Social Justice Activities

Use the following interactive activities that have been designed for students to highlight social justice issues and raise awareness about poverty, inequality and injustice.

Brand New!

Focus: Inequality

Kawma
A fun fast paced game adapted from South Sudan that encourages team work and communication

What in the World
A card based activity/game that highlights global inequality

Daily Numbers
A class activity that visually shows the differences in work income

Mine and Yours
A group activity that challenges students to reflect on the needs of others and the common good

Other activities worth checking out...

Welcome
UFO Ball
I should be so lucky

Connection
UV Ball
World Peace?

$2 Game
Privileged
Spacecraft Earth

Go to www.caritas.org.nz/what-social-justice

Image sources: Wikimedia Commons and Pixabay
**AIM:** To get students thinking of justice issues while playing a modified version of a ball game played in South Sudan (NOTE: Rules and scoring will be biased towards one team).

**EQUIPMENT:** 10 small soft balls / 1 rolled up poster / 1 whistle / 1 timer

**How the game works:**

Team A members stand in a circle (with approximately 10 metre diameter) facing the centre. Team B members stand in the space inside the circle.

Team A are allowed to throw the balls at Team B and can eliminate them if they hit them on any part of the body below the shoulders (excluding their hands).

The objective for Team B is to survive by dodging balls. At the same time they can catch balls (with their hands only) and then use them to stack the tower at the very centre of the playing area.

**Finding a winner:**

If Team A manages to eliminate all of Team B then they win the round. If Team B manages to stack the balls in the tower to the very top then they have successfully won the round.

**Role of the supervisor:**

The supervisor plays a critical role. They need to:
1) Give out the balls to Team A at the start
2) Continue supplying balls to Team A as balls are stacked
3) Time the rounds in case of a tie break
4) Introduce injustice using some of the rule variations below

**Experiencing injustice:**

This is a fun fast paced game that challenges players in terms of their communication, agility and accuracy. However, for it to be a true activity that highlights injustice the following rule variations should be considered by the supervisor:

a) Having unbalanced numbers on each team
b) Making the circle spaces different sizes
c) Using a different number of balls at the start
d) Changing the speed in which new balls are supplied during the round
Purpose: To highlight the Catholic social teaching principles of the Common Good, Solidarity, Human Dignity and the Preferential Option for the Poor and Vulnerable through interaction and reflection.

Resources needed: 400 coins * 15 profile cards * 15 bags * 204 interaction cards * Debrief questions

Number of participants: The activity is designed for 15 people. However everything can be doubled to make it work for 30 participants. Extra profile cards can be used to make up numbers if needed.

Setting up: If you have time, put each profile card in a small bag with the allocated amount of coins shown on their profile card. Shuffle all the interaction cards and then place them in piles around the room (the number of piles will differ depending on the total participants - but aim for about 7 piles for 15 players.

Timing: 30 - 40 minutes (leave at least 10 minutes for the debrief)

Starting instructions:

‘We are going to play a short game for the next 15 minutes (you may choose to change this duration). Each of you will be given a profile card and will become a certain member in the community. You will have specific instructions that are unique for you. Make sure you read these and understand them.

All of us will start with a certain number of coins. These are the chosen currency but they represent more than just money. They represent our wealth, time, health and love.

The main function of the game involves interactions. You can do this as many times as you like. You will see piles of cards around the room. An interaction can take place when two people are facing each other at both ends of a card pile. To interact, the top card is flipped over and an outcome is given. Follow the instructions on your profile card and the outcome card before moving on. Essentially, each of you will bring something during an interaction and then you will also get to take away something after the interaction. This may be good or bad. Wait and see.

I’ll let you know when we have one minute to play and then we can sit down together and reflect on what we have experienced and learnt.’

Game play:

Players must take a card randomly and then read their instructions.

Then for the chosen game time (e.g. 15 minutes) they move around the room interacting. This involves flipping the top card on a pile when they are opposite another player. Each player will bring a certain number of coins to the trade and the card will clearly state how the coins are divided before the interaction is completed.

Some players will look to help others. Other players will only be interested in gaining as many coins for themselves as possible. A small number of players will be less privileged than others (in terms of movement and starting coins) and may look for assistance. This will ensure an interesting debrief after the game concludes.
**Celebrity**

Starting coins: **50** (special)

When interacting: Talk a lot about yourself and give **5** of your special coins.

Also: You are keen to get as many people to like you, so you may give out coins if you wish. Up to you - you’re the celebrity!

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**Thief**

Starting coins: **15**

When interacting: Give **5** of your coins; or if you want, you can just present **4** coins when you feel like it.

Also: You can reverse the distribution outcome of the interaction if you want to, so that you benefit in the end.
Type: Set of 30 country cards

Level: Primary and Secondary

Purpose: To highlight global inequality and help students understand that many countries experience a different lifestyle to what we have in New Zealand.

Sources:
Data was obtained in July 2017 from various sources including UNHDP, World Bank, World Atlas, Worldometers, The Lancet Journal, The Economist Group and Our World in Data. All images were from Wikimedia Commons and Pixabay.

Continuum Activity

[Designed for a class of 30 students]

- Give each student in the class a country card.
- Decide on a measure (e.g. Development Index).
- Get students to make an ordered line from lowest to highest.
- Ask students to call out their countries in order.
- Discuss any surprises or feelings after looking at the spread visually.
- Change the measure and examine the movement of countries.

Collect the Highest

[Designed for 2-6 players]

- Players shuffle the cards and deal them out equally.
- Cards are kept in a pile in the hand and players look only at their top card.
- The youngest player starts and chooses a measure from their country that they think may be high. They call out that measure to other players.
- Players take turns at calling out their statistic for that measure.
- The player with the highest statistic keeps all the cards (placing them under their pile).
- In the case of a draw, all the cards from that round are placed in the middle and the player to the left of the last caller is the new caller. The next winner gets the current cards and the cards in the middle too.
- Players are eliminated when they run out of cards.
- The winner will end up with the entire set of cards.

Extra Ideas...

For classes of more than 30, get students to choose a different country to research to find out about their measures to increase the cards to be used.

A student could be given the task of putting the countries in order based on a specific measure. Then they could feedback to the class their findings.

Understanding the measures used...

Populations are current estimates. Development Index is the Human Development Index. School Participation is enrolment in primary school. Access to food is based on the Food Security Index. Access to Water is based on the Improved Water Source statistic. Access to Health is based on Health Care Access and Quality Index. Access to shelter is based on the level of homelessness and quality of housing. Peace and safety is based on the Global Peace Index.
What is life really like for many around the world?

**New Zealand**

**Key Numbers:**
- Population: 4,799,490
- Land Area: 268,021 km²
- Density: 18 per sq. km
- Development Index: 13th
- Life Expectancy: 82 years
- Literacy Rate: 99%
- School Participation: 99%

**Access to the Most Basic Needs:**
- Food
- Water
- Shelter
- Health
- Peace and Safety

**Norway**

**Key Numbers:**
- Population: 5,330,800
- Land Area: 304,282 km²
- Density: 16 per sq. km
- Development Index: 1st
- Life Expectancy: 82 years
- Literacy Rate: 100%
- School Participation: 99%

**Access to the Most Basic Needs:**
- Food
- Water
- Shelter
- Health
- Peace and Safety
### Daily Numbers

<table>
<thead>
<tr>
<th>Name</th>
<th>Character</th>
<th>Salary (p.a.)</th>
<th>Income per week</th>
<th>Income per work day (NZD)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mini Mumwage</td>
<td>Minimum wage</td>
<td>$32,760.00</td>
<td>$630.00</td>
<td>$126.00</td>
<td>NZ</td>
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<tr>
<td>George Reinhard</td>
<td>Cleaner</td>
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<td>$713.54</td>
<td>$142.31</td>
<td>NZ</td>
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<td>Livi Ngwage</td>
<td>Living wage</td>
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<td>$808.00</td>
<td>$161.60</td>
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<td>Sandra Smith</td>
<td>Call centre worker</td>
<td>$43,000.00</td>
<td>$826.92</td>
<td>$165.38</td>
<td>NZ</td>
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<tr>
<td>Mark Vogel</td>
<td>Teacher</td>
<td>$75,000.00</td>
<td>$1,422.31</td>
<td>$288.46</td>
<td>NZ</td>
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<td>Kari Te Huna</td>
<td>Accountant</td>
<td>$85,000.00</td>
<td>$1,634.62</td>
<td>$326.92</td>
<td>NZ</td>
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<td>Dave Shortland</td>
<td>IT specialist</td>
<td>$105,000.00</td>
<td>$2,019.21</td>
<td>$403.85</td>
<td>NZ</td>
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<td>Louise Upston</td>
<td>Politician</td>
<td>$290,000.00</td>
<td>$5,576.92</td>
<td>$1,115.38</td>
<td>NZ</td>
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<td>Bill English</td>
<td>Prime Minister</td>
<td>$520,000.00</td>
<td>$10,000.00</td>
<td>$2,000.00</td>
<td>NZ</td>
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<tr>
<td>Kieran Read</td>
<td>Rugby player</td>
<td>$1,000,000.00</td>
<td>$19,230.77</td>
<td>$3,846.15</td>
<td>NZ</td>
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<tr>
<td>Lydia Ko</td>
<td>Golf star</td>
<td>$3,000,000.00</td>
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<td>NZ</td>
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<td>David Hisco</td>
<td>CEO (ANZ)</td>
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<td>$80,411.27</td>
<td>$16,082.23</td>
<td>NZ</td>
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<td>Jennifer Lawrence</td>
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<td>Lionel Messi</td>
<td>Football star</td>
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<td>Justin Bieber</td>
<td>Singer and performer</td>
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<td>$2,019,230.77</td>
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<td>Canada</td>
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<td>Hussain Saywani</td>
<td>Real estate mogul</td>
<td>$500,000,000</td>
<td>$9,615,384.62</td>
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<td>Dubai</td>
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<tr>
<td>Bill Gates</td>
<td>IT developer</td>
<td>$3,500,000,000</td>
<td>$67,307,692.31</td>
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<td>US</td>
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<td>Verity Mukoku</td>
<td>Teacher in Zimbabwe</td>
<td>$16,900.00</td>
<td>$325.00</td>
<td>$65.00</td>
<td>Africa</td>
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<td>Arjun Khan</td>
<td>Taxi driver in India</td>
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<td>$160.00</td>
<td>$32.00</td>
<td>Asia</td>
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<td>Mary Ulajo</td>
<td>PNG teacher</td>
<td>$7,800.00</td>
<td>$150.00</td>
<td>$30.00</td>
<td>Pacific</td>
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<td>Netini Vesikula</td>
<td>Shop worker in Fiji</td>
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<td>$100.00</td>
<td>$20.00</td>
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<td>Omar Nabyw</td>
<td>Market seller in Egypt</td>
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<td>Alek Duani</td>
<td>Farmer in South Sudan</td>
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<td>Tuktuk driver in Cambodia</td>
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<td>Taslima Rahim</td>
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<td>Dianna Dyab</td>
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<td>Doaa Nawaaf</td>
<td>Unemployed refugee</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>Syria</td>
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</tbody>
</table>

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### Possible instructions/activity...

Get students to line up in order of height, age, first name etc...

Give out the first 12 cards (NZ) to the first 12 students and ask them to get in order based on money they earn per day.

Ask if this spread seems fair? Does this difference reflect the different level of effort?

Then go global...

Give out the next 6 cards to the next 6 students who are true stars in the eyes of the world...

Get them to join the line in order and reveal the money they earn every day.

Again ask if this spread seems fair? Does this difference reflect the different level of effort?

However this is not a true reflection of the world... where we have 7 billion people... many of which are struggling form day to day.

Give out the final cards to the remaining students (14) - these could be shared if a class has more than 32 students.

Get them to join the line to complete the ordered line based on NZ dollars earned each day.

Compare the differences between each end.

Ask how different people feel at different points on the line.

Again ask if this spread seems fair? Does this difference reflect the different level of effort?

Provide a few shocking stats:

* The 1% richest on our planet (including Bill Gates) own as much as the rest of the world (remaining 99%)
* In fact the top 65 richest people own as much as the 50% poorest on the planet.
* 80% of the world live on less than $10 per day
* 40% of the world live on less than $5 per day
* 20% of the world live on less than $2.50 per day

What can we do about this? Discuss ways we can respond.
Daily Numbers

NAME: George Reinhard  COUNTRY: New Zealand

JOB: Cleaner

MONEY EARNED

Per Year
$37,000
Per Day
$142
Per Week
$712

Daily Numbers

NAME: Sandra Smith  COUNTRY: New Zealand

JOB: Call centre

MONEY EARNED

Per Year
$43,000
Per Day
$165
Per Week
$827
We all have a migration story

- What is your story?
- Who can you welcome and support?
Knowing our Neighbours
Social Justice Week 2017

Weaving Bonds of Belonging
The $2 Game

Instructions for the game leader

This game was created by Dr Mary Rowe for her class in ‘Negotiation and Conflict Management’ at MIT (Massachusetts Institute of Technology). For more information go to...

Purpose: To experience negotiations in a win/lose scenario.
Age group: Suitable for 10 years and over.
What you will need: A space big enough for your group to sit comfortably in pairs.
You might choose to have plastic money bags containing $2 in small change (10 cent pieces would be preferable), BUT YOU DON’T REALLY NEED THIS. You can bargain over a ‘theoretical’ $2.
Each player should have a pen and paper.
Set of ‘Secret Instructions’ for each round.

To prepare before the game

The game has three rounds.

For the first round the leader needs to print off several copies of the ‘Secret Instructions for First Round’ (see Appendix 1).

Each player receives a secret instruction, so you will need to print out enough sets to cover the number of players you have. You will need to cut up the sheets of secret instructions before the game begins. They will be distributed randomly.

For the second round the leader needs to print off several copies of the ‘Secret Instructions for Second Round’ (see Appendix 2). Again, you will need one secret instruction per player so you may need to print off several sets, and cut them up.

For the third round use the secret instructions from rounds 1 and 2. Mix them up and distribute randomly.
AIM:
To get students thinking of justice issues while playing a modified version of football (NOTE: Rules and scoring will be biased towards one team).

EQUIPMENT:
- 1 large beach ball (or plastic bag ball)
- 4 cones (for goals)
- 1 whistle

HOW TO PLAY:
1) Divide students in half (2 teams at each end)
2) Play football as per usual but mention that you will change the rules regularly
3) Team with most goals at the end wins

POSSIBLE RULE CHANGES:
- One team can only use their left foot
- One team has to kneel
- Goal posts are narrowed or expanded
- One team is allowed to pick the ball up and throw it (not into goal though)
- One team scores double points
- Players in one team have to hold one hand of another team mate and play
- One team loses or gains players (so the numbers are unfair)

OBSERVE: Do students complain about the rules? Help out the other team? Advocate for a rule change so that justice prevails?
**AIM:**
To get students thinking of justice issues while playing a modified version of volleyball (NOTE: Rules and scoring will be biased towards one team).

**EQUIPMENT:**
- 1 large beach ball
- 1 net/elastic length
- 4 cones
- 1 whistle

**HOW TO PLAY:**
1) Divide students in half (2 teams across net)
2) Play volleyball as per usual but mention that you will change the rules regularly
3) First team to chosen target wins (e.g. 15)

**POSSIBLE RULE CHANGES:**
- One team can only use their left hands
- One team has to kneel
- One team is allowed unlimited hits
- One team is allowed one bounce
- One team scores double points
- Players in one team have to hold one hand of another team mate and play
- One team can only use their heads
- One team is allowed more players

**OBSERVE:** Do students complain about the rules? Help out the other team? Advocate for a rule change so that justice prevails?
**Objective:** To highlight the inequality in the world.

**Activity Summary:** Students walk in the shoes of young people from around the world and step forward and backward, depending on how privileged they are based on a range of categories. At the end of the activity, the huge range will be visually challenging for students. Those who are ‘privileged’ individuals will likely feel sorry for those behind them, while others at the other end of the spectrum will be humbled by their end position in comparison to those around them.

**To Start:** Give out one profile card to each participant (or pairs if there are more than 20 in the group). Ask the participants to stand in the middle of the room in one line facing the back wall. If it will work, get them to hold hands to show they are connected and ‘equal’ at the beginning. Make sure participants know the objective of the game before starting.

**Movement:** Explain that through the activity you will mention a category (e.g. food security) and students can read to themselves their own description. They will then move forward, backward or remain in place, based on their young person’s situation in relation to that category. Each movement should be one small granny step (approx. 30 cm).

- **Blue** descriptions result in a step forward;
- **Red** descriptions result in a step backward; and
- **Black** descriptions result in no movement (somewhat neutral position)

**Equipment needs**
- 20 profile cards (printed)
- Open space (at least 10m x 10m)

**Debriefing:** At the end of the activity, let participants remain in place and ask them to look around at where everyone ended up and where they finished in relation to others. Ask people to talk about how they felt going through the process and what it felt like to be stepping forward when others went the other direction. Find out from those who experienced the opposite (going backward when others were quickly moving ahead). Get willing participants to share the description that made the most impact on them and why.

**Humbling Concluding Statistics:**
- The richest 1% of the world own as much as the rest!
- 80% of the world live on less than $10 a day; 40% live on less than $5 a day; and 20% live on less than $2.50 a day
<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Gender</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ella Yelich-O'Connor (Lorde)</td>
<td>New Zealand</td>
<td>Female</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Food security</strong></th>
<th>You can eat what you want when you want</th>
<th><strong>Literacy</strong></th>
<th>You enjoyed a quality education growing up</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Water for life</strong></td>
<td>You have access to clean water everywhere</td>
<td><strong>Freedom</strong></td>
<td>Your options are literally endless</td>
</tr>
<tr>
<td><strong>Shelter</strong></td>
<td>You have many options for accommodation</td>
<td><strong>Working conditions</strong></td>
<td>The music industry can be hard but you can always do anything else you choose</td>
</tr>
<tr>
<td><strong>Medical care</strong></td>
<td>You have easy access to quality health care whenever you need it</td>
<td><strong>Mobility</strong></td>
<td>You can easily travel around New Zealand and to other parts of the world</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>You enjoy a peaceful country and bodyguards when travelling</td>
<td><strong>Available finance</strong></td>
<td>You are only 19 but you are already set financially</td>
</tr>
<tr>
<td><strong>Discrimination</strong></td>
<td>You don’t seem to be disadvantaged in life and are not discriminated against</td>
<td><strong>Corruption</strong></td>
<td>Law and order is great in New Zealand</td>
</tr>
<tr>
<td><strong>Abuse</strong></td>
<td>As a celebrity, at times you deal with verbal abuse from critical fans</td>
<td><strong>Hobbies and entertainment</strong></td>
<td>You can do whatever you want and have the means to do so</td>
</tr>
<tr>
<td><strong>Family life</strong></td>
<td>You enjoy a supportive family that you see whenever you can</td>
<td><strong>Electricity and technology</strong></td>
<td>You have grown up with both and never miss out on accessing either easily</td>
</tr>
</tbody>
</table>
I SHOULD
BE SO LUCKY

Game adapted from CAFOD

This game helps young people explore how the unequal distribution of wealth affects people’s experiences and aspirations. It will raise questions about fairness and justice. Encourage the young people to express how they feel and share what they learned.

The scenarios on the cards are inspired by real-life injustice and privileges that people around the world experience every day. To read more about the injustice people are facing in the world and what Caritas Aotearoa New Zealand is doing to alleviate poverty and injustice in the countries where we work, have a look at our website www.caritas.org.nz

Choose a food item to use in the centre of the room to experience unequal distribution. Whatever items you choose make sure it is produced in a fair trade environment. You may like to ask participants to bring a donation to cover the costs of the food item. To explore injustice further, you could even charge some participants more than others to participate in the game.

Possible food items (could be incorporated into your Caritas Challenge meal):
A big bowl of rice with a serving spoon (give participants a cup they can fill up)
Fairtrade chocolate broken up into pieces
Fairtrade lollies
A big bowl of hot chocolate with a ladle (give participants a cup they can fill up)
Pieces of fruit (apple or oranges work well)
Corn chips
A mudslide after a flood has destroyed your family home and crops and you don’t have any money to buy food.

You don’t get any food.

Through the efforts of an international aid organisation, your village now has a good supply of water to help grow crops in the fields.

Take one serving.

Your family owns and runs a small company. You have all worked hard, business has been good and you have done quite well.

Take 4 servings.

Your parents are both sick with tuberculosis so you need to work to earn money to support your family. You will never learn to read or write.

You don’t get any food.

Your mum has a good job and has helped a big company to buy a piece of land where they want to open a mine.

Take 8 servings.

You are a 12 year old girl and have just completed your school education. You have been lucky enough to get a job in a factory but all your money is needed to send your brother to school.

You don’t get any food.

There was such a bad drought this year that the crops on your family farm could not grow properly. You cannot eat them, or sell them for extra money.

You don’t get any food.

Wealthy countries are consuming more grain which means there is a shortage in your country and prices are high.

Take two servings but eat only one. Give your second serving to the person who got the most.

Fighting between government soldiers and rebel groups means your life is in danger. You must leave everything behind and flee in the middle of the night.

You don’t get any food.

Your dad has just lost his job making shirts. The company has decided to move its factory to a country where they pay workers less.

You don’t get any food.
Positive Peace is the attitudes, institutions, and structures that create and maintain peaceful societies. The Positive Peace Index measures Positive Peace across eight domains.

### Indicators and Performance

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Denominator</th>
<th>Value</th>
<th>Rating</th>
<th>Latest Year</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.1.1</td>
<td>Intentional Homicide</td>
<td>0.91</td>
<td></td>
<td>2014</td>
<td>↑</td>
</tr>
<tr>
<td>16.1.2</td>
<td>Conflict Related Deaths</td>
<td>0</td>
<td></td>
<td>2014</td>
<td>↑</td>
</tr>
<tr>
<td>16.1.3</td>
<td>Victims of Violence</td>
<td>% 64</td>
<td></td>
<td>2015</td>
<td>↓</td>
</tr>
<tr>
<td>16.1.4</td>
<td>Safe Walking Alone</td>
<td>% 3</td>
<td></td>
<td>2013</td>
<td></td>
</tr>
</tbody>
</table>

### Safety and Security Index

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Denominator</th>
<th>Value</th>
<th>Rating</th>
<th>Latest Year</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.3.1</td>
<td>Underreporting of Violence</td>
<td>%</td>
<td></td>
<td>2015</td>
<td>↑</td>
</tr>
<tr>
<td>16.3.2</td>
<td>Unsentenced Prisoners</td>
<td>% 17.0</td>
<td></td>
<td>2015</td>
<td>↑</td>
</tr>
<tr>
<td>16.4.1</td>
<td>Illicit Financial Flows</td>
<td>US$ (Millions)</td>
<td></td>
<td>2015</td>
<td>↑</td>
</tr>
<tr>
<td>16.4.2</td>
<td>Arms Tracking</td>
<td>per 100,000</td>
<td>0</td>
<td>2015</td>
<td>↑</td>
</tr>
<tr>
<td>16.5.1</td>
<td>Government Corruption (Citizens)</td>
<td>% 3</td>
<td></td>
<td>2013</td>
<td>↑</td>
</tr>
<tr>
<td>16.5.2</td>
<td>Government Corruption (Business)</td>
<td>% 5</td>
<td></td>
<td>2013</td>
<td>↑</td>
</tr>
<tr>
<td>16.6.1</td>
<td>Responsible Budget Spending</td>
<td>Score (1-4)</td>
<td>1.44</td>
<td></td>
<td>2016</td>
</tr>
<tr>
<td>16.6.2</td>
<td>Satisfaction with Public Services</td>
<td>% 82</td>
<td></td>
<td>2015</td>
<td>↑</td>
</tr>
<tr>
<td>16.7.1</td>
<td>Representative Politics</td>
<td>Score (0-1)</td>
<td>0.93</td>
<td></td>
<td>2016</td>
</tr>
<tr>
<td>16.7.2</td>
<td>Inclusive Decision Making</td>
<td>Score (0-1)</td>
<td>1.44</td>
<td></td>
<td>2016</td>
</tr>
<tr>
<td>16.9.1</td>
<td>Birth Registration</td>
<td>% 100</td>
<td></td>
<td>2006</td>
<td>↑</td>
</tr>
<tr>
<td>16.10.1</td>
<td>Violence Against Journalists</td>
<td>Total</td>
<td></td>
<td>2016</td>
<td>↑</td>
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<tr>
<td>16.10.2</td>
<td>Public Access to Information</td>
<td>Score (0-1)</td>
<td>0.78</td>
<td></td>
<td>2016</td>
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<tr>
<td>16.a.1</td>
<td>Human Rights Institutions</td>
<td>Score (1-5)</td>
<td>1</td>
<td></td>
<td>2017</td>
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<tr>
<td>16.b.1</td>
<td>Discrimination</td>
<td>% 3</td>
<td></td>
<td>2013</td>
<td>↑</td>
</tr>
</tbody>
</table>

*Comparable data not available for this indicator, however, country specific data may be available from the National Statistical Office or other sources.

**Source:** SDG16 Progress Report 2017
SET-UP

Arrange seats in two small rows all facing the same direction like an aeroplane. For a group of eight participants:

1. **Front** section is the **First Class** passengers (1 chair)
2. **Middle** section is the **Second Class** passengers (2 chairs)
3. **Back** section is the **Third Class** passengers (5 chairs)

For a group of 20 participants have 2 in first class, 2 in second class and 16 in third class.

For a larger group keep the ratios as 10% first class, 10% second class and 80% third class.

<table>
<thead>
<tr>
<th>Front of Spacecraft (Stick ‘view’ of stars on wall ahead)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Class</strong> (stick sign to chair)</td>
</tr>
<tr>
<td><strong>Second Class</strong> (stick sign to chair)</td>
</tr>
<tr>
<td><strong>Third Class</strong> (stick sign to chair)</td>
</tr>
<tr>
<td>Passenger 6</td>
</tr>
<tr>
<td>Passenger 8</td>
</tr>
</tbody>
</table>

Back of Spacecraft