

Introducing advanced economics topics to primary school students: The game of the goose.

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01 Introduction.

Prioritisation of the dissemination of results from research projects, rather than predoctoral work.

Prioritisation of the dissemination of academic knowledge to academics, rather than people outside academia.

Who cares about the implications that inequality has? Only researchers and politicians?

NO!

Objective: to bring research and its results to society.

In this case, the concept of Inequality of Opportunity to the youngest, who are the future generations.

02 (In) equality of opportunity.

- A fair society should provide individuals with the freedom to pursue their goals, regardless factors beyond their control, like parental background.

- The idea of Equality of Opportunity tries to estimate the part of inequality that is considered unfair.

- The analysis of Inequality of Opportunity requires distinguishing between “circumstances” and “efforts” (Roemer, 1998).

- Some authors express that society needs to compensate for differences in outcome due to factors beyond its responsibility (Roemer, 1993; Swire, 1995).

- Experimental evidence confirm that individuals distinguish between inequality due to the level of effort and due to circumstances.

Important for children:

- -Children can develop a greater appreciation for the challenges faced by others.
- -Empowers children to challenge and question social injustice.
- -Schools promote a more inclusive and compassionate society.

03 Description of the experience.

When: the Science and Innovation Week / “Touring with science”.

Where: Primary schools all over Asturias.

Who: Children aged 6 to 11.

Talk

A 20-30 minute interactive talk about inequality and inequality of opportunity.

Questions

Interactive questions to assess the level of understanding of the presentation (5 – 10 minutes).

Game

The game of the goose: a game to learn the effects of inequality and opportunities.

The talk:

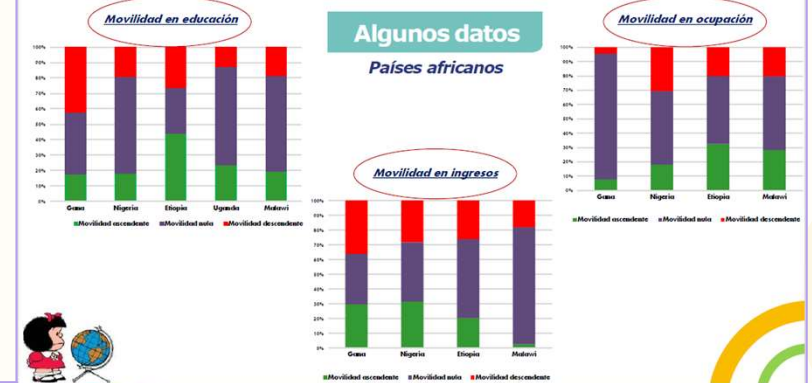
Pero... ¿Qué es la desigualdad de oportunidades?

Imaginaos que estáis en un partido de fútbol...

Os dividís en dos equipos:

- **Equipo verde** → botas de jugar nuevas, entrenador profesional.
- **Equipo rojo** → botas de jugar viejas, sin entrenador.

¿Será un partido justo?



Easy examples to understand the concept of inequality of opportunity.

¿Creéis que estos niños van a tener las mismas oportunidades?



Simplified results of our work at the university.

Interactive questions so they can express their thoughts.

Some questions:

Questions on what has been explained.

1. ¿Qué es la desigualdad?

- a) Que las personas tengan las mismas oportunidades.
- b) Que las personas tengan diferentes oportunidades. ←
- c) Que las personas tengan diferente color de pelo.

2. ¿Qué provoca la desigualdad económica en Asturias?

- a) Que todos los niños tengan acceso a una buena educación.
- b) La discriminación por el color de piel.
- c) Que no haya suficiente empleo para todos y los salarios sean bajos.



Questions on the issue at regional level.

3. ¿Qué es la desigualdad de género?

- a) Que los hombres tengan mucho dinero.
- b) Que se trate igual a los hombres y a las mujeres.
- c) Que se trate diferente a los hombres y a las mujeres. ←

4. ¿Cuál es una forma de desigualdad de acceso a la educación en Asturias?

- a) La falta de colegios.
- b) La discriminación por edad.
- c) Que unos colegios tengan más recursos que otros.



The game of the goose:

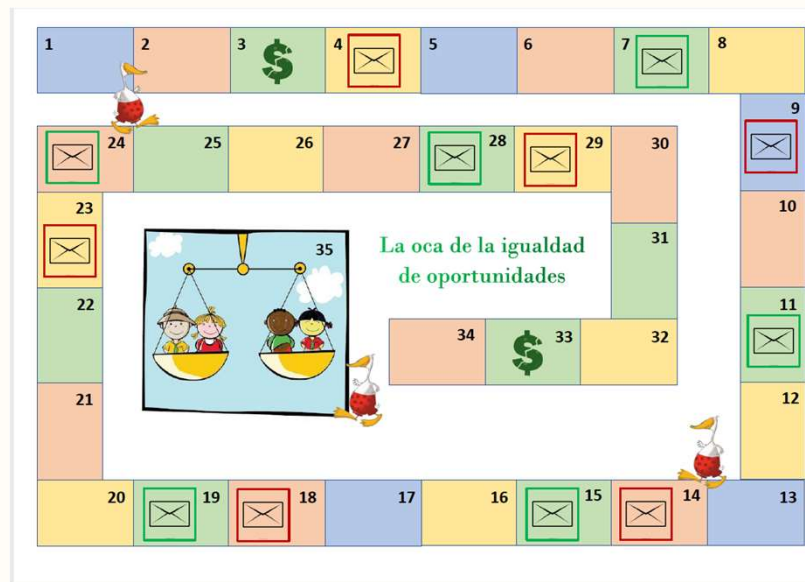
Objective

The aim of the game is that kids gain a greater understanding of the problem of inequality and the lack of equal opportunities for everyone by experiencing it first hand, inviting the children to reflect on how they have felt during the game and what they think.

Start



Opportunity and dis-opportunity cards



Economic crisis



Advantage



Disadvantage

The game of the goose:

¿Quién ha ganado? ¿Por qué?

Preguntas para la reflexión:

¿Cómo te sentiste cuando tuviste una oportunidad para avanzar en el juego?

¿Te parece justo que no todos tuvieseis las mismas oportunidades?

¿Cómo te sentiste cuando te tocó una tarjeta de desventaja?

¿Crees que es justo que empezaseis el juego en casillas diferentes?

¿Qué crees que se podría hacer para que todas las personas tuviesen oportunidades parecidas?



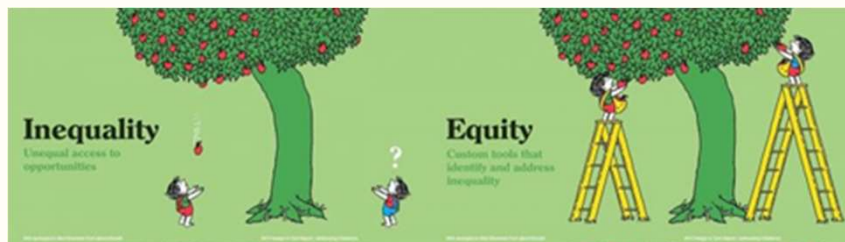
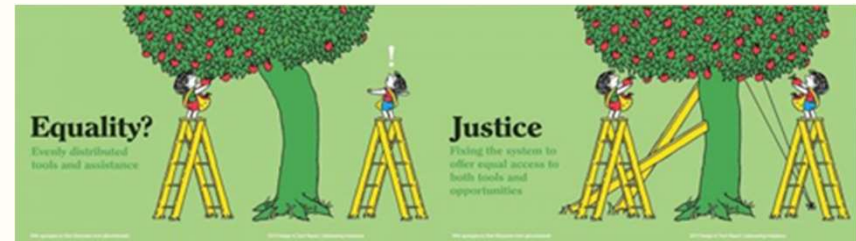
Then they will have to reflect and answer some questions with their opinion on what they have felt during the game.



04 Conclusions.

An example of how to introduce advanced-economics topic to children.

A better understanding of a social issue like inequality.



A promotion of empathy, with kids and schools more aware.

Bringing social science and research more closely to people.

Thank you for your attention!

If you have any questions:

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