

# SESSION 5: DATA SETS CAN CHANGE MINDSETS

Age range: 11 - 14 years

<b>Outline</b> <p>In this final session, learners will have more freedom and time to create their very own infographic. They will be given a new batch of statistics relating to inequality to discuss and use as a basis for a set of draft designs. Then they will have the opportunity to select and synthesise their favourite design techniques in order to communicate their choice of data in an exciting yet comprehensible way.</p>		
<b>Learning objectives</b> <p>Learners will:</p> <ul style="list-style-type: none"> <li>• Research and discuss different inequality data sets</li> <li>• Consider different layouts, colour schemes, typefaces, pictograms and calligrams</li> <li>• Refine their infographic design skills in Photoshop</li> </ul>	<b>Learning outcomes</b> <p>Learners will learn:</p> <ul style="list-style-type: none"> <li>• To select / find the data set that interests them most</li> <li>• To record and evaluate three design options by hand</li> <li>• To produce a final inequality poster in Photoshop</li> </ul>	
<b>Key questions</b> <ul style="list-style-type: none"> <li>• Which one of these statistics grabs your attention? Why?</li> <li>• How could this new data be represented graphically?</li> <li>• What have you learnt about Photoshop tools / techniques and design elements that could inform your design proposals?</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>• Computers with internet access and <i>one</i> of the following:           <ul style="list-style-type: none"> <li>○ Access to <a href="http://www.easel.ly">www.easel.ly</a></li> <li>○ Photoshop (model instructions are based on the CS6 version but could be adjusted for another)</li> <li>○ Another design programme that the learners are accustomed to using</li> </ul> </li> <li>• Session 5 Teacher's Guide, including:           <ul style="list-style-type: none"> <li>○ Copies of Worksheet 5</li> </ul> </li> </ul>	
<b>Curriculum links</b>		
<b>England</b> Art & Design curriculum links Pupils will: <ul style="list-style-type: none"> <li>• Become proficient in ... design techniques</li> </ul>	<b>Wales</b> Art & Design curriculum links Pupils should be given opportunities to: <ul style="list-style-type: none"> <li>• Explore a wide range of techniques and media to realise their ideas, express their feelings and communicate meaning</li> </ul>	<b>Scotland</b> Art & Design curriculum links <ul style="list-style-type: none"> <li>• I can use and combine the visual elements and concepts to convey ideas, thoughts and feelings in expressive and design work (EXA 3-03a)</li> </ul>

**Before session**

- Assess the outcomes from Session 4 in order to prepare a list of design elements and Photoshop techniques that have been un/successful so far.

**Activity 5**

*Create your own inequality infographic*

- Ask all learners to open the files containing the designs they did in the last session and maximise them on their monitors. If space and time permit, guide the class in a group critique of these outcomes:
  - What are the common characteristics of the strongest designs?
  - How could these designs be improved further (specifically, using design vocabulary)?
  - What other symbols/forms could have been used to convey wealth and its distribution?  
(For example, dollar signs, money bags, coins, etc.)
- Distribute or project Activity Sheet 5 and read through it as a class. Discuss each option, bearing these questions in mind:
  - Does this statistic surprise you?
  - How could you represent it visually and simply?
  - What problems can you predict?
- Direct learners to draft three different infographic design solutions by hand for their chosen statistic. Monitor their progress, looking out for over-complicated approaches and helping each learner pick their most effective option.
- Finally, learners can develop, refine and resolve their chosen design further in Photoshop. Encourage learners to continue to refer to their technical log (Activity Sheet 4.3).

**Differentiation**

*Make it easier.*

- [www.easel.ly](http://www.easel.ly) templates could again be used for this session.
- Learners could also work in groups to compile a list of effective choices other designers have commonly made when creating similar infographics. Typing “inequality infographic” into Google Images should throw up a lot of ideas. Reviewing the Session 3 slideshow may also be useful here.

*Make it longer.*

- Learners could research (in the library and/or at home) inequality further to find their own statistics. They could delve beyond economic inequality, into other unequal facets of society that can be problematic, such as gender or race.

- Challenge learners to translate graphs generated automatically in Excel into more eye-catching infographics. Some good examples can be found at:  
<http://oxfamblogs.org/mindthegap/2015/01/19/billionaires-a-lot-of-wealth-a-lot-of-zeros-and-a-lot-of-influence/>

**Terms of use**

Copyright © Oxfam GB

You may use photographs and associated information in this resource for educational purposes at your educational institution. With each use, you must credit the photographer named for that image and Oxfam. You may not use images and associated information for commercial purposes or outside your educational institution. All information associated with these images relates to the date and time the project work took place.

**Activity Sheet 5      Inequality data options****Choose a statistic to represent**

The bottom half of the world's population owns the same as the richest 85 people in the world.<sup>1</sup>

In 2014, the UK top 100 executives took home 131 times as much as their average employee, yet only 15 of these companies have committed to paying their employees a living wage.<sup>2</sup>

Seven out of ten people live in countries where economic inequality has increased in the last 30 years.<sup>3</sup>

Men are over-represented at the top of the income ladder and hold more positions of power as ministers and business leaders. Only 23 chief executives of Fortune 500 companies and only three of the 30 richest people in the world are women. Meanwhile, women make up the vast majority of the lowest-paid workers and those in the most precarious jobs. In Bangladesh, for instance, women account for almost 85% of workers in the garment industry.<sup>4</sup>

To put the funding for the Ebola crisis into perspective, the World Bank estimates that the economic cost to Guinea, Liberia and Sierra Leone was \$356m in output forgone in 2014, and a further \$815m in 2015 if the epidemic is slow to be contained. The largest increase in wealth between 2013 and 2014 by a single pharma-related billionaire could pay the entire \$1.17bn cost for 2014–15 three times over. Stefano Pessina increased his net worth by \$4bn, from \$6.4bn to \$10.4bn in a single year; the largest single increase in wealth of all the billionaires listed with pharmaceutical and health care interests.<sup>5</sup>

<sup>1</sup> Credit Suisse (2013) '[Global Wealth Report 2013](#)', Zurich: Credit Suisse; and Forbes' List of the World's Billionaires' <http://www.forbes.com/billionaires/list/> (last accessed December 2013)

<sup>2</sup> Oxfam GB (2014) 'Even It Up: Time to End Extreme Inequality', Oxford: Oxfam GB, p.15.

<sup>3</sup> The World Top Incomes Database, <http://topincomes.g-mond.parisschoolofeconomics.eu/>

<sup>4</sup> Oxfam GB, *op. cit.* p.10.

<sup>5</sup> Oxfam GB (2015) '[Wealth: Having It All and Wanting More](#)', Oxfam Issue Briefing January 2015, Oxford: Oxfam GB, p. 8.