

LESSON SIX

For Educators

SUSTAINABLE
DEVELOPMENT
GOAL #10,
REDUCED
INEQUALITIES

10 REDUCED
INEQUALITIES



Reduce inequality
within and among
countries



IMAGE BY
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Lesson 6: Sustainable Development Goal #10: Reduced Inequalities

Student Handout

Module Driving Question: Lessons 4, 5, and 6

- How do societies become more equitable and inclusive by providing access to economic, social, and political resources?

Lesson Driving Questions:

- What are specific examples of inequalities that exist within and among countries?
- How/Why are inequalities within and among countries a persistent challenge and what can be done to address their impact on people's lives?

Learning Targets: I Can:

- Identify and explain how people are discriminated against based on factors such as ethnicity, age, sex, disability, religion, and sexual orientation.
- Select and use resources to explain how displaced people (locally and/or globally) face inequalities and collaborate with peers on possible ways to take action.
- Consider different perspectives and identify/explain how local and/or global organizations are addressing inequality.

Purpose:

In this lesson, you will learn about United Nations Sustainable Development Goal #10: Reduced Inequalities. You will engage in learning activities that include reflecting on short videos, small group discussions, and problem-solving activities. As millions of people have been displaced around the world, this lesson focuses on nations, individual communities, and international organizations that can develop collaborative solutions to address the inequalities that refugees encounter locally and globally. According to the United Nations (2022), "roughly one in five people have experienced discrimination on at least one of the grounds prohibited under international human rights law, such as ethnicity, age, sex, disability, religion, and sexual orientation." You will investigate how displaced populations are affected by these elements of discrimination, identify how discrimination and inequality are connected, and work together to design practical action steps to address the issue in different contexts. Overall, this lesson will teach you to think critically and creatively about the inequalities that exist within and among nations and how they specifically impact displaced populations.

Lesson Vocabulary:

Human rights, Inequality, diversity, discrimination, inclusive, equitable, refugees, international organizations (IO), GINI Index, social justice

Lesson Steps:

1. **Reflect and brainstorm** what you know about inequalities that exist within and across countries by using the **KWL Chart** and/or **Jamboard**
2. **Learn** more by watching the short video clips on why addressing inequality is an essential part of developing sustainable communities and societies.
3. **Analyze and discuss** the reasons why people become refugees and how inequality plays a role in their displacement. **Think about** and **identify** how inequality may have been a factor prior, during, and after their displacement.

4. **Learn** and **explore** current emergency locations where people have been displaced. You will work in small groups to examine one of the places identified by the UN High Commissioner for Refugees (UNHCR). This activity will help you learn more about the work of an international organization and the challenges faced by refugees in a specific context.
5. **Share** what you learned from your research about a specific place by participating in a jigsaw activity. You will change groups and meet with students who learned about a different country. Think about and analyze the similarities and differences across locations as you share your learning.
6. **Reflect** on what you have learned in a large group discussion led by your teacher. Begin to discuss opportunities for taking action individually and collectively to reduce inequalities and support refugee populations at home and abroad.
7. **Explore** local organizations, such as the International Rescue Committee's Seattle office, that are working with refugee populations in your own community. What is their role, how they are supporting refugees, and how can you volunteer or contribute to their work?
8. **Identify, evaluate, and discuss** ways to take action to reduce inequalities locally and/or globally.
9. **Apply** what you have learned about SDG #10 and reducing inequalities by completing one of the **projects** identified by your teacher. This could include extending your learning by addressing any inequalities that exist in your own school.

Teacher Preparation Notes

Pacing and Strategy The following outline provides a guide for teaching this lesson including approximate times (may vary), teaching strategies, suggested information for teacher created slides, and options for additional enrichment activities/summative assessments can be found at the end of the modules. This particular curriculum model was designed with teaching and learning strategies that could be adapted for in-person or virtual learning.

Lesson Timing: 120 minutes (approximate)

Standards

Content	Standards
WA Social Studies	<p>SSS1.6-8.1: Analyze positions and evidence supporting an issue or an event.</p> <p>SSS3.6-8.1: Engage in discussion, analyzing multiple viewpoints on public issues.</p> <p>SEL Standard 4: Benchmark 4A: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.</p>
WA World Language	<p>1.0 Communication: Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.</p> <p>1.1 Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>3.0 Connections: Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations.</p> <p>3.1 Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.</p> <p>3.2 Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p>
C3 Framework	<p>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</p> <p>D2.Civ.10.9-12. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.</p> <p>D2.Civ.5.9-12. Evaluate citizens’ and institutions’ effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level.</p>

Lesson Resources

For Students	For Educators	Materials
<ul style="list-style-type: none"> • KWL Chart or Jamboard • UNHCR Link • International Rescue Committee Link • Graphic Organizer for Research Activity • Background: SDG #10 Targets and Indicators Link 	<ul style="list-style-type: none"> • Lesson Six Slides • UNHCR Link • International Rescue Committee Link • SDG #10 Video Links • Background: SDG #10 Targets and Indicators 	<ul style="list-style-type: none"> • Class Notebook • KWL Chart or Jamboard • Graphic Organizer for Research Activity

Lesson Overview

In this lesson, students learn about United Nations Sustainable Development Goal #10: Reduced Inequalities. They will engage in learning activities that include reflecting on short videos, small group discussions, and problem-solving activities. As millions of people have been displaced around the world, this lesson focuses on nations, individual communities, and international organizations that can develop collaborative solutions to address the inequalities that refugees encounter locally and globally. According to the United Nations (2022), “roughly one in five people have experienced discrimination on at least one of the grounds prohibited under international human rights law, such as ethnicity, age, sex, disability, religion, and sexual orientation.” Students will investigate how displaced populations are affected by these elements of discrimination, identify how discrimination and inequality are connected, and work together to design practical action steps to address the issue in different contexts. Overall, this lesson will teach students to think critically about the inequalities that exist within and among nations and how they specifically impact displaced populations.

Teacher Preparation

For Step 1: For context and background information, examine the [UN website](#) on Sustainable Development Goal #10. Please take a look at the targets and indicators for specific goals expressed by the UN to reduce inequalities within and across countries. This particular goal also highlights the impact of the COVID-19 pandemic and the plight of refugees due to the war in Ukraine and other causes of human displacement.

Think-Pair-Share: Begin this lesson by using the KWL Chart or on-line Jamboard option to brainstorm what the students know about inequalities locally, nationally, and globally. You can start by asking students to define (as a class) “inequality” (see vocabulary) and come up with examples. Students can also raise questions about this particular issue and begin to discuss how inequalities impact people’s lives. Have students complete their chart and then share with a classmate next to them. Next, have students share their ideas in a large group discussion. If using Jamboard, facilitate a discussion after students have examined other student responses.

Optional: Show the [UN graphics](#) on [SDG #10](#) and ask students to reflect on what they see. How does this graphic relate to what they brainstormed and discussed in their KWL chart?

For Step 2: Watch the following videos from the UN on SDG #10 and decide which one(s) you would like to use with students. The videos are short and will provide some additional context for you and for students. The first video is directed at younger students, but still could be useful for middle and high school. After watching the video(s), discuss what stood out to the students.

[Primary Video](#)

[UN Stats](#) (Scroll down to the bottom of the page for the video clip)

[Reduced Inequalities](#) (scroll down for video)

For Step 3: Explain to students that SDG #10 also focuses on the inequalities faced by people who become displaced due to political, economic, social, and/or environmental reasons. Depending on the previous knowledge of your students, you may discuss how displaced people or refugee populations face inequalities (refer students to reflect on the examples they identified in step #1 - do some of those examples apply?). In small groups or in large group discussion, identify and discuss how people may face inequalities prior to, during, and after being displaced. For example, refugee populations may find it difficult to find a job, students could be challenged to learn an entirely new language in school, or individuals could be discriminated against based on their cultural differences.

For Step 4: Examine the [United Nations High Commission for Refugees \(UNHCR\) website](#) prior to introducing it to students. You will want to explore the purpose and role of the UNHCR and examine the different contexts where the UNHCR is currently supporting refugee populations due to emergencies.

Students will be working in small groups to research a specific context. Decide how many people you would like in each group and how you will assign particular emergency locations for research. If you want students to look beyond the UNHCR site, discuss possible research sources with students. You can also have them use the research graphic organizer to take notes, etc.

For Step 5: Jigsaw Activity: After students have examined a particular context and taken notes using the graphic organizer, mix up the class into new groups. Each group of students will represent a collection of different UNHCR emergency contexts. Individually, have each student share what they learned from their research and discuss similarities and differences.

For Step 6: Bring students back together as a large group to reflect on their learning. What did they notice about the inequalities faced by refugee populations (prior, during, or after displacement)? You will have students discuss the following: What were some of the reasons why they were displaced and how might these emergency situations create situations where inequalities exist? What was the role of the UNHCR? After these initial discussions, students can brainstorm how individuals, communities, governments, and local/international organizations could take action to address the potential inequalities faced by refugee populations within and across countries.

For Step 7: This part of the lesson is an opportunity to explore how local organizations are working to support refugee populations. Before introducing them to students, examine the International Rescue Committee's Seattle office and/or other local organizations supporting refugee populations. What are their roles, mission, goals, and approach to supporting refugees? How can you volunteer or contribute to their work?

For Step 8: Prepare for this part of the lesson by considering what action steps can be taken. Are there ways for students to get involved in the International Rescue Committee's Seattle office or other organizations? Think about options students could take individually or collectively as a class to support their work.

For Step 9: If you are going to assign one of the summative activities, review the options and see what options you would like to make available to students. **One option is below:**

Extending Your Learning: Students could decide they would like to take action by addressing inequalities in their own school community. In small or large groups, you could have students reflect on the inequalities they have learned about and which ones exist at their school. Students could discuss and analyze the issue and then decide possible ways to address it within their school. They could also partner with their ASB officers or other student clubs to amplify their efforts. Have students determine what they would like to do, why it matters, and how they will measure their efforts to reduce inequalities.

Lesson Plan in Detail

Step One: KWL Brainstorming/Reflection Activity: 10 minutes

Purpose: Students are asked to reflect on what they know about inequalities that exist in their own community, nation, and the world. This will prepare them to identify specific inequalities and analyze their impact on individuals and groups of people later in the lesson. Prior to filling out the KWL Chart or Jamboard, you may define inequality as class. Then, have students begin brainstorming the types of inequalities that exist (for example, income inequality, gender disparity, discrimination, unequal access to basic necessities such as health care, etc.) and how they may impact people's lives. You could also have a discussion about how factors in society could widen inequalities and how this may affect society as a whole (consequences)? This is also an opportunity for students to identify questions they have about inequalities in society.

Slide 1: Warm-Up Activity: KWL Chart or Jamboard. On the back of their paper, students can define "inequality" in their words and then share with the class. Provide directions for completing the KWL Chart and having students share with a classmate as part of their think-pair-share brainstorming activity.

Step Two: SDG #10 Video Clips and Discussion: 7 minutes

Purpose: The purpose of this activity is to give students additional information and context for SDG #10. You can choose to use one or more of the videos and have students think about how they relate to their brainstorming activity in step #1. Have a brief discussion about the videos as a large class as a way to check student understanding and answer initial questions.

Slide 2: Ask students to think about what the video(s) express about inequalities and why they matter. Have students connect what they learn from the video with their work in step #1.

Step Three: Making Connections: Refugee Populations and Inequalities: 10 minutes

Purpose: The purpose of this activity is to focus on a local and global issue related to SDG #10. Explain to students the displacement of people has led to an increase in refugee populations around the world due to factors such as poverty, conflict, climate change, etc. As people migrate to new places, they often encounter inequalities that make it difficult for them and their families. Ask to consider what it would be like to be displaced and what challenges they could face. How might some of these challenges result in the prevalence of inequalities? Students can start making connections between the inequalities discussed in steps one and two with refugee populations.

Slide 3: Provide context and directions for students on discussing the rise of refugee populations and its connection to inequalities (whether prior, during, and/or after displacement). Prepare students to consider these challenges and what the similarities and/or differences might look like in different places.

Step Four: International Organizations: The UN High Commission for Refugees Activity: 15 minutes

Purpose: The role of international organizations in supporting refugee populations is important for students to understand. A review of the UNHCR will help students understand their role and mission, as well as their efforts to address the challenges faced by refugees. Have students think about how the UNHCR is trying to support displaced people and address inequalities they are faced with as a result. This would also be an opportunity to review the role of international organizations and why they exist.

Slide 4: Provide a brief overview of the UNHCR to students and the directions for exploring their website. In addition, provide the instructions for investigating a specific context and the research questions they will be answering. Place students into small groups, assign them a context, and provide their research graphic organizer. You may also identify/discuss why these specific contexts are referred to as “emergencies.”

Step Five: Jig-Saw Activity: Sharing UNHCR Learning with Peers: 10-12 minutes

Purpose: The purpose of the jig-saw activity is for students to share what they have learned about a specific context with other classmates. As the student groups are mixed-up, each student will have a different context to discuss. Have students look for similarities and differences, including specific inequalities that different refugee populations faced. This comparative analysis will help in broadening their understanding of these emergency situations and the work of the UNHCR.

Slide 5: Provide the directions for the Jigsaw activity and move students into their different groups.

Step Six: Large Group: Reflecting on UNHCR Work in Emergency Situations: 5 to 7 minutes

Purpose: Bring students back together in a large group. Facilitate a discussion that allows students to reflect on their learning and that of other students. The teacher can highlight similarities, differences, and additional questions that are raised by students.

Slide 6: Provide directions or context for the large group discussion.

Step Seven: Connecting the Local to the Global: Organizations Making a Difference: 25 minutes

Purpose: The purpose of this activity is to provide students with an opportunity to explore the work of a local organization doing work on refugee issues. Students will recognize the importance of these organizations, how they are trying to reduce the inequalities faced by refugees in their community, and begin to identify tangible ways to take action.

Slide 7: Provide instructions and purpose for investigating the International Rescue Committee’s Seattle office and/or other local groups supporting refugee populations. Students will identify and evaluate their mission and goals, describe why their work is important, explain what they focus on and how (approach), explore one or more of the crisis areas they are working on, and analyze ways to take action.

Step Eight: Taking Action: 15 - 20 minutes

Purpose: One of the important components of these lessons is how to take action on one or more of the SDGs. This step challenges students to evaluate opportunities to take action and create their own approaches to reducing inequalities (within the context of refugee populations). If desired, you could expand this research to include other organizations that are working to reduce inequalities in a number of the target areas described earlier in the lesson.

Slide 8: Provide student directions for evaluating options to take action on addressing inequalities locally and/or globally. Specific emphasis could be placed on opportunities to support refugee populations but may also include other areas students are interested or passionate about.

Step Nine: Summative Assessments: Time Will Vary

Purpose: There are different summative assessment options that allow students to demonstrate their learning in an innovative way. Students can choose from one of the project-based assessments identified in the appendix of this document. These projects allow students to further reflect on their understanding of SDG #10 and the other SDGs utilized in these lessons.

One option for SDG #10:

Extending Your Learning: Students could decide they would like to take action by addressing inequalities in their own school community. In small or large groups, you could have students reflect on the inequalities they have learned about and which ones exist at their school. Students could discuss and analyze the issue and then decide possible ways to address it within their school. They could also partner with their ASB officers or other student clubs to amplify their efforts. Have students determine what they would like to do, why it matters, and how they will measure their efforts to reduce inequalities.

Optional: Slide 9: Give an overview of the summative assessments opportunities (project-based learning).

Additional Summative Assessments

Note: These suggested summative assessments could be implemented or modified for one or more of the six SDG lessons. While some of the ideas below are centered on one particular SDG, others could be easily adapted and used for the other SDG topics. These summative assessments are project-based and can also be completed in a heritage language (a focus of this particular Open Educational Resource Project).

1. Create a political cartoon that characterizes the importance of taking action on climate change. This cartoon can be cleverly designed to highlight one or more of the factors contributing to climate change and its impact on our world. Your cartoon can contain images or illustrations and written words.
2. Create a children's pop-up book on climate change. Your finished product could contain a collection of illustrations and words that highlight the factors that contributed to climate change, its impact, and a strategy for addressing the issue.
3. Create a climate action club at your school. You could meet weekly to learn more about climate change, discuss solutions, and come up with monthly take-action challenges for other members of your school community. You could have a climate scientist speak to your club about the importance of creating awareness and taking action on climate issues.
4. Explore how climate change has impacted species in Washington State or another context around the world (you could choose a region that is connected to your heritage language). To get started, watch this video from the Washington Department of Fish and Wildlife, "[Climate Change and its Impact on Hunting, Angling, and other Recreational Pursuits](#)," and discuss its point of view.

Then, select a species to learn more about. For example, you could explore the impact of climate change on salmon populations in Washington State. See this report, [State of Watersheds 2020](#), for additional information on this topic.

After researching how this species has been impacted by climate change, create a pop-up children's book or multi-frame cartoon that gives an overview of the issue and strategies to address it. This could be done through illustrations and in a heritage language.

5. Create an original podcast that gives an overview of SDG#1 and explains how environmental conditions/factors have resulted in increased poverty. As part of your discussion, include evidence from your research and provide solutions for taking action to address the issue.

6. As a journalist from a country that has faced widespread poverty, compose an editorial in which you describe environmental factors and how they have contributed to poverty (use specific evidence from your research to support your response). In conclusion, propose one or more solutions that would address poverty (in your context) through environmental sustainability.
7. Create an advocacy poster, pamphlet, or brochure that informs someone on the connection between environmental factors and poverty. Your work should include an overview of your research findings (through words and pictures) and encourage someone to take action with possible solutions.
8. In an essay of 1000 words or less, compose an essay that discusses and analyzes the impact of climate change and/or environmental conditions on poverty in your specific research context. Include specific evidence or examples from your research and conclude by suggesting possible solutions for taking action on the issue.
9. Connecting the local to the Global: Addressing Inequality. This project asks you to take on inequality that exists within your own school community. Therefore, network with a group of students (could be those in your class, ASB or class officers, with other interested students in your school). Create a club or an initiative that aims make your school community more inclusive and equitable. Discuss the current challenges that exist and how your school currently supports cultural diversity, promotes gender equality, and inclusive learning environment. Then, create specific opportunities to address these topics during each month of the school year.
10. As youth interested in creating sustainable communities, ask your teacher to reach out to the World Affairs Council of Seattle or another organization to help facilitate a sister-school connection with another class in another part of the world. As you connect with these other students and learn about their community, discuss ways to create a more sustainable city or community (and, think about what you learned in SDG #9 and other SDGs). What new technologies or innovations would you recommend? Then, have each class take action by addressing a sustainability issue in their community and sharing what they learned or achieved.
11. Washington State youth in grades 3-12 can participate in the World Affairs Council's [Annual World Citizen Essay Contest](#) organized by Global Classroom, to raise their voices on global issues important to them.
12. Middle and high school students can connect with peers to discuss global current events and ways to become globally-engaged through the [World Affairs Council's Global Connections Club](#) organized by Global Classroom.

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This Open Educational Resource, *Cultivating Global Competence through the United Nations Sustainable Development Goals*, was developed by Ryan Hauck, Michele Anciaux-Aoki, Julianna Patterson, Gloria Kuzmenko-Latmier, Ina Chong, and Global Classroom, World Affairs Council - Seattle.

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Translations by:

Larisa Shuvalova
Iryna Novachuk
Inna Shynshyn
Nathan Marks
Brandon Severance
Otilia Baraboi
Ileana Marin
Alexey Kuznetsov
Pedro Lopez-Chaves

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