

Development Education Study Kit

If the World were  
a Village of  
100 people  
Workshop Edition

DEAR

Development Education Association Resource Center



Note: The English translation of the Development Education Teaching Materials produced by Development Education Association and Resource Center (DEAR) was organized by Education for Sustainable Development Research Center (ESDRC), Rikkyo University.  
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The Education for Sustainable Development Research Center (ESDRC) was founded based at Rikkyo University in March 2007, with the aim of helping to consolidate ESD (Education for Sustainable Development) in our society. It was chosen as part of the ‘Open Research Center’ Project of the Japanese Ministry of Education, Culture, Sports, Science and Technology in 2007, concerning ‘Developing Research and Educational Programs on ESD’.

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The Development Education Association and Resource Center (DEAR) was founded in 1982. with the aim of to network with members at local and national levels to promote Development Education. The role of DEAR is,

- To communicate with the government and give suggestions on its policy
- To develop networks and exchange information with related organizations in the world.
- To research Development Education.
- To gather information on Development Education in both Japan and the world and share the information.
- To help to provide learning opportunities in communities and schools.

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**If the world were a village  
of 100 people  
Workshop edition**

**Edited and Published by**

ESD Research Center, Rikkyo University (ESDRC)

Development Education Association and Resource center (DEAR)

March 2003

## About This Book

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### **If the world were a village of 100 people**

The message of comparing the world's population of 6.3 billion to a village of a 100, and presenting the world's actual situation in simple, easy to understand terms captured many hearts after the 9.11 terrorist attacks in the United States. The message is derived from the State of the Village Report (a village of 1000 people) written by Donella Meadows, co-author of the Club of Rome Report Limits of Growth. The content of the State of the Village Report has undergone much transformation as it spread via the Internet, and it has given rise to the Japanese best-seller *If the world were a village of 100 people* (Magazine House, 2001). This Workshop edition is based on the book.

### **Motives and aims of the workshop edition**

With the aim of creating a learning material for workshop use utilizing the message of *If the world were a village of 100 people* (hereinafter "A Village"), we started to develop a participatory workshop. In that process of development, we focused on:

- 1, To present numbers in an easy-to-comprehend, easy-to-experience fashion; and
- 2, To approach the world and global issues from the perspective of development education.

What does the "perspective of development education" mean? It means, for example, comprehending the structure of the unfair distribution of wealth in the world as well as thinking about possible causes of such disparities; respecting differences and diversity; and envisioning a common future by taking the present as a starting point. We especially hope that the readers and users of this book will not stop at just thinking "I'm glad I was born in Japan!" but take a step further in an attempt to better understand the complexities of the world and development.

### **Structure of the Workshop Edition and hints on how to use it**

The Workshop Edition is made up of three parts. Part One aims to familiarize the learner with selected issues from *A Village* through simulation activities. Additional activities serve the purpose of fostering a deeper understanding of global issues: the learner is encouraged to think about possible causes of the disparities he or she encountered in the simulations, or to imagine a desirable future.

Partly through participants' comments and reactions, Part Two introduces examples for implementation and practice, which can be used in formal as well as informal or non-formal education.

Part Three contains ready-to-use role cards for the simulation activities. You can select any topic or activity to use in your own group. In order to guarantee greater freedom in adapting the activities to your group, we have not limited the activities to any particular age group. As we would like to create a pool of ideas, we would be happy if you would share your experiences with us. We hope that this book will serve as a starting point, as a clue, for discussions about how each one of us comprehends the world and imagines our common future.

March 2003  
The editors

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# Part 1. Workshop

## Ice-breaking

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### **Which countries have you been to? Which countries would you like to visit?**

Ice-breakers are simple activities or games serving the purpose of creating a relaxed atmosphere and melting participants' tension and nervousness. Ice-breaking activities can be adapted to and used in schools, lectures, seminars, etc.

### **Objective**

Through sharing experiences of trips abroad, participants reaffirm the existence of different countries and livelihoods.

### **Time required**

10-15 minutes.

### **Directions**

Ask the participants to choose one country out of those they have visited that has in any way impressed them the most.

Form pairs of two and tell the other person about the experience.

Ask some people to tell the whole class about their impressions and experiences.

### **Comments & tips**

- 'The country that has impressed you the most': the impression or experience does not necessarily have to be positive. It can be moving, fearful, dangerous, happy, etc.
- Some participants may not have visited any foreign country. Then they can talk about their impressions or experiences while traveling within Japan.
- In lectures or seminars where the participants have met for the first time, this exercise can also serve as a way of self-introduction.

### **Variation**

- Participants can write the names of countries they have visited on sticky notes, with each country written on a separate sheet. Ask them to stick the sheets on the world map, and then discuss which countries have been visited most frequently and which ones least frequently.
- In schools, for example, ask the participants to choose only one country they would like to visit and then explain why they have chosen that country. It is very likely that many participants will choose the USA or European countries: it is worth discussing why this is so. Also, comparing different images and prejudices as well as the amount of information about various countries may also lead to a very interesting discussion.

## Summary of simulations

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### Objective

Participants encounter the issues introduced by 'If the world were a village of 100 people' through participatory learning-based simulations. The book raises participants' awareness that in this world there are people who have different languages and cultures, and that wealth is not distributed evenly. Through simulated encounters with these problems, participants are invited to consider Japan's position in the world.

### Structure and time required

The following chart shows the approximate time required for each topic. It is possible to do the topics separately or change the order in which they follow each other.

Topics 1-5 focus on introducing global issues, while in 6 and 7 participants become the villagers (depending on group size, one participant may have to act for two villagers, or one villager will need to be acted out by two or more people) to experience the difficulties illiteracy or the unfair distribution of wealth may bring.

|   | Topic   | Time required |
|---|---|---------------|
| 1 | The population of the world                   | 5 minutes     |
| 2 | Are there more women or men in the world?     | 5 minutes     |
| 3 | Is the world aging? Or is it getting younger? | 10 minutes    |
| 4 | Let's split up into continents!               | 10 minutes    |
| 5 | Say "Hello" in different languages            | 10 minutes    |
| 6 | What is it like not to be able to read?       | 15 minutes    |
| 7 | Who has the wealth of the world?              | 15 minutes    |
|   | Total   | 70 minutes    |

### You will need

- Role cards: one for each participant ( the list of role cards (for 30 participants) on pp. 32)
- Further instruction is given separately with each topic.

### Comments & tips

- The numbers given with the topics are based on the book 'If the world were a village of 100 people'.
- The aim of the simulations is to comprehend global issues and how they are related with our everyday life. For discussion on the possible causes of problems and ways to solve them, see the 'Activities' section.
- As the same role cards are used throughout the activities, give one card to each participant before starting the first simulation. The cards are not to be revealed to the other participants.

## Simulation 1: The population of the world

### Objective

The world's population is growing. What is the population of the world today? How is this number different from what it was 50 years ago? How will it change 50 years from now? This simulation aims to help participants understand the tendency of population growth in the past, present and future.

### Directions

### Quiz

Q. How many billion people live on the Earth? (A: 6.3 billion)

Q. What was the world's population in 1950?

- (1) 2.5 billion
- (2) 3.5 billion
- (3) 4.5 billion

(A: 1)

Q. What will be the estimated world's population in 2050?

- (1) 7.3 billion
- (2) 8.3 billion
- (3) 9.3 billion

(A:3)

### What to highlight in commentary

- In 1 AD, the world's population was 300 million. It grew gradually by 1900, but in the last hundred years or so we have seen an explosive increase. In the last 50 years, the world's population has shown an increase of 3.8 billion, and it is estimated that 50 years from now it will increase by another 3 billion.
- According to a report by the UN's Population Division in 2001, the world's population was 6 billion 134 million 100 thousand. However, some researchers, pointing out that some areas were not included in the survey, estimate the world population to be 6.5 billion. The Village takes the middle and talks about 6.3 billion inhabitants of the world.

## Tips

It is helpful to write the questions on a large sheet of paper so that everyone can see them.

### World population:6.2 billion

#### The report of 2002 indicates growing disparity in distribution of wealth

On December 3, The United Nations Population Fund published its “State of World Population” for 2002. While reporting that the world population has topped 6.2 billion, it points out that the gap between rich and poor has widened among as well as within countries. In order to fight poverty labeled as a “violation of human rights,” the report calls for action to protect women’s right to self-determination and to enable them to lead their lives without unwanted pregnancy.

The report warns that the difference between per capita income between the wealthiest 20% and the poorest 20% rose from 30 to 1 in the 1960s to 70 to 1. Poverty affects more women than men, and during the last decade, the economic gender gap has widened.

Asahi Shimbun, December 3, 2002



## Simulation 2: Are there more women or men in the world?

### Objective

Encourage the participants to explore causes of differences in the ratio of women and men in the population of the developing and developed countries.

### Directions

#### Quiz

Q. Which do you think is larger: the number of men or the number of women in the world?

A: The number of women (52% of the population is female, 48% male)

### Dividing the population

- Divide the class into women and men as the role cards show. Make sure the number of women in the Village is more than half of the whole population.

#### Quiz

Q. It is said that in India and China the number of women is 1 hundred million less than that of men. Why do you think this is?

Sample answers:

“In India, gender discrimination results in malnourishment of girls, or refusing to take girls to hospital for treatment, which, in turn, results in girls’ high mortality rate.”

“Due to inadequate health care, there is a high risk of maternal death.”

“The one child policy in China, which is a patriarchal society, often leads to the infanticide of female babies.”

### What to highlight in commentary

- Ecologically speaking, women, if treated equally, usually live longer than men.
- As a general trend, in so-called developed countries the number of women is higher than that of men, but in developing countries there are more men than women. This suggests that women are more affected by poverty than men.

## Simulation 3: Is the world aging? Or is it getting younger?

### Objective

Comparing and noticing the differences between the number of children and adults (and the old) in the world.

### Directions

In the world: Use the role cards for the activity.

Adults: squat

Children: stand

Elderly: sit

In Japan: Only use the role cards that have information on Japan. Compare the results of Japan with those of the world.

### What to highlight in commentary

- People aged 0-14 are defined as children, and those above 65 are defined as old.
- 30% of the world's population is made up by children, 70% by adults, out of which the old comprise 10%.
- In the case of Japan, 15% of the population is made up by children, 85% by adults, out of which the ratio of the old is 20% (which is 17% of the total population). In other words, the number of children in Japan is approximately half of the children's population in the world, and the number of old people in Japan is double that of the world.

### Variation

Compare the set-up of today's population with the estimates for 2050.

In 2050, the world's population will be 20% children and 80% adults, out of which 20% will be above 65 (the old). It is anticipated that aging will become a global phenomenon affecting the world's population.

### Compare the ratio of children in Africa and Japan.

|              | Children | Adults | Children's population   |
|--------------|----------|--------|-------------------------|
| In the world | 33%      | 67%    | 2.1billion              |
| In Japan     | 18%      | 82%    | 23 million 370 thousand |
| In Africa    | 39%      | 61%    | 300 million             |

Source: The State of the Children 2001 (UNICEF) (Children are defined as those under 18.)

- Why is the number of children high in Africa and low in Japan?
- Sample answers:  
"In Africa, children's help is needed at work and in economic activities, and so their number is high."  
"In Japan, the cost of education is high, which encourages having fewer children."

## Simulation 4: Let's split up into continents!

### Objective

Through arranging the continents of the world, participants learn about the geographical position of countries, and the size and population of each continent. They will notice that the population density in Asia is very high and that Asians make up approximately 60% of the world's population. Also, by dividing the world into continents that contain the most developed countries (North-America, Europe), and those with developing countries (Asia, Africa, South-America), they will understand that about 80% of the world's population live in developing countries.

### You will need

Several loops of string, one for each continent, with the length of the string corresponding to the area of the continent, as shown in the chart:

| Continent                 | Length of string* | % to world's total area | % to world population |
|---------------------------|-------------------|-------------------------|-----------------------|
| Asia                      | 7.3 m             | 23.5%                   | 60.8%                 |
| Africa                    | 7.1 m             | 22.3%                   | 12.8%                 |
| Europe (incl. Russia)     | 6.2 m             | 16.9%                   | 12.2%                 |
| North and Central America | 6.3 m             | 17.9%                   | 8.0%                  |
| South America             | 5.4 m             | 13.1%                   | 5.7%                  |
| Oceania**                 | 3.8 m             | 6.3%                    | 0.5%                  |

\* The length of the string is calculated from the (square root) of the continents' area ratio.

Source: Sekai Kokusei Zue 2001/2002. 12th Edition.

\*\* Oceania's population being 0.5%, it is omitted in A Village as it would be less than one person.

### Directions

#### 1. Quiz

Q. What percentage of the world's population lives in Asia?

- (1) 40%
- (2) 60%
- (3) 80%

Answer: 2

2. Divide the class into as many groups as there are continents. Use the role cards.
3. Give each group a loop of string.
4. Using the string, try to emulate the shape of the continents on the floor while paying attention to their geographical positions.
5. Each group then moves into the "continent" it has just made from the string.
6. What did you notice?

### What to highlight in commentary

- Notice that the majority of the world population (approximately 80%) lives in Africa or Asia, continents with a large concentration of developing countries.
- What problems may arise out of high population density in Asia? For example, urbanization as well as distributing limited resources to a large population may result in serious state of poverty for many, which, in turn, will give rise to slums and an increasing number of street children.
- As a follow-up, it is also possible to discuss the relationship between the problem of unemployment in developing countries and people from such countries trying to find work in developed countries, a phenomenon leading to inter-continental migration.

### Comments & tips

- Colored and wide strings or tape will make it easier to see the “continents” on the floor.
- When determining Japan’s position in relation to the other countries, it is easier if you point out the four directions East, West, North and South in advance. It is not necessary to put Japan in the centre of the world map.



## Simulation 5: Say 'Hello' in different languages

### Objective

Let the participants experience that there is a rich diversity of languages in the world. Furthermore, raise awareness of the fact that the spread of a language is connected to world history and power, and that some minority languages are on the verge of extinction.

### Directions

#### 1. Quiz

Q. Put the following languages in order according to the number of speakers, starting with the largest language.

- (1) Spanish
- (2) English
- (3) Hindi
- (4) Chinese

Answer: 4→2→1→3

2. Pronounce the word of greeting written on your role card and try to find others who are saying the same greeting.
3. Once you have found your partners, squat to form a group.
4. Those who have not found a partner (about half of the group), form one big group.
5. Starting from the largest, each group says its word of greeting aloud and tells the other what language the greeting is in.
6. After the four largest language groups mentioned in the quiz (Spanish, English, Hindi, Chinese) have been introduced, consider the reasons why so many people speak these four languages.
7. Ask the minority language groups about their languages. After introducing the words of greeting, discuss what languages they are and where the countries in which those languages are spoken are.
8. The facilitator writes the answers on the board.

### What to highlight in commentary

- Sometimes the same language is spoken in different regions or countries.
- Languages such as Spanish or English are spoken by many people in the world today due to the Spanish and English imperialism and colonization.
- The spread of computers contribute towards English becoming a global language.
- More than 3000 languages are spoken by groups of fewer than 2500 people in the world today. However, there are fears that many of these minority languages will have died out by the middle of the 21st century.
- Japan also has its minority languages, such as the language of the Ryukyus or the Ainu language.

### Comments & tips

Explain that even if the greeting is the same, the languages in which it is used may differ (for example the word 'namaste' in the Indian subcontinent).

## Simulation 6: What is it like not to be able to read?

### Objective

Understand that there are people in the world who cannot read, and experience what disadvantages illiteracy may entail.

### You will need...

- The card with the word “Bhasnuhos” written on it (p35): make a copy of A3 or larger size. (The word means ‘Please sit down’ in Nepali.)
- 3 transparent plastic bottles. Make three labels with “pani” (water), “ohsadi” (medicine), and “bisu” (poison) written on them (one word on one label) and stick them onto the bottles. Use caps of different colors so that the difference is easily seen even from a distance. (See the pictures below.)
- Fill the bottles with water, sugared water (in place of “medicine”) and salty water (in place of “poison”)

### Directions

1. Show the sheet with the word “Bhasnuhos” on it to the whole group. Tell your group, “Look at your role card. If you can read this word, do as you are asked.”
2. Many people will be able to read it and sit down, but there will be others who cannot read the characters and remain standing. (Be careful: some people who cannot read the characters may attempt to sit down when they do as if they can read.)
3. Explain the meaning of the word “Bhasnuhos.” In the group try to estimate the number of the world’s illiterate population.
4. The facilitator provides the correct answer: 14%.
5. Ask the ‘illiterates’ (those group members who could not read the word) to come forward, and expose them to yet another disadvantage of illiteracy.
  - (1) Tell them that they are a family and agree on roles such as father, mother, children.
  - (2) Tell them that one of their children has fallen ill.
  - (3) The mother goes to the pharmacist to buy medicine. (The facilitator or another member of the group can act as the pharmacist.)
  - (4) In the pharmacy, 3 different bottles are lined up: water, sugared water and salt water. The “mother” must choose and buy the “medicine.” (Tell everyone except the ‘family’ what is in the bottles.)
  - (5) The mother gives a drink to her sick child from the fluid she has just bought.
  - (6) The facilitator asks the patient, “How did it taste?,” “What do you think it was?,” “Are you cured?”
  - (7) Those who can read the characters will provide the answer.
  - (8) Ask the mother how she decided which bottle to buy.
6. Ask the participants to discuss in group the disadvantages illiterate people may face.

### **What to highlight in commentary**

- After telling the group the number of illiterates in the world, ask them to consider countries where the rate of literacy is low, and why they think that is. In many multiethnic African and Asian countries, or in those societies that traditionally did not possess letters, the rate of illiteracy tends to be high. The reasons behind this is that in the latter, people could lead their everyday lives without using written characters, and in the former, the people able to read in some minority languages are not officially recognized as literate people by their country.
- Explain that even though some people may not be able to read letters/characters, they often possess a very vivid imagination, a very good memory as well as other positive qualities. Thus, illiteracy is not a problem in its own sake; rather, illiteracy is a disadvantage as far as the individual's participation in society is concerned.

### **Comments & tips**

You may ask the person acting as the sick child to demonstrate the effect of the fluid he or she has drunk (showing signs or recovery, etc.) for a touch of reality.



## Simulation 7: Who has the wealth of the world?

### Objective

Participants experience how unequal the distribution of wealth is in the world. The focus is on the fact that the world's wealth is accumulated in the developed countries, while the densely populated developing countries must share what little wealth they possess.

### You will need

- Stickers of colored paper (to be stuck on the role card before the activities)
  - the wealthy group: North America and Japan (2 sheets of blue stickers) 6%
  - the poor group: the illiterates of Africa and Asia (6 sheets of red stickers) 20%
  - the average income group: the rest (22 sheets of yellow stickers or no sticker) 74%
- Transparent glass (one for each participant)
- 4 liters of tea (or soft drink)
  - the wealthy group: 2.3 liters (59%)
  - the poor group: 0.1 liters (2%)
  - the average income group: 1.6 liters (39%)
- These figures are for a group of 30. You can increase or decrease the number of sheets or the amount of the drink depending on your group size. The percentage in the brackets is given for reference.
- Prepare the drink for each group before the activity starts.

### Directions

1. Those having a sticker of the same color on their role cards form a group. Ask them if they know the basis for the grouping, and explain them what is special about the individual groups.
2. The poor group sits on the floor, while the wealthy group enjoys special services (such as exceptionally comfortable chairs, people who fan them, etc.). The average income group sits on regular chairs.
3. Distribute the tea and glasses.
4. Tell them to pour the drink so that everyone will have the same amount.
5. Compare the amount of tea received by each member in the three groups.
6. Ask them to drink the tea they have in their glasses.
7. Ask some members from each group to tell the rest of the class how they felt.
8. Ask them to form small pairs of 2 or 3 and discuss inequalities of wealth in the world and how they should be improved.

### What to highlight in commentary

- The word wealth is used here to mean "income."

Explain that in many countries there is a wide gap between the wealthy and the poor, and for this reason it is not necessary to take the unit of a country as the starting point when discussing unfair distribution of wealth.

### Comments & tips

While it is easy to compare amounts of tea, you can use sweets or coins instead.

This is a rather abstracted activity, which makes it difficult to consider the causes of various inequalities and ways to solve them. However, this activity, when combined with the “Distribution of wealth: Adaptation” in this book or other learning program on the topic such as the Trade Game, may introduce other, more concrete cases of unfair distribution of wealth.



## Reading and discussing “A Village”

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### Objectives

Through reading A Village again after simulation, the participants look back on what they have experienced. They also share and deepen their understanding of the findings and thoughts about various world issues.

### Time required

30 minutes

### You will need

Copies of A Village : pp. 4 – 7 for each participant

### Directions

1. Distribute the copies of A Village.
2. Tell the participants to read the whole message of A Village and let them choose the most impressive paragraph.
3. Ask them to read the paragraph out one after another.
4. Let them find other persons who read the same paragraph to form a group
5. Ask them to discuss freely the reasons for choosing the paragraph, why the problems occurred, what we can do to solve the problems and so on.
6. Let the groups give presentations on issues they have taken up and have discussed in the group.

### Comments & Tips

- Have participants read out aloud and slowly as much as they can.
- The facilitator can explain “the most impressive paragraph” as “having the most urgent need to be solved” or “the most serious problem”.
- As the participants cannot elicit information about the background and possible solutions of the problems just by reading the message, encourage the group to focus on sharing candid opinions about the problem.
- Adjust the number of participants in a group. 4 ~ 5 persons are desirable. When there are too many choosing the same topic, divide them into multiple groups.

## Activities

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### 1. What are the causes? —“Compass analysis”

Compass analysis is a tool to inquire into the characteristics of an area or an issue, and the power relations within it. “Compass” indicates the four perspectives: “Economic”, “Who decides?”, “Social” and “Natural”, likened to the four directions (East, West, South, North).

#### Objectives

To analyze the issues identified in the simulation of A Village by applying them to the real world. Actual cases will be used to enhance insights into the causes and factors behind the issues.

#### You will need

A copy of some newspaper articles on the specific issues for each group

A copy of the diagram on the next page for each group

#### Time required

30 minutes

#### Directions

Group the participants into 4 – 5 persons.

Place the articles on the center of the diagram. Write down a question from the four perspectives on a sticky note and put it up on the diagram by perspectives.

Classify the questions into the causes and results of the issues and others, and then deepen the understandings.

Each group will make a presentation about what they found.

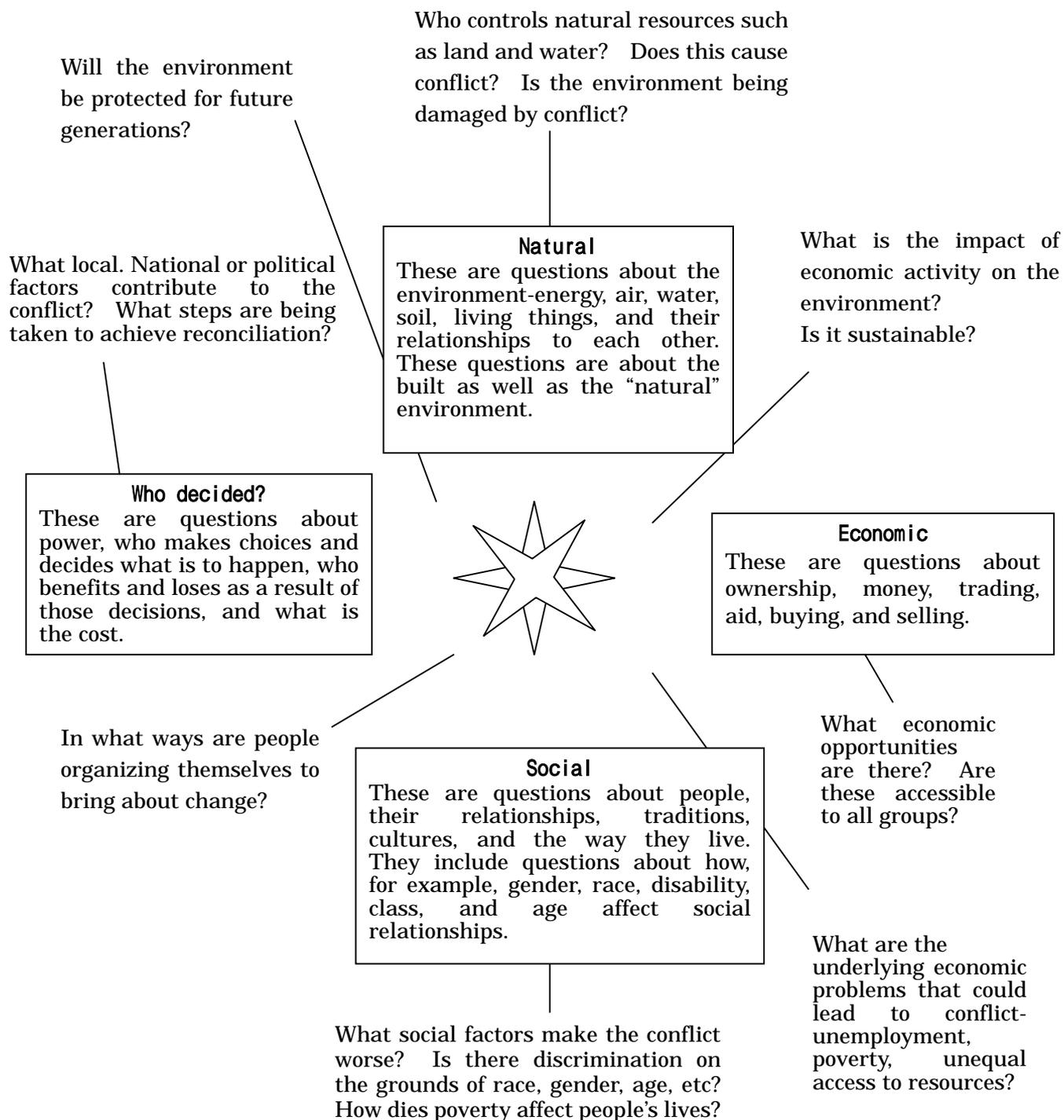
#### Comments & tips

It is important to understand that there are various causes, factors and views behind a specific event or issue and that they are entwined with each other in a complicated way. It is more effective to gather a variety of information on articles or themes to enable a discussion based on facts.

Gather as many articles as on the same theme to enable an analysis from various perspectives.

You can change themes from one group to another.

**The Development Compass Rose**  
**A starting point for raising issues about conflict**



Source: Excerpts from "Development Compass Rose consultation pack, DEC Birmingham"

## 2. Create a future — Imagining global society of 30 years from now

### Objectives

To provide the participants a clue to imagining the future of the global society with various problems, and thinking about what they can do for a desirable future.

### You will need

Large sheet of paper 2 for each group

Magic marker one for each participant

### Time required

20 - 30 minutes

### Directions

Group the participants into 4 - 5 persons.

Distribute the large sheets of paper and magic markers.

\*Tell them not to use a red marker.

Ask them to write down “expected global society 30 years from now” in the center of the paper and circle it. Let the participants write down what comes to their minds about the society 30 years from now around the circle.

On another sheet of paper, let them write down “ideal global society 30 years from now” and circle it. Around the circle, let them write freely about the imagined ideal global society 30 years from now.

Ask them to compare both sheets of paper and check the differences.

Ask them to think about how they can realize the ideal society and write down the ideas on the sheet of “ideal global society of 30 years from now,” and circle them with a red marker.

Compare the sheets of each group and discuss the findings.

### Variation

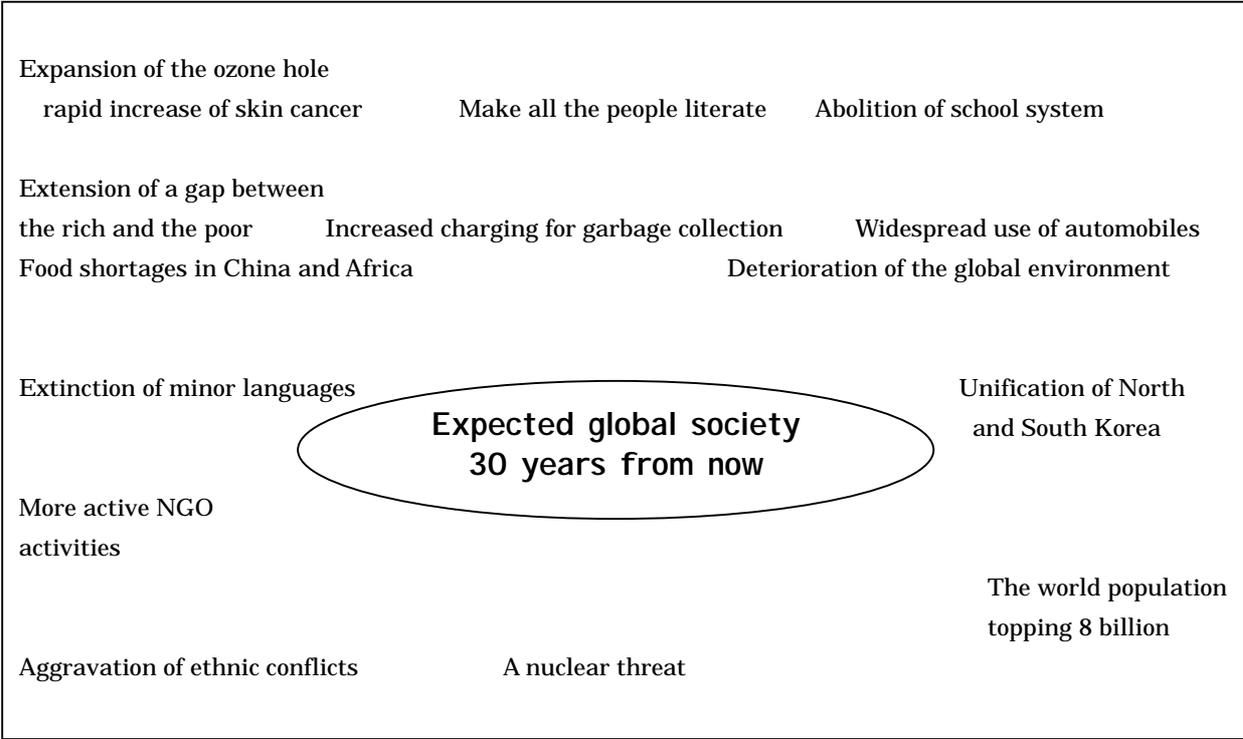
Introduce a passage of the lyrics of “Imagine” by John Lennon. “Imagine all the people living life in peace”--- he sent a message that we can create a peaceful world by sharing with all the people. We tend to be desperate and negative when we think about various issues of the world today. So, tell the participants to envision an ideal world and that it will empower us to create the future.

If the participants are elementary or junior-high students, one way is to let them draw pictures. Drawing pictures will help them unleash their imagination. In addition, the process of drawing a picture in a group will help them simulate an experience of creating the future society in cooperation.

### Comments & tips

You can omit the ideal future when the time is limited.

Examples



### 3. What we can do—Drawing up an “action plan”

#### Objectives

To solve various problems in the world, various approaches are needed. Let the participants make an action plan on the individual, school, community, national and world level.

#### You will need

Copies of the worksheet (on the next page) for all the groups

#### Time required

20 - 30 minutes

#### Directions

Group participants into 4 - 5 persons.

Distribute a worksheet for each group.

Let each group choose one theme (problem) from A Village.

Let them discuss what they can do to solve the problem within one week, one year, 10 years and 50 years and write them down on the worksheet.

Ask them to give a presentation and discuss the ideas.

This workshop can be smoothly conducted after a workshop “Reading and discussing “A Village”” (p.23).

#### Examples of action plans

Chosen theme: (Act according to one’s faith, creed and conscience without being afraid of torture or death).

|                   | Within 1 week                               | Within 1 year                                 | Within 10 years                    | Within 50 years  |
|-------------------|---|---|------------------------------------|--|
| Myself            | Gather information                          | Spread information                            | Spread information                 | Train a successor  |
| Family            | Share the information from TV or newspapers | Discuss and share the information             | Continue                           | Continue   |
| School/ workplace | Discuss them                                | Hold a study meeting on human rights          | Conduct peace education thoroughly | Continue   |
| Community         |   | Hold a seminar inviting a person from Amnesty | Form more than one sister city     | Exchange   |
| Country           |   | Encourage government to protect human rights  | Suggest international discussion   | Suggest inter-state discussion                               |
| World             |   | Investigate human rights violations           | Hold an international conference   | Promise to protect human rights instruments around the world |

**Worksheet      What I/we can do to solve a problem**

**Theme:**

|                       | Within 1 week | Within 1 year | Within 10 years | Within 50 years |
|-----------------------|---------------|---------------|-----------------|-----------------|
| I                     |               |               |                 |                 |
| Family                |               |               |                 |                 |
| School /<br>Workplace |               |               |                 |                 |
| Community             |               |               |                 |                 |
| Country               |               |               |                 |                 |
| World                 |               |               |                 |                 |

## 4. What we can do—Thinking about the issue of food

### Objectives

Currently some are threatened with starvation and malnourishment while others are suffering from obesity and related diseases. Some countries import a lot of food and then throw away leftovers and dead stock in large quantities.

Through this activity, participants can learn the inequality of food distribution and food crisis, and discuss the issue from various aspects.

### You will need

Copies of the worksheet (p. 31) for each participant

### Directions

Hold a preparatory learning session on food crisis beforehand. (It's better to use videotapes or data)

Ranking of food crisis

Distribute the worksheet to each participant.

Explain the worksheet. Ask the participants to arrange the 9 choices in order of priority to solve the food crisis and to write down the number in the order of priority in each circle.

Group the participants into 2 - 3 persons and let them discuss the ranking they made.

Ask them to choose the first priority for the group.

Ask them to give a presentation and discuss what they found.

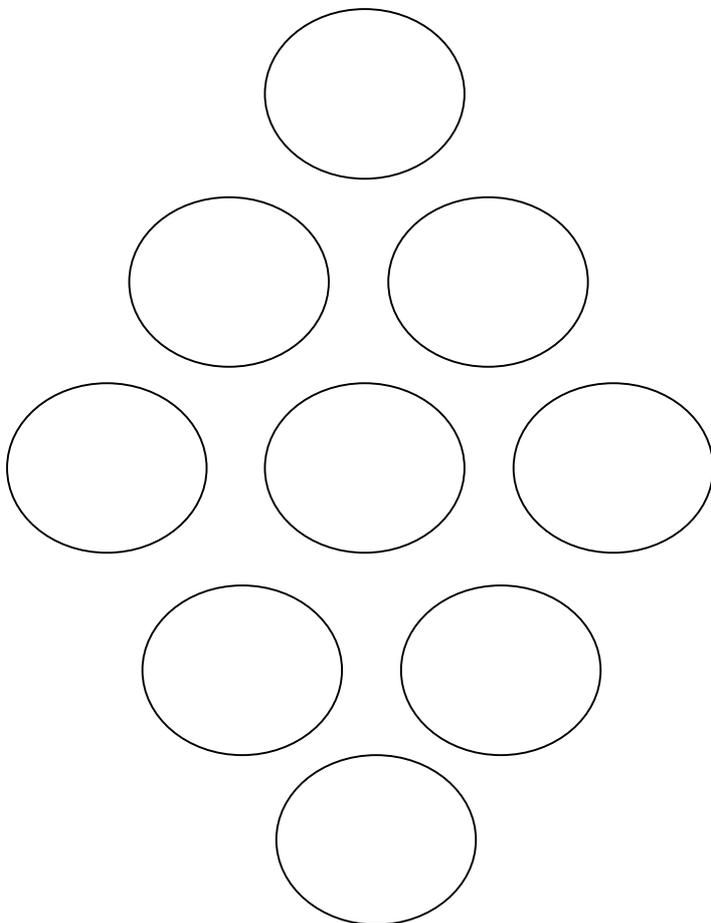
### What to highlight in commentary

The annual grain crops in the world is 2.1 billion tons which is enough to feed more than 10 billion people. However, many people still suffer from starvation. This indicates that starvation is caused by unequal distribution, not by scarcity of food. (Reference: "FAOSTAT," FAO, and so on.)

### Comments & tips

There is no correct answer in ranking. What is important is to find one's own answer, listen to the others and discuss to elicit a wide variety of views.

**Worksheet**



|   |
|---|
| <p><b>1. Technology</b><br/>Increase food production by using the latest technology such as biotechnology.</p>  |
| <p><b>2. Consumer education</b><br/>Put more emphasis on education on “food” including food distribution in the world, balanced diet and self-sufficiency rate.</p> |
| <p><b>3. Support to NGOs</b><br/>Support NGOs with projects which use an appropriate and traditional agricultural technology.</p>                                   |
| <p><b>4. Conflict resolution</b><br/>Make efforts for conflict resolution or political stability to prevent war which is one of the causes of starvation.</p>       |
| <p><b>5. Population control</b><br/>Promote family planning to control population (increase) because of limited food production.</p>                                |
| <p><b>6. Scaling-up</b><br/>Increase food production by enlarging farmland through improvement of irrigations systems and farmland and by large-scale farming.</p>  |
| <p><b>7. Supporting producers</b><br/>Improve working conditions to motivate producers to work and to raise productivity.</p>                                       |
| <p><b>8. Raising self-sufficiency rate</b><br/>Raise food self-sufficiency rate by promoting local agriculture and reduce dependence on imports.</p>                |
| <p><b>9. What I can do</b><br/>(Write down your own ideas.)</p>   |

## 5. What we can do—Distribution of wealth: Application

### Objectives

As a step further from “Who has the wealth of the world?” (p. 21), encourage the participants to think about the power relations in play in an imaginary village of 100 people and what should be done to change the situation of the poor.

### Time required

30 minutes

### You will need

Masks (for the participants in a group acting as the poor)

### Directions

Conduct the activity of “Who has the world wealth?”

Ask each group to characterize their group: job, social status and so on.

\*Ask the participants in the poor group to wear masks. This indicates they don’t have a voice.

e.g.) Rich group includes a mayor, a landowner, etc.

Poor group includes a tenant farmer, etc.

Middle-class group includes a merchant, teacher, doctor, clergy,

etc.

Consider what kind of situations the poor are in.

e.g.) illiterate, insufficient food, etc.

Consider what we should do to improve the situation of the poor group from respective positions.

Ask the participants to explain her/his idea for improvement.

e.g.) The poor participate in the village council to voice their views (their masks off).

Ask the poor group tell which ideas were the most effective and how they felt at that time.

### What to highlight in commentary

This activity focuses on analyzing the power relations which perpetuate the gap between the rich and the poor, not on searching the causes of poverty. Put an emphasis on the possibility to reduce the gap by changing the power relations.

### Comments & tips

You can prepare the roles of the middle-class group beforehand or create on the spot.

Make them consider what the poor themselves can do when they give their ideas for improvement.

## Part 2. Examples of Implementation

### At a junior high school

**Date/Participants:** 9:00 - 12:00, Fri. Oct. 19, 2002

**First to third-year students and 19 English teachers**

**Host organization:** “Saturday lectures: international understanding” at Kamakura Jogakuin junior high school (a private girl’s school)

#### **Contents:**

1) Introduction/Ice-breaking (20 min.)

Write down “the country she/he is interested in” on a sticky note, put it up on a map and explain it.

2) Simulation of “A Village” (60 min.)

3) Read and Discuss “A Village” (30 min.)

Explain that affluence in the North causes poverty in the South showing a picture of the structure of North-South problem.

4) Ask them to think about affluence from the photo-language “Global family.” (25 min.)

Each group will choose a set of three pictures and think which country it is, and arrange them in order of preference for living. Each group will share with others the name of the country, order and the reasons.

5) Let’s draw a global society of 30 years from now (25 min.)

Each group will draw a picture of an ideal global society of 30 years from now having in mind “the reasons why they want to live.” Show the picture to each other.

6) Reflection (10 min.)

Each will fill out the worksheet (What I found today was..., what I can do for the earth is...) and share their impressions in a few words.

#### **Participants’ impressions**

\*As I was in a group of the poor, I could understand well the big gap between the rich and the poor. I thought that we must solve the problem. And I’d like to do something for the future of the earth that we drew.

\*I found out that a lot of people suffer from starvation though we throw away food without thinking a lot. I realized that I am fortunate.

\*The heavily populated areas tend to be poor areas and only a handful of people in the world live in affluence. Though it doesn’t necessarily mean that the poor are unhappy, it is a problem that there are those who don’t have food and shelter.

\*It is not easy to change the world. I’d like to make many people understand the present world situation instead of helping suffering people right now. I think that the world can be changed a little by telling the situation to just one person. I’d like my family and friends to understand the situation even just a little.

## At “Nationwide relay-caravan of development education”

“Nationwide relay-caravan of development education” is the event commemorating the 20th anniversary of DEAR, Development Education Association and Resource Center. The members of DEAR visited various places in Japan in a “caravan” for 4 months from August to December, 2002, and gathered information and exchanged experiences.

**Date/Participants: 19:00 ~ 21:00, Fri. Nov. 8, 2002**

**Members of International Volunteer Center Yamagata (IVY) and the general public; total 30 persons**

**The host organizations: Yamagata International Exchange Association, International Volunteer Center Yamagata**

### Contents:

- 1) Introduction/Ice-breaking (20 min.)
- 2) Simulation “A Village” (60 min.)
- 3) Distribution of wealth: Application (20 min.)
- 4) Reading and discussing “A Village” (10 min.)
- 5) Drawing up an action plan (20 min.)

### Participants’ impression on workshop

\*I enjoyed learning. However, I’m always disappointed at the reality that is not likely to change even if I strongly feels the problems.

\*Meeting many people and listening to various ideas, I felt that it was important to know the problems. I could share the feelings of respective position by physically moving and using visual images.

\*I wanted to discuss more because each interpretation has never been the same among the five members.

\*I had my doubts about categorizing people with one yardstick; the amount of wealth. I could feel the sadness and frustration of those who are categorized. This workshop provided me a good opportunity to view the world from various perspectives.

\*In terms of “what we can do,” I chose knowing, understanding and accepting. It was not so difficult to think what I can do within 1 year, but it was difficult to think on the community, country and world level.

“What I/We can do” Theme: if I/we can read this e-mail

|                  | Within 1 year   | Within 50 years  |
|------------------|---|--|
| I                | Avoid waste in all points                                 | Be healthy and don’t bother others   |
| Family           | Avoid waste of energy                                     |  |
| School/Workplace | Want it to be gender-free space                           |  |
| Community        |   |  |
| Country          | Increase the number of teachers/<br>Use eco-friendly cars | Abolish special school for handicapped children and establish integrated education |
| World            | Increase assistance to refugees                           |  |

## At a study meeting in a community

**Date/Participants: Sat. Jan. 25, 2003, 35 people, general public**

**Host organization: Development Education FUNCLUB (Shizuoka)**

### **Contents:**

\*This is an original workshop prepared by Development Education FUNCLUB.

#### **1) Introduction/Ice-breaking (5 min.)**

As walking around “vehicle-free area,” participants introduce each other while shaking hands.

#### **2) Simulation of “A Village,” Areas, Literacy (Indonesian)**

#### **3) Combination of Distribution of wealth: Application and Trade game (40 min.)**

1. Group the participants by color of the stickers on the cards. (Distribute the same number as in “Distribution of wealth”)

2. Hand “Job cards” and envelopes to each group. Ask them to follow the instructions on the card, make products according to the paper sample in the envelope, and go to a trading company to sell the products. Group members can go shopping to a supermarket with the proceeds.

##### **[Job of the group Blue]**

An employee of an automobile manufacturer; 1000 yen per car; daily wage per person is 1400 yen envelope (3 paper patterns of automobile, made by plastic board, a sample, daily wages 1400 yen x 3 = 4200 yen)

##### **[Job of the group Red]**

A worker at a clothing factory; 200 yen per suit; daily wage per person is 300 yen envelope (2 paper patterns made by corrugated cardboard, a sample, daily wages 300 yen x 13 = 4200 yen)

##### **[Job of the group Yellow]**

Make a soccer ball, 20 yen per ball, daily per person wage is 80 yen envelope (a paper pattern made by thin paper, a sample, daily wages 80 yen x 4 = 320 yen)

\*Borrowing or lending tools or money from/to other groups is prohibited. Buy all the tools at a supermarket, don't use own properties.

\*Items on sale at the supermarket: glasses, scissors (L) 100 yen x 15, scissors (S) 50 yen x 2, paper 20 yen x 50, compasses 100 yen x 2, rulers 50 yen x 15, color pencils 20 yen x 20, pencils 20 yen x 20, various foods, paper pattern (ball 150 yen, clothes 500 yen, automobile 5000 yen)

\*A dishonest trading company doesn't buy an inexact product or demands a price cut. Checking the funding situation of a group, the trading company limits the amount of purchase or buys the colored products for double or triple the price, giving incentives for production.

3. An epidemic broke out in the village. Instruct to get medicine provided by the government at the supermarket. The epidemic is caused by bacteria carried by a rat. As there are 2 types of medicines (preventive medicine and rat exterminator), people need to read the precautions (written in Indonesian) before taking the pill (Give the translation except for group Yellow.)

4. To construct a road, the municipal government collects 200 yen per villager as a tax, which is paid to a trading company. As the low income group can't pay the tax, they are made to sign an IOU. The trading company relentlessly exacts payment of the debt and demands selling off the tools the villagers own.

**4) A village meeting (50 min.)**

Before the village council election, villagers listen to the voice of each other (dissatisfaction of each group, feelings to the tax increase, etc.), hold a meeting to make the village better. Write down on a worksheet (problems, improvement plans, etc.).

**5) Reflection (10 min.)**

Watching the images from different places of the world, read aloud the remarks of "A Village". Write down the reflections in the reflection sheet.

## Let's develop a leaning program!

These are examples of how you can develop a class or program based on "A Village" to utilize and further develop the "A Village" workshop in school and education.

### At school - comprehensive lessons (for 20 hours)

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- Theme:** "We want to know the world more!"  
**Target:** 6 graders of elementary school  
**Objectives:** 1. To find diversity of the world and oneself in the diversity  
2. To encourage the ability to find out social problems

| Hour  | Contents  |
|-------|---|
| 1~4   | Conduct the workshop "A Village."   |
| 5~6   | Reflect on the workshop by reading the message of "A Village".  |
| 7~8   | Interview some foreign residents in the community to "find out diversity of own community."   |
| 9~10  | Look for things used in daily life which come from abroad to "discover foreign countries close to me." Discover how they came to Japan. |
| 11~14 | Select one's own subject and explore it. → Research (learn how to conduct research).  |
| 15~16 | Interim presentation (listen to others' opinions).  |
| 17~18 | Continue the research, prepare for the presentation.  |
| 19~20 | Presentation, exchange among participants<br>(presentation in the presence of invited local residents)                                  |

### At social education -- structure a lecture

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- Objectives:** 1. To realize the link between oneself and the world  
2. To foster communications among different generations in a community.  
**Place:** a community center  
**Target:** general public of high school students and up  
**Time:** a series of 10 lectures (a lecture equivalent to two hours)

#### Contents

1. Lecture: Making of "If the world were a village of 100 people"
2. The workshop "A Village"
3. The workshop "A Village: community edition"
4. Comparison between the present lifestyle and that of 50 (or 30) years ago. (Interview some local residents)
5. Action research ~ find out the problems in the community ~
6. Exploring the subjects found through action research ~
7. Drawing (describing) a community of 50 years from now.
8. Making an action plan
9. Preparation for presentation
10. Presentation (local residents invited)

## Part 3. Appendices

### List of role cards / for 30 participants

| Sex             | Region          | Language     | Greetings                     | Age                   | Literacy                   |
|-----------------|-----------------|--------------|-------------------------------|-----------------------|----------------------------|
| Male 14         | Asia 8          | Chinese 2    | Nee hao                       | Children 1<br>Adult 1 | Literate 7                 |
|                 |                 | Urdu 1       | Ju-ray                        | Adult 1               |                            |
|                 |                 | Hindi 1      | Nama-stay                     | Adult 1               |                            |
|                 |                 | Javanese 1   | Selamat-siang                 | Adult 1               |                            |
|                 |                 | Telugu 1     | Nama-stay                     | Adult 1               |                            |
|                 |                 | Turkish 1    | Marhaba                       | Adult 1               |                            |
|                 | Bengal 1        | Namashkar    | Adult 1                       | Illiterate 1          |                            |
|                 | Africa 2        | Arabic 1     | Ah-sah-LAHM<br>ah ah-LAY koom | Children 1            | Illiterate 1               |
|                 |                 | Yoruba 1     | Eka-sannu                     | Adult 1               | Literate 1                 |
|                 | North America 1 | English 1    | Hello                         | Children 1            | Literate 2                 |
| South America 1 | Spanish 1       | OH-la        | Adult 1                       |                       |                            |
| Europe 2        | English 1       | Hello        | Children 1                    | Literate 2            |                            |
|                 | French 1        | Bone-joor    | Adult 1                       |                       |                            |
| Female 16       | Asia 10         | Chinese 3    | Nee hao                       | Children 2<br>Adult 1 | Literate 2<br>Illiterate 1 |
|                 |                 | Hindi 1      | Nama-stay                     | Adult 1               | Literate 4                 |
|                 |                 | Japanese 1   | Konnichiwa                    | Aged 2                |                            |
|                 |                 | Korean 1     | Annyong ha<br>simnikka        | Aged 1                |                            |
|                 |                 | Vietnamese 1 | Chao                          | Adult 2               |                            |
|                 |                 | Russian 1    | ZDRAST-vet-yah                | Adult 1               | Illiterate 3               |
|                 |                 | Persian 1    | Salam                         | Children 2            |                            |
|                 |                 | Thai 1       | Sa-wa-DEE-krab                | Children 1            |                            |
|                 | Africa 2        | Swahili 1    | Jambo                         | Adult 1               | Illiterate 1               |
|                 |                 | Arabic 1     | Ah sah-LAHM<br>ah ah-LAY koom | Adult 1               | Literate 1                 |
|                 | North America 1 | English 1    | Hello                         | Children 1            | Literate 2                 |
|                 | South America 1 | Spanish 1    | OH-la                         | Adult 1               |                            |
|                 | Europe 2        | Russian 1    | ZDRAST-vet-yah                | Adult 2               | Literate 2                 |
|                 |                 | Dutch 1      | Goedemorgen                   | Adult 1               |                            |

\*When increasing or decreasing the cards according to the number of the participants, pay attention to the rate of respective items.

## Literacy card

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"Bhasnuhos" Please sit down' in Nepali.



“pani” (water)



पानी

“ohsadi” (medicine)



औषधि

“bisu” (poison)



विष

## If the world were a village of 100 people

---

In the world today, 6 billion 300 million people live,  
If the world were shrunk to the size of a village, what would it look like?  
If 100 people lived in this village,

52 would be women,  
48 would be men.

30 would be children,  
70 would be adults,  
among those, 7 would be aged.

90 would be heterosexual,  
10 would be gay or lesbian.

70 would be non-white,  
30 would be white.

61 would be Asians,  
13 Africans,  
13 from North and South America,  
12 Europeans,  
and the remaining one from the South Pacific.

33 would be Christians,  
19 believers in Islam,  
13 would be Hindus, and  
6 would follow Buddhist teaching.  
5 would believe that there are spirits in the trees and rocks and in all of nature.  
24 would believe in other religions, or would believe in no religion.

17 would speak Chinese,  
9 English,  
8 Hindi and Urdu,  
6 Spanish,  
6 Russian, and  
4 would speak Arabic.  
That would account for half the village.  
The other half would speak Bengal, Portuguese, Indonesian, Japanese, German, French,  
or some other languages.

In such a village, with so many parts of folks,  
It would be very important to learn to understand people different from yourself,  
and to accept others as they are.

But consider this.  
Of the 100 people in this village,

20 are undernourished,  
1 is dying of starvation,  
while 15 are overweight.

Of the wealth in this village,  
6 people own 59%, -all of them from the United States,  
74 people own 39%, and 20 people share the remaining 2%.

Of the energy of this village,  
20 people consume 80%, and  
80 people share the remaining 20%.

75 people have some supply of food and a place to shelter them from the wind and the rain, but  
25 do not,  
17 have no clean, sage water to drink.

If you have money in the bank, money in your wallet and  
spare change somewhere around the house, you are among the richest 8.  
If you have a car, you are among the richest 7.

Among the villagers  
1 has a college education,  
2 have computers,  
14 cannot read.

If you can speak and act according to your faith and your conscience  
without harassment, imprisonment, torture or death, then you are more fortunate than  
48, who can not.

If you do not live in fear of death by bombardment, armed, attack, landmines,  
or of rape or kidnapping by armed groups, then you are more fortunate than 20, who do.

In one year,  
1 person in the village will die, but, in the same year,  
2 babies will be born,  
so that at the year's end, the number of villagers will be 101.

If you can read this e-mail, that means you are thrice-blessed.  
First, because someone thought of you, and sent you this message.  
Second, because you are able to read.  
Third, and most important, because you are alive.

Someone once said,  
What you send out, come back again.

So sing from the bottom of your heart, dance with your body waving fee,  
and live, putting your soul into it.  
And when you love, love as though you have never been wounded, even if you have.

And love the fact that you, and others,  
live here, in this village.

Perhaps,  
if enough of us learn to love our village  
it may yet be possible to save it from the violence that is tearing it apart.

Kayoko IKEDA  
Lummis, C.Douglas

