



EuropePlus

R2

BOX OF VALUES

JUSTICE

VALUE	Justice
PARTNER	I&F

Value introduction

Justice is a complex and multifaceted concept that encompasses the fair and equitable treatment of individuals and the allocation of resources and consequences in society. It involves principles of fairness, impartiality, and the protection of rights.

In the European context, justice refers to the principles and values that guide the legal and ethical framework of the European Union (EU) and its member states. It is closely tied to the rule of law, emphasizing the protection of human rights, promoting equality, guaranteeing fair trials, ensuring access to justice, providing legal certainty, fostering accountability, promoting solidarity among member states, and protecting minority rights, all of which collectively uphold fairness, equality, and the rule of law within the European Union.

These principles of justice are fundamental to the functioning of the European Union and are enshrined in EU treaties and legal instruments. They reflect a commitment to upholding the rights and dignity of all individuals within the EU and creating a just and equitable society.

GAME

Title: “EquiShare”

Overview: The objective of EquiShare is to distribute resources fairly among a group of people, ensuring that everyone's basic needs are met.

Description:

To properly play the “EquiShare” game, the following materials are needed:

- [Game board](#) with a grid representing a community.
- Resource cards (food, water, shelter, education, healthcare, etc.).
- Player tokens.
- Dice or a spinner.
- Scenario cards with challenges and decisions.

Game Rules:

1. Students start at one corner of the game board as community leaders [They must place themselves on the numbers and letters on the board]
2. Each student receives a set number of resource cards representing available resources in the community. The letters can be printed from the standard model in the [annex 2](#).

[The number of each type of resource card should be limited to create scarcity and decision-making challenges. For example:

- Each player starts with 3 food cards.
- Each player starts with 2 water cards.
- Each player starts with 1 shelter card.
- Each player starts with 1 education card.
- Each player starts with 1 healthcare card.]

They start from a common situation, but can gain resources as they move around the board throughout the game.

3. The game proceeds in rounds, with each round representing a week (or a month or a year, in short, the passage of time).

	<ol style="list-style-type: none"> 4. Players take turns rolling the dice or spinning to move around the board. [To determine the direction and distance of their movement, players can roll a dice (such as a standard six-sided die) or use a spinner with directional options (up, down, left, right, etc.)] 5. When a student lands on a resource space, they draw a resource card. 6. When a player lands on a challenge space, they draw a scenario card. <p>Scenario Cards:</p> <p>These cards present challenges that require players to make decisions that affect resource distribution. [Annex 3 includes examples that teachers can use and print out to implement the game in the classroom.]</p> <p>Resource Distribution:</p> <p>Players must work together to allocate resources fairly based on the challenges they face. Discussion and debate among players are encouraged.</p> <p>The game doesn't have a traditional winner or loser. Instead, the goal is to continue playing until all players collectively find a sustainable and fair distribution of resources, meeting the needs of everyone in the community. This reflects the idea that in a just society, everyone benefits when resources are shared equitably.</p> <p>Discussion Points:</p> <p>Encourage students to reflect on the challenges they faced during the game and the decisions they made. Discuss the importance of fairness, cooperation, and justice in resource distribution. Explore real-world examples of resource allocation and how fairness can be achieved in society.</p>
<p>CASE STUDY</p>	<p>In the 16th century, Spain was marked by the Spanish Inquisition, a powerful institution enforcing religious conformity and punishing heresy. Led by Catholic Church-appointed inquisitors and supported by the monarchy, it had immense authority. Spain was also expanding as a colonial power, gaining wealth from the Americas, leading to a national</p>

identity closely tied to Catholicism. The Inquisition created widespread fear and suspicion, with accusations of heresy from anyone resulting in severe consequences. This era saw the strict enforcement of religious orthodoxy, impacting all aspects of society. The 16th-century Spanish Inquisition left a lasting impact on Spanish history and culture, explored in our play through themes of justice and humanity against overwhelming authority.

The play "In Pursuit of Justice" revolves around the trial of Maria, a young woman accused of heresy by the Spanish Inquisition. Her trial becomes a symbol of the struggle for justice in a time of intense religious and political pressure.

THEATRE PLAY

Title: "In Pursuit of Justice: The Trial of Maria."

Before starting, the teacher will distribute the following characters among students in the class:

- **Maria:** A young woman accused of heresy.
- **Inquisitor Rodriguez:** The lead inquisitor responsible for the trial.
- **Father Antonio:** A compassionate priest who questions the Inquisition's methods.
- **Isabella:** Maria's loyal friend and confidante.
- **Villagers and Inquisition Officials:** Supporting characters. [This character can be represented by several students at the same time]

Description:

Act 1 - The Accusation

The scene unfolds with Maria's arrest and initial accusation. Father Antonio, a compassionate priest, is deeply concerned and determined to investigate the matter, setting the stage for a dramatic confrontation with the Inquisition.

Act 2 - The Trial

The trial of Maria takes center stage, highlighting the intensity of the questioning by the Inquisition officials. Maria's resilience and determination are on full display as she faces accusations of heresy. Father Antonio takes the opportunity to make a passionate plea for a fair trial, raising important questions about the methods employed by the Inquisition and the concept of justice.

Act 3 - The Turning Point

A turning point in Maria's trial arrives when her loyal friend, Isabella, makes a crucial discovery that could prove Maria's innocence. This act portrays Isabella's moment of revelation and the evidence she uncovers in Maria's defense, shaking the foundations of the proceedings.

Act 4 - The Verdict

The Inquisition officials react to the unexpected evidence presented in Maria's defense. Inquisitor Rodriguez, the lead inquisitor, reacts with skepticism and attempts to dismiss the evidence as irrelevant. He is known for his unwavering

commitment to the Inquisition's doctrines and is hesitant to consider any evidence that might challenge their accusations.

By its side, Father Antonio, the compassionate priest who has been advocating for a fair trial, seizes this moment to appeal to the officials' sense of justice. He passionately argues for a thorough examination of the evidence and urges them to uphold the principles of fairness and truth.

Act 5 - The Aftermath

Maria's case is sent for further review and investigation, delaying a final judgment. This decision reflects the ongoing struggle between justice and dogma within the Inquisition and leaves the audience with a sense of both hope and uncertainty regarding Maria's fate.

Discussion Points:

- Reflect on the consequences of hasty judgments and the importance of evidence in trials.
- Encourage students to consider the relevance of these themes in contemporary society.

*The play underscores the complexities of justice and the difficulty of challenging established systems, even when evidence points to a different truth. It encourages reflection on the role of individuals in advocating for justice and the need for societal change in the face of injustice.

Annex 1:

[F] = Food [W] = Water [S] = Shelter
 [E] = Education [H] = Healthcare [C] = Challenge

	1	2	3	4	5	6	7	8	9	10
A		F			C			W		E
B				C			S		H	
C		C			F	W				
D				C					E	S
E	W							H		C
F		E					C			
G	S		W		C			F		
H				H					C	
I		C				S				F
J	C				E			H		

Annex 2:

Food	Shelter	Healthcare
Water	Education	

Annex 3:

<p>Drought: Your community faces a severe water shortage. Decide how to ration the remaining water.</p>
<p>Educational Opportunity: A scholarship is available for one child in your community. Decide who should receive it.</p>
<p>Health Crisis: There is a limited supply of medicine. How should it be distributed among the sick?</p>
<p>Crop Failure: The harvest has been poor, and food supplies are running low. Determine how to distribute the remaining food.</p>
<p>Extreme Weather: A harsh winter storm has damaged shelters. Decide who gets priority for repairs.</p>
<p>Newborn Arrival: A new baby has joined the community. Allocate resources for the baby's needs.</p>
<p>Resource Discovery: A hidden stash of resources is found. Determine how to distribute this windfall fairly.</p>
<p>Community Project: A project to improve the community is underway. Decide who will contribute what resources.</p>
<p>Conflict Resolution: Two community members have a dispute over resources. Mediate the conflict and decide on a resolution.</p>
<p>Education Expansion: New books and teaching materials are available. Allocate them among different age groups.</p>
<p>Healthcare Volunteers: Volunteers offer their services. Allocate their help to those in need of medical attention.</p>
<p>Migration: Some community members want to leave due to resource scarcity. Decide how to address their concerns.</p>
<p>Renewable Energy: A sustainable energy source is discovered. Determine how to implement it for the community.</p>
<p>Community Celebration: A festival is planned, but resources are limited. Allocate resources for the celebration fairly.</p>
<p>Environmental Crisis: Pollution threatens the community's water source. Decide how to clean up and protect it.</p>



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.