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Title: Do we need greater equality for a more peaceful society?

Description
 This lesson enables learners to critically engage with research data on the effects of inequality, particularly as it relates to the incidence of violence within society. The likely causes of the linkage are also covered. Learners are encouraged to think about the issues from their own viewpoint and consideration is given to ways in which the issues raised might be addressed

Age?
 14-16

Aims:
 By the end of this lesson learners will:

- Be able to define income inequality
- Be able to describe the link between inequality and the incidence of violence
- Be able to analyse and critically engage with graphical representations of data
- Be aware of the mechanisms by which conflict and violent conduct may emerge

Curriculum links

England

Learning objectives (secondary)

Citizenship | KS3 | the roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities, including opportunities to participate in school-based activities

Citizenship | KS3 | Pupils should use and apply their knowledge and understanding while developing skills to research and interrogate evidence, debate and evaluate viewpoints, present reasoned arguments and take informed action...

Citizenship | KS4 | the different ways in which a citizen can contribute to the improvement of their community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

Geography | KS4/GCSE | Numerical and statistical skills

PSHE | KS3 | Living in the wider world | L1. to recognise, clarify and if necessary challenge their own core values and how their values influence their choices

PSHE | KS3 | Living in the wider world | L20. to explore social and moral dilemmas about the use of money, (including how the choices young people make as consumers affect others' economies and environments)

SMSC - Spiritual | | ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values

SMSC - Moral | | interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.'

Maths Interpret line graphs for time series data

Maths interpret scatter graphs of bivariate data: recognise correlation

Scotland

Outcome summary

Literacy | Listening and Talking: | LIT 3-05a / LIT 4-05aAs I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate

Literacy | Listening and Talking: | LIT 4-04aAs I listen or watch, I can clearly state the purpose and main concerns of a text and make inferences from key statements;

Literacy | Listening and Talking: | LIT 4-04aAs I listen or watch, I can gather, link and use information from different sources and use this for different purposes.

Health and wellbeing | | HWB 0-05a / HWB 1-05a / HWB 2-05a / HWB 3-05a / HWB 4-05aI know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.

Health and wellbeing | | HWB 0-13a / HWB 1-13a / HWB 2-13a / HWB 3-13a / HWB 4-13aThrough contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

Religious and moral education | | RME 4-09bI am able to apply my understanding of a range of moral viewpoints, including those which are independent of religion, to specific moral issues and am aware of the diversity of moral viewpoints held in modern Scotland and the wider world.

Wales

Learning outcome

Welsh Baccalaureate | KS4 | Participation in a Global Challenge • Identify, consider and form a personal opinion on a global issue, e.g. equality

PSE | | Active citizenship

PSE | | Sustainable development and global citizenship

English Language | KS3 | select, interpret and evaluate ideas and information convincingly or objectively

Mathematics | KS3 | Collect and record data

Present and analyse data Interpret results

Resources

Slide show available from <https://schools.equalitytrust.org.uk>, Post It notes, teacher notes

LESSON STEPS

Starter/stimulus/warm-up

Show the slide of the information from Oxfam about wealth distribution.

Ask the learners to write down words that describe how they feel about the information presented. Allow about 5 minutes for this. Learners could be asked to write the words in their books or on post it notes. If the latter then the learners can put their responses on the wall to be referred to during the lesson.

If the former then **collect feedback** through an appropriate method, for example asking for contributions and constructing a spider diagram on the white board.

Main activity

Display the slide on the UN Sustainable Development Goals.

Explain that these are global goals set by the United Nations with specific targets which individual countries and the world as a whole are committed to reaching by 2030.

Ask “given the starter activity which of these goals do you think we will be focusing on today” There may be a number of responses given, for example No Poverty might be mentioned, respond appropriately to all responses asking why they might think that. After a suitable period of time or when the correct one is identified, click through to the slide showing the icon for SDG 10 reducing inequality. Then show the next slide which gives some details of the progress towards this target. There follow two slides which give some indication of income distribution over time. These slides can be skipped with classes who are likely to disengage. If you choose to use them suggested activities are below.

Show the slide of the graph percentage of all income going to top 1% 1930-2016

Ask what does the graph show for [choose a particular country]. This can be done as a whole class activity or smaller groups within the class could be allocated a country. Allow 5-7minutes for this activity.

Show the graph of the Gini coefficient for the UK. Explain that the Gini coefficient measures inequality across the whole of society rather than simply comparing different income groups. If all the income went to a single person (maximum inequality) and everyone else got nothing, the Gini coefficient would be equal to 1. If income was shared equally, and everyone got exactly the same, the Gini would equal 0. The lower the Gini value, the more equal a society.

The UK's Gini is 0.35.

Mention that Most OECD countries have a coefficient lower than 0.32 with the lowest being 0.24. The UK, a fairly unequal society, scores 0.35 and the US, an even more unequal society, 0.38. In contrast, Denmark, a much more equal society, scores 0.25.

Ask why this might be important, at this stage refer back to some of the words that the learners posted at the start of the lesson. It might be necessary to seed some words such as injustice, unfair etc if these weren't forthcoming. After about 2 minutes of discussion which is likely to focus around natural justice (although be aware that there may be a viewpoint which sees merit in the higher income for certain sections of the population) **show** the slide which shows the graph demonstrating that health and social problems are worse in more unequal countries.

Direct the learners to analyse the graph and write a sentence which summarises the information that is presented. **Circulate** around the room to get an idea of the responses. After 3 minutes **ask** for a few contributions from learners.

State that today we are going to focus on one aspect namely that linked to homicide and indeed violence in general. **Show** the graph, no major discussion is needed here, so move onto the quote on the slide titled Inequality is Structural Violence. **Ask** learners to read this and to **consider** the strength of the argument. **Elicit** the point that this is based on a review of 35 studies. Questions might include "how strong is this evidence?"

Show the slide A Young Person's Experience. Read the slide or engage in discussion around the learner's own experience of fighting, bullying and finding their peers unkind.

Ask learners to predict where the UK is going to appear on the graph. **Point out** that the UK had the highest level of young people experiencing conflict in 2007. **Ask** the pupils to write down whether this is likely to have changed since then. Get them to justify their thoughts.

State that "we can see that there is a link between income inequality and experience of violence and conflict". **Ask** why might that be? **Show** the slide and ask learners to read it and respond to the assertion. **Show** the slide linking income inequality to status anxiety. **Ask** if they can think of any examples where social status matters. Where do we get our views about status? What is the link between income and status etc? Discussion around this might include advertising, product envy, social media influencers.

Final plenary

The plenary activity is framed around ideas for action on the issues raised. Begin with a quick task: **ask** the learners to summarise what they have learnt during the lesson. **Circulate** while this is happening to get some ideas of the progress against the aims. If time allows some of the contributions can be shared.

Then **ask** “what can be done about it?”, take ideas from the learners. This can be done verbally or you might use post it notes on the wall.

When this activity has finished then **show** the slide The #Endviolence Youth Manifesto (the link takes you to the website which can be displayed if you wish). End with the slide The Manifesto Commitment.

Ask what they think of this and if they can see any parallels to policies and attitudes in their setting.

Follow-up ideas

Read

Why Inequality Matters – a brief summary of The Spirit Level [[pdf](#)].

About Inequality – an [online resource](#) exploring the scale, drivers and impacts of inequality.

Watch

Social inequalities in France demonstrated by a game of Monopoly - [video](#).

Listen

[Who we are, who we aren't](#) - an exploration of race, class and inequality from Bollo Brook Youth Centre. [content warning: contains language some may find offensive, including racial slurs in the context of exploring race in modern Britain].

Take Action

Become a [Young Equality Campaigner](#) – start a group working for a more equal and peaceful UK.

Get creative

There is a natural link here to the poster that was presented as part of the starter. Learners can be asked to produce a campaign artefact: a poster, a banner, a short piece to camera to illustrate the importance of addressing income inequality to create the conditions for a more peaceful society.