**Baby Egg** (Faye Reimers)

The activity involves dividing participants into high, middle, and low-income groups. Have students sit with others in their same economic group.  Next distribute fake money or a total sum of money (i.e., a voucher) that each group will have to work with. For example high SES may get $300, middle SES $150, and low SES $75.

Instruct all students that their goal is to purchase what they need to assure that their embryo or baby will have the best life has to offer in regard to safety and well being. There will be a "market" where each group can purchase supplies to accomplish their mission.

For example, at the market, supply items such as: 4 disposable diapers ($100 each), 3 pieces of bubble wrap ($75 each), 2 padded mailers ($50), newspaper sections ($25), pieces of fabric ($5), and pieces of string ($5). (Note: other items could be used)

Before purchasing begins, have all economic groups preview merchandise for sale. Then give each economic group one raw egg to represent the "baby" they are attempting to shield from harm. Allow the students from the highest income group to make all of their purchases first. Next, the middle-income group can make purchases. Last, the lowest income group can purchase from whatever merchandise is left and/or they can afford.

Instruct all groups to protect their raw egg with their supplies from the market. After they have had time to wrap their eggs to shield them from harm, ask a representative from each economic group to stand on a chair with their wrapped egg.  Have all three representatives (high, middle, and low income) drop their egg to the ground.

Eggs that were best protected have the best chance of survival thus illustrating the reality of social class privilege. This experiment will most likely yield much emotion as the rich parents were better able to provide protection for their baby compared to parents with less economic advantage. Process emotions and relate this exercise to situations such as first dibs and adequate housing, healthcare, daycare, education, nutrition, etc.

This exercise has been contributed to APA for the Resources for the Inclusion of Social Class in Psychology Curricula. It may have been edited for length. For additional resources, visit apa.org/pi/ses/resources/publications/social-class-curricula.aspx

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