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| <b>Inequality is:</b>   |  |   |
| when opportunities are not available for everyone, some take advantage over others  | unjust   | Not sharing equally   |
| Not good  | When people do not have equal access to opportunities or resources as they should                    | Not having equal opportunities due to poverty, lack of education, opportunities to access education |
| Disparity in the availability of opportunities and the ability to take certain opportunities on                             | An issue which leads to problems for everybody   | Not balancing the opportunity to others   |
| No recognising ego  | A measurement between those who have the most to the least   | unfair  |
| Disgusting especially in the 21 <sup>st</sup> century when factors regarding your identity and background should not matter |  |   |
| <b>Second</b>   |  |   |
| An unfair society   | The lack of social and cultural capital that allows for taking opportunities                         | An imbalance and affects many different areas of development and society                            |
| Inequality effects the personal satisfaction/contentment level ie productivity and happiness in life                        | About social victimisation and deprivations of opportunities between people                          | Lacking when you should not be  |
| A non balanced of opportunities   | Systemic unfairness  | Working against moral purpose   |
| In global goals for sustainability reducing inequality is on number 10  | Disadvantaged background social mobility and income gap  |   |
| third   | The difference of opportunity between people in a society/societal status/well being or in education | Unequal opportunities due to poverty, race, gender, its effect on people's lives                    |
| Not considering the different backgrounds of students   | A metric expressing stratification can be focused by different categories                            |   |

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| <b>Ways into the curriculum</b>   |   |  |
| Role play, debates and drama in PSHE: students should come up with ideas how to reduce inequality and support each other to overcome barriers | PSHCE – create a workshop about social responsibility, maybe delivered over 4-6 lessons rather than a one off | Development inequality in geography            |
| In geography can teach global inequality rather than just a comparison of global north  | Feudal system and other hierarchies in history  | Whole school objective/curriculum outline PSHE |

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| and south – inequality within rich countries also how it affects the rich                              |   | Cross-curricular  |
| Create a community service lesson or afterschool club to help out and engage with community inequality | Biology hospital effectiveness ratio. Mortality and morbidity rates within different social groups. Contemporary disease prevalence among different working classes | Sustainable development<br>fairtrade<br>Deforestation and effect on country |
| Debating topics in humanities. All voices should be heard  |   |   |

| <b>Support teachers would need</b>  |  |   |
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| Background information on resources if needed where to steer discussion/what points to consider | Being able to distinguish between inequality (outcomes) and equity (opportunities) | Whole school ethos and all staff to be on the same page |
| Space/time to discuss and challenge attitudes   | Confidence   | More research opportunities/funding/conferences         |
| More data available, more reasons/resources will come as result                                 | Shared resource that could be placed in staff rooms                                |   |

| <b>Resources needed</b>  |  |  |
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| Infographics and small, clear pieces of info/facts to illustrate how inequality affects everyone | Short videos like the French children's monopoly (as mentioned) to demonstrate the realities of an unequal society | Professional workshops to talk to and work with teachers   |
| Interactive resources that engage students and other individuals appropriately                   | Study cases and data   | Visuals – pictures for discussion and thinking   |
| Research on the subject/topic – data   | Research articles and graphs that we can read, use, deliver. Preferably meta-analysis and large scale reviews      | There are Facebook (geography) teachers groups or sociology on twitter lots of resources might find some there |

| <b>Levers for engagement</b>  |   |   |
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| Just as during black history month schools promote awareness activities same should be done to highlight inequality in the UK | Geography development case studies can highlight these issues                 | Could be taught as part of lessons such as geography history and English. |
| We can use this concept everywhere in all school. Educate parents as citizens. Policies made by people gone                   | Ethics and emotions embedded as part of all aspects of school and development | Work with local councils and across school engagement/discussion          |

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| through all these diverse nature of groups  |                                 |  |
| Raise pupils aspirations in schools. Close the gap between income gap. Educate pupils about inequality/awareness. | International day of assemblies |  |

| <b>Other questions</b>  |  |   |
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| We need to challenge low expectations when the pupils show them | Unequal pay scales throughout the schools themselves -eg TA don't get holiday pay term time only pay, forced redundancies but increased pay for leadership | Are we painting too gloomy a picture for certain groups: perpetuating narratives or stereotypes |
| How do we deal with disclosure                                  | Reality is gloomy. Don't shy away. Point is to use gloominess for strategizing action  |   |