



Healthy Heads Lesson Plan

Fairness - Year 5/6

- Our Aim:**
- I can understand what fairness means and why I should be fair to others
 - I can explain the difference between equality and equity, and recognise fairness in sport
 - I can demonstrate fairness during physical activity

Lesson Topic: Fairness	
Age: Year 5/6	Duration: 1 hour – 30 min classroom + 30 practical
Links to PSHE curriculum: - About how our actions can affect ourselves and others - How to negotiate and compromise	Notes on the class: Gain overview of class - discussion with teacher. SEND Medical Behaviour Other
Resources Theory: Fairness lesson presentation Practical: cones, bibs, dodgeballs	
Organisation/Diagrams	Teaching Points

Theory

Introduction

Our aim:



- I can understand what fairness means and why I should be fair to others
- I can explain the difference between equality and equity, and recognise fairness in sports
- To demonstrate fairness during physical activity

Introduce topic
Set classroom expectations
Share learning objectives

What is fairness?

What is Fairness?



Fairness



The quality of treating people equally or in a way that is right or reasonable

Ask: What is fairness?

Ask: Would anyone like to have a go at explaining what fairness is?

Explain: fairness is being fair. Treating people equally or in a way that is right or reasonable.

Ask: Think of a time when someone has treated you fairly. What did it feel like?

Discuss children's idea and discuss.

Why should we be fair to others?



Being fair will help us build positive relationships

It will help us to feel good if we are fair to others

We can perform better in a fair environment

Task 1 The fairness game

One side of the room vs. the other side



Each person must guess and write down the word that the teacher is holding up

The side of the room with the most correct guesses wins



What was unfair?

How can we make it fair?

~~UNFAIR~~



<https://www.youtube.com/watch?v=rcuBRKrIYIA>

Ask: (as on slide) Why should we be fair to others?

Discuss children's ideas

Present answers to slide

Teacher stands in the middle of the room with one half of class on the right and the other half on the left.

Teacher presents a word on his/her whiteboard to one half with the letters of the word jumbled up. He/she will then turn and show the other half of the class the same word but without the letters jumbled up. Can children say the word that they were shown?

Repeat with a new word but reversed - the children who saw a word jumbled up will now be presented with a new word which isn't and vice versa

Ask: what did we think? Was it fair or not?

Prompt discussion and facilitate a class debate.

Play the video for children:

<https://www.youtube.com/watch?v=rcuBRKrIYIA>

Discuss - what was fair? What was unfair?

Equality vs Equity

Equality Equity

Everybody is treated the same Everybody receives a fair outcome

Share new vocabulary: equality and equity in relation to fairness.

Task 2
Fairness at lunchtime

Each table will be given a sport or game that you might play at lunchtime

Can you name as many things you can think of that would make your game fair?

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Verbally assigned each table a sport or game: I.e netball, football, dodgeball, tennis, athletics, skipping

Ask: How many things can you think of that would make your game fair?

Conclusion

What's important?

That we should treat others with fairness every day

It's important to treat people equally, but to also give people what they need for a fair outcome

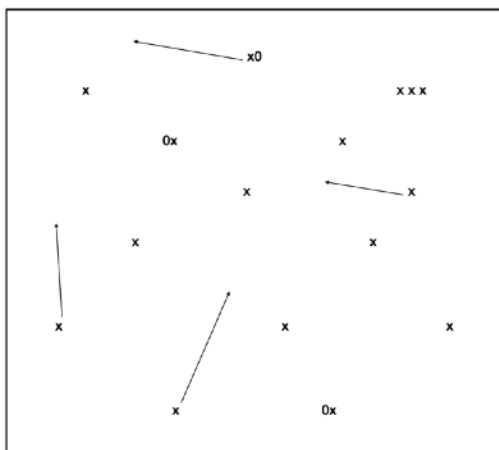
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Share conclusions on the slide with children.

Prepare children for practical activity. Emphasise that we will practise and discuss **fairness** during our physical activity session.

Practical

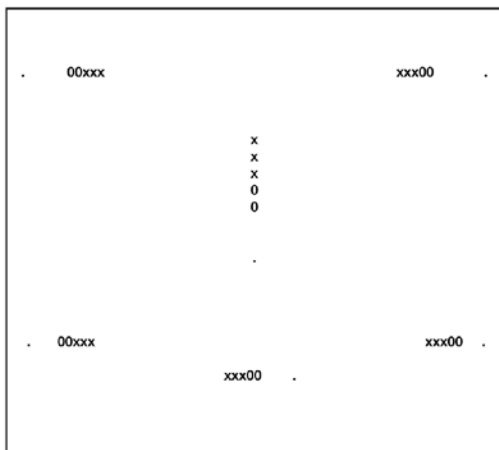
Activity 1 - Sabotage



Key: Children - x 0 - dodgeball

Children must run round in the area in different directions and some children within the group will hold a dodgeball. The children that hold the dodgeball must pass it to another person every 5 seconds whilst running around. Children without a ball should be encouraged to run into spaces opposed to crowding around someone holding a ball.

Activity 2 - Target practice



Key: Children - x

Children must be split into groups of 3. Each child will have a beanbag and each group has one cone. Children must place the cone on the floor, take three steps back and stand in a line of 3, one behind the other. They have one attempt each to hit the cone by throwing the beanbag.

Conclusion

Remind children of learning and share rewards i.e Dojos.

Progression 1 - Teacher to count the amount of times the balls have been dropped. For every drop, children must complete an exercise, for example 1 star jump for every drop.

Progression 2 - A few children will be selected to wear a bib and act as a 'mole'. Without the other children knowing, they must run around and when throwing the ball to another person, make them drop it on purpose.

Teaching points:

Ask: What was fair about that activity? What was unfair? Discuss from both sides. For progression 2, 'is it fair for the runners to have exercises when the 'moles' were throwing the ball on the floor?' 'Is it fair for the 'moles' to do the exercises when they did what I told them to?'

Progression 1 - Ask a few groups to move the target cone further away from their throwing point.

Progression 2 - Children must now use 2 beanbags between the three instead of one each.

Teaching points:

Ask: What was unfair about progression 1? Answer: We were all different distances. You could respond, 'But what if the ones that were further away were better at the activity? Is that equity?' How can we make progression 2 fair? Possible answers: Sharing turns, playing more than one round.