



EuropePlus

R2

BOX OF VALUES

Equal opportunity

VALUE	Equal opportunity
PARTNER	FORUM PARA LA EDUCACIÓN Y EL DESARROLLO, S.L.

Value introduction

The value of **equal opportunity** is the belief that every individual should have an equal chance to succeed and reach their full potential, regardless of their background or circumstances. It involves providing everyone with the same access to education, training, employment, and other opportunities, regardless of their race, gender, ethnicity, age, religion, sexuality, ability, or any other characteristic.

The value of equal opportunity is important because it helps to ensure that everyone has a fair shot at success, regardless of their background or starting point in life. It promotes a level playing field where people can compete based on their skills, talents, and abilities, rather than on factors outside of their control.

Equal opportunity is not just about providing everyone with the same resources or opportunities, but also about addressing the structural inequalities and barriers that prevent certain groups from accessing these resources and opportunities. It involves recognizing and dismantling systemic discrimination, prejudice, and biases that may exist in society, such as racism, sexism, homophobia, ableism, and others.

Finally equal opportunity is about creating a society where everyone has the chance to succeed and thrive, regardless of their background or circumstances. It promotes fairness, justice, and social mobility, and helps to create a more inclusive and equitable society. By embracing the value of equal opportunity, we can ensure that everyone has the chance to reach their full potential and contribute to a better world.

GAME

Title: The Opportunity Challenge

Objective: To help students understand the concept of equal opportunity and explore ways to create a fair and inclusive classroom environment.

Materials:

- A whiteboard or blackboard
- Chalk or markers
- Index cards

Instructions:

Start by asking the students what they think equal opportunity means. Write their responses on the board.

Explain to the students that they will be playing a game to explore the concept of equal opportunity.

Divide the students into groups of four or five.

Give each group a set of index cards.

Ask the students to brainstorm a list of challenges that they could complete as a group, such as solving a math problem, completing a puzzle, or building a tower out of blocks.

Write the challenges on the index cards and shuffle them.

Explain to the students that each group will draw a challenge from the deck and work together to complete it.

However, before they start the challenge, they must draw another card that will determine the resources they have to complete the challenge.

For example, one card might say "You have unlimited resources and all the time you need."

	<p>Another card might say "You have limited resources and only five minutes to complete the challenge."</p> <p>The groups must work together to complete the challenge using the resources they have been given.</p> <p>After the challenge is completed, the groups should reflect on how the resources they were given affected their ability to complete the challenge.</p> <p>Ask the students to discuss how this activity relates to the concept of equal opportunity.</p> <p>How can we ensure that everyone has the same opportunities to succeed, regardless of their resources or circumstances?</p> <p>Encourage the students to brainstorm ways to create a fair and inclusive classroom environment where everyone has equal opportunity to learn and succeed. Write their ideas on the board and discuss them as a class.</p> <p>Finally, ask the students to reflect on how they can apply what they have learned in this activity to their everyday lives, both inside and outside the classroom.</p>
<p>CASE STUDY</p>	<p>Case Study: The Mathematics Competition</p> <p>Maria is a high school student who loves math and has always dreamed of competing in a mathematics competition. However, she attends a school where the math department is underfunded and doesn't have the resources to offer extracurricular programs or competitions. Maria is disappointed that she can't pursue her passion for math in the same way as students at wealthier schools.</p> <p>One day, Maria learns about a regional mathematics competition that is open to all high school students. She decides to enter and begins preparing for the</p>

competition on her own, using free online resources and books borrowed from the library.

On the day of the competition, Maria arrives to find that most of the other competitors are from well-funded private schools with well-equipped math departments. She feels intimidated and out of place, but she tries her best and manages to solve most of the problems.

In the end, Maria doesn't win the competition, but she is proud of herself for having competed and for doing as well as she did with limited resources. However, she can't help but wonder how much better she could have done if she had the same resources and opportunities as the other competitors.

THEATRE PLAY

Title: Maria's Math Journey

Cast:

Maria: A high school student who loves math and dreams of competing in a mathematics competition.

Mr. Johnson: Maria's math teacher who supports her passion for math but is frustrated with the school's lack of resources.

Emily: Maria's best friend who encourages her to pursue her dreams.

Coach Jackson: The coach of the math team from a well-funded private school.

Other students: Competitors in the mathematics competition.

Act 1

Scene 1: Maria is sitting in her math class, listening to Mr. Johnson talk about a recent math competition that some students from another school had participated in. Maria is fascinated by the idea of competing in a math competition and asks Mr. Johnson if their school has a math team or any competitions. Mr. Johnson sadly informs her that the school's math department is underfunded and doesn't have the resources to offer extracurricular programs or competitions.

Scene 2: Maria goes home and starts researching math competitions online. She finds a regional mathematics competition that is open to all high school students and decides to enter. She starts preparing for the competition on her own, using free online resources and books borrowed from the library.

Scene 3: Mr. Johnson notices Maria's passion for math and offers to help her prepare for the competition. They meet after school and work on

practice problems together. Maria is grateful for Mr. Johnson's help but frustrated that their school doesn't have the same resources as other schools.

Scene 4: Emily, Maria's best friend, notices how hard Maria is working and encourages her to keep going. She tells Maria that she believes in her and that she can achieve her dreams if she works hard enough.

Act 2

Scene 1: Maria arrives at the competition and is intimidated by the other competitors, who are mostly from well-funded private schools with well-equipped math departments. She feels out of place and wonders if she made a mistake by entering.

Scene 2: Maria starts working on the problems and manages to solve most of them. She is proud of herself but can't help but feel like she could have done better if she had the same resources as the other competitors.

Scene 3: Coach Jackson, the coach of the math team from a well-funded private school, notices Maria's talent and approaches her after the competition. He offers to help her prepare for future competitions and invites her to join his team. Maria is thrilled but hesitant, knowing that her school doesn't have the resources to support a math team.

Scene 4: Maria returns to her school and tells Mr. Johnson and Emily about her experience. She expresses her frustration with the lack of opportunities available to her and her peers. Mr. Johnson and Emily encourage her to keep fighting for her dreams and promise to support her in any way they can.

Act 3

Scene 1: Maria decides to accept Coach Jackson's offer and join the math team from the private school. She knows that it will be a challenge but is

excited to have the opportunity to pursue her passion for math.

Scene 2: Maria starts attending practices with the math team and is amazed by the resources and support that they have. She feels grateful but also guilty for having access to resources that her classmates don't.

Scene 3: Maria competes in several more math competitions with the team and performs well. She is proud of herself but also aware of the privilege that she has.

Scene 4: Maria returns to her school and talks to Mr. Johnson and Emily about her experiences with the math team. She expresses her desire to help her school and her classmates have access to the same opportunities and resources. Mr. Johnson and Emily are inspired

DIALOGUES:

Act 1

Scene 1: (Maria is sitting in her math class, listening to Mr. Johnson talk about a recent math competition that some students from another school had participated in.)

Maria: Mr. Johnson, does our school have a math team or any competitions?

Mr. Johnson: I'm afraid not, Maria. Our math department is underfunded and we don't have the resources to offer extracurricular programs or competitions.

Maria: Oh, that's too bad. I really love math and I would love to compete in a competition someday.

Scene 2: (Maria goes home and starts researching math competitions online. She finds a regional mathematics competition that is open to all high school students and decides to enter. She starts

preparing for the competition on her own, using free online resources and books borrowed from the library.)

Maria: (to herself) I can't let a lack of resources hold me back. I'm going to enter this competition and do my best!

Scene 3: (Mr. Johnson notices Maria's passion for math and offers to help her prepare for the competition. They meet after school and work on practice problems together.)

Mr. Johnson: Maria, I'm impressed with your dedication to math. Would you like some help preparing for the competition?

Maria: That would be amazing, Mr. Johnson! Thank you so much.

Mr. Johnson: Of course, it's my pleasure. You're a talented student and I want to support your passion for math in any way I can.

Maria: I really appreciate it. It's just frustrating that our school doesn't have the same resources as other schools.

Mr. Johnson: I know, Maria. It's a difficult situation. But don't let that hold you back. You're capable of achieving great things.

Scene 4: (Emily, Maria's best friend, notices how hard Maria is working and encourages her to keep going.)

Emily: Maria, I'm so proud of you for entering this competition and working so hard to prepare for it.

Maria: Thanks, Emily. It's just frustrating that our school doesn't have the same opportunities as other schools.

Emily: I know, but don't let that stop you. You're amazing at math and you deserve to pursue your dreams.

Act 2

Scene 1: (Maria arrives at the competition and is intimidated by the other competitors, who are mostly from well-funded private schools with well-equipped math departments. She feels out of place and wonders if she made a mistake by entering.)

Maria: (to herself) What am I doing here? These other students are so much better equipped than I am.

Scene 2: (Maria starts working on the problems and manages to solve most of them. She is proud of herself but can't help but feel like she could have done better if she had the same resources as the other competitors.)

Maria: (to herself) I did pretty well, but I know I could have done even better if I had more resources.

Scene 3: (Coach Jackson, the coach of the math team from a well-funded private school, notices Maria's talent and approaches her after the competition. He offers to help her prepare for future competitions and invites her to join his team.