





Lesson 3: Fair and Unfair Behaviour

KS1

Session Aim

- To explore feelings in relation to unfairness.
- To enable the learner to develop an understanding of fair and unfair behaviour.

Learning Outcomes:

Most learners will be able to:

- Recognise examples of right and wrong.
- Differentiate between what is fair and what is not fair.



TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
15 mins	<p>Introduce and read story of Cinderella, or watch the movie.</p> <p>Remind children that this is a Fairy Story but they're going to think about how Cinderella is treated in the story and how it makes her feel.</p>	<p>Listen to the story or watch the movie</p> <p>Join in discussion and feedback / respond to questions.</p>	<p>Cinderella: official movie and shorter versions can be found on YouTube</p> <p>FIND ONLINE</p> <p>Story:</p> <p>FIND ONLINE</p> <p>Flash Cards: Feeling Faces (see resource pack)</p>	<p>Children are encouraged to join in discussion and feedback.</p> <p>Children's contribution to discussion and activities.</p> <p>Recognition of feelings.</p>
20 mins	<p>Use Feeling Faces cards to recap the story, asking how Cinderella might have felt at different points. Emphasise examples of unfairness e.g. exclusion, all the chores to do, no new clothes etc.</p> <p>Ask questions such as: Do you think Cinderella should do all the cleaning? Is it fair? Why not? What would have been fairer?</p>	<p>Identify feelings using the Feeling Faces cards.</p> <p>Draw picture of how Cinderella might be feeling when she has to do all the cleaning.</p> <p>Think about how Cinderella feels when she has to do all the cleaning?</p>	<p>Flash Cards: Feeling Faces</p>	<p>Children are encouraged to join in discussion and identify feelings.</p> <p>Recognition of treating someone unfairly.</p> <p>Associate feelings to being treated unfairly.</p>
15 mins	<p>Ask children how they feel when someone is being unfair to them.</p> <p>Use scenarios to differentiate between fair and unfair.</p> <p>Explain that some behaviours and actions by grown up's can make children feel sad, scared or angry.</p> <p>Use pictures / scenarios</p> <p>Ask children to think of something that is good or fair in their class. Class rules? Class agreement etc Why is it fair?</p>	<p>Discuss feelings associated with someone being unfair.</p> <p>To talk about adult behaviours and how this impacts on feelings.</p> <p>To join in discussion.</p>	<p>Flash Cards?</p> <p>Class Rules or Agreement</p>	<p>Children are encouraged to join in discussion and identify feelings.</p> <p>Recognition of treating someone unfairly.</p> <p>Associate feelings to being treated unfairly.</p>

TIME (MINS)	TUTOR ACTIVITY	LEARNER ACTIVITY	RESOURCES	EXTENT STUDENTS ARE ENGAGED
5 / 10mins (Depending on attention span / age range)	Reflect on the story and reinforce the message that families come in all shapes and sizes. Give children opportunity to talk about their family. Bring session to a close with song - <i>If you have a family and you know it</i> <i>If you have feelings and you know it....</i> <i>If you're ?? (children to choose feeling) and you know it</i>	Work as part of the group to reflect on the session.		Children with language needs are supported to take part. Children's feedback and contribution to recap. Children's participation in discussion and activities. Reflection.

ReSPECTful Relationships

