

# Primary 5-7 Lesson



**Be informed.**

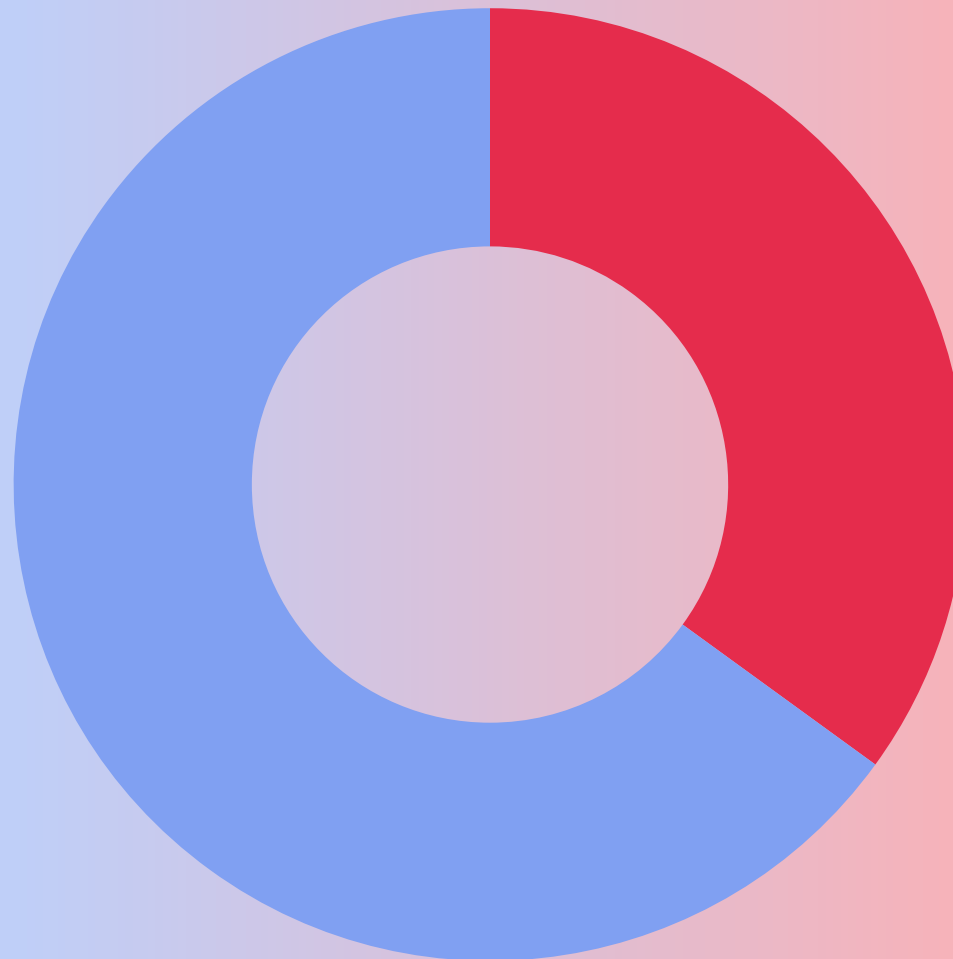


**Be curious.**



**Be heard.**

# Your latest results: "Do you think alien life exists?"



**Yes**

65%

**No**

35%

58,998 children & young people voted this week! Were you one of them?

# Your latest results: “Do you think alien life exists?”



Click to hear from Adam Ledger, Education and Outreach Manager of the UK Space Agency, about his thoughts on your latest VoteTopic results.

# Your views on “Do you think alien life exists?” were also heard by:



UK Space  
Agency



National Space  
Centre



Jodrell Bank  
Observatory



Cambridge  
Science Centre



Science  
Museum



**Be informed.**



**Be curious.**



**Be heard.**

Want to share your views with us? Share your votes and comments by logging into your VotesforSchools account. You can also get in touch at [primary@votesforschools.com](mailto:primary@votesforschools.com)



Today's VoteTopic:

# Do you know what to do when you are treated unfairly?

UNCRC Article 16:  
Protection of  
privacy

UN SDG 8:  
Decent work &  
economic growth

VfS Key Theme 7:  
Crime, justice &  
extremism

# 1 Why are we talking about this?

A red pillar box, a traditional British mailbox, is mounted on a tree trunk. The box is cylindrical with a decorative top and a small window. The background shows a blurred street scene with trees and a car.

In the last few weeks, people have been **watching a TV show** on ITV called **Mr. Bates vs The Post Office**.

It is about how a lot of people **working at the Post Office** were treated **unfairly**.

# 1 Why are we talking about this?



Many Post Office workers were **blamed for money going missing.**

Most of them **lost their jobs** and some of them went to **prison for stealing.**

**Not many people listened to them** when they said that they **had not stolen anything.**

# 1 Why are we talking about this?



It turned out that **computers** had been making **mistakes** and they had **not** been stealing any money.

The people working at the Post Office are very **upset** and **angry**.



# 1 Why are we talking about this?



Everyone feels like they are **treated unfairly** at some **point** in their lives.

This week, you are talking about **what to do when you are treated unfairly?**

**Curriculum link –  
English**

Which word can you see hidden in the word “**unfairly**”?



### Pair activity (2-3 mins)

Have you ever been **treated unfairly**? How did it make you **feel**? Pick from the four options on the next slide and **share your answer** with your partner.





I felt **okay**. I knew I could **explain**, and the **problem** would be sorted out.



I felt really **worried** and **confused** about what I might have done wrong.



I felt so **angry** and **annoyed** – it was so **unfair** I couldn't even speak.



I felt **embarrassed** that **people** would think I had done the wrong thing.





Mistakes can happen.

Sometimes, **computers** make mistakes. Sometimes, **people** do.

Mistakes **could** lead to people being **unfairly treated**.

## Pair activity (8-10 mins)

Now you are going to hear a story about a **mistake** that was made. Sometimes you will **stop and talk** to your partner about what is **happening in the story**.



### 3 Fair enough?



It was a Tuesday morning. Hannah and Rosie were sitting at their table, working on **writing their adventure stories**.



Their teacher, Miss Henley, had asked for **everyone** to work **very quietly**.

Why do you think Miss Henley asked for everyone to work quietly?

### 3 Fair enough?



Hannah was **struggling**. She felt **stuck**, so she **looked around for ideas**.

Rosie was feeling **tired**, and she **couldn't think hard** anymore. She saw Hannah was looking around the room, so she **pulled a face at her**.

Hannah **burst out laughing**, and then **put her hand over her mouth**.



Why do you think Hannah put her hand over her mouth?



“Hannah, **make sure you are working hard!**” said Miss Henley.

“**But...**” Hannah **started saying**.

“**Don't worry about it, just focus on your story,**” Miss Henley **interrupted**.

What do you think of Miss Henley's reply to Hannah?  
Do you think this is fair or unfair?

3



Miss Henley is just trying to **help all the children** write their stories.

e th  
. Thi  
e yo  
class

Miss Henley could have **listened** to what Hannah **had to say**.



### 3 Fair enough?

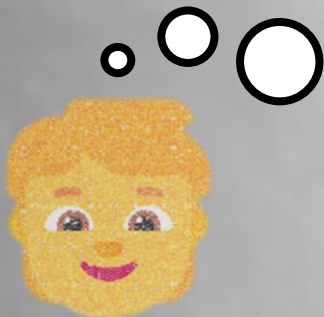


Hannah started writing again, feeling a little **annoyed**.

Rosie was thinking about **how to describe** the lake in her story.  
“How do you spell the word ‘**pretty**’?” she whispered to Hannah.  
“**P-r-e-t-t-y**,” Hannah whispered back.

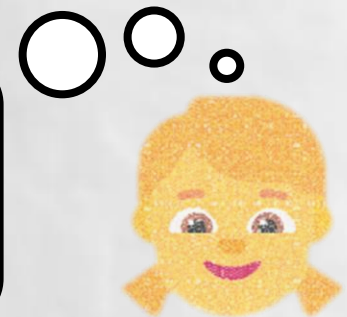
“Hannah, please **stop whispering** and **work on your story**,” Miss Henley said.  
“**But...**” Hannah **started saying**.  
“**No buts**, just keep writing!”

What could Hannah do now?



Could she **ignore** Rosie and just **get on with her story**?

Maybe she should **put her hand up** and **explain** to Miss Henley?

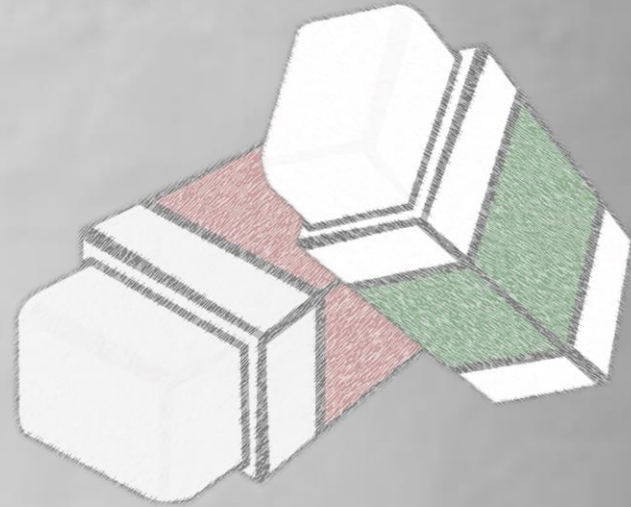






Hannah **put her head down**, and started writing, but she felt **more stuck than ever**.

On the other side of the table, Jack and Mylee started fighting over a rubber. Hannah passed them her rubber to **stop the argument**.



Miss Henley **raised her voice**.

“Hannah, if you don’t start writing, I am going to have to **speak to your mum tonight** when she picks you up.”

“**But...**” Hannah said, her **mouth trembling**.

“Please **don’t answer back** Hannah!” Miss Henley sighed.

### 3 Fair enough?



A feeling was **swelling up in her chest**. She tried to **push it back down**, and then she **burst into tears**.

All children  
about **pr**  
**help**

Can you explain any reasons  
why Hannah feels very upset?

ons talked  
this **could**  
mes.

Miss Henley was **also** feeling very upset. She **took Hannah to one side**, and Hannah **explained** what had happened.

Miss Henley **explained to the class** what had happened and **said sorry to Hannah**.

How do you think this helped Hannah?



### 3 Fair enough?



In this story, Miss Henley **did not mean to treat Hannah unfairly**.

When you are **treated unfairly**, it can be **helpful** to...



Take **time** and **think** about what has happened and **how you feel**.



**Describe** what has happened to the **person in charge**.



**Ask for help** from a **trusted adult, family member, friend** or an **expert**.

#### **Expert:**

Someone who knows lots about a **topic** or a **problem**.



### Pair activity (5-7 mins)

Now let's see how we can **use this advice** to help some people who could have been **treated unfairly**. **Talk with your partner** before sharing which advice you think is best by **showing one, two or three fingers**.





**Yusuf is really worried because the Numberz app has frozen his account.**

**The message said that it looked like someone had been cheating on his account so he could not play on the competitions anymore.**



What should Yusuf do? Talk to your partner then share your answer using one, two or three fingers.




Ask his carer to help him send a message to the app to sort it out.



Find out if any of his friends have been locked out of their accounts.



Explain to his teacher to see if they can help get it unlocked.



**Sam keeps saying things about Viv's hair that have made her feel sad, but he said he was joking. She told her teacher, who spoke to Sam about it, but he is still doing it.**



What should Viv do? Talk to your partner then share your answer using one, two or three fingers.



Go back to her teacher and tell them it is still happening.




Talk to her parents and ask them to help her deal with it.



Find another adult to talk to about it at school.



A group of four young children are running on a grassy field during a soccer game. They are wearing bright yellow-green safety vests over their regular clothes. A soccer ball is in the foreground, slightly out of focus. The background shows trees and a building, suggesting an outdoor school setting.

**The referee has said Greta cannot play in the football match anymore because she kicked another player. Greta is feeling very confused, and she doesn't think that is what happened.**



What should Greta do? Talk to your partner then share your answer using one, two or three fingers.



Decide what she thinks happened.



Ask her friends what they thought about it.



Tell the referee that she is upset about this.



## Individual reflection (1-2 mins)

It is **normal** to have **big feelings** when you are **treated unfairly**. It is important to think about what will **help you** to deal with these **big feelings**.  
What would **you** do?

Talk to friends  
and family

Ask your school  
to help you

Write in a  
diary

Spend time on  
your favourite  
activities

Get  
plenty of  
rest

Talk  
kindly to  
yourself

# Now's your chance to vote on: "Do you know what to do when you are treated unfairly?"

**Yes**

**I know that it is important for my voice to be heard if I am treated unfairly.**

**I know who to talk to when I am feeling unsure about things that have happened in my life.**

**I believe that people around me will help me to deal with anything unfair that happens to me.**

**I don't know when things that are unfair are important enough to speak about.**

**I'm not sure who to talk to if I am worried about things that have happened in my life.**

**I don't think people will help me to deal with unfair things that happen.**

**No**

**We will be sharing your thoughts on this topic with Post Office, ITV, Justice for Subpostmasters Alliance, Nadhim Zahawi and Youth Justice Board.**

**Log in to your VotesforSchools account to submit your vote and leave a comment.**