



FAIR, YOU SAY?

Seeking fairness in an unfair world

HE TIKA, KI TŌ TITIRO? E kimi ana i te tika i tēnei ao e hara i te tika



Activities | Ngā Ngohe

**Na, ko ngā mea katoa e pai ai koutou
kia meatia e ngā tāngata ki a koutou,
meatia hoki e koutou ki a rātou.**

Do to others what you would have them do to you.

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LP Lower Primary

UP Upper Primary

LS Lower Secondary

US Upper Secondary

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CST Connection – Human Dignity

Māori Language Week Key Word – Aroha Love

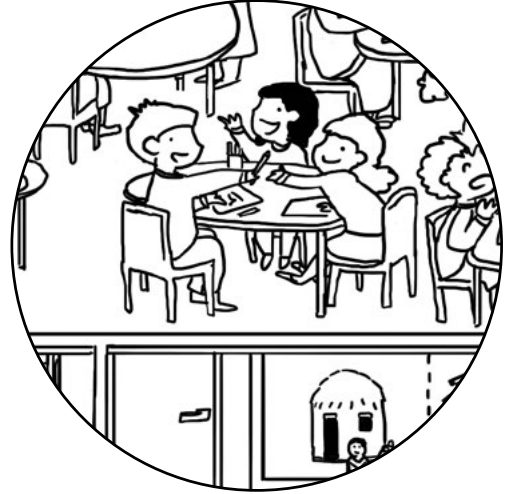
Treaty Link – Respecting cultural difference

Fairness and Me

Do to others what you would have them do to you.
– Matthew 7:12

As a class, write words that relate to fairness on the board.

In the spaces below, draw five ways that you could show fairness to others.



Check out the back of the Action Sheet to get ideas.

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CST Connection – Common Good

Māori Language Week Key Word – Whanonga pono Values

Treaty Link – Promoting equity

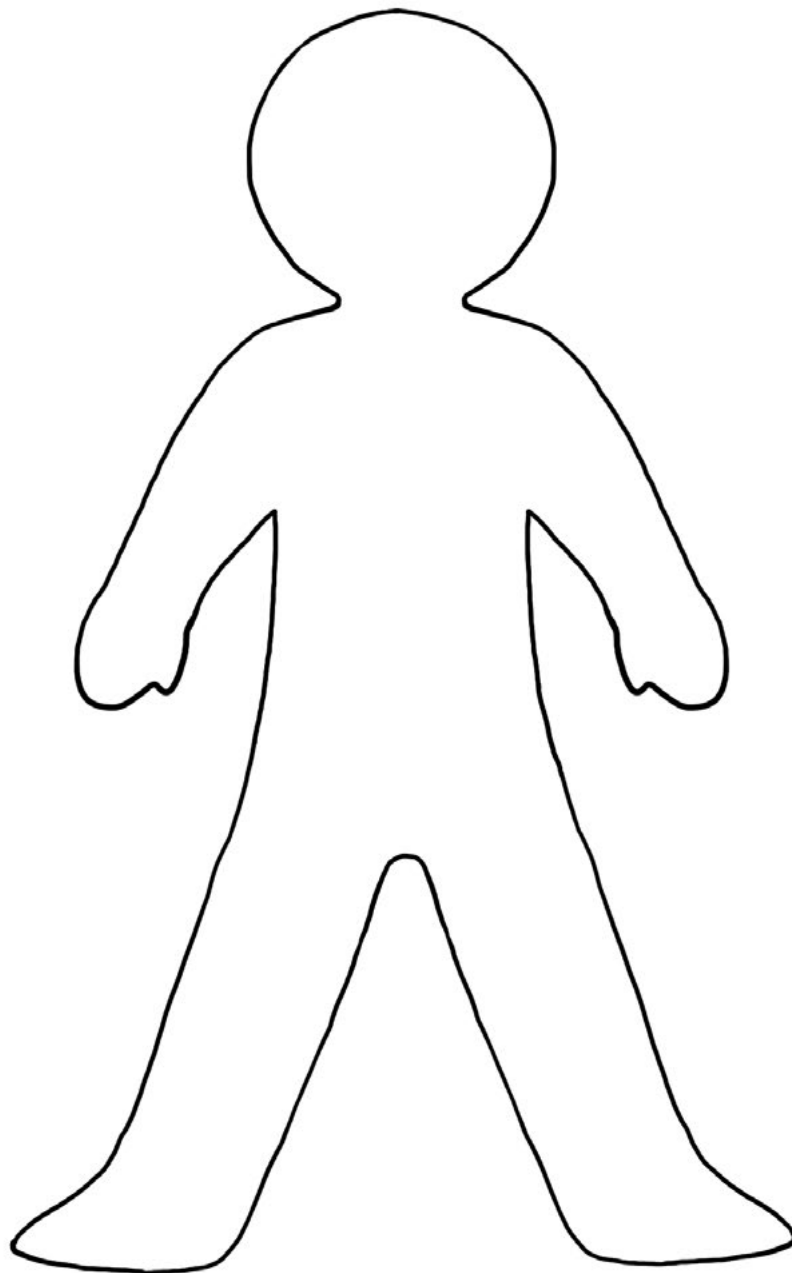
How to be a Fair Person

Stand up for truth even it means standing alone.

– Suzy Kassem

Using the outline of a person below:

1. Around the outside, list the attributes people can see and hear if someone is being a fair person.
2. On the inside, list all the values and feelings a person may need to help them be a fair person.



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Fair Eggs–periment

Help one another. This is what Jesus teaches us.

– Pope Francis

Material needed

Clear jar/cup filled with 1 cup of water

1 egg

¼ cup salt

A permanent marker

A tablespoon



Instructions

Place the jar of water on a desk in front of the students, carefully placing the egg in the jar of water.

Tell students that the egg represents someone who is not being treated fairly. They should notice that the egg sinks to the bottom of the jar.

Ask students to see if they can explain how the egg and the jar represent this concept. Ideas may include sinking to the bottom of the jar might mean someone feels left out, sad, depressed, deflated, defeated, unappreciated etc.

Remove the egg from the water and set aside.

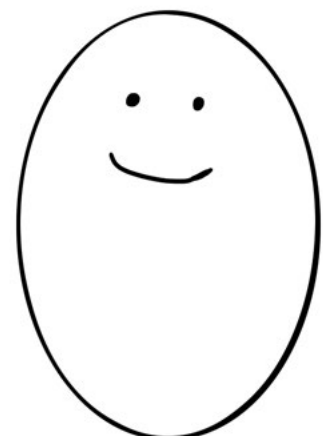
Add salt to the water, one tablespoon at a time. As the salt is stirred in, ask students to guess what the salt may represent.

Brainstorm different ways of showing fairness to others.

Ideas may include letting everyone play in a game, treating everyone with manners, being kind, taking turns etc.

After all the salt has been added, place the egg back into the jar of water. Note what happens to the egg. You may wish to draw a happy face on the egg.

Explain that all those acts of kindness that were brainstormed have now helped the egg to float as it has been supported by all those people and their actions.





Band Aids

The following activity provides a memorable experience for young students to help them understand the difference between the concept of what is fair and what is equal.

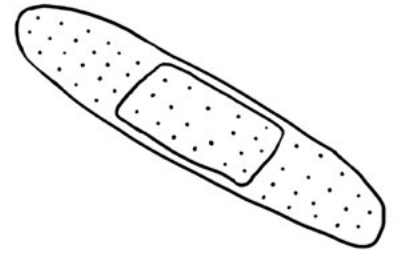
Students are given an injury card. They compare their injuries and discuss who they feel has the worst problem. Then they line up and visit the doctor (the teacher) who gives out an identical band aid plaster to each student. However, the last student does not receive one as unfortunately the supply has run out!

The class can then talk about fairness and equality in terms of the injuries that people had, the treatment that was given and the available resources.

Purpose: To examine what is fair and what is equal

Duration: 30 minutes

Equipment needed: Injury cards (on the next page) and white strips of paper (as band aids)



Instructions and focus questions

Stage 1 - Before the activity

- Who knows what the word equal means?
- Who knows what the word fair means?
- Can we use them in sentences to help us understand?

*Instruction: Take this card and look at the injury/illness that you have for the next 20 minutes.
[Hand out the injury cards]*

Stage 2 - After injury cards are given out

- Let's compare our injuries. Who thinks they have (or know which is) the worst injury?
- Are all our injuries equal? Equally sore? Equally bad?

*Instruction: The doctor is open to see patients so let's line up and hopefully receive treatment.
[Give out band aid plasters as students come past]*

Stage 3 - After band aids have been given out

- Who is happy with what the doctor gave them to help their injury/illness?
- Was it equal treatment for everyone?
- Was it fair treatment for everyone?
- Who feels like they needed more from the doctor?
- What could have been a better response by the doctor?

Conclusion: Discuss the following quote to do with fairness and equality...

*Fair means that everyone gets what they need or deserve,
while equal means that everyone gets the same regardless of need.*





INJURY CARDS (to cut and distribute)

Runny nose	Dizzy	Headache
Cough	Itchy eye	Asthma
Cut on leg	Cut on head	Cut on hand
Cut on arm	Bleeding finger	Bleeding lip
Bleeding neck	Bruised leg	Bruised arm
Bruised bottom	Bruised head	Bruised finger
Broken thumb	Broken finger	Broken leg
Broken hand	Broken back	Sore hip
Sore knee	Sore ankle	Sore tummy
Sore throat	Sore leg	Numb leg



HOME





LP

CST Connection – Human Dignity

Māori Language Week Key Word – Porohita Circle

Treaty Link – Life ethic

Golden Rule

We can learn a lot from Jesus when it comes to fairness; from his loving actions and his insightful words.

In Matthew 7:12, he provides what is known as the ‘Golden Rule’:

Do to others what you would have them do to you.

Reflect

After reading what Jesus says in Matthew 7:12, as a class, write down how you would like to be treated.

Your list might look a bit like this:

I like to be treated...
Kindly, with patience, fairly, with good manners (respect), with a smile etc.

Find

Use the Social Justice Week 2019 poster to find more examples of people doing things that they would be happy to have done back to themselves. You may add more ideas to your list.

Create

Use the circle template on the next page to copy and cut enough circles for every student. Give out the circle card shapes and ask students to complete the following:

On one side, children write down how they like to be treated. Use ideas from the list.

On the other side, write down how they will treat others.

I will treat others the same by being ...
kind, happy, fair etc.

Decorate the finished circles with gold glitter and golden colours and hang as mobiles around the classroom.



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Do to others what you would have them do to you.

Do to others what you would have them do to you.

HOME





Te Wiki o te Reo Māori Wordfind on Fairness

Find all of the *te reo Māori* words in this wordfind as well as their English translations. All the words listed below relate to the topic of fairness.

Uncover the following Māori *whakataukī* by writing down all the unused letters in order (from top left to bottom right): 'Goodwill towards others is a precious treasure'

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 I T A V A E H T S N K A
 N G F E M W A T S A A O

- | | |
|--------------|----------|
| AROHA | FAIRNESS |
| MANA | HOPE |
| MANAAKITANGA | JUSTICE |
| NGAKĀUPONO | KINDNESS |
| PONO | LAND |
| TANGATA | LOVE |
| TŪMANAKO | PEACE |
| RANGIMĀRIE | PEOPLE |
| TIKA | RESPECT |
| WHENUA | TRUTH |



Extra for Experts – Can you match the *te reo Māori* and English words above?





The Fairness Jar

Set up a container in class to collect from students any observations of unfairness. Use these thoughts to work through solutions to make situations fairer.

Discussion questions

- Is the world fair?
- Is our school always fair?
- Do we all act fairly in our class?
- Why is the world this way?
- What could we do about it?

Interesting quote to share

***Fairness does not mean everyone gets the same.
Fairness means everyone gets what they need.***
– Rick Riordan



Introducing the Fairness Jar

Show the class the Fairness Jar. Explain that they can write down something they view as being unfair on a piece of paper and fold it up to place in the jar. Encourage them not to use names so that nobody gets hurt later!

You may choose to give examples:

E.g. The same people always get to choose the class game or people at the back can't see the board...

Utilising the Fairness Jar

At the end of the week (or the unit), dedicate a morning session to hear from the Fairness Jar. It is recommended that the teacher has filtered these before they are shared to minimise any distraction/damage and to ensure that the thoughts shared will be beneficial for the class to hear and discuss.

Take time to read out each thought about what is unfair and talk together about ways that these situations may be made fairer.

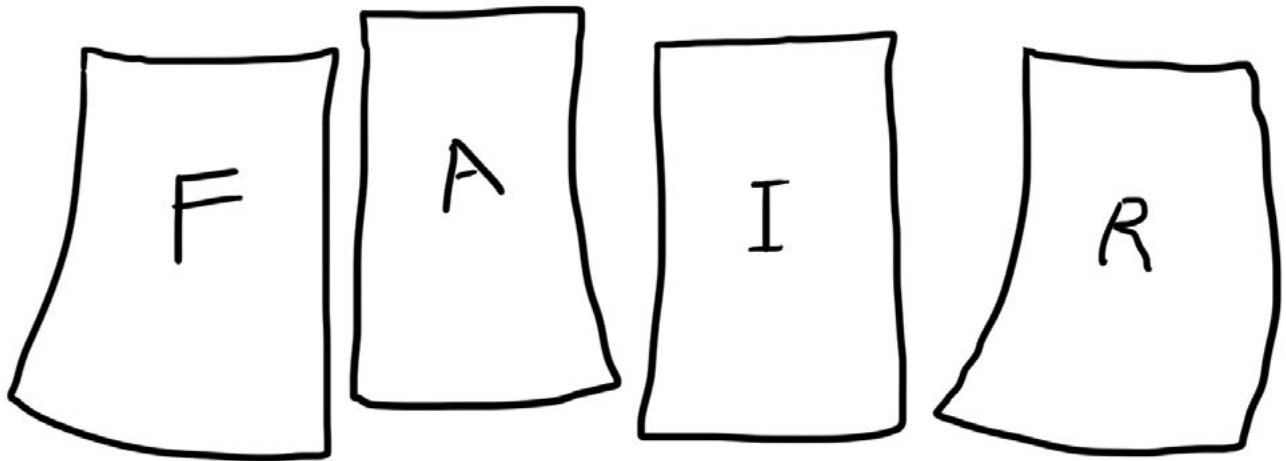
NOTE: At times there might not be any way to make situations fairer. This can be a useful part of the discussion.





FAIR

Create four large posters to display on your classroom wall. In the centre of each poster write a large letter that can be coloured in and decorated. Around each letter get students to add words or phrases that start with that letter that encourage us to act in a fair manner.



Brainstorm

You may find it useful to have a class brainstorm first to get students thinking and sharing. Some of these ideas could be recorded on the board or a separate poster to help students later.

Use the Social Justice Week 2019 poster to help students think of different settings and scenarios where people can act fairly. This will include with friends, in the classroom, in the playground, at the shops, at home, with family, playing games, and at special events.

Some ideas to get you started

- F** Find ways to take turns
- A** Ask what you can do to help
- I** Include others and don't leave people out
- R** Respect people who are different from you

Added bonus

You could get students to draw their own sketches and examples on the posters too.





Fairness Distribution 1

We live in a world where not all resources are distributed fairly. This activity investigates if a packet of M&Ms can demonstrate this unfairness.



Materials needed

You can use any type of lolly that comes in a range of flavours/colours. This activity template is based on using M&Ms. If you use a different item/lolly then you will just need to adjust accordingly.

Open the packet and **record** the various colours within the pack.

How many **BROWN** M&Ms do you have?

How many **ORANGE** M&Ms do you have?

How many **BLUE** M&Ms do you have?

How many **YELLOW** M&Ms do you have?

How many **RED** M&Ms do you have?

How many **GREEN** M&Ms do you have?

Which colour do you have the **MOST** of?

Which colour do you have the **LEAST** of?

Collate and record the results of all the groups to see if the results are similar.

Our class has **BROWN** M&Ms

Our class has **ORANGE** M&Ms

Our class has **BLUE** M&Ms

Our class has **YELLOW** M&Ms

Our class has **RED** M&Ms

Our class has **GREEN** M&Ms

Which colour do we have the **MOST** of?

Which colour do we have the **LEAST** of?





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Reflection

Is the distribution of M&Ms fair? Why/Why not?

Should the colours in M&M packets be more evenly distributed? Why/Why not?

How does this task relate to the concept of 'fairness'?

How does this task relate to the distribution of world resources?

What can we learn from this activity? And what are we challenged to do?

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Fairness Distribution 2

Materials needed

You will need at least 100 M&Ms (or counters).

Instructions

Ask students how to evenly distribute the total number of M&Ms. Record the various ideas.

Once ideas have all been considered, the teacher is to announce that they have decided on how to divide out the M&Ms and that their decision is final.

Divide up and distribute the M&Ms as follows:

- | | |
|-------------------|---------------------|
| 1 student | receives 20-25 M&Ms |
| 3 students | receive 10 M&Ms |
| 8 students | receive 6 M&Ms |
| rest of the class | receive no M&Ms |



Listen to the complaints that the distribution is not fair. Do not change the distribution unless the students come up with the idea themselves.

Explain that this is an illustration of the unequal distribution of the world's resources – especially food. Many countries have larger populations than Aotearoa with poorer access to food for their people. Other countries have smaller populations but enjoy an overabundance of food.

Use the *What in the World* cards to investigate how different countries around the world are placed on this unfair global food distribution spectrum.

Once investigated further, rearrange the students who receive no M&Ms to make a larger group that is double the size of the next largest group (adjust the other groups so the ratio works).

Then only give one M&M to this group and make a big deal of this. At this point, the teacher may wish to eat some of the M&Ms, to see what response this may cause among the students.

Discussion

- Does the larger group having a single M&M make the distribution fairer? Why/Why not?
- Is it fair that one leader has all the power for the distribution of the M&Ms?
- What determines if a country's leader is fair?





Fairness Probability

These activities are designed for students to think critically about the connection between the various levels of fairness and probability. Each task requires students to think about whether the game is fair or not before they play the game. Then once they have played the game, they can re-evaluate the level of fairness. Questions are provided for both of these stages.

Game 1: Two-Coin Toss

In pairs, students are to flip two coins at once. Play 20 rounds. The winner of the most rounds wins the game. If the outcomes tossed are the same, player 1 gets a point. If they are different, player 2 gets a point.

Pre-game questions:
Do you think the game will be fair? Why/Why not?
If you don't think the game is fair, which player do you think will win? Why?

During the game students should record their results in the form of a tally chart to help determine if the results are fair at the end of the game.

Recording table

Player 1 win	Player 2 win



Post-game questions:

How many rounds did player 1 win?

How many rounds did player 2 win?

How many rounds did you play?

As a fraction, write the probability of a win for both players:

Based on your results, do you still think the game is fair or not fair? Why/Why not?

If you think the game is not fair, how could you make changes to make it fairer? (adding more game pieces, taking pieces away, more variety of items)





Game 2: Lucky Dip

In pairs, students have a bag which contains 4 items – 2 blue, 1 red, and 1 green. The items could be paper, marbles, counters. When it is each player's turn, they pull out two items. If the items are the same, they win. If they are different, the other player wins. Aim to play 36 rounds.

Players work through the same process as **Game 1** with the pre-game questions, recording the results of each round and concluding with the post-game questioning.



Game 3: Roll the Dice

In pairs, students need to roll two six-sided dice.

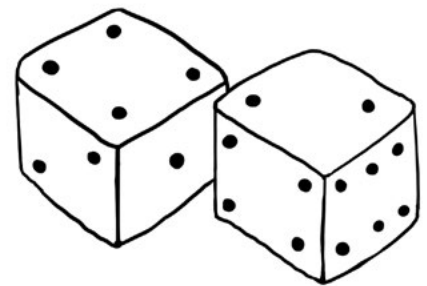
Player 1 wins the round if the total of the two dice is 2, 3, 4, 10, 11, 12.

Player 2 wins the round if the total of the two dice is 5, 6, 7, 8, or 9.

Alternate who rolls the dice each round. Play 36 rounds.

The winner of most rounds wins the game.

Players work through the same process as **Game 1 and 2** with the pre-game questions, recording the results of each round and concluding with the post-game questioning.



Expected Game Results

Students need to determine whether the games are fair or not based on their own independent outcomes.

These results are based on theoretical probabilities. Student results will likely differ from these.

Game 1: Students outcomes should determine that this is a fair game.

Why: Player 1 and player 2 should win about half of the tosses.

Changes: No changes should be necessary as the game is already fair.

Game 2: Students outcomes should determine that this is NOT a fair game.

Why: Player 1 should win about 1/6 of the time and player 2 should win about 5/6 of the time. Therefore, players do not have an equal chance of winning.

Changes: Replace the green item with another red item. Then there would be an equal chance that the pieces pulled out are the same or different.

Game 3: Students outcomes should determine that this is NOT a fair game.

Why: Player 1 should win about 1/3 of the time and player 2 should win about 2/3 of the time. Therefore, players do not have an equal chance of winning.

Changes: Need to change the game so each player should be able to win 18 outcomes. A possibility could be that player 1 wins by throwing 2, 3, 4, 5, and 6 and player 2 wins by rolling 8, 9, 10, 11, and 12. And rolling a seven requires a re-roll. There will be other possibilities.



Imagine

Imagination and creativity can change the world.

- Anonymous

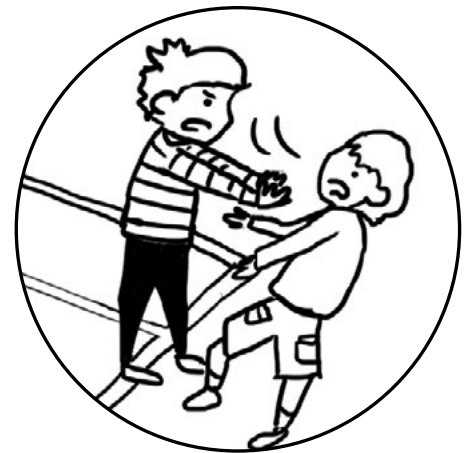
Sometimes it is all too easy to complain about everything that seems wrong, unfair and unjust. If only we could use the power of our imagination to help shape the world around us!

Imagination challenge #1 - Dark times

Take time to imagine what the world would look like if everything was unfair.

Consider:

- How would people act?
- What would school be like?
- What would life at home be like?
- How would things be traded?
- How would resources be distributed?
- What would New Zealand be like to live in?
- How would different countries get along?
- What particular images stick in your mind?



Imagination challenge #2 - Harmony

Now take time to imagine what the world would look like if everything was fair.

Consider again the same questions above.

Imagination vs reality

When you compare the two contrasting scenarios above with the world in which we live in, which seems closer to our reality?

Is there anything that surprises you?

Changing the world

Use your imagination's sense of fairness to bring change to our world. List down all the actions you could carry out to bring your creativity and imagination to life! Which of these seem possible? Which of these will you start with to bring fairness to others?

Inspired by Jesus

Look through your list of actions and reflect if any of these are similar or inspired by the way in which Jesus lived, spoke and taught. Take time to read through the Gospels to find examples of justice and fairness that Jesus brought to the world.





Fairness and Current Events

It only takes a few minutes of catching up with current events to see that the world in which we live is not a fair place.

Take the time during Social Justice Week to take note of things that are not fair. Watch the news and follow current events. You may choose to use the Action Sheet to note down your findings in the SEE section at the top before reflecting on what needs to be done and deciding on how to ACT to bring fairness.

Here are a few articles to get you started...

The solution to plastic pollution

www.odt.co.nz/lifestyle/magazine/solution-plastic-pollution (15/4/19)

Trump's latest policy of holding migrants in Mexico faces problems

www.fortune.com/2019/03/21/trump-border-wall-mexico-migrants/ (21/3/19)

Cafe owner advertises for younger staff, ignores discrimination laws

www.stuff.co.nz/business/111728194/cafe-owner-advertises-for-18-to-27-year-old-staff-despite-knowing-it-was-illegal (7/4/19)

Soft drinks win in milk debate

www.stuff.co.nz/business/5707889/Soft-drinks-win-in-milk-debate (30/9/11)

Shift in mindset needed to address education inequality

www.scoop.co.nz/stories/PO1904/S00094/shift-in-mindset-needed-to-address-education-inequality.htm (9/4/19)

Emissions inequality—a gulf between global rich and poor

www.socialeurope.eu/emissions-inequality (10/4/19)

Soccer in the spotlight as Europe grapples with racism on and off the field

www.nbcnews.com/news/world/soccer-spotlight-europe-grapples-racism-field-n992911 (14/4/19)

Time for Kiwis to take a look in the mirror

www.newsroom.co.nz/@ideasroom/2019/03/20/495911/time-for-kiwis-to-take-a-look-in-the-mirror (20/3/19)

NZ's education gap among the worst in the developed world

www.stuff.co.nz/national/education/108204490/nzs-education-gap-is-among-the-worst-in-the-developed-world-and-poverty-makes-it-worse (30/10/18)

Stop buying clothes from brands that use sweatshops

www.websterjournal.com/2019/04/03/stop-buying-clothes-from-brands-that-use-sweatshops/ (3/4/19)

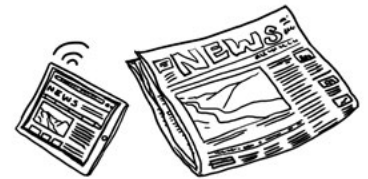
Sporting superstars splash out on homes that are out of this world

www.stuff.co.nz/life-style/homed/latest/112027370/sporting-superstars-splash-out-on-homes-that-are-out-of-this-world (14/4/19)

Māori demand reform to justice system

www.rnz.co.nz/news/te-manu-korihi/386716/maori-demand-reform-to-justice-system (10/4/19)

Think about what is unfair? Determine the best response to bring fairness and justice for each.





Now you see it!

The A2 poster for Social Justice Week 2019 is full of amazing examples of both fairness and unfairness.

On the back of the poster, there are a range of activities to enable students to reflect on the theme of fairness and to discuss how they can act more fairly in today's world. The same activities are shown on this worksheet for students to use.



Colour in the poster.

Colour in the examples of fairness with bright colours.

What actions shown in the poster have you seen or experienced before?

Use a pencil to shade grey all of the examples of unfairness.

Find examples of fairness and people acting fairly.

Decide what is the best example of unfairness. Rank the top 10 most unfair scenes.

Find examples of unfairness.

Display the poster on the wall.

Which of these examples challenge you to change your behaviour?

Decide what is the best example of fairness. Rank the top 10 scenes showing fairness.

What example is missing in the poster that you would have added?

If this poster was drawn back in Jesus' time, what examples of fairness and unfairness would you have expected to see?

Can you imagine Jesus doing any of the actions in the poster?

Wordfind

Look closely. Can you find... someone pushing in? Great music? A flying apple core? Teamwork in the kitchen? A blocked view? A broken arm? A head shot? Spilt water? A sleeping dog? Two contrasting homes? A hongī? Stress in the kitchen? A hungry couple? A one-sided contest? A future flood? Scissors in demand? Skater mouse? Feast and famine? A snail on the move? Unbalanced seats?

Hidden treasures

Within the poster you will find many words that are related to both fairness and unfairness. How many can you find? Can you explain how they relate to the topic?

Can you find these objects?

- | | | | | | |
|--|------------|--|---------------|--|-----------|
| | Bible | | Gavel | | Newspaper |
| | Blindfold | | Heart | | Phone |
| | Cross | | ipad | | Scales |
| | Equal sign | | Measuring cup | | Whistle |
| | Fence | | Money | | |

HOME





Fairness Scenarios

We must move forward together, as one, in a renewed spirit of fraternity and solidarity, co-operating generously for the common good.

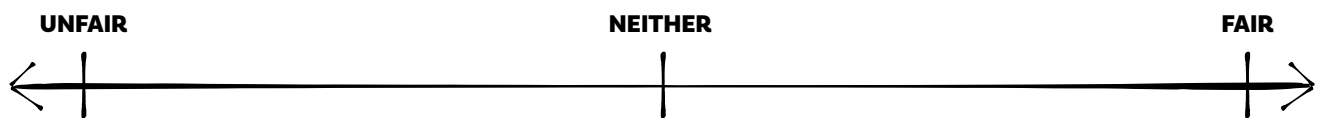
– Pope Francis

Consider how fair each of the scenarios are that are listed at the bottom of the page. There are three recommended ways that this could work in a class setting.

Option 1: Ask students to stand on a value continuum line in response to each scenario.

Option 2: Have each scenario on a card and get students to place these under headings: very unfair, unfair, neither, fair, or very fair.

Option 3: Print each scenario on separate cards and hand out different scenarios to students and get them to stand on a continuum line.



Scenarios

1. Hannah is a new girl in the class, so she must do all the tidying up.
2. Rosa forgot to bring her lunch to school so her friend Siasi shares her lunch with her.
3. The teacher always asks the same boy to go for messages.
4. You buy something new and it breaks straight away.
5. Michael always plays with the skipping rope at break time and doesn't let anyone else play.
6. You don't share your toys with your friends.
7. You attend mass on Sundays, but your friends give you a hard time as you can't hang out with them.
8. Aaron is called names because he wears glasses.
9. The teacher always chooses a different child to go for messages.
10. You get the blame for something you didn't do.
11. There is only one ball in the playground, so each class takes turns to use it at break time.
12. Rangimarie attends football training every week but is never picked to play in a match.
13. Shannon has a birthday party coming up. She invites all the girls but none of the boys.
14. The bus is crowded. An old man gets on the bus. Aroha gets up and gives him her seat.
15. Everyone else gets to eat cake, but you don't even get a piece.
16. Rangī has auditioned three times to be in the choir, but she's never gained a place.
17. You attend a non-special character high-school and get a hard time because of your faith.
18. Giuseppe is chosen every year to read at the school's annual carol service.
19. Your new phone won't work, and the manufacturers won't fix it.
20. Prizes are given to the children who work the hardest.
21. Some poor people work harder than some rich people.
22. The teacher spends an equal amount of time with each child.
23. Rich people should be allowed to have bigger carbon footprints.
24. Prizes are given to the children who run the fastest.
25. All the money in the world should be shared out equally.
26. Rich people can pay for better health care.
27. You help out once a week at a soup kitchen.
28. Prizes are given to the children who are the cleverest.
29. A chief executive of a well-known company earns \$6 million a year.
30. All children get the same grade for their work.



HOME





Fair Enough!

There are 23 words related to fairness listed below. You can find these hidden in the wordfind.

Uncover a special message by writing down all the unused letters in order (from top left to bottom right).

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

- | | | | |
|----------------|-------------|------------|----------------|
| AROHA | FAVOURITISM | KINDNESS | RESPONSIBILITY |
| BIAS | HOMELESS | NEIGHBOUR | RULES |
| CHEATING | HONESTY | PONO | SHARING |
| DIGNITY | INCLUSION | RANGIMĀRIE | TIKA |
| DISCRIMINATION | INEQUALITY | REFUGEES | UNFAIR |
| FAIRNESS | JUSTICE | RESPECT | |

HOME





Fair Trade Research

Choose one Fair Trade product that Aotearoa New Zealand imports and find out more about it using the following questions to help guide your research.

General questions

What is Fair Trade?

What Fair Trade products can you purchase in Aotearoa New Zealand?

What Fair Trade products does Aotearoa New Zealand import?



Specific questions

Where does your chosen product originate from?

What are the demographics of this country?

What is the infrastructure for this country?

How is this commodity produced or manufactured?

What is the Fair Trade programme for this commodity/country in terms of social justice, environmental protection and economic development?

Click [here](#) and [here](#) to see short animated summaries of the Fair Trade movement.





SINGout4JUSTICE

Where words fail, music speaks.

- Hans Christian Andersen

Music expresses that which cannot be put into words and that which cannot remain silent.

- Victor Hugo

Sometimes we find it difficult to express our feelings with words alone. When it comes to sharing our deepest thoughts about fairness and justice, it can often be easier through music.

Many may agree that they have been challenged or inspired to work for justice or to change their ways after listening to music or through joining in a song.

Reflect

Take time to consider the power of music in today's world.

What are some of the common messages we hear in some of the current top hits on the radio? Do they promote justice and fairness?

Can all styles of music successfully promote justice to the same degree?

What are your favourite songs at the moment? How do they influence your behaviour?

Inspired

Think back to all the music you have enjoyed listening to over the years. Which songs have inspired you to show love and be a positive role model bringing justice and fairness in all that you do?

If you had to select three songs that have had the biggest influence on your life in a positive way, which ones would you choose?

Caritas and SINGout4JUSTICE

Caritas Aotearoa New Zealand runs an annual songwriting competition called SINGout4JUSTICE where students around the country share amazing original music that they have composed about justice and making the world a better place.



Click [here](#) to hear the winning songs in past Caritas SINGout4JUSTICE song writing competitions.

Listen to the winning SINGout4JUSTICE songs and reflect on their messages and how they relate to fairness and justice.

Find your favourite song from the website and play it loudly for your class to sing together.





Daily Numbers

Few have too much and too many have little, this is the logic of today. Many have no food and go adrift, while a few drown in the superfluous... this perverse current of inequality is disastrous for the future of humanity.

– Pope Francis (2019)

There are more than seven billion people on our planet. It would be great to say that everyone experiences a fair and just life. However, this is far from reality where billions live in poverty and struggle to provide for their families on a daily basis.

If justice prevailed, in a perfect world, people would receive a fair wage or return for the work that they do. When we stop and reflect on the inequality of wage levels in our country and across the world, we gain new insight into the degree of inequality in the world in terms of wealth distribution.

Discussion questions

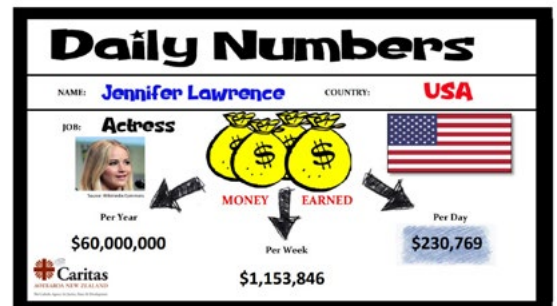
- Why are wages and salary levels so different?
- Do you feel that the current levels are fair? In New Zealand? And globally?
- What would the fairest wages be for every global citizen?
- What do we learn from Jesus’ parable about the workers in the vineyard (Matthew 20:1-16)?

Class activity

Use the *Daily Numbers* activity cards on the Caritas website at www.caritas.org.nz/system/files/Daily%20Numbers.pdf

Follow the instructions provided so that students:

1. Have their own card with a daily amount highlighted
2. Order themselves based on their ‘daily number’
3. Share how they feel through the activity.



Review

- Share some of the shocking statistics listed at the end of the instructions provided.
- Review some of the earlier discussion questions again after completing the activity.
- Focus on the last page of the document from the website to get students to reflect on fairness and wages.





What in the World?

Inequality is the root of social evil.

– Pope Francis

As long as poverty, injustice and gross inequality persist in our world, none of us can truly rest.

– Nelson Mandela

Inequality is an unfortunate fact of life. As Mason Cooley says, 'Inequality is a fact. Equality is a value.' In terms of global inequality of the world's resources it seems grossly unfair that so few have so much, while the majority have so much less.

Consider the following statistics:

- Every day 10,000 people die because they lack access to healthcare
- More than 260 million children cannot go to school and get an education

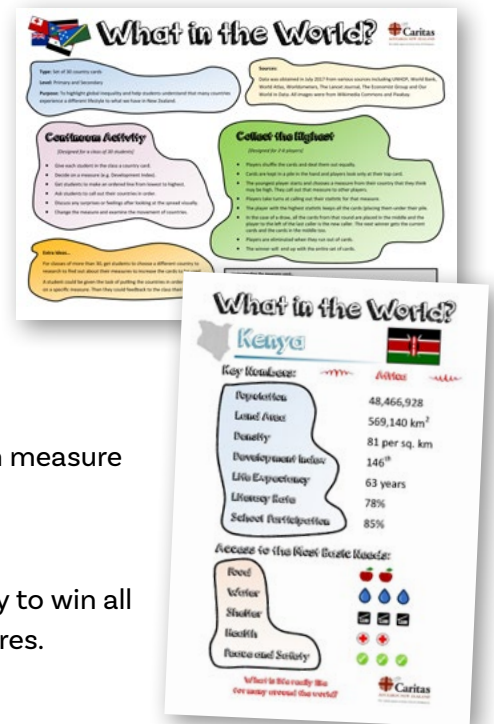
Class activity

Go to the Caritas website and use the What in the World cards found at www.caritas.org.nz/system/files/What%20in%20the%20World.pdf

These cards can be used in different ways to help students learn more about global inequality and unfair resource distribution.

Instructions are found in the activity file and suggest two ways the activity can be carried out:

1. Continuum style
Each student takes a unique country card. For each chosen measure students line up in order from lowest to highest.
2. Collect the highest style
Like the game of Top Trumps, for a small group, students try to win all the country cards by going head to head on chosen measures.



Extra

Students may research countries other than the 30 used in the activity cards.

What are the most surprising discoveries from this activity? Are they examples of fairness?

Click [here](#) to see what young people think drives global inequality.

Click [here](#) to watch powerful examples of regional inequality.

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Unjust Sports

Try to learn to let what is unfair teach you.

– David Foster Wallace

Sports and games can be the best way to experience injustice and unfairness first hand. It is not easy though as many of us desire to do well and often winning helps in the enjoyment!

Take part in games that are deliberately unjust to help students reflect on unfairness and our response.

UV Ball

Play an adapted and heavily biased version of volleyball. Students will understand what it is like to be outnumbered, unfairly restricted and blatantly cheated.



Click [here](#) to find out more about how to run a game of UV Ball and exactly what you'll need.

UFO Ball

Have fun with a crazy game of football where the rules keep changing and players experience great injustice!



Click [here](#) to read through the rules and how you can lead a game of UFO Ball at your school.

Unfair race

Organise a special running race. For maximum effect run two races with a short break in between.

In the first race, define the rules so that it is as fair as possible for all participants.

In the second race, play it unfairly so that some runners are disadvantaged: some may have to carry a heavy bag or run backwards or start further back from the starting line.



© ADRIAN HEKE

Be creative

Come up with your own game that has a strong element of unfairness. You may adapt a popular sport or game that everyone knows so that it doesn't take much time to explain the rules.

Make sure that you have decided well in advance how you are going to ensure that the game is unfair. Consider who may experience the injustice (people will respond differently) and what you hope to achieve.

Like all version of unjust sports it is the learning and the follow up discussion that is the most important aspect to the game.



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How does fairness in sports and games reflect experience in life?

How do these sports remind us about the importance of the Catholic social teaching principle of participation? See more about this principle [here](#).

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You be the Jury

...what does the Lord require of you but to do justice, and to love kindness, and to walk humbly with your God.

– Micah 6:8

We've all read the classic fairytales about how justice and goodness prevail over evil. However, most of us have not really considered the consequences and motivations of some of the unjust actions of many of the characters – good and bad. This activity gives students a chance to show off their drama skills whilst undertaking a court hearing. Many will feel the pressure as they either decide on a verdict, defend their actions, or seek the truth of the situation.

You will need:

- Members of a jury (this number will vary depending on class size)
- A plaintiff or prosecution team (people making the accusation)
- A defendant (the person who must defend themselves of the charge)
- A judge (person to maintain order of the court controlling who speaks and when)
- Witnesses (this will be depending on the fairy tale you use)
- Lawyers (may have more than one person acting as each side's lawyer)

Possible Case Ideas

Goldilocks and the Three Bears

Goldilocks has been accused by the three bears for unlawful entry to their house and breaking their property.



Hansel and Gretel

The brother and sister are accusing the birds with theft for eating their trail of bread crumbs.

Little Red Riding Hood

The wolf is accused of kidnapping grandma.



Snow White

The mirror is being accused as the instigator and the person who provoked the queen and her behaviour.

Sleeping Beauty

Sleeping Beauty is being accused of being lazy and sleeping instead of getting her jobs completed.



Rumpelstiltskin

The princess is being charged by Rumpelstiltskin with scheming and trickery in attempt to discover his name and get her child back.

Cinderella

The step sisters are accusing Cinderella with theft for stealing their thunder at the ball.



IMAGES: WIKIMEDIA COMMONS

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Before trial preparation

Read the fairy tale to students.

Create an arrest warrant for the case.

Students are to look at the behaviours of the characters and consider why they acted as they did.

Opening statements to be written by each side.

Each side are to prepare their questions for the witnesses.

Practise how to cross examine a witness to help draw out more details for the case.

Trial process

Opening statements are given where each side presents their argument.

The prosecution goes first.

Introduce witnesses to the stand.

Each side gets the opportunity to cross examine each witness.

Closing arguments by each side.

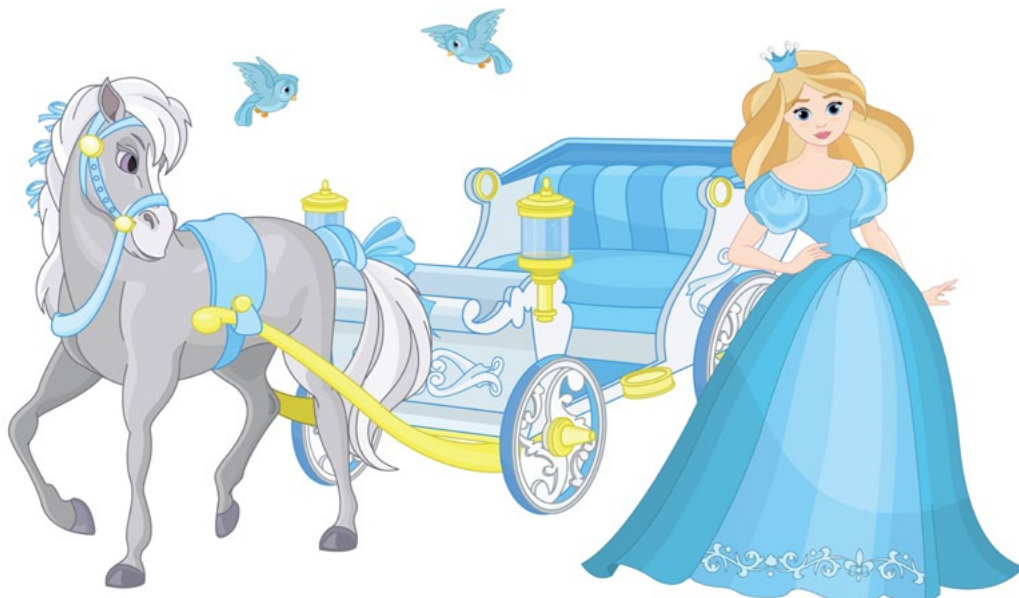
Jury deliberation.

Presentation of the verdict.

Extension

Determine the punishment for the crime.

Focus on what would be fair consequence for this outcome of the case.



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Crime vs Consequences

Dignity is contagious. More contagious than the flu. Dignity generates dignity.
 – Pope Francis

There are five situations provided below. Read each one and consider a suitable resolution for the outcome of each case. Take into consideration the different responses that may have taken place over the different time periods. You can find Hammurabi’s Code [here](#).

Court Case	Based on Hammurabi’s Code	Based on the law in Jesus’ time	Based on current New Zealand law	Your decision
Murray was working on Kate’s home. One day, part of Kate’s house collapses and Kate is hurt quite badly. What is a fair way to deal with this situation?				
Anahera is married to Ahmed. She will often leave the house extremely messy and very rarely cook dinner for her husband. When she goes into town, she will sometimes say negative things about her husband to other people. What is a fair way to deal with this situation?				
A doctor performs surgery on a wealthy patient. Sadly, the patient dies. What should happen to the doctor?				
Nikau is seven years old. His dad took his toy off him, so he got mad and hit his father. What should Nikau’s punishment be?				
Johannes wants to buy a car but doesn’t have enough money. He borrows \$2000 from his mate to pay back in the next few months. But 12 months go by and he can’t pay off his debt. What should happen?				

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Fair is Fair?

The subject of fairness provides a great opportunity for debate topics as many opposing views exist about a great many issues. You may choose to run a debate in your class using some of the statements below.

Aotearoa New Zealand society is fairer than most countries around the world.

Equality is more important than fairness.

Fair trade is impossible to achieve if profitability is the aim.

What I own is mine and I shouldn't need to share it with others.

Equity is more important than equality.

Until we get equality in education, we won't have an equal society.

- Sonia Sotomeyer

Fairness is what justice really is.

- Potter Stewart

You cannot be fair to others without first being fair to yourself.

- Vera Nazarian

The greatness of a nation and its moral progress can be judged by the way its animals are treated.

- Mahatma Gandhi



If you are born poor it's not your mistake, but if you die poor it's your mistake.

The worst form of inequality is to try to make unequal things equal.

- Aristotle

Discrimination is no longer a problem today in our free world.

It is not right that te reo Māori, the indigenous language in New Zealand, is not given more prominence in our society.

The fairest punishment is no punishment at all.

It is wrong to think that the next generation should be the priority of decisions made today about how we treat our world.

It is selfish to not contribute to the common good for all.

Human dignity and fairness are inseparable – you cannot have one without the other.



Get students to come up with their own debate topic relating to the subject of fairness.





Ancient Law

One of the earliest written legal codes was written by the Babylonian king Hammurabi, who ruled from 1792 to 1750 B.C. You can find more information about Hammurabi by following this [link](#).

Task 1

Using some of Hammurabi’s Code on the next page, find and answer the following:

- a law that you think is completely fair
- a law that you feel the punishment is too extreme
- a law that you feel does not include enough punishment
- a law that you think is not necessary
- a law that you think is a bit weird or funny
- a law that does not treat people fairly or equally (Discriminatory)

Do you think that Hammurabi’s Code is a fair/just or an unjust/unfair set of laws? Why?
Do you think King Hammurabi was right and necessary to create these laws? Why?

Task 2

Choose three laws from Hammurabi’s Code on the next page and research the equivalent modern law that fits the law you have chosen. One example has been done below.

Hammurabi’s Code	Modern Aotearoa New Zealand Law Equivalent
E.g. If a woman opens a tavern door or enters a tavern for a drink, she shall be put to death.	E.g. If someone under the age of 18 purchases alcohol, they may be fined up to \$2,000.

Task 3

Discuss the following questions:

- Which laws do you think are more effective: Hammurabi’s or those of today?
- Which laws do you think are fairer: Hammurabi’s or those of today?
- Are there any of Hammurabi’s laws that you think should still be in place today? Why/Why not?
- Were there any modern laws that you found during your research that surprised you? What were they?





Hammurabi's Code



If anyone finds runaway male or female slaves in the open country and brings them to their masters, the master of the slaves shall pay him two shekels of silver.

If a physician makes a large incision in the slave of a freed man, and kills him, he shall replace the slave with another slave.

If anyone breaks into a house to steal, he will be put to death before that point of entry and be buried there (walled in the house).

If a free person puts out the eye of another free person, that person's eye shall be put out.

If a doctor performs an operation and kills a wealthy man, then the doctor shall have his hands cut off. If the doctor kills a slave, the doctor shall pay a fee.

If anyone steals the property of a temple or of the court, he shall be put to death, and, also the one who receives the stolen thing from him shall be put to death.

If fire breaks out in a house and someone who comes to help put it out casts his eye upon the property of the owner of the house and then steals the property of the master of the house, he shall be thrown into that same fire.

If anyone accuses another of murder but cannot prove it, then the accuser shall be put to death.

If a surgeon performs a major operation which saves the life of a free person, that surgeon shall be paid eighty grams of silver. If the person is a slave, the owner shall pay sixteen grams of silver to the surgeon. If a slave says to the master, 'you are not my master,' the master shall cut off the slave's ear.

If he puts out the eye of a man's slave, or breaks the bone of a man's slave, he shall pay one-half of its value.

If a holy woman opens a tavern door or enters a tavern for a drink, she shall be burned to death.

If a slave says to his master: 'You are not my master,' if they convict him, his master shall cut off his ear.

If a woman wishes to divorce her husband, an inquiry shall be held. If she has not committed adultery but her husband has, she may take her dowry and return to her father's house.

If a physician makes a large incision with the operating knife, and kills him, or opens a tumour with the operating knife, and cuts out the eye, his hand shall be cut off.

If a woman has not been careful and has neglected her house and insulted her husband, that woman shall be thrown into the water.

If a builder builds a house for someone, and does not construct it properly, and the house which he built falls in and kills the owner, then that builder should be put to death.

If a son strikes his father, his hand shall be cut off.

If anyone receives into his house a runaway male or female slave of the court, or of a freedman, and does not bring it out at the public proclamation of the major domus, the master of the house shall be put to death.

If a free man's wife wishes to divorce him, the man may divorce her and give her no settlement. If the man does not wish to divorce her, he may marry another woman and keep his first wife in his house as his servant.

If he breaks another man's bone, his bone shall be broken.

If a man has a debt and is unable to pay, he shall sell his wife, son, or daughter over to the service of the person who lent his money. For three years they shall work in the house of their master. In the fourth year they will be given their freedom.

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Rugby World Cup 2019

Later in September, the Rugby World Cup kicks off in Tokyo. There will be 20 teams participating in this year's tournament. Included below are a number of tasks that will provide great opportunities for further discussion around fairness in a rugby context.



Do all teams have a fair chance of winning? What factors determine their chances?



Should viewers have to pay to watch our national team play live? Is this fair?



Find out the salaries of different players? Are they equal and fair? Compare these with their female counterparts. Why is there such a difference?



Locate each of the teams on a world map. Is the tournament truly a world competition? Why are only some parts of the world represented?



Compare the gross domestic product per capita for each country [here](#). Is there a link between ranking and wealth?



Does current technology enhance the fairness of the competition in terms of making the right decisions?



Find out more about the Rugby World Cup [here](#).





Ethical Fashion

When it comes to buying new clothes most of us look at style, size and price. It is generally rare that working conditions, exploitation, fair trade, sustainable production, the environment, or animal welfare are factors that are high priorities before we make a decision.

Why is it that savings, discounts and good deals have been more important than caring for God’s creation?

Earlier this year the *Ethical Fashion Report 2019* was released and contained very interesting results.

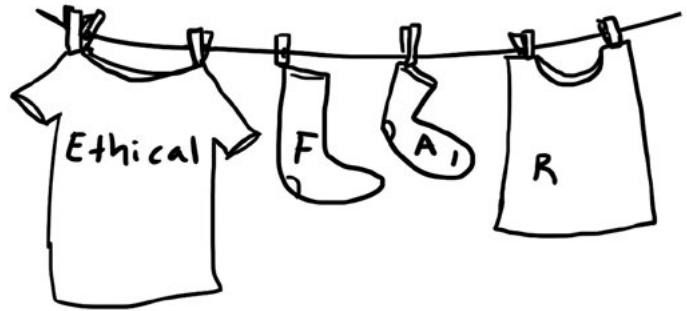
Click [here](#) to view the report and read the assessment given to 130 companies representing 480 brands on sale in New Zealand.

Companies were assessed on their efforts to address worker exploitation in their supply chains.

Different stages of the supply chain were under the microscope: sourcing raw materials, production of these materials, and the final stage of production.

The following factors were considered:

- Policies
- Traceability and transparency
- Worker empowerment
- Environmental management
- Auditing & supplier relationships
- Room for improvement



Personal challenge

Look through your selection of clothes and find out which companies and brands you have supported over recent times.

Go through the report and examine how these companies have scored in terms of the way they treat their workers in their supply chains. Compare what you find with others in your class.

Are the companies and brands that you support promoting fairness to their workers?

Is it fair for you to continue supporting them based on what you have found out?

Reflection

Look back through the report and consider if you need to change your consumer habits when it comes to buying ethically and promoting fairness and justice.





Do you Care? Personal Inquiry

Choose a relevant topic of your choice and consider issues of unfairness/fairness that exist. You may decide to look at these issues at a local, national or international level.

Research the topic and present/discuss your findings with your peers. Try to make links to the Catholic social teaching principles and discuss whether these are present or absent from your topic.

POSSIBLE ISSUES

FAIR TRADE	Equal Employment Opportunity	Living Wage
Influence of Social Media	Justice System	TREATY OF WAITANGI TE TIRITI O WAITANGI
Arms Trade	Pollution	Global Warming
COUNTRY BORDERS	Gender Equality	CHILD LABOUR
Civil Rights	Slavery	ABORIGINAL RIGHTS
	END OF LIFE BILL	





People of the World

On the next page you will find a selection of people. Many are known and famous for a variety of reasons.

Their differences include:

- age
- gender
- time period
- race and culture
- religion

People will often judge one another on how they live their lives. These selected people have been judged for a range of actions; from cheating people, helping others, allowing corrupt politics to thrive, living a strong faith, or standing up for others who have no voice.

Are these people examples of a fair and just life?

Consider the many faces and reflect on the following questions:

Do they treat others with equal opportunity?

Are they tolerant of others and non-discriminating, accepting of other's points of view?

Do they make judgements without bias?

When making decisions, do they appear to apply clear and sensible thinking?

Could they be described as fair-minded?

Have they or do they challenge others in their thinking and points of view?

Are they willing to carry out what they ask others to do themselves?

Are they rule-breakers or do they use the law to help others?

Have their actions been for personal gain?

Are they someone who lives by the words they speak?

Are they empathetic to the needs of others?

Do they deserve to be acknowledged for their actions for why they are famous?

Students may wish to debate who is the fairest and most just person and who is the least.



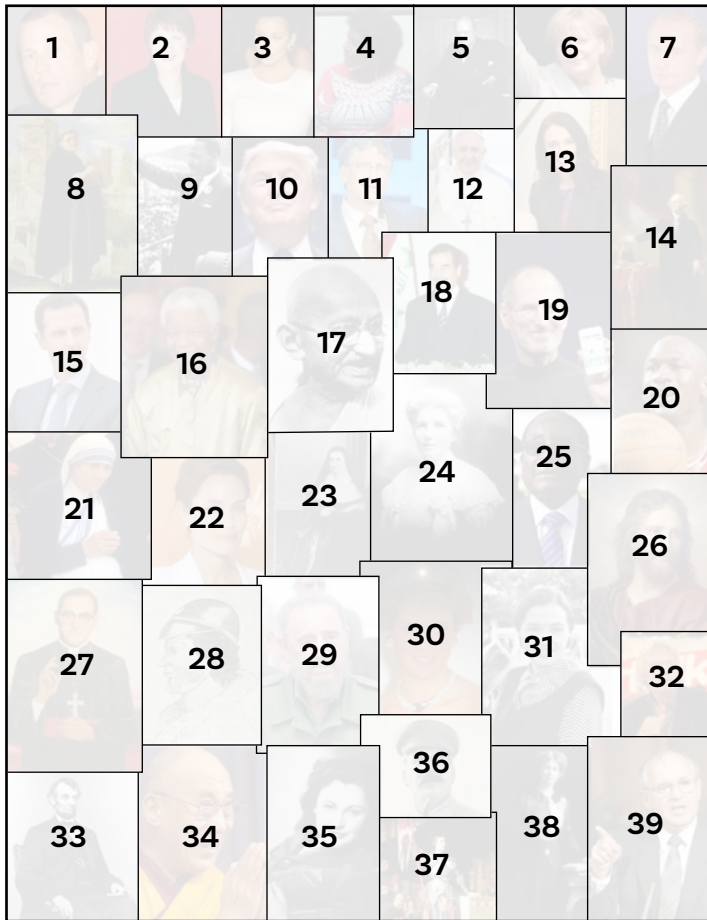


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How many of the 39 people shown on the previous page can you name?



- ANSWERS:
1. Lance Armstrong, 2. Helen Clark,
 3. Kim Kardashian, 4. Ursula Rakova,
 5. Winston Churchill, 6. Angela Merkel,
 7. Vladimir Putin, 8. Saint Thomas Aquinas, 9. Martin Luther King Jr,
 10. Donald Trump, 11. Bill Gates,
 12. Pope Francis, 13. Jacinda Ardern,
 14. George Washington, 15. Bashar al-Assad, 16. Nelson Mandela,
 17. Mahatma Gandhi, 18. Saddam Hussein, 19. Steve Jobs, 20. Michael Jordan, 21. Saint Mother Teresa of Calcutta, 22. Angelina Jolie,
 23. Catherine McAuley, 24. Kate Sheppard, 25. Robert Mugabe,
 26. Jesus Christ, 27. Saint Oscar Romero, 28. Hone Heke, 29. Fidel Castro, 30. Princess Diana of Wales,
 31. Rosa Parks, 32. Sir Richard Branson, 33. Abraham Lincoln,
 34. 14th Dalai Lama, 35. Nancy Wake, 36. Joseph Stalin, 37. Joan of Arc, 38. Emily Pankhurst, 39. Mikhail Gorbachev.

The 40th person is missing from this list. Who would you add?





Create your own Country

It is all very well to find fault with the way many countries operate and to identify examples of unfairness. Sometimes we dream that we can mould our environments to make life better. You have that chance!

Design your very own country based on the following questions and criteria. Don't forget that the existence of fairness should be at the forefront of your thinking. There are many things to consider for the country design.

Population

- How many people will live there? Why?
- Who will live there?
- Will outsiders be allowed to immigrate? Emigrate?
- Who is given citizenship?
 - What rights do citizens have?
 - Will religion play a part?

Land

- Where are you in the world?
- What natural resources do you have?
- What type of industries do you have?
- What problems may your country face?

Rule/Sovereignty

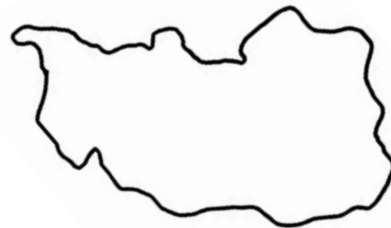
- Who and where is all the power?
- Who is in charge?
 - One person? Two? None? 100? Why?
 - What is their job description?
 - What criteria/qualifications must be had?
 - How much power should they have?
 - How are they elected, if elected?
 - Do they represent a certain group in society?
 - What happens if they die?
- Who makes the laws? Is this different from the person in charge, why or why not?
- Who enforces the laws? Is this different from the person in charge? Why or why not?
- Who decides which laws are fair? Is this different from the person in charge? Why or why not?
- What happens if one person/group gets too powerful?

Government

- Which form of government do you feel yours closely resembles?
- Is it liberal? Conservative? Moderate? On the political spectrum?
- Is it more of a democracy or dictatorship? Why?
- Is it unitary? federal? or a confederacy? Why?
- Presidential or Parliamentary?
- What are the top ten laws of your nation/country?
 - Where are they located?
 - Who can and who cannot see them? (Maybe not everyone has internet access)
 - What type of punishments do you have?
 - Who decides them?

Extras

- Create a flag with a symbol that represents your country
- Name your country
- Design a motto or slogan that describes your country
- How would you defend your country? Consider the countries around it.
- What about health care?
- Taxes?
- How will your country get money?
- Create a map of your country
- Choose or write a national anthem that best describes your country





What do you do?

With the concept of fairness in mind, how would you deal with these scenarios?

1. You have met a new friend and you would like to go out with her on a more regular basis, but she can't go out to movies, etc. because her parents don't have the extra money and/or she doesn't get as much pocket money as you do. What do you do?
2. You are working on a school project with a friend, and it's due at the end of the week. You work out the tasks that each of you needs to do. However, your friend doesn't think he can get his work done on time. He says that he is unable to do as much work at home as you, because his family only has one computer at home and his mother needs to use it a lot that week. What do you do?
3. You want to go to a school ball. You have used up your pocket money and so you don't have the money to buy dress/trousers, and your parents/guardians don't have any extra money that week either! What do you do?
4. Your new friend is from China. English is her second language. A couple of classmates make fun of her accent. What do you do?
5. Your brother wants to join the school dance group. Your classmates tell you that they think he is a sissy and are giving him a hard time at school. What do you do?
6. Your best friend is a girl who wants to play rugby at school, and the boys are giving her a hard time. What do you do?
7. Your best friend is a boy who wants to play netball at school, and the girls are giving him a hard time. What do you do?
8. You feel that you are doing more chores at home than your sister/brother. She/he always seems to be able to avoid them! What do you do?
9. You want to go on a school ski trip, but your parents/guardians say that it is too expensive and they can't afford it. What do you do?
10. You are a little forgetful and you keep losing your cell phone. Your parents/guardians are getting tired of always buying you a new phone. Then one day, you lose it again and this time, they will not buy you another one! What do you do?
11. Quick fire questions:
 - a. Is it fair to give one student a B and another student an A?
 - b. Is it fair to ask one member of a family to do a chore and not another member of the family?
 - c. Is it fair to hire a man for a job that a woman also applied for?
 - d. Is it fair to tell a bus passenger to give up his seat for a person with a cane?
 - e. Is it fair for a teacher to ignore a student who is late for class?
 - f. Is it fair for an employer to pay a woman more than a man for the same job?
 - g. Is it fair to force someone to work for no pay if the employer doesn't get caught?
 - h. Is it possible for unequal treatment to be fair?
 - i. Is it possible for equal treatment to be unfair?





Fairest System?

Aotearoa New Zealand is governed as a democracy. This means that people who are registered on the electoral roll are given a voice in choosing their leadership. This type of government system is described as fair through free elections, civic participation, protection of human rights and the rule of law.

There are different forms of governments that have existed since the beginning of time. Depending on one’s belief and political view, there has been great debate as to which is the fairest and most just. However, each of these systems has its unique strengths and limitations.

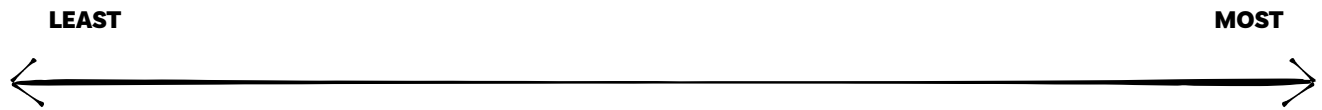
Task

Research the various government types listed below using the template on the next page.

Questions

- Which system would you like to live by?
- Which systems are no longer used by countries today?
- Which structure is closest to a system of democracy?
- Which structure is furthest away from a system of democracy?

Order the types of government structures from least fair to fairest. Justify your response.



Types of Government Structure

- Anarchy
- Aristocracy
- Capitalism
- Colonialism
- Communism
- Fascism
- Federalism
- Feudalism
- Kleptocracy
- Dictatorship
- Monarchy
- Plutocracy
- Republicanism
- Socialism
- Theocracy
- Totalitarianism
- Tribalism

Watch the following [video](#) from Monty Python to reflect on just leadership!





Choose three types of government and compare each using the table below.

Type			
Simple description			
Similarities to a democracy			
Differences to a democracy			
Strengths			
Weaknesses			
Examples			

