

FAIRNESS VALUE LINE

Years 3 - 8



Save the Children

Objective: Students will think **critically** about different scenarios and begin to appreciate that **fairness** is more complex than treating everybody exactly the same.

The **United Nations Convention on the Rights of the Child** is an agreement by countries who have promised to protect **children's rights**. There are four fundamental principles guiding this agreement which include **non-discrimination and participation** for every child, whatever their ethnicity, culture, language, abilities, gender identification, opinions, background or any other status.

PREPARE

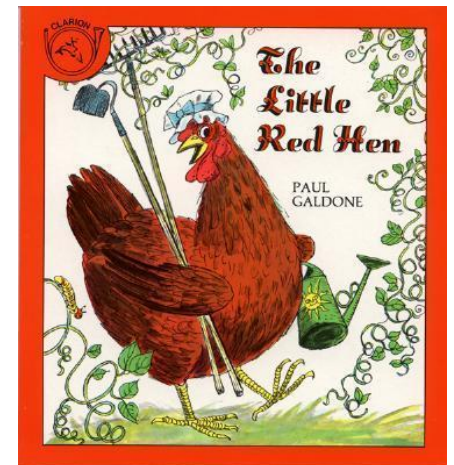
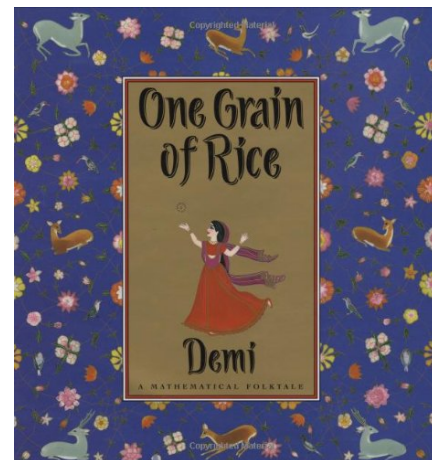
Whole class - Print pages 4, 5 and 6 and stick across your room.
Print the scenario cards.

OR Small group - Print scenario cards and copies of page 7 for each group or individual.

LESSON OUTLINE

1. Discuss the concept of fair. Explain that being treated fairly is a right for all children.
2. Children position themselves on the value line between fair and unfair in response to each scenario. OR in small groups / individuals children arrange scenarios along their own value-line. Use blu-tac so they can move them later.
3. Older children can write their own scenario for **fair, unfair and neither** and share with the class or a partner.
4. This lesson can be repeated at a later date to reflect on changes in understanding and attitude.

READ



The class is making pizza. Samara doesn't eat any because she is vegetarian and her group voted to put ham on the pizza.

The teacher makes sure everyone gets a certificate throughout the year.

Everyone is performing in the school show, but Jack doesn't have to because he doesn't like the song.

Mia is autistic and allowed to listen to music when she works to help her concentrate. No one else is allowed to do this.

No eating is allowed in class. But Jamal is allowed to eat jelly beans because he has Type 1 Diabetes and gets low blood sugar.

People are expected to give up their seat on the bus for elderly or disabled people.

Simon is the new boy in class, so he has to do all the tidying up for the whole class for his first week at school.

Sam gets paid \$10 pocket money to mow the lawns once a week, and his sister Sara gets \$5 for washing the dishes every night.

Fairness value line- Print these scenario cards for your students to read and stand along the line OR print cards for each student and they can place the cards along the value line.

In high jump, the bar is lowered for the youngest children in the school.

For shared lunch, one child didn't bring a dish to share, so she doesn't get to join in and has no lunch that day.

Children aren't allowed in the class at lunchtime, but the teacher lets Zara inside for 5 minutes to have a quiet space to pray.

Pray-Meh doesn't have a warm coat so the teacher gives her one from lost property. John wants a jacket too, because he thinks it's not fair if everyone doesn't get a one.

Maddison finds noise very difficult. She has her morning play ten minutes before everyone else so that she can use the playground.

When it's a birthday we try and cut the cake into equal sized pieces.

Ari is the fastest runner, so the teacher always sends him for errands.

Sally got a prize for perfect attendance, Mia didn't because she has lots of doctors appointments so misses a lot of school.

Fairness value line- Print these scenario cards for your students to read and stand along the line OR print cards for each student or small group and they can place the cards along the small value line.

Fair

Fairness value line - Print the three labels to create a value line across the class.

Unfair

Fairness value line - Print the three labels to create a value line across the class.

Neither

Fairness value line - Print the three labels to create a value line across the class.

FAIRNESS VALUE LINE



Read the scenario cards, discuss with your group, and place along the value line with blu-tac if you believe its fair, unfair or neither.

Fair

Neither

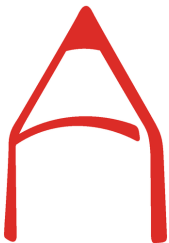
Unfair



Save the Children


Print this page A3 for individuals or small groups to stick scenarios on the value line.

Write your own scenarios, one that you believe is fair, one that you believe is unfair. Read them to a partner or the class and have them decide if the scenarios are fair or unfair.



Fair

Unfair

The background of the entire image is a warm, golden sunset sky with soft clouds. In the foreground, the silhouettes of a woman and a child are visible from behind. The woman has long, wavy hair and her arms are spread wide to the sides. The child is standing next to her, with both arms raised high towards the sky. The overall mood is one of hope, freedom, and achievement.

Fair isn't everyone getting the same. Fair is everyone getting what they need to be successful.



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Can you make a poster to demonstrate this message? Share it with us at education@scnz.org.nz