THE WORLD GAME

END EXCLUSION
LET'S ENABLE THE MILLENNIUM DEVELOPMENT GOALS

This game is based on the 'World Game' from the book 'Change you view – A toolkit for global learning' (2011, p. 24-25) by Dr. Franz Halbartschlager. It has been adjusted in order to include the distribution of disabilities in the world.

This simulation game takes approximately **40 minutes** and is suitable for **10-30 participants** from the age of 12.

Goals

- Awareness of the difference between the participant's own estimates and the actual data on the allocation of the world's population, wealth and disabilities.
- Awareness of the unequal distribution of wealth in the world.
- Awareness of the distribution of disabilities (blindness) in the world, and the reasons for it.
- Awareness of the link between poverty and disabilities.

Materials

- Continent cards - 6 A4 papers with each one of the continents printed on:
    1. Europe & Russian Federation
    2. Africa
    3. Asia
    4. North America
    5. South and Central America
    6. Australia and Oceania
- Chairs - as many as participants
- Eye patches (or something similar to cover up one eye) - as many as participants
- Statistical data (at the end of this document)

Playing the game

Place the continent cards throughout the room, with enough space between them. Explain to the participants that the continent cards symbolize the world's continents.

Step 1: World's population

Ask the participants to imagine that they are the world's entire population (100%). Ask them to gather around the continent cards so that they represent the real proportions of the population in each continent. With 10 participants each participant represents 10% of the world's population.

Compare the outcome of the group with the numbers in the statistical table. If it does not match, ask them change their positions so they match the table. Have a discussion about the differences in their image of the world's population and the statistics. Are there remarkable differences? What is the reason for these differences?

Step 2: World's wealth

The participants need to remember the continent they are in. Then ask them to imagine that the chairs represent the world's wealth (measured in Gross Domestic Product). With 20 participants, you will have 20 chairs each representing 5% of the world's wealth. Tell them to distribute the chairs around each continent card in a way that it matches the distribution of wealth in the world. Again, compare the outcomes to the statistical table.

When all the chairs are in the right place, ask the participants to go back to the continent they were in and ask them to sit down. Some of the participants will be very comfortable, for example in Europe they will have many chairs to sit on. In other continents there will not be enough chairs for all of the participants. In this way the participants can experience the unequal distribution of wealth. Ask them how they feel about it.

Step 3: World's disabilities

Now ask the participants to imagine that the eye patches (as many as participants) represent disabilities in the world (in this case blindness). Make a choice whether you will use the data for 'blindness due to eye diseases' or the more specific 'blindness due to cataract'. Ask them to divide the eye patches amongst the continents. Let them go back to their continents.

Tell them the real distribution of blindness and let them distribute the eye patches according to the statistical table. In this last step the participants can experience the link between disabilities and poverty. In wealthy continents the participants will not wear an eye patch; in poorer continents such as Asia every participant will wear one or even two eye patches. Ask them about the link between the amount of chairs (wealth) and the amount of eye patches (disabilities) in each continent. What can be the reason?

Reflection

Possibilities for further reflection and discussion:

- Explain the reason why you chose this exercise.
- Discuss the link between poverty and disabilities.
- Give more information about blindness due to eye diseases according to the background information section below.
- Discuss possible reasons for the unequal wealth distribution.
- Discuss the generalisation factor of the game. Not everyone in Africa is poor and there are also people who are blind in Australia.
- Present further statistical data or a biased map from: www.worldmapper.org.

Background information on blindness Source: World Health Organization (2007)

- **Eye diseases causing blindness**: cataract (47%), glaucoma (12%), age-related macular degeneration, corneal opacities, diabetic retinopathy, childhood blindness, trachoma and ochocerciasis.
- **Prevention of blindness**: Up to three-quarters of the blindness in the world is avoidable through preventive measures (good hygiene/sanitation and nutrition) or medical treatment.
- **Cataract**: The most important cause of blindness. Most cases of cataract are related to ageing and can't be prevented, but cataract surgery is one of the most cost-effective health care interventions. And therefore easily treatable.

End Exclusion

The EU financed "END EXCLUSION – Let's Enable the Millennium Development Goals" project sets out to create awareness about the situation of people with disabilities in developing countries. Often programs designed to reduce poverty don't include persons with disabilities. We aim to make more programs inclusive.

We believe it is important to work towards more inclusive societies and think young people are the main driving force of change. This project gives them the opportunity to stand up for both inclusion and the eradication of poverty.

Statistical data for the game

World Population			Participants				
Continent	Population (in millions)	%	10	15	20	25	30
Europe and Russian Federation	739	11%	1	2	2	3	3
North America (USA, Canada)	348	5%	0	1	1	1	1
South and Central America	597	9%	1	1	2	2	3
Asia	4207	60%	6	9	12	15	18
Africa	1046	15%	2	2	3	4	4
Australia and Oceania	37	1%	0	0	0	0	0
World	**6974**	**100%**	**10**	**15**	**20**	**25**	**30**

Source: United Nations, Department of Economic and Social Affairs, Population Division (2011). World Population Prospects: The 2010 Revision.

World Wealth (GDP)			Participants				
Continent	GDP (in millions $)	%	10	15	20	25	30
Europe and Russian Federation	20.480.838	29%	3	4	6	7	9
North America (USA, Canada)	17.480.025	24%	2	4	5	6	7
South and Central America	5.691.558	8%	1	1	2	2	2
Asia	23.968.506	34%	3	5	7	8	10
Africa	2.037.067	3%	0	0	1	1	1
Australia and Oceania	1.777.245	2%	0	0	0	1	1
World	**71.435.239**	**100%**	**10**	**15**	**20**	**25**	**30**

Source: United Nations Conference on Trade and Development (2013). UNCTAD Handbook of Statistics 2013.

World estimates of blindness due to eye diseases			Participants				
Continent	Number of persons blind due to eye diseases (in thousands)	%	10	15	20	25	30
Europe and Russian Federation	2.732	7%	1	1	2	2	2
North America (USA, Canada)	694	2%	0	0	0	1	1
South and Central America	1.724	5%	0	1	1	1	1
Asia	24.025	65%	7	10	13	16	20
Africa	7.288	20%	2	3	4	5	6
Australia and Oceania	393	1%	0	0	0	0	0
World	**36.856**	**100%**	**10**	**15**	**20**	**25**	**30**

Source: World Health Organization (2007). Vision 2020 Global Initiative for the Elimination of Avoidable Blindness: Action Plan 2006-2011.

World estimates of blindness due to cataract			Participants				
Continent	Number of persons blind due to cataract (in thousands)	%	10	15	20	25	30
Europe and Russian Federation	521	3%	0	0	1	1	1
North America (USA, Canada)	35	0%	0	0	0	0	0
South and Central America	751	4%	1	1	1	1	1
Asia	12.480	71%	7	11	14	18	21
Africa	3.826	22%	2	3	4	5	7
Australia and Oceania	20	0%	0	0	0	0	0
World	**17.633**	**100%**	**10**	**15**	**20**	**25**	**30**

Source: World Health Organization (2007). Vision 2020 Global Initiative for the Elimination of Avoidable Blindness: Action Plan 2006-2011.

END EXCLUSION A project implemented by LIGHT FOR THE WORLD

This document has been produced with the financial assistance of the European Union. The contents of this document are the sole responsibility of Light for the World and can under no circumstances be regarded as reflecting the position of the European Union.