Learn by Doing

Choice Fair Finish

A group of laborers rose early and went to the marketplace, hoping to be hired. Some were hired at daybreak while others were hired when the day was almost over. Yet all received the same wages.



Play a game based on this story either on a game board or by walking from one area to another. Work with the goal of helping all students complete the day and earn their wages. Follow the game with a discussion of fairness.

1. Explain that students will be reenacting the story either moving around the room or using the *Fair Finish Game Board* (p. 3).
2. Assign a number to each player. Players should be numbered 3, 6, 9 or 11. It is fine to assign the same number to more than one player.
3. If playing the game by moving in the room, show students the areas marked as the marketplace, vineyard and wages stations. Ask all students to go to the marketplace. If playing on the game board, give each student a marker. All the markers should be put on the marketplace part of the board.
4. Players take turns throwing two dice. Each player moves (or moves their marker) only when they throw the number they were assigned (3, 6, 9 or 11). No player may advance into the wages area until all the players have first reached the vineyard. Players waiting in the vineyard skip their turns until everyone has made it there.
5. Once all players have reached the wages area, discuss the game. (See *Fair Finish Directions and Discussion* (p. 2).

Materials Needed

Two dice, a copy of *Fair Finish Game Board* p. 3, game markers (e.g. coins) if playing on the game board or space to set up three physical areas for students to move between *optional*: small rewards to act as "wages" such as candy or other snacks

Prepare in Advance

Read through *Fair Finish Directions and Discussion* p. 2. Decide if you want to have students move around the room or use markers on the game board. Set up the room if that is your choice.

New Church Concept
Hours of Work

"Laboring in the vineyard" is acquiring spiritual life by the knowledges of truth and good from the Word applied to the uses of life. Instead of times of day, the angels perceive the states of life of people who die in old age, adulthood, youth or childhood, and who have equally acquired for themselves spiritual life. See *Apocalypse Explained* 194

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Fair Finish Directions and Discussion

Students will reenact the story of the laborers in the vineyard with the goal of helping everyone get an opportunity to work for wages. To play you will need a copy of the *Fair Finish Game Board* (p. 48), two dice, and either space to move physically from one area to another *or* game markers (e.g. coins) for each player. If you are having students actually move around the room, cut out the three pictures from the *Fair Finish Game Board* and use them to mark three different areas to represent a marketplace, a vineyard, and a place to receive wages.

1. All players start in the marketplace. Each player is given a number. Players are numbered 3, 6, 9 or 11—to correspond with the hours at which laborers were hired.
2. Players take turns throwing two dice. In order to move into the vineyard, a player must throw the number of the hour at which he or she was hired as a combination of the dice, (i.e. 3, 6, 9, or 11). When the correct number is thrown, the player advances one space.
3. No player may advance further until *all* players have moved into the vineyard. Players already in the vineyard skip their turns until everyone is there. Players who reach the wages area first must also skip their turns and wait for their "pay" until all players have reached the wages area.
4. The game ends when all players are in the wages area. *Optional*: hand out small treats as "wages".

Discussion

1. Was this game fair? Why or why not?
2. Which numbers are harder to roll? (3 and 11.) Why is this? (Only one possible combination of dice results in 3 and 11: 3 = 1+2, 11 = 5+6.)
3. Which number is easiest to roll? (6) Why? (A score of 6 is possible in more ways than any of the other numbers, e.g. 6 = 3+3, 2+4, 1+5.) (9 has two possible dice combinations: 3+6 and 4+5)
4. Did this advantage/disadvantage affect your game?
5. Compare equality and fairness. How are equality and fairness similar? How are they different? Here are a few examples to help you think:

   - Equality is saying that all workers must take the stairs. Fairness is giving the handicapped a ramp or elevator.
   - Equality is giving every human an equal share of everything. Fairness is rewarding hard work.
   - Equality is when everyone's opinion is given the same vote. Fairness is giving an expert's opinion more voting power.

6. Are all people equal in the Lord's sight?
7. Was the landowner in today's story fair?
8. Does the Lord treat all people fairly?
9. Does the Lord treat all people the same?
10. Which is more important: fairness or equality?

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Fair Finish Game Board







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