# **Disposition:** Being Fair and Just

## **Lesson:** One

### Question/LO: Does it matter if people are unfair?

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| **Dimension of learning** | **Activities** | **Resources** |
| Learning from experienceEncourage the children to realise that fairness is a practical issue which they encounter on a daily basis. | Two pupils are asked to share a mini roll, cake, chocolate or something similar. *Do not specify half.*First experiment is for one child to cut it, not knowing that the other child is to choose a piece first. Next time, repeat with the procedure but now the child has the knowledge that the other picks first. Ask the pupils about how it felt when they cut it the first time?Did it affect the way that the child cut it the second time, knowing they wouldn’t get to choose? (Use crib sheet for wording)Pupils play board games. Teacher to intervene during the game and change a rule - eg, boys can now have an extra go. Play Snakes and Ladders, suddenly reverse the rules eg up snakes, etc.Discuss how they felt when they took turns and played the games correctly and then how it felt when the rules were changed at the teacher’s whim. Did it feel any different? Discuss the fairness of the lesson and whether it matters if people are not fair. End the lesson by showing a video on ‘Being Fair and Just’. 10 year old Irene and her 13 year old brother, refugees from Africa, are now living safely in Birmingham. They tell the story of their family escaping from war torn Congo to a refugee camp in Zambia. They explain how they feel they have been treated fairly both by God and the British Government. | Small Cake/Chocolate. KnifeBoard games.Snake & Ladders boards, die and counters.VIDEO- <https://www.youtube.com/watch?v=hSsD5KcJlpY>  |
| Learning about religious traditions and non-religious world-views | n/a | n/a |
| Learning from faith and non-religious world-views | n/a | n/a |
| Learning to discern | n/a | n/a |