

3. Our Wealth



Aim: To gain insight into global inequality



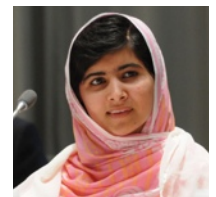
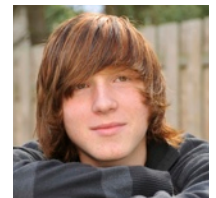
Objectives: Young people will...

- Learn about the gross inequality and injustice that exists in the world.
- Experience what inequality might feel like.

Background Resources and Links:

- [Give What We Can - How Rich Am I?](#)

You will need: Small packets of sweets (enough for one for each pupil), profile cards.



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Game: "Sweet Grab"

Game exploring inequality amongst children, using case studies gathered by UNICEF Projects and data based on the [WIDER 2006 Study The World Distribution of Household Wealth](#) Development Economics Research of the United Nations University (UNU-WIDER). **Wealth = the value of physical and financial assets less debts.**

- "The richest 2% of adults in the world own more than half of global household wealth."
- "The richest 1% of adults alone owned 40% of global assets in the year 2000" (now its 43%).
- "The richest 10% of adults accounted for 85% of the world total"
- "The bottom half of the world adult population owned barely 1% of global wealth"
- "The research finds that assets of \$2,200 per adult placed a household in the top half of the world wealth."
- "The richest 10% of adults in the world required \$61,000 in assets."
- "\$500,000 was needed to belong to the richest 1%, a group of 37 million members worldwide." (In the year 2000 - it has since increased).

1. Preparation: Fold and seal profile cards according to your group size and divide your group accordingly (because of group size variation, this is a simplified version of the actual wealth distribution, for accurate figures refer notes above):

- **Group 1** - Mega Wealthy = 2% of class.
- **Group 2** - Rich = 10% of class.
- **Group 3** - Middle Income = 40% of class.
- **Group 4** - Poorest = 50% of class.

2. Division of class:

- 1 child represents the "Mega Wealthy" (**Group 1**).
- Take 10% of the class to represent "Rich" (**Group 2**) (if there are less than 20 in your group combine **Group 1** and **Group 2**).
- Divide the rest of the class in half.
- One half - 1 or 2 people represent "Middle Income" (**Group 3**).
- The other half + 1 or 2 people represent the "Poorest" (**Group 4**).

3. Division of sweets:

- **Group 4** "Poorest" give all their sweets to **Group 1** "Mega Wealthy".
- **Group 2** "Rich" keep all their sweets.
- **Group 3** "Middle Income" share their sweets however they wish with **Group 4** "Poorest".

4. Play: Handout out a packet of sweets with each profile card ask the group to follow the instructions on their case study.

- Ask **Group 4** to give all of their sweets to **Group 1**.
- Ask **Group 3** to open their packages and share their sweets (however they choose) with **Group 4**.
- Tell **Group 2** to keep their sweets.

Now everyone can eat their sweets and open their case studies.



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Discussion Points:

- What is the reason for playing this game?
- How do you feel about the allocation of sweets you received?
- Ask the students if they can guess what assets were needed to be mega wealthy, high wealth, middle wealth and low wealth?
- *ANSWER \$500,000 (Mw) - \$61,000 (Hw) - \$2,200 (Mw) - under \$2,200 (Lw).*
- **Note: Tell the students to keep their profile cards for homework.**



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View:

- [The Wealth Inequality](#) - Dr. Jason Hickel lectures at the London School of Economics and serves as an adviser to /The Rules. In this video he points to the large scale inequality in the world and argues we need to change the rules. Corporate power is now difficult to reign in through the insufficient democratic institutions we fought for in the 20th century. He is currently working on a new book titled 'The Development Delusion: Why Aid Misses the Point about Poverty' by www.therules.org



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Discussion Points:

- How do you feel about what you have just seen?
- Thinking back to workshop one, does this come close to the kind of world you want to live in?
- How do we contribute to keeping the world as it is today?
- What if any role do you think you have in changing the wealth inequality? Flip chart ideas.
- Why do you think we chose sweets to illustrate inequality. (It was probably the first item you chose to purchase with your own money).



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Closure:

"Poverty is not an accident. Like slavery and apartheid, it is man-made and can be removed by the actions of human beings." [Nelson Mandela](#)



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At Home:

- Ask students to visit the It's About Us website and view the [matching video](#) from their profile card. Answer the questions on their sheet.