

Drama (with many cross-curricular links)

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Theme

Cycle of oppression

Learning objectives

To enable students to gain an overview of the world's population (cross-curricular links with Citizenship, RE, PSHE, Geography, Economics)

Teacher’s notes

The focus of the lesson is equal opportunities and avoiding oppression.

This can be assessed as a drama-focused activity (assessment 3) as GCSE Speaking and Listening coursework.

Resources

Worksheet: *100 people*

References

Web:

www.life-cycles-destiny.com/for/100people.htm

Introduction

Explain to students that the focus of the lesson is equal opportunities and avoiding oppression.

Show the students or ask them to find the web page www.life-cycles-destiny.com/for/100people.htm

You may wish to point out that the figures are unsubstantiated.

Can the class track down accurate figures? (See extension activities)

Activities

1. Explain to the group that there are 6 billion people living on the planet. According to the information on this web page, if that number were represented by a mere 100, the composition of the world would be:

57 Asians

21 Europeans

14 from the Western Hemisphere, both North and South

8 Africans

52 would be female

48 would be male

70 would be non-white

30 would be white

70 would be non-Christian

30 would be Christian

89 would be heterosexual

11 would be homosexual

Six people would possess 59% of the entire world's wealth and all six would be from the United States.

80 would live in sub-standard housing

70 would be unable to read

50 would suffer from malnutrition

1 would be near death

1 would be near birth

1 would have a college education (yes, only 1)

1 would own a computer

- Ask how many figures are over 50%. Point out that these are the only majorities.

- Are they surprised by any of the groups who appear to be in the minority?

- What do these statistics tell us about the unequal distribution of wealth?

It may be necessary to spend some time discussing this and the importance of campaigns such as Make Poverty History.

2. Remind students that the focus of the lesson is equal opportunities and avoiding oppression.

Divide the class into groups of about four people. Each group is the imaginary government of an imaginary island where 100 people have been washed ashore from a shipwreck.

They are to ignore the figures concerning the distribution of wealth and assume that what wealth there is will be distributed equally among the 100. Ask them to focus on the statistics shown in **bold**. These figures represent the exact makeup of the new population of the island.

Each 'government' has to make up eight laws to prevent discrimination and ensure the human rights and equality of opportunity for all the inhabitants of the island. They must include the following terms in some or all of their laws:

- race
- ethnicity
- religion
- work.
- sexual orientation
- gender
- health
- education
- housing

Each group will need a scribe and someone to report back to the class.

Monitor the groups as they work on the task and remind them of the time. In terms of assessment the process is more important than the outcome.

Each group needs to feed back the laws that they have made.

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Plenary

Ask students to reflect on what they have learned. They might do this as a short written activity.

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Optional extension activities

1 Look at the suggestion on page 31 about the limitations of online research.

- Where might the statistics on this website come from?
- Are they open to dispute?

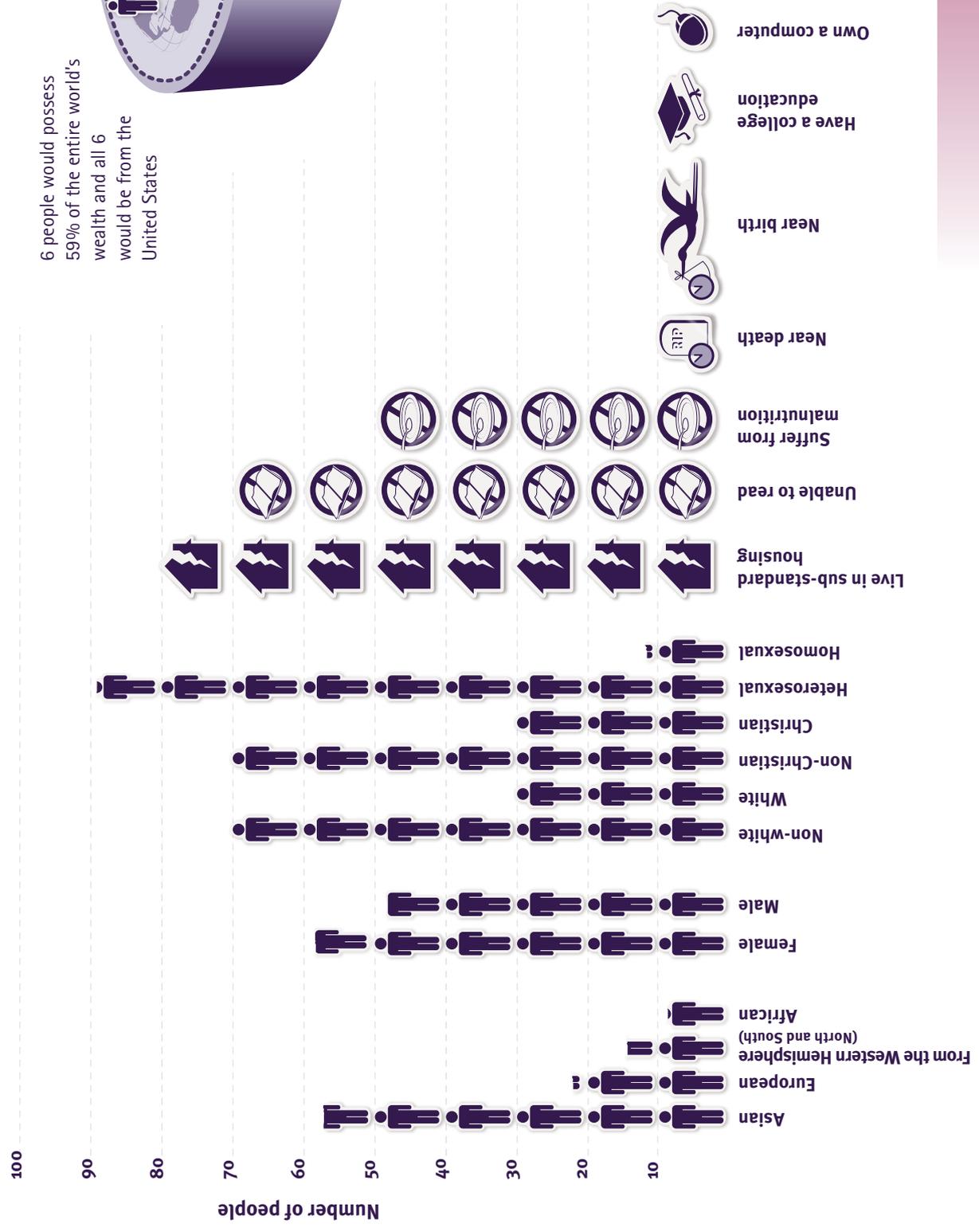
2 The figure for the numbers of LGB people would appear to be high based on some estimates. However, even taking the lowest figures into consideration, this still suggests there are far more LGB people in the world than college graduates and computer owners.

- What does this tell us about what constitutes a 'minority'?

3 It might be useful to explore the power and use of language here.

- What is the makeup of the group of 70 'non-Christians' referred to?
- Is this the most useful language for an activity designed to challenge discrimination?
- Do terms like 'non-white' suggest that the exercise has been written from a liberal, white Christian perspective? Does this matter?
- Might it have been done deliberately to provoke debate – or indicate unconscious prejudice?
- How, in attempting to challenge stereotypes, can we sometimes reinforce them?

There are 6 billion people living on the planet. According to the information on this web page, www.life-cycles-destiny.com/for/100people.htm if that number were represented by a mere 100, the composition of the world would be as shown in the graphs below:



6 people would possess 59% of the entire world's wealth and all 6 would be from the United States

