

We are fair



https://www.freepik.es/vector-gratis/coleccion-superheroes-ninos_2925558.htm

AGE	5 – 6 years
VALUE	Justice
MATERIALS	A deck of cards (half blue and half red) to give to each child (for 24 children: 12 blue and 12 red).
DURATION	45 minutes
GROUP SIZE	Up to 25 children
OBJECTIVES	Promote children's understanding of what a fair performance is as key to living in peace
METHODOLOGY	Storytelling
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STEP BY STEP IMPLEMENTATION

Justice is a key value in early childhood: it is critical for teachers to address injustice and develop equity-based pedagogies, because children form ideas about fairness and their own sense of identity within the larger world during these early years.

In this exercise we will focus on how fair people act, will play a cooperation game including questions to children where there will be no competition: everyone will participate to find the correct answers.

Step 1

We will explain to the children how fair and unfair people act, using examples they can understand:

- Fair people make sure of administering a deserved punishment or reward. As an example. The teacher who describes the work of the student who worked well as “very good” or the student who did not make a good job as “poor”. If the teacher says that a student who did not bring the homework did a “very good” work, s/he is being unfair.
- Another example is: 2 brothers are playing together in a room and a crystal glass is broken. The mom has seen that it has been broken by one of the brothers but punishes both of them. This is unfair. How to act in a fair way? Punish or warn the one who broke it and tell them both not to play close to a crystal glass as they can break it.
- A father who brings gifts to all his children and distributes them equally is being fair. If he just brings gifts for one of his children, he is being unfair (unless there is a good and well understood reason for it!)

Step 2

We will play a cooperation game. We will have 2 groups: the red and the blue. Each member of the group will have to cooperate to answer all the questions well and the winner will be the whole group.

Distribute red and blue cards equally to the class (half-half). Make sure each child has a card.

The red questions will be answered by the red group and the blue one by the components of the blue group. They will have to decide in group, making sure all the participants have a say, and appoint 1 of the members to reply on behalf of the group.



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We will make a set of questions in cards divided in blue and red:

Blue:

- If you are in front of 2 children and none of them is your friend, and you have only 1 spare sweet to offer: who will you offer it to?
- John finds a pencil in the classroom and know it is Peter's. However, he decides to give it to his friend Bella, even though he knows it is not hers. Is he being fair? Why? What would be the right thing to do?
- Maria is complaining her mom is not fair because she is punishing her for everything while her sister is never punished. Is Maria's mom being fair? Why?
- There is a school competition and the headmaster says that the prizes will be different depending on the effort shown: is he being fair? Why?

After each question, the facilitator summarizes the results explaining them and bringing those results that were missing.

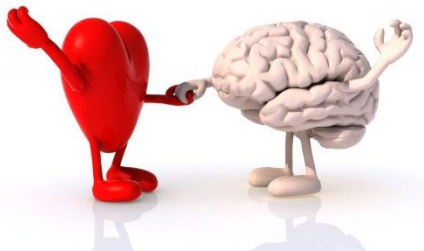


CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMENTS
The children answered the questions correctly			
The children needed help to answer the questions			
Their answers showed they have acquired notions to understand what is fair or less			
The children needed help to decide the right performance			

If you want peace, work for justice. - Pope John Paul II.

Self-care Hints for Childcare professionals and teachers:



Encourage classroom discussions that let students be the focus of attention. After having listened to you speaking for a while, they will probably place more attention in their classmate's stories. Use those minutes in which the students take the lead role to breathe and be more aware of your emotions.