
GET UP AND GOALS! Global Education Time: An International Network of Learning and Active Schools for SDGs

Teaching and Learning Unit: International Inequalities



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International inequalities yesterday, today and tomorrow

Although a certain degree of internal inequality among social groups within the same territory, country, empire, etc. has existed almost everywhere in history, the phenomenon of international inequality is relatively recent and, at the same time, it has been established with unusual speed and breadth. While the authoritative economics historian Paul Bairoch reported in his texts that the income and wealth imbalances among the great international social groups were still reduced around the year 1700 (with approximate ratios of 3 to 1), the UN in the same years published studies that show the growth of global inequality between the richest 20% and the poorest 20% on the planet (again 3 to 1 in the early 1800s, to become 72 to 1 in the late 1900s).

This growth in international inequality was further increased by both, the long-term effects of colonialism in Latin America, and the political-economic colonialism in Africa and Asia in the late 1800s and early 1900s, added to the economic neo-colonialism of the second half of 1900 (which extracted wealth from the periphery of the world without taking it militarily, using for example the management of external debt).

For a long time, these analyses have remained the heritage of Third World circles and of intellectuals from those geographical areas. However, the ideas of equity and equality seem to be innate in human beings, as confirmed by researches which shows that even very young children are aware of inequality.

Moreover, since the late 1900s and throughout 2000s, the emergence of international movements, the global economic crisis and the great success of the book *Capital in the 21st Century* by Thomas Piketty, have increased the interest of the global community in relation to this subject that for decades had continued to exist without receiving attention.

Today, more and more people know that a very limited number of billionaire groups have as much wealth as the poorest half of humanity. They know that economic inequality translates into great disparities in life expectancy and that hunger, obtaining a decent job, the possibility of having to migrate, being ruined by an environmental disaster, dying of preventable diseases, etc. it is proportional to the degree of inequality between communities and countries. This problem not only splits

the world into privileged areas and areas with suffering, but also creates great social tensions: economic inequality tends to produce social anger in the groups with the greatest difficulties and at the same time, generates strong anxieties regarding security in the most favoured groups. In both cases, these are attitudes that evolve into potential violent behaviours that can be initiated by the smallest trigger.

Although awareness of these issues is greater than that of several decades ago, the problem of international inequality is not really present in the debates and, in recent times, it has been partially overshadowed by the idea that economic international dynamics would have spontaneously put an end to the difficulties that arose. The strong and undoubted growth of Chinese wealth, together with the growth of sectors from other large southern countries (India, Brazil, South Africa, etc.), has caused the need for several years to produce a reversal of the trend with respect to the inequality. But part of these phenomena seems to be exposed to unpredictable contingencies in a world where half of the human population continues to earn less than \$ 165 a month.

Even if in some European societies there are no people in these conditions and the common perception of the students in the schools of our continent is that most of the world lives as European citizens do, the real situation is very different. The enormous amount of population who are living in the countryside or the slums of the southern hemisphere still suffer today from a very strong inequality compared to those who live in the urban centres of the north of the planet.

According to all of this, it is important to study these fundamental dynamics to understand the overall planetary situation, analysing their historical, geographic, economic, environmental, political and cultural implications, making hypotheses on their possible solutions and trying to implement them is a task that even today too few subjects have assumed. Schools can play a fundamental role in ensuring that this issue receives the importance it deserves and that future citizens have the tools to design and live in a world that should be more sustainable, fairer, cohesive and coherent with the objective. (SDG) 10 of the UN 2030 Agenda: *"Reducing inequalities within and between countries."*

Why should we address international inequalities at school?

International inequalities are a sum of economic inequalities (income and wealth) and the social inequalities that derive from them (access to education, access to health, general welfare, etc.). Unlike inequalities within the same context, these ones measure differences that exist between countries of the world. This means that random aspects, such as being born in an African country instead of a North American country, deeply mark the lives of miles of millions of people, even more than in the past, when the possibility of being born in one or another context marked minor differences such as belonging to a peasant class or to a higher elite class.

The answers to the question "why should we address international inequalities at school?" can be multiple. Accordingly, several guidelines have been marked for this project with the aim of summarizing the social and educational meaning to address the problem in schools. Four possible answers to this question can be given:

1. International inequalities are the key to understand other global phenomena of great importance: intercontinental migrations, the variable impact of climate change on world areas, the geography of hunger, etc. related to various subjects in the school environment
2. International inequalities are so wide and have such a tendency to increase (especially if we compare the richest minorities and the poorest majorities on the planet) that their effects have created and will create great tensions in many areas of the world that we must anticipate and try to avoid.
3. Although international inequalities are mainly measured in economic terms, they are a highly interdisciplinary topic and not only their historical causes should be analysed but also their social, environmental, economic, political and cultural consequences.
4. Knowledge of the causes, nature and effects of international inequalities is the first step towards a cultural change that will finally put the problem in the awareness of the international community, with the school being a central place for the creation of this new mentality.

General pedagogical objectives of this teaching unit

1. Explaining what global inequality is and identifying some current trends between and within countries.
2. Explaining the function of the Human Development Index (HDI).
3. Knowing that the ideas of equity and equality seem to be innate in human beings.
4. Naming some examples of movements that aim to create less unequal societies.
5. Giving arguments for and against inequality in societies.
6. Explaining what a quality of life indicator measures.
7. Giving examples of how past and current international relations impact global inequality.
8. Knowing that many people cannot go to school and be able to explain the role of education in addressing social and economic inequality.
9. Explaining the repercussions of inequalities on health and the benefits of good medical care.
10. Knowing that some countries can pay better health systems than others.
11. Identifying the difference between absolute poverty and relative poverty.
12. Giving some examples of the connections between global inequality and environmental problems.
13. Describing the importance of the SDGs, specifically Goal 10.
14. Describing some actions to reduce global inequality and its impact.
15. Understanding that the actions you can take as an individual are important as part of making a global difference.
16. Identifying small specific, as well as collective, actions that can be taken to reduce international inequalities.

Phase 1: ORIGIN AND DEFINITION

ACTIVITY 1

DURATION

ONE STEP FORWARD

50'

MAIN IDEAS

- **(1)** Explaining what global inequality is and identifying some current trends between and within countries.
- **(3)** Knowing that the ideas of equity and equality seem to be innate in human beings.
- **(8)** Knowing that many people cannot go to school and be able to explain the role of education in addressing social and economic inequality.

MATERIAL FOR THE ACTIVITY

- Room or space large enough to walk in a straight line.
- Cards with the roles of each character (Annex I).
- List of questions (Annex II).

LEARNING OBJECTIVES

- Promoting empathy towards those groups that suffer the consequences of social and economic inequalities.
- Knowing the impact of inequality of opportunities in society and the consequences suffered by those who are part of it.
- Discussing aspects such as social and educational differences as the basis for discrimination and poverty.

WORK OF TEACHERS AND STUDENTS

1. Before starting the activity, it is important that the space is empty in order to carry it out. Students would need to move freely so chairs, tables and other elements must be removed.

2. Distributed randomly around the space, the teacher gives to each student one of the cards with the identity of a character from the Annex I (these are just examples of identities, but they can be modified according to the teacher's wishes or the aim given to the activity). It is essential that students keep their roles for themselves and do not to show them to anyone else.

3. The teacher will explain students that now they have to build the identity and story of their character, on which shoes they should be along the rest of the activity. To do this, participants should sit down and be quite. There should be a calm and relax atmosphere (some low music can help with this). Then, the teacher will ask students different questions that they should internally ask themselves to complete their characters. It is important to leave some time between each question to give students time to reflect. These questions could be:

- What is your name (of your character)?
- How was your childhood like?
- What sort of house did you live in?
- What kind of games did you play?
- How was your family?
- What sort of work did your parents do?
- And now, how is your everyday life like? What do you do in the morning, in the afternoon, in the evening?
- How is the relation with your family now?
- Where do you socialise? Do you have many friends?
- What sort of lifestyle do you have?
- Where do you live?
- How much money do you earn each month?
- What do you do in your leisure time? What you do in your holidays?
- What are your hobbies? What excites you? What are you afraid of?

5. Once all the students are aware about the personality of their character, they are asked to remain absolutely silent and to do a line in the furthest wall or side of the working room or space. They must put their back against the wall and look forward.
6. The teacher explains them the instructions of the dynamic: "Now I will read different statements and questions that you would need to answer as your characters. Every time that you can answer "yes" to the statement (it means, your character could affirm that or answer yes to the question), you should take a step forward. Otherwise, if the answer is "no" (or your character could not affirm that), you should stay where you are and not move. From now on, you are not allowed to speak until the questions end".
7. The teacher reads out each of the situations propose one at a time (Annex II). It is essential to make a pause for a while between each statement to allow students to decide if they should step forward and to look around to take notice the positions of the others.
8. Once all the questions and statements have been read, the teacher tells students to take a lot in silent to the room and see their final position and the one of the others.



9. Without moving from their positions, a debriefing of the activity is done. On this stage, students will be able to speak again and openly share they opinion. It is important that the teacher moves around the space or is located in a central position where all can see him/her. The questions should start with an empiric approach (what has happened along the dynamic?), explore students' feelings and reflections, and

end with a link to the reality and knowledge aimed to be transferred through the activity. On this stage, the roles are still secret. Here you can find some sample questions for this debriefing:

- How are you? How do you feel?
- What can you see? What has happened?
- How did people feel stepping forward or not during the activity?
- For those who stepped forward often, how was the activity? At what point did you begin to notice that others were not moving as fast as you? Did you look backwards at any time?
- For those on the back, how did you feel along the activity? Why?
- Do you think that you move (or not) because of the role given to you or because of the way you build your character? Is the lack of movement based on the personal decisions of your character or external issues to him/her?
- Did anyone feel that there were moments when their basic human rights were ignored? When? How?
- Can people guess each other's roles? How easy or difficult was to play the different roles? How did you imagine what the person you were playing was like?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles? Can you see these inequalities in your neighbourhood, city, country or at international level?
- Do you know real people or groups on the situations seen during the activity?
- What first steps could be taken to address the inequalities in society and reduce them? How should do them? How could you contribute too?

10. To end the activity (or on the middle of the debriefing), the teacher can invite students to reveal their roles but just if they want and feel comfortable with that. Despite of this, the intimacy of each student must be respected during the exercise and his/her right to not reveal its role. The activity must be closed with a reflection about the importance of equal opportunities for people's development and how important it is to safeguard human rights. It could be a good moment to explore and talk about migrations and check if these rights are respected in both, sending and hosting countries. The reflection can be also guided towards any of the Sustainable Development Goals (SDGs) and to explore it. If students seem to feel emotionally affected by the activity, it is important to end with a short game, energizer or action to put them out of their characters and make them feel better.

ANNEX I

You are a young person with disability who cannot walk and uses a wheelchair	You are a Young Muslim girls who lives with her parents who are very devotees
You are an unemployed and single mother	You are a homeless person of 27 years old
You are a soldier in the army doing the compulsory military service	You are the daughter of a bank director and you study economics on the university
You are a gypsy girl of 17 years old who never finished the primary school	You are a middle age prostitute living in India with AIDS
You are an unemployed primary school teacher living in a foreign country which language you do not speak	You are a 24 year-old engineer who have run way from Afghanistan as refugee
You are an illegal migrant coming from a poor region in the North of Africa	You are a retired worker of a shoe factory.
You are the son of a Chinese migrant who owns a successful fast food restaurant	You are the daughter of the U.S.A. ambassador living in the embassy on a foreign country
You are the owner of an export and import famous company	You are the president of a youth association that belongs to the political party that governs your country
You are the couple of an artist addicted to heroin	You are a lesbian of 22 years old.
You are a successful African sport woman despite not having completed the primary school	You are the 19 year-old son of a farmer living in a rural area in the mountains
You are a woman working as soldier in a foreign army	You are a 45-year old man suffering home violence from his couple

ANNEX II

- You have never encountered any serious financial difficulty.
- You have decent housing with a telephone and television.
- You feel your language, religion and culture are respected where you live.
- You feel that your opinion on social and political issues matters and is listened.
- Other people consult you about different issues.
- You are not afraid of being stopped by the police.
- You know where to go for advice and help if you need it.
- You have never felt discriminated because of your origin.
- You have adequate social and medical protection for your needs.
- You can go away on holiday once a year.
- You can invite friends for dinner at home.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You are not afraid of being harassed or attacked in the streets, or in the media.
- You can vote in national and local elections.
- You can celebrate the important religious festivals with your relatives and friends.
- You can study whatever you want.
- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You can fall in love or get married with the person of your choice.
- You feel that your competence is appreciated and respected where you live.
- You are not afraid of the consequences of climate change.
- You are free to use any site on the Internet without fear of censorship.

Adapted from "Compass – Manual for human rights education with young people. Council of Europe".

Phase 1: ORIGIN AND DEFINITION

ACTIVITY 2

DURATION

THE SUN

30'

MAIN IDEAS

- **(1)** Explaining what global inequality is and identifying some current trends between and within countries.
- **(2)** Explaining the function of the HDI Human Development Index.
- **(6)** Explaining what a quality of life indicator measures.

MATERIAL FOR THE ACTIVITY

- A paper circle (yellow if possible) with the phrase or term to define in its centre.
- Yellow post-it (sticky papers) (at least 3 for each student).
- Marker pens for students to write (to make easier to read what is written from the distance).

LEARNING OBJECTIVES

- Understanding the different perceptions of the term "Development" on a social and personal level.
- Sharing the opinions of the participants about what development is and how it connects with their realities or personal experiences.
- Carrying out a process of joint thought that allows constructing definitions in a cooperative manner.
- Exploring the global relationship between countries and their contributions or responsibilities for both their development and that of the planet.
- Set the space for discussions that could deal with the impact of global inequalities on people's health, education and economy.

WORK OF TEACHERS AND STUDENTS

1. Before starting the exercise, the teacher will put on the floor the paper circle that simulates a sun and that must be previously prepared. The word "Development" should appear inside. Since the figure created will be discussed at the end of the activity, it is important that the circle is in a place that is fully visible throughout the exercise by all the students (either on the floor or on a wall if you want to leave it fixed and as a visual support for a second activity). It is important that students see each other, so the best option is to put the sun on the floor and sit around it in a circle.

2. It is explained to the students that they must individually think of what "Development" means when we speak of a country or society. To facilitate this reflection, they can be guided by advising them to think about what do they think is a developed country and its differences with one that is not (What does one have that the other does not have or vice versa?). In silent, each student must think about the three most important aspects that they think a developed country should have, and write them on the adhesive papers (one idea per paper and in a concise way).

3. After completing the previous step, students will be asked to voluntarily and individually get up and paste their papers like rays of the sun (taking turns and one by one to prevent that two people stick papers simultaneously). Before putting each piece of paper, it is important that it is read aloud by the person who wrote it (or the teacher if time must be saved). Each new concept or idea that appears will be a new ray of the sun. According to this, the concepts that are repeated or are similar must join the previously mentioned forming a longer ray (the more people coincide in the same concept, the longer the ray will be).



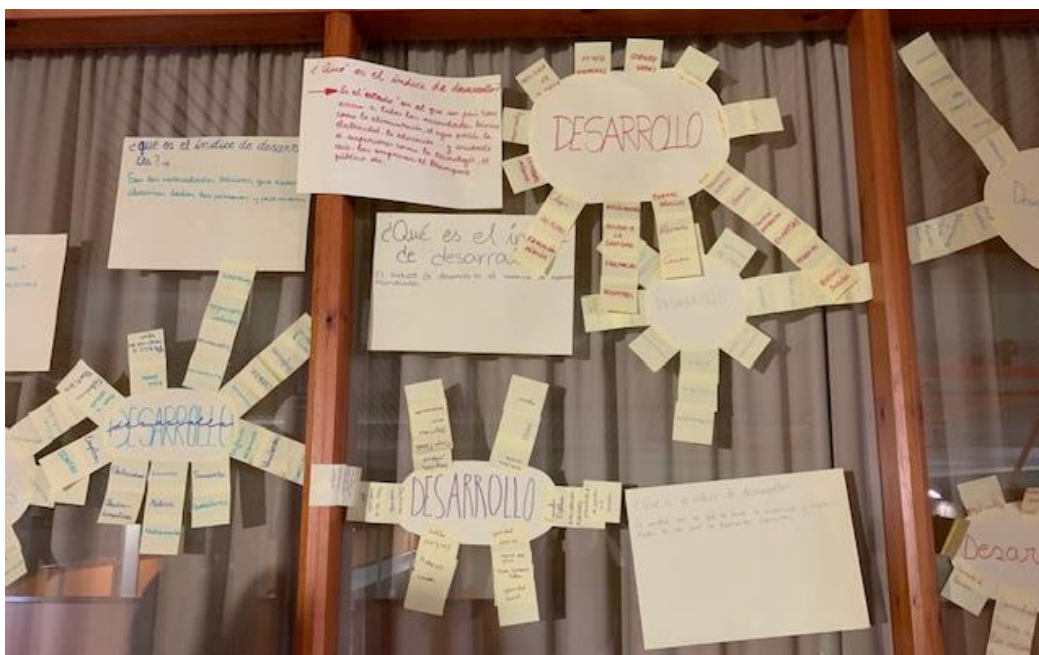
4. Once all the students have put their papers and the development sun is obtained, the composition must be analysed by the group. For this analysis, the teacher leading the activity can use questions such as:

- What do you think about the exercise?
- What was the easiest thing? And the most difficult?

- What catches your attention about the final result?
- What are the three longest rays? What does these mean?
- What about the shortest? Are they important?
- What do all the rays have in common?
- According to the result obtained, and taking into account the longest rays, what definition of the term "development" could we elaborate ?, etc.

It is important during this reflection to analyse not only the longest rays, but also to emphasize the importance of the shorter ones. Normally, almost all rays regardless of their length have to do with basic human rights for people and societies. For this final part, it is also convenient to have some official definition or description of what the Human Development Index (HDI) is and compare it with the sun to check if it coincides or highlights the three basic pillars of it: health, education and wealth. Below are some texts or web pages that can be consulted for the preparation of this part of the activity:

- United Nations Development programme:
<http://hdr.undp.org/en/content/human-development-index-hdi>
- European University Institute:
<https://www.eui.eu/Research/Library/ResearchGuides/Economics/Statistics/DataPortal/HDR>
- Unicef (Namibia):
https://www.unicef.org/namibia/overview_13590.htm



Phase 1: ORIGIN AND DEFINITION

ACTIVITY 3

DURATION

MAPPING THE WORLD

50'

MAIN IDEAS

- **(4)** Naming some examples of movements that aim to create less unequal societies.
- **(7)** Giving examples of how past and current international relations impact global inequality.
- **(11)** Identifying the difference between absolute poverty and relative poverty.

MATERIAL FOR THE ACTIVITY

- Papers with the names of the regions to work (Europe, Africa, America (North and South), Asia, Oceania and Antarctica). To perform the activity, America must be divided into North and South America (Mexico would be on the South part). It should be clarified that Russia would be included in Europe.
- One chair for each student.
- Additional material for the activity: World maps adapted to the subject in which you want to influence (population, wealth, emissions, etc.) and available on the website www.worldmapper.org.

LEARNING OBJECTIVES

- Understanding the links between the global economy, world development and the inequalities that this may produce between countries.
- Learning more about the distribution of the world population and the wealth among it.
- Assessing the level of knowledge of students in basic concepts of demography and global economy.
- Promoting the debate on the economic inequalities existing between the different continents and their origins or consequences.

WORK OF TEACHERS AND STUDENTS

1. To carry out this activity, it is advisable to have an open space distribute its materials. The papers with the regions are placed on the floor as they appear geographically on a world map (their silhouette can also be described with chalk or a string).

2. The group of students gathers around the world map sitting in chairs (one per student) and it is explained to them that they must imagine that they represent the 100% of the world population. They are asked to agree in a cooperative way (or in small groups) how the world population is distributed:

“Imagine that all of you, represent the world population. If you would need to divide you (the world population) according to the reality, how many of you would be on each region?”

If the teacher works with a group of 10 people for example, each student will represent 10% of the world population.

3. After completing this process, the distribution agreed by the group is written on a board or visible place and the teacher tells students to put themselves on the regions as agreed (e.g. if students think that half of the world lives in Asia and they are 10 people, 5 will stand on the paper “Asia”). Once all the students have a place, the teacher will give the real population data by region (see Annex I) and write them together with those agreed by the group to allow comparison. Afterwards, the students must rearrange their positions according to the distribution of the real world population. In this part it is recommended to make the students aware of their real knowledge (or ignorance) of the world population and its distribution. Some sample questions for this could be:

- Was it an easy activity? Why?
- The population of which region has been more difficult to decide as a group?
- What have been the main doubts? Have you guessed right the real distribution of the population?
- Which region or detail has surprised you the most? Why? etc.

After the above reflection, the teacher tells students to go back out of the papers but reminds them that everyone should remember in which continent he/she was placed as this will be important for the next part of the activity.

4. Once all the students are again around the world map, they are asked to think about how world wealth is distributed according to the absolute Gross Domestic Product (GDP) (the teacher in charge of the activity should explain here the meaning of this unit of measurement and how it is obtained if this topic has not been addressed previously in the classroom). To complete the task, students are informed that this time they must distribute chairs over the map (one per student) and each region using them as units of measurement (e.g. if there are 10 students and 10 chairs, each chair will equal 10% of total GDP world). The placement of the chairs should be agreed in a cooperative way by the group. Concluded this work, the position of the chairs by regions will be written on a blackboard or visible place. Once this is done, the teacher will give the actual data on the distribution of total world GDP by continent (see Annex II) and write them down with those proposed by the group for comparison. Once this is done, a brief is made:

- What is the richest region? And the poorest?
- What have been the main doubts?
- Have you guessed right the real distribution of wealth?
- Which region has surprised you the most for its wealth? Why? etc.
- Where do these differences come from?

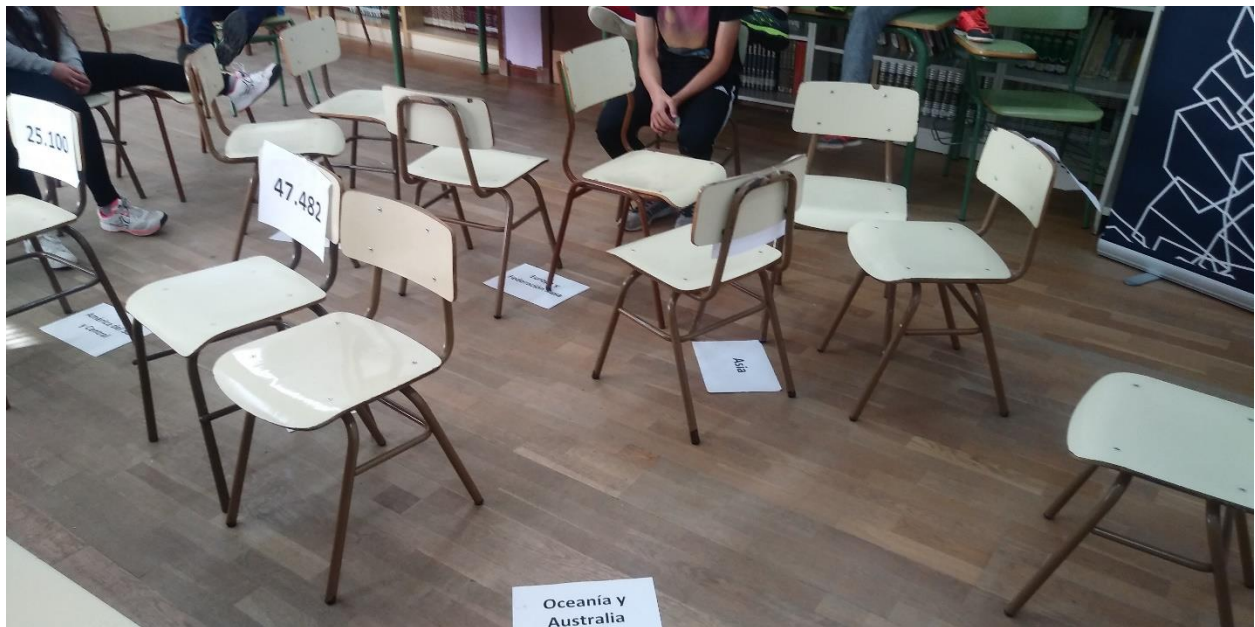
5. Once the step 4 is completed and with the chairs still in their position according to the wealth of each region, the students are asked to return to the region they were set at the end of step 3 and sit down on the available chairs. The result of the process will show that there are regions with many chairs and few people, while in others there are many people and few chairs to sit down. With the students on that position a final reflection of the activity will begin:

- What happened? What do you see?
- Are you in a comfortable position? Why or why not? What does that mean?
- What catches your attention the most? Why?
- In which region there is the greatest inequality? Why?
- Is there a relationship between population and GDP? If so, which one?
- In some regions everyone has a chair or place to sit. Does it mean that everyone have the same wealth there? Does it happen on those regions in reality?
- There are areas (e.g. South and Central America) where there are as many chairs as there are people. Can we therefore affirm that they are developed areas with an equitable distribution of wealth? Why? etc.

It is important that teacher has in mind that the exercise does not show the distribution of wealth internally within each zone and that the final result is unreal. According to this, even though there are areas with chairs for all the students, it should be explored if their distribution is equitable in real life (e.g., although in North America there will be few people and many chairs, it should be noted that in these areas there are a large number of people living in extreme poverty, while there are also minorities that accumulate most of the wealth).

During this reflection, the teacher can also explore traditional definitions of “northern countries” and “southern countries” and ask the group to find out what the meaning of these labels has historically been (something that will be easily perceptible due to the position of the students on the map created). It could be also a good exercise to explain the difference between absolute poverty and relative poverty.

The web www.worldmapper.org can be used to finish the activity see maps with different distributions and to consolidate what has been learned during the exercise (see example in Annex III).



ANNEX I

Distribution of the world population proportionally distributed according to the group of students and their number (10, 15, 20, 25 o 30 people).

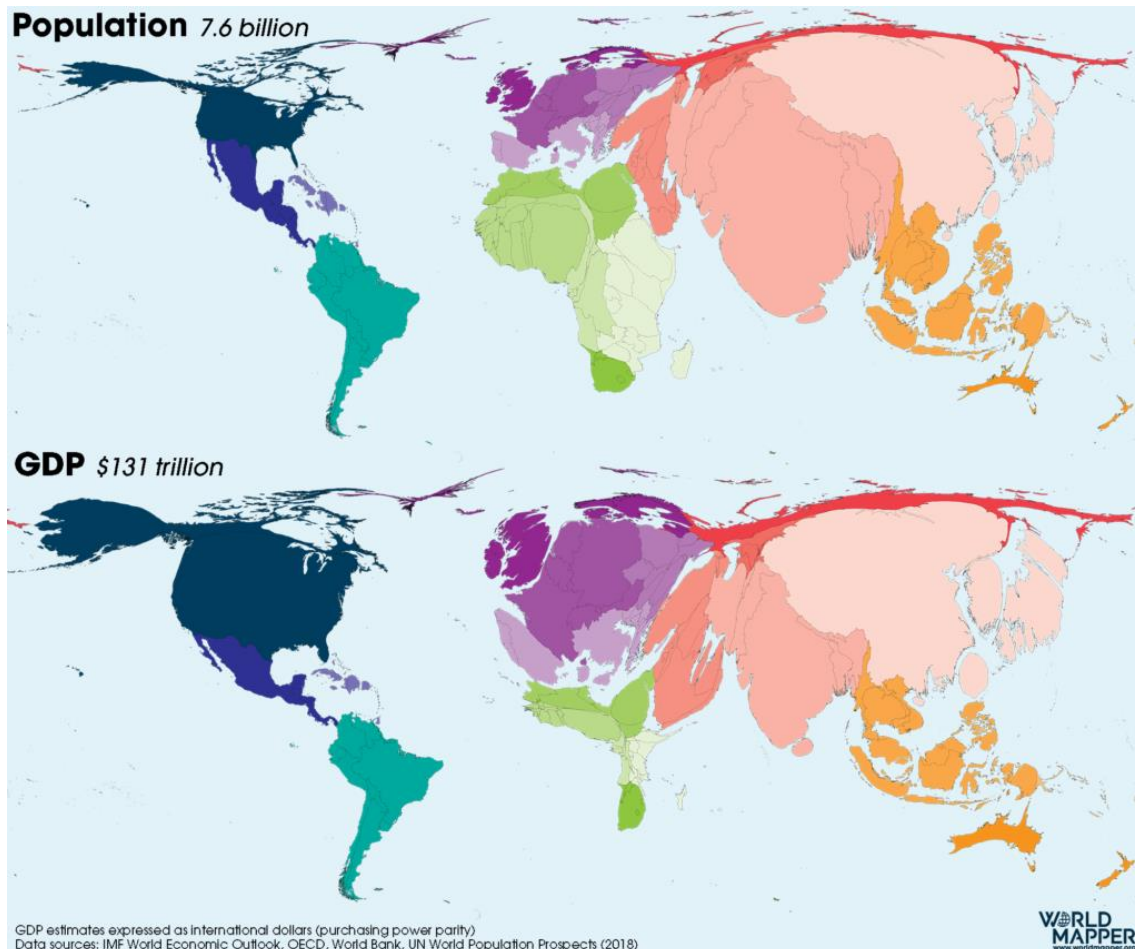
Region	Absolute (In millions)	%	10P	15P	20P	25P	30P
Europe and Russian Federeation	738	10,1	1	2	2	3	3
North America	358	4,9	0	1	1	1	1
South and Central America	634	8,6	1	1	2	2	3
Asia	4.393	59,9	6	9	12	15	18
Africa	1.186	15,9	2	2	3	4	5
Australia and Oceania	39	0,6	0	0	0	0	1
World	7.057	100	10	15	20	25	30

ANNEX II

Distribution of the world wealth (GDP) proportionally distributed according to the group of students and their number (10, 15, 20, 25 o 30 people).

Region	Absolute (Billions US\$)	%	10P	15P	20P	25P	30P
Europe and Russian Federeation	21.987	31,56	3	5	6	8	9
North America	16.831	24,16	2	4	5	6	7
South and Central America	5.514	8,06	1	1	2	2	2
Asia	21.678	31,12	3	5	6	8	9
Africa	1.880	2,70	0	0	1	1	1
Australia and Oceania	1.669	2,40	0	0	0	1	1
World	69.659	100	10	15	20	25	30

ANNEX III



Source: www.worldmapper.org

Phase 1: ORIGIN AND DEFINITION

ACTIVITY 4

DURATION

THE LINE

Between 10 'and 20'
(login icebreaker game)

MAIN IDEAS

- **(5)** Giving arguments for and against inequality in societies.
- **(14)** Describing some actions to reduce global inequality and its impact.

MATERIAL FOR THE ACTIVITY

- Adhesive tape.
- Two papers and marker pen to write.
- A speaker or microphone in case this activity is done outdoors.

LEARNING OBJECTIVES

- Promoting the exchange of opinions and respect for other people's positions.
- Exploring personal and cultural motivations towards certain social behaviours.
- Promoting assertive communication and argumentation for conflict resolution.
- Practicing debates and reinforce the capacity of students to analyses and understand information.
- Measuring the students' knowledge about different topics that would like to be addressed on the class.

WORK OF TEACHERS AND STUDENTS

1. Before starting the activity, the space must be prepared properly. To do this, a straight line will be drawn on the ground (this can be done, for example, with adhesive tape). Once this is done, two sheets of paper will be placed on both sides of the tape saying "I agree" and "I do not agree". There must be enough space between them so that the students can stand comfortably during the activity.

2. It is explained to the students that the line is a scale to show their agreement or disagreement about some sentences that will be said to them. With some imagination, the students should draw a scale of values between the two papers, with the central line being "I don't have an opinion about it". Before reading each statement, the group should always be placed back on the central line that will be considered as the "starting position".

3. One by one, the teacher reads the statements previously prepared for the activity. Although the topics and content must be adapted by the teacher's priorities, they should be controversial issues that encourage debate between students. After each statement is read, students must position themselves on the side of the line according to their personal criteria. If the person totally agrees with the statement, he/she will be placed on the corresponding sheet but if not, he/she will be positioned on the opposite one. Students must always be reminded that there are intermediate steps between both positions and papers so they can show different levels of agreement. After each statement and once each person has found his/her place, the teacher will ask the group why they have taken their positions. The objective will be to generate a discussion and promote the exchange of arguments and opinions among the students. This procedure will be repeated as many times as needed depending on the number of statements.

Some examples of statements that could be read:

- The world has become rich in the last 30 years.
- Globalization has made people think more openly.
- In a globalized world, we do no longer need borders.
- Stopping climate change is an unrealistic goal in a trade-oriented market.
- Technology will save / is capable of saving the future of humanity.
- Religious beliefs will become less important in a trade-oriented world.
- Multiculturalism does not work.

- There is not a connection between migration and climate change.
- There is nothing we can do locally to reduce international inequalities between countries.
- Inequality between countries has its origin in their history.
- Migrants steal the work of those living on the countries hosting them.

4. At the end of the exercise, the group is set in a circle to carry out a debriefing of the activity. Different questions can be used to make the students reflect on what has been learned such as:

- How was the activity?
- How did you feel about having to position yourself regarding the phrase "..."?
- Have there been phrases in which it was easier to find your site or opinion? Why? Which ones?
- Was there any statement in which it was difficult for you to position yourself? Which one? Why?
- What has caught your attention the most about the activity? Why?
- What did all the sentences have in common?, etc.

To close the activity, the teacher can highlight "As you have seen, there can be many opinions and perspectives when we talk about a specific topic. In some cases, the most important thing is not always to have the "correct" opinion or the greatest knowledge on a subject, but to take other perspectives and opinions in order to have an adequate vision of reality and to be able to express an opinion or decide accordingly. This is also especially important to detect fake news and train ourselves and our critical thinking".

Phase 2: THE IMPACT

ACTIVITY 5

DURATION

IMAGE THEATER

50'

MAIN IDEAS

- **(12)** Giving some examples of the connections between global inequality and environmental problems.
- **(14)** Describing some actions to reduce global inequality and its impact.
- **(15)** Understanding that actions that can be taken individually are important to make a global difference.
- **(16)** Identifying specific actions that can be taken to fight inequality (individually or collectively).

MATERIAL FOR THE ACTIVITY

- Props if seen as necessary or to make the activity more dynamic.
- A big space to move and act.
- Cards or papers with issues to address

LEARNING OBJECTIVES

- Exploring the concept of education and the environmental and context factors related to educational processes.
- Detecting inequalities in the educational systems of different countries and how explore how do they affect them.
- Proposing solutions in a cooperative way to the challenges faced by education at a global level and contribute to reduce its impact on the daily life of students.

WORK OF TEACHERS AND STUDENTS

1. The activity begins with a brainstorm to position the group within the theme to be discussed and assess their knowledge about. It can also be started with an exercise to explore terminology and or technicalities of the topic (e.g. asking students to define what "Education" is by deriving a word of each letter as a crossword puzzle (E = Equitable, F = Funny, U = Universal, etc.). Some questions that could be made during this brainstorming or initial dynamic could be:

- What is education for you? And an educational system?
- What actors or people influence a person's education?
- How is education in your context? And the educative system? Who can access to it and how? What requirements should a good education meet? etc.

2. Once students have explored these aspects, various papers previously prepared by the teacher are spread on the floor of the classroom. Each one will contain a problem related to education in which there is a conflict or situation of oppression. These topics must be nowadays challenges in today's society that students are able to recognize (e.g. there is a high percentage of children out of school due to lack of resources, in some countries girls leave school at 12 to take care of the family, bullying is affecting the values of the education system, etc.). The problems must be adapted to the age, knowledge and profiles of those who compose the group. It is important to highlight that to ensure the success of the activity, the situations are related to scenarios of oppression, exclusion or social problems showing any type of inequality or injustice (at local, regional or transnational level).

3. Students are asked to move around the classroom to read the problems presented in all the papers. After reading all of them, each student must choose the one that he/she thinks is most important to solve and place him/herself on it (this will allow to generate work groups for step 4). Time enough must be given to students to decide as well as a calm and relax atmosphere in silence.

4. Once students are in groups, they choose a place in the room to meet and work (it must be tried that groups are distanced or several working rooms can be used). Inside their groups, each student must think on a situation or aspect that for him/her must change within the context of the chosen problem. If possible, they should think

about experiences they have lived/heard from real life or that they have seen in the media related to that challenge or problem to be addressed.

5. Once each student has selected his/her experience or issue to expose, they should share it with the members of their group. When this process have finished, groups are informed they must choose one of the experiences presented in their groups for its representation as a human sculpture. That means to show it using the bodies of the members of the groups as actors or elements of the sculpture. The criteria for the experience election can be free depend on the groups' opinion.

6. In 15-20 minutes, groups must think and agree how to build its sculpture (they can use elements existing on the class as a support for their representation but must avoid the use of written words).

7. After the preparation of the sculptures, the first group is asked to show their situation and represent it (statically). The rest of the students will have a few minutes to observe it and try to understand what the sculpture means. After a brief pause to understand the sculpture, the students observing the sculpture as an audience are invited to modify specific points of the sculpture as "spect-actors". The objective will always be to solve the conflict that is showed. They will be able to make as many changes as they want on the sculpture but keeping their participants, in turns (one by one), making only one change per person and in silence (e.g., moving an actor's arm, the posture of a student, the expression of a character, adding/removing elements from the stage, etc.). Those students representing cannot move or talk, they can just adapt themselves to what the public propose for them. After completing the previous step and asking the group if they agree with the final version of the sculpture, the group will be given a few minutes to appreciate the final result. It is advisable to take a photo of the sculpture before and after if you want to explore its changes in depth.

8. With the sculpture already decomposed, the public (the students who have composed it cannot speak) are asked about:

- What they think the initial situation? What did the sculpture represent?
- What makes you think that it represented...? Which elements or clues?
- What changes have you made in the sculpture? Why?

- How do you think the changes have improved the situation? etc.

Once the group has reflected about these questions, the group that was representing receives the floor and their opinion about the process is asked:

- Has the public understood your sculpture? What have helped/confused them?
- What was the real situation in which you were inspired? Was it real or invited?
- How did you feel while they were changing you?
- Do you think the changes have been adequate? Why? Was the situation solved thanks to these changes?, etc.

After the representing group has expressed its opinion, the debate will be open again to the whole class:

- Do you think such changes are possible in the real world? Could be situation solved like this on the real life?
- Can you think of any additional alternative to deal with the problem proposed?
- Do you think this problem occurs in other countries and contexts too? What differences could there be in there in comparison with our context?, etc.

Through questions, the problem presented is explored, as well as the solutions proposed during the dynamic and others that students may think.



9. Steps 7 and 8 are repeated for each additional group that has been created. Once all have exposed and discuss their sculptures, the activity is closed through a group reflection aimed at addressing the challenges faced by education and the common points that all the sculptures had (as well as the consequences of these situations on the real life). This could help to introduce global objectives and goals (especially those related to the [United Nations SDG 4](#)).

Phase 2: THE IMPACT

ACTIVITY 6

DURATION

WORK CAFÉ

50'

MAIN IDEAS

- **(8)** Knowing that many children cannot go to school and the importance of education to address social and economic inequality.
- **(9)** Explaining the impact of health inequalities and the benefits of good health care.
- **(12)** Giving some examples of the connections between global inequality and environmental problems.

MATERIAL FOR THE ACTIVITY

- At least 1 table per working group and chairs for the students.
- Papers with the questions or images to deal with.
- Flipchart or continuous paper.
- Adhesive tape to stick the flipcharts to the walls.

LEARNING OBJECTIVES

- Discovering the different perceptions and meanings that the same concept and idea can have.
- Exploring how global aspects can influence our everyday life.
- Exchanging opinions and empathize with other people.
- Sharing real life experiences and points of view about

WORK OF TEACHERS AND STUDENTS

1. At the beginning of the activity the room is organized as it would be a cafeteria or a bar with different tables (even drinks or cookies can be served to the students during the activity). Each table should have a large piece of paper or flipchart and coloured markers for writing. On each piece of paper, a phrase or question will be written to be discussed during the activity (images can also be used although these can be very specific and give less opportunity to the debate or interpretation than open questions). It is important to have at least as many tables as topics to be discussed (the number of tables will vary according to the size of the class and taking into account that each of them should accommodate a group of 4 or 5 students). The environment must be safe, trustworthy and welcoming so that the students can express themselves freely but in small groups to generate a certain intimacy. The teacher can use any sentence for the tables such as:

- Development develops equality (Eduardo Galiano).
- Poverty is not created by poor people. It is a product of the system we have created (Muhammad Yunus).
- We have to be the change that we want to see in the world (Mahatma Gandhi).
- We are going to invest first in education, second in education and third in education (José Mujica).
- Mitigating climate change and adapting to its effects is necessary to eradicate poverty and reduce inequality (Ban Ki-moon).
- Access to healthcare is a right, not a privilege (anonymous).
- No human being is illegal (anonymous).

2. Once all is ready, students are invited to enter on the class and sit on a table (all the tables should have a similar number of students). Once they are seated, one person of the table is appointed as the "President". The president will be responsible of transferring the conclusions appearing on the table discussions, so the person who holds the presidency must be able to synthesize the opinion of their colleagues and reproduce it. According to this, it is sometimes convenient that the teacher thinks before the activity who could occupy this role according to his/her communication and attention skills.

3. With the tables ready and presidents selected, the students are given some time (around 15-20 minutes) to discuss and establish a conversation about the question or statement assigned to the table. It is important that they have enough time to propose answers or interpretations to the issue, discuss it and set concrete conclusions. These conclusions will be transferred to the paper either by writing or through drawings (they can be written randomly occupying the entire paper and motivating students creativity or just as a list).

4. When the time to complete the step 3 finishes, the teacher makes a noise or signal to attract the attention of the students (e.g. using a bell). At that time, each student is asked to leave his/her table and occupy a different one. The group is reminded that changing tables does not have to be in a specific order and that everyone must go through all the tables (this will facilitate that students can interact with a higher number of people). During this process, the teacher must pay attention that the tables are balanced on the number of people after each change. The person selected as "President" must not move and will remain at the same table throughout the whole activity. His/her role would be to welcome those who come to his/her table at the beginning of each round, read the responses written on the central paper (make a summary) and inform them of the conclusions reached by the group that previously sat at that table. After the introduction by the president, the students who have just arrived at the table will be given time (about 15 minutes) to discuss the question and previous answers given. They can add extra answers or thoughts related to the statement not mentioned by the previous groups.

5. Completed the previous step, the teacher makes again the noise or signal and the previous step 4 is carried out again (the action must be repeated as many times as necessary until each student has passed through all the tables).

6. At the end of the exercise, the group will sit in a big circle to see the conclusions obtained on the tables. For this and in turns, those who were the presidents should stand up, show the paper / flipchart that was on their table and explain to the whole group the main responses and conclusions obtained. Once all the presidents have finished, the teacher starts a discussion about the results obtained, explore the opinion of the students and promote that they share their personal experiences or

what they have heard about the issues proposed. Some questions that can be used for this final reflection (both, for the group and for the presidents) are:

- Why do you think that those statements were chosen?
- Which was the most interesting/impacting/attractive for you? Why?
- How was the process of discussing the statements? Was it easy? Why?
- What has been the most repeated issue on the table...? Why do you think it has been such a recurring position?
- What response has caught your attention the most? Why?
- Have you notice any similarity between the conclusions of the different tables? Which one?
- Do you think there is a definitive answer to the proposed questions? What is the reason?
- Can you see these problems or situations in your everyday life? Which kind of impact/consequences do they have? What could you do to solve them? etc.



Phase 2: THE IMPACT

ACTIVITY 7

DURATION

REGIONS AND CONSUMERS

About 50 '

MAIN IDEAS

- **(6)** Explaining what a quality of life indicator measures. Giving arguments for and against inequality in societies.
- **(12)** Giving some examples of the connections between global inequality and environmental problems.
- **(15)** Understanding that the actions you can take as an individual are important as part of making a global difference.

MATERIAL FOR THE ACTIVITY

- Material to write and collect reflections (papers, pens, etc.).
- Annexes of the exercise printed.

LEARNING OBJECTIVES

- Knowing other cultures and ways of life in geographic regions different from those of the students.
- Exploring different consume habits according to societies economic level.
- Understanding the different types of consumption in countries with different levels of development and see the impact that its has on the environment al issues (or how it contributes to climate change).
- Discussing about healthier and more sustainable living ways.

WORK OF TEACHERS AND STUDENTS

1. Students are divided into groups (at least two) that are distributed in different worktables. One of the groups receives the photo number 1 related to the Ayme family and the second group the photo number 2 related to the Melander family of the Annex I of the activity. If there are more than two groups, more copies of both photos would be printed and distributed in such a way that half the class works with one of them and the other half with the other one.
2. The teacher directing the activity explains to the students that their mission is to describe the daily life of each family and explain their consumption and diet habits according to what is observed in each image. It is important that during this explanation at least the country and/or region in which both families live are mentioned to establish a specific context. Students will be given a few minutes to work on their photos and agree on the routines of the corresponding family that will be written down.
3. After completing the group work, the results are presented. First, the group in charge of describing the Ayme family will make a presentation. In case that more than one group describes the same photo, the next groups will try to add new things to the first presentation, be invited to reflect on the common points of their descriptions, the aspects of the image that may have been more interesting for them and the aspects that vary between them. All will be written down in a visible place (e.g. a blackboard). Once this process has finished, the group(s) in charge of the Melander family will complete the same steps.
4. Exposed the results of the previous step, the Annex II of the activity that describes the real habits of each family is shared with students or read aloud (printed copies can also be delivered to the students). Students are asked to find similarities and, above all, the differences between the two descriptions received and their own description. An open group reflection can be carried out here about the number of members, consumption habits, products origin and consume, etc.
5. After the previous reflection, the teacher shows in a screen the tables related to the context of each family and the indicators provided to describe them (Annex III). It is important that the teacher explains here the meaning of each indicator and how/when it is used in case students are not familiar with them (e.g. GDP, HDI, PC,

etc.). It is important that this presentation and explanation is focused on aspects related to the environmental impact of the different consumption habits and its relation with regions economic development. This reflection can be based on questions such as:

- What differences can you see between the types of food consumed by each family?
- For what reasons are there different food or products in both photos?
- Which family do you think has healthier eating habits? Why?
- Which diet or family produces a smaller environmental impact? Why?
- Which of the diets entails a higher emission of greenhouse gases? Which impact do this gases have?
- Do you think that there is a direct relationship between the level of economic development and the volume of emissions? Which one?
- Which communities or consumption behaviours will contribute the most to worsening or mitigating climate change? Which should have a more active role in this fight, the poorest, the richest, etc.? Why?

It should be noted during this reflection that despite the fact that most developed countries have little strict recycling or environmental policies, sometimes they have a lower impact on the environment than those that really invest in these issues due to their processes, contexts, lack of resources or life habits. The teacher can also use this final reflection to ask students to analyse their consume habits and try to propose solutions or changes to fight against climate change by modifying their shopping or eating habits.

ANNEX I

The Ayme family



The Melander family



ANNEX II

The Ayme family

The Ayme family portrait was made in their kitchen with the food they eat over the course of a week. They live in the village of Tingo (Ecuador), in the centre of the Andes. They are Ermelinda Ayme Sichigalo (mother, 37 years old), Orlando Ayme (father, 35 years old), and their children (from left to right: Livia, 15 years old; Natalie, 8 years old; Moisés, 11 years old; Alvarita, 4 years old; Jessica, 10 years old; Orlando, in the arms of her mother, 9 months). In the photo is missing Lucia (5 years old), who lives with her grandfather and grandmother to help them with the housework.

Their cooking method is based on fire and a firewood oven. They preserve the food using natural drying techniques.

The Ayme family grows potatoes, corn, onions, wheat, beans, etc. and although in September (date of the photo) they have almost eaten their entire harvest, they will sell two sheep at the Simiatung weekly market to buy more food. In this market, or in the indigenous farmers cooperative where they sell their surplus to locals, they can buy oranges, papayas and bananas from the lowlands and tropical climate of Ecuador. They can also buy lentils, flour, rice, carrots and sugar. When the purchase in the market is large, it is transported with the help of Ermelinda's father's horse. The milk comes from the only cow they own. They also grow medicinal herbs and teas in their garden. Drinking and cooking water is brought by foot from a nearby source. Very few times a year they eat pork or chicken. There are no shops or markets in Tingo, many foods are ordered or exchanged with neighbours and family. The family house, made of adobe, has two rooms: the kitchen and the bedroom.

The Melander family

The portrait of the Melander family was made in the dining room of their home in Bargteheide (Germany) with a week's food. The family is made up of Jörg (father, 45 years old), Susanne (mother, 43) and their children: Kjell (10 years old) and Finn (14 years old).

Their cooking method is based on an electric cooker, a microwave and an outdoor grill. They refrigerate or freeze food to preserve it.

Some of the products are bought in shopping centres but Susanne prefers to buy fresh food in open-air markets where local farmers sell the products they grow. She also likes to buy organic food, but it is more expensive and only covers a small part of their diet. Susanne and Jörg shop at the Friday market and use wicker baskets to carry their food. A packaging reuse system called *Pfand* works throughout Germany. Most of the beverage containers made of plastic or glass are collected in the supermarket itself, and part of the money paid for the purchase is returned as a surcharge to customers using this service.

ANNEX III

GDP Ecuador: 6,344 US dollars per capita (pc.) / Year 2018.

HDI Ecuador: 0,743 (2018) (position 77 out of a total of 169).

Ecological Footprint Ecuador: 2.2 hectares (h.) / Pc. (Global Average: 2.7 h./pc.;

Available bio capacity: 2.1 h./pc.).

Carbon Footprint Ecuador: 0.62 h./pc. (Global Average: 1.41 h./pc.).

GDP Germany: 47.603 US dollars per capita (pc.) / Year 2018.

HDI Germany: 0,940 (2018) (position 10 of a total of 169)

Ecological Footprint Germany: 4.2 hectares (h.) / Pc. (Global Average: 2.7 h./pc.;

Available bio capacity: 2.1 h./pc.)

Carbon Footprint Germany: 2.31 h./pc. (Global Average: 1.41 h./pc.)

Phase 3: ACTION AGAINST INEQUALITY

ACTIVITY 8

DURATION

THE GLOBAL MARKET

Between 50' and 120'

MAIN IDEAS

- **(5)** Giving arguments for and against inequality in societies.
- **(11)** Identifying the difference between absolute poverty and relative poverty.
- **(13)** Describing the importance of the SDGs, specifically Goal 10.
- **(14)** Describing some actions to reduce global inequality and its impact.

MATERIAL FOR THE ACTIVITY

- The materials detailed below are for a group of about 15 people (they should therefore be adapted to the number of participants if they differ from this number): 15 red beads, 15 black beads, 15 yellow beads, 15 green beads, 15 blue beads and 30 beads of another colour, shape, material (e.g. wood).
- Three-color adhesive papers (e.g. Pink, green and yellow).
- Blackboard or paper support for writing and marker pens for it
- A bag or sack.
- The colours of the beads can change if desired but must march with the values in Annex II.

LEARNING OBJECTIVES

- Knowing the operation of international trade relations and the behaviour of countries according to their economies and interests in the global market.
- Exploring the evolutionary priorities and their differences between developed and non-fully developed countries.
- Discovering the global interconnection that exists between the growth of countries.

WORK OF TEACHERS AND STUDENTS

The general objective of the game is that students increase the value of their possessions (beads) through trading and maintaining commercial relations with the rest of the class members. The aim is to simulate the evolutionary and decision-making processes that countries must face on their relationship with others to promote the development of their economies and societies.

1. Before starting, the teacher must list in a visible format (e.g. on a blackboard or continuous paper) the rules of the activity (Annex I) and the value of the beads (Annex II). They must be seen from all points of the space as they will be consulted regularly and throughout the activity by students. A wide space should be used to allow students to move freely through it. Likewise, there must be an area on a blackboard or continuous paper to record the students' scores throughout the exercise (Annex III).

2. Once the rules, blackboard / continuous paper and space are prepared, the teacher must explain how the activity works to the students:

"During this dynamic, you are going to represent different more or less developed countries. Your objective will be to increase your wealth as much as possible and evolve towards the greater development of your economies. To know your level of wealth at the beginning of the game, each person will take 5 beads from this bag but without showing them to anyone. As you can see on this board / paper, each colour has a value, so you will have to calculate the total value of your 5 beads. Keep in mind that if you have several beads of the same colour you can have extra points as mentioned in the rules. Throughout the activity we will do different rounds that we will call "financial years", during which you will be able to exchange beads with the rest of the group and to increase your scores. For these exchanges, we will apply the following rules".

After the explanation, the names of all the students are written on the board (see table Annex III) and each person is asked to calculate his/her points (value of the beads) writing their score next to their name. Space should be left to the right of the name to draw as many columns as financial years are carried out and to allow monitoring the changes in the group scores throughout the dynamic. Once this first control has been completed, students are given few minutes to ask questions about

the implementation of the exercise. After that, they will be not able to speak again (only during exchanges).

3. Once all the students have understood the activity and rules, the teacher starts to open and close all the financial years as described below (it is recommended to use some instrument or sound such as a bell for this):

Financial year 1: Students will have about 6 - 7 minutes to exchange beads according to the rules. The teacher should regularly remind them the importance of not showing the beads to others and the rule of being in silence except for the exchange and negotiations. When the time is up, the end of the first financial year is announced by the teacher. The students are then asked to re-calculate their points and their new score is written next to each person's name on the table prepared for this aim.

Financial Year 2: Students will again have about 5 minutes to exchange beads according to the rules. When the time is over, the second financial year ends and the points of each person are recorded in the table created. At that time, the teacher divides the students into three groups according to the points of each person:

- Group A = industrialized countries or students with more points. Its members will receive a pink post-it and put it on their chest.
- Group B = emerging economies or students with an intermediate number of points. Its members will receive a green post-it and put it on their chest.
- Group C = underdeveloped countries or students with less points. Its members will receive a yellow post-it and put it on their chest.

To prevent the post-its from falling off, it is advisable to give each participant a piece of tape to ensure that the papers are correctly secured (other items such as pins, badges, hats, scarves, etc. can also be used).

It is important to highlight that it must be the teacher who decides how many people should be on each group and the margins of points to ascend / descend from one to another. In this sense, it is recommended that groups A and B have somehow less people than group C. For example, if we have a group of 15 people, group A could be made up of 4 people, group B by another 4 and C by 7. The limits of points to pass from one group to another can be improvised during the first financial year and according to the points that it is believed that the students are potentially going to accumulate.

Once the three groups (A, B and C) have been created, they are set on three different parts of the room. Then their members are asked to carry out small assemblies and internally discuss their experience and strategies followed or how they have played. During these assemblies, rule 3 is eliminated and the beads can be showed between the students even if the exchange is not allowed. The objective is to explore which methods have been the most efficient ones to improve each person's scores, although students must be reminded that they are playing individually all the time and despite these teams.

Financial Year 3: Students will have again about 5 minutes to exchange beads according to the rules. At the end of the time, the end of the third financial year is marked and the points of each person are recorded in the table created. If there has been a change of positions (e.g. someone goes from group A to B or vice versa), the colored post-its of these people are changed accordingly.

After reviewing the scores, the students are asked to meet again in assemblies with their new groups and are given about 5 minutes to:

- Group A countries should consider how they can boost world trade for their own benefit. They can both modify the rules and the values of the beads (no more than 3 changes). They can also create new rules.
- Group B countries will be able to show each other their beads and exchange them internally but making sure that at the end each member of the group has 5 beads ("regional trade").
- Group C countries will also be able to display and exchange their beads, making sure that at the end everyone has 5 beads. In addition, the group is given a special trinket, chip or token (made of wood, coin, button, etc.) that will have a value of 200 points and that must be used and awarded within the group as desired without being divided ("help for the development of the poorest countries").

Once the assemblies of each group have concluded, a representative of each group shares with the whole class the changes in rules that have been agreed and are added to the list of rules for the fourth financial year.

Financial year 4: Before beginning the exchange of beads, the students are announced that those who have exceeded a certain score will receive an extra 200

points chip as a reward. The point limit for this award for “technological innovation” should be related to the score that the countries in group A have at that time. Once this is done, the group is given 5 minutes to trade regularly using the new rules agreed at the end of year 3. At the end of this year 4, an update of the scores and redistribution in groups is carried out. The groups meet again in assemblies to agree on common strategies but this time without being able to exchange or show their beads. At this point, the class is also informed that group A will be able to make 2 changes for the following financial year (either in the standards or values of the beads) that they must announce to the rest of the class before starting the fifth year.

Nombre	Año 1	Año 2	Año 3
Mario	130	140	140
Slave	75	140	250
Omani	120	190	190
Paloma	95	240	240
Ana	130	140	140
Israhel	90	140	140
Paula	60	115	140
Olga	105	140	170
Hugo	70	70	115
Paula	130	220	230
Irene	220	340	390
Marisol	185	265	290
Any	80	240	240

Nombre	Año 1	Año 2	Año 3
Emma	25	140	140
Alejandra	20	170	190
Harold	115	180	190
David	160	400	340
Marcela	135	190	190
Paolo	155	290	290
Carlos	115	115	115
Silvia	110	110	90
Gabriela	95	110	150
Daniel	170	250	310
Marcos	155	160	140
Rocio	120	340	340
Angella	110	100	100
Bryan	160	240	240
Adriana			

Rosas 50 pts
Negros 30 pts
Amarillos 20 pts
Verdes 10 pts
Azules 5 pts
3 mismo color 30 pts
4 " 40 pts
5 " 50 pts

Financial year 5: Students are given 5 minutes to exchange again the beads applying also the norms set by the countries of group A at the end of the fourth financial year. It usually happens that during this year the countries of group A show an active interest in the market while the rest of the groups see their alternatives to improve their economies limited. At the end of time, the scores are recorded again, the groups are redistributed and an extra 200 chip is given to the countries at the top of the ranking. Once this process is concluded, the assemblies of countries meet again and it is mentioned that groups B and C will have 10 minutes to agree (separately) new rules for trade. They must use the existing rules as a base and propose variations to them. After this time and through spokespersons, each group will explain their proposals to the countries of group A. Once this is done, group A will have 5 minutes to internally assess the proposals and decide which ones are accepted, which ones are not and how. The final conclusions of this group A will be applied to the list of norms for the following financial year (in this step a group discussion can even be proposed by the teacher about the new rules if it is considered as necessary).

Financial year 6: Students trade again for 5 minutes with the final rules agreed at the end of the fifth financial year although some of those in groups B and C are not likely to be significantly involved during the trade. At the end of the time, the final scores for each person are recorded and the game is concluded.

4. Students are asked to sit in a circle to evaluate the development of the activity. Before starting, it is important that the teacher gives the group a few minutes to allow students expressing and sharing how do they feel. At the end of this time, a group debriefing focused on the different phases of the exercise will be guided with questions to support the students' reflection (it is important here that the blackboard with the scores is in a clearly visible place):

- Which has been your strategy?
- What was the distance between rich and poor countries at the beginning?
- Which countries got richer during the game? And which ones poorer? Why?
- What changes in the rules have affected trade the most? How?
- Why have group A countries changed the rules in this way? Was it a selfish strategy or have they thought about developing the entire trading system?
- Which impact has the rule changes had in the countries of groups B and C? How have they felt? (e.g. helped, discriminated, etc.)
- What changes or proposals in the rules were the most efficient? And the least?
- What similarities have you found between the game and the real world? And what differences?
- Do you think that the relations between more / less developed countries are really like that?, etc.

It is important that the teacher orients this final discussion towards those values or themes that he/she intends to transmit to his/her students as the exercise could be used to deal with: The power of some countries over others; Inequality between countries and the world wealth distribution; The mechanisms of the global economy; The lack of growth opportunities for some countries with unilateral measures; The North-South gap and inequities; etc.

It must be mentioned that the level of competitiveness of the dynamic and active participation of all the students normally entails an intense involvement of those who participate. According to this, the evaluation should be guided avoiding personal aspects and, if certain behaviours of students are analysed, always as a reflection or highlighting their similarities with aspects of international trade or global economy.

ANNEX I

Rules:

1. Only the teacher or facilitator can announce the start and end of the trading years.
2. During an exchange, it is only allowed to talk with the person exchanging. Exchanges will be always bilateral (between two people).
3. The beads cannot be showed to other participants.
4. Only one bead can be exchanged for a bead.
5. Beads of the same colour may not be exchanged.
6. If you want to trade, give your partner the hand. Only then talking is allowed. When you finish the trade, hands are separated.
7. You can make more than one exchange on each trading year but they must be with different people.
8. Who does not want to trade, holds his hands clasped behind his back.

ANNEX II

Value of the beads

- Red 50 points.
- Black 30 points.
- Yellow 20 points.
- Green 10 points.
- Blue 5 points.
- Extra chip 200 points (this chip must not be introduced when the activity start, but afterwards, maybe at the beginning of the trade year 4).

Extra points

- 3 beads of the same colours mean 30 extra points.
- 4 beads of the same colours mean 60 extra points.
- 5 beads of the same colours mean 90 extra points.

[illegible]

Phase 3: ACTION AGAINST INEQUALITY

ACTIVITY 9

DURATION

WEALTH ELEVATED TO THE CUBE

About 50'

MAIN IDEAS

- **(1)** Explaining what global inequality is and identifying some current trends between and within countries.
- **(11)** Identifying the difference between absolute poverty and relative poverty.
- **(14)** Describing some actions to reduce global inequality and its impact.

MATERIAL FOR THE ACTIVITY

Materials necessary for this activity may varied according to the size of the group or resources of the teacher leading the activity. The proposed ones for 4 groups are:

- 18 cards.
- 6 rules.
- 10 pencils or markers.
- 6 scissors.
- 2 rolls of scotch per group.

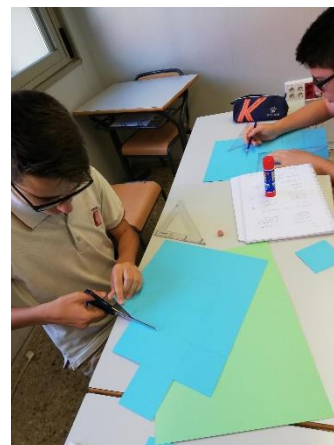
LEARNING OBJECTIVES

- Exploring both the commercial relations between countries at a global level, as well as the injustices or inequalities that occur during their establishment.
- Reflecting on the lack of relationship between the development of the countries and the volume of their raw materials.
- Identifying behaviours and actions that promote inequality between countries as well as measures to reduce them and their impact.

WORK OF TEACHERS AND STUDENTS

1. Students are divided into 4 groups with different number of members but not showing a very exaggerated difference. It is explained to the groups that each of them will be a country and that, as such, they must designate a person to exercise their presidency and who will act as spokesperson. Each group is assigned a table or space on the floor of the classroom to work.

2. Once the groups are ready, they are informed that their mission will be to make 8-centimeter of side cubes, as many as possible. The teacher should note that only cubes whose edges or sides are perfectly glued with scotch or glue will be accepted. To build these cubes, each group will receive a pack of materials that they can use. Groups can also exchange materials or tools with other groups along the activity but only through their spokespersons or presidents who must negotiate outside the work tables. It will also be highlighted that the activity is not a competition between countries, but rather an internal challenge to measure their capacities. Below there is a proposal for the distribution of the material that may vary according to the size of the group or available resources:



Teams (countries)	No. of people (population)	Cardboards (raw materials)	Rulers and pencils (knowledge)	Scissors (technology)	Scotch (skilled labour force)
Team 1 (Very rich)	+	2	3 and 3	3	2 rolls
Team 2 (Rich)	-	1	2 and 2	2	2 rolls
Team 3 (Developing)	-	7	1 and 2	1	2 rolls
Team 4 (Poor)	+	8	0 and 3	-	2 rolls

3. Once the instructions have been explained to students, the construction phase begins, which can last between 20 and 30 minutes. During this time, the teacher (or teachers) should move around the classroom and mark, if applicable, those cubes that the groups may have built but are not perfectly finished (and therefore will not be accepted at the end of the activity). Teachers must remind during their monitoring that only those who hold the presidency of each group may act as spokespersons and manage the exchange or loan of resources between groups during the performance.

4. At the end of the construction time, the cubes obtained from each group are counted stressing that there is no competition between them, but rather an internal challenge to see how many cubes each one was able to build with the materials at their disposal. The results are written in a blackboard or place where can be visible.

5. Students are asked to sit down in an open circle (or from their own work tables) and guided through an analysis of what has happened during the activity. The objective is that students are able to establish during this reflection a direct relationship between what happened and the real situation of international trade and economic relations between countries at different levels of development. For this debriefing, the teacher can use questions such as:

- What has been the most difficult part of the exercise? And the simplest?
- How did you feel? What kind of feelings have you experienced?
- How have the spokespersons acted? Have they listened to the groups needs?
- How have the negotiations been between the groups? Have they always been the same or have you noticed any difference when you negotiate with one group or another? Why?
- Did all the groups have the same materials and tools? Considering you were simulating countries, what meaning do you think each element had? (After a brief compilation of the students' opinions, the meaning of each element will be explained to them: the number of people was the population of each country; Cardboards, the country's raw materials; Rules and pencils, knowledge; scissors were technology; scotch was specialized labour force or workers).
- Which element did the countries with more (rich) resources need to produce more cubes? And the ones with the least (poor) resources?
- What is the relationship between what happened during the game and real life? Do these kinds of episodes and actions happen in our world?
- How does this affect us? Can we influence these processes in any way? How?
- What kind of actions can we carry out to reduce these inequalities? etc.

The exercise can be concluded by carrying out a small reflection to synthesize the comments of all the students and resume actions that they can be responsible of on their lifes to contribute to international inequalities reductions.

Phase 3: ACTION AGAINST INEQUALITY

ACTIVITY 10

DURATION

CORPORATE SOCIAL RESPONSIBILITY IN THE SCHOOL

About 50' and 120'
(Part of the activity can be done outside
the school hours by the students).

MAIN IDEAS

- **(15)** Understanding that the actions you can take as an individual are important as part of making a global difference.
- **(16)** Identifying a small specific action that students can take (individually or collectively) to fight against inequality or global impact in any field.

MATERIAL FOR THE ACTIVITY

Although no specific material is necessary for this activity, several articles and websites are proposed that may additionally be reviewed for the training of the teacher who directs the activity:

- https://ec.europa.eu/growth/industry/sustainability/corporate-social-responsibility_en
- https://www.iaeme.com/MasterAdmin/uploadfolder/IJM_08_01_015/IJM_08_01_015.pdf

LEARNING OBJECTIVES

- Knowing the concept of Corporate Social Responsibility (CSR).
- Exploring how the school contributes to build a more sustainable society and in line with the Sustainable Development Goals (SDGs).
- Promoting the creation of cooperative action plans that could allow students to propose solutions to social challenges at individual, group, community, or school level.

WORK OF TEACHERS AND STUDENTS

1. Before starting the activity, the teacher must be sure that the students understand the concept of Corporate Social Responsibility (CSR). This can be done by asking the group if they know the term or what they think it means. You can watch some real company sample videos to illustrate this concept:

- Servier International: https://www.youtube.com/watch?v=1bpf_sHebLI
- Thomas Beschorner, Universität St. Gallen:
<https://www.youtube.com/watch?v=I9IyDvkxADU>
- Study.com: <https://www.youtube.com/watch?v=xoE8XlcDUI8>

2. Students are divided into small work groups and asked to plan the creation of one or more CSR actions or projects for the school. With this premise, each group must carry out an analysis of the different processes that take place at the school and design a subsequent plan or group of proposals to reduce the negative impact that these processes may have. The objective will be to compose and promote socially responsible actions that lead to the sustainable development of the community in which the school and its students are located. In order to carry out this research and proposal construction, there are two ways to assign the task:

- a) Asking each group to take into account all the areas of the school to be analysed (described below) and to develop a general plan for it.
- b) Assigning an area to each group so that each one deals with different topics and avoiding the repetition of ideas or proposals.

For both approaches to the activity, the following categories should be taken into account (they may varied according to the teacher criteria or school context as some of them may require students to interview the staff or boards of the centre):

Providers:

- Identifying which products the school use supplied: cafeteria or vending machines, school materials, space maintenance, computer room and equipment, etc.
- Which criteria are valued when selecting the companies that supply the products identified in the previous point? Is the sole criterion the price? Are social responsibility criteria taken into account, such as the purchase of recyclable supplies (paper, cartridges, etc.) or fair trade products? Who makes these decisions? Where are the suppliers and producers located?, etc.

Clients:

- Identifying that the clients of the school are the students themselves and defining which are their characteristics (age, background, residence, etc.).
- Carrying out an assessment of the treatment that students receive at the school. To do this, the members of the group could try to give answers to questions such as: Is the opinion of the students taken into account when setting exam dates or organizing an event at the school? Is there sufficient representation of the students on the school board or decision taking structures? Are there measures for the inclusion and learning of all kind of people? Are there programs that allow students to contribute or help the local community?, etc.

Environment:

- Is the material used in the school recycled or re-used?
- Is recycling of paper or other products encouraged in the school? How?
- Is there an excessive expenditure on electricity or is it wasted? Which kind of electricity is used? Are renewable energies used?
- Is it controlled that the windows are closed when the heating is on?
- Is heating and air conditioning abused?, etc.

Society:

- Is it considered that the families of the students or local community are sufficiently informed of the activities carried out by the school?
- Could or should the local community or families be further involved in what the school does? Why and how?
- How famous or positively recognized is the school in the neighbourhood/area? Why? How could this image be improved?, etc.

Workers:

- Are there measures to reconcile the work and family life of the school's staff? Are these measures similar for all staff regardless their position?
- What type of contract is made to cafeteria staff? And the cleaning one?
- What social benefits do the school workers have?
- Do they receive any kind of extra regular support or training?, etc.

Equality plan:

- Have you appreciated any discriminatory treatment between boys and girls in the school? Are the sexist behaviours that may appear in the classroom between classmates faced properly by the students, teachers and / or the school board?
- Is the language used on the school communications or campaigns showing a gender balance approach?
- Are sufficient measures taken by the school to ensure and promote equal treatment between students?, etc.

Immigrant students:

- Does the school take the appropriate integration measures when new students arrive and / or from other countries and contexts during the course? Is there any discriminatory treatment towards students of different nationalities in the centre?
- Are there any actions to celebrate or recognize the interculturality of the school students? Which ones?
- Are the discriminatory behaviours for reasons of origin that may appear in the classroom adequately treated by the students, teachers and/or boards?, etc.

3. After completing the previous task, each group will show to the rest their proposals for improvement and the CSR plan for the centre, either through a collage, the recording of a video or a performance (e.g., imitating a television advertisement). Their idea would be to solve those gaps that students could have found during the step 2 and propose operative solutions for them (which is the problem, what to do, when to do it, how to do it, who should do it, etc.).

4. Once all the groups have made their proposals, a group reflection will be held to discuss the results of the activity. Some guiding questions for this reflection could be:

- Which proposal did you find the most original? And the funniest?
- Which proposal would be the easiest to carry out? And the most difficult one?
- Has it been easy to obtain the necessary information? Where did you get it from?
- Could we establish a joint CSR plan for the centre, merging the different proposals? How could we start to implement it and make it happen? Etc.

The evaluation is closed with a reflection highlighting the importance of establishing CSR plans for a sustainable development of the different members, groups and governments of a community to promote participation and reduce the inequalities.

Phase 3: ACTION AGAINST INEQUALITY

ACTIVITY 11

DURATION

BINTA AND THE GREAT IDEA

50'

MAIN IDEAS

- **(3)** Knowing that the ideas of equity and equality seem to be innate in human beings.
- **(8)** Knowing that many boys and girls cannot go to school and explore the role of education in addressing social and economic inequality.
- **(11)** Identifying the difference between absolute poverty and relative poverty.

MATERIAL FOR THE ACTIVITY

- Sound and projection equipment (computer with speakers and projector).
- Short film "Binta and the great idea": <https://www.youtube.com/watch?v=IE8-QeON93Q>

LEARNING OBJECTIVES

- Exploring the relationship between development and education.
- Analysing and debating the role of women in certain contexts and prejudices associated with it.
- Being aware of the importance of education for the development of the members of a community and their progress.
- Understanding that the countries of the "South" also have a lot to contribute to those of the "North" and that learning and collaboration must be bilateral.

WORK OF TEACHERS AND STUDENTS

1. Although the activity does not really require an introduction, at its beginning a brainstorm can be carried out among the students to contextualize the short film and / or see that they know the country in which it takes place: Senegal. The class can be asked what they know about this country, where it is, what they think life is like there, etc. Additional information about it and projects that COOPERA develops in it can be found here: <https://cooperaong.org/proyecto-senegal/?lang=en>
2. The short film "Binta and the great idea" is then shown to the students (link to it in the materials section of this sheet).



3. After watching the short film, a small group reflection is made on what has been seen and understood:

- In which country is the short filmed?
- What is the film about? Which issues are addressed?
- What did you like most about the film? What has made you more fun? Why?
- Which are the main characters that appear in the video?

Using students' answers to the last question, the characters are listed on a blackboard or visible place (e.g. Binta, Binta's father and mother, Binta's father's friend, Soda (Binta's cousin), Soda's father and mother, the actors of the theatre group, representatives of the forces of order, etc.

4. Once the cast of characters has been detailed, the class is divided into small groups (from 3 to 5 people) and they are asked to make a comparison between two of the aforementioned characters. The teacher must assign them to each group in the following pairs (others can be proposed too if needed):

- a) Binta / Soda.
- b) Mother of Binta / Mother of Soda.
- c) Father of Binta / Father of Soda.
- d) Banta's father / friend of Banta's father.

Assigned a couple to each group, they should carry out an internal debate and write their conclusions on a flipchart or large paper: How are they?, Which are their characteristics?, What do they have in common?, What are their differences?, etc.

5. After completing the previous step, each group will share their conclusions with the rest of the class, who will also be able to make contributions to them and that will be added to the papers.

6. After completing the previous step, the teacher must lead a group reflection to explore what was learned during the activity:

- Is there much difference between Banta's life and yours? And with Soda's?
- What do you think of the behaviour of the parents of Binta and Soda? Are they similar to those of people you can see in your contexts?
- Why is Banta's father idea "great"?
- Do you think that the women and men of the short film are in a similar situation? Why? Have you noticed that all the police officers responsible for the film were men?
- Do you think that a person's gender can be connected with inequalities or oppression that he/she may suffer? And their level of education?
- Are there situations in your contexts/city/school in which the gender, place of birth or educational level promote the exclusion of some people? etc.

The activity can be also completed by asking students to choose people from their context or families and comparing them with the film characters in order to notice how different they are due to their context (e.g. comparing their parents with Binta's parents).

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GET UP AND GOALS! Global Education Time: An International Network of Learning and Active Schools for SDGs



Project European and central website: <https://www.getupandgoals.eu/>

Spanish and national web of the project: <https://getupandgoals.es/>