



### School level

- Recommended for 10<sup>th</sup>/11<sup>th</sup> grade

### Reference to subjects

- Religious education/ethics, communication/ project work/social learning, English

### Lesson phase

- Elaboration

### Level of complexity

- Complex

### Objectives

- Designing and creating role plays based on everyday situations
- Performing or presenting these role plays together in front of the class
- Integrating the topic of fairness into everyday life

### Knowledge and skills

- The students can plan and perform a role play based on selected everyday scenes.
- The students can identify and explain fair and unfair behaviour.

### Duration

- 40 to 50 minutes

### Resources

- Worksheet *Acting out Fair Play* [1]

### Preparation

- Print out the worksheet *Acting out Fair Play* [1] as a reference for the teacher (option 1) or cut out each scene for the groups (option 2).
- Set up space for the stage and arrange the chairs in a semicircle.
- You may need a second room (option 2).

### Procedure

#### Option 1

- The teacher briefly explains the nature of role play.
- Then, the teacher presents the students with a scene from everyday life, which can be taken from the worksheet *Acting out Fair Play* [1], a fictional scenario, or a relevant current situation.
- Together with the class, this scene is described in more detail by considering the following questions:
  - ⇒ Which roles are involved in the scene? (3-4 actors/actresses are recommended)
  - ⇒ What is the setting?
  - ⇒ What could possibly happen in this situation?
  - ⇒ What arguments might the actors/actresses present?
  - ⇒ What solutions could lead to a good ending?
  - ⇒ What title could this scene have?
- Once the scene is ready to be acted out, students may volunteer to perform the it in front of the class (duration: about 3-5 minutes).
- Afterwards, the actors/actresses first share how they experienced the role play and whether they believe they acted fairly or unfairly.
- Then, the observers (the rest of the class) are invited to share their opinions.
- The teacher asks the students which behaviours or actors/actresses were fair or unfair and why.
- The scene can be performed again if desired, to try to find a more just solution. The philosopher John Rawls' definition could serve as guidance: **“A solution is considered just if all parties involved can agree to it, on the**

