

Splitting the Orange

TEACHER'S NOTES

This activity can be done as a role play activity that requires two students and a teacher. The teacher will play the role of the parent, and the students will play the role of siblings.

Each of the siblings wants an orange, but there is only one left. They begin to fight over it. The parent is not paying attention because he/she is doing something else. When the argument becomes increasingly hostile, the parent steps in and says "I am going to solve this problem by cutting the orange and giving each of you half"! Instead of being satisfied, each of the siblings looks extremely disappointed. One of them explains that they only wanted the peel of the orange, and the other says that he/she only needed the fruit portion.

Role Play Notes – Sibling #1:

You are upset because you need the orange that your sibling wants. You begin fighting over it and are not willing to give it up. You tell him/her that you need it more than they do, and you will do whatever you have to in order to get it. After your mom or dad cuts the orange and gives half of it to you and half to your sibling, you act very disappointed and upset, and explain that you only needed the peel because you are using it for your science fair project.

Role Play Notes – Sibling #2:

You are upset because there is only one orange in the house and you need it, but your sibling wants to take it from you. You fight over the orange and say things to your sibling about how they always have to have their way, and they are spoiled rotten. After your mom or dad cuts the orange and gives half of it to you and half to your sibling, you act very disappointed and upset, and explain that you only needed the fruit part for a fractions assignment you are doing in math class. Now you are going to get a zero because you will not be able to do your assignment.

GRADE 6 CURRICULUM CONNECTIONS:

Grade 6 Social Studies Skills Outcomes that correspond to this activity:

Communication

- 6-S-400 Listen to others to understand their perspectives.
- 6-S-403 Present information and ideas orally, visually, concretely, or electronically.
- 6-S-404 Elicit and clarify questions and ideas in discussions.
- 6-S-405 Articulate their beliefs and perspectives on issues.

Grade 6 Social Studies Knowledge and Values Outcomes that correspond to this activity:

6.4.2 Government in Canada

- 6-KP-049 Describe the main features of the Canadian government.
- 6-KP-052 Identify the main responsibilities of municipal, provincial, First Nations, and federal governments in Canada.
- 6-KP-053 Identify elected or appointed municipal, provincial, and federal government representatives and describe their main responsibilities.

GRADE 9 CURRICULUM CONNECTIONS:

Grade 9 Social Studies Skills Outcomes that correspond to this activity:

Communication Skills

- S-400 Listen to others to understand their perspectives.
- S-401 Use language that is respectful of human diversity.
- S-402 Express informed and reasoned opinions.
- S-404 Elicit, clarify, and respond to questions, ideas, and diverse points of view in discussions.
- S-405 Articulate their perspectives on issues.
- S-406 Debate differing points of view regarding an issue.

Grade 9 Social Studies Knowledge and Values Outcomes that correspond to this activity:

Cluster 2: Democracy and Governance in Canada

Learning Experience 9.2.1: Law, Order, and Good Government

- KC-005 Give examples of ways in which government affects their daily lives.
- KP-044 Describe the division of power and responsibilities of federal, First Nations, provincial, and municipal governments.

Role Play Notes – Parent:

Your two children are fighting over the last orange in the house. You sit reading next to where they are arguing and try to ignore them as best as you can. When their argument gets out of hand, you step in and say “I’ll settle this matter. Give me the orange!” You proceed to cut the orange in half and give a portion to each of the children. They are very disappointed with your solution to the problem.

After the activity is complete, engage the class in a discussion about the meaning of the role play. Discuss answers to the questions.

Most students will recognize that splitting the orange in half was inadequate, and answers will segue nicely to the next discussion questions. The parent should have asked the siblings why they were fighting over the orange and specifically what each one needed it for, and should have proposed different solutions to them instead of making assumptions and arbitrarily making a decision.

There are many other ways to split the orange. Perhaps one sibling needs the orange fruit, the other needs the peel for a baking project. One needs the pulp, the other needs the juice. One needs the fruit segments, the other wants the seeds to plant for a science experiment!

This activity highlights the importance of fact finding, active listening, and mediation and negotiation in the resolution of complaints.

Use this discussion to introduce the role of the ombudsman in making sure that people are treated fairly by government. Manitoba Ombudsman deals with municipal and provincial governments. At the federal level, there are some ombudsmen for different purposes (for example, a veteran’s ombudsman, a taxpayer’s ombudsman, Canadian Forces ombudsman, etc.)

ABOUT THE OMBUDSMAN

Manitoba Ombudsman is an independent office of the Legislative Assembly of Manitoba and is not part of any government department or agency. The office’s mission is to promote and foster openness, transparency, fairness, accountability, and respect for privacy in the design and delivery of public services.

The ombudsman conducts independent, impartial, and non-partisan investigations about access to information and privacy matters, the fairness of government actions or decisions, or serious wrongdoings that may have occurred. In Manitoba, four laws establish the ombudsman’s authority to conduct investigations – the Ombudsman Act, the Freedom of Information and Protection of Privacy Act, the Personal Health Information Act, and the Public Interest Disclosure (Whistleblower Protection) Act.

In Manitoba, the ombudsman is appointed by all parties of the legislature. The ombudsman is appointed for a term of six years, and may be re-appointed for a second term of six years (but not for more than two terms).

Visit Manitoba Ombudsman’s website at <https://www.ombudsman.mb.ca> for more information.

Historically, the first independent parliamentary ombudsman was established in 1809 in Sweden. The word “ombudsman” is Swedish, and is often translated as “citizen’s representative” or “representative of the people.” After Sweden, ombudsmen were established in Finland (1919), Denmark (1954), Norway (1961) and New Zealand (1962).

In 1970, Manitoba became the fourth province (after Alberta, New Brunswick and Quebec) to establish an ombudsman.