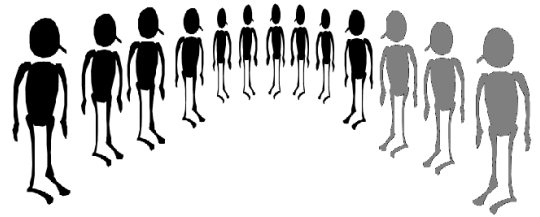


The Lolly Game - Modelling the state of the world

Students take part in a human model to visualise statistics relating to global wellbeing and resource distribution and consider what this reveals about inequality globally and within Australia.

Setting up 'The Lolly Game' model

Ask the group to stand in an arc in a large open space representing all the people in the world. Read the instructions in the table overleaf that relate to a class of 30 students. For smaller or larger groups, substitute the numbers in red with data from the appropriate class size column.



	Instructions for 'The Lolly Game' model	Class Size					
		15	20	25	30	35	50
Global population	"The world population is currently just over 7 billion people so each person represents 3.3% of the world's population."	6.7	5	4	3.3	2.9	2
Lacking adequate sanitation 36%	"The first 11 people should now step forward. These people represent the 36% (2.6 billion people) of the world without adequate sanitation. Being without adequate sanitation means not having somewhere safe and clean to go to the toilet and wash afterwards, and is a major cause of preventable illness and death."	6	7	9	11	13	18
Extreme poverty 20%	"The first 6 people should take another step forward, as they represent the 20% (1.4 billion people) of the world suffering extreme poverty. Extreme poverty is defined as living on less than \$US1.25 per day (A cause for hope is that 20 years ago this figure was 43%)."	3	4	5	6	7	10
Lacking adequate shelter 14%	"The first 4 of this group should now sit on the floor to represent the 14% of world population who do not have access to adequate shelter. This could mean they lack security from forced eviction, have insufficient living space or may be exposed to hazardous locations and extreme weather conditions."	2	3	4	4	5	7
Hunger 13%		2	3	4	4	5	6
Lacking clean water 12%		"This same group should put their hands on their stomachs as they also represent the 13% of world population who experience hunger every day, and the 12% of the world that don't have access to clean water."	2	3	3	4	4
Child labourers 3%	"Finally the first 1 of those sitting on the floor should lie flat on their backs representing the 3.2% of world population that are child labourers."	0	1	1	1	1	2
Use most of the world's available resources 10%	"Of those still standing in the arc, 3 of you from the other end should put your hands on your heads to represent the 10% of the world that has most of the world's available resources. The remaining people standing in the arc represent those in the world that have modest incomes - 'just enough' to feed, house, and clothe themselves."	1 or 2	2	2 or 3	3	3 or 4	5
Wealth shared by the richest 10%	"The lollies in this bag represent the wealth of the world. There is enough for each person to have a lolly but we are going to share them as wealth is currently shared in the world. The richest 10% have 25 lollies." Hand them out to those at the top of the arc, giving more to males if possible to represent gender distribution.	13	17	21	25	30	43
Wealth shared amongst the bottom 90%	"The rest of the people in the world have 5 lollies to share between them all." Place them in the middle of the group.	2	3	4	5	5	7

Discussion

Allow students a short time to comment on the differences in the lolly distribution and attempt to redistribute them. It is important that discussion follows shortly after to give students the opportunity to debrief, and to prevent giving an unduly hopeless impression of the state of the world.

This model can be used to demonstrate a number of potential issues with measuring well-being using economic and social indicators. Discuss the following issues as a class.

So what have we learnt about?

- **Wealth Distribution** – How did those sitting and standing feel when I gave them their lollies? Did anyone think about how they were going to share the lollies or get some of the larger pile? Why or why not? Would those standing have felt any different if they did not know that the others had so few?
- **Global averages** - This is a global view of the world, showing the averages for all nations, not a country-by-country view. What can we learn about individual countries from global averages? Do you think it is accurate to describe a country as rich or poor? Why or why not? Which parts of the model are accurate and which parts might give a false perspective of the world?
- **Relative poverty** - Where do most Australians fit into this model? Keep in mind that assets of \$61000 place someone in the top 10% of world wealth distribution, and \$2200 in the top 50%. Australia is second out of 190 countries on the Human Development Index (HDI) – which measures wealth, income, education & health services, but we still have 100,000 homeless citizens. What are some other examples of how individuals can be ‘relatively poor’ in a country that is wealthy on average?
- **Inequality** - What things are happening currently in the world between countries, or between people in countries that may be related to this unequal distribution of wealth? How would you explain this? It has been argued that this level of inequality is at the core of much of the world’s conflict. Do you agree/disagree? Is there anything we can do about it – individuals, groups, or governments?

One World Centre, 2013.

Source:

- Adapted from an idea in *A Better World for All – Student Activities* by Margaret Calder and Roger Smith, Commonwealth of Australia, 1993

Sources of statistics (2013):

- World population – 7 billion <http://www.worldometers.info/world-population/>
- Extreme poverty – 24% at 2008. 20% good estimates of 2010 data. <http://mdgs.un.org/unsd/mdg/Resources/Static/Products/Progress2012/English2012.pdf>
- Sanitation – 36% http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-report-2012-en.pdf
- Clean water access – 12% http://www.wssinfo.org/fileadmin/user_upload/resources/JMP-report-2012-en.pdf
- Hunger – 13% <http://www.fao.org/publications/sofi/en/>
- Child labour – 3% <http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=13313>
- Slums: <http://www.unhabitat.org/pmss/getPage.asp?page=bookView&book=1156>
- Wealth distribution <http://escholarship.org/uc/item/3jv048hx#page-8>