

GCED in Practice

Understanding Inequality through Participatory Activities & Discussions

Teacher's Guide

Seoul Gongyeon Elementary School
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Learning Topic: Law of Survival, How will we share it?

1) Lesson Title : Law of Survival

2) Lesson Information (Subject, Unit, Grade Level, Format, etc.) :

- Subject & Unit : Social Studies (1st Semester)
- Grade Level : Grade 6
- Unit 2. Korea's Economic Development (2) Korea's Economic Growth
- Format : Event-based Learning

3) Lesson Goals : Students can understand and sympathize with the socially disadvantaged and the discriminatory situations they face through role-playing.

4) Prior Activities :

- 1.(Korean–Whole Book Reading) Have a discussion on meritocracy as presented in the book, What is Justice.
- 2.(Social Studies) Understand the challenges that emerged during Korea's economic growth and the efforts to solve them, as presented in the economics unit.

5) Lesson Introduction

1. Activity Details & Materials :

- Exaggerated action and explanation is needed so that the students can fully immerse themselves in the given situation.
- Describe the situation using PPT slides and organize the students into groups of 3, and have them select roles in an appropriate manner (ex. Rock-paper-scissors).

*Duration : 5 Minutes

TV Show 'Law of Survival'

This island is a mysterious island where no one has lived for 3,000 years.

Now you have to play either Role A, B or C and survive on this island for a month.

Food must be obtained directly from the "Mysterious Tree" and "Legendary Well" on the island.

Discussion will be made to determine how to share the food.
Let's begin the show!

Students select roles through rock-paper-scissors



- (A) Strong, fast and
shows very good physical ability



- (B) Normal build,
shows average physical ability



- (C) Has very poor physical ability
compared to other players

6) Lesson Development

1. Activity Details & Materials:

- Conduct Activity 1 (Apple Game+ Discussion) and Activity 2 (Fish Game + Discussion).
- Minimize teacher's intervention during the activity or its outcome so that students can freely express their thoughts and feelings.

*Duration : 65 Minutes

Activity 1(Sharing Apples)

- Understand how to get the apples as according to the chosen role in the group (3 students)
 - Play the game in the order of A, B, C, each given 20 seconds to go get the apples.
 - (Organize your thoughts 1) Individually think about what is the most desirable way to share the apples.
 - (Organize your thoughts 2) Discuss among the group members on what is the most desirable way to share the apples.
 - Compare individual thoughts with the thought of the group.

Activity 2(Sharing Fish)

- Form a group (Village A, B, C) with students playing the same role.
- Select a leader of each village.
- The teacher adjusts the location of the well (where fish can be caught) in the order of Village A, Village B and Village C.
- Begin the game of moving the fish to the village storage.
- (Organize your thoughts 1) Individually think about what is the most desirable way to share the fish.
- (Organize your thoughts2) Discuss with the village members on what is the most desirable way to share the fish.
- (Organize your thoughts 3) The village representatives discuss and decide what is the most desirable way to share the fish.

3) Lesson Goals : Students can understand and sympathize with the socially disadvantaged and the discriminatory situations they face through role-playing.

4) Prior Activities :

1.(Korean-Whole Book Reading) Have a discussion on meritocracy as presented in the book, What is Justice.

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8) Students' Responses and Feedback

Example 1.

두번째는 우물 게임이다. 근데 우물이 A 마을 앞에 떨어졌다. B 마을과 C 마을은
하라고 느꼈을 것이다. 회의, 토론할 때는 마을, 우리가 더 중요했는데 각성 생각해봐도
불공평하다는 걸 알았다.
나는 이 수업들 통해, 우리가 정의로운 공평한 사회를 만들어야겠다고 생각했다. 그리고
모르 확률이 아니라면...

"It seemed like my village was more important during discussion, but I learned it was unfair later on (after discussion.)"

8) Students' Responses and Feedback

Example 2.

강자가 되니까 더 가지고 싶은 마음이 커졌던 것 같다. 그래서	
있는 농(?)들이 더한다(?)라는 말을 조금 이해 할 것 같았다	15
그리고 세상에서는 더 어려운 사람이 아니라 더 있는 사람에게	
기회를 준다 이런 정말 불공평한 것 같다 왜냐하면 계속	
능력이 있는 사람에게 기회가 많아 질수록 없는 사람들의	
기회는 더더욱 없어지기 때문이다.	
앞으로는 세상이 많이 모두 공평하다고 느낄 수 있도록	20
변하면 좋겠다!	

"I think I wanted to have more because I was a strong player in the game. In the actual world, people that are advantaged are given more opportunities than those that are disadvantaged. I think this is unfair because the more opportunities there are for those who are capable, the less opportunities there are for those who are not."

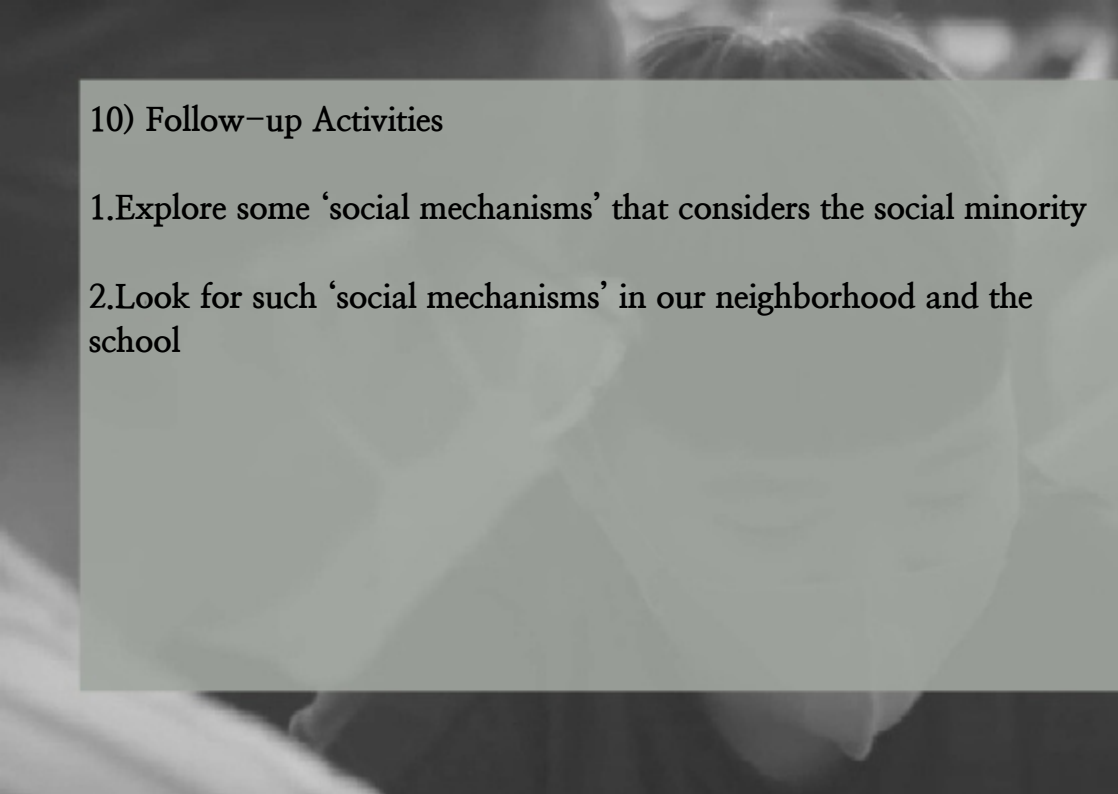
8) Students' Responses and Feedback

Example 3.

생존의 법칙을 하고 느낌
V1. 사회적약자의 마음을 알았다.
V2. C가 되어보니 사회자와약자 마음을 조금 알았다. 나는 장관이 있지만
사회적 약자는 마음같이 불평불만과 부족감과 느낌을 갖기라 생각해 이
세상이 생각보다 더 많이 불공평했구나'를 느꼈다.
V3. 배신감
V4. 저는 친구들이 모두 3번, 학원 친구들은 2번을 택할 줄 알았습니.
근데 모두 1번을 택해 좀 당황스럽고 놀랐고 배신감이 들었습니다.
A팀과 B팀에는 사과 먹이에서 같은 팀을 한 친구가 있었습니다.
전 팀에서 저는 60개 다른 애들은 56개의 사과를 획득했습니다.
팀끼리 사과를 나누어 먹는 것은 되고 마을끼리 나눠서 나눠 먹으면 안
된다네가 강 이상하다고 생각합니다.

"I could understand how a social minority feels after I played the role of Person C.
, I think it's weird that you can share the apples with the team members (Activity 1)
but cannot share the fish with the villagers (Activity 2)"

"



10) Follow-up Activities

1. Explore some 'social mechanisms' that considers the social minority
2. Look for such 'social mechanisms' in our neighborhood and the school

LESSON COMPONENTS

Introduction

**TV Show
Law of Survival**

**Role-Play: Surviving on a
Deserted Island!**

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**TV Show
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Discussion will be made to determine how to share the food.
Let's begin the show!

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TV Show
Law of Survival

Role-Play: Surviving on a
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Development

Game of Inequality
(Apple)

Survival Mission: Apple Game
How will we share the apples that each
have gathered?

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Introduction

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Law of Survival

Role-Play: Surviving on a
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Game of Inequality
(Apple)

Survival Mission: Apple Game
How will we share the apples that each
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Game of Inequality
(Fish)

Survival Mission 2: Fish Game
How will we share the fish that each
village have caught?

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Introduction

TV Show
Law of Survival

Role-Play: Surviving on a
Deserted Island!

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Game of Inequality
(Apple)

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How will we share the fish that each
village have caught?

Application

Relate to Our Society

Inequality in Our Society and the
Social Minority

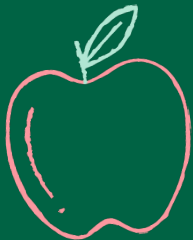
How to find food on the deserted island

1. Pick apples from Mysterious Tree



2. Catch fish from the well





ABOUT THE GAME

Bring back apples as according to the selected roles



(A)

Can bring several apples at once



(B)

Can bring two apples at once

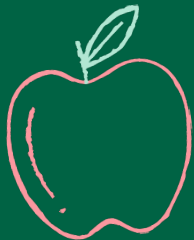


(C)

Can bring only one apple at a time

During the game, wooden blocks will be used
instead of actual apples!



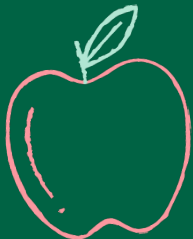


HOW ARE WE GOING TO SHARE THE APPLES?

Organize your thoughts

〈How to share the apples〉

- 1 You eat your own apples
- 2 Share the apples evenly among the group members
- 3 Share few apples to the person with the least number of apples

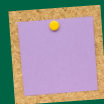


HOW ARE WE GOING TO SHARE THE APPLES?

Group discussion

〈How to share the apples〉

- 1 You eat your own apples
- 2 Share the apples evenly among the group members
- 3 Share few apples to the person with the least number of apples

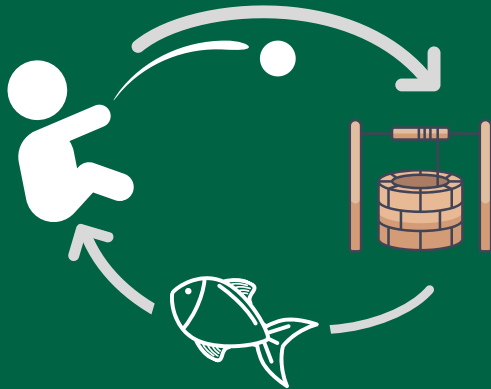


Note : If your group fails to come to a consensus within 3 minutes,
you will just eat your own apples



ABOUT THE GAME

There is a mysterious well on this island
You will get the same number of fish
as the number of stones you throw in
the well





FORM A VILLAGE

Form a village with peers of the same role and select a chief villager



Village



Village



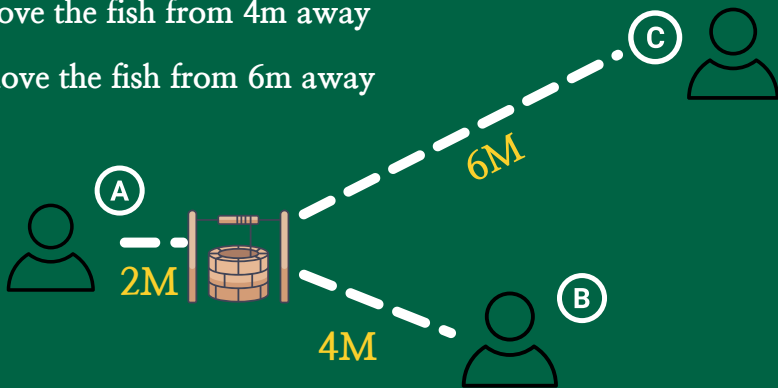
Village



ABOUT THE GAME

Take the fish back to the village as according to the role

- Ⓐ Move the fish from 2m away
- Ⓑ Move the fish from 4m away
- Ⓒ Move the fish from 6m away



HOW ARE WE GOING TO SHARE THE FISH?



Organize your thoughts

〈How to share the fish〉

- 1 Share the fish among your villagers only
- 2 Collect the fish from all the people and share it evenly among the villages
- 3 The first two villages with the most number of fish share it with the village with the least number of fish

HOW ARE WE GOING TO SHARE THE FISH?



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