

S.A.L.V.E. International Inequality Debate – School Engagement

How does the debate work?

At the beginning of the month, an inequality question will be posted on the forum chosen by children living on the streets in Uganda. People from around the world can participate in the discussion by contributing their idea and thoughts on the child safe forum. Participants can also reply to the comment of others to discuss further. The live discussion is held on the last Thursday lunchtime of every month from 12 am to 2pm or 1-3pm (UK time – changes from British summer and winter time). During this time, not only children in the drop-in centre in Jinja, Uganda but also students from schools in the UK (and all over the world) will join the discussion to share their ideas.

The forum:

To take part in the discussion, please go to www.salveinternational.org/get-involved/inequality-question and click on “join the inequality conversation”. On the website, you can also see previous discussions and topics.

Why should schools participate?

This project is a great way of not only allowing the children in Uganda to discuss important issues with people from all over the world, but also is a way of encouraging students in the UK to engage with global issues.

Activities included in this document can be fit into the following subjects:

- Geography – human geography
- PSHE/Citizenship
- English – debating/persuasive writing

How can schools participate?

Included in this document are lesson plans that would introduce inequality and build an interest in the Inequality Debate. Suitability for age groups is noted at the top of each plan, although all can be adapted to fit specific groups.

We recommend using one of the base lessons and then on the last Thursday of the month, allowing students to work on computers and reply on the forum themselves – there is a template for this lesson below.

Engaging with the Inequality Debate forum

This lesson is adaptable and suitable for ages 9-18

Timings: 30 minutes / 35 minutes if used extension

Learning Objectives:

- To understand arguments for and against for a specific topic of inequality
- To use critical reasoning skills in constructing arguments
- To use the inequality debate forum to engage with a topic of inequality

Activity	Resources needed	Suggested time spent
<p>Activity 1:</p> <ul style="list-style-type: none"> - Introduce topic of inequality – briefly outline what the Inequality Debate is, S.A.L.V.E.’s work and this month’s inequality question - Explain and ask for any questions to ensure understanding of the topic 	<p>Brief knowledge of the inequality question topic (available on S.A.L.V.E. website and forum)</p>	<p>5 minutes</p>
<p>Activity 2:</p> <ul style="list-style-type: none"> - In groups of 3, each group must come up with 2 arguments for either agreeing/disagreeing with the topic (groups can choose which side) - Groups can use computers to research facts if needed - Facilitator/teacher to encourage groups to include reasoning and examples in each argument - Facilitator/teacher to go around each group as they are working to ensure sensible arguments 	<p>Computers</p> <p>A4 paper and pens for planning arguments</p>	<p>10 minutes</p>
<p>Activity 3:</p> <ul style="list-style-type: none"> - Using the inequality debate forum, each group can comment with their arguments and read through other people’s responses - Teacher/facilitator to encourage students to take notes of any interesting comments written by others 	<p>Access to Inequality Debate forum</p>	<p>10 minutes</p>

<p>Activity 4/Plenary:</p> <ul style="list-style-type: none"> - Facilitator/teacher to ask each group whether they now agree/disagree - Facilitator/teacher to take 1 example from each group of the best arguments given - As a class, discuss and come to a consensus on whether they agree or disagree with the topic question 	N/A	5 minutes
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If unable to access forum due to lesson timings etc, use the following plan to replace **Activities 2 and 3:**

Activity	Resources	Suggested time spent
<p>Activity 2:</p> <p>Group students into 4. Assign one pair to ‘agree’ with the topic question and one pair to ‘disagree’</p> <ul style="list-style-type: none"> - In these pairs, come up with 2/3 arguments/examples to support their argument (i.e. support whether they agree or disagree) - Ask pairs to think of what arguments the opposite team may have and create some counterarguments to use in the debate 	A4 paper, pens	5-10 minutes
<p>Activity 3:</p> <ul style="list-style-type: none"> - Each pair will have 5 minutes to explain their side and be as convincing as possible - Give each pair 2 minutes at the end to counter any arguments - As a group, decide which side they agree with and make notes of the best arguments/examples used 	N/A	10 minutes 3 minutes

English - Writing a speech to promote equality

This lesson is suitable for ages 9-14

Resources: Use 'Promoting Equality' worksheet (available below)

Timings: 60 minutes

Learning Objectives:

- To understand forms of inequality
- To understand ways of promoting equality
- To use persuasive writing techniques to write a speech

Activity	Resources	Suggested time spent
<p>Activity 1:</p> <ul style="list-style-type: none"> - Introduce topic of inequality – briefly outline what the Inequality Debate is, S.A.L.V.E.'s work and this month's inequality question - Explain and ask for any questions to ensure understanding of the topic - Explain how laws can help promote equality e.g. by making sure a worker can hold their employer accountable in court if they aren't treating them equally - Ask for examples of laws in the UK that promote equality. Some examples include: <ul style="list-style-type: none"> - Equality Act 2010 - Equal Pay Act 1970 - Human Rights Act 1998 	<p>Brief knowledge of the inequality question topic (available on S.A.L.V.E. website and/or social media channels)</p>	<p>10 minutes</p>
<p>Activity 2:</p> <ul style="list-style-type: none"> - Split class into groups of 4/5. - Scenario for each group: you are a worker who is passionate about promoting equality. You want to write a speech to take to the government to persuade them to introduce a new law. Use worksheet provided 	<p>'Promoting Equality' worksheet (below)</p>	<p>5 minutes</p>
<p>Activity 3:</p> <ul style="list-style-type: none"> - Have groups assign roles to each person – 1 person researching, 2 people creating a new law to promote equality and 1 or 2 people (depending on group size) drafting points for the speech - Have groups come together to finalise the points of their law and write the final speech 	<p>A4 paper, pens</p>	<p>10 minutes 10 minutes</p>

<p>Activity 4:</p> <ul style="list-style-type: none"> - Each group presents their speech and explains their law 	N/A	20 minutes
<p>Activity 5/Plenary:</p> <ul style="list-style-type: none"> - Discuss as a class how best the government could promote equality on this topic (i.e. which law proposed was best, were any similar and would work etc.) - Discuss learning objectives and what the class has learnt about inequality 	N/A	5 minutes

Team members.....

Promoting Equality

You are a worker who is passionate about promoting equality. You have recently found out about the inequality around the world and in the UK and want to help. You decide to draft a law and write a speech to take to the government.

Circle the topic of inequality you are focusing on:

Homelessness

Access to education

Domestic abuse

Child rights

War

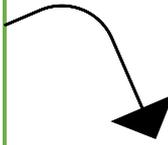
Poverty

Gender inequality

Why are you focusing on this topic?

Reason 1:

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Reason 2:

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What will the law you propose include?

Name of law:.....

What will this law do:.....

Will this law cost? If yes, how will you pay for it:.....

Who will this law help:.....

How will it be implemented:.....

PSHE/Citizenship - Discussion and “Power Walk” to understand global inequality

This lesson is suitable for ages 13+

Timings: 40 minutes

Learning Objectives:

- To understand how global inequality affects different people across the world
- To understand why access to education is important when tackling gender inequality

Instructions	Resources	Suggested Time spent
<p>Activity 1:</p> <ul style="list-style-type: none"> - Ask students for definitions of “inequality” and forms of inequality. Some examples may include; gender inequality, racism, poverty, age discrimination 	N/A	5 minutes
<p>Activity 2 (“Power walk”):</p> <ul style="list-style-type: none"> - Print out role cards (below) and assign one to each student - All students line up at the back of the classroom - Teacher/facilitator reads out statements (below). If the statement applies to a student, they step forward - After reading out the statements, ask some students in different places to read out their cards - All students to discuss what that activity shows about inequality – try to get students thinking about how gender, nationality and poverty may be linked 	Role cards (below) Statements (below) Suitable space (can move desks in classroom or go outside if possible)	15 minutes
<p>Activity 3:</p> <ul style="list-style-type: none"> - Display the following facts on a board/somewhere all students can see them and discuss <i>why</i> these are the case and what difference they make in a society: <p>Studies show that investing in girls – and ensuring they have enough to eat, an education and a safe environment – is the key to transforming lives, lifting families, communities, and entire nations out of poverty. When you educate and invest in a girl she will:</p> <ul style="list-style-type: none"> - Be six times less likely to be married as a child - Have fewer yet healthier children - Increase her contributions to household income by 	N/A	10 minutes

<p>18%</p> <ul style="list-style-type: none"> - Increase her income by 15 to 25% for every extra year she stays in school - Help increase her country's GDP - if 10% more girls attend school, a country's GDP increases by an average of 3%. 		
<p>Activity 4/Plenary:</p> <ul style="list-style-type: none"> - Discuss the following: <p>Do you think boys can experience gender discrimination too? Is gender equality good for boys and men too, why/why not? What role can men and boys play in tackling gender inequality</p>	<p>N/A</p>	<p>10 minutes</p>

Role Cards

<p>You are a 14-year-old girl in Kent. Your parents are married and have jobs, and you are in an after-school program.</p>	<p>You are a 5-year-old boy born to the President of Tanzania. Your parents are very wealthy, and you live in the city.</p>
<p>You are a 5-year-old boy in a city in Mozambique. Your dad has a job and your mom sells vegetables at the market. Your siblings attend boarding school.</p>	<p>You are a 15-year-old girl in London. You have lots of friends, you can buy new clothes every three months, and you are thinking about where you want to go to college.</p>
<p>You are a 5-year-old girl in rural Tanzania. Your father died when you were 3, and you do not attend school because you have to watch your younger siblings while your mom works.</p>	<p>You are a 10-year-old girl in Haiti. Your house has no running water, but your school does. You are the youngest of seven children. Your family is considered poor, but you have enough food to eat and can pay school fees.</p>
<p>You are a 10-year-old boy in Rwanda. You attend primary school. You are the youngest of three children and your parents have passed away from HIV/AIDS. Your 15-year-old brother works so the family can have an income.</p>	<p>You are a 15-year-old girl in Vietnam. You will be married next year to a man your parents will choose. You have completed primary school but did not continue to secondary school because you have to help your parents grow rice. Your two brothers are in secondary school.</p>
<p>You are an 11-year-old girl in El Salvador. You walk two hours to fetch water for your family instead of going to school. You are often harassed by men in your community.</p>	<p>You are a 12-year-old girl in Burkina Faso. You are married and pregnant. You never went to school, and you had no say over when or whom you married.</p>
<p>You are a 17-year-old girl in Egypt. You are married to a man with HIV, and your newborn child also has HIV.</p>	<p>You are the 5-year-old son of a business owner. You live in Los Angeles, California and your family is very wealthy.</p>
<p>You are a 14-year-old girl in Guatemala. You have the measles. You have never been severely ill before. You are in secondary school.</p>	<p>You are an 8-year-old girl in Kenya. Your younger siblings died before reaching age 5. You go to school, and your family has enough money to eat three meals a day.</p>
<p>You are the teenage daughter of the prime minister of Canada. You go to a private school and have access to your own car.</p>	<p>You are a 4-year-old girl living in India without a toilet or clean drinking water. None of your siblings go to school, and your younger brother is always sick.</p>
<p>You are a 10-year old boy born in Indonesia, but your family immigrated to New York City when you were a baby. You go to public school and your family is considered middle-class.</p>	<p>You are a 10-year old girl born in Thailand, but your family immigrated to New York City when you were a baby. You go to public school and work at the family business after school and on weekends.</p>

Statements:

1. I have never encountered a serious financial crisis.
2. I can go to the doctor when I am sick.
3. I am never hungry after a meal.
4. I can walk to the nearest hospital or clinic.
5. I believe boys and girls have the same opportunities in my community.
6. I have housing with running water and electricity.
7. I believe that my language, religion, and culture are respected in the society where I live.
8. I believe that people listen to my opinion on social and political issues.
9. I am not afraid of being stopped by the police.
10. I have never felt discriminated against because of my gender.
11. I believe I can study and follow the career path of my choice.
12. I am not afraid of being harassed or attacked on the streets.
13. I can vote in national and local elections.
14. I am not afraid for the future of my children.
15. I can marry the person of my choice.



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