

# Exploring Fairness

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Activity Pack

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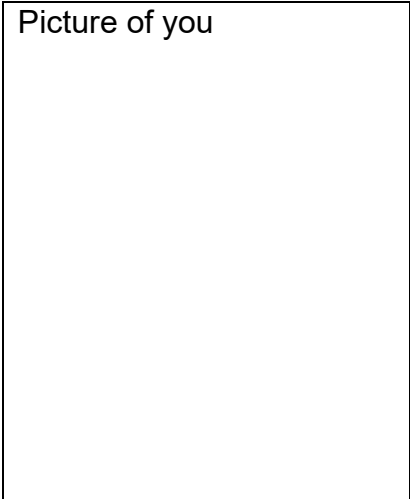
# Exploring Fairness Pack

## What is Fairness?

*“the practice or quality of including or involving people equally or on equal terms.”*

### **Oxford Dictionary**

Each of us has labels that make us who we are. Take a moment to consider what labels **you** have in your day-to-day life. You can use the picture in the centre to do a quick sketch of yourself and the space around it to consider the labels. Slide 4 has some examples of what you might want to think about:



Picture of you

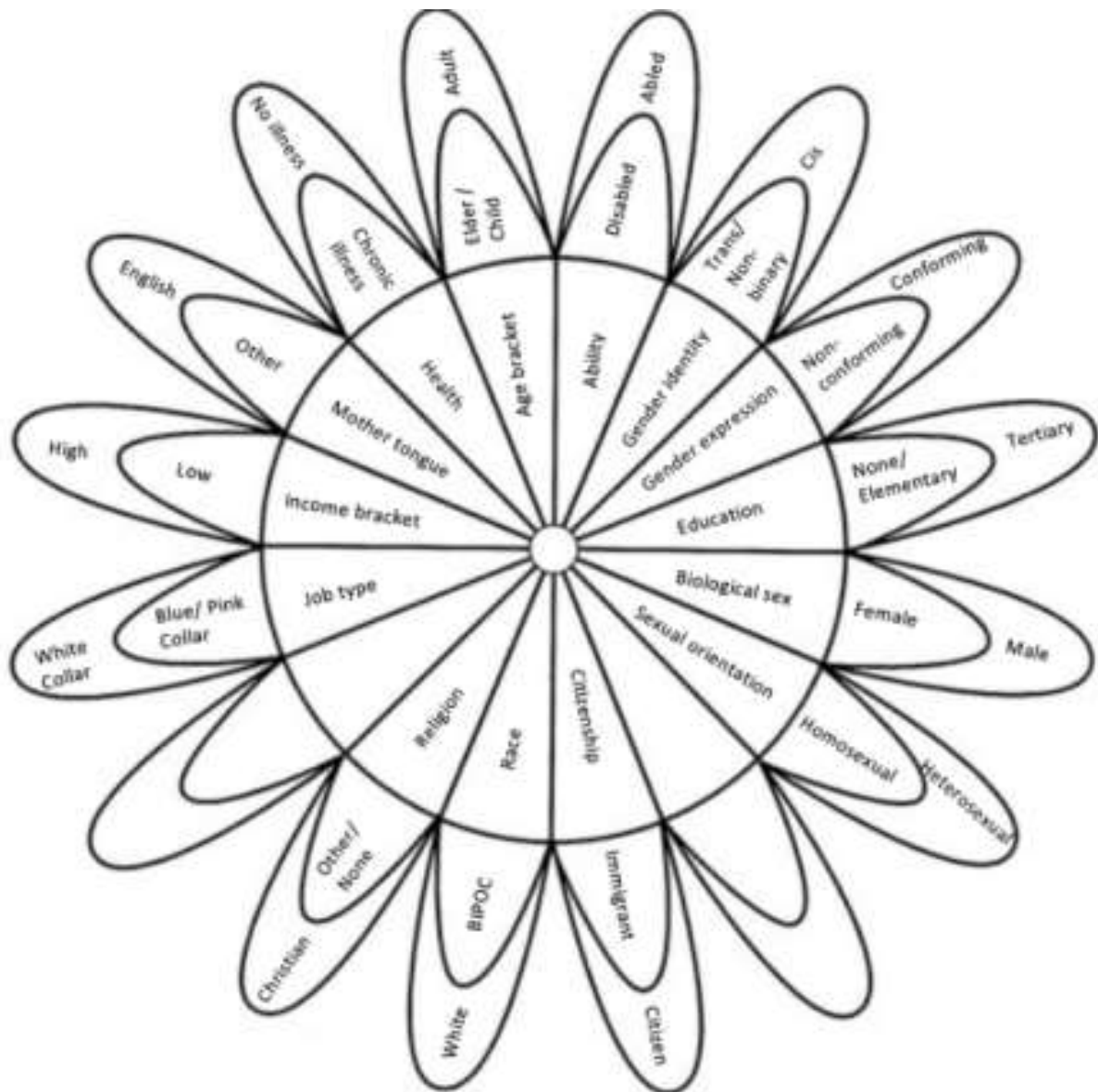
## Why do labels matter?

<b>A married couple, both working</b>	<b>A married, white male politician</b>	<b>A young, male asylum seeker</b>
<b>A single mum with three children</b>	<b>An elderly Ethiopian woman</b>	<b>A teenager who gets good grades</b>
<b>A child of two well paid parents</b>	<b>A single woman with a well paid job</b>	<b>A single young man with a badly paid job</b>
<b>A disabled man with a good education</b>	<b>A single dad with two children</b>	<b>A married couple who look after their elderly relatives</b>

There are two options for this activity. You can either cut up the cards and rank them on a privilege timeline. Alternatively, you can each “take the role” of these people and stand in a physical line in the classroom.

## Exploring Fairness and privilege

Look at the image below and colour the petals as they apply to you. The more of the outside petals you colour, the more privileged you are!



## Fair or Unfair?

Typically, societies “like” people who look like the current decision makers in the world: men who are white, married and able to earn money. Those who do not fit this profile have to adapt to different treatment. Looking at the statements on the slide, ask your students to rate how fair/unfair they think it is (maybe rate out of 10) and also give a rating about how angry it makes them (traffic lights rating = red for very angry, amber for they don’t like it, green for it doesn’t stir up strong feelings). Alternatively, you can give out the cards from the accompanying pack.

<b>Prizes are given to the children who run the fastest</b>
<b>Rich people have a bigger carbon footprint</b>
<b>Some children in class take up more teacher attention than other children</b>
<b>Prizes are given to the children who work the hardest</b>
<b>In the UK, only 13% of teachers come from BAME backgrounds</b>
<b>Many children work on cocoa plantations as slaves</b>
<b>Life expectancy in Ghana is 64 years old and it’s 80 years old in the UK</b>
<b>Some people are luckier than others</b>
<b>Rich people can afford to pay for healthcare</b>
<b>Children working on cocoa plantations have never tasted chocolate</b>
<b>People with good friends and support networks don’t get sick as much</b>
<b>People from BAME backgrounds in Wales are 6.5 times more likely to be stopped by the police and 4.5 times more likely to be arrested.</b>
<b>The countries that created climate change are the least affected by it</b>
<b>Despite doing better generally at school, girls tend to get less well paid jobs later in life.</b>
<b>People who read a lot are five times more likely to be above average across all subjects</b>