

# The World on Our Doorstep

## Fairness



This pack was developed as part of the project 'The World from Our Doorstep', funded by Big Lottery Awards 4 All and the European Union.

We would like to acknowledge the hard work and contributions made by practitioners involved in the project at nursery settings in Barrow in Furness, Cumbria

The contents of this pack are the property of the project team. Enquiries can be directed to CDEC, Low Nook, Rydal Road, Ambleside, UK, or [office@cdec.org.uk](mailto:office@cdec.org.uk)



# The World on Our Doorstep

This '**Fairness**' box is one of a series of boxes developed as part of the World on our Doorstep project funded by Awards for All—Big Lottery Funding. These boxes have been a culmination of ideas, aspirations and a long standing desire by the CDEC team over the years to produce a collection of resources that will enthuse and support very young children in Cumbria to engage positively and creatively with the diverse world around them.

The **Fairness** box is part of a collection which include the following boxes:

**Exploring the World**

**Same and Different**

**Cooperation**

**Appreciating the World**

The boxes include opportunities for play based, (role play & games) creative and thinking activities, both indoors and outdoors, and link to the book 'Meet Zogg' based on the themes of understanding and respecting diversity, waste and recycling, sustainable development and games around the world.

The boxes contain activity sheets, attractive supporting resources, artefacts, story books and other texts from around the world aimed at helping children to develop a greater understanding of the world around them, both near and far.



# What's Inside?

## Activity Cards

1. Unequal Spaces
2. A Penny or A Pound?
3. Limited Choices
4. Messy Maps
5. Time's Out!
6. Puzzle Time
7. Visible or Invisible?
8. It's Not Fair!

## Books

1. Growing Up Global
2. Growing Marigolds
3. Meet Zogg
4. Play on the Line
5. Something Else
6. Philosophy for Young Children

## Other Resources

1. Large World Map for **Messy Maps**
2. Fairtrade packaging for with **Messy Maps**
3. Egg Timer for **Times Out**
4. FT logo and stickers for **Penny Or A Pound?**
5. Meet Zogg jigsaws x 2 for **Puzzle Time**
6. Large Dice x 2 for **Puzzle Time**
7. Four large statement cards to use in **Visible or Invisible**
8. Set of Fair / Unfair / ? cards for **Visible or Invisible**



# What's not Inside...

**CDEC has provided a range of resources related to the activities in this box. However, setting will need to provide the following resources where required:**

- Glue, string ,elastic bands, scissors and other material for craft activities
- Sticker dots
- Post-its
- Blu-tack
- Fairtrade packaging & selection of Fairtrade products
- Sticky-backed plastic
- Story tent
- Large World map outline
- Chalk / Portable screen for dividing outdoor space
- Toys and outdoor play area
- Play money
- Treats– ie. apples, cakes raisins, chocolate bar (big!)
- Dress up clothes

**Please ensure you have the relevant resources from the above list for the appropriate activity before starting the activity or setting out for an outdoor location.**



# UNEQUAL SPACES

## Outdoor Activity

### Resources:

- Toys and outdoor play equipment
- String, chalk or portable screen



### Activity idea:

- Divide outside play area into a large and a small area. Ensure there are more toys/play equipment in the larger space.
- Divide the children into two groups. And create a boundary with a chalk line, string or screen.
- Allocate the two spaces to the different groups for the first play time.
- Reverse the arrangement for the second play time.
- Move on to circle time and talk about their experiences. Invite children to share their feelings. Think about how the process could have been fairer.
- You could use ***Sustained Shared Thinking*** to explore the concept of fair/unfair. What would it be like if there were no play areas? What would it be like if there were no toys/equipment? What would it be like if the small area had all the toys and the big area didn't have any?

### Suggested reading:

Play on the Line

Come Play with Us -

(Exploring the World box)

### Extension ideas:

**What Is A Home?** (looking at different homes, big and small) - Same and Different Box



# A PENNY OR A POUND? STORY TENT

## Role Play / Play

### Resources:

- Crayons, felt tips, string, paper, hole punch, play money.
- Selection of Fairtrade products such as fruit, (bananas, pineapples, oranges, lemons or mangoes ), chocolate bars
- Fairtrade logo and stickers



### Activity idea:

- Display the Fairtrade products and invite the children to choose an item to draw and colour. Give each child a Fairtrade sticker to add to their picture.
- Help them to cut the shapes out, punch holes, thread the string through and add a large Fairtrade logo. Attach the banner around the story tent..
- Ask the children to decide whether they would like one coin, five, or ten for each product. Why would they like more or less? Explain that people who help grow, look after, pick, and pack the products get more money ( a fairer amount) if the product has the Fairtrade logo

[Adapted from : **Growing up Global : early years global education handbook - RISC**]

### Suggested reading:

**The World Came to My Place**  
–Appreciating the World box

**Things I eat series** – Hannah Toft  
(not in box)

### Extension ideas:

**Food: Where Does It Come From? & Food: Display and Talk-** Appreciating the World box

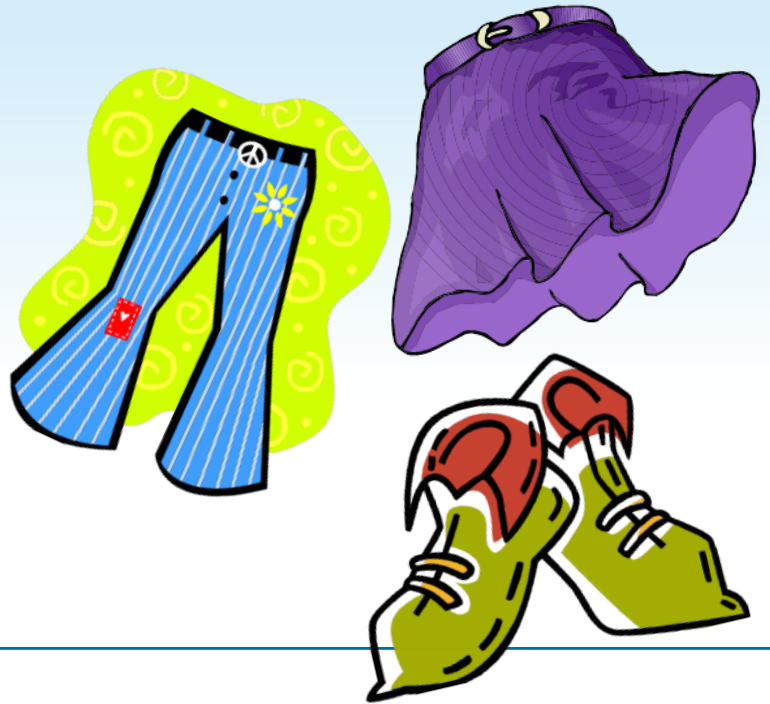


# LIMITED CHOICES

## Role Play / Play

### Resources:

Several boxes of dressing up clothes (all mixed up between the boxes) labelled A,B,C etc ensuring that items cannot be completely matched up from a single box. For example, ensuring fairy wings are in a separate box to the dress and fireperson's hat is separate from the uniform.



### Activity idea:

- Give the children a limited amount of time to get dressed up in their favourite clothes from the box
- Explain that they are only allowed to pick clothes and accessories from one box
- Ask children to stop when the allocated time run out and move on to circle time to talk about their thoughts and feelings.
- Use ***Sustained Shared Thinking*** to develop their ideas

### Suggested reading: Get Dressed

### Extension ideas:

Creative Partners - Cooperation Box



# MESSY MAPS: Creative Activity

## Games /Indoor Activity

### Resources:

- Selection of Fairtrade packaging
- Large world map outline
- Large world map
- String, Glue
- Sticky back plastic (for Extension Activity)



### Activity idea:

- Look at the packaging and read out where the product was made/grown.
- Locate the country on the large world map.
- Stick the packaging onto the world map outline.
- Repeat with all the products and add lines of string to show where the products are from.
- Encourage children to think about what it would be like if we were unable to buy in food (chocolate, bananas, oranges, dried fruits, nuts, sugar etc) from other countries.

### Suggested reading:

**Things I eat series** – Hannah Toft

**The World Came to My Place Today**—Appreciating the World box  
**(Not in the box)**

### Extension ideas:

**Food: Where Does It Come From?** - Appreciating The World Box

Use actual ingredients to create a multi sensory map, for example gluing coffee onto Ethiopia, cocoa powder onto Ghana, tea leaves onto India. When complete cover the whole map with sticky backed plastic.



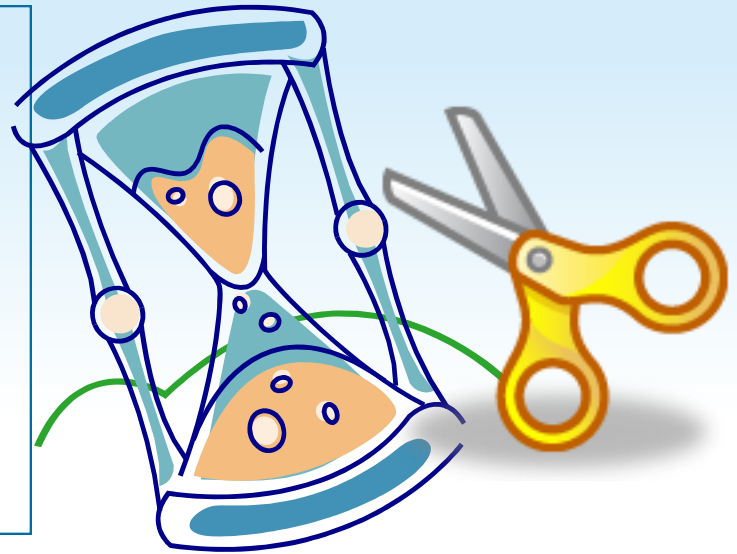


# TIME'S OUT!: Creative Activity

## Games / Indoor Activity

### Resources:

- Crayons, felt tips, range of craft material, paper,
- 1 pair of scissors,
- 1 glue stick or pot of glue
- Egg timer



### Activity idea:

- Divide children into groups A, B C etc. and allocate each group a table..
- Paper should be available on all tables. Place the craft materials on three separate tables ensuring that crayons and felt tips are on different tables; scissors and glue on separate tables.
- Set timer and advise the children that they can create anything but can only use the materials on their table and for a limited time. They can move on to the next table when the timer sounds taking their paper only with them. Repeat until the children have been able to use the materials from all the tables.
- You can use ***Sustained Shared Thinking*** to talk about whether it was fair to take turns. Would it be fairer/ less fair if everyone scrambled to use the materials if placed in the middle of one table.? Why?

### Suggested reading:

**Why Should I Share?** - Hodder Children's Books

(Not in box)

### Extension ideas:

**Creative Partners** - Cooperation Box

**Let's bake Together** - Cooperation Box

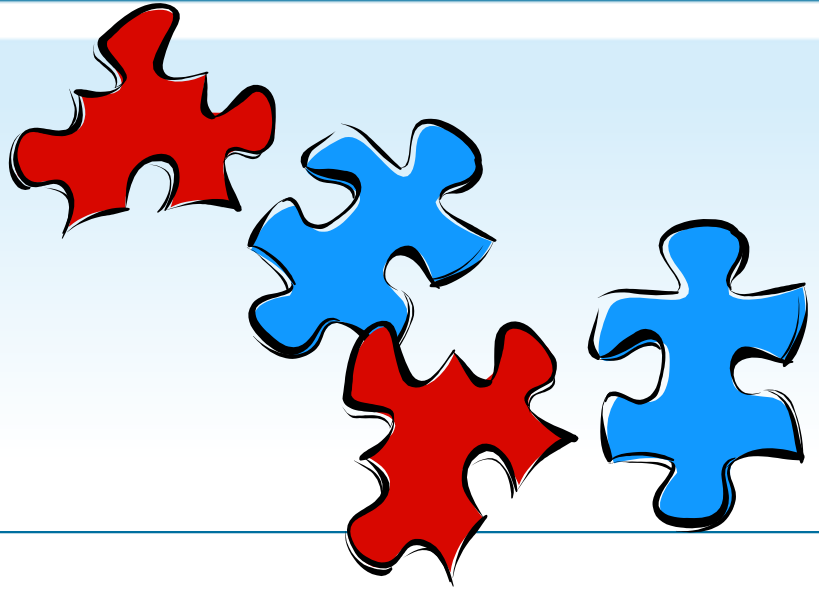


# PUZZLE TIME

## Games / Indoor Activity

### Resources:

- Meet Zogg jigsaws x 2
- Dice x 2



### Activity idea:

- Divide children into two groups and give each group a puzzle.
- Ask children to take turns to throw the dice until they throw a certain number, say 6
- They can find a piece that fits.
- Continue with the next person in the group.
- The group that completes the puzzle first is the winner.
- You can use ***Sustained Shared Thinking*** to talk about whether it was fair to take turns. Would it be fairer/ less fair if everyone rushed to finish their jigsaw? Why? What if just a few children got to do the jigsaw?

### Suggested reading:

**Why Should I Share?** - Hodder Children's Books

**Why Should I Listen?** - Hodder Children's Books  
(not in box)

### Extension ideas:

**Creative Partners** - Cooperation Box

**Cooperative Drawing** - Cooperation Box



# VISIBLE or INVISIBLE?

## Games / Indoor Activity

### Resources:

- Four large statement cards
- Set of cards with FAIR, UNFAIR or ? written on them (one set for each child)- on 3 different coloured cards

Fair? Unfair?

### Activity idea:

- Read out the four large statement cards.
- Give the children 3 small cards each.
- Read the four statements cards again. And place them around the room or inside the sitting circle.
- Ask the children to choose one of the statements that they are interested in, and to stand beside it, holding up one of their cards.
- They make their choices based on whether a certain statement is fair, unfair or if they are undecided, a card with a question mark (?)
- Invite children to share their thoughts on their choices. If appropriate ask children to think about their own definitions for FAIR. Write these up and display them on a board. You may wish to use Sustained Shared Thinking to develop a dialogue.

### Suggested reading:

Meet Zogg  
Something Else

### Extension ideas:

Some One Special - Same and Different Box  
Alphabet Frieze - Same & Different Box



# IT'S NOT FAIR!

## Display and Talk

### Resources:

'Treats' such as :

- Apples( whole and sliced)
- Cakes ( various sized portions)
- Raisins



### Activity idea:

- Divide the children into several groups - A,B,C
- Distribute the 'treat' unevenly for example, give each child in group A one raisin each, each child in group B two raisins, and the rest to group C
- Observe the children's response and invite the children to share their thoughts
- Ask the children how they feel about their portions
- You could use **Sustained Shared Thinking** to explore the concept of fairness by developing a dialogue on how the process could have been fairer. Consider thinking about how being unfair could cause people in some places to be poor.
- Explain that this is unfair and we do have to aim to be fair
- Explain that unfairness in certain areas /countries leads to people becoming poor and often hungry and without a home to live in

### Extension ideas:

Activities :

- The Teddy Bears' Picnic
- Gavin Builds A Sandpit
- The Animal Snack

From: Philosophy for Young Children- A Practical Guide  
(Gaut & Gaut)



# Sustained Shared Thinking

**Sustained shared thinking** has been defined as

“ an episode in which two or more individuals ‘work together’ in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend narrative etc. Both parties must contribute to the thinking and it must develop and extend”.

***Iram Siraj- Blatchford et al (2002) Researching Effective Pedagogy in the Early Years (REPEY) DfES.***



## Sustaining & developing thinking and extending contributions

- Offering children information on the topic and encouraging them to add their ideas
- Inviting children to elaborate on their contributions
- Using reflective statements during discussions to encourage children to explore the topic further
- Short silences and increased waiting time before asking the next question
- Sharing your own experience and giving children time to respond
- Clarifying ideas to ensure everyone has understood what other children are saying, and to encourage others to add their viewpoints

***From the study: “The Effective Provision of Pre-School Education (EPPE) Project: Final Report” by De Silva et al (“2004)***



# Using postcards, posters & photographs

You can use images from home and overseas to develop understanding, awareness and appreciation of the world around. Here are some suggestions to extend children's ideas and encourage dialogue.

1. **CROPPED IMAGES:** - Place a partially covered image on the table. Invite children to share their thoughts on what they can see. Gradually reveal sections of the picture and extend and develop their thinking through questions and statements. *(From Making Sense of Diversity in Early Years-CDEC)*
2. **INDIA or UK?** - Lay 10 photographs, five from the UK and five from a different country, say India. Avoid stereotyping by using a selection which portrays both rural/urban places in both countries. Number the photographs for easy identification. Provide two pieces of paper marked with the name of the respective countries. Ask the children to help you sort out your 'muddled' photographs. Ask them to agree which photograph goes under each heading. Put aside ones on which they can't decide on as a group. Invite comments and statements and question their decisions to develop a dialogue.  
*(From How do we know it's working? - RISC)*
3. **A ONE MINUTE STORY**— Provide a selection of photographs and ask the children to vote for their favourite photograph. Select the photograph with the most votes and display it in the centre of a large sheet of paper. Working in groups, a member of staff could jot their thoughts and comments around the photo. Then invite the children to make up and share a quick story about the photo with everyone. *(From Making it Real– DEC Birmingham)*
4. **WHICH ONE IS MISSING?** - See page 11 of Growing Marigolds-WEDG (Included in the box)
5. **WHICH ONE SHALL I BE IN?** - See page 21 of Growing Marigolds-WEDG (Included in the box)

**SEE NEXT SHEET FOR QUESTIONS/ STATEMENTS TO EXTEND THINKING**



# Thinking through postcards, posters & photographs

## Using questions & statements

- What would you say to....?
- Who would you choose to be your friend?
- I wonder why you think that?
- What do you mean?
- How is this similar/different to where you live?
- How do you feel about this place?
- How do you think they feel?
- Which people look happy/sad?
- I wonder what they are doing?
- I wonder where they are going?
- What would like to say to....?
- What would you like to ask....?
- Can you imagine yourself in this place? What would you hear, smell, see or taste?
- I think I would like to live here because.....(stating personal preference)
- Let's see what is happening in this picture....
- I really want to know more about this...(in response to what a child has just said)
- So you think that....
- I would like to know what is just outside the picture.....
- Oh! What a wonderful.....display of fruit/dress/hat/tower/car/tree etc



# Linking 'Fairness' to what you already do...

Here are some activities that you probably do that link to the themes in  
Appreciating the World:

