YEAR 2 / TEACHER SUPPORT PACK

The Baldrus Fair Games Laboratory

Test the rules. Change the game.

Ages 6-7 · 60 minutes



A story. A question. Something to create.

Investigate a suspiciously uneven game, rewrite its rules and test what makes play fair and welcoming.

Includes a session plan, story starter, adaptations and six pages to read, print or share.

Use in class or alongside an author visit. No sign-up, screen or purchased book required.

More stories, games and colouring

BearwolfWorld.com

YEAR 2 / TEACHER NOTES

At a glance

Fairness, competition and personal improvement

Learning intentions

• Explain an unfair rule using an example from a game or story.

• Agree and write rules someone else can follow.

• Record results and reflect on improvement and encouragement.

You will need

• Teacher pack; pages 6-7 per group; pages 8-9 per group or pair.

• Soft beanbags or rolled socks, a hoop or large floor target, and floor markers.

• Pencils and a clear playing area. A table target offers an alternative to floor play.

• Teams of four: thrower, collector, recorder and rule checker. Rotate roles.

Before the session

• Check space and equipment using the school’s usual PE routines. Throw towards a clear target, never another person.

• Print resources single-sided at 100% on A4. Choose just one unfair rule to demonstrate.

• Explain in advance: this first game is deliberately uneven so we can investigate it. Keep it brief and low stakes.

• Agree adaptations with pupils and staff. Fair access can mean different equipment or positions, not identical treatment.

KS1: PE; English instructions and discussion; Mathematics; PSHE. Connections are suggested for England; adapt to your setting.

Run the workshop

Flexible timings for one class. Keep talk, action and reflection in balance.

0-8 min / Meet the rule makers

Read page 5 and the story summary. The Baldrus choose events that suit them, then complain when other creatures win. Ask: ‘Does being good at a game make its rules fair?’

8-15 min / Test an uneven game

Choose one card from page 6. For example, team A throws from one metre and team B from three metres, with three throws each. Record hits without a leaderboard. Ask pupils what they noticed. Stop after this short demonstration.

15-23 min / Explain the problem

Use ‘This rule favours… because…’. Distinguish the rule from the result: losing once does not prove unfairness. Let pupils point to a card or use the story as evidence.

23-38 min / Redesign and retest

Use page 7 to agree throws, scoring, positions and access. Keep one chosen change clear. Rotate roles and test the new version. Use page 8 to record what changed and what was observed; small results help discussion but do not prove a general rule.

38-48 min / Compete with yourself

Each willing pupil has two rounds of three attempts using the same agreed setup. Record hits out of three. Notice one thing they tried differently. Improvement can be control, confidence or taking a turn, even if the score stays the same.

48-60 min / Publish and reflect

Groups complete page 9. Another group reads the instructions and explains the game back. Improve an unclear instruction. Finish with page 10: name fair play, encouragement or a useful personal goal. Build a class games booklet.

Make it work for your class

Adjust participation, language and writing to pupils' needs.

Support and access

- Offer sentence starters, a partner recorder and pictorial or tally records.
- Use larger targets, a shorter distance, seated rolling or a tabletop setup as appropriate.
- Give each pupil a meaningful role without requiring every pupil to throw.
- Discuss characters' feelings first if explaining a rule is difficult.

Take it further

- Distinguish fairness of access, agreed rules and the outcome of one round.
- Explain why a helpful adaptation may make positions different but participation fairer.
- Change one condition at a time and describe what remains the same.

Listen and look for

- Can the child explain who a rule favours and why?
- Can another group follow the instructions without the designers' help?
- Can they describe an improvement or an encouraging action, as well as a score?

Keep the learning going

Try the pupil-designed games in a later PE session. Revisit any unclear rules. Compare each child with their own previous attempt, then collect instructions in 'The Class Fair Games Book'.

Observe these intentions during the activity; one workshop is practice, not evidence of secure mastery.

YEAR 2 / READ ALOUD / PROJECT

Meet The Baldrus

A short story starter. An adult reads; pupils can join in.

‘Time for the high jump!’
Fidget announced.
Before coming first,
With a very big bounce.
‘Kiblubbin!’ said the Baldrus,
‘That sport’s not fair!
It’s not ’cos we lost,
It’s just ’cos we don’t care.’

The story around this moment

The Baldrus hold games built around their own strengths and win every event. Bearwolf and Fidget propose a new day where each creature chooses an event. Now different friends win, and the Baldrus sulk. Bearwolf reminds them that they can improve their own performance and still enjoy being together.

Wonder together

Is a game unfair just because we did not win?

Extract: Author’s longer 2020 collection: The Baldrus Olymbics, printed page 76; spelling lightly regularised for the classroom. Current picture-book title: The Baldrus Olympics.

YEAR 2 / CUT-OUT RESOURCE

Suspiciously uneven rules

Choose ONE card for a short, clearly announced unfair-game demonstration.

Different distances

Team A throws from one metre. Team B throws from three metres. Both have three throws.

Different chances

Team A has five throws. Team B has two throws. Both use the same target and position.

Different scores

Team A gets two points for a hit. Team B gets one point. All other conditions are the same.

Who does this rule favour? Why? Change roles or discuss without throwing. A losing score by itself does not show that a rule is unfair.

YEAR 2 / GROUP PLANNING RESOURCE

Build a fair game

Talk together, then agree your version. An adult can scribe.

Our aim and equipment

Turns, number of throws and scoring

Positions and helpful adaptations

One rule we changed, and why

Roles: thrower / collector / recorder / rule checker. Swap roles.

YEAR 2 / PUPIL / GROUP RECORD

Test it. Notice it.

Count hits with tallies or numbers. Record the rule as well as the score.

The rule we changed:

Version	Team A: hits / throws	Team B: hits / throws
Uneven game	____ / ____	____ / ____
Changed game	____ / ____	____ / ____

What did we notice? What still needs changing?

My own challenge: same setup, two tries

Round 1: ____ hits / 3 throws Round 2: ____ hits / 3 throws

One thing I tried or improved:

How to play our game

Write instructions, then ask another group to explain them back.

Game name and designers (optional):

You will need:

1. First…

2. Next…

3. Then…

Our fair-play rule / helpful adaptation:

YEAR 2 / REFLECTION / DISPLAY

What makes a good game?

Winning is one part. Notice the rules, the effort and the people.

A fair rule is… because…

Someone helped the game by…

Next time, I will try…

“We’ve all won and lost, tried and failed again.”

From Bearwolf’s speech in the longer Baldrus story. Keep friendship in the game.