**Session 1 – 60 minutes**

**Topic 1: Decreasing Inequalities: What is Equality? Equality in dignity and rights.**

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

|  |  |
| --- | --- |
| **Directed Teaching Tasks: including group and whole class activity** | **Teacher support notes** |
| **Big ideas *Equality***  Ideas of fairness & equality seem to be innate in humans. Research shows that even very young children have an awareness of and response to inequality[[1]](#footnote-1). While inequality has been a feature of human societies throughout history, there have also been movements to redress this inspired by the ideal of equality. Across the world and through history people have tried to equalise power and wealth - from the Yellow Turban Rebellion (China 184 AD) and Mazkadism (Persia 488 AD) to the French, Russian, Chinese, and Cuban Revolutions (C18, 19 &20). Many of the C20 African liberation struggles (e.g. Tanzania, Ghana) sought to address social and economic inequality.    Today, the main aim of our global economic system (Capitalism) is to create wealth, rather than equality or well-being. In theory, the money made by successful individuals will ‘trickle down’ to the poor. However, because many millions of people are living in poverty, organisations like the World Bank are looking to address the “need to find an economic growth model that’s inclusive, that lifts up the poorest citizens rather than maintains those at the top.”[[2]](#footnote-2) Various quality of life indicators (such as the UN’s HDI) have been developed and these may help achieve this.[[3]](#footnote-3) They cover things like child well-being, drug use, mental health, crime, levels of trust and involvement in community life. Research shows these indicators improve when a society is more equal[[4]](#footnote-4).  **Expected outcomes:** Students know that ideas of fairness and equality seem to be innate in humans. They can name some examples of movements that aimed to create less unequal societies. They can present arguments for and against inequality in societies. They can explain what a Quality of Life indicator measures. | **Resources**   * 1. **Session 1 PowerPoint Slides**   **SDG 10 Why it matters** |
| **First Thoughts 20 Minutes. Relation between human rights – Equality - SDGs**  **Session 1 theme of Fairness and equality. *What does it mean to be equal?***  **Activity:**  **[In session 1, Students create a tree of human rights see slide 5-6** | **Resources**   * 1. **Session 1 PowerPoint Slides**   2. **Hand-out 1 Human rights declaration**   3. **SDGs**   4. **SDG 10 Why it matters**   5. **HDI – Quality of life indicators** |
| **Opening up Ideas 30 minutes Equality in dignity and rights**  T explain:  What is to have dignity?  How to respect others dignity?  What is equality?  How it can be ensured to everyone?  Show video ( 5 minutes) [**http://youtu.be/99UN7so92tk**](http://youtu.be/99UN7so92tk) [**l**](http://www.unhcr.org/uk/stateless-people.html) | **Resources**   * 1. **Session 1 PowerPoint Slides**   2. **Hand-out 1 Human rights declaration**   3. **SDGs**   4. **SDG 10 Why it matters**   **HDI – Quality of life indicators**   * **Working wall / Board, post its, to gather ideas** |
| **Conclusion and Reflection 10 minutes Thinking point**  Reflect on all the ways that we know are equal – equal access, equality is fair – in distribution of goods, facilities and services.  These all help to create a sense of justice and fairness – secure that we have equal access to health care, education, money; transport and we will get what we deserve due to our efforts. |  |

1. http://evonomics.com/ are-we-born-with-a-senseof-fairness/ [↑](#footnote-ref-1)
2. http://www.worldbank. org/en/news/pressrelease/2015/10/01/ governments-focus-sharedprosperity-inequality-worldbank-group-president [↑](#footnote-ref-2)
3. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Quality\_of\_life\_indicators [↑](#footnote-ref-3)
4. https://www.dur.ac.uk/ resources/wolfson. institute/events/ Wilkinson372010.pdf [↑](#footnote-ref-4)