

SDG 10: Reduced Inequalities

This module focuses on SDG 10 which aims to “Reduce inequality within and among countries.” This lesson will focus on the success story in Norway’s battle to limit income inequality. The activities will include a case study and policy analysis of Norway and a community engagement activity.

Link to Subjects	Civics, Government, Social Studies		
Link to Indiana High School Core	Social studies (5.1, 5.2, 5.4, 5.5, 5.6). See the standards section below	Link to International Baccalaureate	Theory of knowledge; Individuals and Societies (Group 3); Global Politics (Group 3). See the standards section below
Story	Story #1: My Grandparents’ Redlining Story Shows Why We Must Do Better Story #2: Lessons from Norway, the world’s most inclusive economy		
Activities	Activity #1: Reducing Income Inequality in Norway	Activity #2: Applying Lessons Learned from Norway	Activity #3: Reducing Income Inequality - Learning from Norway
Type of Activity	Case Study	Policy Analysis and Application	Community Engagement
Time of Activity	1 class	1 class	Multiple classes

Key Questions & Terms

Key Questions	Key Terms
What is income inequality?	Income Inequality, Social Inequality, Wealth Disparities
What outcomes occur due to Income Inequality?	Discrimination, Marginalized Communities
How has Norway attempted to curb income inequality?	Inclusive Growth, Social Protection
What can students do today to get their communities involved in limiting the effects of income inequality?	Access to Education, Gender Equality

Story Summaries

Story #1: My Grandparents' Redlining Story Shows Why We Must Do Better

The article recounts how redlining constrained the author's grandparents' housing options in 1970s Oakland, emphasizing the lasting impact of institutional racism on wealth accumulation. It calls for equitable housing policies amid COVID-19 and urges policymakers to learn from historical mistakes to create a more inclusive society.

Source: <https://bit.ly/4bW7Z9Z>.

Story #2: Lessons from Norway, the world's most inclusive economy

Norway stands out for its inclusive economy, boasting one of the world's lowest levels of income inequality. Its success is attributed to policies supporting education, innovation, and gender equality. Collective bargaining ensures fair wages, while extensive parental leave and childcare aid gender equality. Renewable energy and environmental policies further contribute to its sustainable growth model. Source: <https://bit.ly/4elm0zY>.

Opening Discussion

1. Begin by discussing the concept of income inequality. Define income inequality as the unequal distribution of income among individuals or households within a society.
2. Engage students in a brief discussion about the potential causes and consequences of income inequality. Encourage them to share their thoughts and examples they may be aware of.
3. Look at the story of the Redlining in the United States. Working in pairs or small groups, students should respond to the the following questions:
 - a. What problems are the people in the story facing?
 - b. How do they respond to these problems?
 - c. What principles and ideas shape their solutions/responses to the problems?
 - d. How do these stories about Climate Change relate to other SDGs?
4. In a large group, discuss the answers to these questions, drawing out key concepts:
 - a. **Inequality**: Recognizing unfair differences in wealth, opportunities, and treatment among people.
 - b. **Equal Rights**: Understanding everyone should have the same rights and opportunities, regardless of race, gender, or background.
 - c. **Fairness**: Ensuring that everyone has a fair chance to succeed and access to basic needs like education and healthcare.
 - d. **Discrimination**: Recognizing and fighting against treating people unfairly based on factors like race, gender, or income.
 - e. **Justice**: Working towards a society where everyone is treated fairly under the law and has access to justice.
 - f. **Diversity**: Embracing and valuing differences among people, including different cultures, backgrounds, and identities.
 - g. **Poverty Reduction**: Helping people lift themselves out of poverty by providing opportunities for education, jobs, and resources.
 - h. **Supporting the Vulnerable**: Making sure that people who are most at risk, such as the elderly, children, and those with disabilities, are supported and protected.
 - i. **Community Empowerment**: Giving communities the tools and resources they need to advocate for themselves and create positive change.

Activity #1: Reducing Income Inequality in Norway

In a 45-minute introduction, students explore income inequality and the story of Redlining in the US, discussing its relation to Sustainable Development Goals. Following, a 60-minute activity focuses on Norway's strategies to reduce income inequality, leading to a reflective discussion on the effectiveness of these approaches and their alignment with SDG 10.

Activity Learning Objectives

1. Understand income inequality and its historical context, particularly through the lens of redlining in the US.
2. Explore Norway's strategies to address income inequality, evaluating their effectiveness and alignment with SDG 10.
3. Foster critical thinking and discussions about policy interventions and their impact on reducing income inequality and promoting social justice.

Lesson Flow

Activity: Norway's Approach to Reducing Income Inequality (60 minutes):

1. Explain to the class that some countries have achieved some success in combating Income Inequalities. For example, Norway.
2. Divide the class into small groups and provide each group with multimedia resources about Norway's initiatives to reduce income inequality.
 - a. Norway's Progressive Tax Policy: <https://bit.ly/3xldb8j>.
 - b. Strong Social Welfare System: <https://bit.ly/4bY8ctA>.
 - c. Investment in Education: <https://bit.ly/4eid8Le>.
 - d. Gender Equality Policies: <https://bit.ly/4ejXRtu>.
 - e. Redistribution of Oil Wealth: <https://bit.ly/4eIWBWz>.
3. In their groups, students will analyze the information provided and identify specific strategies and programs implemented by Norway. They should pay attention to policies related to progressive taxation, social welfare programs, affordable housing, gender equality, and education.
4. Each group will create a presentation (in whatever way they see fit, with teacher input) summarizing Norway's approach to reducing income inequality, highlighting key strategies and their impact.

Discussion and Reflection (15 minutes):

1. Reconvene as a class and have each group present their findings. Encourage discussions and questions from the rest of the class.
2. Lead a reflection session where students discuss the effectiveness of Norway's strategies in reducing income inequality. Prompt them to consider how these strategies align with the goals of SDG 10.
3. Ask them, "Which strategy do they think has been the most effective?"

Possible Enrichment

- **Primary Source Analysis:** Analyze historical documents on redlining to understand its impact.
- **Case Study Comparison:** Compare strategies from various countries to address income inequality.
- **Policy Proposal:** Develop evidence-based proposals to tackle income inequality locally.

References

- All Norwegians become Millionaires due to Oil Fund Balloons: <https://cnb.cx/4cyQcpB>.
- Enough About Finland, Let's Talk About Norway: <https://bit.ly/3xfhHW2>.
- Gender equality is central to Norway's national brand – but it is missing from its labour market policies: <https://bit.ly/4bQcyTk>.
- The Color of Law: <https://bit.ly/3ViM71l>.
- Rothstein, L., & Rothstein, R. (2023). *Just action: How to challenge segregation enacted under the color of law*. Liveright Publishing. <https://bit.ly/3VBVwCB>

Activity #2: Applying Lessons Learned from Norway

Students learn about income inequality and Norway's strategies in a 90-minute social studies/economics lesson. Students brainstorm solutions to reduce inequality in their communities, share ideas, and discuss feasibility. Emphasis is on understanding, creativity, and actionable solutions.

Activity Learning Objectives

1. Students will understand the concept of income inequality and its implications for societies.
2. Students will examine the specific strategies and initiatives implemented by Norway to reduce income inequality.
3. Students will reflect on how these strategies can be applied or adapted in their own communities.

Lesson Flow

Introduction:

1. Recap the key points from the previous lesson (if needed or use as a standalone lesson) and remind students of the importance of addressing income inequality for sustainable development.

Main Activity: Designing Solutions:

2. Ask students to work individually or in pairs to brainstorm and design their own initiatives to reduce income inequality in their communities.
3. Encourage creativity and critical thinking as students consider various factors such as taxation, social welfare programs, education, and housing.
4. Provide guidance and support as needed, and encourage students to think about how their proposed solutions could address specific challenges faced by different groups within their communities.

Presentation and Discussion:

5. Have students share their ideas and proposals with the class. Encourage constructive feedback and discussion.
6. Facilitate a discussion on the feasibility and potential impact of the proposed solutions. Encourage students to consider how they can advocate for change and take action to address income inequality in their own communities.

Conclusion:

7. Summarize the key learnings from the lesson and emphasize the importance of collective action in addressing income inequality and achieving the goals of SDG 10.

Possible Enrichment

- Assign a research project where students investigate income inequality in different countries and compare their approaches to addressing it.
- Organize a community service project where students volunteer with organizations working to support marginalized communities affected by income inequality.

Activity #3: Reducing Income Inequality - Learning from Norway

In this lesson, students explore income inequality, drawing inspiration from Norway's strategies. They identify community needs, develop proposals, implement projects, reflect on their experiences, and present their findings. Assessment focuses on project effectiveness, reflection, and communication. Extension activities promote ongoing community engagement and learning.

Activity Learning Objectives

1. Understanding income inequality: Students will explore the concept of income inequality and its implications for individuals and society.
2. Analyzing root causes: Students will identify and analyze the root causes of income inequality within their community, considering factors such as economic policies, social structures, and access to resources.
3. Developing solutions: Students will develop creative and practical solutions to address income inequality in their community, drawing inspiration from strategies discussed in class and Norway's initiatives.

Lesson Flow

1. Identifying Community Needs (1 week):
 - In the classroom, facilitate discussions where students brainstorm and identify specific areas of income inequality within their community.
 - Encourage students to conduct research and gather data to understand the root causes and impacts of income inequality in their community.
2. Planning and Proposal (1-2 weeks):
 - In small groups or individually, have students develop proposals outlining their plans for addressing income inequality in their community.
 - Encourage students to consider the strategies discussed in class and adapt them to their community's specific needs and resources.
 - Provide guidance and support as students refine their proposals and develop actionable plans.
3. Implementation (4-6 weeks):
 - Once proposals are approved, students will begin implementing their projects in the community.
 - Projects may include organizing workshops on financial literacy, volunteering at local food banks or shelters, advocating for policy changes, or fundraising for community organizations addressing income inequality.
 - Encourage students to document their progress and challenges throughout the implementation phase.

4. Reflection and Evaluation (1 week):

- After the implementation phase, facilitate reflection sessions where students discuss their experiences, successes, and lessons learned.
- Encourage students to consider the impact of their projects on reducing income inequality and improving the well-being of individuals and families in their community.
- Have students evaluate their projects based on their original goals and objectives.
 - Focus student reflections on how difficult it is to enact change. Most of Norway's policies needed to be national policy to succeed.

5. Presentation and Community Engagement (1-2 weeks):

- Organize a presentation or exhibition where students showcase their projects to the school community and local stakeholders.
- Encourage students to share their insights, recommendations, and success stories with peers, teachers, parents, and community members.
- Facilitate discussions on how the community can continue to work together to address income inequality and promote social justice.

Extension Activities:

- Encourage students to continue their involvement in community initiatives addressing income inequality beyond the scope of the project.
- Invite guest speakers or community leaders to share their perspectives on income inequality and opportunities for collective action.
- Collaborate with local organizations or government agencies to explore ongoing efforts

Standards

Indiana State Social Studies Standards

- Standard 5.1: Understand the historical development and impact of major world religions, philosophies, and belief systems on individual societies and their connections to current events.
- Standard 5.2: Analyze the development and impact of political, economic, and social systems in different historical eras and regions of the world.
- Standard 5.4: Analyze the causes, consequences, and possible solutions to contemporary global issues, such as poverty, inequality, and human rights abuses.
- Standard 5.5: Evaluate the impact of globalization on cultures, economies, and political systems around the world.
- Standard 5.6: Examine the role of international organizations, treaties, and agreements in addressing global challenges and promoting cooperation among nations

International Baccalaureate Standards

- Theory of Knowledge (TOK): Exploring knowledge questions related to inequality, justice, and the distribution of resources.
- Individuals and Societies (Group 3): Analyzing the causes and consequences of social inequalities within and among societies.
- Global Politics (Group 3): Investigating international efforts to address inequalities, such as through policies, institutions, and advocacy.