

# Inequality

## 1. Practical information

<b>Theme</b>	Inequality around the world
<b>Goal</b>	The pupils are introduced to the theme of inequality around the world.
<b>Level</b>	3/4 ASO/TSO
<b>Time</b>	80 - 100 minutes
<b>Type</b>	<ul style="list-style-type: none"><li>- Group activity</li><li>- Reading</li><li>- Role play</li></ul>

## 2. Preparation

<b>Preparation time for teacher</b>	<p>± 10 minutes</p> <p><i>To do...</i></p> <ul style="list-style-type: none"><li>- Collect a beamer and a computer</li><li>- Print out the worksheets</li><li>- Print out the cartoons</li><li>- Collect some dictionaries</li></ul>
<b>Materials</b>	<ul style="list-style-type: none"><li>- (Computer + beamer)</li><li>- (Worksheets)</li><li>- (Cartoons)</li><li>- Dictionaries</li></ul>

## 3. Objectives

<b>VOET</b>	<p><b>Gemeenschappelijke stam:</b> 1, 2, 8, 10, 13, 16, 18, 19, 20, 25, 26</p> <p><b>Context 2:</b> 2, 3, 6, 7</p> <p><b>Context 3:</b> 6, 9</p> <p><b>Context 5:</b> 3, 4</p> <p><b>Context 6:</b> 2</p> <p><b>Context 7:</b> 2, 3, 4, 5</p> <p><b>Leren leren:</b> 6, 11</p>
<b>Formation objectives: English</b>	<p><i>Language</i></p> <ul style="list-style-type: none"><li>- The pupils are able to talk about "Inequality"</li></ul>
<b>Formation objectives: Human rights</b>	<p><i>Personality formation</i></p> <ul style="list-style-type: none"><li>- The pupils are willing to share their feelings with their classmates about a certain topic.</li><li>- The pupils are willing to ask for help.</li><li>- The pupils become critical: they become conscious of inequality.</li><li>- The pupils are able to discuss world issues.</li></ul> <p><i>World view</i></p> <ul style="list-style-type: none"><li>- The pupils are able to have a discussion about inequality. They are able to recognise situations in which inequality occurs.</li><li>- The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights, become aware of and adapt their own attitudes considering certain human rights.</li></ul>

<b>Final attainment goals</b>	<i>Listening: /</i> <i>Reading: 10, 12, 16</i> <i>Speaking: 24, 25, 28, 29</i> <i>Writing: 33, 38</i>
<b>Attitudes</b>	- The pupils are conscious of their own feelings towards inequality. - The pupils are able to behave positive in terms of equality.
<b>Strategies</b>	- The pupils are able to use a dictionary efficiently. - The pupils are able to question themselves about a certain topic. - The pupils are able to use keywords to construct/conduct a conversation.

#### 4. Remarks

<b>Remarks</b>	You can choose to drop the role play if you want to have a shorter activity
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## 5. Activity and instructions

ACTIVITY	INSTRUCTIONS
<b>Introduction</b>	<p><b>STEP 1: discriminating</b></p> <p>At the beginning of the lesson, you are actually going to 'discriminate' your pupils to have them feel what inequality feels like. Here are some ideas you can use.</p> <ul style="list-style-type: none"> <li>- All pupils of which the family name starts with a "v" have to stand up and stay like that. The others can remain seated.</li> <li>- All pupils with brown hair can't speak anymore! The others can talk quietly with their neighbours for a little while. (make sure you don't overdo this one in terms of time)</li> <li>- All left-handed pupils have to use their right hand to write from now on. (Take your diaries...)</li> <li>- All blue-eyed pupils have to close their eyes.</li> <li>- ...</li> </ul> <p><b>STEP 2: discussion</b></p> <p>In this next step, you are going to elicit from the pupils how they felt being treated unfairly. Ask the following questions.</p> <ul style="list-style-type: none"> <li>- X, How did you feel when you had to/couldn't...? Why did you feel like that?</li> <li>- Did you like the situation? What would you have liked better?</li> <li>- Did you think this was fair? Why (not)?</li> <li>- Can anyone tell what we call this type of treatment? (discrimination)</li> <li>- This is a case of inequality. "We are all born free and equal" is one of the human rights. What do you know about human rights? Do you think this is a good human right? Why (not)?</li> </ul>
<b>Cartoon</b>	<p><b>STEP 1: reading and discussing cartoons</b></p> <p>Show the pupils different cartoons on inequality. You can choose either to show the cartoons with a beamer, printed out in a bigger version (which is bit less convenient for the pupils to read) or printed on a worksheet.</p> <p>Ask the pupils the following questions.</p> <ul style="list-style-type: none"> <li>- What do you see in this cartoon? What is happening?</li> <li>- What inequality do we see here?</li> <li>- Do you think the situation is fair? Can you think of a situation?</li> <li>- What do you see in this next cartoon?</li> <li>- Can you see a similarity with the previous cartoon? What is different?</li> <li>- ...</li> </ul> <p><b>Remark:</b> Alternatively from doing all cartoons with the entire group, you can divide the cartoons amongst the pupils, giving only one of the cartoons to each couple of pupils. They then have to examine their cartoon and have to be able to explain and comment them. This is more appropriate for classes that aren't that good at English, since this way they get more time to prepare an explanation.</p> <p>To save time, you can choose to give only one cartoon to each couple of pupils.</p> <ul style="list-style-type: none"> <li>- Have you seen something the three cartoons have in common. (they can answer in Dutch if they don't know in English) (inequality)</li> <li>- No inequality is one of the human rights. Do you think it is a good thing that that is a human right? Why (not)?</li> </ul>

	<p>- Do you think inequality happens a lot? Can you give some examples from anywhere in the world / in your own life?</p> <p><b>STEP 2: writing cartoons</b>  In pairs, the pupils have to invent their own cartoon on inequality. They get 3 cartoons in which the written words have been left out. They have to choose one and write a cartoon about inequality starting with the blank cartoon. Of course, the pupils can also choose to draw their own cartoon if they are good at drawing or if they want to write something on another situation.  <b>Remark:</b> Bring a dictionary to class so the pupils can use it to look up words they want to use.</p> <p><b>STEP 3: presenting cartoons</b>  You have to indicate pupils to tell what they have come up with in their cartoon.  You can ask the other pupils following questions.</p> <ul style="list-style-type: none"> <li>- What do you think of this cartoon?</li> <li>- Did you like it?</li> <li>- Who had something similar with this cartoon? What?</li> <li>- Who had something completely different with this cartoon?</li> </ul>
<b>Roleplay</b>	<p><b>STEP 1: pre-speaking</b>  Tell the pupils that they will be divided in groups of three or four and that they have to invent a role play concerning inequality. They can choose either to take one of the situations of the cartoons or to reinvent a situation.  <b>Remark:</b> The time it should take depends on the amount of pupils and the amount of time that is available (anywhere between 1 and 2,5 minutes).  Go through the rules with the pupils.</p> <ul style="list-style-type: none"> <li>- All pupils of the group need to have a part in the role play.</li> <li>- It should be clear which inequality the role play is about.</li> <li>- The pupils should show respect towards the different inequalities.</li> <li>- The pupils don't have to write everything down, but they should have a paper with keywords on it so they can perform it in front of the class.</li> </ul> <p>Then divide the class into groups of three or four pupils and let them prepare. The pupils get about 10 minutes to prepare.  During the preparation, the pupils can use a dictionary and can ask help from the teacher.</p> <p><b>STEP 2: speaking</b>  When finished, have the different groups perform their piece.  After each role play, try and start a little discussion with the pupils (both the actors and the audience).</p> <ul style="list-style-type: none"> <li>- What did you see? Can you describe the situation? (audience)</li> <li>- What was wrong about the situation? What made it that there was inequality?</li> <li>- What could any of the fictive people have done differently so there would not be any inequality?</li> <li>- What can we/you/they do to stop this inequality?</li> <li>- What did you want to show? (actors)</li> <li>- How did you feel when you were playing this? (actors)</li> <li>- What would you as a person have done differently? Why? (actors)</li> </ul>

	<p><b>STEP 3: post-speaking</b></p> <p>Try and elicit what the pupils have learned today through asking some questions.</p> <ul style="list-style-type: none"><li>- Where there situations that struck you today? Which ones?</li><li>- What have you learned today?</li><li>- Do you feel any different about human rights / inequality? In what way?</li></ul>
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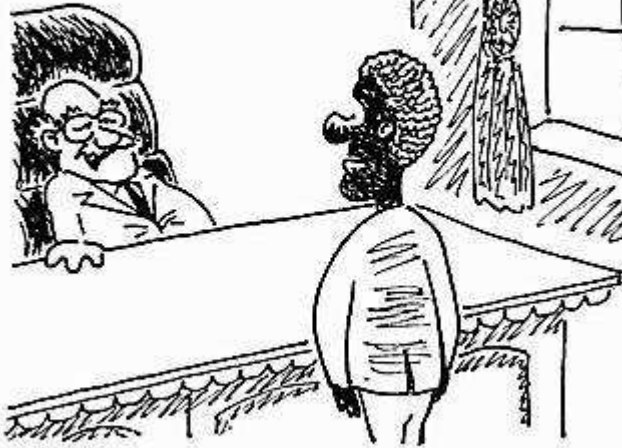
## 6. Enclosures

- 6.1 Cartoons
- 6.2 Blank cartoons

## 7. Sources

- Cartoonstock. (Verified 19 May 2010).  
<http://www.cartoonstock.com/>
- Vormen VZW. (Verified 19 May 2010).  
<http://www.vormen.org/>

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search ID: jra0029

"We're a colourblind company here, Johnson.  
To us you are black and invisible."

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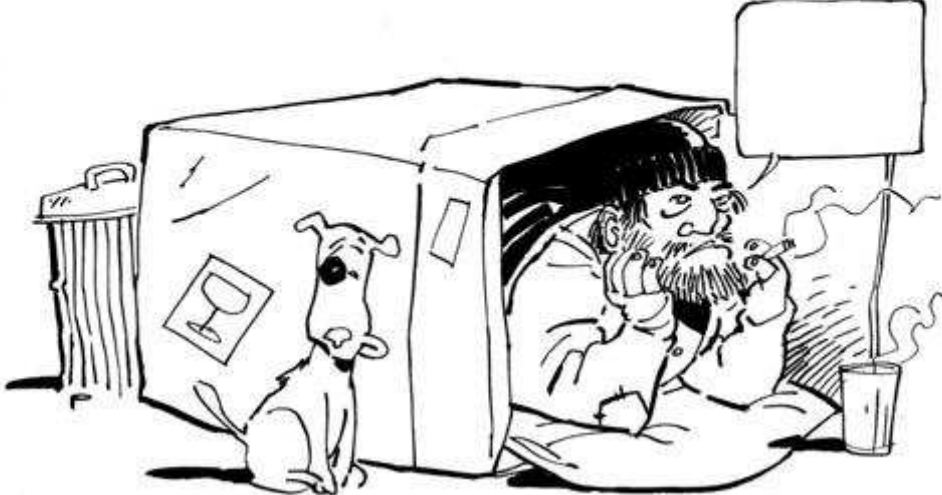


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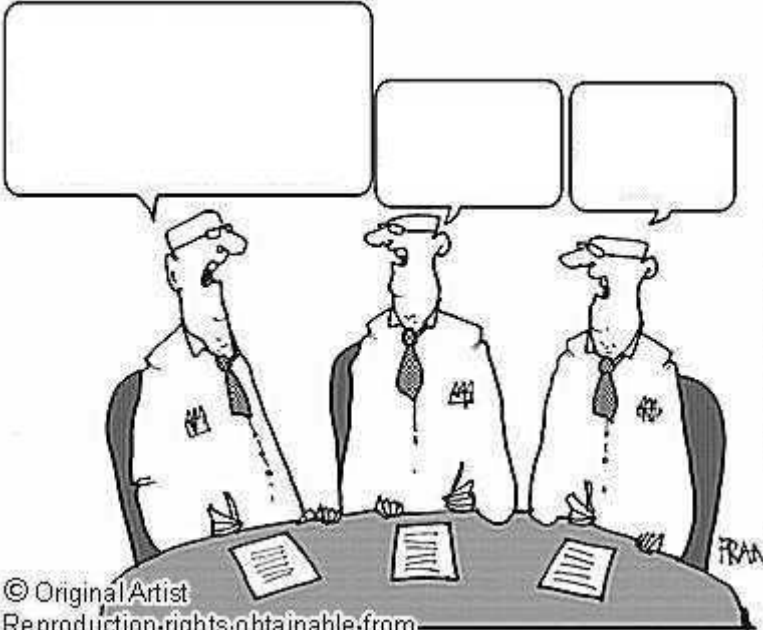
"Good News from Accounting - The rich are still getting richer and the poor are still getting poorer."

<http://www.cartoonstock.com/cartoonview.asp?catref=rth0511>

**Blank cartoons**



<http://www.vormen.org/Rechtvaardig/Caroons.html>



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