# **Disposition:** Being Fair and Just

## **Lesson:** One

### **Question/LO:** Does it matter if people are unfair? How does it feel to be unfairly treated? Who stands up for those who are treated unfairly?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience  *Become aware of the unfairness of prejudice and discrimination.* | Create a situation which is unfair (based on gender or hair colour or house group etc).  Discriminate, whilst discussing and defining the words, fair, unfair, prejudice and discrimination. Do pupils understand the term ‘discrimination’? Do they feel that they have experienced it?    Discuss with the children whether anyone uses the statement, ‘That’s not fair’ to defend someone else who is being unjustly accused.  Or is it used more frequently to defend themselves?    Talk about ways that people can be discriminated against: denied certain jobs; not allowed to attend university; being imprisoned; being tortured, maimed or killed.  Rank the variety of punishments in order of severity, starting with the least severe.  Ask the class how they would feel if the government has decided that brown haired people could not travel by bus. Develop the scenario increasing the severity of behaviour restrictions, to the point where brown haired people cannot leave the house on pain of death.  Ask the class how they feel about the fairness of the situation.  The children might respond with ‘I would leave anyway’. Allow them to discuss this whilst pointing out the punishment that each situation attracts. This might seem to the children a very abstract idea but finish by saying that currently in the world this is happening and we will learn about it next week. | n/a |
| Learning about religious traditions and non-religious worldviews  *Become aware of religious persecution.* | Watch the video. Set in Warley Magistrates’ Court, Christian solicitors Charmain and Sunita explain how their work reflects their faith, which teaches fairness and justice. In the second section, two young Muslims, Nasrin and Ferdous talk about the response they try to make when a situation is unfair or unjust.  List reasons why people might be discriminated against (e.g. colour, gender, race, religion…).    People past and present have been/are still treated unfairly because of their faith.  What examples are pupils aware of? | A video ‘Being fair and just’ will have downloaded into the same folder as this lesson plan.  KS2\_Y6\_Unit\_02\_Aut\_Wk\_01\_  of\_03\_R123\_Video\_Being\_fair\_  and\_just\_v2  https://barnabusfund.org |
| Learning from faith and non-religious worldviews | Why is it so important to Charmain Nasrin and Sunita Ferdous to respond to unfair situations?  What can I do when I see that something is not fair for others?  Pupils create a blog about challenging injustice. | n/a |