



WEALTHY AND STEALTHY

Materials needed:

- Deck of cards
- M&Ms (or another alternative)

PART A

Step One: Explain to students that they are going to distribute the wealth of the world in their class. The wealth is going to be represented by M&Ms.

Step Two: Distribute one card to each student but withhold one King.

Step Three: Afterwards, have participants report their wealth to the class. Write three categories on the whiteboard:

- 1) *GREAT WEALTH AND POWER (those with a **King** - the smallest group);*
- 2) *SOME WEALTH AND POWER (those with **9 - Queen** - the middle group); and*
- 3) *LITTLE WEALTH AND POWER (those with cards from **A - 8** - the largest group).*

Step Four: Explain that one King will be given for the person who wins a mini contest (decided on by the teacher; e.g. who can write the alphabet the quickest). Give the top students King in exchange for their other cards.

Step Five: After all the cards have been given, tell the class that these cards represent their wealth and power in the world. Explain that those with “great wealth and power” will receive 15 M&Ms each, those with some wealth will receive 5 and those with little wealth will receive one each.

Let students discuss how it is unfair as you begin to hand out treats.

Step Six: Explain that since there seems to be quite a bit of disagreement on how to equally distribute wealth, the groups will decide how to properly distribute the M&Ms.



PART B

Step One: Divide participants into groups according to their “wealth and power”.

Step Two: Give each group the task of creating a plan for the fair distribution of the M&Ms (the world’s wealth). Each group should prepare to show how their plan is fair, describe what the group plans to do and why. Give the groups ten minutes and explain that participants with Kings will have five votes each, those with 9s - Queens have two votes, and those with numbers lower than 8 have a one-half vote.

Step Three: Ask each group to appoint a spokesperson to explain their plan to the others and answer questions. After the plans have been presented and discussed, announce that a vote will now be held on which plan to adopt.

Step Four: Have participants vote and tabulate the results. Announce which plan is to be implemented. Carry out this plan, redistributing the wealth if necessary.

DISCUSSION

These questions are essential for students to fully grasp the activity:

How did you feel about how the playing cards were distributed?

Do you think it was fair?

Was it fair how students received their wealth? How does this relate to the real world? Is our wealth sometimes pure chance?

How could some students be at an advantage over others? Is this similar to privilege in the real world?

Was the plan for redistribution of the M&Ms different for each group? How were they different and why? How did you feel when you found out that those with great wealth and power had more votes than the others? How might this happen in real life?

Who would be some examples of those with “Great Wealth” in our world, country or community? What about those with “Little Wealth”?

Should those with “Great Wealth” help those with “Little Wealth”? Why or why not? How do you think the problem of poverty could be solved?

Do you think there should be a redistribution of wealth in the world? How and why?