



Applying modern metaverse enabled pedagogical techniques for civic learning: Supporting K-12 teachers and students.

WP2:

A2.1 Identification of traditional effective practices of civic education in primary education

SCENARIO PLAN INFORMATION

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Subject: SPHE (Social, Personal & Health Education)

Topic: Distribution of the World's Resources

Age of students: 11- and 12-year-olds

Preparation time: 25 minutes

Teaching time: 65 minutes

LICENCE



KEYWORDS

Distribution of the World's Population
 Distribution of the World's Wealth
 Unequal
 Empathy
 Fair
 Unfair

TEACHER NOTES

- ✓ Add here your comments and evaluation AFTER the implementation of this scenario that might help other teachers use it.



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TRADITIONAL SCENARIO: “Distribution of the World's Resources”

ABSTRACT

ADD HERE A PARAGRAPH SUMMARIZING THE TRADITIONAL SCENARIO PLAN. THIS TEXT WILL BE USED TO INTRODUCE IT WHEN IT IS PUBLISHED ONLINE, SO PLEASE TRY TO BE AS CLEAR AND CONCISE AS POSSIBLE.

This lesson raises the children's awareness about unequal distribution of the world's resources.

LESSON PLAN METHOD(S) INVOLVED (CHECK MORE THAN ONE, IF APPLICABLE)

<input checked="" type="checkbox"/>	Face to Face Learning	<input type="checkbox"/>	Blended Learning
<input checked="" type="checkbox"/>	On-Line Learning	<input checked="" type="checkbox"/>	Collaborative learning
<input type="checkbox"/>	Project-based learning	<input type="checkbox"/>	Inquiry based learning
<input type="checkbox"/>	Peer learning	<input type="checkbox"/>	Hands-on learning
<input type="checkbox"/>	Game based learning	<input type="checkbox"/>	Other

In case of Other, please elaborate:

LEARNING OBJECTIVES (use Bloom Taxonomy)

By completing this learning plan, students will achieve learning outcomes and learn skills such as:

- to explore and discuss difficulties faced by some people in society.
- to realise and begin to understand the unequal distribution of the world's wealth
- to develop empathy through their identification of the effects of the unequal distribution of the world's wealth on groups of people

LESSON PLAN ACTIVITIES

Describe here in detail all the activities during the lesson and the time they require. Make sure you properly describe the role of the students and teachers as well as how each activity is linked to the learning objectives of the LP.

Name of the activity	Learning Objectives	Description
Introductory Activity: Musical Mats	Students will: <ul style="list-style-type: none"> ● explore and discuss difficulties faced by some people in society such as a shortage of food. ● identify the ways we can help those who do not have enough food 	<p>The teacher spreads mats out around the classroom and explains to the children that they are to walk around the room and when the music stops they are to stand or sit on a mat. Each time the music stops a mat is taken away until there is only one mat left. Explain that running or pushing is not allowed, but they are to make an effort to stand or sit on a mat.</p> <p>The class analyse this activity through questioning and discussion. The following questions can be asked to discuss what happened in the activity:</p> <ul style="list-style-type: none"> ● Were you trying to help each other or compete with each other? ● How did you help each other? ● How did it feel to have enough mats and then slowly have them taken away so that there wasn't enough for everyone? ● What would it be like if this was about the amount of food available instead of the number of mats to sit or stand on? ● How would it affect your life? ● Are there things we can do to ensure that people are not hungry in Ireland? ● In other parts of the world?
Distribution of the World's Population -v- Distribution of the World's Wealth	The children will <ul style="list-style-type: none"> ● explore, through active learning, the unequal distribution of the world's wealth. ● analyse the data (pie charts) on the distribution of the world's population and the world's wealth. ● Recognise the 	<p>The teacher explains to the class that they are going to do an activity to look at the distribution of wealth in the world.</p> <p>The teacher displays the names of regions of the world on the walls in various places of the room. The teacher tells the children that in this activity, they represent the population of the world and asks them to divide up under these regions in proportion to how they think the world's population is distributed i.e. which areas have the most or least people living in them. When the children have done this, the teacher displays a chart of the Distribution of the World's Population. (https://www.statista.com/statistics/237584/distribution-of-the-world-population-by-continent/)</p> <p>The teacher asks the children: Are you surprised at where most people live or were you accurate about where most of the world's population live? Together, the class work out how many children should be at each region based on the distribution of the world's population, and have children move positions as necessary.</p>

[MetaCivicEdu – IRELAND – (3) Distribution of the World’s Resources]

	<p>inequalities that exist in the global distribution of wealth.</p>	<p>The teacher explains that he/she has 100 sweets which represent the wealth of the world. The teacher then asks the groups to take the number of sweets they think their group should have. Now the teacher displays a chart displaying the Distribution of the World’s Wealth (statista.com). The teacher leads the children in a comparison of what they thought against facts according to the chart. The teacher then re-distributes the sweets according to the chart.</p>
Discussion	<p>The children will</p> <ul style="list-style-type: none"> ● explore, through discussion, the inequalities in the distribution of wealth ● develop empathy through their identification of the effects on the world’s inequalities on groups of people 	<p>Ask the following questions:</p> <ul style="list-style-type: none"> ● What are your thoughts about the distribution of wealth? ● Is it fair or just? ● What effects might it have on people in the different regions? (Mention that there are also differences between people’s wealth within regions.) ● What do you think has caused the inequality of wealth in the world?
Conclusion – Reflection and Assessment	<p>The children will</p> <ul style="list-style-type: none"> ● reflect on what they have learned in this lesson. ● illustrate their understanding in the creation of an infographic on the topic. 	<p>The children work in small groups (3-4 pupils) to create an infographic depicting the global distribution of wealth v distribution of the world’s population.</p>

ACTIVITIES SEQUENCE

Describe here in detail the sequence of the activities during the lesson and the time required. You can divide the activities into phases if needed.

Name of the activity	SEQUENCE No	Duration
Introductory Activity: Musical Mats	1	10 mins
Distribution of the World’s Population -v- Distribution of the World’s Wealth	2	15 mins
Discussion	3	10 mins

[MetaCivicEdu – IRELAND – (3) Distribution of the World's Resources]

Conclusion – Reflection and Assessment	4	30 mins
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TESTING / ASSESMENT

Teacher observation of the pupil's participation in the discussion following the wealth distribution activity and their demonstration of understanding of the potential effects of wealth inequality on different regions.

The pupils will create infographics demonstrating what they have learned on the topic. The teacher will use these infographics compiled by the children to assess their learning on the topic of inequality in the world today.

LEARNING RESOURCES/SERVICES/TOOLS

Provide information about any learning resources or services/tool that should support a learning activity.

Name of the activity	Name of <i>learning resource or service/tool</i>	Description of <i>learning resource or service/tool</i>
Introductory Activity: Musical Mats	<ul style="list-style-type: none"> ● PE mats ● Large space such as a hall for movement ● music ● 	
Distribution of the World's Population -v- Distribution of the World's Wealth	<p>Labels of different regions of the world – Africa, Asia, Europe, Central and South America and the Caribbean, North America, Oceania</p> <p>Charts: Distribution of Population; Distribution of Wealth (www.statista.com)</p> <p>100 individually wrapped sweets</p>	<p>Labels/charts of regions to be placed around the room for the Distribution of the World's Population -v- Distribution of the World's Wealth section of the plan.</p> <p>Sweets being used to demonstrate uneven distribution of wealth</p>
Discussion		
Conclusion – Reflection and Assessment	Chromebooks for pupil use in groups canva.com	Groups (3-4 pupils) create an infographic depicting the global distribution of wealth v distribution of the world's population.

