

Global food inequality – simulation game

Time	Objective	Activity	Resources required																														
15 min	To help students recognise the unequal distribution of food around the world.	<ol style="list-style-type: none"> Ask the 25 students to stand and form a circle representing the total world population of over 7 billion people. Explain that each person represents about 4% of the world's population or approximately 286 million people. Ask 3 of the circle to sit on the floor around a bowl with 1 x corn chip each and a small bottle of dirty water. Say: 'You represent the approximately 1 billion people of the world who live on less than \$1.25 per day and who do not get enough food to be healthy and lead an active life. You are undernourished and often sick. Many of your children will die before their fifth birthday. Many of your children will either never attend school or only a few years of primary school. You and your children may be forced to work in dangerous conditions. Some of you will die of hunger this year.' Ask 8 of the circle to sit on a chair. Provide 2 x corn chips each. Say: 'You represent the approximately 2.2 billion people of the world who live on about \$2 per day. Many of you are frequently hungry. You spend long hours working to produce or purchase what food you do have. Your children may go to primary school for a few years but only some will finish or go on to secondary school. You and your family are vulnerable to illness. You could easily lose what little you do have.' Ask 10 of the circle to sit at the table with a bowl of corn chips. Say: 'You represent the people of the world who are not extremely poor but who also don't live in a country with a very high level of development. You earn enough to provide for your family. Your children go to school. You are generally healthy. But you are vulnerable. For many of you, losing crops to natural disasters, or a serious illness, or rapid increases in the price of food could throw you into poverty. You may not have savings or government support systems like welfare benefits to protect you.' Ask 4 of the students to go and sit at the table with the bowls of lollies, fruit, and lots of corn 	<ul style="list-style-type: none"> Corn chips Lollies eg: jelly beans Fruit Bowls Bottles/jugs of clean and dirty water Chairs Tables <p>Below is a table showing distribution using different group sizes – 50, 30, 25 or 10 students. Depending on the size of the group, the bold figures in the 'Activity' instructions will need to be changed accordingly.</p> <p>Note for step 1 of the activity: 2% world population = 143 million 3.3% = 239 million 4% = 286 million 10% = 716 million</p> <table border="1"> <thead> <tr> <th>Step</th> <th>50</th> <th>30</th> <th>25</th> <th>10</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>2%</td> <td>3.3%</td> <td>4%</td> <td>10%</td> </tr> <tr> <td>2</td> <td>7</td> <td>4</td> <td>3</td> <td>1</td> </tr> <tr> <td>3</td> <td>15</td> <td>9</td> <td>8</td> <td>3</td> </tr> <tr> <td>4</td> <td>20</td> <td>12</td> <td>10</td> <td>5</td> </tr> <tr> <td>5</td> <td>8</td> <td>5</td> <td>4</td> <td>1</td> </tr> </tbody> </table> <p>Note: with rounding of numbers proportions are approximate only.</p> <p>Set up the room with four areas:</p> <ul style="list-style-type: none"> 1 x station has a bowl with only a few corn chips and a bottle of dirty water 1 x station has chairs, a bowl with several corn chips and a bottle of clean water 1 x station has chairs, a table, a bowl with a lot of corn chips and several bottles of clean water 1 x station has chairs, a table, bowls with lots of corn chips, fruit and lollies, and several bottles of clean water 	Step	50	30	25	10	1	2%	3.3%	4%	10%	2	7	4	3	1	3	15	9	8	3	4	20	12	10	5	5	8	5	4	1
Step	50	30	25	10																													
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Time	Objective	Activity	Resources required
		<p>chips. Say: 'You represent the approximately 1.2 billion people of the world who live in countries with a very high level of development. You are able to afford a nutritious daily diet. The majority of you have money to spare and it's easy to access a wide variety of food. As a group, you consume the majority of the world's food. Since many of you eat more than your daily requirement of calories, you face health problems such as heart disease and diabetes however your average life expectancy is still 77-83 years which is above the global average of 68-73 years.'</p>	<p>Sources: UNDP, <i>Human Development Report 2014</i>, 2014 World Bank, <i>Poverty Overview</i>, available at: www.worldbank.org/en/topic/poverty/overview</p>
15-20 min	To debrief simulation of unequal distribution.	<ol style="list-style-type: none"> Provide a sheet of butchers' paper and a marker pen for each group to write down how they feel about this global distribution of food and the group they were in. After the small group have shared thoughts and feelings together, lead a whole group discussion using the following questions: <ul style="list-style-type: none"> How do people in the different groups feel? What questions does this cause you to ask? How do you feel about the way this food is shared? Does everyone receive a fair share? Why might that be the case? What could be done to make it fairer? Where do most Australians fit in this share? Note: recognise that not all Australian are equally wealthy and not all Africans are equally poor. Nations have people in each of these groups. How are wealthy and poor countries connected to each other? Discuss global citizenship – the role of aid, fair trade, and community development. What is the role of non-government organisations? Explain that our world produces enough food for everyone; but that it is not spread out evenly so some people have more than they need while others struggle to survive. Discuss possible actions to allow students to respond to this experience e.g.: write a letter to their Member of Parliament asking the Australian Government to increase their aid funding for agricultural development / continue to work for fair agricultural trade; participation in the 40 Hour Famine to raise funds for food and agriculture projects in developing countries; purchase Fair Trade goods (when available). 	<ul style="list-style-type: none"> Butchers' paper Marker pens