

## Exercise 5.1. – It's not fair

Educational objective	The students become aware of their concepts of justice and injustice.
Resources	Social studies, languages.

### Procedure

The students work in pairs.

1. The teacher asks each pair to choose a photo.
2. The teacher asks the students to describe the situation as they understand it:
  - “I can see ...” (factual description)
  - “I feel ...” (affective reaction)
  - “It makes me think of ...” (associations, ideas)

The teacher then asks them to classify the pictures, using three categories:

- The photos show a situation which is fair and just.
  - The photos show the opposite, i.e. an example of injustice.
  - The students are not sure how to classify the photos.
3. The pairs form groups of four. Each pair explains their picture to the other pair and should try to convince them of the judgment they have made. The pictures with the groups' comments are displayed in the classroom. Each student should have time to study the exhibits.
  4. Plenary session:
    - Which kinds of situations have been described as just – or as unjust?
    - It was difficult to reach a decision on some situations depicted. Why?
    - Which conditions produce injustice?
    - How might these unjust situations be changed?

### Extension

The students form several groups. Each group chooses an example of injustice and deals with the last question: How might this form of injustice be overcome?

First, they could identify the human rights which are violated in the case under discussion. Second, they could look for ways to protect and enforce human rights.