.5 Hand-out 5 Race Equality Factsheet  2.6 Green space Equality Factsheet |
| **Exploration and Consolidation 40 minutes Various types of inequalities**    **Slides 7/8/9/10 Using the resources: Factsheets in the Hand-outs**, link to Sustainable Development Goals Target 10.1: **‘By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average’.**  **Discuss in a** group the questions:  Which inequalities are the most important, do you think?  Why are they more important ones? | **Resources**  **Session 2** **PowerPoint**   * Working wall / Board, post its, to gather ideas |
| **Conclusion and Reflection 10 minutes *Thinking point***  Reflect on all the ways that we know we belong – to school, to our groups of friends, to our family and carers, to our local community (such as our previous primary school) and to our country.  These all help to create a sense of identify and safety – secure that we can get help such as health care, education, money; and no one can make us leave because we ‘do not belong to this country’. |  |

1. https://www.brookings. edu/wp-content/ uploads/2017/12/globalinequality.pdf [↑](#footnote-ref-1)
2. GDP = Gross Domestic Product. Governments often use this economic indicator to measure growth. [↑](#footnote-ref-2)
3. https://www.theguardian. com/inequality/2017/ may/08/life-expectancygap-rich-poor-us-regionsmore-than-20-years [↑](#footnote-ref-3)
4. <http://hdr.undp.org/en/content/human-development-index-hdi> [↑](#footnote-ref-4)
5. <http://hdr.undp.org/en/hdi-what-it-is> : “Measuring human well-being”. [↑](#footnote-ref-5)