LESSON 1: WHAT’S FAIR?
The concept of fairness can be difficult for children to understand. Sometimes it is easier to point out something that is unfair, rather than something that is fair. This lesson explores the notion of unfairness in paying girls differently than boys for the same type of work. Students examine the notion of equal pay for work of equal value and why it makes sense – for girls and boys alike.

LEARNING OBJECTIVES:
1. Experience a situation where girl and boy students receive less “pay” for doing the same task as other students
2. Articulate the gender pay gap
3. Share thoughts, feelings, and experiences about the gender pay gap

YOU WILL NEED:
- 2-3 shoeboxes for each team (or other small boxes of a similar size)
- Assorted items to pack in the shoebox (suggestions: paper clips, markers, math cubes, other smaller empty boxes)

ACTIVITY:
1. Divide students into groups of 8. Then divide each group into blue and red teams, with girls and boys on separate teams if possible. Teachers can put only boys on blue teams, or have some blue teams consist of only girls. You can also change the distribution of teams mid-way through the exercise.
2. Ask each team to pack each shoebox full of the items provided. Blue teams will pack one type of item into their shoeboxes, such as paper. Red teams will pack a different type of item into their shoeboxes, such as markers. Essentially, the task and the skills required are the same.
3. At the end of the activity, the teacher adds up all boxes filled for each team.
4. Teacher rewards blue team with 2 points for each box completed, red team with 1 point.

CONSOLIDATION:
Ask the class the following questions:
1. How do the students on the red team feel? How does it feel to get 1 point for each box you filled when the other team gets 2 points?
2. If you were on the blue team and got 2 points for each box you filled, how do you feel? What if you had been on the red team and got just 1 point? How would you feel then?
3. Why is it important to have everyone get the same number of points for doing the same job?
4. What if one team packs the items faster? What if one team packs the items more neatly? Should they get the same points as the other teams? What would be fair?

BACKGROUND/RESOURCES:
www.labour.gov.on.ca/english/about/pdf/gwg_consultation.pdf
www.equalpaycoalition.org
www.payequity.gov.on.ca/en/GWG
Lesson 2: What’s Fair?

According to a global study published in Nature (November 18, 2015), “From early on and across societies, we do not like receiving fewer resources than a peer. But in some societies, around middle childhood, we extend this concern for fairness to others and will reject resource allocations that put ourselves at an advantage relative to a peer.” Cultural factors determine whether or not children will develop this broader sense of fairness.

This lesson helps build a culture that supports equal pay for work of equal value. Students directly experience why this principle is fair for both boys and girls.

Curriculum Links:
- Oral Language [communicate thoughts, feelings and experiences regarding ‘pay’ equity; use speaking skills to discuss fairness and equity, explain ideas, identify issues, and explore solutions to a gender pay gap]
- Written Language [organize ideas and information to write for an intended purpose, such as a persuasive letter, and develop a personal voice and point of view]
- Math [communicate mathematical thinking orally, visually and in writing; make connections among simple math concepts (money, salary) and relate mathematical ideas to everyday situations (fairness, equal pay); solve problems that arise from real life situations with emphasis on fairness and equity; develop number sense representing money up to $100 (dollar sign, decimal point); apply reasoning skills to daily life, careers, equal pay and defend arguments towards fairness and equity in the workplace]
- Character Education [fairness and equity]

Time Needed: 15 minutes

Key Theme: Equal pay for work of equal value; Fairness

Learning Objectives:
- Experience a situation where boy students receive less “pay” for doing the same task as girl students
- Solve problems that arise from real life situations with particular emphasis on fairness and equity
- Share thoughts, feelings, and experiences about the gender pay gap
- Reflect on their experiences in learning about gender pay equity

You Will Need:
- Picture of twins, Daisy and Digger

Activity:
1. Introduce twins Daisy and Digger to your class. They like everything to be equal and fair. Daisy and Digger think that when they grow up they will each own a toy store. Digger says he would hire boys from his class to work in his store, ‘Digger’s Terrific Toys.’ He would pay them $8 an hour. Daisy thinks she would hire girls from her class to work in her store, ‘Daisy’s Delightful Toys.’ She would pay them $10 an hour.

Cultural factors determine whether or not children will develop this broader sense of fairness.
ADDED ACTIVITY:
Everyone, write a letter to persuade Digger to pay his workers more. In your letter, outline in paragraph one, why you think that Digger is unfair.

In paragraph 2, state your reasons/arguments to persuade / convince Digger that he should pay his workers more.

In paragraph 3, restate your request asking Digger to change what he pays.

CONSOLIDATION:
Ask the class the following questions:
● Which store would you rather work in? Why?
● Is it fair that Daisy’s workers get paid more for doing the same job?
● Boys, what would you say to Digger?
● Who will get workers more easily? Why?
● What would make the workplace more equal?
● Could boys and girls work at both places?

BACKGROUND/RESOURCES:
www.labour.gov.on.ca/english/about/pdf/gwg_consultation.pdf
www.equalpaycoalition.org
www.payequity.gov.on.ca/en/GWG
Lesson 3: What’s Fair?

A sports analogy can offer a fun and active way to talk with kids about fairness. This lesson explores the notion of fairness and unfairness in competitive games using utility balls. Students examine the importance of equal points for girls and boys alike.

**LEARNING OBJECTIVES:**
- Experience a situation where some students receive less “pay” for doing the same task as other students
- Solve problems that arise from real life situations with particular emphasis on fairness and equity
- Share thoughts, feelings, and experiences about the gender pay gap
- Reflect on their experiences in learning about gender pay equity

**YOU WILL NEED:**
- Utility balls and an appropriate play space

**ACTIVITY:**
1. Divide students into 2 teams, boys versus girls.
2. Have students play different games with utility balls, as outlined below.
   - Dribbling Relay: Move ball across the gym using soccer dribbling, basketball dribbling
   - Goat Butt Relay – Use utility ball to “goat butt” the ball along the floor with their heads, moving it around a pylon and back to the starting line
   - Scooter Board Relay – Sit on scooter board and propel themselves forward and around the pylon and back to team
3. Assign random points to the teams as they finish each game. You can change the point system at any time — rewarding boys and girls differently or the same. Students later discuss which point system is fair.

**CONSOLIDATION:**
Ask students: How do we play fair in the gym and on the playground? Brainstorm ideas:
- Always have equal teams...why?
- Always have equal points...why?
- If you were in a baseball league, how would it work if the green team got 4 points for each home run, the yellow team got 3 points, the blue team got 2 points and the red team got 1 point? Which team would you want to be on? Which team wouldn’t you want to be on? What would be fair?

**BACKGROUND/RESOURCES:**
- www.labour.gov.on.ca/english/about/pdf/gwg_consultation.pdf
- www.equalpaycoalition.org
- www.payequity.gov.on.ca/en/GWG