

SESSION 2: EQUAL AND UNEQUAL SHARING

Time: 1 hour

<p>Outline In this session learners will think about how resources can be shared equally, and also unequally, between people. The lives of the children in the Young Lives study will be used to demonstrate how resources are shared out globally.</p>	
<p>Differentiated learning objectives</p> <ul style="list-style-type: none"> Learners working at P 1–3 will have the opportunity to engage in coactive exploration of familiar objects, observing the results of their actions and exploring objects. For example, they might share knives and forks out amongst a set of plates, and perhaps place food upon those plates. Learners working at P4–6 will have the opportunity to complete tasks that require them to share a small number of items out equally. Learners working at P7–8 will have the opportunity to share items out equally and unequally and comment on the difference. All learners will have the opportunity to engage with pictures of people from different cultures and places. 	<p>Differentiated learning outcomes</p> <ul style="list-style-type: none"> I have experienced sharing activities. I have shared a small number of items out equally. I have shared items out equally and unequally. I have engaged with pictures of people from different cultures and places.
<p>Key questions</p> <ul style="list-style-type: none"> Is that fair? Who has more? What is the difference? What can you see? 	<p>Resources</p> <ul style="list-style-type: none"> Slideshow 2: Equal and unequal sharing Objects for sharing, for example, plates and cutlery, bricks, food, counters, and so on
<p>Differentiation</p>	
<p>Circle times have been designed to be as inclusive as possible. We hope your whole class will be able to participate in these together, with each learner accessing the content at a level appropriate to them. Differentiated activities have been provided. We encourage you to make the most of the sensory opportunities provided in each session, by choosing suitable resources; for example, instead of using small plastic counters for counting, choose something that will stimulate your learners as they handle it, such as pom poms. We understand that your learners are likely to present a unique set of abilities and skills and trust that you will be able to use these resources to meet their differing needs.</p>	

Activity Outline

Starter (15 min)

Inequality between countries

- Share out items between your learners, equally and unequally, asking whether the sharing is fair each time. This activity can be done as a whole class or in small groups.
- Show slides 1–4, and talk about things being equal and unequal, fair and unfair.
- Show slide 5 and point out that money is not shared fairly between countries. Some countries are richer than others. Point out that the UK is a wealthy country, while Ethiopia, India, Peru and Viet Nam are less wealthy.

Activity 2.1 (30 min)

Practical division

- Explain to learners that when we share things out this can also be called dividing. When I share my sweets between three people, I divide my sweets three ways.
- Give learners sharing tasks to complete:
 - familiar real-world tasks: knives and forks to plates, lids on cups, and so on
 - small numbers of objects: for example, 6 bricks into 3 boxes, 10 counters between two plates
 - large numbers of objects: for example, 21 counters into 3 piles
 - numerical tasks: for example, what is 8 divided by 4?

Activity 2.2 (15 min)

Inequality within countries

- Refresh learners' memories of slide 5 and go on to share slides 6–12. Encourage learners to think about the idea that resources within a country can be shared unequally.
- To help stimulate discussion, you could ask the learners what they think may be just outside the boundaries of each photo. For example, with the first Ethiopia photo, there could be more animals or people. They could imagine how far away the river is, and think about how heavy the water containers are. It is important for them to realise that there are positive aspects to the lives of many poor people. For example, fetching water sometimes gives people a chance to talk to their friends. They could think about the good and bad things about the four locations in the photos. For example, the lack of noise and pollution in the rural Ethiopian scene, versus the hard work of carrying the water and the danger from disease.

Activity 2.3 (15 min)

Equal opportunities?

- Show slide 13 and talk together about the opportunities we have and the opportunities the Young Lives children have.

- Use slides 14-18 to explore opportunities linked to access to services in more depth:
 - Does everyone have taps with clean water in their house? Who does and who does not? Point out that it is often poorer people who do not have water pumped to their houses. This means they have less spare time because they spend time fetching water from a communal water source. Sometimes these water sources do not contain safe drinking water, which means people using them are more likely to get ill.
 - Does everyone have the same amount of time to play? Some children have to do more work around the home than others, leaving them with less time for play.
 - Does everyone have the chance to go to school? Many children around the world cannot go to school or have to leave early because there's no secondary school near where they live. This means they will not learn as much and that they will have fewer choices about what they will do when they grow up.
 - Does everyone have the chance to go to the doctor when they are ill? What happens if they are not able to do that? People who are sick may not recover from illness so quickly. They could die.
 - What might be the benefits of having access to technology?

Plenary (10 min)

Thinking more deeply about inequality

- Remind learners that they heard about two different kinds of inequality in this session. Ask if any can remember what they were (between country and within country inequality). Learners may also talk about inequality of opportunities because of different levels of access to services.
- Ask learners if they think it is fair that some people are very rich, while others are very poor:
 - *Is it right that some people can afford to travel in private jets whenever they want, while others can't afford to go to the doctor?*
 - *Is it right that some people do not have enough to eat, while others do?*

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