

# HARINGEY

## Fairness Commission

# Fairness Toolkit: Teachers' Support Pack

Background to support teachers in conducting activities and discussion groups with pupils for Haringey's Fairness Commission



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## Fairness Commission

### Welcome to the Teachers' Support Pack!

Thank you for downloading our schools toolkit, we are delighted that you and your students will be participating in the Fairness Commission in this way.

The Students' Activity Pack and this Teachers' Support Pack have been designed to support teachers in conducting fairness activities and conversations with students.

The Students' Activity Pack can be shared directly with students, and used to get them thinking about issues of fairness and inequality.

The Teachers' Support Pack gives teachers more background about the Fairness Commission, more ideas for encouraging students to get creative, and guidance for holding fairness conversations with students.

Please do feel free to also share the content of this pack with students if you think it would help them.



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## Fairness Commission



### Why are we talking about Fairness & Inequality?

Haringey is home to more than a quarter of a million people who go to school here, work here, and spend their spare time enjoying everything the borough has to offer.

Haringey's residents come from all walks of life – they come from families and homes both large and small, have different faiths, ethnicities and jobs, and yet we all live in one community.

Whatever their background, we want everyone within the community to be treated equally – that means having an equal chance of living a long, healthy and happy life.

We know that Haringey is an unequal place to live, like London and the UK generally. Together with our residents we want to understand why that is, and take measures to reduce the gaps that exist.

That's why we've set up the Haringey Fairness Commission.



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## Fairness Commission

### What is the Fairness Commission doing?

The Fairness Commission is a year-long project, set up to hold a conversation about fairness and inequality with all of our residents. Based on the evidence it collects, the Commission will be making recommendations to the Council, and others, about how Haringey can reduce inequalities.

By downloading and using the schools toolkit you are giving students the opportunity to tell us about their experiences of living in Haringey and to share ideas for making Haringey a more equal place to live and grow up.

The toolkit has been divided into two parts:

***Activities*** – we would love the kids to create drawings, stories, poems etc. to explore the topic, and to show us what an equal Haringey would look like. The teachers' version includes more prompts to help encourage creativity among the students.

***Fairness Conversations*** – we want to hear about young people's experiences of living in Haringey, and ideas they have that could make Haringey a more equal place to live and grow up. The teachers' version contains more questions and more statistics that could help to foster discussion among the students.



**H A R I N G E Y**

**Fairness Commission**

**Activities**

### How your students can take part

We want all children and young people growing up in Haringey to have the best opportunities in life. This is why your students' thoughts and experiences of inequality are very important to the Fairness Commission.

We want to hear from pupils in whatever form – the more creative, the better. However, broadly, they may want to create something that draws on their own experience, or to use their imagination to represent something that doesn't already exist:



Use your experience to show a time when you've seen or experienced unfairness or inequality

OR...



Use your imagination to explore what a fairer neighbourhood or a fairer and more equal Haringey would be like

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## Fairness Commission

Below are some ideas of activities your students could do to explore issues of fairness and equality. But don't stop here – we would be very happy to receive anything else they would like to do or make! We are also available to chat about any ideas you have if that would be helpful.



Write a Story, set in a world that is fair or unfair



Draw a Map to explore how inequality exists in different areas



Make a Collage using pictures from newspapers / magazines



Write a Poem about what fairness and equality mean to you



Draw a Picture to show a moment of fairness or inequality you have seen



Write a News Story, imagining an incident relating to fairness

**H A R I N G E Y**

**Fairness Commission**

**Fairness Conversations**





## Holding a Conversation about Fairness & Inequality

Through open discussions, we want pupils to share their opinions about the issues and have open debate about what topics should be a priority for the Commission to focus on.

Conversations can be as open and informal as you like. You don't have to follow the format of this pack, it is intended to provide ideas of things you can discuss.

The pack is divided into different topic areas – you can take each in turn, or focus on one or a selection that are of greatest interest. You may feel that some topics would be difficult to discuss in a group, so feel free to be selective about what you discuss.

However you decide to run your conversations, we would be very grateful to receive feedback on pupils' opinions and the issues you talked about. Please fill in the feedback form, provided separately, or ask a pupil to do so, and send it to us using the contact details provided at the end of the pack. We would also be very happy to come along on the day and complete the form for you – if this would be helpful let us know via the contact details at the end of the pack.



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## Fairness Commission



### Discussion Pointers

- Give an intro to the Commission and explain why you're having the conversation
- Tell the group how long the session will last
- Tell the group that what the group speaks about will help the Commission to understand the issues better, but no one will know who said what
- If you think it would help, give the group time to think about the topic(s) before the discussion starts, and to write down some ideas if they want to
- Fill in the feedback form during the conversation, to summarise what is talked about. You can also allocate a member of the group to do this where appropriate
- Keep an eye on the time to make sure you cover everything
- We've tried to keep the questions simple and open, however feel free to skip or tweak any questions where needed, or to ask any extra questions you think of



### You may also want to use the following ground rules:

- No comments are right or wrong and all children's views are equal
- Ask everyone to give each other a chance to speak
- Explain that you may have to interrupt from time to time to ensure that you cover everything and everyone gets a chance to speak

## **Prompting Discussion**

In the Students' Pack we have divided the Fairness Conversations section into a number of topics that you may wish to explore with students. For each topic we have suggested a few questions that you and the students can use in order to get the conversation going.

You know your students best and the questions are there mainly for guidance - we are very happy for you (and them) to add to and amend the questions, as required.

In case you would like some more ideas, however, we have included a longer version of potential questions for each topic below. These may be appropriate for older students in particular, and you may also wish to provide them with these longer versions.

# Fairness & Inequality

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*This topic focuses on Fairness and Inequality generally. By this we mean how fairness and inequality play out in any part of your life – at home, at school, in the playground... anywhere you spend time.*

- What does inequality mean to you? When things are unequal, what difference does that make?
- Can you tell me about a time when something happening to you or to someone else felt very unfair and unequal? What do you think might have helped in that situation?
- Do you think it's important for the Council to be talking about fairness and inequality? Why/Why not?
- Do you think the area you live in is “unequal”? Why / Why not?
- For the area you live in to be a more equal place, what do you think needs to get better? Who could help to make that happen?
- For Haringey as a whole to be made a more equal place to live, what should be first on the list? What impact would this have on you and those living in your area?

# Community



*This topic focuses on Community. By this we mean the people who live in your area. You might want to think about the people who live in your area, whether they spend time together, and how they use the area.*

- What makes a community or neighbourhood a good place to live? *[Hint: interaction between people who live there, community spaces, safety, trust, wellbeing]*
- What makes a community or neighbourhood **not** a good place to live?
- What do you think would make your community or neighbourhood a better place to live?
- Who do you think lives particularly well in your community? Why is that?
- Who do you think lives less well? Why is that?
- Do you see other people in your community doing things to help those who live less well? What sort of things do they do? / What sort of things could they do?
- Do you think the people in your community look after the area? What sort of things do they do? / What sort of things could they do? What impact does / would that have?
- If there was a plan to improve the community where you live, what should be first on the list? What impact would this have on your area?

**Most people in Haringey say they have good friendships in their local area**

**Poor people and rich people in Haringey tend to live in different areas**

# Environment



*This topic focuses on the Environment, meaning the area you live in. You might want to think about how clean the air and streets are, and spaces where you feel safe.*

- What things might you find in a local area that make it a good environment to live in? *[Hint: In the street: cleanliness, air quality, traffic, noise, litter etc. / Facilities: parks, benches, lighting, safety, youth spaces etc.]*
- What things might you find in a local area that make it **not** a good environment to live in?
- What impact does the environment you live in have on you? *[Hint: the things you do, how you live, how you feel physically and emotionally]*
- What do you like about the environment you live in?
- What could make the environment you live in better?
- How much time do you spend outdoors in your neighbourhood? Is there anything that would make you spend more time outdoors? What would that be?
- If there was a plan to improve the environment where you live, what should be first on the list? What impact would this have on your area?

A quarter of Haringey is made up of open space (such as parks)

In some parts of the borough **all of the homes** have **good access to nature**, while in others only **less than half** do

Haringey has **reduced air pollution** in recent years

# Health



*This topic focuses on Health. This means how you feel in your body as well as your feelings. You might want to think first about the things that make you feel healthy or unhealthy, and happy or sad.*

- Where you live, do you think the people who live around you (e.g. your family or your neighbours) live in good health or bad health? Why is that?
- Do you think the people who live around you have mainly healthy or unhealthy lifestyles? *[Hint: level of exercise, eating well, smoking, etc.]* What impact does that have?
- What does eating well mean to you? Is it important? What does a person need to eat well? Where you live, how easy is it to eat well? Why is that?
- What does being fit and healthy mean to you? Is it important? What does a person need to be fit and healthy? Do you think the people who live in your area are fit and healthy? Why/Why not?
- What does being emotional well and happy mean to you? Is it important? Do you think the people who live in your area have good mental health or wellbeing?
- If there was a plan to improve the health and wellbeing of people in the area where you live, what should be first on the list? What impact would this have on your area?

**Most** adults in Haringey do not eat a healthy diet

**More than half** of Haringey residents say they've been **feeling optimistic (positive)** about the future often or all of the time

# Home



*This topic focuses on Homes and Housing. You might want to think first about the home you live in, and the things that make it special to you.*

- What basic things does a home need to make sure that those living there are kept safe and well? *[Hint: Inside the household: working heating, electricity, space, dry, clean etc. / Outside the household: quiet, security etc.]*
- What kinds of problems can there be with a home that would make it difficult to live there?
- How do you think problems with a home could affect the people who live there?
- What are the homes like where you live (e.g. in your building or on your street)? What's good about them?
- How do the homes where you live compare to other homes nearby, or to the homes of other people you know? Why are they different?
- How could the homes in your area be improved? What impact would that have on you and your family?
- If there was a plan to make the homes in Haringey better, what do you think should be the first thing on the list? What impact would this have?

In Haringey, people who **own their own house** are **happier** with the home they live in than those who **do not own their home**

More than **3,000 households** in Haringey are in **'temporary accommodation'**, meaning they do not know where they will live in the long-term



# Schools



*This topic focuses on Schools in Haringey. You might want to think first about the school or schools you have gone to in Haringey, and how school has helped you or could have helped you more.*

- What does a school need to be a good school? *[Hint: General environment: Relations with teachers, friendships between pupils, feeling supported, feeling understood, no bullying etc. / Facilities: Technology, quality of buildings, sports facilities, after-school clubs etc.]*
- What kinds of problems do you think could make school difficult for the pupils who go there? What impact would these sorts of problems have on pupils?
- Are there any groups that you think school is more difficult for? Why is that?
- What do you think would help to make school better for them?
- What do you think would help to improve school for the pupils you go to school with?
- If there was a plan to improve the schools in Haringey, what should be first on the list? What impact would this have?

Over **180 languages** are spoken in Haringey schools

**Most 5 year olds** in Haringey achieve a **'good level of development'** at the end of reception, though **1 in 4 don't**

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## Fairness Commission

A big thank you for taking part in the Fairness Commission using our schools pack – we can't wait to see and hear about what you've done.

Please don't forget to send feedback and photos to us by Friday 15<sup>th</sup> February at the latest:  
[fairness@haringey.gov.uk](mailto:fairness@haringey.gov.uk)

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