

# Introduction To Justice & Fairness

Justice Fairness Honesty  
Humility



**Justice:**  
Acting with fairness towards  
others by honouring rights  
and responsibilities.



"It is in justice that the  
ordering of society is centred."  
Aristotle

## Activity 1



### Aim(s)

- To introduce the concepts of justice and fairness.



### Resources

- Flipchart paper and pens



## Delivery Guide

Ask the group to think about what justice means to them. You can have a discussion, or create a big mind map of all the things it means.

Some of the things that could come up include:

- Fairness
- The courts/criminal records/judges/solicitors etc.
- Laws
- Giving people what they deserve
- Treating people well
- Not giving people too much
- Making sure everyone has access to the things they are entitled to
- Social justice

Justice is about doing what is right and fair, ensuring everyone has equal opportunities to have what they are entitled to and what they deserve. This doesn't necessarily mean that everyone gets exactly the same – someone who's poor and sick may need to be given more resources.

The difficulty can be in deciding who deserves what.

## Points to highlight

- Justice can be a concept or an idea, and it may be a system.
- Justice as a concept relates to fairness and equal access or opportunity.
- The word 'justice' can relate to courts and the justice system (and may, for some of the young people taking part in this activity).
- Justice is about being fair to others and seeing that others' needs are as important as our own.

# Activity 2



## Aim(s)

- To relate the concepts of fairness and justice to real life.



## Resources

- String, or something similar, to create the Justice Matrix.
- *Justice Matrix* Headings.
- Post-it notes and pens.



## Delivery Guide



Each young person should think about their own individual experience, but the activity can be completed as one big group. You can also break the group into smaller groups for the sections where they think about when they have either treated others unfairly or been treated unfairly themselves.



Facilitators can take part in this, sharing their own experiences of unfairness.

Explain that this activity is going to ask them to think about justice and fairness in their own lives.

First, ask the participants to think about a time when they have been on the receiving end of an injustice or when someone has treated them unfairly. Think about the following questions:

- How did you know it was an injustice?
- What did you deserve and why?
- How were you treated?
- How did being treated like that make you feel?
- Did you do anything as a result of this?
- What was the outcome:
  - for you;
  - for the person who treated you unfairly;
  - for the situation?

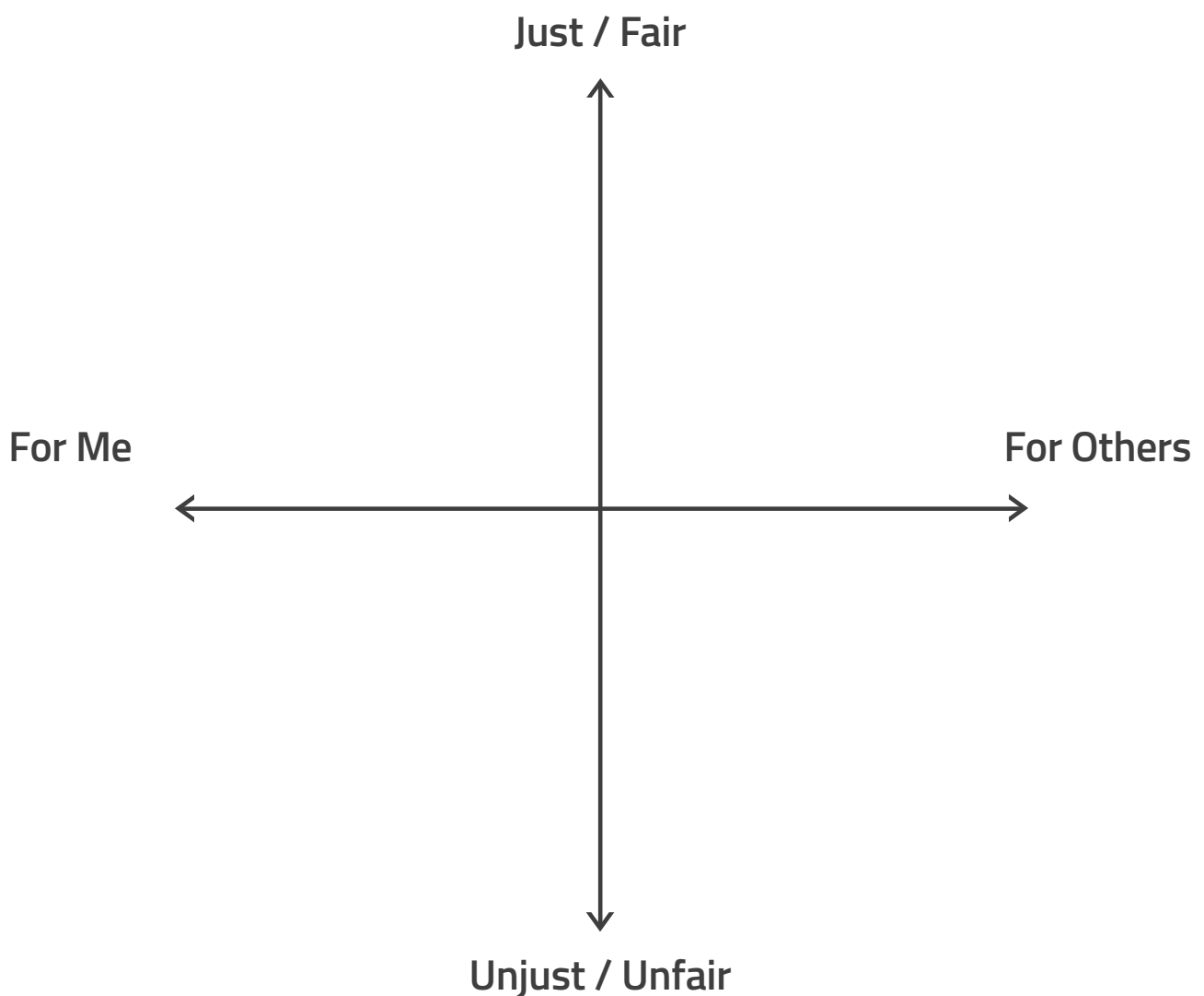
Get the young people to share some of their situations with the larger group, if appropriate, and write some of the situations on flipchart paper.

Next, ask them to think of a time they have been unfair to others:

- How and when did this happen?
- In what way were you unfair?
- What do you think prompted you to act unfairly?
- How were you feeling at the time?
- Did you do anything to try to change your reaction? If so, why did you do that?
- Did you apologise to the other person? If so, what did you do?
- What was the outcome for you?
- What was the outcome for the other person/people involved?

As last time, ask the young people to feedback some of their situations with the larger group and record the ones you can.

Once this has been done, introduce the Justice Matrix (see the image below). Give out the post-it notes and pens, and ask each participant to create and choose one of the situations to write on a post-it note. They must then place it on the Justice Matrix, paying attention to who the situation is fair for.



## Points to highlight

- Justice and fairness are important concepts in everyone's lives.
- We are all capable of treating other people unfairly. Sometimes this is fuelled by our emotions or a lack of understanding. It's important to reflect on this and to try and apologise or make it right for the other person. This might involve showing honesty or humility.
- We have all been in situations where we've been treated unfairly. Sometimes this has been on purpose, sometimes by accident.



## Extension Activities

1. Have a look at stories or films – these could be anything from texts you are looking at in other lessons, books they are reading, films they have seen or stories in the media – and identify where fairness and unfairness is relevant. Take a situation from the story or film and place it on the Justice Matrix.
2. Ask the young people to think about one situation in the world or in their life that they believe is unfair, and create a campaign to highlight why this is unfair and what they would do to change it. This could be anything from a rule at a school or organisation they attend, to a global system such as trade or debt. Their campaign must highlight:
  - Why the situation is unfair
  - Who is affected
  - What they think should be done about it.



## Links to Other Areas of the Curriculum

### **Citizenship:**

The activities are opportunities to explore and develop the young people's active roles as citizens.

### **Various:**

The extension activities can link with a number of different lessons, including History and English.

