



A Fair World

Age: Primary

Level: A2

Global Knowledge or Global Attitudes and Action:

Global Knowledge

Standard for Learning Outcome: Student learns about global institutions.

Learning Outcome: P.D1.S5.LO1 Demonstrate a basic understanding of the UN and some of its ideals

Standard for Global Skill: P.D3.S4.LO1 Recognize the purpose of a text

Global Skill: Student acquires the skills to be a questioning citizen.

Sustainable Development Goals: 4: Quality Education, 16 Peace, Justice, and Strong Institutions

Part 1 (10 mins)

Check that students understand the words *fair* and *unfair* and ask them to give examples of situations that illustrate their meaning, e.g. *unfair: Some people have more food than other people.*

- A.** Ask students to look at the pictures and say what is happening in each situation. Guide them to notice details, for example: the label on the candy jar, the size of the dog and the cat, the girl not invited to the party. Explain that the pictures show situations that are fair or unfair. Pair students to read the sentences, talk about each situation, and decide whether to choose *Fair* or *Unfair*. Remind them to think about why they choose their answers, for example: *It's unfair because the candy is Tina's, too.*

Answer Key: 1. Unfair 2. Fair 3. Fair 4. Unfair
5. Fair 6. Unfair

If possible, explore different ideas with students about fairness; being fair doesn't always mean that everybody gets exactly the same. Discuss the examples of the big dog and the tiny kitten, and the two sisters who got a book and the ball for their birthdays. Guide students to understand that fairness can be based on what someone needs or also what they are interested in or what is important to them.

Elicit the broader concepts of what is fair and unfair that the examples show, e.g. the importance of not taking something that belongs to someone else, sharing, thinking about what different people need or don't need, taking turns, including others, and thinking about what people like or are interested in. Ask students if these are things they can do, and why it is important to treat others fairly in daily life. Elicit their ideas of what they can do to be fair with people at school, e.g. *I can share my school things with a friend who didn't bring something to class. I can ask a new friend to play with me at recess.*

Part 2 (20 mins)

- A.** Draw students' attention to the photograph of the UN logo, and ask if anyone knows what the logo is. Explain that it is the logo of the UN—the United Nations. Tell students that they are going to learn more about the UN, and what it does.

Read the rubric and the three possible titles as a class. Allow time for students to read the text and choose the best title. Check that students understand the meaning of any new words, e.g., *organization, meeting, leader, vote, offices*. Pair them to talk about their choice and why.

Answer Key: A Global Organization

Elicit from students why the other answers are not correct, and that while the text mentions countries in the world and the problems of the world, it doesn't give more information about them. Ask students to identify which information in the text they already knew and what they learned or found interesting, and to share with a partner. If you see students are struggling give an example:

I knew that there was an organization called the UN. I didn't know that almost every country in the world was in it.



Primary | Teacher's Notes

- B.** Guide students to notice that there are four paragraphs in the text, and that each of them contains different information. Point out that each paragraph answers one of the questions, a–d. Students read the text again and choose the question a–d that is answered above each paragraph. Ask them to give examples of the information when they give their answers.

Answer Key: 1. b 2. d 3. a 4. c

If students show interest, have a brief discussion to explore and extend some of the ideas presented in the text to see what students know. Ask *How many countries are there in the world? (194) Do all people in the world have what they need to live a good life? Who is the Secretary-General now? What country does he/she come from?*

- C.** Tell students that they are going to think about a question that is important for people all over the world. Read the sentence and the question as a class, and explore the idea of what people need, versus what they want, and establish the difference between the two concepts:

Needs are things you must have to stay healthy and safe.

Wants are things you enjoy and want to have, but don't need to stay healthy and safe.

Students work alone and reflect on the question. Then they look at the images and choose the things people need. Ask students to share their ideas with the class or with a partner.

Answer Key: food, a home, clothes, clean water, medicine

Part 3 (20 mins)

- A.** Tell students that the UN also works hard to help children around the world. Check that they understand the meaning of *children's rights* and ask students if they know what some of these rights are. Students read the paragraph and underline the meaning of *children's rights* in the text.

Answer Key: "things that all children in the world can do or should have"

Ask students if they can think of things children need (e.g. a family, education, to sleep). Then ask if all children in the world have these things. Is that fair?

- B.** Explain that the children in the pictures have rights. Read about each child as a class and ask students how the children's situation is an example of the UN's Children's Rights.

Answer Key: 1. e 2. c 3. b 4. a 5. d

Extension

- A.** Write the children's rights listed on the worksheet on separate strips of paper. Put the strips of paper into a bag and invite pairs of students to pick one. If students are working online, have them close their eyes and choose one of the rights listed. Ask students to read their children's right and invite them to share if they find any of them surprising. Explain that they will work together to design, draw, and color a picture to represent the children's rights they picked. Finally, their pictures will be put on a wall to make a *Rights of the Child* gallery.