

Equality Versus Equity (Tutor Guide)

- **Target Audience:** High Intermediate/Advanced (Level 3+)
- **Objectives:** Students will use descriptive language to write about equality and equity. By the end of the session, students will be able to define and differentiate between the concepts of equality and equity.
Note: This lesson can stand alone, or it can be paired with the lesson called “Descriptive Writing.” It is available on the LVGH Tutor Resources site.
- **Class time:** Approximately 1.5 hours
- **Resources/Materials:**
 - Copies of Student Handout (found at end of this guide)
 - Whiteboard and markers (or Whiteboard on Zoom)
 - Optional video (<4 minutes) to prepare tutor to facilitate the class, and/or to use at end of class with students to summarize the lesson: [https://www.youtube.com/watch?v=nCS7Rus4 -Y](https://www.youtube.com/watch?v=nCS7Rus4-Y)

Source: Lesson adapted from slides created by The Change Agent at World Education offered for free to adapt or edit: [The Change Agent | An Adult Education Resource for Social Justice \(nelrc.org\)](https://www.changeagent.org/)

Activity 1 – WRITING ABOUT EQUALITY

Tutor	Students	Time
<p>1. Introduce the lesson by saying that you will be exploring the difference between two words, “equality” and “equity.” Write the two words on the whiteboard.</p> <p>2. Ask a volunteer to read the directions on page 1 of the Student Handout.</p> <p>3. Give students 5 minutes to write their sentences. Ask them to provide as much detail as possible and use the Word Bank to help them.</p> <p>4. Ask students to take turns reading their sentences.</p> <p>Examples of sentences that they may write are:</p> <ul style="list-style-type: none"> • Three people are trying to a watch baseball game. • There is a man, a boy, and young child (toddler). • They are outside of the stadium. • A fence blocks the view of the smallest person. • The toddler is trying to see through the cracks in the fence. • Everyone is standing on a box. • The boxes are all the same (equal). • etc. <p>5. Record a sampling of their sentences on the whiteboard under the word “equality.” If not already listed, add: The boxes are all the same (equal).</p>	<ul style="list-style-type: none"> • A volunteer reads the directions on page 1 of the Student Handout. • Students write 2-3 sentences that describe Picture A. • Students take turns reading their sentences. 	<p>20 min.</p>

Activity 2 – WRITING ABOUT EQUITY

Tutor	Students	Time
<ol style="list-style-type: none"> 1. Ask a volunteer to read the directions on page 2 of the Student Handout. 2. Follow the same procedures (#3-4) described in Activity 1. Examples of sentences that they may write are: <ul style="list-style-type: none"> • Everyone can see. • The tallest person has no box • The middle person has one box. • The smallest person has two boxes. • The man is cheering. • The smallest person is excited and happy. • etc. 3. Record a sampling of their sentences on the whiteboard under the word “equity.” If not already listed, add: Everyone can see (equity). 	<ul style="list-style-type: none"> • A volunteer reads the directions on page 2 of the Student Handout. • Students write 2-3 sentences that describe Picture B. • Students take turns reading their sentences. 	15 min.

Activity 3 – DEFINING AND DIFFERENTIATING BETWEEN EQUALITY AND EQUITY

Tutor	Students	Time
<p>Equality:</p> <ol style="list-style-type: none"> 1. Ask a volunteer to read the definition of Equality on page 3: When things are the <u>same</u> (equal) in some specific way. 2. Ask what things are the same in the picture on page 3: Everyone has the same size and type of bicycle. 3. Tie this to the sentence written on the whiteboard in Activity #1 by saying: Like the bicycles, the boxes are all the same (equal). 4. Ask volunteers to read the sentences on page 3 showing the words <i>equal</i>, <i>unequal</i> and <i>equality</i> (verb, adjective and noun forms). Ask for volunteers to use the words in a new sentence. 5. Ask students to work in pairs to answer the question on page 3: Think about “equality” among people in the U.S. Where do you see equality? Where do you not see it? <p>Ask the pairs to take turns sharing their answers.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> -All schools in some cities have the same computer labs with the same number of computers. -People have not experienced the pandemic equally. Front-line workers have taken on more risk. 	<p>Equality:</p> <ul style="list-style-type: none"> • A volunteer reads the definition of Equality on page 3. • The class discusses what is the same in the picture: the bicycles. • Volunteers read the sentences on page 3. • Volunteers use the words in sentences. • Students work in pairs to answer the question on page 3. 	15-20 min.

<p>Equity: Repeat the process with the focus on the word Equity.</p> <ol style="list-style-type: none"> 1. Ask a volunteer to read the definition of Equity on page 4: When things are <u>fair</u>. 2. Ask a volunteer to read what is fair about the picture on page 4: Everyone has a bicycle that they can use. 3. Tie this to the sentence written on the whiteboard in Activity #2: Everyone can see (equity). Note that this is because they have what they need even if it's not the same. 4. Ask volunteers to read the sentences on page 4 showing the words <i>equity</i>, <i>equitable</i> and <i>equitably</i> (noun, adjective, adverb forms). Ask for volunteers to use the words in a new sentence. 5. Ask students to work in pairs to answer the question on page 4: Discuss "equity" among people in the U.S. Where do you see equity? Where do you not see it? <p>Ask the pairs to take turns sharing their answers.</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> -In the emergency room, the nurses aim for equity. They see people in the order that they arrive, but will take into account how urgent their case is. -If we don't provide ESOL to students, then they won't have equity in education. -In schools, a child with a disability may receive different help and resources than a student without a disability. 	<p>Equity:</p> <ul style="list-style-type: none"> • A volunteer reads the definition of Equality on page 4. • The class discusses what is fair about the picture: Everyone has a bicycle that they can use. • Volunteers read the sentences on page 4. • Volunteers use the words in sentences. • Students work in pairs to answer the question on page 4. 	<p>15 min.</p>
---	--	----------------

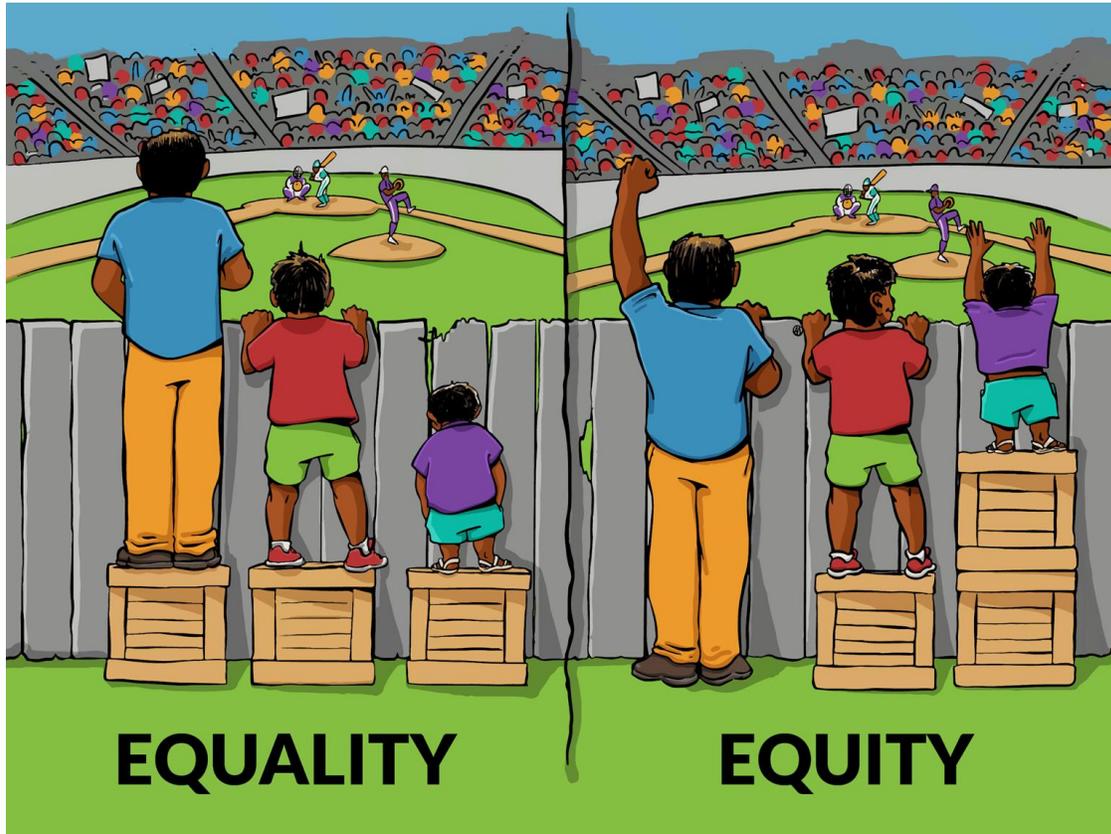
Activity 4 – SUMMARY: FINAL THOUGHTS ABOUT EQUALITY AND EQUITY		
Tutor	Students	Time
<ol style="list-style-type: none"> 1. Ask students to explain what the concepts of equality and equity mean to them in their own words. Summarize with the following: <ul style="list-style-type: none"> • Equality is about treating everyone the same. Equality is giving everyone the same thing. • Equity is about fairness. It is about giving everyone what they need to be successful. <p><u>Optional approach:</u> Depending on your group, you can share and discuss the video to summarize the lesson: https://www.youtube.com/watch?v=nCS7Rus4_-Y</p> 2. Review page 5 to conclude the lesson. Discuss the meanings of "one-size fits all" (Sameness/Equality) versus "right size" (Fairness/Equity). 	<ul style="list-style-type: none"> • Students share their explanations (or watch the video as an optional approach). 	<p>15 min.</p>

Equality versus Equity (Student Handout)

1. Describe what you see in Picture A by writing 2-3 sentences in the box below. Use as many words as possible from the Word Bank.

Picture A

Picture B



EQUALITY

EQUITY

“Interaction Institute for Social Change | Artist: Angus Maguire.”

What I see in Picture A:

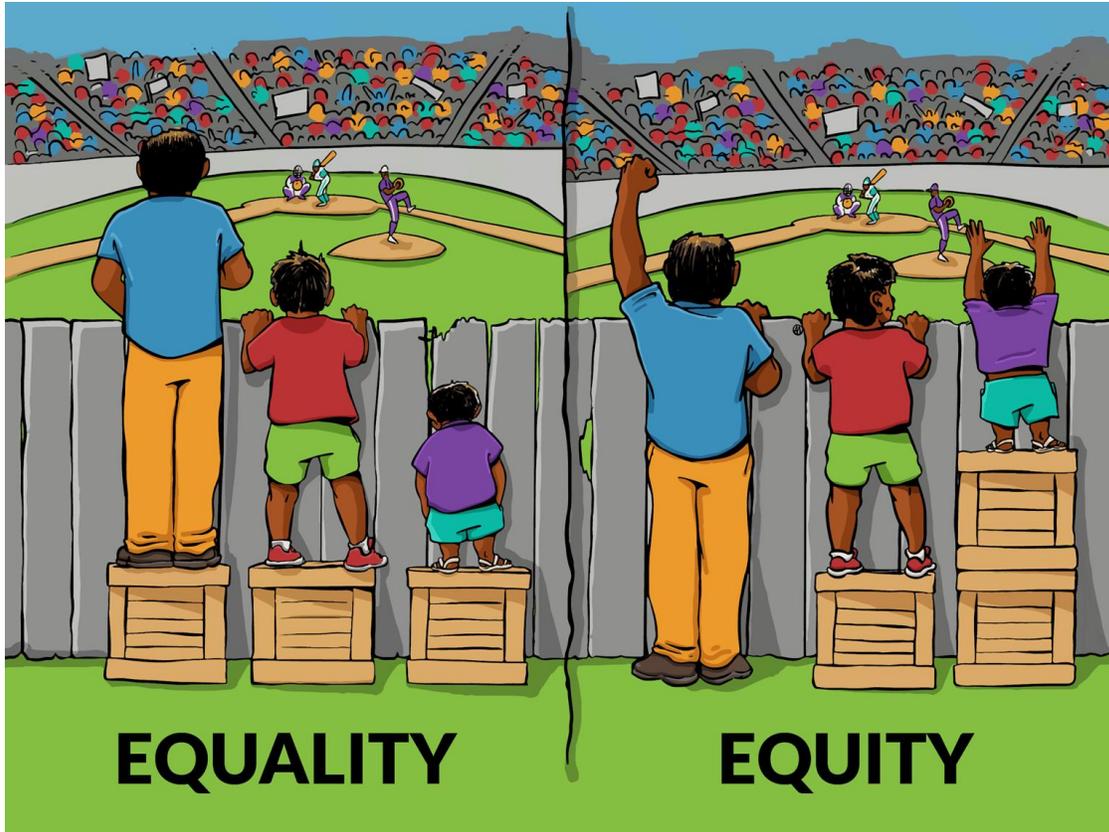
Word Bank:

man	box	standing	inside
toddler	fist	cheering	baseball stadium
baseball players	hands	raising	in the pockets
boy	fence	on top	in the air
fans	cracks	hitter	outside
pitcher	batter	smallest	tallest

2. Now describe what you see in Picture B by writing 2-3 sentences in the box below. Use the Word Bank on page 1 to help you. Add other words that you can think of.

Picture A

Picture B.



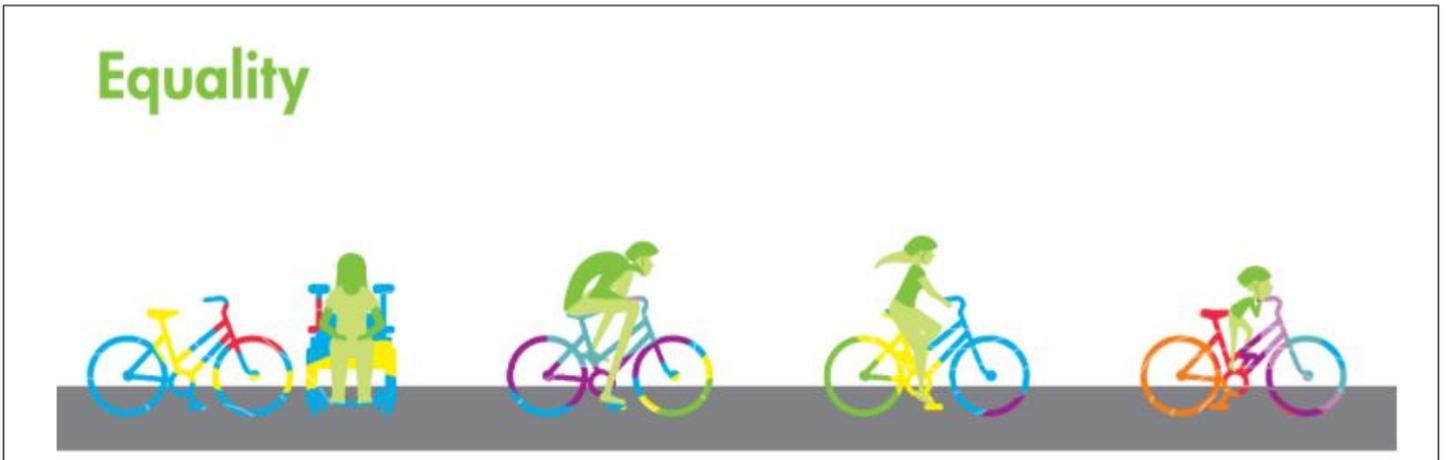
“Interaction Institute for Social Change | Artist: Angus Maguire.”

What I see in Picture B:

A large, empty rectangular box for writing the student's response.

EQUALITY

Definition: When things are the same (equal) in some specific way.



WHAT IS THE SAME (OR EQUAL) IN THIS PICTURE?

Equal (verb): Two plus two **equals** four.

Equal (adjective): You have \$5, and so do I. We have an **equal** amount of money. (Or you have \$5, and I have \$10. We have an **unequal** amount of money.)

Equality (noun): Some kids go to schools with a lot of resources and other kids go to schools with very few resources. We do not have **equality** in education.

Discuss and Write:

**Think about “equality” among people in the U.S. Where do you see equality?
Where do you not see it?**

EQUITY

Definition: When things are fair.



Why is this fair? Everyone has a bicycle that they can use.

Equity (noun): Making community college free is a step towards education equity.

Equitable (adjective): We can make our remote classes free. If people do not have reliable, high-speed internet, they cannot take the classes. Therefore, access to classes is not equitable.

Equitably (adverb): How can we equitably offer remote classes?

Discuss and Write:

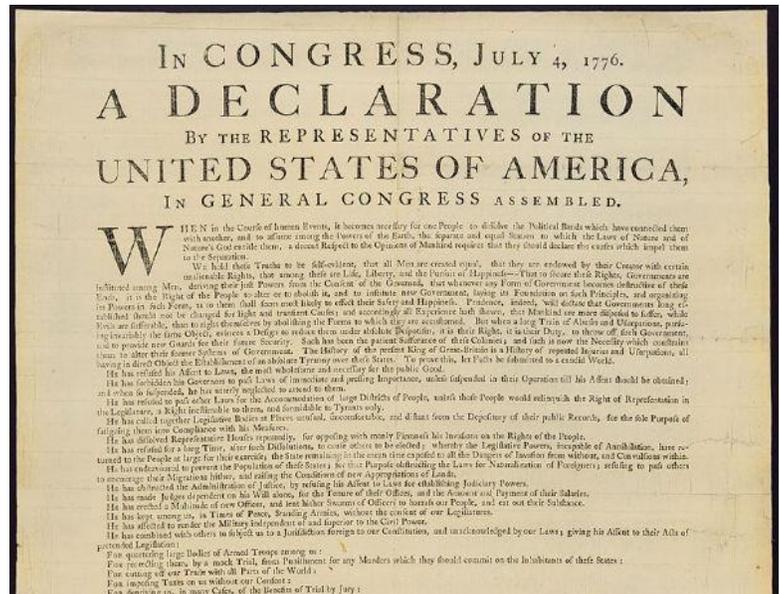
**Discuss “equity” among people in the U.S. Where do you see equity?
Where do you not see it?**

Summary: Equality or Equity?

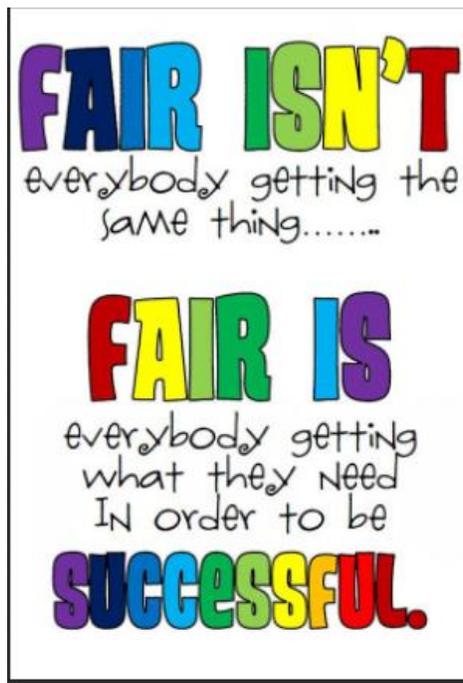
Equality means sameness.

“We hold these truths to be self-evident, that all men are created **equal**, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.”

**Thomas Jefferson,
Declaration of Independence**



Equity means fairness.



There isn't always a "one-size-fits-all" solution to the problems we see in the world.
There is a "right-size" solution for each person's needs.