



## Lesson 2: Is that fair?

### Objectives

By the end of this lesson, your pupils will...

- Recognise what inequality is and how it affects our world
- Consider different inequalities (e.g. social, ethnic/racial, economic)
- Identify how inequalities make things easier or more difficult for groups of people
- Consider possible positive and negative effects of inequality
- Gain confidence in talking about unfairness caused by inequality
- Recognise our responsibility to challenge inequality

### Materials

- *Is that fair?* presentation →
- Game cards →
- Worksheet →
- Video →

### Lesson Plan

(45 mins)

→  
**Warmer**  
(10 mins)

→  
**Part 1**  
(5 mins)

→  
**Part 2**  
(30 mins)

→  
**Extension**  
(10 mins)

#### Warmer (10 mins)

**NOTES:** This lesson deals with sensitive topics so it's very important that you create a safe environment for pupils to explore them in. Be sensitive to the situations of your pupils and be careful that no pupil is singled out or made to feel uncomfortable.

- Before class, print and cut out the game cards.
- Move desks to one side so that there's space to move in the classroom
- Put pupils into pairs or groups of three and give one game card to each group. (Each card has 2 or 3 statements on it.)
- Give pupils a minute to read their cards and check understanding before you continue.
- Ask all pupils to stand in a line (side by side) in the middle of the room. If space is an issue, do this with half of the class then repeat with the other half.
- Tell pupils they must respond to what you say according to the statement on their card.
- Read out statements from **Slide 2** and tell pupils to take one step forward if it's easy or one step back if it's hard, or to stay still if they don't think it affects them, depending on their card. If there are two relevant statements on their card, they must take 2 steps.
- At the end, ask pupils to look around and notice how spread out they are.
- Repeat with the other half of the class if necessary.



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### Part 1 (15 mins)

- As a class, ask for feedback from pupils about how they felt when they had to take a step forward or back.
  - Did they think it was fair?
  - Were the statements on the cards things that they had any control over?
  - Had they ever thought about how situations out of their control could make life easier or more difficult for them?
  - Could pupils see any visible inequalities in the room at the end of the game?
- Show **Slide 3** and ask pupils to explain the statement 'We don't all have the same starting point.' Show **Slide 4** and read a definition of inequality.
- Show all of the statements from the game cards

on **Slide 5** and elicit that all of these things can create inequalities. Elicit which pupils think would have mainly positive effects and which are negative (click to show suggested answers: red-negative; green-positive).

- Show **Slide 6**. Elicit what effects using a wheelchair could have on a person's life, and how each thing makes the next easier or harder. Ask *Is it easier for Green or Blue?* Encourage pupils to think of the barriers that exist in the world that make it more difficult for a wheelchair user, e.g. how buildings are designed.

**NOTES:** Make sure to avoid falling back on stereotypes when discussing inequalities. Try to deconstruct any stereotypes that might come up and remind pupils that inequalities exist because systems are unfair and not because of the qualities of the groups discriminated against.

### Part 2 (20 mins)

- Tell pupils they are going to work collaboratively to choose one inequality and think about all the ways it *could* affect a person's life, both positively and negatively.
- Show **Slide 7**, which is a model of the task they're going to complete in groups.
- Give out a worksheet to each pupil and put pupils in groups of 3-5.
- Tell pupils they need to:
  - Choose one situation from **Slide 2**.
  - Discuss and decide the positive and negative effects it might have and add these to the worksheet.
  - Think about effects on the person's personal life, family and community, their economic situation, their health, as well as the effects it might have on the environment and society as a whole.

- Give pupils 15 minutes to discuss their ideas, fill in their worksheets and prepare to present them to the class.
- If it suits your class, allow groups to choose the format of their presentation, for example making a poster or a powerpoint presentation, or even acting out and narrating each part. This will require giving pupils more time to prepare.
- Pupils present their ideas. Ensure that pupils listen actively and support their classmates.

**NOTES:** During the lesson, make it clear that none of these effects are 'inevitable' and that people from marginalised groups are and can be immensely successful, but that it's important to understand that the way society is built makes it harder for certain groups and easier for others. We need to recognise this is unfair so that we don't contribute to it.



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(<https://youtu.be/X9tqaOuGt5A>)

#### Extension (10 mins)

- As an extension to this lesson, show **the video** on **Slide 8** which shows a class of primary school children in Australia doing a 'privilege race' to introduce understanding of 'white privilege'. This focuses on ethnic/racist inequality.
- After watching the video, lead a discussion with the objective of all pupils recognising that discrimination exists and making a commitment to challenge inequality and unfairness.