

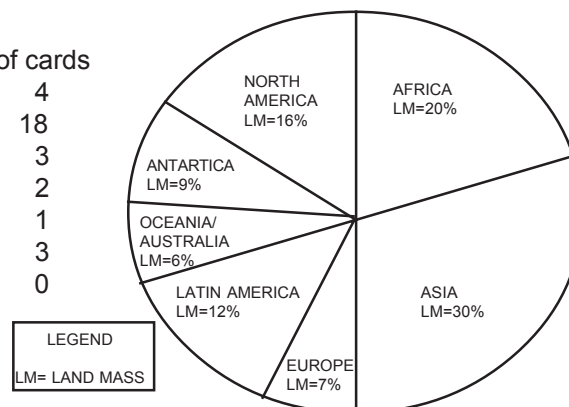


Activity Guide for Fairness-- “Fairness in the World”

Audience Size: This activity works best with about 30 participants. You may want to include parents or others. Life Skill: Empathy
 Estimated Time: 10-15 minutes
 Objective: Participants will begin to understand that things in the real world aren't equal; so equal treatment is not always fair.
 Supplies: Masking tape or chalk to make circle; labels for continents, “birthplace” cards (one for each person), 100 small food items (small individually wrapped pieces of candy)

Before the activity, prepare a large circle on the floor with masking tape (5-10 feet in diameter depending on the number of people in the group) with sections as shown in diagram. Label the areas of the circle with the names of the earth's continents. Prepare “birthplace” cards for each member using the percentages in the chart to make an appropriate number of cards, depending on your group size to be in proportion to the continent's population with the rest of the world.

Continent	Percent Population Per Continent	# of cards
Africa	13%	4
Asia	64%	18
Europe	9%	3
South/Latin America	6%	2
Oceania/Australia	1%	1
North America	8%	3
Antartica	(mostly uninhabited)	0



Example for a group of 30. Make the number of cards/continent to add up to the number in your group. Thirty participants or more makes this activity more accurate proportionally. For smaller groups, enlist parents and siblings to expand the numbers. Mix the cards so that they will come up randomly in the stack.

To approximate the amount of food and other goods each person has you will need to prepare the following bags of individually wrapped candy. Total number of pieces of candy equals 100.

Label Bag	% of world's consumption	# of pieces of candy
Africa	13%	1
Asia	64%	8
Australia	1%	20
Europe	9%	22
North America	8%	41
South/Central America	6%	6

What You Say:

The activity we're going to do at this meeting explores the 4th pillar of character, fairness. Fairness is applying the same rules to everyone.

Yet it's very difficult to be fair at all times because we are all born into different situations and our lives are very different.

On the floor is a circle representing the land mass of the world. Notice the circle is divided into areas representing the proportion of the land available on each continent.

Would someone read the names of the continents? Some of the world's continents have a greater concentration of people.

Ask representatives from each geographic area to come to the "distribution center" or table give them the bags of candy (these symbolize food, and other items people in that country have). Instruct the representatives to distribute the candy as they see fit in their continent.

What You Do or Show:

Ask youth to pick a "birth" card from your prepared stack and go stand in the circle on the birth continent they drew.

What Participants Do:

Youth reads names of continents out loud.

Pick "birth card" and go stand in area representing their continent.

What You Say:

Your representative will bring your continent's quantity of food that symbolizes the consumption by people on that continent. You may decide how to distribute your "goods!"

Sharing:

- No one had a choice as to where they were born. How does it feel in your birthplace?
- What do you observe about other continents?
- Would you change if you could? Why?

Process:

- How did it feel when some got more than you? Less than you?
- Is equal treatment fair when you start out unequal?

Generalize:

- Have you been a part of a situation that did not seem fair?
- Is it fair that countries of the world all be treated the same in policies about food distribution?

Apply:

- Are there situations in your school, neighborhood, community, or town that are not equal? Is there anything you or your group can do?

If your group is older you may also want to ask:

- Is equal always fair? Since people don't always have equal resources, is it always fair to treat them equally?

Examples of unequal situations:

#1: One member in your group goes to a large school and can take art classes to learn about visual arts. Another member goes to a smaller school and must learn about visual arts by taking extra time to go to the library.

#2: One member's father has a garage full of woodworking tools and supplies and does woodworking as a hobby; the other member does not have help with woodworking as a hobby and has bought a few tools at a garage sale.

What You Do or Show:

What You Say:

Participants respond.

Activity developed by Judy Taylor, Extension Educator using information from: Kurian, George Thomas, The Illustrated Book of World Rankings, M.E. Sharpe, Inc., Armonk, NY, 1997, page 247 and Farighetti, Robert, The World Almanac and Book of Facts, The World Almanac Books, New Jersey, 1997.