

- Ask particular regions how they feel about their share of cookies. Ask Asia and Africa how they are going to divide the cookies among their population. Will they try to divide their share equally?
- Is the situation “fair”? What could be done about it? Are some students tempted to “migrate” to North America and take some of theirs, perhaps by force? How does No. America feel about the situation (e.g., guilty, or motivated to share)?
- Identify various themes that arise, such as discrimination (only some groups/individuals deserve more) or conflict (fighting over scarce resources).
- How would this exercise have been different if individuals were really hungry and hadn’t eaten much, if anything, for several days?
- Brainstorm situations of unequal distribution in the “real world” (e.g., campus, larger community, state, country, or internationally).
- How could a comfortable and fulfilling lifestyle be provided for all the world’s people? If this does not seem possible, what are some of the potential consequences of continued and increasing inequity between individuals and nations?
- What are some ethical, social, and security implications of this inequity? Are examples already occurring? What consequences are evident, and where?
- Brainstorm specific ways students could personally address the inequitable distribution of resources (e.g., reduce, reuse, and recycle resources; buy energy efficient and sustainable products; volunteer at nonprofit organizations working toward social justice; talk about the issues with friends and family).