

KID'S

ministry



Community of Christ

20 October
2019

STAND FOR JUSTICE - Activities

PURPOSE:

- To identify the difference between equality, fairness and justice
- To see how these principles can apply in our society
- To understand privilege and how it plays in our lives
- To see how we can stand for justice or against injustice

ACTIVITY	TIME (ESTIMATES)	RESOURCES
Section 1: What is Justice	2 minutes	
Section 2: Equality	20 minutes	Rewards: MM's or Sultanas Ziplock bags (to store rewards) Option 1: Tape, chair, things to jump Option 2: Maze, pencils
Section 3: Fairness	10 minutes	Option 1: Spot, adhesive, chair Option 2: Hard puzzle
Section 4: Privilege	15 minutes	Videos-either downloaded or with a strong internet connection. Have them ready to watch.
Section 5: Malala's Magic Pencil	10 minutes (skip if needed)	Book: Malala's Magic Pencil by Malala Yousafzai or YouTube of the story
Section 6: Conclusion	5 minutes	

LEADING INSTRUCTIONS

Read through materials before you start and ensure that everything is printed, and activities prepared ahead of time.

Some of the activities need everyone to be able to complete them without variation so cater for your simplest needs.

*Parts in bold are to tell or ask the group or children.
Some answers are provided in case the group doesn't get there*

Italics is instruction for the leader.

Some exercises will seem unfair. That is the point. If kids start to get bothered by this help them to understand and process these feelings. At the end ensure everything is fair and even.

Several activities have variations, do what is best for your group

Section 1

WHAT IS JUSTICE?

Several activities have variations, do what is best for your group.

They can't eat their rewards till the end of the Equality section.

DISCUSSION: 1. WHAT IS JUSTICE?

Definitions:

Just behaviour or treatment.

Synonyms: fairness, justness, fair play, equity, equitableness, even-handedness, impartialness, lack of bias, objectivity, neutrality, lack of prejudice, open-mindedness, non-partisanship; honour, uprightness, decency, integrity, honesty, righteousness, ethics, morals, morality, virtue, principle, right-mindedness, propriety, scrupulousness, trustworthiness, incorruptibility

Antonyms: Injustice

Section 2

EQUALITY

ACTIVITY:

Everyone needs to complete a simple activity.

Complete that activity and get 2 rewards.

All need to be doing the same activity.

Option 1: A obstacle course: Make this simple. (Good with a small number of kids, takes longer as kids can only go one at a time)

Ideas: Use masking tape on the floor so the kids need to follow a line (zigzag). Have a chair to crawl under and possibly a couple of things to step or jump over (cereal boxes make good "walls" to jump over).

Option 2: A paper maze: Very simple (Good with many kids as they are all working at the same time). Set a time limit (3 minutes).

Maze 1: See appendix

This is equality. It doesn't matter if you did the task better or finished first or if you are allergic or don't like the reward. Everyone that completed the task got the same reward. If you don't do the task, you don't get the reward. Nothing is modified everything is even.

DISCUSSION: 1. WHEN DOES LIFE WORK THIS WAY? 2. WHEN DOES IT NOT WORK THIS WAY?

DID YOU KNOW:

In Australia, the gender pay gap is currently about 17.9%. This means that in Australia, just for being a girl, you will get paid less for doing the same job that you would if you were a boy.

Section 2 cont.

ACTIVITY:

Everyone needs to be doing the same activity.
To the easiest capabilities so that everyone can achieve the task.
They will do this activity twice to emphasize that this difference can add up.

Option 1: Standing on one leg

Get everyone to stand on one leg for a minute. (If standing on one leg is too hard based on the abilities and age of your kids either shorten the time) or

Option 2: Hands on head

Put your hands on your head for a whole minute

If a boy does it give them 3 MM's, a girl only 2 MM's. As you hand out the rewards make sure it is clear they are getting different amounts. Say "for you tommy 3. For you Susan, only 2." Do the activity again. Each boy should have 2 more than each girl at the end.

DISCUSSION:

1. WAS BEING A BOY NEEDED TO STAND ON ONE LEG?

2. DID THE BOYS DESERVE TO GET MORE MM'S THAN THE GIRLS FOR STANDING ON ONE LEG?

3. DID THEY DO IT BETTER?

4. IS IT ONLY UP TO THE GIRLS TO STAND UP FOR THEM GETTING THE SAME AMOUNT AS THE BOYS?

5. HOW CAN EVERYONE MAKE THIS FAIRER?

- Lobby that everyone gets the same. - If they come up with this option get them to explain why you should give the girls more and give the girls the two extras. Explaining that their good idea and team work swayed the power holders (you hold the rewards, you have the power to decide)
- The boys could share the extra that they have-get each boy to share one of their rewards. If there are more girls than boys, you can give the extra.

6. WHEN IS EQUALITY NOT A GOOD THING?

If kids can't come up with an answer do the activity before you provide one. (When everyone is not at the same starting level)

ACTIVITY:

Everyone is aiming to complete an activity.
 This needs to be difficult (if not impossible) for some.
 Everyone can get the same help. But this is not needed or enough for everyone.

Option 1: Wall Spot

Put a spot high up on a wall and try and get everyone to touch it (make sure it is high enough that most can't reach it (possibly none)). Give them a chair and a chance to try again (make sure some of them can now reach it, but that there are still others that can't).

Option 2: Find a word puzzle (See Appendix)

Everyone has 2 minutes to complete the puzzle. Once this time is nearly up, give everyone an extra 2 minutes. Hopefully some won't have been able to finish it in the time.

That is equal but not everyone is able to complete the task. Everyone was given the same help (chair/extra time). Sometimes things might be equal, but they are still not fair.

If some people won't even try because they felt it was too hard for them, use this as a teaching point. Sometimes if something seems too hard or so unfair people will give up and not even try.

DISCUSSION:

1. WHAT IS FAIRNESS?

Definition: the quality of treating people equally or in a way that is right or reasonable:

Synonyms :equity, impartiality, justice

We are all different, which means each of us has different strengths and interests. Some might be really good at math or english, others might be really tall, some might have an interest in technology or science and thus know a lot. Some time we need a little extra help with something, sometimes we don't need any help at all. Taking these needs and differences into consideration can help to make things fair and just.

2. WHEN ARE THINGS EQUAL BUT NOT FAIR?

Real world example: Standardise testing is an excellent example of this. NAPLAN is an example of standardise testing. It assumes everyone learns and can show that they have learnt in the same way (purely through written communication). There is so much that these tests don't take into consideration about what people 'know.' It doesn't take into consideration that some people can get extreme anxiety over exams and while they might know the answers and do very well the very format of it being an 'exam' can cause them to do terribly and suffer a lot of distress. This can be the same for university entrance exams. Which is why some university courses (such as to be a doctor) often now have interviews and the opportunity to put together a portfolio. These can include aspects about who you are as a person, how you are a member of your community, how you relate to other people because they are starting to learn that there is so much more to a person than just their result on a standardised test.

Sometimes things can be unjust or unfair because of the ways we treat each other but sometime the very world we live in has bias in them that cause injustice. This is often something that has happened over a

long period of time and is deeply rooted in our history. It is because of this lack of fairness in our world and where we live that it is legal for women to get paid less for doing the same job or why some people need to work much much harder to achieve the same as others. There are some things that give some people an advantage over other people. This is known as privilege and can be a source for injustice.

Video 1:

<https://www.facebook.com/BuzzFeedOz/videos/1936578223240531/?v=1936578223240531>

(This is the best video, as it is Australian and has better questions of privilege but is in a Facebook format which is not possible to download. Goes for 2.5 minutes)

Video 2:

https://www.youtube.com/watch?v=FBQx8FmOT_0 (Goes for 4 minutes)

DISCUSSION BOTH VIDEO 1 & 2:

It is often much easier to tell when things are unfair to us or someone we love. We get a feeling in our stomach, or often get angry. We can tell we are not being given the same as someone else (when we are towards the back of the group). However, when we are at the front we are not always aware of the advantages we have.

1. WHAT IS AN ADVANTAGE THAT YOU MAY HAVE OVER OTHER PEOPLE?

Option 1 (based on Video 1): Some of the statements asked to the group were:

- If the primary language spoken in your household growing up was not English, take one step back.
- If you came from a supportive family environment take one step forward.
- If you felt like you had adequate access to healthy food growing up, take one step forward
- If you would never think twice about calling the police when trouble occurs, take one step forward.
- If you can see a doctor whenever you feel the need, take one step forward.
- If you get time off for your religious holidays, take one step forward.
- If there were more than 50 books in your house growing up, take one step forward.

2. WHAT WOULD EACH OF THESE STATEMENTS MEAN ABOUT YOUR LIFE? AND HOW COULD THAT BE AN ADVANTAGE OR DISADVANTAGE TO YOUR LIFE? (CHOOSE SOME TO LOOK AT CLOSELY)

Option 2 (based on Video 2): Some of the statements asked to the group were:

- If both your parents were still married?
- If there was a father figure in the household?
- If you had access to a private education?
- If you never had to help your family with the bills?
- If you never had to worry about where your next meal was coming from?

3. WHAT WOULD EACH OF THESE STATEMENTS MEAN ABOUT YOUR LIFE? AND HOW COULD THAT BE AN ADVANTAGE OR DISADVANTAGE TO YOUR LIFE? (STABILITY, FINANCIALLY SECURE)

Similar exercises have also included questions like

- If the primary language spoken in your household growing up was not English, take one step back.
- If you came from a supportive family environment take one step forward.

Section 4 cont

- If you felt like you had adequate access to healthy food growing up, take one step forward
- If you would never think twice about calling the police when trouble occurs, take one step forward.
- If you get time off for your religious holidays, take one step forward.

4. WOULD YOU HAVE CONSIDERED THESE THINGS AS CONTRIBUTING TO HOW WELL YOU WOULD DO IN LIFE OR NOT?

Both:

5. WHAT CAN YOU DO WHEN YOU HAVE LOTS OF PRIVILEGE?

- Be aware and grateful for your circumstances
- Share the opportunities you have with others
- Provide pathways and structures where others with less privilege can succeed

Section 5

MALALA'S MAGIC PENCIL (skip if time does not permit)

Read Malala's Magic Pencil by Malala Yousafzai or watch a YouTube reading

Discussion:

1. WHAT WERE SOME OF THE INJUSTICES THAT MALALA COULD SEE? EITHER IN HER CIRCUMSTANCES OR THE STRUCTURES. WHAT WAS NOT FAIR?
2. HOW DID SHE OVERCOME THEM?
3. WAS SHE ONLY CONCERNED ABOUT HERSELF AND HER INTERESTS?

Section 6

CONCLUSION

Given that we know that justice is about doing what is just and fair.

And that equality is treating people the same and giving them the same opportunities and chances;

And that sometimes things need to be fair not just equal. Taking into consideration that everyone is different with different needs and skills

And now that we have seen that sometime the societies we live in give some of us advantages over others.

Discussion:

1. WHAT ARE SOME WAYS THAT WE CAN STAND FOR JUSTICE

- Talking about it and drawing people's attention to the biases in our world
- Be aware of the privilege we each have
- Lobby our government and people in power to change structural injustices
- Stand up for others when they are suffering an injustice-they may not feel like they can
- Stand up for yourself when there is an injustice
- Call others out when they make statements that can contribute to structural injustice (racism, sexism, classism etc.)

CLOSE IN PRAYER:

God,

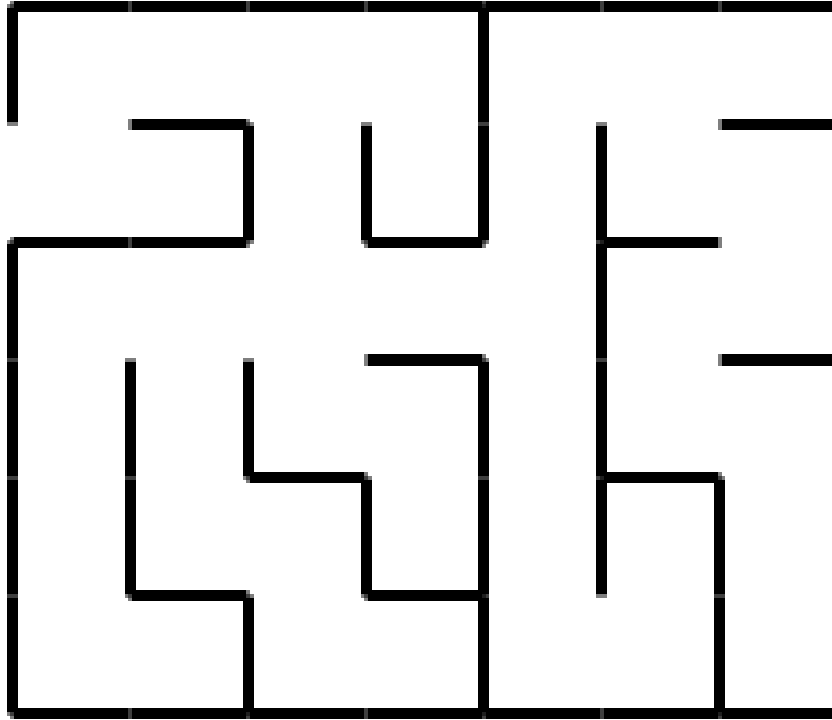
We thank you for the many privileges in our lives, even when we are unaware of them. Help us to be more aware of these privileges and the injustices that are occurring in our neighbourhoods, communities and world. Give us courage to stand up for justice. To help all people to be able to grow and learn in love and acceptance. That we can help them to understand that you love us all equally.

Amen

APPENDIX

STAND FOR JUSTICE

Start



Finish

H Y V H J B R M Z X J I E U C
N S K N R E O X N C R N G C K
D I F F E R E N T G Z T E R Y
Y T I V I T C E J B O E L I X
D S S S D Z C E G E R R I A P
C E A T U N Q U C J V E V F X
T I D S R U A I E A B S I V W
B B Y N A E T T P Q U T R R S
Q Y C L I S N G S A A S P I G
X V I Y U M V G L Z D G K T B
B T I J I V N P T N S Y R N E
Y I N Q J M Y E B H N C J N I
S I U S N W F A P D S J V B O
E C I T S U J Y X O M S M N G
W B Y X I O Z J N N S Q J Z L

BIAS
DIFFERENT
EQUALITY
FAIR
INJUSTICE
INTERESTS
JUSTICE
OBJECTIVITY
OPEN-MINDED
PRIVILEGE
STAND
STRENGTHS

