



Visual approach to make you think about the justice in distribution of income, emissions and use of resources on the planet.



Learning experience



Topic
Justice



15 minutes plus
reflection

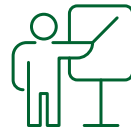


Participants

- Understand the unequal distribution of goods and use of resources
- Are able to reflect on their responsibility for reducing inequality



Suitable for
outdoor sport instructors



Theoretical lessons



Outdoor F2F
Indoor F2F
Digital



Materials needed

- Map or material to build a map e.g. ropes, stones etc.
- Material to represent population, income and emissions like stones, coins or sweets etc.



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Preparation

Have a world map in place or let participants build a map using natural material or ropes etc.

Have material to represent money, population and emissions ready – This material should be sized to fit the size of your map.

Some useful tips in advance:

- This game is intended to stimulate discussion, it is not a knowledge test.
- The distribution of population and income is shown in a simplified way. The numbers are rounded and are therefore not exact.
- Attention, beware of stereotypical representations! Within countries and continents there are big differences. This diversity is not shown in the world game and must be addressed!
- Make reference to the per capita distribution!

Activity instruction

As a start, the participants should estimate how many people in total live on earth (8 billion people in 2022).

Stage 1: Population

The world population is represented by 30 units of material (e.g. backpacks, stones, cones, etc.).

Now the participants should estimate how many people live on the continents and distribute the material accordingly.

As soon as the participants have agreed, the correct distribution and the number of units will be announced and corrected on the continents (see appendix 2 for solution). You can either facilitate a discussion directly on estimated and actual numbers or have a final discussion after all stages.



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Stage 2: Income

Participants now get the task to estimate how the world income is distributed on the continents and lay out banknotes (30 units of paper, coins, apples etc.) accordingly. The total number of banknotes represents 100% of world income. (The income is measured with the average gross national income. If necessary, this should be explained before stage 2 starts). Again, when the participants have agreed, the correct distribution and the number of units will be announced and corrected on the continents (see appendix 2 for solution).

Stage 3: Carbon emissions

Similar to stage 1 and 2, let participants estimate the carbon emissions and reveal the correct numbers.

Reflection and discussion

Following the activity, you can facilitate a discussion.

- What surprised you? Did you have other numbers in mind? Why?
- What can you see in the distribution? (inequalities, injustices, differences)
- What can't you see in the distribution? (Differences within continents and within the countries! It is very important to point this out, otherwise there is a great danger of generalization!)
- Where do the ideas I have come from? Where do the images that I have in mind come from?



Potential Variations

- With large groups, the world game can also be played in such a way that the participants themselves represent the entire world population and according to their assessments spread themselves across the continents. For this purpose, the numbers must be adjusted accordingly (see appendix 2).
- In this variation, chairs, backpacks etc. can represent income, emissions etc.



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Background knowledge

Example: Africa is often assigned too many people. Why is Africa often seen as overpopulated, even though Africa has three times the area like Europe (second largest continent after Asia, Africa approx. 30 million m², Europe approx. 10 million m²)?

Possible explanations:

- The media often does not convey a differentiated image of Africa
- Hunger, poverty, diseases and migration shape our vision of Africa
- The areas of the continents are often not shown true to the area on the world maps, for example on the Mercator projection



Key words

#global justice
#resources



Source

Bildung trifft Entwicklung (BtE) | Regionale Bildungsstelle Baden-Württemberg im Entwicklungspädagogischen Informationszentrum Reutlingen (EPiZ) (2020).
Available online:
<https://das-weltspiel.com/>



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Materials

Appendix 1: Map of the world in Peters Projection



Fig.: Peters Projection of the World: all countries are correct in size in relation to each other.

Source: Bildung trifft Entwicklung (BtE), Engagement Global gGmbH

Map available at Engagement Global <https://www.engagement-global.de/mediathek-publikationen-detail.html?mid=217>



Appendix 2: Table of numbers *)

Source: Julia Hofmann (Bildung trifft Entwicklung Baden-Württemberg) and Dominik Pieper (Engagement Global – Bonn), July 2020.

Stage 1: Population

Continent	People (2020) in Mio.	Percent age	10 units	15 units	20 units	25 units	30 units
Europe and Russia**	747	9,6%	1	1	2	2	3
North America***	368	4,6%	0	1	1	1	1
South America (incl. Central America and Caribbean)	653	8,3%	1	1	2	2	3
Asia	4.641	60%	6	9	12	16	18
Africa	1.340	17%	2	3	3	4	5
Australia and Oceania	42	0,5%	0	0	0	0	0
Total	7.791		100,00%				

Stage 2: Income

Continent	GNI in Bn. USD (2018)	Percent age	10 units	15 units	20 units	25 units	30 units
Europe and Russia**	21.890	26,1%	3	4	5	7	8
North America***	22.537	27%	3	4	5	7	8
South America	3.612	4,3%	0	1	1	1	1
Asia	31.940	38%	4	5	8	9	11
Africa	2.273	2,7%	0	1	1	1	1
Australia and Oceania	1.606	1,9%	0	0	0	0	1
Total	83.858		100,00%				



Stage 3: Carbon emissions

Continent	CO ₂ Emissions in Mt CO ₂ (2018)	Percentage	10 units	15 units	20 units	25 units	30 units
Europe and Russia**	7.338	19,8%	2	3	4	5	6
North America***	6.463	17,4%	2	3	3	4	5
South America	1.295	3,5%	0	0	1	1	1
Asia	20.082	54,2%	6	8	11	14	17
Africa	1.401	3,8%	0	1	1	1	1
Australia and Oceania	465	1,3%	0	0	0	0	0
Total	37.044		100%				
World	36.573****						

*) All numbers are rounded for ease of use.

***) Because of the cultural, economic and historical ties between Russia and Europe and the fact that about 94 percent of the Russian population lives in the European part of the country, Europe and Russia were counted as one continent.

****) Mexico was not included in North America but in Central and South America.

*****) The difference of 471 MtCO₂ between the sum of all continents and the total emissions results from ambiguous assignable values of individual countries.