



Is There Enough for Everyone?

THIS ACTIVITY HELPS participants understand that resources such as access to education and appropriate school supplies are not distributed equally around the world.

TIME REQUIRED: 30 MINUTES | INTENDED FOR GRADES 6-8



language arts

MATERIALS NEEDED

- » Four pencils and four pieces of paper (or a number equivalent to 1/8 of your group)
- » 28 pencils and 28 pieces of paper (or a number equivalent to 7/8 of your group)
- » Visit worldvision.org/lp/acsi-teacher-resources for a video you can show to support this lesson. (optional)

Preparation Needed

- » Place two piles of papers and pencils at the front of the room: one pile with four pencils and four pieces of paper (or a number equivalent to 1/8 of your group), and one pile with 28 pencils and 28 pieces of paper (or a number equivalent to 7/8 of your group).

Activity Steps

DIVIDE THE PARTICIPANTS into two groups: a small group (1/8 of the participants) and a large group (7/8 of the participants). Tell the larger group to sit in an area that is 1/8 of the room area. The smaller group will sit in the remaining (larger) area of the room.

TELL PARTICIPANTS that they will be taking a spelling test for which their marks will be recorded. Explain that you will read six words aloud and that they must each write their answers on the paper provided to them.

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DISTRIBUTE THE LARGE PILE OF PAPER AND PENCILS to the smaller group and the small pile of paper and pencils to the larger group. Give the groups time to divide the supplies. At this point the larger group will realize their disadvantage.

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Dictate words such as education, resources, share, group, problem, etc., at a pace that is challenging but will allow participants in the small group to do well. Respond to objections from the large group by telling them to do their best with what they have. Do not allow them to leave their seats.

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Collect the papers, keeping those from the small group on top. Scan the papers in front of the participants and announce who passed. Congratulate the small group members for passing. Reveal that this was a simulation and not a real spelling test.

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Lead the participants in a large-group discussion using the following questions:

- » How did you feel during this activity?
- » What words describe the situation you were in? (Examples: unfair, unjust)
- » Did you try to do anything to balance the situation? What did you do? What does this activity demonstrate? How is learning affected when children don't have access to schools, teachers, or enough school supplies?
- » What might be the long-term effects of this on children and the communities where they live?

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Provide the participants with the following information:

- » Education gives children opportunities to overcome poverty, gain a voice in their community, and experience a better quality of life. Without an education, a child has little hope of breaking free from poverty and reaching his or her full potential.
- » The world's poorest children are four times more likely not to go to school than the world's richest children, and five times more likely not to finish grade school.
- » Around the world, 58 million kids who should be in grade school are not.
- » One in six kids in low-income countries who are registered for grade school will not finish. That's about 100 million kids.
- » Nearly two-thirds of the people in the world who cannot read or write are women.

- » Studies show that one extra year of schooling increases a person's earnings by a worldwide average of about 10 percent, which demonstrates how education reduce poverty.
- » Just over half of the world's out-of-school children live in sub-Saharan Africa.

(Source for the above statistics: UNESCO, *Education for All Global Monitoring Report*, 2015)

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ASK THE PARTICIPANTS TO NAME some of the reasons that many children worldwide are not able to go to school. Be sure the discussion includes these reasons:

- » Expense—Many poor parents cannot afford the costs of sending their children to school—even seemingly simple things like pencils, paper, and books. In some countries, there are fees simply to attend school, and many schools require that students purchase and wear a uniform.
- » Family priorities—Families may need their children's help in the fields or family business just to survive. Some children spend hours each day just collecting water or firewood. Some must look after younger siblings and do household chores such as cleaning and cooking. They don't have time to go to school or, if they do, to complete their homework.
- » War—In conflict-affected countries, some children must stay home because it is unsafe to go to school. Sometimes families have to move because of war, and children have to leave school to go with their families.
- » Lack of teachers—Communities often don't have suitable school buildings or qualified teachers. In some countries, there are 40, 80, or even 100 students in one classroom with only one teacher! Even worse, sometimes that teacher has not had the opportunity to be trained well.

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CONCLUDE BY ASKING THE PARTICIPANTS to brainstorm ways they might be able to help children who are not able to go to school. Be sure to develop a plan for collecting the items and assembling the kits.

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INVITE THE PARTICIPANTS to join you in praying for children who are denied the basic right of an education.

