

UNIT 1 SESSION 6: WHAT DOES INEQUALITY MEAN?

Age range: 8 - 12 years

<p>Outline Learners will use the concept of sharing to understand what inequality means. They will then consider ways in which inequality might affect the lives of young people.</p>		
<p>Learning objectives</p> <ul style="list-style-type: none"> To be able to solve a mathematical problem in a logical way. To explain what inequality means. To recognise that inequality exists, both between and within countries. To know some of the ways in which life is unequal for people living in poorer countries or sectors of the population. 	<p>Learning outcomes</p> <ul style="list-style-type: none"> Learners will use logic to identify all possible ways of sharing six pencils between three children. Learners will use sharing to show equal and unequal distributions. Learners will identify some ways in which the lives of young people might be impacted by inequality. 	
<p>Key questions</p> <ul style="list-style-type: none"> What does inequality in different places and countries mean? What different combinations are there? How will we make sure that we find all the possible combinations? Is there a logical way to solve this problem? What might be unequal about the lives and opportunities of young people? How might inequality affect the lives of young people? 	<p>Resources</p> <ul style="list-style-type: none"> Unit 1 Slideshow (Sessions 4 – 6): Slides 32 – 40 Activity sheet 1: <i>What does inequality mean?</i> 	
<p>Curriculum links</p>		
<p>England <i>Pupils should be taught to:</i> Mathematics Ratio and proportion</p> <ul style="list-style-type: none"> Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	<p>Wales Mathematics Number</p> <ul style="list-style-type: none"> Use a variety of mental methods of computation; extend informal written methods to non-calculator methods. 	<p>Scotland Numeracy and Mathematics: Number and measure</p> <ul style="list-style-type: none"> I have investigated the everyday contexts in which simple fractions, percentages or decimal fractions are used and can carry out the necessary calculations to solve related problems. <p style="text-align: right;">MNU 2-07a</p>
<p>Important teaching note These are suggested activities and resources to support your teaching rather than guide it. Additional teaching input may be required to develop learners' knowledge, skills and understanding of some of these concepts.</p>		

Activity 6.1 (35 min)

- Ask learners what they think inequality means. Show slide 33 of the *Unit 1 Slideshow (Sessions 4 – 6)* and explain that we can think of inequality as the difference between the things some groups of people have compared to other people. It's a bit like looking at how big a slice of cake one person has compared to another.
- Show slide 34. Ask learners to imagine a bag of six pencils and three children. *How would you share the pencils out so that every child has an equal number of pencils?* Click forward on the slideshow to show that we would give each child two pencils. Say that the pencils are shared fairly. We can call this an equal distribution.
- Now show slide 35 and ask learners how they could share out the pencils so that they are unequally distributed. Record a few of their ideas on the board. Click forward on the slide to show an example. Say that the pencils are now shared unfairly. This would be an unequal distribution.
- Show slide 36 and ask learners to think about all the possible ways in which the pencils could be shared out. The mathematical focus in this activity is on learners' approaches to solving the problem. Possible questions could include:
 - *What different combinations are there?*
 - *How will you make sure that you find all the possible combinations?*
 - *Is there a logical way to solve this problem?*
- Learners could work individually or in pairs for this activity. Encourage them to think about what would be a logical order for solving this problem. An example is provided below.

Child 1	Child 2	Child 3
6	0	0
5	1	0
4	1	1
3	2	1
2	2	2

Differentiation

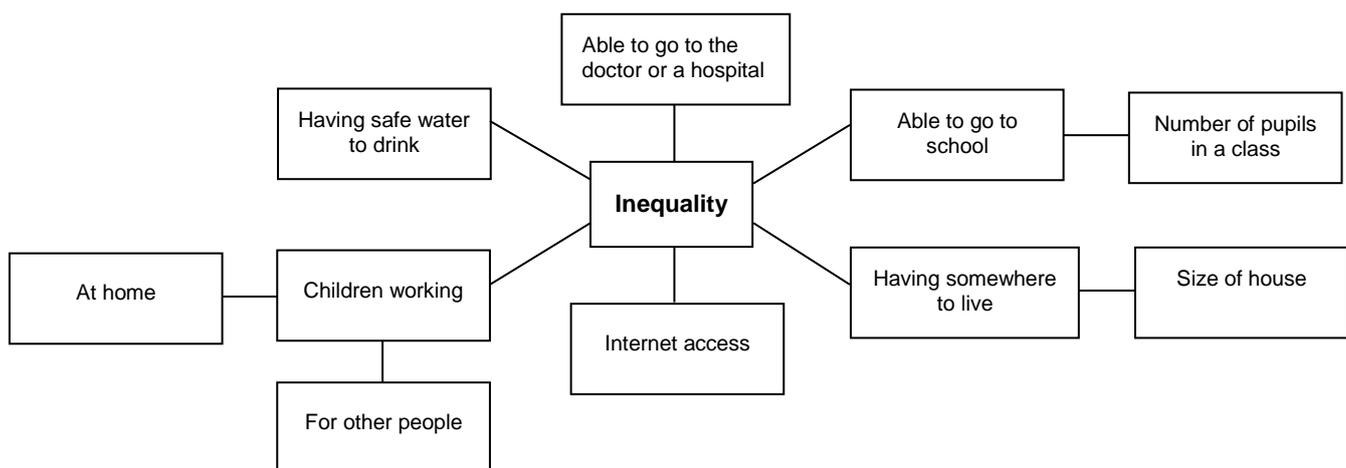
- *The number of pencils and or children could be varied to support or challenge pupils.*

Activity 6.2 (25 min)

- Show slide 37 and explain that there is inequality between countries, for example some countries are wealthy while others are extremely poor.
- Show slide 38 and explain that there is also often inequality within countries, where many people have only a little and a few people have a lot.
- Show slide 39 and say that inequality isn't just about how much money is shared out between or within countries. Inequality also affects the opportunities that people have. Ask learners to think about other ways in which children's lives and opportunities might be unequal. You might want to remind them of their lists of well-being indicators that they came up with in *Unit 1 Session 5*. Discuss their ideas and make the point that there are many ways in which inequality affects

people’s lives, such as opportunities for and conditions of employment and access to water, education and health care.

- Explain that learners are going to be learning more about the lives of children in the four Young Lives countries and how they are affected by inequality.
- Show slide 40 and ask learners to complete: *What does inequality mean?* (Activity sheet 1). Learners should create a spider gram of any ways in which they think the lives of children within and between countries might be unequal. Learners could add to these spider grams as they work through *Units 2 and 3*.



Further ideas

- You could use a consequences wheel to support learners in thinking through the potential consequences of some of the above inequality issues on the lives of the Young Lives featured children, for example not being able to go to school. See p. 14 of Oxfam’s *Global Citizenship in the Classroom: A guide for teachers*: www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides
- Discuss some of the reasons why inequality exists, for example why some children are not able to go to school. A why-why-why chain could be used to as a framework for this. See p.12 of Oxfam’s *Global Citizenship in the Classroom: A guide for teachers*: www.oxfam.org.uk/education/global-citizenship/global-citizenship-guides

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What does inequality mean?

Activity sheet 1

Think about all the ways in which the lives of children might be unequal. Remember inequality isn't just about how much money a person has, it is also about access to opportunities and the things you need to be 'well'. Write or draw your ideas in a spider gram. You can add to your spider gram as you work through Units 2 and 3.

Inequality