



EduTrend Contents

P4C · DIVERSITY AND DIFFERENCE · PRIMARY

Should Everyone Be Treated the Same?

Equal treatment and different needs

Ages 8–11

Level: Developing

45 minutes

Whole class circle · up
to 30

Activity 02

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 02 · AT A GLANCE

Should Everyone Be Treated the Same?

Pupils hear invented examples: only one child in a class is given glasses; a child who uses a wheelchair gets a ramp; a new pupil gets a buddy for the first week. Some classmates say “That’s not fair, everyone should get the same.” Pupils create questions and enquire into whether fairness means treating everyone the same.

Learning outcomes

By the end of the session pupils can:

- distinguish equal and fair treatment;
- reason about needs;
- give examples and counter-examples;
- build on others’ ideas.

KEY WORDS

same · fair · need · equal · help · include

CURRICULUM LINKS

PSHE: inclusion. Citizenship: equality. Maths: sharing.

1**STIMULUS**

Share something to think about

2**THINK**

Quiet thinking time

3**QUESTION**

Create and choose a question

4**ENQUIRE**

Reason together

5**BUILD**

Agree, disagree, add

6**REFLECT**

Last words

Materials (per class)

- Example cards
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Keep examples invented. Do not refer to real pupils’ needs.

ACTIVITY 02 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–8 min Stimulus	Share the three examples.	<i>"What did you notice?"</i>
8–18 min Questions	Pupils create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
18–40 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"Should everyone be treated the same?"</i>
40–45 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Explain when different treatment can be fair.

ACTIVITY 02 · FACILITATOR NOTES

The philosophy in brief

Philosophers distinguish treating people identically from treating them with equal respect.

Meeting different needs can be a way of treating people as equals.

Common ideas to listen for

- “Fair always means the same.” Needs can differ.
- “Getting help is special treatment.” It can be fair.
- “Different treatment is always unfair.” It depends on the reason.

Adapting the activity

Support

Discuss one example.

Stretch

Ask: when is treating people differently unfair?

WORKSHEET 1

Our questions

Name: _____

Class: _____ Date: _____

Write questions the stimulus makes you wonder about.

Our questions

Question	Who asked	Votes

WORKSHEET 2

Same or fair?

Decide.

Same or fair?

Example	Same for all?	Fair?

WORKSHEET 3

Last words

Before and after.

Is treating people differently ever fair? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Asks a philosophical question	Gives reasons and examples	Listens and builds on others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Should Everyone Be Treated the Same? is a sample activity from the EduTrend Contents P4C Diversity and Difference programme (primary, level: developing). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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