

Me as a Learner

Activity: Fairness for All!



These activities support children to understand that every child has the right to the support they need at school that children need different things. With this understanding, it supports children to feel confident about asking for help.

Links to Curriculum for Excellence Experiences and Outcomes

- I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. *HWB 1-03a/HWB 2-03a/HWB 3-03a*
- As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. *HWB 1-09a/HWB 2-09a/HWB 3-09a*
- I value the opportunities I am given to make friends and be part of a group in a range of situations. *HWB 1-14a/HWB 2-14a/HWB 3-14a*

Learning Intentions

- Learners understand the meaning and experience of fairness and equity in school.
- Learners understand that everyone needs help sometimes and identify whom they can go to for help at school.

Duration

20 minutes (Activity 1)

10 minutes (Activity 2)

15 minutes (Activity 3)

What You Need

- Wooden lolly sticks (20 per group of 4-5 children)
- Masking tape (1 roll per group)
- A5 white card (one per group)
- Ballpoint or fine marker pen
- Template K (printed onto A4 white card and cut along the dotted lines)
- A timer or stop watch
- Plasters
- Coloured paper
- Colouring pens

Activity 1 - Tower Building

In this activity, groups are given the same task but have to follow different instructions – some of which limit their ability to complete the task easily.

To prepare, use the A5 card and pen to make enough instruction cards for the number of groups of four or five children you will be working with.

As you hand out the props (lolly sticks and masking tape) and instructions, say that everyone has slightly different instructions to follow, and they must not speak to the other groups during the activity.

One group should be given the following instruction card:

- Build a tower using masking tape and lolly sticks.

The other sets instructions should refer to the same resources, but with additional, different criteria for building the tower. Here are some examples:

- Build a tower using masking tape and lolly sticks. The people in your group are not allowed to use words or sounds to communicate with each other.
- Build a tower using masking tape and lolly sticks. Only two people in your group are allowed to use the masking tape.
- Build a tower using masking tape and lolly sticks. The people in your group are only allowed to use one hand when building your tower.

Explain to everyone that they have five minutes to build a tower as tall as possible without it falling over. Use a timer to create a playful, competitive atmosphere. When the timer sounds, stop the activity and invite everyone to observe and point to the tallest tower. Next, invite the children to gather in a circle and reflect on the activity – they can now reveal the instructions they had. Ask the children if they felt the activity was fair and why.

Invite the children to define what 'fairness' means to them. Can they share examples? Encourage the children to focus on example of fairness rather than things that are unfair so that this is framed positively. At this point, introduce the word 'equity'. Explain that this is a word used to mean fairness. Bring the activity to an end by asking the children to share what fairness looks and feels like at school. Now, move on to the next activity below.

Activity 2 – Shark Attack!

Ask everyone to make a big circle, except for five children who should make a smaller circle inside this circle. Explain that each child in the middle circle will be given a short script – something they have to tell the teacher (you) and to which you will respond. Hand out a prompt card to each child in the middle circle (Template K) and, one by one, ask them to read out their response swapping 'teacher' for the teacher's (your) name. Encourage the children to be overly dramatic if they wish – the key is that you ensure your response to each statement (as described below) is always in the same, calm tone. When responding to each child, hand them one plaster.

Child 1: Teacher! Teacher! I have a small cut on my finger.
Teacher response: Oh, I'm sorry to hear that. Here's a plaster.

Child 2: Teacher! Teacher! I have a headache.
Teacher response: Oh, I'm sorry to hear that. Here's a plaster.

Child 3: Teacher! Teacher! I broke my leg.
Teacher response: Oh, I'm sorry to hear that. Here's a plaster.

Child 4: Teacher! Teacher! I'm hungry.
Teacher response: Oh, I'm sorry to hear that. Here's a plaster.

Child 5: Teacher! Teacher! I've been attacked by a shark!
Teacher response: Oh, I'm sorry to hear that. Here's a plaster.

Once all five children have spoken and everyone has received their plaster, ask children the following: "Are you all happy with my response? I gave all children the same thing – that's fair, right?"

Encourage the children to reflect on the situation. Acknowledge that this was neither fair or helpful because everyone needed something different. The plaster would only have helped the child with the cut on their finger! Explain that all children need different kinds of help, and this includes the help they get at school.

To close the activity, you might like to share this statement with the children to ensure their understanding:

While equality means treating every person the same way, equity means making sure everyone has the support they need to be happy, healthy and safe. Equity means fairness.

Now move on to the final activity below.

Activity 3 – Helping Hand

To finish this series of activities, end by inviting the children to reflect on who they can turn to for help and support at school. Hand out sheets of coloured paper to each child and colouring pens. Ask the children to draw around their own hand on the paper. In each finger, ask the children to write the name of someone they can go to if they need help at school. In the palm, ask the children to write their own first name. Encourage the children to store their Helping Hand in their tray as a reminder of who they can speak to if needed.

Teacher! Teacher! I have a
small cut on my finger.

Teacher! Teacher! I have a
headache.

Teacher! Teacher! I broke
my leg.

Teacher! Teacher!
I'm hungry.

Teacher! Teacher! I've been
attacked by a shark.