



FAIRNESS VS EQUITY

Years 1 - 8



Save the Children

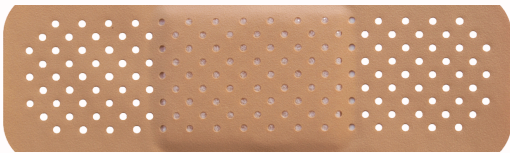
BANDAID LESSON

We've given an Aotearoa spin on the classic bandaid lesson: Using our Te Reo Māori and English prompt cards, students use the tangible idea of an injury, to conceptualise why treating everyone exactly the same, isn't always the fair thing to do.

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

- Buy a set of bandaids / plasters, 1 per student.
- Print (laminare if desired) the parts of the body cards - make multiples to match class size.



DISCUSS

- What are some examples in our class where people need to be treated differently in order to be fair, and why is this important?
- Would you want to live in a world where everyone is treated exactly the same? Why? Why not?

BANDAID LESSON

LESSON OUTLINE

1. Discuss the concept of **fair**. Explain that being treated fairly is a **right** for all children.
2. Distribute the parts of the body cards. Give children 5 minutes to come up with an imaginary injury or ailment for themselves relating to their card. Older children can write this down.
3. Re-gather children on the mat or in a circle. Call one child up and ask about their injury. Listen carefully and stick a band-aid on their imaginary injury. Make sure to ask their **permission** to put on a band-aid.
4. Call the next child up and ask about their injury. **Listen** carefully, but proceed to stick their bandaid on the same location as the first child. When the class laughs or opposes, state that you are treating everyone the same. Isn't that fair?
5. Proceed with the remainder of the class, sticking the bandaid in the same location.
6. Follow up with the discussion prompts (left) - these could be through writing (page 5, think-pair-shares, posters or small group discussions).

karu
eye



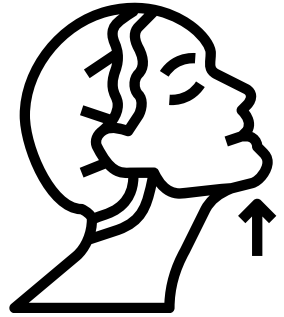
taringa
ear



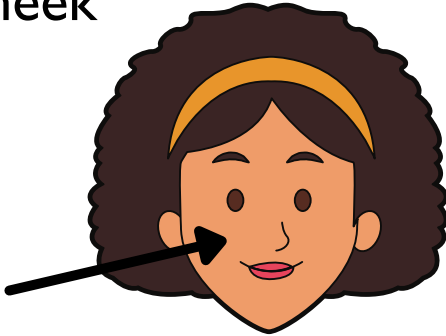
ihu
nose



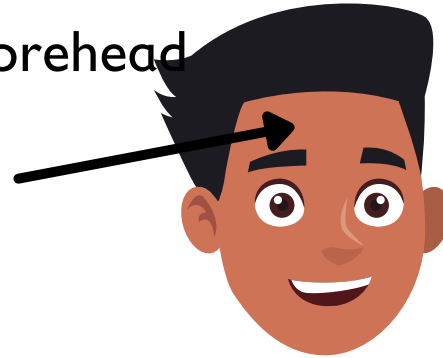
kauae
chin



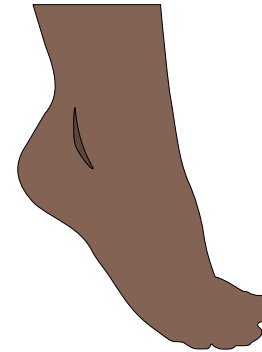
pāpāringa
cheek



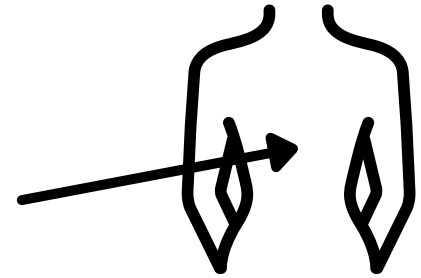
rae
forehead



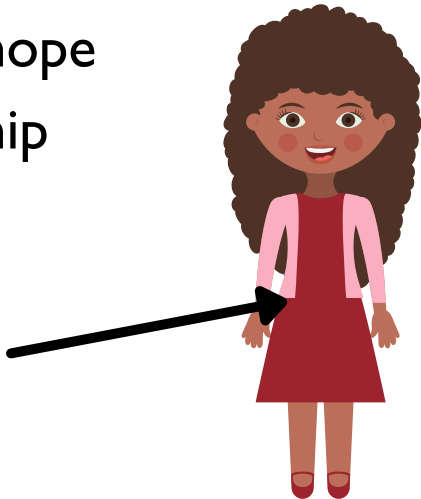
waewae
foot



tuarā
back



hope
hip



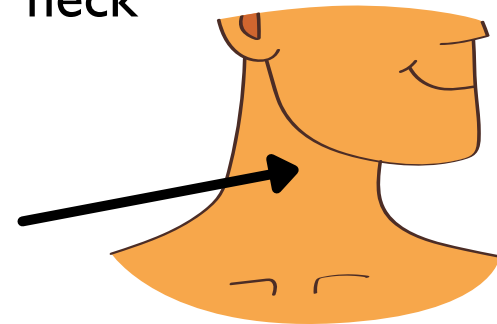
ringa
hand



tuke
elbow



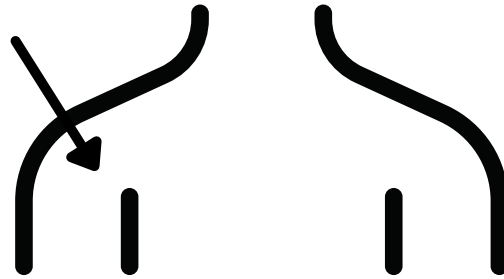
kakī
neck



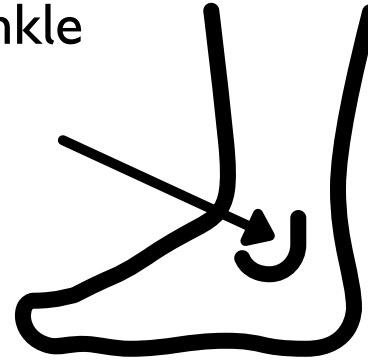
upoko
head



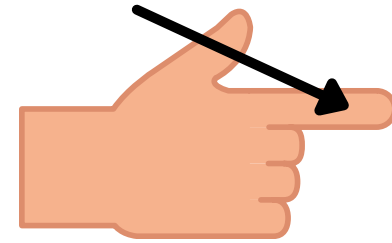
pokohiwi
shoulder



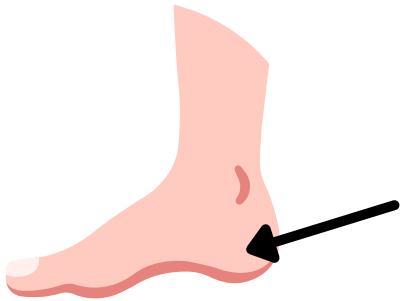
pungapunga
ankle



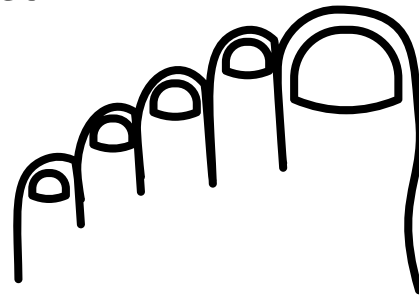
matimati
finger



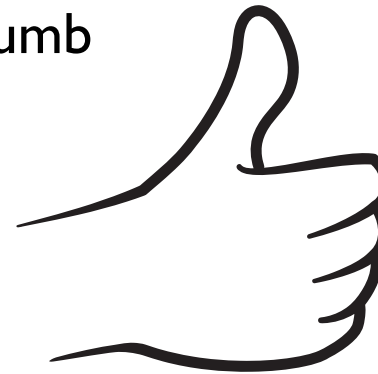
rekereke
heel



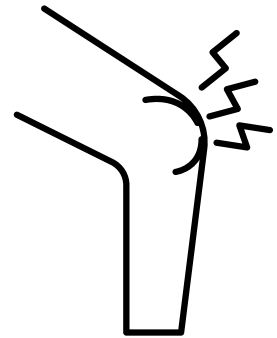
matiwae
toes



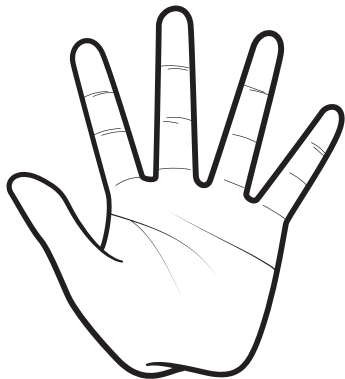
kōnui
thumb



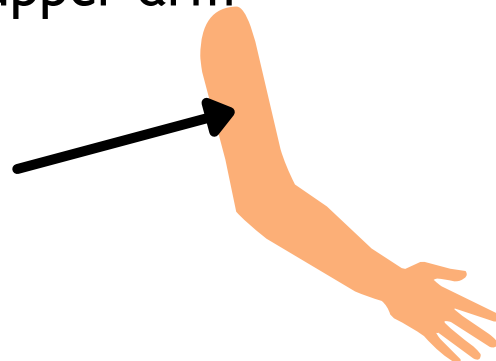
pona
knee



kapu
palm



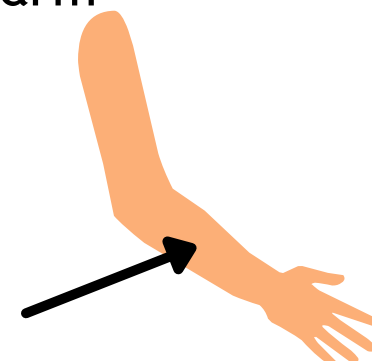
kikopuku
upper arm



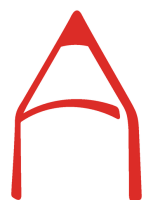
whatingaringa
wrist



kikowhiti
fore-arm



Writing Prompt




Imagine a world where everyone was treated exactly the same. Would you like to live there? Why or why not?

Handwriting practice lines for the first prompt.

What are some examples in our school of children being treated fairly?

Handwriting practice lines for the second prompt.

A photograph of four children of diverse backgrounds running and playing in a sun-dappled wooded area. The children are smiling and appear to be in motion, with their arms outstretched. The background is a soft-focus forest floor with sunlight filtering through the trees.

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



Save the Children

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